

Southwestern News

Alumnus Olim, Aeternum Amicus

(At One Time a Student, Forever a Friend)

Volume XXV

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Number 3

Alumni Day Is Set for June 2 British M.P. Will Be Speaker

A British import, Member of Parliament John Wynne William Peyton, will be head-line speaker on Alumni Day June 2. Dr. W. Edward French, '39, president of the Southwestern Alumni Association, has arranged for Mr. Peyton's visit to America and his Southwestern address will be the first in a series of appearances in Memphis.

This is only one event in a full day of activities for returning alumni, which will include dedication of the new Moore Infirmary, luncheon for the reunion classes at noon in Catherine Burrow Hall, supper at 6 p.m. in the Mallory Gymnasium, games and athletic events during the afternoon, and various class meetings in between. Registration will begin at 10 a.m. in the area between the dining halls and the Science Building.

J. Lester Crain, Jr., '51, vice president for reunions, is in charge of plans for the day. J. Thayer (Toto) Houts is chairman of the class of 1937, which will be the major reunion group, celebrating its 25th anniversary.

Goodbar Morgan, director of alumni affairs, said there will also be good representation from the class of 1912, celebrating its 50th reunion this year.

French Makes Plans

Plans for Mr. Peyton's appearance have been several months in the making. Alice Widener, whose by-line appears from time to time on the editorial page of *The Commercial Appeal*, wrote from England, where she was touring at the time, that many of her English associates said that most of the Britishers who spoke about their nation in America represented the "liberal" point of view, whereas actually the present controlling elements back home largely represented a more conservative attitude.

Ed wrote Miss Widener immediately and several letters and phone calls later it was settled. Mr. Peyton, a member of the Conservative Party who has represented the Yeoville Division of Somerset in the House of Commons since 1951, has accepted the invitation to speak at Southwestern on Alumni Day and to several other Memphis groups later in the same week, the Rotary and Kiwanis Clubs and the English Speaking Union among them.

Mr. Peyton was educated at Eton and Trinity College, was taken by the Germans early in World War II and held for five years as a prisoner of war. He is a member of the bar.

Promising Speaker

Recent quotes from Mr. Peyton in the *London Times* give promise of a thoughtful and articulate speaker who is concerned with morals and attitudes as well as politics.

Writing of the British people, he says, "The exertions and sacrifices of war are things of the past, as are the unity from



Chauncey W. (Sonny) Butler, Jr., vice-president of the Union Planters National Bank, heads Southwestern's 1962 Annual Support Program. A Sewanee alumnus, long time supporter of Southwestern and member of its President's Council, Mr. Butler also is the father of a Southwestern junior, Bill Butler. Mrs. Butler is the former Kathryn Brown '33.

which they sprung and the ideals for which they were undertaken."

He deplors the nationalization of industries and the policies of successive governments which he says have been influenced "less and less by what we can earn and pay for, more and more by what is desirable.

"The state, it seems, has taken over responsibility for individual behaviour. The only onus laid upon the individual is to pay his taxes and keep on the safe side of the law."

(Continued on Page 2)

Special Supplement

A special report entitled "The College of Tomorrow" contained in the center 16 pages of this issue of the NEWS is written as a guide to parents, but also holds much interest for all who are interested in the nature and future of America's higher education.

It contains the answers to many of today's questions—authenticated through the combined efforts of scores of schools, colleges and universities which have co-operated in its production.

This supplement, prepared by Editorial Projects for Education, a non-profit organization associated with the American Alumni Council, is being published in many college and university publications across the country. Southwestern recommends it to its alumni and its friends.

Annual Support Leaders Named

The depth of leadership in all phases of the 1962 Southwestern Annual Support Program augurs of unprecedented success when the totals are made known at the end of the current year.

C. W. (Sonny) Butler, Jr., chairman, asked for and got an associate chairman, A. Van Pritchatt who also is chairman of the college's board of directors, and a strong ten-man steering committee, which is composed of two long time Southwestern supporters, Edmund Orgill and O. D. Bratton, and eight alumni: William F. Hughes and Oscar Hurt, Jr., of the class of 1929, William A. Wooten, Jr. and James D. Collier, Jr. '43, Jack Elder '35, Frank Campbell '39, Jim Breytspraak '38, and Ed Boldt '45.

These men jointly assumed responsibility for the general solicitation phase of the program.

Added this year by Dr. Alfred O. Canon '44, dean of alumni and development, are new divisions for solicitation of professional men (physicians, dentists, and attorneys) and national firms. Here, too, strong leadership is working effectively.

Dr. A. Roy Tyrer, heading the medical sciences group, is assisted by team leaders Dr. W. Edward French '39, president of the Southwestern Alumni Association, Dr. R. A. Calandrucchio, Dr. Henry Gotten, Dr. John Davis Hughes '32, Dr. Sheldon B. Korones for the physicians and Dr. Robert K. Armstrong '37, Dr. Albert A. McLean, and Dr. Davis L. Brown '34, for the dentists.

Working with Walter P. Armstrong, Jr., heading the attorneys are Lewis R. Donelson III '38, who also is assistant treasurer of the board of directors, Shepherd Tate '39, Charles Crump '34, Charles Sherman '35, and Jesse Johnson.

Mr. Orgill and Paul Borda are heading the solicitation of national firms and others who have been active in screening cards, helping with the organization, and seeking special gifts are President Peyton N. Rhodes and members of the executive committee, R. Don Warren, E. B. LeMaster, Brown Burch, Norfleet Turner, Bayard Boyle, Dr. W. J. Millard '20, Al Wunderlich '39, Toof Brown, Col. Ross Lynn, and Maury Wade.

Mr. Pritchatt announced at the March 15 board meeting that \$80,000 of the \$150,000 already has been obtained and that prospects "look good" for a successful effort. No more totals will be announced, he said, until Dec. 31 when the last contribution is in.

MOORE INFIRMARY TO BE DEDICATED ON ALUMNI DAY

(Continued from Page 1)

Time, he said, "has shown the full and sombre meaning of Mr. T. S. Eliot's words 'dreaming of systems so perfect that no one will need to be good.' The systems have come, relieving us of all but a shabby minimum of responsibility and conferring on us the right to exploit opportunity, to disregard contract and eschew effort."

Infirmary Dedication

Dedication of the well appointed new Moore Infirmary, provided by bequest of the late Dr. Moore Moore Sr., is set for 4 p.m. at the East entrance of the Infirmary.

The building was planned by Dr. Moore to honor his wife and it was opened for use, by mere coincidence, on her birthday Feb. 7.

It stands as an appropriate memorial both to her and to Dr. Moore, who was one of the Memphians instrumental in bringing Southwestern to Memphis in 1925, served as secretary of its board of directors from then until his death in 1957, and until his retirement gave his services as medical consultant without compensation.

The fine building which he provided houses rooms for 14 patients, doctor's office

and three treatment rooms, diet kitchen, reception room, and an apartment for the resident nurse.

Dr. and Mrs. Moore's three sons, all Southwestern alumni, will be present for the dedication. Dr. Moore Moore, Jr., '29, is a prominent Memphis orthopedic surgeon and a Captain in the Medical Corps of the U.S. Navy Reserve. Col. Sivley Moore U.S.M.C. '35, also a physician, has held important posts in many parts of the world and now is stationed in San Antonio. Capt. Charlton Moore '42, who served in the Air Force during World War II, now is in the Army Transportation Corps, stationed in St. Louis.

Large 25th Reunion

Many members of the class of 1937 will get together on June 2 for the first time in 25 years, meet one another's husbands and wives, reminisce over the college years, revive old jokes which only they can fully share, and resume friendships which may have been allowed to lie dormant in the press of family and business life.

Those who have had it say this is an unforgettable experience—that it isn't "just like old times"—it's even better.

This class will be especially honored at the luncheon at 12 o'clock in Catherine Burrow Dining Hall, along with those members of the class of 1912 who will be on hand to celebrate their 50th year reunion. Also present will be members of other reunion classes—those of all years ending in 2 or 7—1957, 1952, 1947, and on back.

Goodbar Morgan said advance reservations for both the luncheon and supper are requested but all are urged to come, whether they have reservations or not.

Supper In Gym

Dr. Ed French has announced that there will be no last minute confusion about the supper this year. It will be held at 6 p.m. in the gymnasium, rain or shine. Mr. Peyton's address is set for 5 p.m. immediately before the dinner.

Announced at the supper will be three new vice-presidents, for finances, alumnae, and ministerial relations, elected by ballot during the day. Retiring from these posts will be, respectively, Barney Gallagher '41, Sarah Boothe (Mrs. T. J.) White '39, and the Rev. William Brown '50 of Laurel, Miss.

Gifts to Burrow Library

The Burrow Library received 223 gifts during the six months period ending March 1. One contribution was in honor of Mr. Wesley Halliburton and another undesignated. The rest were memorials.

All will be used for the purchase of books to augment the library's holdings, said Albert M. Johnson '30, librarian.

Many of the contributors listed below gave several gifts and several memorials were received for many of the recipients named.

Memorial gifts were received for the following:

Mr. Samuel Richard Adams	Mr. T. Frank Jackson, Jr.
Mrs. Mary Ashford	Mr. B. F. James
Mr. E. O. Bailey	Mr. Clay Jones
Mrs. James D. Barbee	Mr. Fred Klyce, Sr.
The Right Rev. Theodore M. Barth	Mrs. Ruth LaMalta
Mr. John B. Beasley, Sr.	Mrs. W. C. Lassetter
Mr. Walter Leslie Berry	Mr. Frank Lewis
Mrs. Dru Crook Blalock	Miss Katherine McCallen
Mrs. John G. Blount	Mr. Alfred D. Mason, Sr.
Mr. Walter Leslie Bradley	Mr. Edgar Masur
Mrs. Thomas J. Bradley	Mr. Richard C. Mays
Mrs. J. H. Bray	Mr. Ben H. Meeman
Mrs. Neil Brown	Mr. Robert M. Metcalf, Sr.
Mr. Joshua Goodlett Brown, Sr.	Mr. John Lester Newman
Mr. Lloyd Joseph Calhoun, Jr.	Mr. Field Osburn
Mr. Jack Carley	Mr. P. W. Peden
Mr. Lauren Duane Carr	Mr. and Mrs. Z. Bennett Phelps
Miss Anne Carter	Mr. Fred Penix
Mr. Howard Michael Clemmons	Mr. J. Everett Pidgeon, Jr.
Dr. J. Walter Cobb	Mr. and Mrs. Antoine Pinaire
Mrs. Lucius P. Cook, Sr.	Mrs. H. C. Pitts
Mr. Cameron Cooper	Mrs. Maude Welch Poag
Mr. Victor Adolph Cordes, Sr.	Mrs. Allen Prewitt
Mr. Fagan Cox	Mrs. Lydia M. Raines
Mrs. Arthur Davant, Jr.	Miss Agnes Reeves
Mrs. Maude Davis	Mrs. H. E. Reinhardt
Miss Jennie DeShazo	Mr. James T. Rhea
Mr. Eugene Early, Jr.	Mrs. Amy Roff
Mr. Isaac Newton Ellis	Dr. Ralph O. Rychener
Mr. Clifford A. Emery	Mrs. Maude D. Saunders
Mr. Braden Finch	Mrs. Harry C. Schmeisser
Mrs. J. Frank Fischer	Mrs. Dudley Schoolfield
Mrs. Minnie Foster	Mr. A. M. Sinclair
Dr. Joseph Francis	Mrs. Yenti Slater
Mr. William N. Fry, Sr.	Mrs. Charles Smith
Mr. Harry L. Frye	Mrs. Corinne Smith
Mr. A. H. Geary	Mrs. Laura Stackhouse
Mr. Richard E. Gray	Mr. Richard Stanton
Mrs. James Hall	Mr. Carl F. Strauss, Sr.
Mr. Edward L. Harrison	Mrs. Mary Ann Thompson Sutton
Mr. W. R. Herstein	Judge John E. Swepston
Mr. Horace King Houston	Mrs. W. H. Talbot
Mrs. F. G. Hudson, Jr.	Mrs. George R. Thoeming
Mrs. Allen Hughes, Sr.	Mr. Hewitt King Tigrett
Mr. Owen Rogers Hughes, Jr.	Mr. Henry G. Turner
Mr. C. E. Hutton	Mr. J. W. Tycer

Mr. John Edmund Tyree
Mrs. Joseph J. Wade
Mrs. Charles D. Wailes
Mr. Mark S. Waters
Mrs. Mabel Morris Westbrook
Mr. David M. Williams, Sr.
Miss Vermonta Wilson
Mrs. William C. Wilson
Mrs. Gertie R. Wood
Mrs. J. M. Wood, Sr.

Contributors were:

Mr. and Mrs. Dunbar Abston
Dr. and Mrs. Robert Amy
Mrs. R. H. Anderson
Miss Mary Anderson
Mrs. Anthony A. Aspero
Mrs. R. Lee Bartels
Mrs. Milton S. Binswanger, Sr.
Mr. and Mrs. Charles Blaine
Mr. and Mrs. Auvergne Blaylock
Judge and Mrs. Marion S. Boyd
Mrs. Sara Louise Bridges
Mr. and Mrs. Hugh Brinkley
Mr. and Mrs. Berry B. Brooks
Mr. and Mrs. Toof Brown
Mr. and Mrs. Worthington Brown
Mr. and Mrs. Evelyn Buckingham
Mr. and Mrs. Richard Busch
Mr. and Mrs. Samuel Caldwell
Mr. and Mrs. W. L. Callicott
Dr. and Mrs. Alfred O. Canon
Mr. and Mrs. Robert F. Carpenter
Miss Louise R. Clark
Mr. and Mrs. Charles B. Clement
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Dept. of Obstetrics and Gynecology,
Baptist Memorial Hospital
Dr. Charles E. Diehl
Mr. and Mrs. C. I. Diehl
Mr. and Mrs. Sidney W. Farnsworth
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Miss Val Farnsworth
Mr. and Mrs. Frank Faux
Mr. Jim Foster, Jr.
Miss Linda Foster
Chancellor and Mrs. Ceylon B. Frazer
Mrs. Harry J. Freeburg
Mr. Benjamin Goodman
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Mr. Wesley Halliburton
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Mrs. Rosa May Henry
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Dr. and Mrs. Ralph C. Hon

Mr. Erle Howry
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Mr. and Mrs. Carrington Jones
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Kappa Alpha Mothers Club
Dr. and Mrs. Laurence F. Kinney
Mr. and Mrs. Laurence J. Larkey
Mr. and Mrs. James F. McCallen, Jr.
Mr. and Mrs. John T. McCallen
Mrs. Allen Martin
Dr. and Mrs. Alfred D. Mason, Jr.
Mr. and Mrs. Erich W. Merrill
Mr. and Mrs. Clifford Merrin
Mr. and Mrs. Ted Miles
Mr. and Mrs. George S. Miles
Mrs. Amy Brown Miles
Mr. and Mrs. Pervis Milnor, Sr.
The Rev. and Mrs. Yates Moore
Miss Nelle Moore
Mr. and Mrs. Henry C. Nall, III
National Cottonseed Products
Association
Mr. and Mrs. Frank C. Pidgeon
Mrs. Charles B. Porter, Jr.
Mr. Harry Pump
Miss Ada Raines
Mr. and Mrs. Lloyd Ramsey
Miss Linn Ramsey
Dr. and Mrs. Peyton N. Rhodes
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Dr. and Mrs. Robert P. Richardson
Mr. and Mrs. William Rodriguez
Miss Gladys Roudebush
Mr. and Mrs. J. Tunkie Saunders
Mrs. Robert A. Scott
Mrs. W. O. Shewmaker
Dr. and Mrs. Arlo I. Smith
Mr. and Mrs. Milton H. Smith, Jr.
Mr. and Mrs. R. B. Snowden
Mr. and Mrs. C. L. Springfield
Dr. and Mrs. Jay W. Stein
Dr. and Mrs. J. B. Stephens
Mrs. Harry Thompson
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Mr. and Mrs. Ramsay Wall
Mr. and Mrs. Walter R. Wallace, Jr.
Mr. and Mrs. H. Allen Wardle
Mr. Edwin D. Watkins
Mrs. Harry W. Wellford
Mr. and Mrs. E. L. Williamson
Mr. J. M. Wood
Mrs. Charles Workman, Jr.

Eugene M. Schaeffer '49, Speaks on Southeast Asia

In the struggle for understanding in Southeast Asia, the American Dream is our greatest hope, Eugene M. Schaeffer '49, told Southwestern students and many of his erstwhile professors in his Free World Issues address entitled "The American Image in Southeast Asia" Feb. 8.

As a U.S. information officer in India, formerly in Burma, Mr. Schaeffer has a large hand in the projection of the image of which he spoke through dissemination of information and promotion of cultural exchanges.



Eugene M. Schaeffer

What people know about us, he said, is derived primarily from sources that are indirect, limited, and usually biased. This makes the task of building friendship and confidence a slow one.

"We do not, like the totalitarian Soviet Union, speak to the world with one voice; we speak with a multitude of voices, official and unofficial, contentious and contradictory. Even within the government, we express widely divergent views. There is still more divergence among private spokesmen and private media of information.

"Moreover, with freedom of information, we cannot say one thing to our own people and something else to other peoples. Eavesdropping on our most intimate and embarrassing national conversations is universal. And when, for our own political purposes, we call into question the motives of the current administration, we too often fail to realize that, to foreign listeners, this calls into question the motives of the United States itself. Nor do we seem to appreciate that communist propagandists miss no opportunity to condemn us with words out of our own mouths.

"Thus do we present to the world not a full and fair picture but a confused montage which puzzles and mystifies and, all too often, alarms.

American Presence

"There is in addition the 'American presence' which is everywhere visible on this side of the Iron and Bamboo Curtains to help shape people's attitudes toward us. By their words and actions the countless Americans (officials, troops, tourists, and others) sojourning in foreign lands convey an impression of America itself. Often it is a favorable, often an unfavorable one, but never is it a clear and consistent one.

"In their confusion, foreigners understandably turn to non-American sources for clarification. Since these sources usually have their own axes to grind, they provide information with the conclusion built in."

Mr. Schaeffer explained that there does not yet exist in Southeast Asia a public opinion that is anything like as broadly based, well informed, active, and effective as that in our country and Western Europe.

"Inexperience in self-government, low levels of literacy, a long heritage of living in relatively insulated communal groups with resultant indifference toward affairs of the community at large, a fatalistic attitude toward secular matters, and plain apathy and ignorance have all conspired to prevent the development of public opinion as we know it. But change is in the wind," he said.

Mr. Schaeffer treated briefly the advantages enjoyed by communist propagandists.

Ghost Still Haunts

"Old fashioned colonialism is gone but the ghost of it lingers on in Southeast Asia and the communists have with consummate skill trained that ghost to haunt us at every turn. The dilemma for us is a real one. Our Western European allies have clung to some of their colonies in the face of mounting pressure from both the communists and the uncommitted nations for economic and strategic reasons. We have understood and largely agreed with these reasons. But our whole tradition as a nation impels us to sympathize with genuine independence movements and our reason tells us that such movements cannot forever be suppressed. So in trying to reconcile these opposing views, we have gone one way and then the other, arousing resentment on both sides. And this resentment has naturally been stimulated and magnified by communist agitators and local demagogues.

Aid Misunderstood

"In the same way, our economic and technical assistance efforts have been misinterpreted as so many nefarious attempts to gain a foothold and eventual control of these countries' economies. Better beware of Americans bearing gifts, their people are told. This has all been further complicated by the insistence now and then among various people here at home that we exact heavier and firmer commitments from aid recipients as a condition of our helping them."

Mr. Schaeffer said that Asians do not fear Soviet power because they have not seen it, whereas they have experienced the power of the West. Furthermore, there is a cultural affinity between Asia and the Soviet Union since the Soviet Union is more Asian than European.

"High on the list of Asian doubts about us and our good intentions," he added, "is the problem of race." He said many of them traveling in America have witnessed attitudes ranging from heavy discrimination against them to condescension toward them, and he cited the case of a Burman with whom he had been closely associated who had an unfortunate experience with fellow patrons in a Memphis station restaurant.

Now the voices of America are speaking with growing conviction in Southeast Asia,

he said, "and with a more sophisticated awareness of the realities of life in that area of the world. And they are being listened to more attentively and with more measurable results.

Work of USIS

"Great numbers of teachers, students, and community leaders patronize our USIS libraries. And greater numbers of people from every walk of life attend our numerous movies and exhibits. In the last dozen or more years thousands of Southeast Asians have studied and traveled in the United States; lived in American homes, eaten, played, and worked with Americans. Every year more Americans go to Southeast Asia to study, work or simply to see those countries for themselves."

Friendships do not come about hastily in Asia, he said, but when formed in the slowness of Asian time can be very firm indeed.

"We believe what you believed, we want only what you wanted, say Asians as they talk of the great days of the Declaration of Independence and the American Revolution. It is my job—and in a real sense, yours as well—to show them in all that we do and are as a people that the American dream lives still and that, however imperfect its realization, it remains the one best hope of all those who would live in freedom."

Family Visits States

Gene and his wife, the former June Morrow, who also attended Southwestern, class of '46, were in Memphis with their four children on leave between stations.

Their job, he explained, was to portray the American way of life to the Burmese. Back in the states, they interested themselves in the reverse order, taking every opportunity to interpret to Americans the Burmese way of life.

For an exhibition at the Brooks Art Gallery they lent a collection of Burmese clothing, tools, art, and religious objects which they had brought home with them. On an earlier visit they furnished a show in Southwestern's Treasure Room.

Letter to President

The value of a liberal arts education in such a college as Southwestern is difficult to define, but Gene Schaeffer put it well, on the basis of his own experience, in a letter which he wrote to Dr. Peyton N. Rhodes, president, in May, 1959.

"Ten years ago," he wrote, "I finished Southwestern. Being a student there was one of the rare intellectual and spiritual experiences of my life. I have thought this many times in the years since and I have said it often.

"One aspect of Southwestern that has long interested me is the contrast between its outward appearance and its inner meaning. The stately Gothic buildings in a sylvan setting give an impression of dignified, scholarly detachment. . . the grove of Acad-

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Southwestern

ART DEPARTMENT

AT MEMPHIS



Mr. Anthony and "Girl with Umbrella"

LAWRENCE K. ANTHONY, Southwestern's art professor and artist in residence, is pictured in a showcase of his own work.

For a young man who was graduated from college in 1956, Mr. Anthony has accomplished much and brings a wealth of promise to Southwestern as a teacher, as productive artist in a wide range of media, and as contributor to the cultural life of the college, of Memphis, and the Mid-South.

After graduation from Washington and Lee University, he received his M.F.A. degree from the University of Georgia and studied in Europe during 1959-60. He has exhibited sculpture and paintings in most of the museums in the Southeast, has had eight one-man shows at colleges and museums, and has pieces in the Florence, S.C. Museum, the Gibbes Museum in Charleston, the University of South Carolina and many private art collections. Mr. Anthony is prolific as well as versatile.

Soon after coming to Southwestern his work was presented in an exhibition which included 50 pieces done during the past two years as well as several of his earlier works. They showed wide popular appeal as well as artistic integrity, and "SOLD" markers quickly appeared on about one-third of the works displayed.

Mr. Anthony works in oil, tempera, watercolor, pastel, gouache, pen and ink, woodcut, concrete, steel, silver, bronze, and terra cotta. He handles painting and sculpture with equal facility, though sculpture is his preference, and he has developed a highly individual style with a particular knack for lightness and buoyancy. Several of his pieces will become a part of the college's permanent fine arts collection.



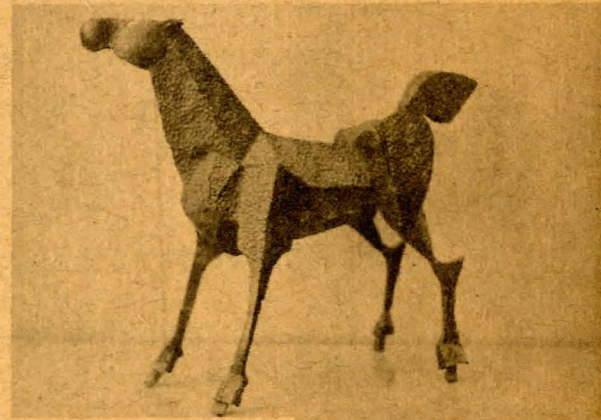
"Javelin Thrower"



Relief Panel



"Woman Tying Shoe"



"Horse"

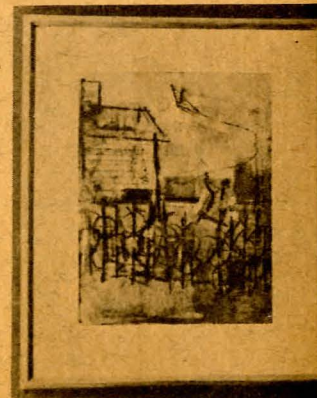
SOUTHWESTERN STUDENTS, too, are urged to experiment with many different media and to pursue their own preferences. The freshmen course deals with the elements of design and the technical aspects of art structure, Mr. Anthony says. "Then they study the old masters, the primitives, and the moderns to see how each solves these problems and how each artist's individual solution is valid." But even during the freshman year, he points out, they work in both two and three dimensional design. "The second and third year allow experimentation in different media and the student's personal statement is encouraged."

Applied art at Southwestern is taught in the same framework of liberal arts that every student gets regardless of his special field. The art major is required to take, in addition to the basic curriculum, courses in art history and analysis, aesthetics, and primitive

art, and Mr. Anthony is assisted in these areas by members of the departments of philosophy and anthropology.

In addition to the classroom work, Southwestern art students have access to a fine collection of art books in the Burrow Library, to revolving exhibits in the Treasure Room from the college's own fine arts collection, to a number of loan exhibits each year, and to art programs in student assembly and in the Adult Education Center. They are required to make written reports on the major and significant exhibitions both on and off campus. The Memphis public also is invited to enjoy the college offerings.

Curator of the Treasure Room and of the Jessie L. Clough Art Memorial collection is Miss Etta D. Hanson, sister of the late Miss Floy K. Hanson who left the collection to the college for teaching purposes.



"Girl Flying a Kite"



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

the COLLEGE of TOMORROW

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

Yes . . .

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

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

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

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

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

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

Where will your children go to college?

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

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

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

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

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

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

FINDING ROOM FOR EVERYBODY

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

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

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

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

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

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



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

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

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

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

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

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

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

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



ILLUSTRATIONS BY PEGGY SOUCHECK

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

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

How will you—and they—find it?

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

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

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

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

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

► Better guidance by high-school counselors, based on

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

- ▶ Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.
- ▶ Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.
- ▶ More awareness that children are different from one another, that colleges are different from one another, and

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

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

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

What will they find in college?

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

The students themselves will be different.

Curricula will be different.

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

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

Modes of study will be different.

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

THE NEW BREED OF STUDENTS

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

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

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

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

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

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

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

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

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

WHAT THEY'LL STUDY

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

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

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

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

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

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

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

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

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

WHERE'S THE FUN?

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



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

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

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

A QUEST FOR ETHICAL VALUES

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

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

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

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

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

Who will teach them?

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

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

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

Has the situation improved?

Will it be better when your children go to college?

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE TV SCREEN

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

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

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

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

TEACHING MACHINES

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

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



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

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

Such self-teaching devices have these advantages:

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

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

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

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

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

Will they graduate?

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

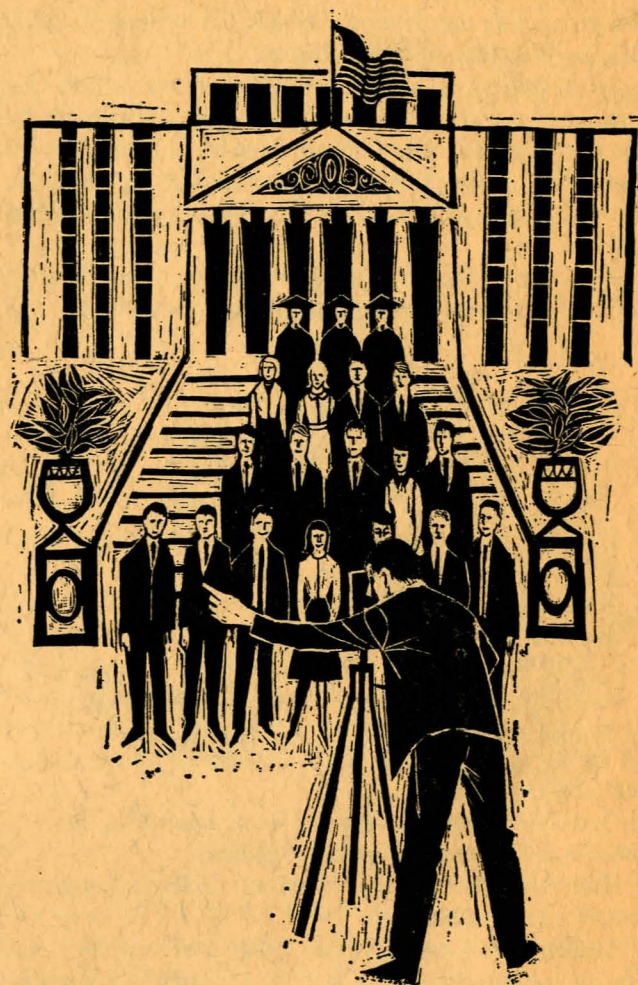
FUTURE OUTLOOK: The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

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

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

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

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



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

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

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

What will college have done for them?

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

There are good reasons for their continuing:

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

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

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

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

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

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

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

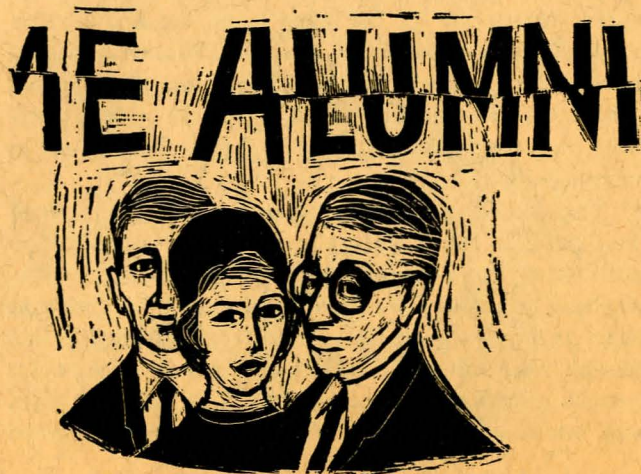
appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

Who will pay—and how?

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

In addition:

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

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

HERE is where colleges and universities get their money:

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

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

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

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

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

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

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

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

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

WHO PAYS?

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

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

THE MONEY YOU'LL NEED

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

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



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

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

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

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

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

HOW TO AFFORD IT?

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

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

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

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

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

Financing the education of one's children is obviously,

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

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

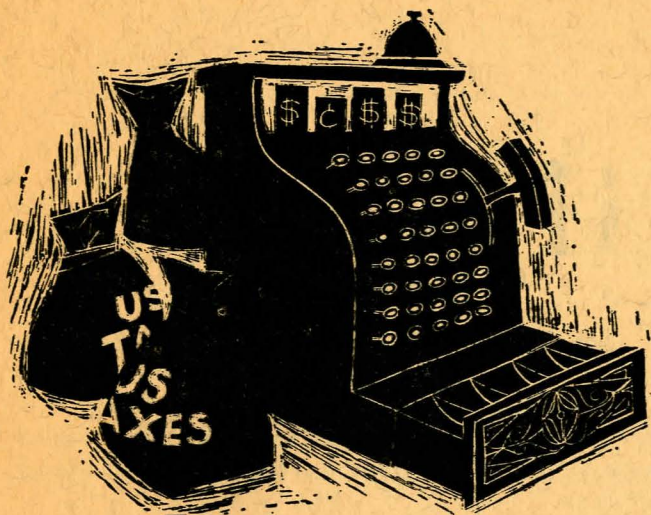
► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday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

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

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

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





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

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

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

IS THE COST TOO HIGH?

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

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

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

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

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

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

CAN COLLEGES BE MORE EFFICIENT?

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

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

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

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

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

In sum:

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

If.

That is the important word.

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

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

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

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

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

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



“The College of Tomorrow”

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. Copyright © 1962 by Editorial Projects for Education, Inc., 1707 N Street, N.W., Washington 6, D.C. All rights reserved; no part of this supplement may be reproduced without express permission of the editors. Printed in U.S.A.

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Paging by Radio

If the man next to you in a restaurant, an elevator, or on a crowded street seems to emit an insistent little "bleep bleep" from the breast pocket of his coat, don't be alarmed. He's just a big shot getting a message.

The man behind the message is Richard L. Stewart, a reconverted Memphian who attended Southwestern, class of 1940, for one year then went to the U.S. Naval Academy.

Richard served through World War II as a naval officer, lived in the northeast for several years, and came back to Memphis last year to start a brand new business—that, as he puts it, of locating instant people.

His Radio Paging Service, operating from a transmitter atop the Baptist Hospital's Madison East Unit, sends out signals to doctors, salesmen, detectives, service and transportation men all over the city who subscribe to the service and who carry small, thin, pocket size receiving sets. The receiver is tuned on all signals, but somehow screens out all others and "bleeps" only at its own call number. The subscriber then goes to a telephone and calls his office or his answering service for the message. With this little gadget in his pocket, he's no longer tied to a telephone. It can locate him, if he wants to be located, in his automobile, on the golf course, at home while his teen-age children have the telephone tied up, or while he's making other business calls. The old calling-the-office routine is eliminated. They'll call him.

Richard says many businesses as well as professional men are finding the service profitable from the standpoint of money as well as time. Call him for a demonstration (JA 7-0759) and he'll be around almost before you can say "bleep."

Gene Schaeffer

(Continued from Page 3)

emia, as it were. But inside those halls a permanent revolution is going on among those who study there. Religious values are being formed or clarified, old ideas and habits of thought are being re-examined, new ways of looking at and thinking about society, the arts, the natural world are being taught, read about, written about, discussed, debated and, whether accepted or rejected, never forgotten. Much of the factual knowledge those years bring may fade from memory. But the mental habits and attitudes remain; nothing significant is ever really lost. From that time forward, they are a part of you in the deepest conceivable sense."

Frame of Reference

He said he came to Southwestern as a World War II veteran who had done some reading, a lot of traveling, and the thinking that went with them, but he lacked a frame of reference.

"In large measure, Southwestern provided the frame of reference. The few short years there helped give meaning to many of my earlier thoughts and experiences, added incalculably to my small fund of general knowledge, and did much to re-focus and redirect my thinking about life and the world around me. If you take it seriously—and most Southwestern students do (it's that kind of school)—a liberal arts education is nothing short of a revolutionary experience."

with the Alumni

CLASS OF 1914

Dr. B. O. Wood, minister emeritus of the First Presbyterian Church of San Angelo, Tex., recently received an unusual honor. At the annual banquet of the Chamber of Commerce, he was named "The Citizen of the Year" for his "outstanding leadership and abilities so generously given his community during the year." The preceding quote was taken from the plaque he received.

Since 1960, he has been chairman of the general committee of the Citizens Progress Committee, composed of some 300 citizens. Although retired, he fills vacant pulpits and continues to teach a Men's Bible Class of San Angelo's First Presbyterian Church every Sunday.

Writer Person

Tom Person '23, writer, teacher, and fisherman, is the subject of the featured biography in the March issue of the Wilson Library Bulletin.

A native of Mount Pleasant, Miss., Tom began his writing career as editor of the college paper in Clarksville and distinguished himself with a parody entitled "The Hounds of the Basket Weavers."

After graduating, he embarked on a teaching career, but managed to spend as much time in the Arkansas and Tennessee woods, hunting and fishing, as he did in the classroom. He started out writing for the outdoor magazines then, finding success, moved into fiction, which is mostly written for teen-age boys and girls.

He moved his family (Mrs. Person, a daughter, and three sons) to Panama City, Fla., in 1953, and there he continues to enjoy teaching, writing, fishing, and playing chess. His address there is P. O. Box 4556.

CLASS OF 1927

Deceased: **Edward Croissant Dirmeyer**, Jan. 24 in Memphis. The prominent Memphis druggist was a master bridge player.

CLASS OF 1931

Serving her second term as president of the Memphis Social Workers Club is **Mrs. Herbert Baum (Therese Solomons)**.

CLASS OF 1934

Louis Nicholas was recently elected president of the National Association of Teachers of Singing at the group's annual convention in Boston. He is associate professor of music at Peabody College in Nashville and music critic for the Nashville Tennessean.

CLASS OF 1935

Memphis attorney **Charles R. Sherman** was recently named vice president and general counsel by the board of directors of Leader Federal Savings and Loan Assn. in Memphis. He will assist in special assignment and operational duties.

CLASS OF 1936

The two-volume **West Point Atlas of American Wars** was recently given to Burrow Library in memory of John Richard Drake, who was associate college physician from 1928 to 1943, the year of his death. The books were given by Mrs. Travis Mabel Turner Drake, wife of **John Richard Drake, Jr.**, in memory of her father-in-law.

William R. Blue is now serving as deputy chief of the U.S. mission to Portugal under Ambassador C. Burke Elbricht. He has been in the U.S. Foreign Service 20 years.

CLASS OF 1938

Major William H. Maddox was assigned to a USAF unit which recently completed maneuvers for air and ground forces in Exercise Banyan Tree III near Rio Hato, Panama. The project was designed to develop the combat readiness of the Strike Command to deal with situations ranging from a "show of force" to a "general war" at any spot in the world. Maj. Maddox is now back at Pope AFB, N.C., where he is an operations officer assigned to a unit of the Continental Air Command.

CLASS OF 1941

Married: **Vernon Bruce Buchman** and **Maureen Joan Zanone**, in a November ceremony in Memphis.

CLASS OF 1946

M. Millard Miller was recently named program director of Save the Children Federation, a 30-year-old international welfare organization. In his new post, he will oversee the Federation's field consultants in the U.S., Europe, Africa, the Near and Middle East.

He has been active in welfare work for many years. Prior to accepting his new position he was director of a Pilot Project of Services to the Aging in Minneapolis, and before that was U.N. Welfare Officer in charge of community development employment projects for UNKRA in Korea.

He and **Mrs. Miller (Virginia Ann Collins '46)** live at Shore Front Park, So. Norwalk, Conn.

Robert Auguste Brabant, currently in the cotton business in Lille, Nord, France, recently spent three weeks in Memphis visiting his family. He and his wife vacationed in Mexico before returning to France.

CLASS OF 1947

Class Baby:

To **Mr. and Mrs. Hayes Elliott Owen, Jr.**, Dale Ford, Nov. 11, in Memphis. They have another son, David, 14, and live at 1301 Roane, Covington, Tenn.

CLASS OF 1949

John E. Murdock Jr. was recently named vice president of Murdock Acceptance Corp. by the firm's board of directors, in Memphis.

John Millard Jr., formerly associated with the architectural firm of Walk C. Jones, Jr., recently announced the opening of his architect's office in the Plaza Building, 3387 Poplar, Memphis.

After receiving his B. A. with honors from Southwestern, John attended the University of Pennsylvania and earned his bachelor of architecture degree. He then became affiliated with A. L. Aydelotte and Associates before doing graduate work at the Ecole Des Beaux Arts at Fontainebleau, France.

During his association with Walk C. Jones office, he helped design many beautiful churches and recreational buildings for Memphis and surrounding areas.

John and his wife, **Blanche**, live at 75 South Prescott, Memphis.

Class Babies:

To **Mr. and Mrs. Van Pritchard Jr.**, Winifred Meredith, Nov. 12, in Memphis. They live at 221 Wallace Road.

To **The Rev. ('48) and Mrs. William A. Jones (Margaret Loaring Clark)**, Margaret Carolyn, Jan. 4 in LaGrange, Ga. Their mailing address is Box 154, LaGrange.

CLASS OF 1950

Mrs. William F. Bowld Jr. (Myrtle Sloan Powell) recently spent two months in Memphis visiting her parents. Her current address is Geneva, Switzerland.

Mrs. William S. Taylor (Virginia Mulder) has moved, with her husband and two daughters, to Shepparton, Victoria, Australia. They'll be "down under" for approximately three years, while he is director of agricultural research for Campbell's Soup.

Raymond Martin '50, a partner in the architectural firm of Martin and Adams, is the newly elected president of the Memphis Chapter, American Institute of Architects.

Mrs. Martin (Hazel Brown '48) former president of the SW Women of Memphis, is organizing an auxiliary group of the architects' wives.

Ray is a graduate of Tulane who holds a master's degree in architecture from VPI.

CLASS OF 1951

David O. Thomas has joined Gardner-Taylor Advertising of Memphis as a partner, and the company's new name is Gardner, Taylor & Thomas Advertising. David was formerly with General Outdoor Advertising and WHBQ Radio-TV in Memphis.

John W. Flowers, assistant vice president of Union Planters Bank in Memphis, has been appointed executive trustee of the School of Banking of the South. He will serve as a liaison between Tennessee Bankers and the school, an advanced course in banking held annually at Louisiana State University in Baton Rouge.

Class Baby:

To the Rev. and Mrs. Antonio P. Elizondo, Jon Mark, Jan. 4, in Chicago, where he is assistant minister of St. Andrew Presbyterian Church. They live at 4957 N. Harlem Ave., Chicago 31.

CLASS OF 1952

Class Babies:

To Mr. and Mrs. Ray Bryant (Hattie Edens), Eden Lynn, Oct. 16, in Knoxville. They have two other children, Kay, 6, and Walter, 4, and live at 3421 Peachwood Rd., Knoxville 21.

To Lcdr. and Mrs. Daniel J. Scott Jr. (Sara Jane Bryant), Hugh Barrett, April 15, 1961, in Portsmouth, Va. They live at 103 Suburban Dr., Portsmouth.

CLASS OF 1954

Tom N. Street, a three-year employee of Memphis' First National Bank, is now an assistant cashier. He is in charge of the government bond section of the bond department.

Tom and his wife, the former Miss Mary Katharine Lindsay, live at 5069 Rich Road with their two daughters.

Married: Walter P. Gorman III and Susie Lee Edmonds, in a late summer ceremony, 1961, in Memphis. Their current address is 130 Georgian Woods, Apt. 4, St. Agnes Drive, Memphis. Walter is employed by Burrough's Corp.

Class Baby:

To Mr. and Mrs. W. E. Morehead (Pat Riegle), Elizabeth Riegle, Jan. 29. The Moreheads have three other children, Patricia, 4; William, Jr., 3; and Robert, almost 2. They live at 301 North Everett, Kennett, Mo.

CLASS OF 1955

Married: Dr. James H. Thompson and Mrs. Margareta Ortenblad Kirschner, in a December ceremony in Durham, N.C. They now live in Champaign, Ill., where he is continuing his studies at the University of Illinois.

Class Babies:

To Mr. and Mrs. William M. Bell (Vallie Jo Witmer), Vallie Jo, Dec. 8, in Memphis. They live at 3885 Central with their other child, William M. III, 2.

To Dr. and Mrs. J. M. Mobley (Ann Threlkeld), Edward Colin, Feb. 14, in Durham, N.C. They have two other children, Cynthia, 6, and Jack, 4, and live at 809 Louise Circle, Apt. 40-C, Durham.

To the Rev. and Mrs. Truman Nabors, Truman Alan, Jan. 20, in Maryland. Their address: RFD 3, Ellicott City, Md.

CLASS OF 1956

Mr. ('52) and Mrs. Bill Crisamore (Nancy Dupree) have a new address: 18 Arcadia Circle, Greenville, S.C.

New resident minister at the First Presbyterian Church of Tiptonville, Tenn., is Henry E. Williamson, Jr. He and his Mrs. (Mary Jane Crutcher '57) and their son Andy, almost 1, live at 725 Church Street. Their mailing address is Box 242, Tiptonville.

Class Baby:

To Mr. and Mrs. George Heaberg (Louise Campbell), a girl, Lisa Louise, Jan. 14 in Memphis' Baptist Hospital.

Lisa joins her parents and her brother Mike, 4, and sister Pat, 6, at 1060 Dearing Road, Memphis.

CLASS OF 1957

Class Baby:

To Mr. ('58) and Mrs. Roy D. Rainey (Sallie Jane Dickerson), Russell David, Jan. 1. They live at 16 Flag Road, Little Rock.

CLASS OF 1958

Married: Lynda Walcott Graham and Dr. Ben McCarty, Jr., Feb. 3 in Memphis. After a Jamaica honeymoon, the couple returned to Memphis where they live at 65 North Evergreen.

Class Babies:

Anne Sherrill Zbinden, daughter of Mr. and Mrs. Louis H. Zbinden Jr. (Katherine Sherrill Shoaf), celebrated her first birthday March 10. They live at 3508 Seminary Avenue, Richmond 27, Va.

To Mr. and Mrs. Wallace ("Buddy") Whiteaker (Mary Ada Latta), Gregory Wallace, Jan. 1, in Pine Bluff, Ark. They live at 720 Kentucky, Pine Bluff.

CLASS OF 1959

Married: Wade Echols Harrell and Sandra Kaye Nichols, Dec. 27, in a Chattanooga ceremony.

They are now at home in Oxford, Miss., where both are in graduate schools at the University of Mississippi.

Class Baby:

To Mr. and Mrs. Frank Freeman Splann Jr., Shelley, Dec. 22, in Memphis. They live at 609 Normal in Memphis.

CLASS OF 1960

Virginia B. Sims' address is 515 N. Pinckney, Madison, Wisc., but not for long. She'll get her M.A. in June and plans to teach next year.

John Edward Hixon received his master's degree from The George Washington University in the Capitol City Feb. 22.

Fred C. Kastleman, Jr., who was attending the Johns Hopkins University, was found dead in his Baltimore apartment by a roommate Jan. 21. He was 23.

Police classified his death as suicide.

Married: John Alford and Suzanne Lewis, June 25, 1961. He is now doing graduate study at the American Institute for Foreign Trade in Phoenix, Ariz. His address is 4313 N. 7th St., Apt. 10, Phoenix 14.

Married: Ethel Margaret Darden and William Ogletree Browder, Sept. 17, 1961, in Baton Rouge.

Married: Patricia Annette (Patsye) Taylor and Thomas Day Oates '64, Dec. 20, in Memphis. Since their wedding trip to the Bahamas, they've been at home at 160 St. Agnes Dr.

Married: Gloria Bagwell and Charles D. Richardson, Dec. 27, in Memphis. They are now at home in Gilroy, Calif.

CLASS OF 1960

Married:

Robert Moore Allen and Jo Lynn Palmer, Oct. 7 at St. Mary's Episcopal Cathedral, Memphis.

Jo Lynn received her B.A. from Southwestern, where she made Phi Beta Kappa, and was a member of Eta Sigma Phi, honorary languages fraternity, the Canterbury Club, and Dean's list. She received her master's from Vanderbilt.

Mr. Allen attended Furman and Vanderbilt and now works in Vanderbilt's development office.

Class Babies:

To Ensign and Mrs. Finis Dixon Carrell (Charlotte Ray Peterson), their third daughter, Jeanne Hylton Carrell Sept. 28 in Pensacola, Fla.

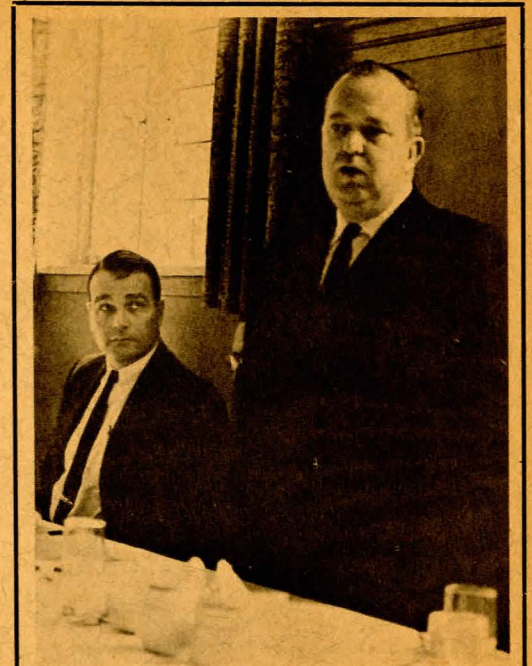
Jeanne and her two sisters, Catherine, 3, and Elizabeth, 2, live with their parents at 206 Berry Road, Warrington Branch, Pensacola. Both Finis and Charlotte are former Memphians.

To Mr. ('59) and Mrs. Danny P. Logan (Karen Boyce), Susan Caldwell, Oct. 3, 1961, in Gilliam, La.

To Mr. and Mrs. Stanley W. Ruffin (Suelyn Scott), Charles Allen, Dec. 6 in Memphis. They live at 4132 St. Charles, Apt. 2-6, New Orleans.

To Mr. ('57) and Mrs. Gordon Robertson (Patricia Ellen Green), their first child, Benjamin Green, Nov. 26 in Memphis. Gordon, Pat, and Benjamin live at 990 North Watkins in Memphis.

To Mr. and Mrs. William H. Dyke (Janis Claire McKinney), a girl, Janis Elise Dyke, Dec. 19 in Dayton, Ohio.



Herbert Bingham '39, of Nashville, right, is shown with Memphis Mayor Henry Loeb, host to the West Tennessee Mayors Conference on the Southwestern campus in February. Herbert, executive director of the Tennessee Municipal League, an organization of municipalities, was guest speaker. His son, Herbert, Jr., will be a Southwestern freshman next year.

The Dykes and their firstborn live at 5703 Gross Drive, Dayton.

CLASS OF 1961

Bette Baumgarten, former Sou'wester editor and commissioner of publications, after a year in insurance claims work in New York has moved back into the realm of news handling. She writes that she is now secretary to the news editor of the National Committee for Sane Nuclear Policy. Bette and Becky Davis '60, share an apartment in the big city. Becky is taking courses at Columbia University and working in the library there.

Billy Landers recently signed with the Houston Colts 45's organization. The former SW infielder reported to the Chandler, Ariz., training camp March 20. He will join the Moultrie, Ga., team of the Georgia-Florida League.

Claims Examiner for the Social Security Administration is Martha Barret's current title.

Kay Williams is now working on her master's degree in religious education at Southern Methodist University. She holds a bachelor of science and education degree from the University of Arkansas. Prior to her entry there, she attended Southwestern for two years.

Ronald C. Holland is the new Supply Commodity Management Assistant at the Mobile Air Materiel Area, Mobile, Ala.

Ronald, a veteran of the four-year academic obstacle course at Southwestern, may be reached at the address above.

Married: Claire Robertson and Steven Keith Cranford last June in Marianna, Ark.

Claire attended Southwestern on an honor scholarship, and was president of the Independent Women and a member of the Lynx staff.

He was graduated from the University of Arkansas where he was a member of Alpha Gamma Rho. He has served in the army and is now associated with Gazzola Vaccaro of Forrest City, Ark., in farming operations.

The couple's mailing address is Rt. 2, Box 163E, Forrest City.

Elizabeth Anne "Lizanne" Wilson spent last summer at Mississippi Southern University working as a graduate assistant in the theatre department of their summer stock company and earned 16 hours toward an M.A.

Lizanne describes her eleven-week experience as Fabulous!, despite the rugged schedule. If they weren't rehearsing for the coming show, the forty members were in the shop building the set for it.

Novelist Williams

Joan Williams' first novel, *The Morning and the Evening*, was chosen unanimously by five discriminating judges of contemporary fiction as winner of the \$10,000 John P. Marquand First Novel Award, sponsored by the Book-of-the-Month Club "to focus national and international attention on a new and exceptional talent."

Chosen from 150 fiction entries, *The Morning and the Evening* has brought Joan (Mrs. Ezra Bowen '50) into great prominence in the literary world.

Time, Harper's and the Saturday Review gave Joan's book enthusiastic reviews and the award jury who selected her work as the Marquand prizewinner were especially complimentary.

Brendan Gill, contributing editor of *The New Yorker*, wrote: "Bravely and deftly, out of materials that we might ordinarily be quick to shut our eyes to, Miss Joan Williams has created a work of art that is short, modest and immensely moving." *New York Times* book reviewer Orville Prescott said: "In refreshing contrast to the prolixity, incoherence and pretentiousness of many first novels, *The Morning and the Evening* is distinguished by narrative pace, deep understanding of character and sound technical craftsmanship. Its disciplined use of suggestion, compression and selection is outstanding. A fine and moving novel."

The Marquand award, which carries with it the sum of \$10,000, was presented to Joan at a Book-of-the-Month Club reception in New York City Jan. 11.

She reports that she has another novel in the offing. Joan lives with her husband and two sons at 5 Stony Brook Lane, Westport, Conn.



Joan Williams

She had parts in four shows: 'Maisie', the madcap lead in *The Boy Friend*; 'Mrs. Snowden' in *Look Homeward Angel*; 'Lettie Gaxton', the supporting lead in *The Man in the Dog Suit*; and the voice of the girl's conscience in *The Seven Year Itch*.

She reports, however, that her most thrilling undertaking of the summer was composing the background music for *Look Homeward Angel* and then hearing it played every night during the show.

All in all, she describes the summer as hectic and strenuous but very satisfying and she is eagerly looking forward to another like it next year.

Married:

Mary Allie McColgan and Lt. Robert Richard Baldwin ('58) June 24 in First Presbyterian Church of Pine Bluff, Ark. Her father, Dr. W. L. McColgan officiated. Several Southwesterners were present: **Mary Jane Coleman** ('61), **Mrs. Anders J. Kaufmann** (Peggy Ann Bornman '59), **David Simpson** ('57) and **Bill McColgan** ('64).

Mary and Bill now live at 334 Armstrong Ave., NAS Glynco, Brunswick, Ga.

Mrs. Jack H. Thompson III (Emma L. Young) recently received an appointment at the Veteran's Association Hospital in Nashville, Tenn., as a chemist.

She received her B.S. from Southwestern last spring and took the Junior Scientist Examination to qualify for her new position.

Students from 69 colleges and universities all over the world are enrolled for the 48th session of the Presbyterian School of Christian Educa-

tion. Among these are **Carolyn Orr** and **Carole Rainey**. P.S.C.E. confers the degrees of Master of Arts, Master of Christian Education and Bachelor of Christian Education.

Married:

Mary Joy Prichard and **Milton Lyman Knowlton** '58, in Memphis' Second Presbyterian Church.

Mary Joy and Milton now live at 1194 Marbro Drive in Memphis; he is an agent for Massachusetts Life Insurance Co., and she teaches at Snowden Junior High.

Nancy Anne Myers is disproving the age old complaint of students that an A in foreign languages doesn't do you much good in future life. She is daily applying her knowledge of Spanish and French in her job in the Cotton Department of Union Planters Bank. She translates letters, wires, and other correspondence from foreign cotton dealers.

William Harvey Jenkins, Jr., of Columbus, Ohio, has entered the Princeton Theological Seminary to begin a three-year course of study aimed at a B.D. degree.

Harvey will seek ordination as a minister of the United Presbyterian Church upon his graduation. At Southwestern, he received various literary honors and was a member of the Westminster Fellowship.

Married: **Barbara Swaim** and **William Rex Leach**, Feb. 23 in New York City. They are now at home at 420 East 66th St., New York.

Married: **Marily Sue Davis** and **Allen Holt Hughes**, Dec. 29, in Jackson, Miss. Allen is now a student at the University of Tennessee College of Medicine, where his father **Dr. James G. Hughes** '32 is head of the department of pediatrics.

Married: **Elizabeth Farrow Stansel** and **Shelby Duke Goza**, in a recent ceremony at Ruleville, Miss.

Married: **Margaret Winchester Heiskell** and **Halbert Leroy Carter Jr.**, March 3 in Memphis. After their Florida wedding trip, they set up house-keeping in Huntington, Tenn., where the groom is a retail merchant.

Married: **Mack S. Pritchard** and **Tanya Houston Crutchfield**, Dec. 28 in Memphis. They now live in New Orleans, where Mack is working on his doctorate at Tulane.

Class Babies:

To **Mr. ('60) and Mrs. John Templeton (Beverly Bowden)**, George Bowden, Dec. 16, in Memphis. They live at 228 S. McLean with their daughter, **Anne Peeler**, 2, and new son.

To **Mr. ('60) and Mrs. Jack Streete (Mary Elizabeth McCharen)**, Elizabeth Mitchell, Dec. 3, in Gainesville, Fla. They live at Corry Village, Apt. 277-4, in Gainesville.

CLASS OF 1962

Married: **Henry Fields Loenneke** to **Linn Fones**, Jan. 31 in Memphis. Guests included **Tommy Clinton** and **Billy Landers**, both '61. Henry will receive his B.S. this spring; his wife is a student at Memphis State. They live at 1877 Evelyn, Memphis.

Married: **Rebecca Louise Pigott** and **Daniel Eugene Walsh**, Feb. 3, in Bloomington, Ind. She is now a senior at Indiana University in the school of music; he is a graduate assistant in voice at IU.

Married: **Martha Ann Gooch** and **Robert Charles Hogrefe**, Dec. 27, in Jackson, Miss. Both Martha and Charles studied at the Institute for American Universities in Aix-en-Provence, France, their junior year. They will graduate in June. Bridal attendants included **Anne Atkinson** and **Ellen Holmes**. Groomsmen included **Bill Browder**, **Phil Baer** '63, **Dick Gear** '64 and **Ed Henderson** '61.

Married: **Sumer Nevin Ertur**, and **Dana Carlton Curtis, Jr.**, at St. Mary's Episcopal Cathedral. They honeymooned in Hot Springs, Ark., and are now living in Memphis, where Mr. Curtis is associated with his father in the Curtis Company, appliance parts distributors.

The bride is the daughter of Mr. and Mrs. Arif Ertur of Istanbul, Turkey. She came to the United States in 1956 and has been majoring in voice at Southwestern, studying with Neuman Leighton.

Married: **Helen Everett Jackson** and **Alan M. Strautman, Jr.**, Sept 2 at Calvary Methodist Church. At Southwest rn, the bride is Panhellenic representative for her sorority, Zeta Tau Alpha, and a student counselor. She is president of the Panhellenic Council and a member of the Women's Undergraduate Board.

Alan attended Southwestern for two years and is now a senior at Memphis State University.

CLASS OF 1963

Deceased: **Lloyd Joseph Calhoun**, Jan. 28 in Memphis. He was killed by a hit-and-run driver in the street near his home.

Actress Canada

Jan Canada, class of '52, wears the sweet smile of success culminating a triumphant tour in the international company of "West Side Story," a transatlantic romance and a St. Valentine's Day wedding.

Her husband, Rudi Fritsch of Stuttgart, Germany, is one of the world's leading plastics engineers.

Jan toured Israel, France, Italy, Germany and Holland, playing the leading role of a modern-day Juliet in the Bernstein musical, and received lauds and applause everywhere she went. Of her performance a Swiss newspaper said: "She sings, she dances, she plays comedy and tragedy. She is marvelous!"



Jan Canada

When the show opened at Paris' famous Alhambra theatre, on hand to bestow backstage congratulations were such notables as Ingrid Bergman, Noel Coward, Simone Signoret, Yves Montand, Anna Magnani and Melina Mercouri. Opera soprano Maria Callas was pictured on the front page of a Paris newspaper, *France-Soir*, greeting Jan.

Jan met her fiance in New York, after he saw her in "West Side Story" and sought an introduction. Four months later they met again in Switzerland and *Paris-Match* told the story of the American "Juliet" and her German "Romeo." Jan and Rudi were married in Stuttgart Feb. 14—Valentine's Day!

After an extended honeymoon in Austria and Switzerland, Jan and her husband now live in Stuttgart. She has already received offers for television work in Europe and was contacted by the US government about entertaining the armed forces. Her role as Mrs. Fritsch comes first, however, though she does intend to continue her singing career.

Married:

Louis Elizabeth Ferguson and **Vernon Bernard Lockhart** last summer.

At Southwestern Louise was a member of Tri-Delta, the Dormitory Governing Board and the yearbook staff. She has been in the Memphis Cotton Carnival royalty twice.

Louise's new spouse attended the University of Arkansas where he joined Kappa Sig.

The couple lives at 461 South Highland, Apt. 9, Memphis.

CLASS OF 1964

Married: **Clara Teresa Saxon** and **Alfred Moore Waddell, Jr.**, Jan. 3, in Memphis. They live at 135 Morningside in Memphis. Bridal attendants included **Floyd Humphreys** and **Mary Ann Fisher**.

HONORARY

John Osman '53, former SW professor and vice president of the fund for Adult Education of White Plains, N.Y., has been appointed to the senior staff of the Brookings Institution's conference program on public affairs at Washington. The experimental program is designed to bring the results of research on urban problems to the attention of public officials and community leaders.

Dr. Ansley Cunningham Moore '44, will be inaugurated April 11 as first president of the new St. Andrews Presbyterian College in Laurinburg, N. C. Representing Southestern at the inauguration will be **Dr. Warner L. Hall** '29, pastor of the Covenant Presbyterian Church of Charlotte, N.C.

Dr. Edward D. Grant '54, of Baton Rouge, La., will represent the college at the inauguration of Dr. John Anderson Hunter as president of Louisiana State University April 7.

Mrs. Deaton Hostess To SW Women

Mrs. T. M. Deaton (Virginia Smith '29) will entertain the Southwestern Women of Memphis with an oriental flair and flavor at a dessert party at 1:30 p.m. Monday, April 30, in her home, 934 Kensington. This will be their spring meeting.

Japanese flower arrangements will be demonstrated by Yoko Matsudaira, a Japanese student who is studying at Memphis State University, using vases and bowls brought back from the orient by the Deatons on their recent world tour. The meeting will be in their new oriental room where they have used many mementoes of their trip. Japanese dolls will also be on display.

Mrs. Deaton, president of the group, will be assisted in receiving the guests by the other officers—Mrs. Robert K. Armstrong (Betty Hunt '38), Mrs. Judson O. Williford (Anne Marie Caskey '52), Mrs. J. M. Humphries, Jr. (Dorette Storn '48), Mrs. Gray Williams (Elizabeth Smith '32), Mrs. Oscar Hurt, Jr. (Virginia Hogg '28), and Edith Kelso '39.

Mrs. A. K. Burrow, SW Benefactor Two Buildings Bear Her Name

Southwestern students learned of the death of Mrs. A. K. Burrow on Saturday, March 24, when a beautiful floral arrangement in a Wedg wood vase appeared in Catherine Burrow Refectory. A card beside it indicated that it was in her memory.

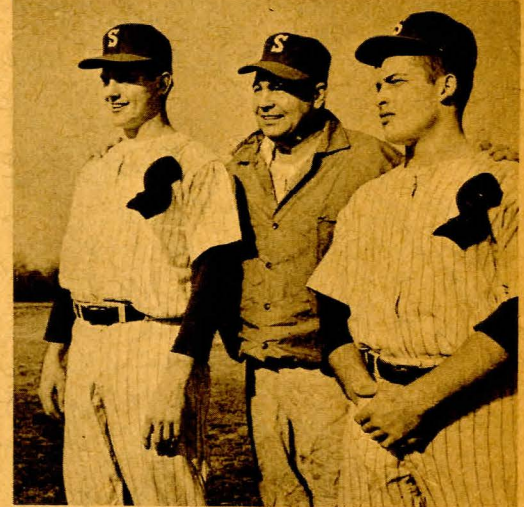
Mrs. Burrow, for whom the dining hall is named, had died the day before at her Memphis home. The entire college community shared her loss with her husband, who has become very much a part of Southwestern during his many years of association here.

The funeral was attended by student, faculty, and administration representatives and by several members of the Burrow Library staff, while back on the campus the college bell tolled briefly to mark the hour.

Mrs. Burrow, who was the former Miss Catherine Walter, had been an invalid for almost a decade. She never saw completed the outstanding Burrow Library which she and her husband gave the college, although she visited it during the latter phases of construction in the summer of 1953.

A lover of music and of flowers and of people, she was active in several organizations and enjoyed a wide friendship before illness forced her retirement. She was a founder of the Arts and Garden Club, a member of the 19th Century Club and the King's Daughters, whose Home for Incurables was one of her special interests. She and Mr. Burrow have long been members of the First Presbyterian Church and the Memphis Country Club. Another of their philanthropic projects was the building, in 1936, of a swimming pool for the Boy Scout Camp Currier at Eudora, Miss. Mr. and Mrs. Burrow had been married 50 years last Jan. 10.

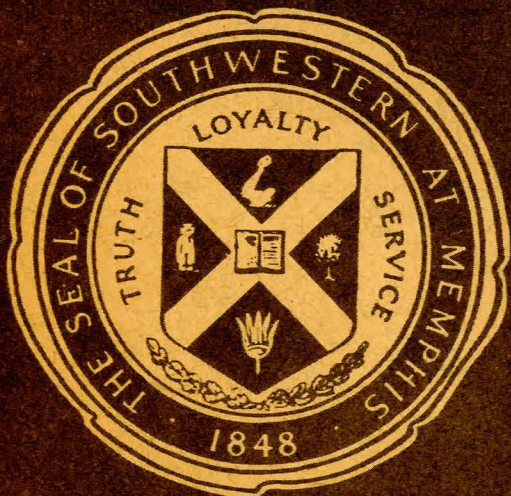
Mrs. Burrow left two cousins, one of whom, Mrs. Ben A. Vaughan, is a Southwestern alumna, the former Linda Catherine Terry '38. The other is Mrs. W. Edward Quick of Memphis.



LOOKING PLEASED at the season's prospects are Lynx baseball co-captains, Robert Echols, left, and Jerry Manley, right, both of Memphis, with Coach Woody Johnson. Both Echols and Manley were on last year's record making baseball team which brought home the N.C.A.A. College Division Championship.

Southwestern News

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Southwestern At Memphis

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