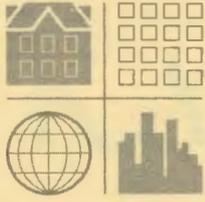


KALAMAZOO COLLEGE ALUMNUS



SPRING QUARTER 1966

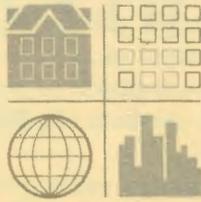


CHALLENGE



THE CHALLENGE DIRECTED to Kalamazoo College by the Ford Foundation, thirty-one months ago, is drawing nearer to a conclusion, both in time and gifts. With only five months remaining, fund leaders are making all efforts to raise the final \$200,000 in the campaign. Grateful for the excellent showing thus far are left to right, President Weimer K. Hicks; Fred Fischer, trustee and general chairman of the Ford Challenge campaign; and Albert VanZoeren '23, former president of the Alumni Association and chairman of the advance gifts committee. Attaining the \$5,500,000 goal within a three-year period, ending September 30 of this year, will result in a \$2,200,000 matching grant from the Ford Foundation.

KALAMAZOO COLLEGE ALUMNUS



SPRING QUARTER 1966

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COVER PICTURE: Two sophomores currently off-campus for the career-service quarter are grandchildren of former Kalamazoo College presidents. They are "Tom" Thompson, son of Mr. '43 and Mrs. Edward P. Thompson (Betty Heystek '44), Kalamazoo, and grandson of Dr. and Mrs. Paul L. Thompson, Lakeland, Fla.; and Miss Carol Hoben, daughter of Mr. and Mrs. John B. Hoben, Hamilton, N. Y., whose grandparents were Dr. and Mrs. Allan Hoben. Tom and Carol are shown leaving newly-remodeled Humphrey House where the career-service office is located. Tom is now in Washington, D.C., with the U.S. Department of Justice, Civil Rights Division, and Carol is working for the Peace Corps in Washington, D. C.

PICTURE ACKNOWLEDGMENTS: Cover, Al Williams; page 2, Joe Schiavone; pages 25 and 31 (Achievement Day), Kalamazoo Gazette.

MARILYN HINKLE, '44, *Editor*

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Report on the President's Trip to Europe

By Dr. Weimer K. Hicks

DURING THE WINTER MRS. HICKS AND I were privileged to spend three weeks in Europe as the guests of the government of West Germany and the University of Bonn. It was our first opportunity to visit the College's foreign centers since 1960. Every waking hour of our stay in Europe was filled. In twenty-one days we visited ten universities, were guests at twelve receptions, attended fourteen special luncheons or dinners, and held thirty interviews with appropriate officials. On sixteen occasions, I was on my feet for a response or an informal talk.

We flew into Cologne, Germany, on a beautiful but cold January morning, where we were met by Dr. Wigbert Holle, our host and Director of Foreign Students at the University of Bonn. We then drove to Bonn and plunged pellmell into five busy days in the capital city of the Federal Republic. While our full itinerary included frequent meetings with governmental dignitaries, the highlights of the visit were the large reception given by the faculty of the University and the Sunday dinner with our 24 students at the Godesberg Castle high above the Rhine. The gracious welcome of the Bonn faculty was an appropriate illustration of German hospitality, while the reunion with the students revived memories and corroborated our high regard for this oldest of Kalamazoo's foreign centers.

In Muenster and the three other centers which we subsequently visited, our itinerary followed a similar pattern. At each city we met with the Lord Mayor, usually lunching with him and other municipal officials. We visited with the Rector of the University and with prominent professors on the respective campuses. We talked informally with our students to ascertain their response to overseas education, and finally we were guests at receptions which included students, foster parents, and faculty personnel of

each center. Thus we tried to meet with everyone and see everything. We were there to appraise our overseas education, and I feel we returned with a fair valuation of what is transpiring.

Everywhere we were welcomed most cordially, which obviously was a tribute to the rapport created by our students. While the words of commendation were indeed pleasing, I sought to ferret out more objective reasons for the apparent enthusiasm accorded our groups. Personal interviews with professors, discussions with foster parents, and visits in each community convinced me that the overseas program has been highly successful. In friendships earned, in rapport established, in steadfastness manifested, and in maturity exhibited, our students are to be commended.

We thrilled at the positive comments expressed by the parents and the instructors of the group. We were proud of the social maturity evidenced by our students. We were enthused by their descriptions of new lands discovered and new friends won in different environments. We rejoiced at their growing interest in the arts, for few failed to be drawn by the great museums of the Continent or the opera or the ballet. New vistas of interest had definitely been opened to them.

The interviews with students, however, identified certain problems with which we must come to grips. While students were most effusive regarding their overseas experiences, they did criticize their lack of facility with the language prior to leaving the States. Everywhere one problem was obvious. Professors mentioned it tactfully and students echoed it vigorously. Their constant cry was, "Why didn't I learn my German?" "Why didn't I speak more French?" "Why wasn't I compelled to attend the language table or spend more time in the lab or converse more frequently in the foreign tongue?" "I'm only now, after four months, getting a grasp of the language."

And so I returned with the sincere conviction that our primary problem is not found overseas, but on our campus. The opportunity to study abroad has attracted many students to Kalamazoo, yet many of these same students are not making the extra effort to achieve facility with a second language. As a faculty we must offer every opportunity and encouragement. But in the final analysis, the student must develop his own facility, motivated by the unusual privilege of studying abroad.

In fairness to the underclassmen anticipating foreign study, I must identify certain handicaps. First, all but language majors can elect only a limited number of language courses. In fact, many students leave

for Europe with only two or three quarters of the second tongue, for their course work has been necessarily channeled toward other interests or toward distributional requirements. Again, the exacting academic pace at Kalamazoo leaves little free time for non-credit intellectual pursuits. But above all else, many undergraduates are hesitant to express themselves in a strange tongue because of fear of erring. Thus they never reach that sublime state of facile communication in the foreign tongue before they depart for Europe.

But the College is not without fault. We have failed to find a satisfactory technique of helping the student cross this bridge of oral and vocal understanding. Our dedicated faculty has certainly done its share. But in some way it must do more, encouraged by the knowledge that they are the only language department in the nation in which more than 90% of the students will study abroad. Ways must be found to offer students more of the conversational, both in and out of class. The administration must bring more foreign leaders to our campus to expose our students to languages for sustained periods of time. We must expand student delegations from the countries hosting our centers. Visiting groups of students from France and Germany and Spain must be attracted to the campus, with our students serving as hosts. In fact, I was a benefactor of last summer's visit by the choir from the University of Caen.

This is the story. During my two days in Strasbourg, one of our outstanding junior men acted as my host and interpreter. He accompanied me on my official visit with the Lord Mayor. He translated our

President Hicks can be seen (center) at a reception given for him and Mrs. Hicks at the University of Caen.



conversation when I talked with the Rector of the University. He interpreted my words when I spoke at the Reception with our students, foster parents, and friends. Naturally I was both pleased and proud. Afterwards, I queried him about his competence, asking how he happened to gain such facility with only limited classroom work. He said unhesitatingly that his understanding of conversational French began when he was a host during the visit of the Caen choir. It was then that he actually began to communicate effectively. Thereafter it was merely a matter of practice. He had reached that sublime state needed by all our students *before* they look toward Europe. Yes, there is work to be done, but work that is worthy of every effort.

The trip took on more ramifications than contemplated when we boarded our Lufthansa flight to Cologne. The official status of the invitation gave us easy entre to university and government officials. On the second day at Bonn, our initial stop, I found myself caught up in international concerns which broadened the scope of the visit. On the second morning I was scheduled for an hour conference with a top official in the field of public information. Even during the exchange of social amenities something seemed to be weighing on his mind. He began by citing the close ties which have existed between our nations for two decades. He expressed deep gratitude for our assistance in the years of reconstruction. He then came directly to the point. "I am concerned," he said, "about the relationships between our two countries. Report of students and others returning from the States indicate that there is a minority which seems to be trying to destroy the favorable image which exists between our nations. We see evidence of a changing attitude. It is being projected through certain motion pictures and television shows which place the German people in a bad light." Our governmental official then concluded by asking me point-blank if I had encountered evidences of this change in the Middle-West.

I was both surprised and rebuffed by his words. My first impulse was to give an outright denial of any encounter with this attitude. I did strongly emphasize the positive image existing among our students and on our campus, expressing the conviction that this was characteristic of the college generation. Of the 400 or more students which Kalamazoo has placed in Germany in the last decade, I have yet to know of any negative attitudes toward their peoples. But I could not deny that the picture industry had released several films which portrayed the German people in a dubious manner. I recalled, too, the T-V weekly, "Hogan's Heroes," in which the humor of the show is

achieved by the caricature of two Nazi officers. So I found myself having to regret the unfortunate portrayals even as I defended the strength of our friendship. Quite naturally, I began to search for personal attitudes and political concepts. In Berlin and Munich and other cities I tested the opinion of the German official of public information, only to find that other leaders throughout Germany corroborated his view.

That such a rumor might grow is certainly disturbing. For twenty years we have been trying to cement the ties between our nations. Through the Marshall Plan came the impetus to rebuild the German economy of the Federal Republic. It has been veritably a contest with the Eastern zone in which the Soviets operate. Today the economy of the Federal Republic stands third in the world — behind only the United States and Soviet Russia. West Germany is the modern example of the success of the free enterprise system. We can take pride in their growth and progress. We must not allow a wedge to be driven between our nations.

My stay was all too brief. Therefore my experiences were limited and my thinking necessarily superficial. But this I do know. A mammoth task still lies ahead, one which is a necessity, not an advantage. Germans and French — all must be our friends and we must continually seek to cement the ties which bind us.

We can surely commend Europe on its economic recovery. In one area, the Common Market, they have moved well in front. It is a significant breakthrough — one which seemed unbelievable a generation ago. Yet this sort of union must come also in the cultural, the social, and the political. Techniques must be found to work cooperatively. We must gain understanding which alone can be the harbinger of peace.

On the last day of the trip we accompanied our students from the Caen center on an all-day pilgrimage to the Omaha Beachhead, where the Allied forces landed in their invasion of Europe on June 7, 1944. We spent the day re-creating the happenings of that memorable occasion. Step by step we went through the horrendous details — the bombing of the beaches until the coastline was a shambles — the vanguard of troops set ashore at four locations — the building of a harbor to insure the supply line — the invasion proper with paratroopers and rangers and crack troops of every description. And finally, near the end of the day, we came to the American Cemetery where 10,000 of our boys lie buried. Each grave is marked with a white cross. Ten thousand white crosses, extending as far as the eye can see. We stood silently, one thought crowding out all others. Is this happening again? It must not happen again.

The Narrative of Social Dissent

By Dr. Walter W. Waring, Professor of English

REBELLIOUS ATTITUDES have always been popular in the novel. From the narrative of Thomas Deloney's *Jack of Newberry* to Fielding's *Tom Jones*, from Jonathan Swift's *Gulliver's Travels* to Jane Austin's *Pride and Prejudice*, from Charles Dickens' *Hard Times* to Dreiser's *Sister Carrie*, the novel has served as an important vehicle for the expression of social rebellion or social reform. Since the last decades of the nineteenth century, the novel has expressed dissatisfaction with every convention or practice known to social discourse. Whereas narratives written before World War II attack evils in the social fabric; those written since reject the fabric itself. Having run the gamut of criticism and reform, the narrative now rejects that which in the past gave it content and purpose. Today, the most serious novels refuse to take society seriously.

When the contemporary novel of social dissent first appeared, we could pass off its rejection of society by pointing to its emphasis on the importance of the individualism that society destroyed or frustrated. It is possible, I believe, to read Camus' *The Stranger* as a narrative that shows society destroying a man by forcing on him roles that he cannot or will not play, but were the world filled with men of Meursault's vast indifference to social values, culture would rapidly

languish and fail for want of common discourse. In the world of fiction some such thing has occurred already.

J. D. Salinger's *Catcher in the Rye* might serve as a point of departure. Holden Caulfield is an adolescent who rejects society as a context for life and, as he tells his sister, Phoebe, dreams of a world peopled by children playing in an enormous field of rye. Holden, the only "big" person in the group, catches any child who runs too close to the edge of a cliff bordering the field. The dreams of a boy attaining adulthood to assume roles either in the practical or in the learned callings are not present in the story. Nor can the reader readily see Holden resolving his revolt in social effort, in spite of the efforts of his psychologist. Society possesses in Holden's eyes no values attractive enough to claim his dreams or focus his energies.

John Updike's *Rabbit Run* carries social estrangement further than *Catcher in the Rye*. Although Rabbit Angstrom has a job, a wife, and a family, he cannot relate himself to his wife as a husband, to his child as a father, or to his job as a worker. Demonstrating a kitchen aid called a Magipeel peeler is scarcely an adequate job for a man. His wife, who still watches the Mouseketeers on television, is scarcely an adequate wife; but these are minor concerns resulting

apparently from Rabbit's inability to make any relevant response to the society in which he lives. Unlike Holden Caulfield, Rabbit is perfectly willing to participate in his society. He is simply unable to translate his participation to values beyond his momentary feelings and sensations.

Unlike Holden Caulfield's inability to accept society or Rabbit's inability to sublimate his personal values, Sebastian Dangerfield in J. P. Donleavy's *The Ginger Man* is a character whose repudiation of social values is willful and malicious. He remains indifferent to any values held by society throughout the course of the narrative. Seemingly the product of his enormous self interests, his actions place him in the chaotic center of sensual universe in which the only discourse is with the self.

In Alan Sillitoe's *The Loneliness of the Long Distance Runner*, the narrator does maintain a dialogue with his society, but the dialogue is entirely negative. Selected as the boy in a Borstal prison most likely to win a long-distance running contest, the narrator, who feels that he has become the means to personal ends desired by the officials of the prison, decides to become a great runner only to frustrate the hopes of his backers by throwing the race. The story is written as a first person narrative. Other points of view are assumed, but not demonstrated by the narrator.

I have recounted elements of these stories in order to make an observation about the narrative of dissent in contemporary literature. Unlike the novel of reform in nineteenth or early twentieth century literature, which would protect the individual by urging the reform of some social injustice, the contemporary narrative of dissent regards society as unworthy of reform. Its only values are those experienced by the self-centered character who controls the vision of the reader, and these values are specific and sensate. The virtues and ideals common to the history of western societies no longer seem viable to the individual.

The implications of the narrative of dissent may not be so obvious as the means by which the stories operate; yet we may be fairly certain that they argue the failure of any divine sanctions, natural law, or social contract. That they are successful affirmations of human individuality is doubtful too, inasmuch as the characters they reveal seem not to be merely the damaged products of an evil society. They are illustrations of a renewed interest in the value of the individual who is seen as preferable to a bland society. The contemporary narrative of social dissent reminds us that culture must be founded upon a respect for individuality rather than upon a respect for generality.

Program of 2nd Annual Festival of Contemporary Music

May 15-22, 1966

Sunday, May 15, 8:00 p.m.

Program of Organ and Vocal Music, STETSON CHAPEL
Danford Byrens, Organist
Emily Byrens, Mezzo Soprano

Monday, May 16, 8:00 p.m.

Chamber Music Program, DALTON THEATRE
Kalamazoo Symphony Orchestra
Gregory Millar, Conductor

Wednesday, May 18, 8:00 p.m.

Program of Instrumental and Choral Music,
DALTON THEATRE
Kalamazoo College Wind Ensemble,
Lawrence R. Smith, Conductor
Kalamazoo College Singers,
Russell A. Hammar, Conductor

Thursday, May 19, 8:00 p.m.

Lecture, STETSON CHAPEL
Ed Summerlin, composer and jazz musician

Friday, May 20, 8:00 p.m.

Jazz Concert, DALTON THEATRE
Ed Summerlin

Saturday, May 21

Workshop on Contemporary Church Music, Room 100, FAB
Conducted by Ed Summerlin

Sunday, May 22, 7:00 p.m.

Vespers: "Liturgy of the Holy Spirit," (jazz liturgy)
STETSON CHAPEL
Conducted by Ed Summerlin and
company assisted by special
Chamber Choir

Commencement Week End

June 11 and 12, 1966

(Programming to be mailed at later date)

*No memory of Alma Mater
older than a year or so
is likely to bear much resemblance
to today's college or university.
Which, in our fast-moving society,
is precisely as it should be,
if higher education is . . .*

To Keep Pace with America

WHAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?

Today's colleges and universities:

IT BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

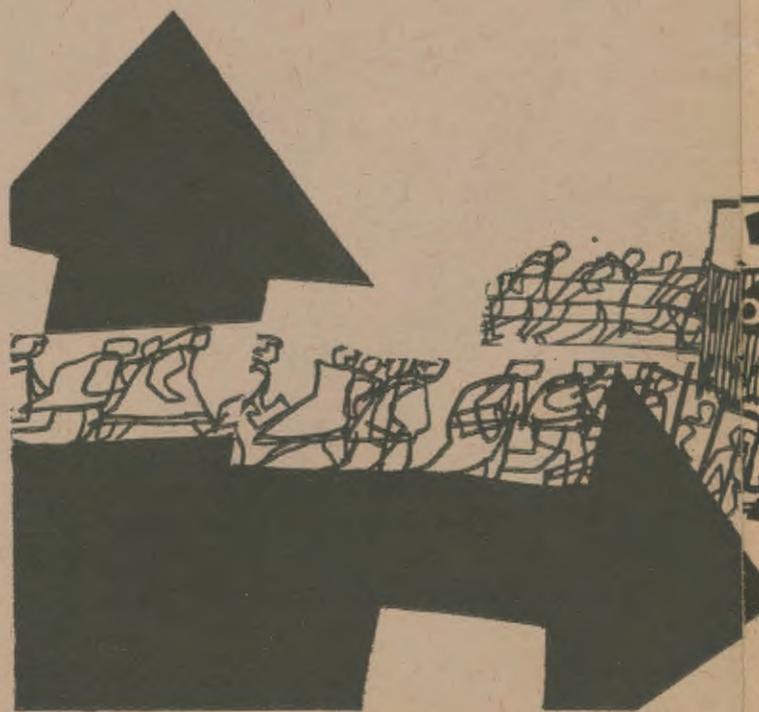
The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: “One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval.”

Psychiatrist Erik Erikson has put it thus: “Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and

when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself.”

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being “on the move,” of “running around,” and of “go, go, go.” In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, “Most American political and social issues today arise out of a concern over the pace and quality of change.” In our morality, many are becoming more “cool,” or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.



busy faculties, serious students, and hard courses

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

AT THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen

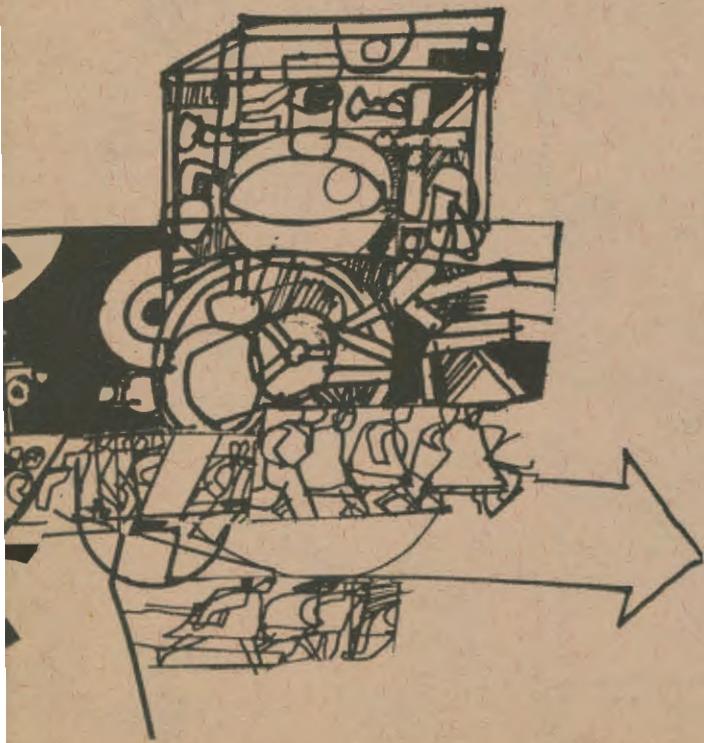
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

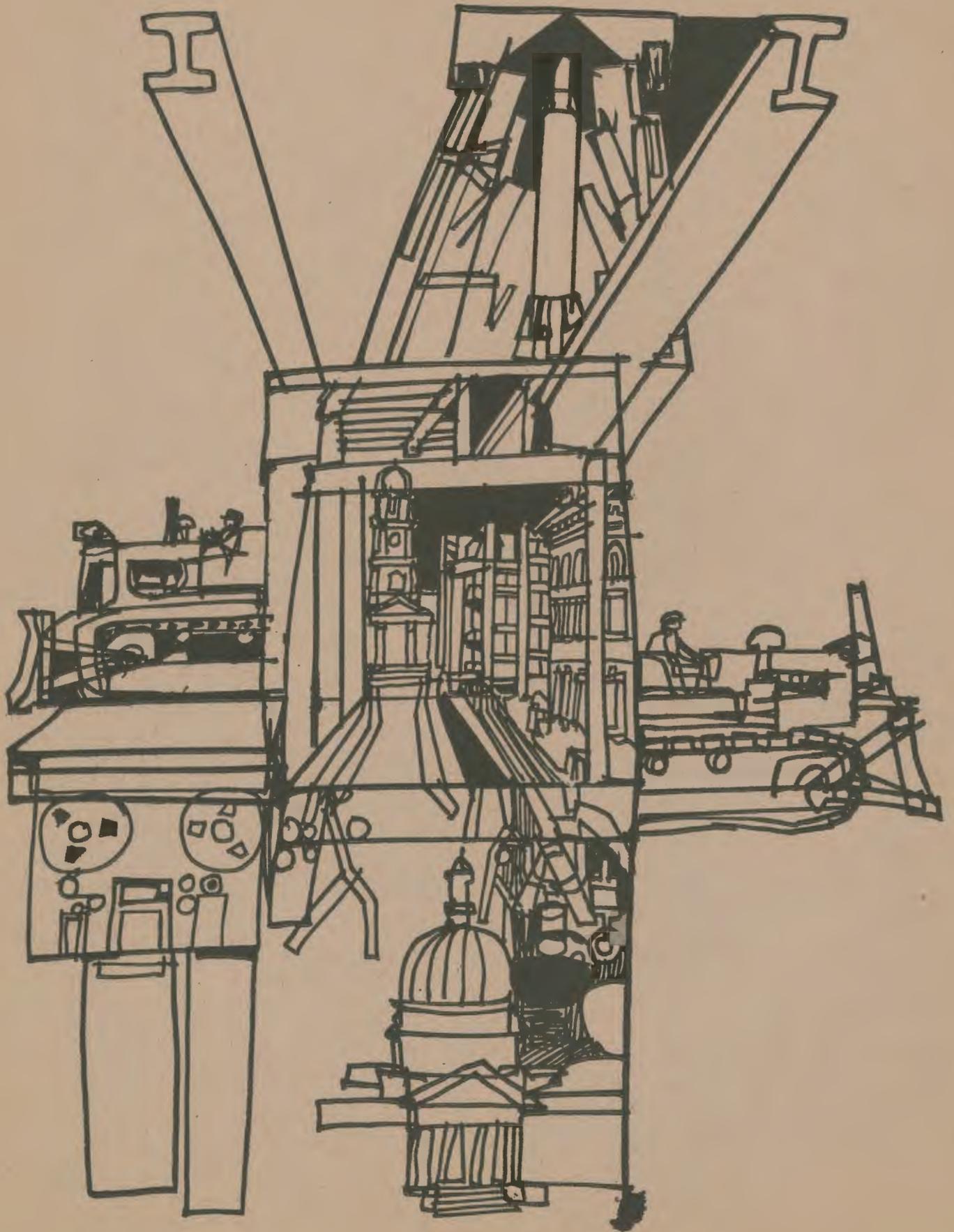
As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber





of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

THE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about \$16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed addi-

New responsibilities are transforming once-quiet campuses

tions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group.* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

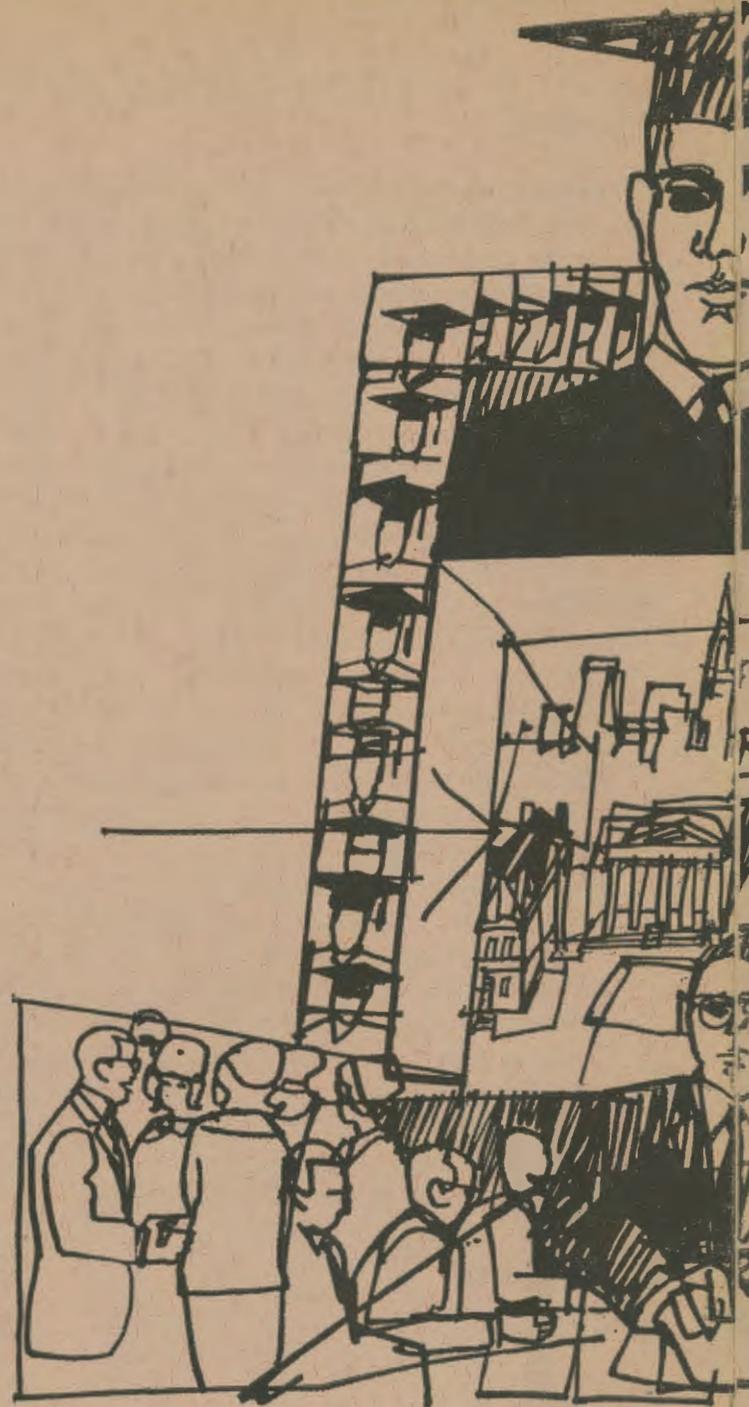
*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

Higher education's patterns are changing; so are its leaders

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one



can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be



enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

THE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

Many professors are research-minded specialists

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college “development officer,” has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, “In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not.” In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm’s staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president’s suite of offices expand have decried the “growing bureaucracy.” What was once “old President Doe” is now “The Administration,” assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America’s colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency

than with producing intelligent, sensible human beings. However, no one has yet suggested how “prexy” can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: “The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern.”

Another president, at a small college in New England, said: “The faculty and students claim they don’t see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly.”

THE ROLE AND PACE of the professors have changed almost as much as the administrators’, if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from \$5,311 in 1950 to \$9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban



problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent \$295 million in the colleges and universities for research and development. By 1965 that figure had grown to \$1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

BUT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at

The push to do research: Does it affect teaching?

the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

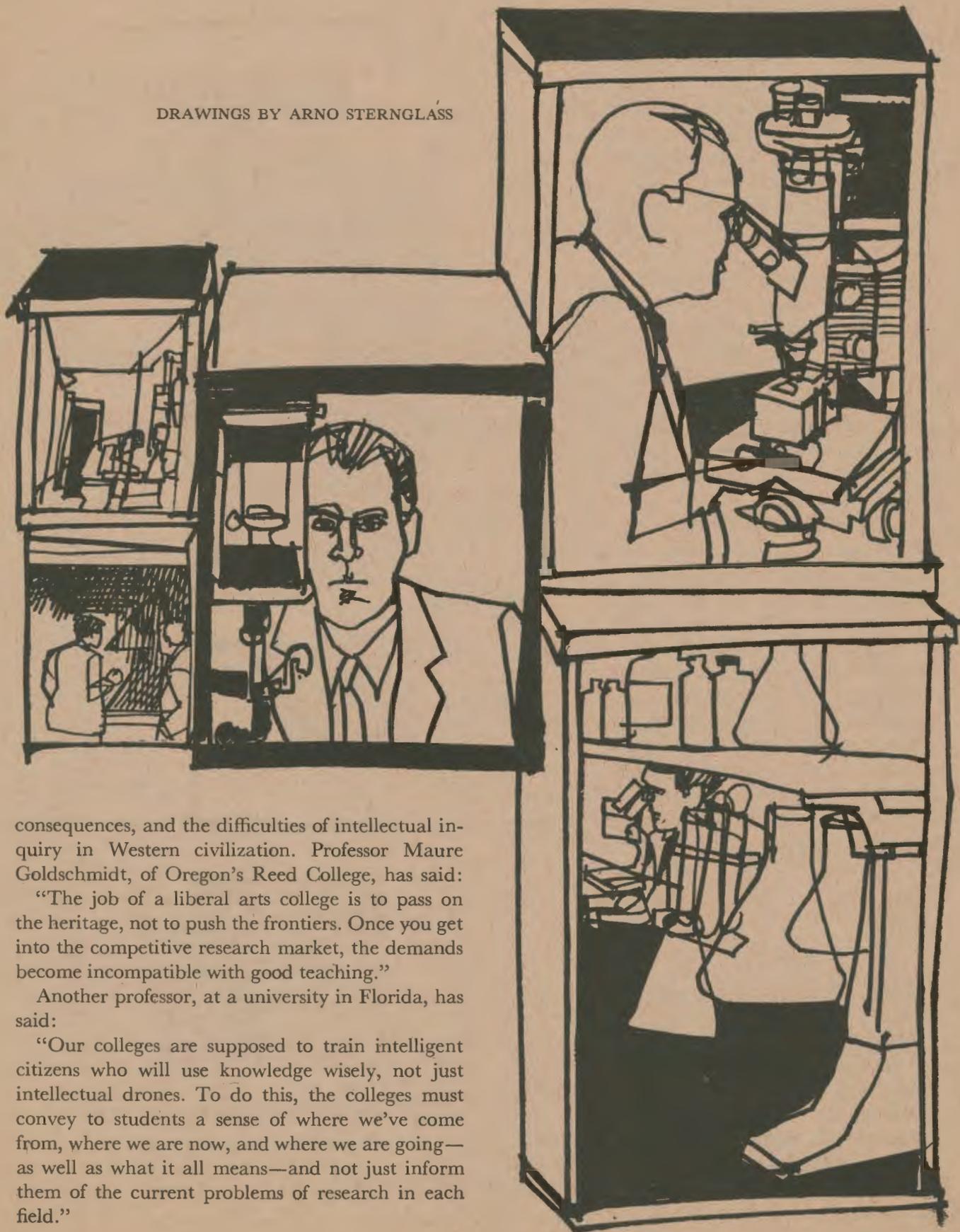
Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the

DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

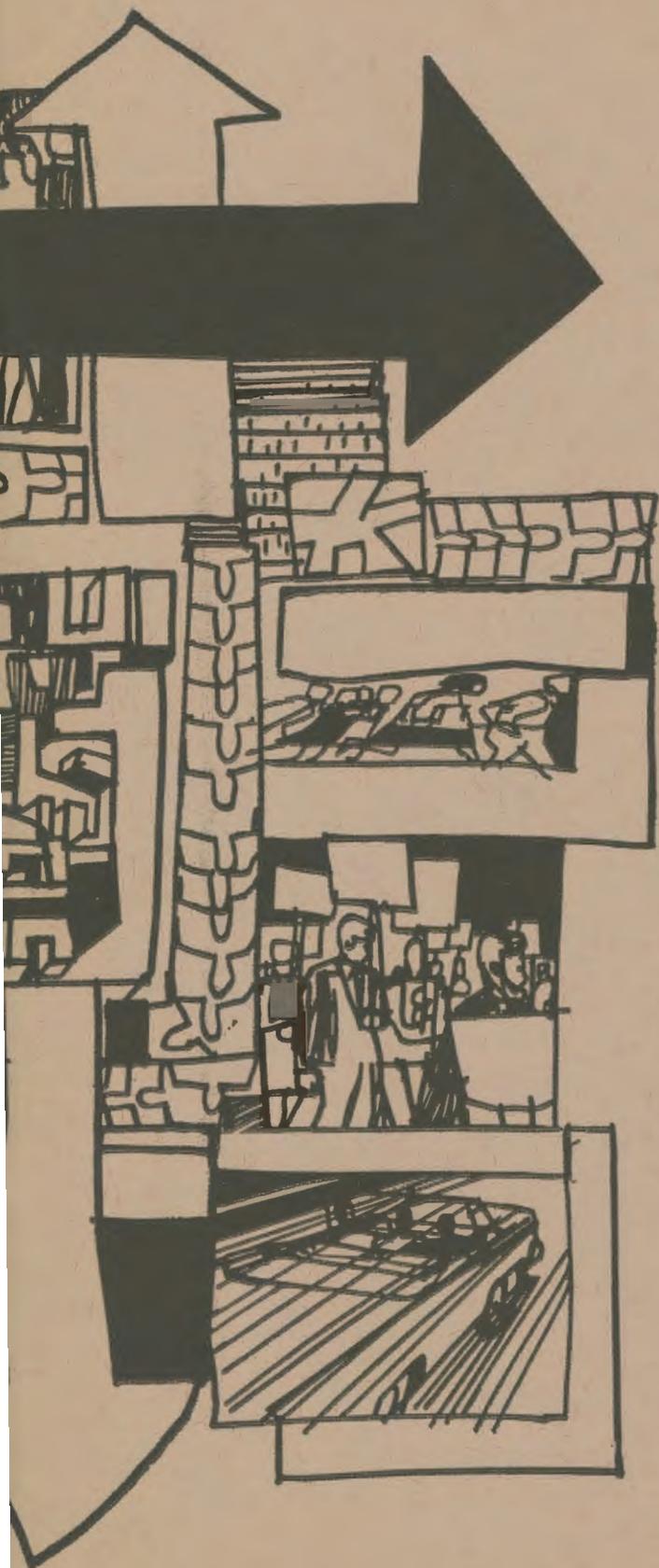
Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-*cum*-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

THE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are





*The students react
to "the system" with
fierce independence*

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to

go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Bæz. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,



The alumni lament: We don't recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

IF THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment

rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity

of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How and what kind of change?*" and not, "*Why change?*"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

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

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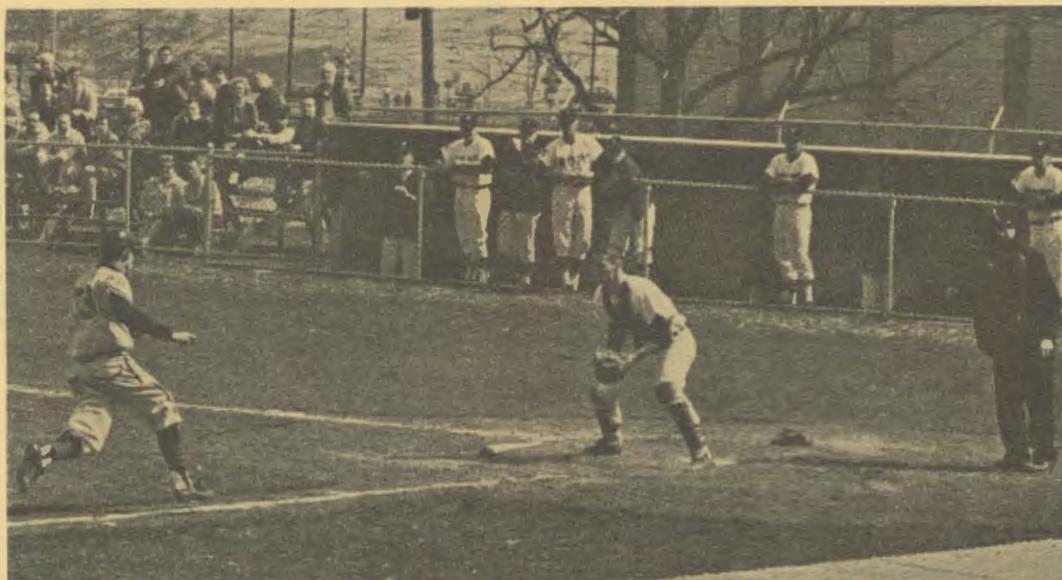
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CORBIN GWALTNEY
Executive Editor

JOHN A. CROWL
Associate Editor

Sports

By Dick Kishpaugh



Ron Atkinson, junior from Interlochen, Mich., races home with the winning run in the final inning of the first game of the double header with Hope College on April 16 at Woodworth Field. The Hornets also won the nightcap for a fast start in the 1966 MIAA baseball season. Both games were decided by one run with scores of 4-3 and 7-6.

THE UNUSUAL CIRCUMSTANCES caused by the quarter system had a direct effect on Kalamazoo College's 1966 spring sports activities. Of course, all of these had to be taken in good spirit, but there were some unusual aspects to the spring schedules.

The Hornet tennis, baseball, and golf teams all took southern trips in late March. The tennis team enjoyed a particularly successful trip, winning nine matches and losing only to powerful North Carolina. The netters of Coach George Acker defeated both Duke and Ohio State for major victories. The golf team, under the direction of Rolla Anderson, did not play any regular matches down south, but did hold excellent workouts in both Florida and Mississippi. Coach Ray Steffen's baseball team played a five-game series with service teams at Pensacola, Florida, and Keesler Field, Mississippi, winning one and losing four. Two of the losses were by the slim margin of one run.

All of the spring trips took place between quarters, so that in terms of eligibility, the athletes were still competing in the winter (January-February-March) quarter. This meant that athletes may become ineligible at the start of the spring quarter, and still compete

on the spring trips. This is precisely what happened, in that some of the participants on the spring trips were not eligible for the regular season. By the same token, of course, eligibility can be gained at the start of the spring quarter, and it would have been entirely possible for the reverse to have been true — not eligible for the spring trip but eligible for the regular season. This, of course, is a far different situation from the one-time "spring vacation" trips which took place in the middle of one semester.

At the conclusion of the regular season, in late May, an unusual arrangement for the 75th annual MIAA field day is scheduled. Ever since the league was founded back in 1888, it has been traditional for all of the field day events — track, tennis, and golf — to be held in one city each year. However, the 1966 MIAA tennis meet will be held at Stowe Stadium in Kalamazoo on May 20-21, while the MIAA track and golf meets will be held at Holland on the same weekend. Kalamazoo is once again a favorite in tennis, with Albion favored in track and golf, and Olivet, Hope, and Albion holding the favorite's role in baseball.

Quarterly Review

FOUNDERS' DAY on April 22 was marked by the dedication of the Hoben Memorial Organ in Stetson Chapel as re-designed by William J. Mollema '65. The original Moller organ, given in memory of Dr. Allan Hoben, was made possible through gifts of his many friends at Kalamazoo College. The Inaugural Recital, presented by Dr. Henry Overley, organist, and Mabel Pearson Overley, soprano, took place on October 11, 1936. The organ then contained 22 ranks of pipes, of which 15 have been retained in the present installation of 55 ranks. The chimes and harp were among numerous console preparations for additional stops in 1936. These percussion stops were added in 1949 and have been retained in the present instrument. The Inaugural Recital of the rebuilt organ was given by Dr. Alexander Boggs Ryan, who served as organ consultant, on March 13, 1966.

DR. THEODOSIUS DOBZHANSKY, noted geneticist, was the guest lecturer on Scholars' Day on March 4 at which time he was granted an honorary doctor of science degree from Kalamazoo College. Born in Russia 65 years ago, Dr. Dobzhansky came to the United States in 1927, taught at several universities and is now with the Rockefeller University in New York. He was the 1965 recipient of the National Medal of Science.

A PARTIAL DISTRIBUTION of the estate of Mr. and Mrs. H. William Klare, prominent Detroit residents, has provided \$63,000 to be added to the endowment of the College. The remainder of the estate is expected to be distributed either later this year or next year.

A BOOK BY DR. LLOYD J. AVERILL, vice president and dean of the chapel at Kalamazoo College, has just been published by the Westminster Press, Philadelphia. In the book, "A Strategy for the Protestant College," Dr. Averill reappraises the nature of the church-related colleges and the elements necessary for their success as a part of the American higher education system. Dr. Averill and his family will return to the campus in the fall after a year of study in Cambridge, England.

ON APRIL 23, the Detroit Alumni Club held its annual spring dinner at the new Pontchartrain Hotel. Dr. Elizabeth Mayer, professor of German, appeared as speaker, telling of her summer's experiences in East Germany. Luel Simmons '42 presided, and during the

brief business session, the officers were re-elected — Luel Simmons, president; Donald McLean, vice president; and Virginia Fowler Brandle '49, secretary . . . Grand Rapids alumni will hold a dinner meeting on March 3 at the Holiday Inn . . . Ann Arbor alumni have set an evening meeting in the Women's League for May 11 . . . Midland alumni are making plans for May 18.



Mark Coon, center, of Jackson, Mich., and Miss Dale Knight, Edina, Minn., were students during the fall and winter foreign study quarters for juniors at University College in Nairobi. Shown with the Principal, Dr. Arthur T. Porter, they are the first American undergraduates to study in Kenya under a formal academic program arranged by their home college.



Studying in Japan as juniors were Miss Beverly Hoffman, Holland, Mich., and Miss Emily Lebowitz, McLean, Va. They were students at Waseda University.

Class News

CLASS OF 1912

DR. SAMUEL J. LEWIS is helping establish an orthodontic department in the School of Dentistry at Hebrew University in Jerusalem, Israel. He spent about six weeks in the Near East before returning to New York where he was honored before the American Orthodontic Association on April 24. In Israel, Dr. Lewis arranged studies for both students and practitioners at Hebrew University and lectured four weeks. He was sent to Israel under the sponsorship of Alpha Omega Dental Fraternity which conducted the Dr. Lewis testimonial in New York.

CLASS OF 1916

RALPH M. RALSTON passed away on February 27 in Kalamazoo. After graduation, he worked briefly for the Kalamazoo Gazette and for Western Michigan University before joining the Navy in 1917. In 1919 he started a battery business in Kalamazoo and in 1942 he integrated a motor parts firm into his business. He was also a vice-president of Rex Paper Co. Mr. Ralston served on the Kalamazoo City Commission from 1949 to 1951 and was appointed to the Kalamazoo County Board of Supervisors. He was a past president of Goodwill Industries, of the YWCA, and of the Rotary Club, general chairman of the Community Chest in 1948, chairman of the Western Lawn Tennis Association, trustee of Bronson Hospital, and a member of the Kalamazoo College Board of Trustees. His first wife, the former Ruth White '18, died in 1958. He is survived by his wife, the former Ruth Eldridge '17, a son, James, and three daughters, Phyllis Ralston Corley '46, Susan Ralston Louis '53, and Jean Ralston Mitchell, five grandchildren, and three sisters.

CLARENCE JAY EVERETT is substitute teaching in the Lansing Public Schools and is serving as vice-president of the Board of Directors of the City Rescue Mission of Lansing.

CLASS OF 1921

HAROLD B. ALLEN was one of three honorary chairmen at the United Nations Association's State Conference during May. He is a member of the organization's national board of directors.

CLASS OF 1923

GERALD H. CURTISS passed away on January 26 in Lake Orion, Mich. Among the survivors is his wife, Edith.

DR. CARL NORCROSS is serving as a housing consultant to several of the "new towns" being built near Washington, D.C.

CLASS OF 1926

MAYNARD E. SPROUL passed away in Battle Creek on March 15 after a three-month illness. He had been a member of the editorial staff of the Battle Creek Enquirer News for the past 24 years. Among the survivors are his wife, the former Louise Wilson '27, and a daughter.

CLASS OF 1927

LEDLIE A. DE BOW passed away at his home in Colorado Springs, Colo., on March 15. He received his law degree from the University of Michigan in 1933 and joined the New York City law firm now known as Nixon, Mudge, Rose, Guthrie, and Alexander. He later served as general counsel, secretary, and vice-president of the General Milk Co., a subsidiary of the Carnation Co. From 1947 to 1952, he was assistant to the president and administrative vice-president of the Nestle Co. He joined Shepard's Citations in 1952 and retired as their president in 1961. Mr. DeBow had served as director of the Colorado State Chamber of Commerce. He is survived by a sister, Ruth DeBow Miller '29.

LLOYD P. COATES represented Kalamazoo College at the inauguration of James M. Moudy as Chancellor of Texas Christian University, Ft. Worth, on November 19.

CLASS OF 1928

DR. FRANCES CLARK, founder and director of The New School for Music Study in Princeton, N.J., lectured at a two-day study course in Detroit during February.

CLASS OF 1930

THE REVEREND ROYAL J. GIBSON represented Kalamazoo College at the inauguration of Wilbert Edwin Locklin as President of Springfield College, Springfield, Mass., on April 30. Mr. Gibson is Minister of Connecticut Missions with the Connecticut Conference of the United Church of Christ in Hartford.

DR. CLARENCE M. SCHRIER, medical superintendent at the Kalamazoo State Hospital, is listed in the 34th edition of "Who's Who in America," which was recently published.

THE REVEREND THOMAS E. POLLARD, SR. and his son, Thomas E. Pollard, Jr., were killed in an auto accident on April 2 near Lowell, Mich. Mr. Pollard was serving as the Protestant chaplain at Southern Michigan State Prison and pastor of the South Jackson Community Church. He had also taught social science in Jackson junior high schools. He had served as pastor of several other churches in Michigan and was an Army Air Force chaplain during the Second World War. He is survived by his wife; a son, Air Force Major Richard Pollard, who is a physician to the astronaut team of the Manned Space Flight Center at Houston; and a daughter, Mrs. Roger Frazier.

CLASS OF 1932

MARGARET LAWLER MACHIN was named "Kalamazoo Woman of 1966" by the Quota Club of Kalamazoo. She is serving as vice-mayor of the city.

DR. DON W. HAYNE attended the One Hundredth Anniversary Convocation and the inauguration of James Edward Cheek as President of Shaw University on April 16 as the representative of Kalamazoo College.

CLASS OF 1933

LAVERN E. GELOW was honored by the Fort Wayne, Ind., Advertising Club at their Silver Medal Award Dinner on February 18.

DR. RICHARD N. PERCY, superintendent of schools in Kalamazoo, testified on federal aid programs before a U.S. House of Representatives subcommittee during March. He was one of seven school officials invited to present views on proposed modifications to Title 1 of the Elementary and Secondary Education Act.

CLASS OF 1934

EVELYN HARNER is information analyst with General Electric TEMPO and has made a special study of the entire area of social change in China. Miss Harner does research on the impact of social and cultural factors upon patterns of current and future national and international development. She has written about education in various world areas, including "Middle School Education as a Tool of Power in Communist China" and "Quality in Secondary Education in Communist China."

CLASS OF 1935

HAL CONNABLE is manager of the Hawaiian branch office of Monroe International, Inc., of Honolulu.

CLASS OF 1936

FRIEDA OPT HOLT VOGAN is teaching organ at Old Dominion College in Norfolk, Va.

DR. LAURENCE E. STRONG is described as a leader in one advanced field of thought on the teaching of chemistry in a recent issue of the "Journal of Chemical Education." The writer, J. S. F. Pote of Eton College in England, describes the "chemical bond approach" to the teaching of chemistry and says: "CBA is best seen as a reflection of the idealism of Dr. L. E. Strong, without whom it could not have reached its present form. He believes that chemistry is now in a unique position to introduce high school students to scientific thinking. 'Evolving concepts, taught with the appeal of reason' are his classroom goals." Dr.

Strong is currently directing a UNESCO project in Thailand to upgrade secondary science teaching.

CLASS OF 1940

JAMES A. TOLHUIZEN received a Master of Arts Degree in history from Western Michigan University in December.

CLASS OF 1941

GLEN C. SMITH was re-elected chairman of the Salvation Army's advisory board in Kalamazoo. CHARLES VENEMA '33 was re-elected as vice president of the board.

DR. JOHN D. MONTGOMERY, Professor of Public Administration, Harvard University, and William J. Siffin are the editors of a new book, "Approaches to Development: Policies, Administration, and Change," published in April by McGraw-Hill Book Company. The book examines public administration as an instrument for achieving political and economic goals in developing countries. Dr. Montgomery, who has visited more than 30 developing countries for research purposes as consultant to the State Department and the Ford Foundation, was head of the academic instruction section of the Michigan State University Project in Vietnam from 1957-1959. The next year he was Research Fellow at the Council on Foreign Relations, and from 1961-63 he was Director of the Development Research Center and Associate Director of the African Studies Program at Boston University.

CLASS OF 1942

WILLIAM H. CULVER was re-elected president of the Kalamazoo-Van Buren Area School Board of the Roman Catholic Diocese of Lansing. He is an attorney in Kalamazoo.

CLASS OF 1943

DR. H. LEWIS BATTS, JR., has been elected president of the Michigan Audubon Society. He is executive director of the Kalamazoo Nature Center and professor of biology at Kalamazoo College. Dr. Batts and his family recently returned to Kalamazoo after a four-month visit to New Zealand where they made a film record of the birds of that country which will be used by the National Audubon Society's wildlife adventure series.

ROBERT W. MC KINNEY has been elected a director of the National Retail Furniture Association. He is with the Home Furnishings Co. of Kalamazoo.

CLASS OF 1945

DR. AND MRS. FORREST C. STROME (EDITH HOVEN) are the new chairmen of the Rochester Alumni Club, serving a two-year term.

ROBERT F. TRAVIS is opening Lum's Restaurant in Kalamazoo in May. Lum's is a chain of 23 Florida restaurants which began issuing franchises in 1965.

CLASS OF 1946

DOROTHY SACK MILLER and family are now living in Ann Arbor, Mich., where her husband is employed as a physicist with Bendix Systems Division.

DR. OTIS A. EARL (Hon.) was awarded a certificate for more than 50 years' membership in the American Bar Association. There are only 199 lawyers in the United States who are qualified for the award. Dr. Earl is a partner in the firm of Earl and Webb in Kalamazoo and was admitted to the bar in 1897.

CLASS OF 1947

ROBERT A. JOHNSON has been appointed assistant director of purchases for St. Regis Paper Company. He has been staff purchasing agent at the New York office of the company since 1960. He will be responsible for all corporate purchasing activities under the direction of JACK W. HARTUNG '38, vice president and director of purchases.

DOROTHY WAGNER is a designer with General Motors Corp. and is residing in Royal Oak, Mich.

WILLIAM JOHN UPJOHN is listed in the 34th edition of "Who's Who in America," which was recently published. He has also been named vice-chairman of the Michigan Tourist Council. Mr. Upjohn is president of Upjohn Associates Inc. of Kalamazoo.

CLASS OF 1948

ANNE MARTIN SCHRECKER recently published, in cooperation with her husband, Dr. Paul Schrecker, a new translation of Leibnitz, *Monadology and Other Philosophical Essays*. The book contains an introduction to Leibnitz's philosophy and notes on the text. They are edited and revised by Mrs. Schrecker. It is a very important contribution to the study of Leibnitz, one of the keenest mathematical and philosophical thinkers of the modern age. Ann is assistant professor of philosophy at the University of Western Ontario, London, Ontario, Canada.

CAROLINE RICHARDSON HAM was recently elected president of the Women's Symphony Association of Kalamazoo.

JACK RAGOTZY has moved from New York City to Hollywood but will continue to operate the Barn Theater in Augusta, Mich., during the summer. He has signed for a part on the new "Dragnet" show and a segment in "The Virginian."

DR. ROBERT G. APP represented Kalamazoo College at the installation of Dr. Marble as president of Saginaw Valley College at their first commencement on April 17.

CLASS OF 1949

RICHARD MEYERSON was elected president of the Kalamazoo Rotary Club for the year 1966-67.

CLASS OF 1951

WILLIAM G. CLARK received a Master of Business Administration Degree from Western Michigan University in December.

ANNA CERINS, assistant librarian at Kalamazoo College, has been named associate librarian at the College effective October 1. She is also assistant professor of German.

DR. WAYNE MAGEE, of Upjohn Company's virology research unit, addressed a conference on the biochemistry of animal viruses at Lake Harmony, Pa., on February 28. His subject was "Effects of Interferon on Vaccina Virus Multiplication."

CLASS OF 1952

DR. RICHARD L. MEANS has been promoted to associate professor of sociology at Kalamazoo College. He has an article in the March issue of "Social Forces." The article, "Protestantism and Economic Institutions: Auxiliary Theories to Weber's Protestant Ethic," concerns correlations between Protestant affiliation and economic behavior.

ROGER D. CONKLIN has been appointed deputy general manager of the Peruvian Telephone Co., Ltd., after having been chief engineer of the Cook Electric Co. in Chicago for the past two years. He and his wife also announce the birth of a daughter, Amanda, on January 28. They have three other children - Cynthia, age 6; Susan, age 4½; and David, age 3.

CLASS OF 1953

MR. AND MRS. JOHN E. DE VOS (KAREN LAKE '59) announce the birth of a daughter, Michelle Karen, on March 11 in Kalamazoo.

DR. ROBERT A. LUSE represented Kalamazoo College at the inauguration of Raymond Bennett Hoxeng as president of Inter American University of Puerto Rico, San German, March 6.

DR. MILTON O. MEUX is associate professor of educational psychology at the University of Utah in Salt Lake City.

DR. AND MRS. EDWARD YAPLE announce the birth of a daughter, Mary Carolyn, on March 8 in Kalamazoo.

SANDRA BELL LOUCH resides in Deerfield, Ill., and her husband is associate professor of biology at Lake Forest College. They are the parents of three boys.

SUE RALSTON LOUIS played the title role of Mary McKellaway in the Kalamazoo Civic Player's production of "Mary, Mary" in February.

CLASS OF 1954

DR. RICHARD B. CRAWFORD represented Kalamazoo College at the inauguration of Arthur L. Schultz as president of Albright College, Reading, Pa., on April 23.

DR. JOHN E. PETERSON has been promoted to associate professor of history at Kalamazoo College. Last year he received a two-year study grant from the Great Lakes Colleges Association Non-Western Studies Fellowship Program and is engaged in research on the history of Freetown, Sierra Leone, from the years 1870-1920.

THE REVEREND AND MRS. RICHARD D. CROOKS (MARYLOU HOWELL '56) announce the adoption of a son, Curtis Edwards, on February 16. He was born on January 27. Dick is minister of the Community Church and chaplain at the New Hampton School in New Hampton, N. H. They have a daughter, Merriam Jeanne, who is five years old.

DR. MAYNARD M. DEWEY has accepted the position of chairman of anatomy at The Woman's Medical College in Philadelphia and will be moving there in late June.

CLASS OF 1955

Miss Theresa Mary Pawlak and DR. SAMUEL E. ALLERTON announced their engagement on April 11. They are planning an August wedding. Sam is an assistant professor of biophysics at the University of Southern California.

MR. AND MRS. JOSEPH HODGES (SHIRLEY KETCHEN) announce the adoption of a son, Andrew Frank, who was born on November 3. Shirley has retired from teaching and coaching. Her girls' swimming team won the county conference championship seven years of the eight she coached. Joe will be an elementary school principal in Pompano Beach, Fla., next fall.

MARCIA WOOD, assistant professor of art at Kalamazoo College, spent two months this spring at the MacDowell Colony, a 400-acre working retreat for artists in the mountains of New Hampshire.

RICHARD J. DAVIS is assistant superintendent of Salvation Army Booth Hospital in Omaha, Nebraska.

MARTHA HOARD SMITH was organist for the dedication of the church organ of the First Baptist Church of Plainwell. Formerly from Plainwell, she and her family now reside in Brighton, Minn.

CLASS OF 1956

JOHN C. FRUEH has accepted a position as controller of Avis Industrial Corp. in Madison Heights, Mich.

MONICA EVANS, associate executive director of the Kalamazoo Nature Center, was elected secretary of the Michigan Audubon Society. She recently returned from a four-month nature study trip to New Zealand with the Lewis Batts family.

CLASS OF 1957

DR. SAMUEL F. TOWNSEND has been promoted to associate professor of biology at Kalamazoo College.

JIM FOWLER has been selected as one of the twenty outstanding tennis directors in the United States by the Lifetime Sports Education Project. During March he met with members of the LSEP at the National Tennis Training Center in Colorado Springs, Colo., to discuss methods of organizing clinics. Jim has been coordinator for the Flint, Mich., Tennis Commission's program since 1964, and has sponsored clinics and introduced inter-city matches.

DAVID J. MARKUSSE has accepted a position as assistant director of planning and urban renewal in Iowa City, Iowa. He has been coordinator of urban renewal for the City of Kalamazoo since 1964, and has been employed by the City since 1959.

CLASS OF 1958

RONALD KILGORE has joined the Industrial State Bank of Kalamazoo as a trust officer.

MR. AND MRS. ARTHUR HOLMES (CAROL MILLER) announce the birth of their fourth child and first daughter, Catherine Anne, on February 18 in West Branch, Mich.

HERMAN DE HOOG has been awarded a \$4,500 scholarship by Teachers College, Columbia University, for the purpose of completing his doctoral dissertation during the 1966-67 school year. His wife, the former Rosemary Luther '60, writes that while shopping she "ran into" NANCY ERICKSON WAHLIN '61.

Nancy's husband is a doctoral student at Columbia University in social psychology.

CLASS OF 1959

ROBERT A. RENK represented Kalamazoo College at the inauguration of Glenn Leggett as president of Grinnell College, Grinnell, Iowa, on April 17.

JERRY C. PACKER received a Master of Business Administration Degree from Western Michigan University in December.

MR. AND MRS. GEORGE R. ERBER (CARMAN OLSON) announce the birth of a son, Douglas Graham, on September 11. They live in North Hollywood, Calif., where George is an officer of the Crocher Citizens National Bank.

MARTHA A. STIBITZ is supervisor of occupational therapy and adult rehabilitation at Bird S. Coler Hospital, Welfare Island, New York City.

TONY LA SCALA's basketball team at St. Procopius College in Lisle, Ill., played in the NCAA's College Division Regional Tournament. They won 18 of 21 games in the regular season, broke 17 individual and team records, and averaged 96.1 points per game.

CLASS OF 1960

MR. AND MRS. PHILLIP H. C. BERRY (GAIL WRUBLE) are the parents of a son, Alexander Michael Brian, who was born on March 24 in New York City.

DR. JAMES H. HUNTER is assistant professor of astro-physics at Yale University.

CLASS OF 1961

MR. AND MRS. WALTER ASH (LELA DAVIS) announce the birth of a son, McCabe, on February 17 in Kalamazoo.

DON W. SCHNEIDER represented Kalamazoo College at the inauguration of Alan Carson Rankin as president of Indiana State University, Terre Haute, on April 14.

MISS MARY M. RAYMOND and Larry B. Streelman were married on January 29. They are residing in Lansing, Mich., where Mary is employed as a casework supervisor with the Department of Social Services of the State of Michigan.

MR. AND MRS. WILLIAM LIGGETT announce the birth of a daughter, Lynlee Ann, on January 11 in Kalamazoo. Bill is now working for State Farm Insurance.

CLASS OF 1962

PAUL A. TREHEARNE received a Master of Arts Degree in the teaching of science and mathematics from Western Michigan University in December.

MR. AND MRS. CHARLES BURSEY (SHIRLEY WRIGHT) announce the birth of a son, Brent, on February 17 in East Lansing, Mich. Chuck is a graduate assistant at Michigan State and is working on his doctorate in invertebrate zoology. Shirley plans to begin her second year of work toward a Master's Degree in social work in the fall.

CLASS OF 1963

MR. AND MRS. LOREN CAMPBELL (JANA KENNEDY) announce the birth of a son, Sean David, on March 15 in Kalamazoo.

STUART M. BURKE is serving as a lieutenant with the 1st Infantry Division in Viet Nam.

JAMES B. LARSEN received a Master of Science Degree from the University of Miami on January 31.

Miss Mary Lou O'Connor and FREDERICK S. HIGDON were married on March 29 in St. Augustine Catholic Church, Kalamazoo. Fred is employed by the Kalamazoo Paper Co.

LT. CARL R. CHRISTIANSEN was awarded the Air Training Command Commander's Trophy as the outstanding graduate of his class at the U.S. Air Force Navigator Training Program. Lt. Christensen has been assigned to Mather AFB, Sacramento, Calif., for seven months of advanced training in airborne electronic warfare. One of 35 officers trained in navigating, he had to maintain a minimum final score of 90 in flying and academics and demonstrate "outstanding military leadership and performance" to win.

MR. AND MRS. ROBERT MC LEAN (MARY MURCH '61) are now living in Kalamazoo. Bob has been named vice-president of marketing of the A. F. Murch Co.

KENNETH G. ELZINGA received his Master's Degree in economics from Michigan State University at their winter graduation in March.

Miss Irene R. Zimmerman and PHILIP W. NANTZ announced their engagement on March 25. Philip is a senior at Wayne State University Law School. They are planning a September 3 wedding.

SUSAN HELGESON SCOTT and her husband and young daughter have returned to the United States after serving two years with the Peace Corps in Sierra Leone, Africa.

CLASS OF 1964

Miss Carole E. Laham and GARY N. REYNOLDS were married on January 29 in St. Luke's Episcopal Church, Boston. Gary is a graduate student at Columbia University.

DON LE DUC is attending Wayne University Law School. He stands ninth in his class and made Law Review. His wife, the former SUE LENTZ, teaches French in Pontiac, Mich.

Miss Blanche C. Tuppo and DAVID C. EATON have announced their engagement and are planning an August 21 wedding. Dave is presently teaching organic chemistry at New York University and working toward a Ph.D. in organic chemistry.

Miss Kathryn Jackson and GENE TIDRICK were married on September 4 in Kimbolton, Ohio. Gene is working on his Ph.D. in political economy and government at Harvard. Kathryn is from Dukinfield, Cheshire, England, and is writing her doctoral dissertation in psychology for the University of London.

MR. AND MRS. HOWARD CHRONISTER (SUSAN SOYSTER) announce the birth of a son, Kevin Howard, on January 14 in Sodus, Mich. They also have a two-year-old daughter, Tara.

MISS M. PENELOPE BRITTON and FREDERICK C. KOLLOF '63 announced their engagement on February 22. They are planning a June 18 wedding. Penny and Fred are both graduate students at Michigan State University.

Miss Helen E. Mulligan and E. JAMES CONNOR announced their engagement on March 17. Jim is doing graduate work in chemistry at the University of New Hampshire. They are planning a July 2 wedding.

MR. AND MRS. BARENT LANDSTREET (MARILYN JOHNSON '63) are now living in Ithaca, N. Y., where Pete is attending Cornell University. He is working toward his Ph.D. in sociology with a Latin American Studies minor and will be doing research in Colombia this summer. They have two daughters -- Lynna, age 3, and Tamara, age 1.

CLASS OF 1965

DAVID L. FILKIN began an assignment with the Peace Corps in Nepal on February 1.

Miss Zoe G. Verhage and HAROLD SCHUITMAKER announced their engagement on March 17. Harold is a graduate student at Western Michigan University. They are planning an August wedding.

NANCY J. BURG is interning in medical technology at Scripps Memorial Hospital in LaJolla, Calif. She plans to work at the hospital at the completion of her internship in July.

Miss Sharon Reenders and FREDRIC H. GARDNER announced their engagement on April 20. They are planning a wedding on June 25 in Kalamazoo. Fred is employed at the American National Bank of Kalamazoo.

CLASS OF 1966

SUSAN SANFORD GALL has been awarded an Alumni Distinguished Scholarship from Michigan State University. The scholarship provides \$12,000 to pursue an accelerated three-year doctoral program. She will receive her Bachelor's Degree from the University of Washington in June. Both she and her husband, GEOFFREY GALL '65, plan to attend Michigan State in the fall. Geoffrey is presently employed as sports editor of the Ludington Daily News in Ludington, Mich.

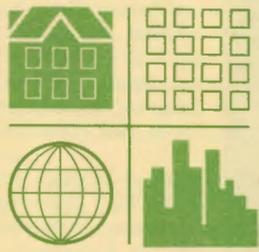
ACHIEVEMENT

TWO KALAMAZOO COLLEGE ALUMNAE were honored at the fifth annual Achievement Day luncheon, April 23, sponsored by the Women's Council. From left: Mrs. Robert Britigan, luncheon chairman; Kalamazoo Vice-Mayor Margaret Lawler Machin '32 and Miss Louise Goss '48; associate director of the New School for Music Study in Princeton, N. J., the two honorees; and Mrs. Richard G. Hudson, Women's Council president. This honor has previously been given to Mary Miller Patton '36, associate professor of English and speech, American University, Washington, D. C.; Elsie Herbold Froeschner '35, biological artist, Arlington, Va.; Miss Helen Appeldoorn '29, director of special education, State of Illinois; Dr. Mildred Doster Virtue '30, assistant director of School Health Service, Denver, Colo.; Miss Marcia Wood '55, assistant professor of art, now at Kalamazoo College; and Miss Marilyn Hinkle '44, director of public relations, Kalamazoo College.

DR. MARSTON BALCH '23, L.H.D. '60, director of Tufts University Theatre, center, and one of his former students, playwright Sidney Michaels, with New York Mayor John V. Lindsay, who presented Dr. Balch and Tufts University with the annual Margo Jones Award for doing the most to encourage new playwrights. The award recognizes the role of the Tufts Arena Theatre and Dr. Balch in introducing more than 12 new playwrights to the American public in recent years. Dr. Balch has been with Tufts University since 1934 and was instrumental in establishing the Tufts Arena Theatre, second oldest year-around theater in the country; the Tufts Summer Theatre and the Magic Circle Theatre for Children. The Margo Jones Award, established in 1963, has been given previously to George Savage, professor of playwriting at the University of California, Los Angeles, and to Richard A. Duprey of Villanova University.



CALENDAR OF EVENTS



- MAY** 12, 13, 14 Drama Department presents "The Physicists" by Durrenmatt, Dalton Theatre, 8:00 p.m.
- 12 Golf at Calvin, 1:00 p.m.
- 12, 13 WMIAA Tennis and Archery Tournament
- 14 Mothers' Day Program and crowning of May Queen
Tennis with Calvin, here, 2:00 p.m.
Baseball with Calvin, here, 2:00 p.m.
- 15-22 Festival of Contemporary Music (See page 8)
- 17 Women's Tennis, Grand Rapids Junior College, here, 4:00 p.m.
- 18 Women's Tennis at MSU, 3:00 p.m.
Tennis at Albion, 2:00 p.m.
Baseball at Albion, 2:00 p.m.
Golf with Albion, here, 1:00 p.m.
Track with Albion, here, 3:30 p.m.
- 20, 21 MIAA Tennis Tournament, here
MIAA golf and track, at Hope
- 24 Violin Recital by Mr. Voldemars Rushevics, Recital Hall, Light Fine Arts Building, 7:00 p.m.
- 25 Film, "The Stone Flower," Dalton Theatre, 8:00 p.m.
- JUNE**
- 1 Film, "Romeo and Juliet," (ballet), Dalton Theatre, 8:00 p.m.
- 3 Senior Recognition Day, Stetson Chapel, 10:00 a.m.
- 9 Spring Quarter ends
- 11, 12 Commencement Week End
- 11 Alumni Day (Reunions planned for the Emeritus Club and classes of 1916, 1921, 1926, 1931, and 1936)
- 12 Baccalaureate, Stetson Chapel, 11:00 a.m.
Commencement, College Quadrangle, 3:00 p.m.
- 14-17 Western Section Inter-Collegiate Women's Tennis Tournament
- 27 Summer Quarter begins
- 28 'K' Club Golf Outing, Gull Lake Country Club
- 29 Film, "Drawings of DaVinci," Recital Hall, 8:00 p.m.
- JULY**
- 13 Film, "Rembrandt," Dalton Theatre, 8:00 p.m.
- 27 Films, "Creative Art of Japan" and "Toulouse-Lautrec," Recital Hall, 8:00 p.m.
- AUGUST**
- 2-8 National Juniors' and Boys' Tennis Tournaments, Stowe Stadium