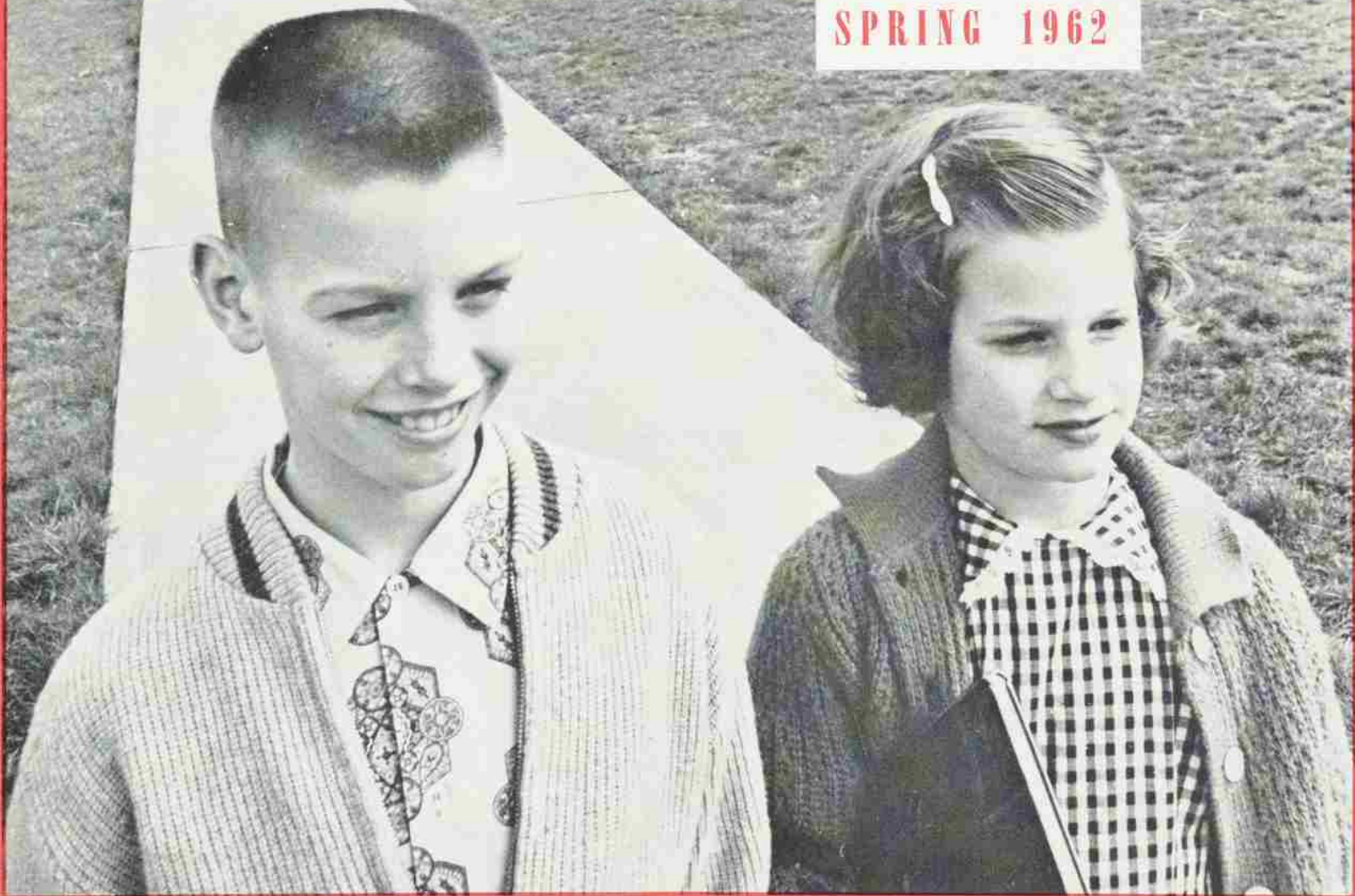


WILLAMETTE

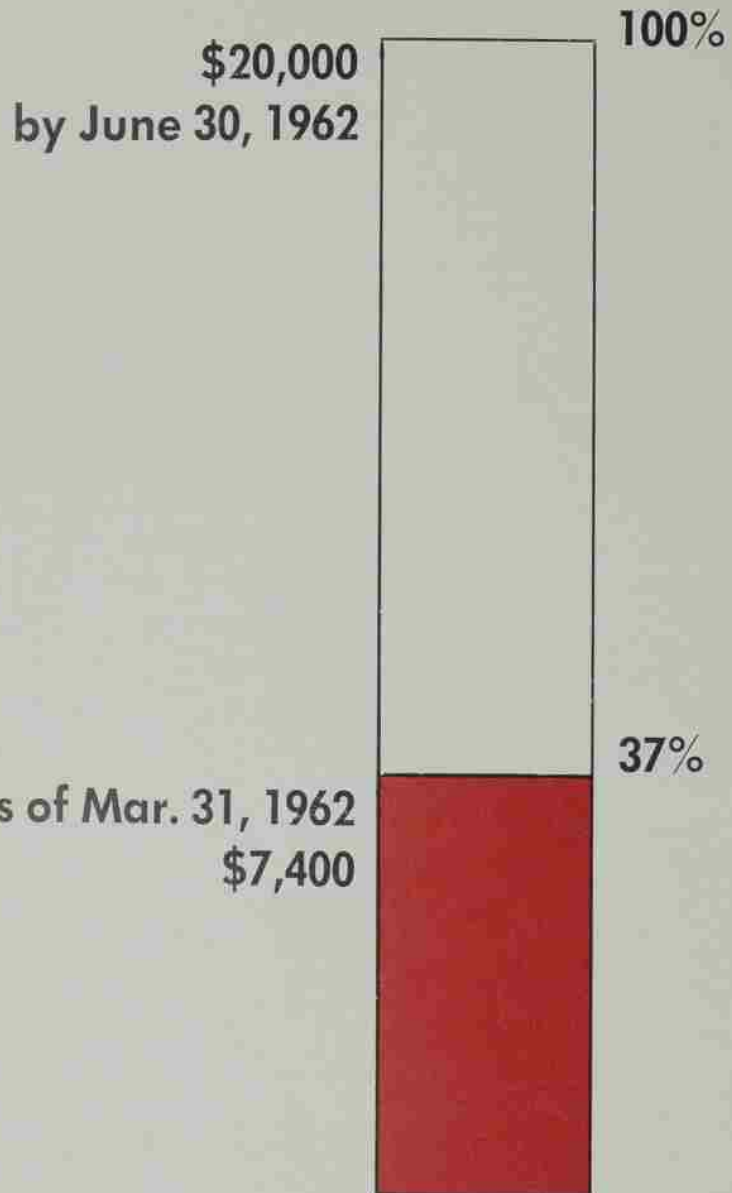
ALUMNUS
SPRING 1962



In This Issue: College of Tomorrow

HOW WE STAND

on the Matching Challenge



Send Us Your
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and

\$1,000 = 1%**

* All increases over last year's gifts matched dollar-for-dollar. Every new gift matched in total.

** Each 1% increase in number of donors over last year earns \$1,000. No reservation on size of gift.

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The WILLAMETTE ALUMNUS

VOLUME IX

No. 4

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OUR COVER

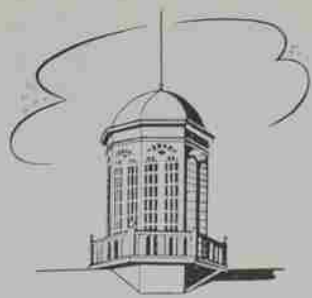


We are pleased to share with you a special sixteen page report, "The College of Tomorrow." Like its predecessors, "The College of Tomorrow" was prepared by a group of alumni-magazine editors working in their spare time to bring information about higher education to a broader audience than any of us could reach through individual efforts.

We are especially delighted also to introduce ten-year-old David Ferrin, son of alumni President Dr. and Mrs. Allan Ferrin, '41, and Jane Wilson, age eight, the daughter of President-elect Otto J. Wilson, '38, and Margaret Siegmund Wilson, '42.

We believe you will agree that these youngsters symbolize ideally the students who will be attending "The College of Tomorrow."

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From the Tower

Commencement Exercises

Willamette President, Dr. G. Herbert Smith, has announced that the June 1962 Baccalaureate and Commencement speakers will be Dr. Russell J. Humbert, President of DePauw University, Greencastle, Indiana, and Charles Harting Percy, chairman of the board of the Bell and Howell Company, respectively.

Dr. Humbert holds both the Bachelor and Master of Sacred Theology Degrees from Boston University; a Bachelor of Science Degree from the College of Wooster, Wooster, Ohio; and has been honored with a Doctor of Divinity Degree from Mount Union College, Alliance, Ohio; the Doctor of Laws Degree from Wabash College, Crawfordsville, Indiana; and as Doctor of Literature from the University of Akron, Akron, Ohio.

Ordained into the Methodist Ministry in 1930, Dr. Humbert served as pastor of several leading churches in Ohio before becoming President of DePauw in 1951, where he has been since. He was chairman of the Indiana White House Conference in 1955, served as delegate to the General Conference of the Methodist Church in 1948 and is currently President of the Council of Protestant Colleges. As well as a distinguished and eloquent minister, he has authored numerous articles in the field of religion.

* * *

Mr. Percy came up through the ranks of Bell and Howell starting as a sales trainee apprentice in 1938. He became Manager of the War Coordinating Department in 1941, Assistant Secretary and Director in 1943, Corporation Secretary and Director in 1946, President of the Company in 1949 and now holds the top position as Chairman of the Board.

He earned his Bachelor's Degree at the University of Chicago in 1941 and has been awarded the honorary degree, L.L.D., both from Illinois College and Roosevelt University.

Mr. Percy is a Director of the Chase Manhattan Bank, the Burroughs Corporation and the Harris Trust and Savings Bank. He served as co-chairman of the National Conference on Christians and Jews in Chicago in 1954, is a Trustee and Director of the Alumni Foundation of the University of Chicago, was a

Trustee of Illinois Institute of Technology from 1950-54 and is a Director of the Chicago Economic Club and the Executive Club of Chicago.

Serving as Director of the Fund for Adult Education of the Ford Foundation and Special Ambassador and Personal Representative of the President of the United States, he attended the Presidential Inauguration Ceremonies in Peru and Bolivia in 1956.

In 1949 he was elected one of the ten outstanding young men in America by the United States Chamber of Commerce. Mr. Percy has also been the recipient of both the World Trade Award and the National Sales Executive Management Award in 1955.

Wadsworth Atkinson Lecturer

This year's Atkinson Lecture Series speaker, James J. Wadsworth, is one of the United States' most distinguished



James J. Wadsworth

statesmen and a former Ambassador to the United Nations. He is currently president of the Peace Research Institute.

Mr. Wadsworth will speak at regular Convocation on Tuesday, April 10 and then deliver an address at 8 p.m. that day in the Fine Arts Auditorium. His first address will be "Challenges to the United Nations", and his evening lecture will be, "Prospects for Permanent Peace."

Described by *The New Yorker* magazine as "over 6'4", good natured, gen-

tlemanly," Mr. Wadsworth is a big man who has held big jobs with big goals. In his long and distinguished service at the United Nations, he earned world respect for his untiring efforts to achieve universal and lasting peace among nations.

For seven years as Deputy United States Representative, he worked steadfastly toward that end. As head of the American delegation in 1960, he skillfully parried Khrushchev's shoe-pounding thrusts at that never-to-be-forgotten dramatic session of the General Assembly.

In 1961 he became President of the Peace Research Institute, a non-profit organization in Washington, D.C., serving as a private agency outside government to undertake and stimulate research in all fields relevant to peace, security, disarmament and international order.

Thoroughly familiar with the multifaceted problems of disarmament, Mr. Wadsworth has represented his government at the Nuclear Test ban talks at Geneva, at the conference which drafted the Statute of the International Atomic Energy Agency and for three years as United Nations Representative on Disarmament at the United Nations.

Board of Trustees' Actions

At its annual mid-winter meeting in Portland's First Methodist Church, February 28, the Willamette University Board of Trustees, approved plans for an addition to Collins Hall, and authorized the letting of bids for construction of the three-story wing.

Final plans by the University Architect were to be completed by the end of March, after which bids were to be let. Groundbreaking is hoped for later this spring with construction to quickly follow.

The addition will be connected to the present building in the rear, jutting out in a southwest direction. (Should the future dictate another addition years hence, it would stem to the southeast, thus making Collins at that time, "H"-shaped.) The present structure will be enlarged by about 50 per cent and will be 69'x47' in size with a total of 9222 square feet for all three floors.

To date about half the necessary funds have been subscribed with the remaining half to be raised during the construction period.

Additional and remodeled facilities will include . . . a mathematic computer room, a physic's student research laboratory, another physic's laboratory which can be darkened, both a metal and a wood shop, an animal room for biology, a Radioisotope room, two student research laboratories for general use, a phy-

sical science laboratory, a new library with adjoining seminar room, a chemistry lecture room, an instruments' room, an advanced students' chemistry laboratory, several office-laboratory combinations for various faculty members, some general faculty offices and three classrooms for all science and mathematics classes.

* * *



Arthur



Dr. Heiden

The Board also ratified three faculty promotions.

Promoted from associate professor to full Professor of Law was Courtney Arthur of the College of Law faculty. Arthur came to Willamette in 1957 as a visiting assistant professor and in 1958 was hired as a fulltime faculty member. He is currently Director of the College of Law's Professional Responsibility Program, which was originally selected by the Ford Foundation as one of six colleges of law nationally to develop a program for instilling professional responsibility into prospective lawyers. Mr. Arthur received his undergraduate and law degrees from the University of Illinois, Champaign-Urbana, Illinois.

Raised from associate to Professor of Music was Dr. Charles R. Heiden, currently Director of the Willamette Orchestra and teacher of violin. He came to Willamette in 1960 and has his Bachelor of Music Degree from Northwestern University, Evanston, Illinois; his Master of Fine Arts Degree from Ohio University, Athens, Ohio; and his Doctorate of Music Degree was conferred this past summer by Northwestern University.

Promoted to the rank of Associate Professor of Biology was Dr. Donald Breakey, 1949. A native of Salem and a graduate of Willamette, he obtained his Masters Degree from Michigan State University, East Lansing, Michigan. He was awarded his Doctorate Degree this past fall from Stanford University. Dr. Breakey returned to teach at Willamette as an assistant professor in 1954.

* * *

In other action the Board extended its policy of free tuition for faculty members' children, to include children of faculty members who die after five years service to the University.

JESSI Here June 17-30

For the second consecutive summer, Willamette University will be host for the Junior Engineers' and Scientists' Summer Institute (JESSI) from June 17-30.

Richard A. Yocom, Willamette Registrar and Associate Director of the JESSI program in Oregon, will again head Willamette's Institute.

Willamette's session will be only for girls, while the boys will attend a like institute at Oregon State University (June 10-23). The JESSI program had its birth at OSU seven years ago (1955) and has since spread nationally, now being established in numerous communities and on many campuses in 30 states.

An estimated 178 girls will be accepted this summer as compared to last year's total of 124. Participants will be housed in the new Matthews Hall dormitory.

Applications and further information for the Institute can be obtained by calling or writing Director Yocom at Willamette. It is hoped all applications will be in by May 18.

Fifteen members of the University faculty will teach at the Institute, representing the University's mathematics and science departments. Numerous outside specialists will also be "tapped" including people from the business, professional and educational fields, for talks specifically along career lines.

Stoyles New Law Appointment

Robert L. Stoyles, Jr. has been appointed Assistant Professor in the Willamette College of Law, according to an announcement by Dr. G. Herbert Smith, University President. The appointment is effective with the Fall 1962 Semester.



Stoyles

Stoyles will come to Willamette from his present position as assistant professor in the Institute of Law and Government in the School of Law, the University of Georgia, Athens, Georgia.

He will replace Alister McAlister, assistant professor of law since 1960, who has resigned to return to private practice.

Stoyles attended Mason City Junior College, Mason City, Iowa where he was class valedictorian, prior to going on to the State University of Iowa, Iowa City, Iowa. There he earned his Bachelor of Arts Degree in 1952, majoring in political science and minoring in mathematics. He received his law degree and Doctor of Jurisprudence Degree from the Uni-

versity of Iowa Law School in 1954, working under a research assistantship.

Since then he has gained a wide background in private practice, teaching and writing and is an expert on local government law with several articles and publications to his credit.

WITS Lead in Campus Grades

The "organized-independent" men took the top spot grade-wise at Willamette University for the 1961 Fall Semester. But the distaff portion of the student body literally ran off with most of the rest of the academic honors.

These facts were proven in the grade comparison summary of the various living organizations as released by Registrar Richard A. Yocom's office. Nineteen campus living organizations as well as the organized and unorganized town students were computed in the study.

The Willamette Independent Town Students' (WITS) male members led all units with a 3.093 grade-point-average (GPA). Coupled with the 3.015, good for third place, racked up by WITS' female portion, the WITS completely dominated the 'race for the grades' as the campus's top organization academically. Unorganized town women with a 3.022 were second.

Nine of the top 12 GPAs for the past semester were obtained by the girls. Only fourth and seventh spot were garnered by the campus's top two fraternities, studywise . . . Beta Theta Pi and Sigma Alpha Epsilon, with marks of 2.966 and 2.848, respectively.

The all-school GPA for the September-January period was 2.692, below both the all-sorority mark of 2.829 and all-fraternity figure of 2.746. The all-women GPA was 2.787 while the all-men's score was 2.613. Willamette athletes beat their non-athletic counterparts with a 2.619.

Top two sororities on campus were the Pi Beta Phis with a 2.941, for sixth place, and Chi Omega's 2.833, spotting them eighth.

Among the independent housing units, the girls' Emily J. York House took fifth with a 2.955 GPA, while the mens' Matthews Hall paced that set with a 2.622.

Church Conference

The 170-church Oregon Conference of the Methodist Church will hold its annual conference this June 5-8 on the Willamette University campus and at the First Methodist Church. Key speaker for the session will be Dr. Lee Moorehead, Professor of Preaching and Worship, St. Paul School of Theology-Methodist, Kansas City, Missouri. About 400 ministers and lay-delegates are expected.

A Thumbnail Description of

Willamette's Admissions Program

by RICHARD YOCOM, '49,

Registrar and Member of the Admissions Committee

During the past several years much has been written in national publications about the "changing admissions picture" in colleges and universities throughout the country. While there is no question but what admissions programs are changing, it is my impression that in many instances these changes are not as profound or dramatic as some authors would have us believe. As interested alumni and/or parents of future "Bearcats," I should like to share with you the process which is followed in considering a student's application to Willamette University.

Obtaining a sufficient number of students is not the problem that faces Willamette University today. This we could easily accomplish merely by lowering our admissions standards. We are seeking, however, students who come to college well prepared in terms of academic background, extra-curricular activities, and indicate a desire for the type of education Willamette offers.

Our objectives in educating our students remain virtually unchanged; the methods by which we attempt to meet these objectives have been modified throughout the years. Perhaps the most obvious example of this would be the Honors Program for those who are exceptionally prepared and need such a challenge. There are other indications, too, that suggest that the typical Willamette student today is more serious-minded than the student of a decade ago. Many of our "cherished traditions," for example Homecoming Sign Contest, the Maypole Dance, the Freshman Leaf Rake, are no longer a part of the campus life.

In spite of some automation in the field of admissions, the use of statistics, admissions formulae, (all of which we use to varying degrees) I am proud to report that Willamette University's admissions program is tailored to consider the individual *as an individual* rather than as a statistic or a number on an expectancy table. Each applicant is carefully considered by the Admissions Committee. The question we ask ourselves is a very simple one, yet an important one: "Is this student likely to have a successful experience at Willamette University?" Fortunately, 90 per cent of our decisions are either yes or no and can be handled with little difficulty. The 10 per cent, however, take much thought and time, and the Admissions Committee meets weekly to consider these records. This we are quite willing to do because we realize the importance

of making certain that the freshman year is a satisfactory one.

Willamette University does not have a minimum grade point average requirement, nor do we have minimum requirements for College Entrance Examination Board scores or other statistical measures. Through a rather involved statistical process, we have been able to determine the relative importance of the high school record, the College Board Verbal score and the College Board Mathematics score with regard to future success at Willamette University. These scores and high school GPA we incorporate in a "prediction formula" which enables us to prognosticate a student's success with a fair degree of accuracy. To be sure, the single most important factor in determining a student's success at Willamette University is his academic grade point average based on the college preparatory courses he has taken while in high school. In other words, the higher the grade point average in college preparatory courses a student has in high school, the better the chances of success in college. This is not a profound revelation, of course, but the fact that we can rather effectively determine the relative degree of success based on specific grade point makes this information more meaningful to the Admissions Committee.

If a student's grade point prediction is questionable, we do not automatically reject him. We have come to rely a great deal on the references that we receive, particularly from high school counselors and teachers. The high school graduate of today is much better informed and much better prepared for college. This, we feel, is due largely to the fact that more effective screening and counseling is being accomplished at the high school level. We are most appreciative of the thorough work that the high school teachers and counselors are doing today, and the references which they send in support of student applications are certainly more helpful and informative than they have ever been before.

Your University's admission standards have not changed as extensively as perhaps some of you had thought; rather, the methods that we use to determine a student's eligibility for admission have become more refined than past procedures. I can say without any hesitation that we welcome the applications of all students who are well prepared for college.



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

the
COLLEGE
of
TOMORROW

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

Yes . . .

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

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

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

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

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

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

Where will your children go to college?

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

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

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

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

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

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

FINDING ROOM FOR EVERYBODY

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

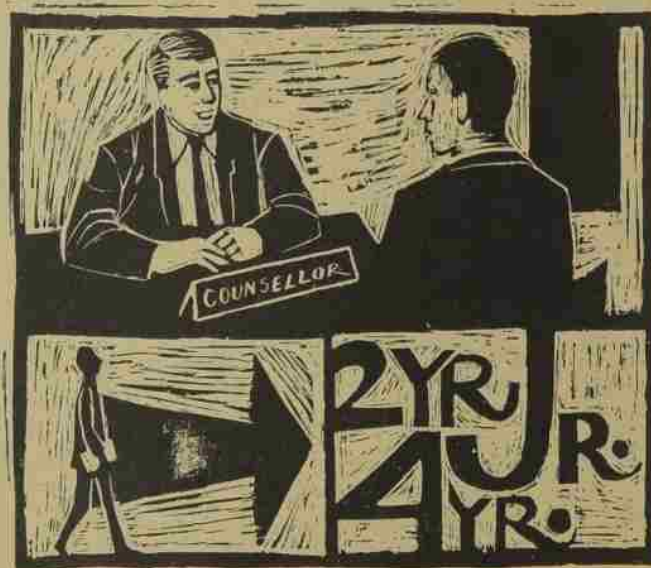
they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

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

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

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

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



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

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

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

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

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

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

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

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



ILLUSTRATIONS BY PEGGY SOUCHECK

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

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

How will you—and they—find it?

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

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

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

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

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

▶ Better guidance by high-school counselors, based on

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

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

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

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

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

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

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

What will they find in college?

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

The students themselves will be different.

Curricula will be different.

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

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

Modes of study will be different.

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

THE NEW BREED OF STUDENTS

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

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

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

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

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

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

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

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

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

WHAT THEY'LL STUDY

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

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

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

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

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

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

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

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

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

WHERE'S THE FUN?

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



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

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

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

A QUEST FOR ETHICAL VALUES

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

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

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

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

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

Who will teach them?

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

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

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

Has the situation improved?

Will it be better when your children go to college?

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE TV SCREEN

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

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

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

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

TEACHING MACHINES

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

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



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

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

Such self-teaching devices have these advantages:

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

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

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

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

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

Will they graduate?

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

What will college have done for them?

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

There are good reasons for their continuing:

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

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

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

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

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

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

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

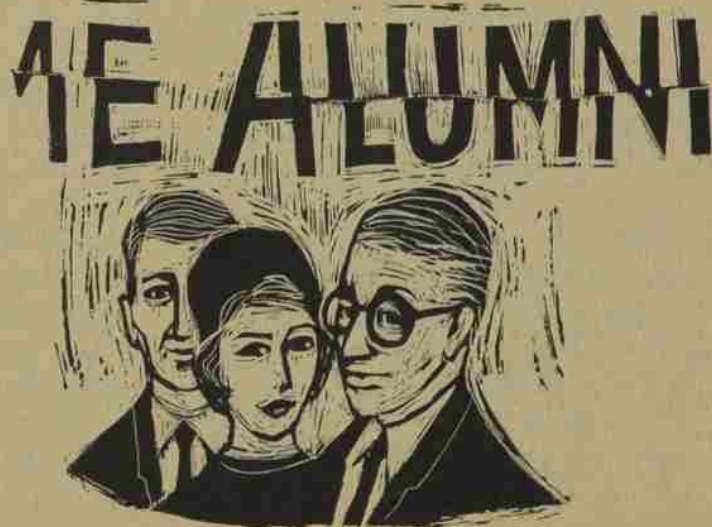
appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

Who will pay—and how?

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

In addition:

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

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

HERE is where colleges and universities get their money:

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

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

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

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

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

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

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

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

WHO PAYS?

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

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

THE MONEY YOU'LL NEED

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

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



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

example, tuition fees for state residents may be 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:

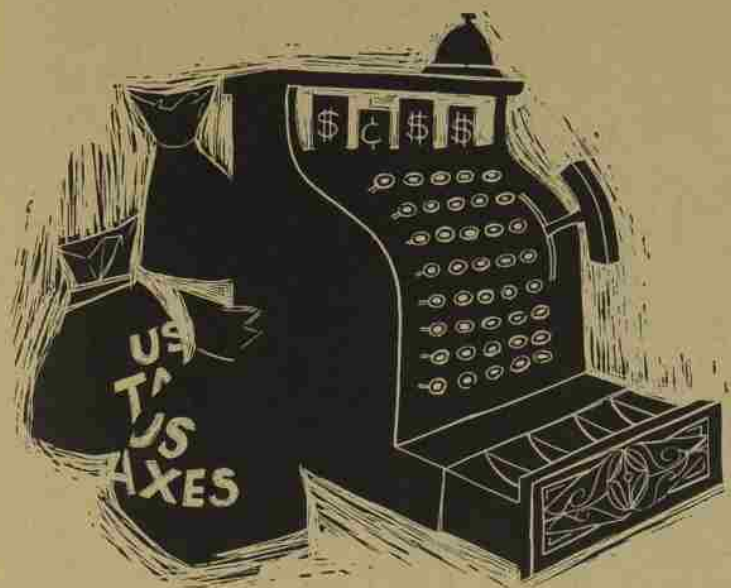
► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday (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”

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Class Notes

Deadline for this issue was March 15. News items received after that date will be carried in the Summer issue.

'12

CLASS OF 1912
Fiftieth Reunion, June 2
FRANCES POHLE UTTER,
Reunion Chairman

Albert N. Minton, LLB '12, retired on August 4, 1961, after 18 years with the Federal Government as Chief of Lands Division in the office of the United States Attorney, Southern District of California. He has returned to the private practice of law. He resides at 6940 Oporto Dr., Hollywood 28, Calif. . . . Dr. Edward Walter St. Pierre resides in Portland, Oregon, at 339 N.W. Hilltop Rd. Dr. St. Pierre took his M.D. at Johns Hopkins Medical School. . . . Frances Pohle Utter, 446 Oak S.E., Salem, Ore., sends word of her husband's candidacy for State Representative from Marion County. Dr. Utter and his son, Dr. Collins Utter, '48, are in the practice of dentistry.

'15

Lucille Kuntz Schramm was named a Salem Distinguished First Citizen for 1961. Service to the community was the basis used for the selection. Address: 165 17th N.E., Salem, Ore.

'16

Lester Sheeley, LLB, has established a law office at 705 Bridge St., Vernonia, Oregon, in offices of the Nehalem Valley Development Corporation. . . . Constance Jory lives at 7205 N. Mississippi Avenue, Portland 17, Oregon.

'17

REMEMBER!
Forty-fifth Reunion, June 2
AETNA EMMEL OLSON,
Reunion Chairman

FRESHMAN GLEE ORIGINATORS, CLASS OF 1912



Left to right: R. V. Ellis, J. H. Garnjobst, Frances Pohl Utter, Charles B. Harrison, Alta Atiman Hurst, Frank Barton, Margaret Graham Conner, John Hatz, Mabel Magness Kile, Morton R. De Long, Lettie, Gregson Crane, J. B. E. Oakes, Perry Reigelman and Harold C. Harter.

'20

Dr. Dwight Kloster, 6932 N. Vincent Ave., Portland 17, Oregon, recently retired from his dental practice.

'21

Raymond Schmale, 1314 Sycamore Ave., Modesto, Calif., sends word of his retirement as a Vice-President of the Crocker-Anglo National Bank of San Francisco after almost 40 years as a California Banker.

'22

PLAN NOW TO ATTEND
Your fortieth Reunion, June 2
DEAN POLLOCK,
Reunion Chairman

Allan G. Carson, LLB, 2185 Church St. S.E., Salem, Oregon, is listed in *Who's Who in America*, 1962.

'24

Ethelyn Daniel Soss (Mrs. Walter L.) sends a change of address: 2627 N. Howard, Spokane 17, Wash. Her husband retired this year and they are looking forward to their plans for travel and hobbies. She also says they are now grandparents of five bright, healthy Willamette prospects. . . . Esther Lemery Henderson sends her address: Box 182, Beaver, Oregon. . . . Ruth Hill Viguers, Wellesley Hills, Mass., is listed in the 1962 edition of *Who's Who in America*.

'25

Juanita Henry Moll sends word that they move very frequently, because her husband works on large construction projects throughout the United States. Mrs. Moll said: "After living in two communities for 21 years and raising three tall sons and two pretty daughters, we are now moving frequently, seeing new places and making new friends." They are now in Grandview, Idaho. Mail may always be sent through their daughter, Mrs. D. S. Chirgwin, 2577 Stewart Ave., Medford, Oregon. . . . Volena Jenks Jones, P.O. Box 386, Upland, Calif., is Assistant Professor of English at Chaffey Junior College. . . . Mary Spaulding Fletcher teaches in West Linn, Oregon.

'26

Marjorie Kadow Woodruff (Mrs. Atlee), 6904 N.E. 31st Ave., Vancouver, Wash., lives on an acreage just outside of town, which gives her ample opportunity for gardening. She also has a large class of piano students, teaches remedial reading, and takes an active part in Sunday School and church activities in her community. . . . Ruth Heineck Broek (Mrs. Jan) accompanied her husband to Europe this year on his sabbatical leave from the University of Minnesota, where he is professor of geography. They are visiting many countries where he looks for old maps of the Malay Archipelago. In 1954-55 they spent a year in Southeast Asia, which is her husband's special interest. They have two daughters, both married, and a son, who is at Harvard. Address: Dept. of Geography, University of Minnesota, Minneapolis, Minn. . . . John Steincipher, 4524 Northwest Blvd., Spokane, Wash., is Area Sales Manager for Tidewater Oil Company.

'27

CLASSMATES!
Thirty-fifth Reunion, June 2
FRANCIS ELLIS,
Reunion Chairman

Eugenia Savage, No. 7 Mt. Sophia, Singapore 9, Malaya, writes: "I continue to teach music here at Trinity Theological College, Singapore. Les and Betty Frewing were down here from Kuala Lipis a few months ago, and we had a good visit. They are making a wonderful contribution - Les is with MEDICO, as you know. Their contribution in friendly contacts with different groups of people also counts for much. I love my work with the young people here, preparing for Christian service - most of them in the ministry."

'30

Dorothy Whipple Fisher, 18012 N.E. 28th St., Vancouver, Wash., teaches math in Evergreen High School.

'31

Clarence S. Emmons, LLB, Albany, Oregon, is listed in the 1962 issue of *Who's Who in America*.

'32

CLASS OF 1932
Thirtieth Reunion, June 2
LLOYD GIROD,
Reunion Chairman

Roy Harland, LLB, 4135 Rivercrest Drive N.W., Salem, Oregon, was named a Salem Distinguished First Citizen for 1961. . . . Lillian Beecher McCarty teaches in Tucson, Arizona. Her address is 512 N. Langley Street. . . . Rev. Clark J. Wood is Executive Director of Seattle First Methodist Home, Inc., (Bayview Manor) 11 Aloha St., Seattle 99. . . . Marshall W. Hartley, 13531 Lanning Drive, Whittier, Calif.,

is Assistant Sales Manager of Western States Goodyear Rubber Co.

'34

Dr. Carl M. and Mildred Kester Marcy, ex-'34, may be addressed at: 2600 S. Hayes St., Arlington, Virginia. Dr. Marcy has been Chief of Staff of the Foreign Relations Committee of the U.S. Senate for the past eight years. Mrs. Marcy was appointed Women's Activities Advisor (Office of Plans) for U.S. Information Agency, May 1, 1961. . . . Mylie R. Lawyer, Box #61, Lapwai, Idaho, formerly with the U.S. Indian Service, has now retired.

'35

Anna Jo Fleming Phares (Mrs. J. Richard), 1019 Panorama Drive, Arcadia, Calif., writes: "My husband and I are very busy as advisors of our church's Youth Fellowship group. We took 122 to our annual Snow Conference at Big Bear, and will have 40 on our 7th annual Easter Week Work Project this year at Tracy, Calif. I also direct our junior girls choir—the Silver Chimes of 65 voices. Dick has been with C. F. Braun & Co. (engineering firm) in Alhambra for 24 years."

'37

ATTENTION!

Make plans now to attend our twenty-fifth reunion, June 2
RANDALL KESTER,
Class President

Dick B. Miller, 745 Elderade, Klamath Falls, Oregon, is an Oldsmobile-Cadillac Dealer. . . . Dr. Wilfred C. Sutton, Professor of health at U.C.L.A., is a co-author of *Health for Effective Living*, which is now out in a third edition. A basic health education text for college students, it is published by McGraw-Hill Book Company. Dr. Sutton and his wife, Mariam, reside at 8108 Darby Ave., Reseda, Calif.

'38

Arthur S. Miller and his wife Dagmar, live in Washington 7, D.C., at 3202 Reservoir Road, N.W. Mr. Miller received his LL.B. and J.S.D. degrees from Stanford and Yale Universities. He is professor of law at George Washington University, Washington, D.C. . . . Helen Olds Dunn (Mrs. Paul) teaches in the Wapato, Washington Public Schools, Address: R.F.D. #2, Wapato, Wash. . . . Donald E. Marcy, 37 Willow Drive, Youngstown 12, Ohio, is on the faculty of Youngstown University. . . . Rev. Waldo Hiebert is a professor at the Memmonite Brethren Biblical Seminary in Fresno, Calif. His home is in Reedley, Calif., at 13 Rupert St. . . . Patrick O'Connor is a Warrant Officer in service of the U.S.M.C. and may be reached at 1021 River St., Jacksonville, N. Carolina. . . . Dr. Howard M. Teeple, P.O. Box 4459, Chicago 15, Ill., and his wife are now in Chicago where he is using the libraries of the University of Chicago for research for a book on the issues in the early church. He is also producing and selling visual aides

(slide lectures) for use in college and seminary courses in Bible and history of religions. . . . Bill McAdams, a former Air Force Major, now owns and operates a Chevrolet agency in Lancaster, Calif. Address: 44432 N. Low Street.

'40

Donald Ewing was recently appointed Assistant to the Dean of Instruction at Foothill College in Los Altos, Calif. Mr. Ewing and his wife, Grace Covert Ewing, '42, reside at 25710 Deerfield Dr., Los Altos, Calif. . . . Dr. Warren Biggerstaff, Fresno State College, Fresno, Calif., is listed in the 1962 edition of *Who's Who in America*. Dr. Biggerstaff got his MS at Oregon State University and his PhD at the University of Wisconsin. . . . Margaret Engdahl Boehmer lives at 544 N.E. Royal Court, Portland 12, Ore.

'41

Althea LaRaut Luttrell resides at 3608 Eye St., Tacoma 4, Wash. . . . Dr. William S. Laughlin is listed in the 1962 *Who's Who in America*. Dr. Laughlin is professor of Anthropology at the University of Wisconsin.

'42

CENTENNIAL CLASS OF 1942
Twentieth Class Reunion, June 2
MARJORIE WATERS HAMILTON
Reunion Chairman

Dr. Glenn A. Olds, President of Springfield College, Springfield, Mass., is listed in *Who's Who in America, 1962*. Dr. Olds received his B.D. from Garrett, M.S. from Northwestern, PhD. from Yale University and an Honorary D.D. in '55 from Willamette.

'43

Peter S. Faminow, 144 Riverside Drive, North Vancouver, B.C., was re-elected District Councillor of North Vancouver on Dec. 7, 1961. Mr. Faminow practices law in North Vancouver, is married and the father of three children. He received his law degree from the University of Saskatchewan. . . . Billie Jean Gillilan Eberly Haley (Mrs. David) lives in Ephrata, Washington, at 154 D. St. N.E. . . . Helen Davis Simpson (LLB '60, Mrs. Herbert) recently received an award from the Spenard Business and Professional Women's Club as the "outstanding woman of the year for career achievement." Mrs. Simpson practices law in Anchorage, Alaska. She graduated from Willamette Law School at the head of her class in 1960 with a doctor of jurisprudence degree. Before entering law school, she taught school in Anchorage for five years. Her husband, Herbert Simpson ('46) teaches in the Anchorage school system.

'44

William R. and Martha Hamilton Atwood, ex-'44, Route 2, Box 60, Mt. Vernon, Washington, are making a home for Legson Kayira from Nyasaland, whose determina-

tion for an education in the U.S. was reported in *The Readers Digest* for February, 1962. They are parents of seven, ranging in age from 20 to 4. Mr. Atwood teaches in Burlington, Washington. They live in a rambling, seven-bedroom farm home eight miles from Skagit Valley College.

'45

Shirley Hunt Melville, ex-'45, is combining the role of housewife and student while she attends college to complete her work towards a degree. Their address is 25 Pleasant Hill Road, Owings Mills, Maryland. . . . Marion Fisher Tillett lives in Kane, Wyoming. . . . Yvonne Mozee, Moral Rearmament, Cedar Point, Mackinac Island, Mich., is working with the expanding world program of Moral Rearmament. . . . Joyce McClendon Chase has two sons, ages 3 and 6 and resides at 16446 S.W. Inverurie, Lake Oswego, Ore.

'46

Lillian Oliver McLaughlin (Mrs. S. J.) lives in Portland, Ore., at 1961 S.E. 26th Ave.

'47

REMEMBER!

Fifteenth Reunion, June 2
NANCY STUART,
Reunion Chairman

Evelyn Deal Roberts (Mrs. Albert E.), 10215 W. 34th Ave., Wheatridge, Colo., writes: "We were delighted to have a visit with Dr. Monk when he was attending the convention of American Association for the Advancement of Science in Denver during the Christmas holidays."

'48

Doris Bartholomew Faget (Mrs. Frank A.), 415 165th Ave., S.E., Bellevue, Wash., and her husband have two sons, Paul, 5, and Roy, 3. Mr. Faget is a mechanical engineer for General Services Administration, working on federal buildings such as the 5 Federal Exhibit Buildings for "Century 21" in Seattle, opening April 21, 1962. . . . Nedry V. Burris, ex-'48, has been promoted to major in the United States Air Force. Major Burris is assigned to Westover AFB, Mass., as Headquarters Squadron commander. He and his wife, Virginia, have two children, Molly and Allen. They may be reached at 1 Mellinger Lane, Westover AFB, Mass. . . . Lloyd A. Griffiths, 935 Downs St., Salem, Ore., is a member of the Capitolo Chordsmen Barbershop Quartet which placed as quarter finalists in the International S.P.E.B.S.Q.S.A. in 1960 and 1961. Northwest Regional Champions and Forest Grove ballad contest winners in 1961. . . . David L. Melson, 108 S. Hill St., Rm. 3123, Los Angeles 12, Calif., is a Parole Agent with the California Youth Authority.

'49

George and Marilyn Cook Gottfried, '49, '50, live in Weston, Oregon, at Box

PIONEERING, 1962

Excerpts Of A Letter Received
From Ray Youdan, '57

Stony River, Alaska
March, 1962

... This year I am pioneering the first school between Sleetmute and McGrath on the Kuskokwim River. Your maps will probably not show Stony River—if you can't find it, the village is located across the river and around the bend from the place where Stony River joins the Kuskokwim, 156° 35½' west longitude, 61° 47' north latitude.

Several families, establishing a community at Stony River, requested a school and the Alaskan Department of Education, which operates many of the outlying schools, agreed to supply the teacher, supplies, and equipment if a suitable building were available.

In September I found the school building and teacher's quarters still under construction and my supplies not yet arrived on the Fall barge that comes upriver . . . so I lent a hand where I could with roofing and wiring. The school is of round log construction and is heated with a wood stove. Electrical power is supplied by a local light plant, run on diesel oil.

I am living in another small log cabin. For the Aaska bush it's pretty luxurious—I have an oil stove, a well, and adequate furniture.

Our community consists of about ten families and twenty buildings scattered all over. We have a little store, a postoffice, and mail service twice a week—via bush planes.

I was able to open school the second of October. Our exact needs had not been correctly estimated, and there were many shortages without the quick and simple solutions you have in the lower 48. Any shortage too large for the bush planes to carry must wait for the Spring barge. I received additional books at Christmas and I have had a chalkboard (painted plywood) since the 26th of February. I have spent much time working on the school and teacher's quarters, have overhauled one light plant, and things seem to be pretty much under control now—with ten weeks left to teach. We even have a milk program—but the powered variety that I mix



Mr. Youdan in His Classroom

every morning! I get most of my groceries parcel post and air freight from Anchorage.

My pupils are Alaskan natives (except for the trader's family) and predominantly Athabascan.

During the spring and summer the families move to their fish camps where they tend their fish wheels and have their smokehouses. Many families spend the whole summer living in tents—and many families around here are quite large. During the summer transportation is by shallow draft, hand-made boats, now equipped with outboard motors.

In the winter-time, the natives move back to their winter cabins. Several cabins were built on our island last fall and the families lived in tents while the cabins were being constructed. The cabins which have been built here are small and have few furnishings.

Life around here is hard. Men, and some women, go out on the traplines; winter transportation is by dogsled, although the natives are using air transportation services a bit more during the winter. School attendance is irregular when children have to assist in getting cordwood or in building fish traps. Some of the older boys have gone on the trapline with their fathers during this beaver season—everyone hopes to get a limit of beaver, but reports are not encouraging.

I have four grades—with an extreme age spread. Some of my pupils have gone out to Wrangell to attend school, but I have pupils eight and nine years old in the first grade. My pupils speak a kind of English without verb past tenses. At the beginning of the school year many pupils were unable to make all the speech sounds in the English language. Phonics thus becomes one of the more important subjects and

will continue to be for many years. For this year I am directing most of my efforts to reading, writing, and arithmetic.

The coldest weather was around Christmas time. I planned to spend Christmas in Anchorage, but ice-fog at McGrath made that idea unworkable. It was 48° below on Christmas morning and I spent it going out with a neighbor for cordwood, (a small sawmill operator, his tractor was torn down for repairs, and he was using his standby power unit—one dog!). I made it to Anchorage December 26th—it was 52° below when we lifted off the ice here, but became warmer upstairs.

Communications here are by radio. I have a good shortwave receiver in my cabin—the village transmitter is in the trader's cabin. Medical consultation is also by radio—the doctors at the Public Health Service hospitals have regular medical consultation schedules by air—you can have no medical problems considered "private" up here! We get telegrams and telephone calls via the Alaska Communications System (connected with the U.S. Army) transmitter at Bethel, Alaska. Most of the time we listen on the aeronautical channel used by the small planes in the area. That gives us most of the news up and down river and keeps us abreast of the weather.

I've no plans yet for next year—my work here will be done. I'd really like to pioneer another new school further north in the Alaska bush. I'll go for my master's degree in a year or so—I'm not certain when. Being a bachelor has advantages that way! . . .

Sincerely,
Ray Youdan

P.S. Weather is clearing and the moon is coming through the overcast—a good chance this letter will get out tomorrow.

321. Mr. Gottfried teaches at Weston at the junior high level and coaches grade school basketball and baseball. He is also a professional photographer in his spare time. Their two daughters are, Janet, 7 and Leta, 4. . . Dr. J. Kenneth and Mrs. Pat Curtis Bartlett, '49, ex-'51, 563 Roca St., Ashland, Oregon, send word of their daughter Nancy's (age 7) participation as "Cobweb" last summer in the Shakespearean Festival Production of "A Midsummer Night's Dream" under the direction of the well-known Shakespearean director, B. Iden Payne. . . Rev. Raymond and Mrs. Betty Thompson Fedje, 59 Alfreton Rd., Needham Heights 94, Mass., send

word of Mrs. Fedje's appointment as Minister of Music in their Needham church. She has 165 in her Multiple Choir Program. . . Calvin Plants, 509 N.W. 6th St., Pendleton, Oregon, teaches English and Counsels in Pendleton High School. . . Dr. Stuart McIntyre is a career diplomat in the State Department. After graduating from Willamette, he took his doctorate in International Law at Columbia University. He served two terms as assistant consul in the American Consulate in Dusseldorf. He is now in the State Department in the Pentagon and is currently (Nov. 1961) a delegate from the State Department to the Disarmament Conference in Geneva. Dr. Stu-

art, his wife, Margaret, and three children make their home at 2319 South Inge St., Arlington 2, Virginia.

'50

The promotion of Charles J. Patterson, Dole Corporation, San Jose, Calif., to the position of Boston District Sales Manager, was announced recently. Mr. Patterson received his M.B.A. in 1952 from Stanford University and has been with the firm from that time. His wife is Patricia Ryan, ex-'51. We do not have his Boston address as yet. . . Marge Cooper Fleck (Mrs. Benjamin) and her family are now in Seoul, Korea, where her husband is in



Dr. Donald R. Breakey, '50

the Political Section at the American Embassy. Their two children are: Alan, 8 and Kenneth, 5. Address, American Embassy APO 302, c/o P.M. San Francisco, Calif. . . . **Dr. Donald R. Breakey**, assistant professor of biology at Willamette, was awarded a doctor of philosophy degree recently at University of California, Berkeley, where he completed work for the degree during the summer session. He obtained a master's degree at Michigan State University and started work toward his doctorate at U of C before returning to Willamette in 1954. Dr. Breakey, his wife, Pearl Mann Breakey (ex-'51), son Gordon, 11, and 8-year-old daughter, Laura, reside at 490 Browning Ave. S.E.

'51

Capt. **Jeffrey McDougall**, USAF, is presently stationed with MATS at Lajes AFB, the Azores. He and his wife, Sue, now have three children: Debra, 8, Keith, 7, and Lori, 2. Address them, 1605th ABW, APO 406, New York, N.Y. . . . **Donald R. Brand** was winner of a Distinguished Service Award as Junior First Citizen of Florence, Oregon, for 1961. He was also named one of Ten Outstanding Young Men in Oregon for 1961 by the Oregon Junior Chamber of Commerce. He is serving his fourth year as Principal of Siuslaw High School, Florence, Ore.

'52

Elaine Wallis Goodwin (Mrs. Robert W.), 5704 N.E. 45th Ave., Vancouver, Wash., and her husband are now parents of three: Jennifer, 3, and year-old twins, Morgan and Rachel. Mr. Goodwin, a pharmacist, operates a drug store in Vancouver. . . . **Mary Louise Lee**, 323 Heller St., Apt. 8, Redwood City, Calif., was recently appointed Associate Director of Little House, one of the first Senior Citizens centers in the U.S. . . . **Gladys F. Blue** teaches fifth grade Social Studies in Chagrin Falls, O. She recently played second piano in the Kent State University faculty piano recital. Address: 33160 Solon Rd., Solon 39, Ohio.

'53

Dr. Glenn W. Kleen, Salem, Oregon, dentist, was recently named Salem's Junior First Citizen. Dr. Kleen and his wife, Alice, have a two-year-old son, Brian. . . . **Verne G. Shangle**, 1915 18th St. N.E., Salem, Ore., has been administrator of the Doctors Clinic in Salem for the past six years. Mr. Shangle and his wife, Lorene, are parents of two: Nancy, 8, and Rebecca, 6. . . . **Grace Connell Scott** (Mrs. Eion G.) sends news of her family. Her husband, Dr. Scott, is assistant professor of Biology at the University of Southern California. Their daughter, Mairi Jane, was born in March, 1961. Address: 6341 Victoria Ave., Los Angeles 43, Calif. . . . **Wilma Aller Zicker** (Mrs. Eldon L.) reports a full schedule with three boys—Bill 6, Johnny 5, and Steven 3—and a ranch. Her husband teaches geology at the local Junior College and she was planning to join him there to teach an anatomy and physiology course for nurses, sometime this winter. The address of their Totem Pole Ranch is Rt. 8, Box 293, Yakima, Wash.

'54

Kent C. Myers, Apt. 411-8 Stanford Village, Stanford, Calif., has completed his course-work for his doctor's degree in education at Stanford and is now writing his dissertation. They have two girls, Sally 2, and Laura, 1. . . . **Marilyn Meiseger**, Frankfurt American Elementary School #1, APO 757, New York, N.Y., has taught for five years overseas. She is planning to return to the States this Spring, though she has no definite plans as yet.

'55

Don Berney, de Benneville Pines, Star Route, Seven Oaks, Calif., has been helping build a camp in the San Bernardino mountains for the Unitarian church. . . . **Jack R. Phipps**, his wife, Jean, and daughter, Cindy Lu, 1, live in Minneapolis where he is an Executive Camp Director and Community Program Secretary with the YMCA of metropolitan Minneapolis. Address: 4816 Nicollet, Camp Ieaghowan, Minneapolis 9. . . . **Judy Fullager Hume** (Mrs. George A.) is now in Garden Grove, Calif., while her husband serves a tour aboard the USS Hornet. They had spent the past two years in Guam. Address: 6871 Stanford Ave.

'56

Paul Geisel is at the University of Pittsburgh with a joint appointment in the department of Sociology as an assistant professor and in the Graduate School of Public Health as a research associate. He is doing a project with Dr. David Landy on "The Meaning of Work and Mental Illness." Room 507, Flannery Bldg., Graduate School of Public Health, University of Pittsburgh, Pittsburgh 13, Pa. . . . **Lt. Wesley R. Malcolm**, B.O.Q., Rm. A, 329 NAAS, Meridian, Miss., is a flight instructor in the Navy's primary jet trainer, the T2J-1. . . . **Capt. Duane** and **Mrs. Marilyn Harland Eakin** (ex-'58), 1325 Ritchie, Enid, Okla-

homa, now have two children, Suzanne, 4, and Jeffery, 2. Capt. Eakin is a navigator on a KC135 jet tanker. He is presently attending Pilot Training at Vance AFB, Okla. . . . **W. Ronald Arlebeke**, 848 Jeffery Dr., Pleasant Hill, Calif., is Claim Manager for New York Life Insurance Co. for Northern Calif., and Nevada. . . . **Roberta Graham Seltzer** (Mrs. Norman), P.O. Box 146, Pipersville, Pa., writes: On May 15 I married Norman Seltzer and we moved to Bucks County, Pa. My husband is president of Independent Carton Co. and a consultant for the Michigan Carton Co. Our home is the former estate of Dr. Harold Hyman, who writes a national newspaper column. It has a room, which was a gift of the late Oscar Hammerstein, II. Being a music major, I found it most interesting and exciting. . . . **Dr. Donald E. Stoffer**, 604 S. 138th, Tacoma 44, Wash., is a dentist with the Air Force at McChord AFB, Tacoma, Wash. . . . **Robert D. Van Vactor**, 1697 W. Harvard St., Roseburg, Ore., teaches instrumental music in Fremont Junior High School. He received his master's degree in education last June from the University of Oregon. . . . **Ellinor Taylor Wheeler** (Mrs. James), 716 Prospect Row, San Mateo, Calif., works as a labor market analyst for California Department of Employment. Her husband is an electronics engineer at Ampex Corp.

'57

An interesting note from **Martin R. Wolf**, I.L.B. '60, 4294 Wilkie Way, Apt. D, Palo Alto, Calif., tells of his decision to forego the practice of law while pursuing his interest in college administrative work. He is at Stanford University with the Campaign Director of the Stanford PACE Program (Plan of Action for a Challenging Era). . . . **Thomas R. Loree** completed work on a Ph.D. in Physics at the University of Wisconsin in March and left for a three-month vacation in Europe. On returning he will be with the Los Alamos Scientific Laboratories. Mail may be addressed to 3821 Clark Ave., Vancouver, Wn. . . . **James I. Brown**, 10415 Newhome Ave., Sunland, Calif., is an accountant for the Sunland Telephone Co. Mr. Brown and his wife, Lois, are parents of two, Jay and Yvonne. . . . **Mr. Robert L.** and **Mrs. Polly Daugherty Withers**, '59, 660 Elm St., Woodburn, Ore., have just moved into their new home. Mr. Withers has joined his father in retail lumber yards in Woodburn and Mt. Angel. . . . **Margaret Cope Deeley**, 609 Cajon St., Redland, Calif., teaches in Junior High School.

'58

Lt. Charles L. and **Mrs. Nancy Groth Marsters**, both '58, 61668 A, APO 925, San Francisco, Calif., are parents of a second son, Michael, born Nov. 11, 1961. Stationed in Tokyo, they report that they located Pat Hostetler who is teaching at Yokota Air Base. They extend an invitation to all Willamette friends to drop in on them in their Washington Heights (government housing) home. . . . **Charles** and **Miriam Daum McClure**, ex-'60, are now living in Arlington, Va., where he is attending

school at the Georgetown University Law Center, Washington, D.C. They now have two daughters: Laura, 2, and Melissa, 1. Address: 4627 S. 30th Rd. . . . **Richard J. Simpson**, 2650 Nob Hill S.E., Salem, Ore., is a counselor at MacLaren School in Woodburn.

'59

R. Greg and Audrey Ball Nokes, ex-'60, 487 D St., recently moved to Salt Lake City where he is employed by the Associated Press as a newsman. While with the Medford Mail Tribune, Medford, Ore., he was nominated one of 10 outstanding newsmen in the state, June 1961. Their second son, Jeffrey, was born Sept. 21, 1961. . . . **John F. Barth**, 2715 Dupont Ave., S., Minneapolis, Minn., is an Applications Analyst with Control Data Corp. of Minneapolis and is now assisting their Sales Representative in Melbourne, Australia, for six months. . . . **Alita Joyce Sutton Griggs**, sends a new address: 1109 5th St., Vallejo, Calif.

'60

Rosemary Stephenson, 2327 S.W. Market St., Portland 1, Ore., is now Activities Adviser at Portland State College. . . . **Lt. John R. Sweeney** is a meteorologist at Fuchu AFB, Japan. Address: A03105970, Det., 1st WEA Wg., APO 925, San Francisco, Calif. . . . **Lynn Wilcox Ryherd**, 3325 S.W. U. S. Veteran's Rd., Portland 1, Ore., is a registered nurse and is taking master's work for nursing education at the University of Oregon School of Nursing. . . . **Dale H. Denham**, 6830 Oswego Place, N.E., Seattle 15, Wash., writes: "After graduation I went to the University of Washington on an AEC Health Physics Fellowship granted by the Oak Ridge Institute of Nuclear Studies. At the completion of the school year I married Miss Wendy Kay Lacey of Seattle (B.S., Univ. of Wash.), June 24, 1961, and we spent the summer at Hanford Atomic Products Operation completing the 12-month Fellowship program. This past fall I again entered the University of Washington to begin thesis work and final course work leading to an M.S. in Radiological Science which I hope to complete in June." . . . **C. R. (Rusty) Beaton** 1111 Dartmouth, Apt. 203, Claremont, Calif., is in his second year of graduate work in economics at Claremont Graduate School. He is also helping to coach the Pomona golf team. His wife, Delan, teaches English at Charter Oak High School and is working on her M.A. in history. . . . **Charles Foster**, 600 W. 122nd St., New York 27, N.Y., is attending the Union Theological Seminar and assisting in a large suburban church in Westfield, N. J., on weekends. . . . **Lt. James Connally**, Tinker AFB, Okla., is taking USAF navigator training.

'61

Lt. David W. Behnke, LLB, Fairgrounds Rd., Woodbridge, Conn., is an intelligence officer in USAF. . . . **Earl A. and Joanne Brown Rollins**, ex-'62, live in Lafayette, Indiana, at 1930 Charles St.

Deaths

David B. Place, '52, passed away with incurable cancer late in December, 1961.

Albert G. Kletsch, '27, passed away suddenly on March 10, 1962, while working in his rose garden. He leaves his wife, Alvina, at RFD 1, Box 312, Winlock, Wash.

Lt. Norman Cocking, '56, died March 9, 1962, of injuries received in an auto accident in France. He entered the Air Force after AFROTC training at Willamette and was a transportation officer at Evreux in France. Details of the accident are not available at this time. He leaves his mother, Mrs. Irma Cocking, and one sister, Mrs. Connie Woodroffe, both of Salem, two brothers, Richard Cocking, Santa Monica, Calif., and Navy Lt. Rolling Cocking, Honolulu. His mother lives at 2325 Saginaw St. S., Salem, Ore.

Births

A first child, Diana Leslie, February 11, to **Donald and Carolyn R. Miller Williams**, '59 and '59, 1508 Butternut, Richland, Wash. Mr. Williams is a specialist in radiation monitoring with General Electric at Hanford.

A son, Peter William, to **Gary H. and Eugenia King Larsen**, '59 and '60, on April 27, 1961. They have moved to 835 Riley Dr., Albany 6, Calif. Mr. Larsen is in his third year of graduate school, working on his Ph.D. in solid state physics and as a research assistant.

A son, Matthew Robertson, Dec. 5, to **Patricia Culley Kennedy**, '60, and her husband. He joins a sister, Margaret, and brother, Thomas. Address: 601 Roselle St., Linden, N. J.

To **Curtis Culver**, '57, and his wife, a daughter, January 10. Address: 259 Wooddale Ave. N.E., Salem, Ore.

To **Arthur and Lynn Schrock Pettit**, '59, Bonita, Calif., a daughter, Tina, January 11.

Dorothy Caspar Murphy, '52, and her husband, Kenneth, are parents of a son, Keith, born September 27, 1961. Their home is in Roanoke, Va., at 5202 Carriage Dr. S.W.

To **Mavis Bjorke Tofte**, '53, and her husband, Roger, a daughter born Jan. 15, 1962. She joins a sister, 6, and a brother 3 years of age. Their home in Salem is at 5223 Sunnyview N.E.

To **Wayne and Shirley Hall Wood**, '52,

Mr. Rollins is a graduate student at Purdue University. . . . **Lt. Michael T. Graydon**, Box 8262, Gunter AFB, Ala., is an Accounting and Finance Officer. . . . **Lt. Gerald May** is a student pilot in USAF. Lt. May and his wife, **Claudia Peterson May**, '61, live at 700 Marcy Dr., Apt. 31, Big Spring, Texas. . . . **Geranna Stevens**, 5922 S.W. View Point Terrace, Portland 1, Ore., is a case worker for Multnomah County Public Welfare Children's Department.

7059 N. Curtis Ave., Portland 17, Ore., a son, Mark Evan, July 23, 1961.

It's a girl for **Dr. Robert E. and Mrs. Sandra Mischke Pattison**, '53 and '59, on Jan. 21, 1962, in Salem. Address: 356 Gerth N.W.

To **Paul and Ardys Bonke Baker**, '54 and '56, 805 N. Lucia, Redondo Beach, Calif., a daughter, Lanielee, on Jan. 12. She joins a sister, Tammy.

To **Rev. Dale and Mrs. Carla McKeen Harris**, '55 and '56, Gilchrist, Ore., a daughter, Catherine, June 10, 1961. She has a 2-year-old brother, Greg.

A son, Jeffrey Charles, Sept. 24, 1961, to **Charles and June Harms Peters**, '56 and '56, of 2294 32nd Ave., Salem, Ore.

Brent David, December 29, joins a little 2-year-old sister in the **John and Carol Litchfield Rehffuss**, '56 and '57, family.

To **Richard A. and Mary Campbell Carlson**, '54, a second son, Peter Campbell, Dec. 1, 1961. They live in Bend, Ore., at 1152 East 12th.

Jackson R. and Patricia Waters Hazelet, '47 and '49, 940 Kumler St. S.E., Salem, Ore., a daughter, January 29.

Neil and Birgitta Gullers Causbie, '57 and '60, a son, Eric, on February 10, 1962. Their address is Rio Panuco Orient 445, Apt. #5, Colonia Del Valle, Monterrey 1, Mexico. Mr. Causbie is with Carbite International Co.

John and Jennice Robnett Cauble, '58 and ex-'60, a son, Steven Lee, born in September. Lt. Cauble is stationed with the U.S. Army in Germany. They may be reached through his parents' address, 3825 Helen St., S.E., Salem, Oregon. Both Mr. and Mrs. Cauble's parents were planning to visit them in March while on a trip around the world.

Marriages

Sandra Schuerman, '56, to **Robert K. Walters**, Dec. 31, 1961. They reside at 1024 S.W. Harrison #501, Portland 1, Ore. Mr. Walters is drama editor of *The Oregonian* and Sandra is teaching French at Sunset High School.

Lois M. Kendron and **Robert R. Allen**, '57, Nov. 14th, in Chicago, Ill. Mrs. Allen will receive her M.S. in microbiology in June from Oregon State University. Address: 136 S. 9th, Corvallis, Ore.

Marion Gillet, '58, to **Dale K. Garrison**, January 28, 1962. Mrs. Garrison is a social worker at the Home of Neighborly Service, a Presbyterian Settlement House in Denver. Her husband is working towards his M.A. in Library Science at the University of Denver. Address: 2194 S. Ogden, Denver 10, Colo.

Carol Brinkworth, ex-'61, and **Edwin Roach**, August 31, 1961. Now residing in Germany for a year, while Mr. Roach is in the service.

Sandra Lindquist, ex-'61, and **Thomas M. Walton**, December 23, 1961. Their home is at 2369 LeConte, Berkeley 9, Calif. Mr. Walton is studying at Pacific School of Religion.

Sheryl Kathryn Jenkins and **Keith R. Christensen**, both '61, in Portland recently.

COMMENCEMENT BULLETIN BOARD

BACCALAUREATE: 3:00 P.M.

Sunday, May 27, 1962

Willamette Auditorium

Dr. Russell J. Humbert, Speaker
President of DePauw University

ALUMNI DAY INSTITUTE

Waller Hall

11:00 A.M., Saturday, June 2

One of the world's most widely recognized aircraft designers, Dr. Edward C. Wells, '31, Vice President of Boeing Company will be guest speaker.

COMMENCEMENT: 3:00 P.M.

Sunday, June 3, 1962

McCulloch Stadium

Mr. Charles H. Percy, Speaker
Chairman of the Board, Bell and Howell Company.

ALUMNI DAY BANQUET

Marion Hotel

6:00 P.M., Saturday, June 2

Governor Mark O. Hatfield, '43, guest speaker. Dr. G. Herbert Smith will be honored on his Twentieth Anniversary as President of Willamette University.

CLASS REUNION LUNCHEONS

1:00 P.M., Saturday, June 2

Special luncheons are planned for years ending in '2 and '7 except for the classes of 1952 and 1957 which will be holding their reunions at Homecoming this fall.

PLEASE

return the reservation cards (you'll receive in May, with further details) as soon as you can.

Be seeing you!