Southern Alumnus

Southern Illinois University Office of Alumni Services

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1964 NCAA Gymnastics Champions

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Southern Alumnus May, 1964
In This Issue

News of the Campus
Of Summer Session, Nigerian Project, Opera Singers, Professor Petroff and Rock Samples

The Money Behind Our Colleges
A Factual Report on the Facts of Higher Education's Financing—of Special Interest to Alumni, Especially Those with Children College-bound Now or Some Time in the Future

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On the Cover

Gracing this month's cover are the NCAA Gymnastics champions and their coach—clockwise from upper right, Rusty Mitchell, Coach Bill Meade, the twins, Dennis and Bill Wolf, Steve Pasternak, and Charles Ehrlich. After placing second in the NCAA meet the last three years, the Salukis finally wound up on top. Fred Huff tells the story on the next page—

In This Issue

For the sixth year the Southern Alumnus is presenting a special report by the Editorial Projects for Education, a board of 21 alumni editors, directors, and officers from all over the country.

This report concerns the facts of paying for higher education. It is a layman's guide to college and university financing, a big business in today's economic picture. Presented are the struggles to keep tuition rates at sensible levels, the growing role of government money in higher education, and the increasing importance of alumni giving.

Turn to page five for "The Money Behind Our Colleges."

Alumni Calendar

June
11 Edwardsville Commencement
12 Carbondale Commencement
13 Alumni Day. Reunions of classes ending in 4 and 9 and Class of 1963

September
26 Alumni Club Officers Workshop

October
31 Homecoming
Nothing equals being champion. If you don’t believe it, just ask SIU’s gymnastics coach, Bill Meade, or any member of his 1964 squad.

Meade’s gymnasts, in case you are unaware, have been the second best collegiate team in the U.S. for some time—since 1961, to be exact. Now they’re Number One and it’s a great event for Southern’s athletic program, perhaps the most significant sports accomplishment in SIU’s history.

Arriving in Carbondale in the fall of 1956 after having coached at North Carolina for seven years, Meade immediately set out to rejuvenate a sport which at the time was no more important at SIU than a firecracker sale on Christmas Eve. Today it’s king and yet may still be on the threshold of becoming one of the nation’s top sports dynasties.

Southern did not place in either the 1957 or 1958 NCAA championship meet. But Meade, a product of Penn State, where he was a standout tumbler, led his upcoming SIU squad to a seventh-place finish in 1959 and repeated in the same position the following season.

Orlofsky Stars

In 1961 Southern moved up to second as sophomore sensation Fred Orlofsky earned 29 points in a near upset win over heavily-favored Penn State. With Orlofsky anchoring the team, Southern maintained its runner-up listing for the next two years, finishing behind Southern California in 1962 and Michigan in 1963.

Thrills were plentiful along the way. Orlofsky had gained an individual gold medal on the still rings in 1961 while teammates Fred Tijerina and Bruno Klaus were distinguishing themselves with blue ribbons on the parallel bars and horizontal bar. The following year another brash sophomore, Rusty Mitchell, pulled a stunning surprise by claiming the tumbling championship while Klaus gained a second title in long horse vaulting.

The Big Year

However, 1964 is the year that will always be remembered as the big one, the year Southern won its first NCAA sports championship while playing with the big boys, thus overshadowing previous basketball, swimming, and cross country national championships in NAIA and NCAA college-division competition. And, strangely enough, it didn’t go exactly according to Meade’s plans.

Prior to departing for California where Los Angeles State College hosted the meet, the personable guy with the nervous habit of scratching his whiskered cheeks, predicted the Salukis would be among the top three with Michigan, the defending NCAA and current Big Ten Champion, and Southern Cal.

He figured it would take 15 qualifiers with three in all-around, high bar and still rings, two in free exercises, side horse, parallel bars and long horse and one in tumbling. Individually he hoped Mitchell would be worth 45 points with almost half of the total coming in all-around and long horse.

Meade Forecasts

Meade’s expectations were generally accurate. Southern had two qualifiers in free ex, three in high bar, two on parallel bars, one on side horse, four on the rings, one in tumbling and one in all-around following opening day’s preliminaries.

However, a slip of the foot cost Southern’s star, Mitchell, what in all probability would have been a first in long horse vaulting and dropped the West Covina, Calif., senior completely out of all-around standings. As a result, the outlook was anything but bright as the Salukis went into the finals and it appeared as though Meade’s warriors would have to go some to gain another second.

History Is Made

The rest, of course, is history. Mitchell won free ex, teamed up with the Wolf twins, Dennis and Bill, of Pico Rivera, Calif., to accumulate 16 points on the high bar, and was second on the p-bars where Dennis Wolf tied for sixth.

Steve Pasternak, Park Ridge, was second on side horse, Charles Ehrlich, Dayton, Ohio, second on rings ahead of teammates Mitchell, who was fifth, Bill Wolf, who was sixth, and Dennis Wolf, who was ninth. Mitchell climaxd the gala affair by winning his second championship in the final event, tumbling, and the Salukis won!

Final Team scoring: Southern Illinois 84½, Southern Cal 69½, Michigan 65, Penn State and Washington 30 each—to account for the top five.

Thrilled by the championship, Meade already is planning defense of the crown next season. What’s more, Southern will have the advantage of performing on its own floor. The 1965 NCAA championship will be held in the new SIU Arena.
Preliminary Accreditation

Preliminary accreditation was given last month to doctoral programs in 13 fields of study by the North Central Association Commission on Colleges and Universities. This means that the 13 programs will be subject to continuing review prior to consideration for full accreditation.

The fields of study for doctoral work include anthropology, botany, economics, education, English, government, microbiology, philosophy, psychology, sociology, speech, speech correction, and zoology.

Request for preliminary accreditation had been made by the University last year. There followed, as President D. W. Morris described, a "massive self-study period in which every effort was made to meet the rigid North Central requirements." Dozens of faculty members participated. An association visitation team spent several days on the campus in January.

C. Addison Hickman, acting dean of the Graduate School, credited the success of the self-study to the late Dennis Trueblood, professor of higher education, who died in February. He also attributed its success to the part played by Willis G. Swartz, former graduate dean and now dean of international students, in the development of the graduate program.

Summer Session Offerings

With extension of the 1964 Summer Session to a full-length school quarter, Southern becomes one of the few schools in the country on a full year-round schedule.

More than half a hundred workshops, short courses, lectures, and conferences are listed for the session. These run the gamut of subjects, including Advanced Farm Management, Aero-Space Education, Improvement of Instruction in Arithmetic, Playground Leadership, Safety Education, Problems of Teaching Family Life, New Developments in Technological Education, Classroom Teaching with Television, and the Gifted Child.

There are studios in sculpture and in drawing, the annual coaching clinic, a reading improvement workshop for college-bound students, an educational materials exhibit, the International Conference of Weekly Newspaper Editors, the Illinois Bankers School, adult education short courses on School Lunch, Advanced Cosmetology, and the third annual Youth World leadership program.

Summer institutes for high school teachers of biology, mathematics, and German are scheduled, as are workshops in communications, Music and Youth at Southern, and National Science Foundation programs for high school students.

The Department of Music is offering its ninth Summer Musical Theater. For those with wanderlust there is an opera workshop at the Hot Springs, Ark., ranch of Miss Marjorie Lawrence, a travel-study course in Mexico, and the SIU Oxford Study Program abroad.

Teaching English in Nigeria

The Ford Foundation has granted $286,000 to SIU to develop English language teaching programs in Nigeria over a two-year period.

The funds will provide English language consultants and specialists, finance the construction and operation of language laboratories at Kaduna, Enugu, and Ibadan, capital centers in the African country, and establish two English language teaching seminars.

Robert Jacobs '35, coordinator of International Programs at Southern, went to Nigeria in March as a short-term consultant, at the request of the Ford Foundation,
to get the two seminars into operation. He did a field survey to determine the exact nature of the seminars, where and when they will be held, and who will participate.

“The present program will be in the field of developing English as a second language, and is designed primarily to train adults who need the language in their work,” Professor Jacobs explained. Southern will subcontract the job of teaching and providing the laboratories to English Language Services, Inc., a private, non-academic organization with teaching centers throughout the world.

One of the ELS centers was established in January on the Carbondale Campus to teach intensive and semi-intensive English courses to international students attending Southern and others who have come here for language instruction.

**Twenty Tons of Samples**

Some 20 tons of rock cutting samples taken in drilling for oil in the Illinois Basin have been added to the Department of Geology’s Subsurface Sample Laboratory. The weighty gift was presented by the Humble Oil Company and included shelving for filing the cartons of rock samples.

The library of well-cutting samples is a by-product of millions of dollars spent in drilling for oil in Illinois, Indiana, and Kentucky areas comprising the Illinois Basin. Rock cuttings are collected every five to 10 feet during the drilling process. The samples are washed, dried, and placed in paper envelopes for filing and study of rock formations beneath the surface.

Humble Oil and other oil companies also have given the geology department extensive collections of electrical survey logs on many of the wells drilled in the area. Petroleum geologists can interpret the type of subsurface rocks from the lines of these survey logs (long paper strips marked with irregular lines). The student matches rock cutting samples with the logs to reconstruct an accurate picture of subsurface rock formations, some to a depth of 8,600 feet.

Frank Bell, petroleum geologist, and Daniel Miller, associate professor of geology, are in charge of the project. Their laboratory is in a leased building at Ordill in the Crab Orchard Wildlife Refuge area.

**Opera Students in Europe**

Two former students of Miss Marjorie Lawrence, director of the SIU Opera Workshop and a former Metropolitan Opera star, are pursuing operatic careers with study in Europe.

Thomas M. Page, of Salem, has been in Zurich, Switzerland, since the fall of 1962, studying at the famed International Opera Center of the Zurich Opera House. He is studying under Madame Dusolina Giannini and upon completing this year’s work will receive a European master’s degree under the auspices of the International Opera School, the first student to be awarded the degree.

Mr. Page, who won a $3,000 fellowship from the Institute of International Education, New York, and a $3,700 grant from the Martha Baird Rockefeller Aid to Music Fund, will have a role in the June festival at Zurich. On August 15 he will join the Aachen, Germany, Opera as first lyric tenor for the 1964-65 season.

In Zurich he received good reviews for his performance as Peter Quint in the Swiss premiere of Benjamin Britten’s opera, “Turn of the Screw,” and for his role in Christoph Gluck’s “The Reformed Drunkard.” Last year he reached the finals in a Mozart contest in Vienna.

Joe Thomas, Jr., of Carbondale, who along with Mr. Page had a stellar role in the SIU production of “Aida,” has been recommended for a Fulbright scholarship for study in Europe. He plans to leave this month for Vienna, where he will audition for the Vienna State Opera.

Residing more recently in Santa Barbara, Calif., where he performed under the name of Joel Thomas, he has been studying voice and language under Rudolph Szekely, formerly of the Royal Academy of Music in Budapest, Hungary. In 1962 he received a New York Metropolitan Opera study grant at its Kathryn Long Opera School.

A former all-state high school basketball center, he played football at Southern. While attending the University, he was a member of the Carbondale Fire Department.

Ludlow Hallman, Cincinnati, who now is a graduate student studying under Miss Lawrence, has been signed to sing with the Santa Fe Opera Company in New Mexico.
this summer. He will appear in some feature roles, in the chorus, and will understudy several lead singers. Earlier this year he won the St. Louis Symphony’s “Young Artists” competition and appeared with the St. Louis Symphony.

Honor Paid Professor Petroff

Former students and faculty friends attended a dinner at University Center February 22 to honor Louis Petroff, Bulgarian-born assistant professor of sociology and member of the faculty 23 years. He was presented an engraved plaque of appreciation and a scrapbook of letters from former students scattered throughout the country who could not be at the dinner. Some contained contributions which have been put into the SIU Foundation’s general scholarship fund in his name.

Robert Child ’50, M.A. ’52 (left), assistant director of Community Development Service, presents a plaque of appreciation for teaching and inspiration to Professor Louis Petroff, Department of Sociology. At right is Virgil Seymour ’47, M.S. ’48, assistant to the vice president of the Edwardsville Campus.

Summer Stock at Southern

Five plays will be offered by the Department of Theater for its 10th Summer Stock season. They include “The Mousetrap” by Agatha Christie, “Look Back in Anger” by John Osborne, “Millionaireess” by George Bernard Shaw, “The Fantasticks” by Tom Jones and Harvey Schmidt, and “The Night of the Iguana” by Tennessee Williams.

Archibald McLeod, department chairman, will be director and Sherwin Abrams, Charles Zoeckler, and Darwin Payne ’53, M.A. ’55, his associates.

The company will be made up of 14 graduate and undergraduate students who will receive tuition scholarships and 12 hours of academic credit. They will be cast in all major and minor roles and will participate in all phases of play production.

Research Farm in St. Clair County

The 183-acre tract of farm land given to Southern last spring as surplus Scott AFB land by the U.S. Department of Health, Education and Welfare Division of Surplus Property Utilization is intended for research and instruction in soils, crops, and forestry.

Nearly 100 acres of the tract (located four miles from Mascoutah) will be used for a soils and crops experiment station under supervision of the Department of Plant Industries. Much of the remaining 83 acres is wooded bottom land and will be used for teaching and research by the Department of Forestry.

Facilities at the new research farm include two concrete 26 x 60 foot “igloos” suitable for storing equipment and machinery and for shop and office space and a 10 x 40 foot masonry building for supply storage. Henry Ahlers is foreman of the farm.

To Assist Community Day Camps

Four Illinois communities have asked the University to assist them in setting up day camps for handicapped children this summer.

Staff members will help local workers in two-week programs at Marion, June 8–26; Decatur, June 29–July 17; Waterloo, July 20–August 14, and East St. Louis August 10–28.

Camps for handicapped children have been conducted for over 10 years at the Little Grassy Lake campus. This year there will be four two-week camps operating at the same time, July 21 to August 15, for physically handicapped and mentally retarded young people at Little Giant Camp on Little Grassy Lake.

There also will be camp sessions for other boys and girls during the summer. There will be a six-week camping program for boys and girls between eight and 13 with campers registering for as many weeks as they wish. Sessions start June 21 and end August 1.

Teen Camp for boys and girls from 14 through 16 is slated for two three-week sessions between June 21 and August 1.

Coordinator of Little Grassy Lake facilities is William F. Price ‘48, M.A. ’49. Complete information, including costs, and application blanks may be secured on any of the Little Grassy camps by writing to the Coordinator of Little Grassy Facilities, SIU, Carbondale, Illinois 62903.
The Money Behind Our Colleges

Are America's colleges and universities in good financial health—or bad?

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

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

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

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

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

One thing is certain: financing higher education is not a subject for "insiders," alone. Everybody has a stake in it.
These days, most of America’s colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

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

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

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

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

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

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

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

In a recent year, U.S. colleges and universities got their current-fund income in this fashion:

- 20.7% came from student tuition and fees.
- 18.9% came from the federal government.
- 22.9% came from state governments.
- 2.6% came from local governments.
- 6.4% came from private gifts and grants.
9.4% was other educational and general income, including income from endowments.

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

1.6% was student-aid income.

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

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

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

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

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

Last fall, some 4.4 million young Americans were enrolled in the nation’s colleges and universities—2.7 million in public institutions, 1.7 million in private.

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

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

There were such differences as these:

In public universities, the median charge was $268.
In public liberal arts colleges, it was $168.
In public teachers colleges, it was $208.
In public junior colleges, it was $113.

Such educational fees, which do not include charges for meals or dormi-
tory rooms, brought the nation’s public institutions of higher education a total of $415 million—one-tenth of their entire current-fund income.

By comparison:
In private universities, the median charge was $1,038.
In private liberal arts colleges, it was $751.
In private teachers colleges, it was $575.
In private junior colleges, it was $502.

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

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

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

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

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

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

Can the rise in tuition rates be stopped—at either public or private colleges and universities?

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

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

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

An editor in Omaha had similar questions:

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

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

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

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

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

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

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

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

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

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn’t large enough to help. "Private colleges are beginning to realize that they haven’t been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.
"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren’t likely to be able to do very much about it in the decade ahead.”

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

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

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

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

22.9 per cent from States

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

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

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

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

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

States have had a financial interest in higher education since the nation’s founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers
moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

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

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

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

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

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

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

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

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

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

Professor M.M. Chambers, of the University of Michigan, has totted up each state’s tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure
the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

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

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

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

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

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

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

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

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

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

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

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

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

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people rank their demands, and how insistently they make the demands known.
“No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people,” Allan W. Ostar, director of the Office of Institutional Research, said recently. “Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

“If they don’t, who will?”

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

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

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

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

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

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

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

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TOTALS . . . $1,808,825,000 +$357,499,000 +24.5%

WEIGHTED AVERAGE +24.5%

CONTINUED
I seem to spend half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

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

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

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

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

Federal aid exists. It is big and is growing.

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

Congresswoman Green is quick to acknowledge this fact:

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

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

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

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world."
“It relies on them for training, in every conceivable field, of government personnel—both military and civilian.”

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

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

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

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

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

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

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

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

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

Can federal dollars properly be called federal “aid”?
FEDERAL FUNDS continued

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

U. of California
Mass. Inst. of Technology
Columbia U.
U. of Michigan
Harvard U.

U. of Illinois
Stanford U.
U. of Chicago
U. of Minnesota
Cornell U.

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

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

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

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

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

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

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

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

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

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

Is this government-dollar dominance in many universities’ research budgets a healthy development?

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

Said the report of one institution:

“The opportunity to make expenditures of this size has permitted a
research effort far superior to anything that could have been done without recourse to government sponsors. . . .

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

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

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

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

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

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

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

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

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

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are not strong—and thus raise the quality of U.S. higher education as a whole?
This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education’s financial problems, without resort to Washington? Next fall, when the great, long-predicted “tidal wave” of students at last reaches the nation’s campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants

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

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

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

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

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

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

Major private universities received $1,046 million.
Private coeducational colleges received $628 million.
State universities received nearly $320 million.
Professional schools received $171 million.
Private women’s colleges received $126 million.
Private men’s colleges received $117 million.
Junior colleges received $31 million.
Municipal universities received nearly $16 million.
Over the years covered by the CFAE's surveys, these increases took place:

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

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

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

All seven sources increased their contributions over the period.

But the records of past years are only preludes to the voluntary giving of the future, experts feel.

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

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

- **Business corporations** will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969–70 total: $508 million.
- **Foundations** will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $520.7 million.
- **Alumni** will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $591 million.
- **Non-alumni individuals** will increase their contributions at a rate of 12.6 per cent a year. Their 1969–70 total: $524.6 million.
- **Religious denominations** will increase their contributions at a rate of 12.7 per cent. Their 1969–70 total: $215.6 million.
- **Non-alumni, non-church groups** and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969–70 total: $62 million.

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

Coming: a need for $9 billion a year. Impossible?
But others are more optimistic. Says the CFAE:

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

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

Alumni and alumnae will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

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

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

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

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

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

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

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

What will the verdict be? No reader can escape the responsibility of rendering it.
From Denver, Colo., Stuart Brainerd, 2, wrote recently, “As for the 1964 class reunion, I cannot say now. I will have to outtalk my family if I do. I am 86 years old and though in good health, they think I should not take the trip. I am pretty sure my sister, Alice Pearl (Mrs. A. H. Bowman, Grayville) will be unable to attend. She is ill. Hoping to see you in June.” Mr. Brainerd is married to the former Ethel Cruse, ex. They celebrated their 60th anniversary in 1962.

Mrs. Claude Legg (Daisy Angel, 2), who fell in her home in Carbondale and broke a hip in December, now is confined to a wheelchair and living at the Jackson County Nursing Home in Murphysboro.

Flora Ethel Maddux, 2, Bartelso, attended the Golden Reunion of the class five years ago and expects to return for the reunion next month. She is a retired languages teacher. Miss Maddux, who has a bachelor’s and a master’s degree from the University of Chicago, has been a member of the SIU Alumni Association 10 years.

Mrs. Charles M. Schnaidt (Frances Entsminger, 2), Carbondale, is a retired teacher. She taught the third grade at Brush School in Carbondale from 1914 to 1922 and was music supervisor for the Herrin schools in 1922 and 1923.

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Dr. and Mrs. Glenn F. Fishel, 2 (Lillie E. Trovillion, 2) live in Phoenix, Ariz. They moved there from Tolono, in central Illinois, where Dr. Fishel was a physician and surgeon for many years. They have three daughters, Mary Jane, Dora Jean, and Frances June. While a student at Southern Illinois Normal, Dr. Fishel, “a powerful tackle,” played every minute for four years of football, was captain of the 1923 team, and a member of the All Star team two years.

Mrs. Elmer R. Snyder (Lula E. Owen, 2), Knoxville, Tenn., has not been back to campus since her graduation 40 years ago. Her husband is an electrical engineering graduate of Iowa State University. They have a daughter Vernette.

Mrs. Melvin J. Coyle (Virginia Baker, 2) lives in Equality. She has a son, John Morgan.

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Mr. and Mrs. Clyde Crawshaw ’27-2 (Margaret McAfee ’28-2, ’32) live in Marseilles, where he is superintendent of the Marseilles Unit Schools. They have two sons—Ted and Michael.

After nine years as superintendent of the Coulterville Public Schools, seven years as a teacher and seven years as a principal in the Herrin schools, two years as principal at Grand Chain, and eight years as principal of Bismarck High School, Andrew Jackson, 2, moved to Whittier, Calif., two years ago and became a mathematics teacher in the Whittier Union High School. He has five children, of whom one daughter is a student at Southern.

At Oneonta, Ala., Mrs. Melvin E. Hall (Leah V. Mallory) teaches Latin, world
Air Force Museum Director

An Air Force career that spans 23 years and assignments ranging from navigator to director of the Air Force Museum is the notable record of Col. William F. Curry '39. On February 1 he became director of the museum at the Aerospace Studies Institute at Wright-Patterson AFB in Ohio. The museum, an activity of the Air University Command, is the largest aviation museum in the world and encompasses the fields of aviation, aerospace, and Air Force history.

Before his new assignment, Colonel Curry was chief of the requirements division in the Directorate of Manpower and Organization at Air University Command headquarters at Maxwell AFB, Ala. He entered the service in 1941, receiving a navigator's rating upon graduation from the Pan-American Navigation School in Miami. He served three years as an instructor in navigation and during 1944-45 was a B-29 navigator with the 314th Bomb Wing in Guam.

His combat record includes 28 missions over Japan. With over 3800 flying hours to his credit, Colonel Curry now is rated a master navigator. Among his decorations are the Distinguished Flying Cross, Air Medal with three Oak Leaf Clusters, and the Air Force Commendation Ribbon.

A native of Coulterville, he has a master's degree and a Ph.D. from Columbia University Teachers College, New York. He and his wife Iris have four children.

history, and junior English in the Susan Moore High School. She has seven children, four of them attending different colleges (her daughter, Mrs. Peggy Brayfield '62, is working on her master's degree at Southern), one making a career in the Navy, and one in high school.

1934

Thirtieth Reunion
June 13, 1964

"Man of the Year," named by the Carbondale Chamber of Commerce at its annual dinner early this year, was Archie Stroup. He was singled out for this honor for his activities as a former chamber president, member of the Jackson County Board of Supervisors, and former president of the High School District 165 Board of Education and the Grade School District 95 board. Mr. Stroup has sold his department store, which he acquired after service in the Navy during World War II, and is devoting his time to managing residential and business property.

Mrs. Charles E. Brake (Rachel Graves Bodoh), Grosse Pointe, Mich., is a curriculum consultant for the Wayne County Board of Education. Holder of a master's degree from the University of Illinois and a doctor's degree from Colorado State University, she formerly was professor of elementary education and reading specialist at St. Cloud State Teachers College and director of elementary education at Hibbing, both in Minnesota. She has a daughter, Mary Margaret.

Chester F. Moss, 2, '40, is superintendent of the Nashville Grade Schools. He has three children—Paul W. '50, Bill, and Kay. Mrs. George Hays (Lillian Dickey, ex) lives in South Miami, Fla., and has a son, James R.

Mrs. John R. Addison (Dorothy Wilson Addison, 2) is a fourth grade teacher in Dupo School Unit 196. She has a son and three daughters.

1939

SILVER REUNION
June 13, 1964

About 50 members of the class already have indicated they are planning to attend their 25th Reunion. If you can join your classmates, please drop a note to Mrs. Carlton F. Rasche (Martha Jean Langenfeld), 1500 West Freeman Street, Carbondale, Illinois, 62901.

Among those who will be on hand are John C. Pratt, vice president of the Blue Island Savings and Loan Association, and Dr. George L. Boomer, physician in Defiance, Ohio.

Mr. and Mrs. James L. Reed '32-2 (Ethel Phillips, ex '32) live in Rock Island, where he is a teacher and coach in the public schools. He formerly was a principal at Latham. The Reeds have one son and four daughters.

In Du Quoin Garth M. Hinkle is an insurance adjustor with Country Mutual Insurance Company. His daughter Joan is a student at Southern.

Mrs. Richard C. Quint (Lula Jean Morton) lives in Clear Lake, la., and teaches the fifth grade in Mason City, la. A former YMCA-YWCA program director at the University of Arizona and at Peoria, she has a three-year-old daughter Kathryn.

Mr. and Mrs. Wallace T. Smith, ex (Mary Triplett, ex) both have bachelor degrees from Evansville, Ind., College and both are teachers in the Ft. Wayne, Ind., community schools. While in Evansville, where Mr. Smith was employed by Bendix-Westinghouse Corporation, he served as vice president of the area alumni club. There are two sons in the family.

1944

Twentieth Reunion
June 13, 1964

Mrs. J. R. Hedges (Anne L. Placko) is an elementary teacher in the Culver City, Calif., Unified School District. Her husband, Jack R. Hedges '46, M.S.'47, has a Ph.D. from the University of California at Los Angeles.

Mrs. Kenneth W. Adams (Helen Schaefer), teacher in the Champaign schools, is on leave of absence during 1963-64 and is living in Mesa, Ariz.
**THE MAIL BAG**

**Long Live Hester Street**

Permit me to make just a few brief comments on the great expansion program at SIU—and its effect on my "hometown"—Hester Street in particular. Please do not misunderstand me—I am really proud of Carbondale—of my Alma Mater, SIU—and SINU High School, from whence I am a graduate. However, the wheels of progress are expanding at such a rate that I understand that they will soon grind unto the dust of just a memory—a precious memory to me, because I played in the street on Hester Street when it was just a dirt road.

Now Hester Street must be destroyed in the program of my Alma Mater, to make way for a parking lot.

Of course, my sentiments in the matter aren't to be considered. My opinion isn't that important. Here are a few observations that I think are important—

Little Hester Street has made the following contributions to the overall picture of SIU—

A former president of SIU, Dr. Chester F. Lay, was a student resident of Hester Street. The wife of a former president (Dr. Roscoe Pulliam) was also a roomer on Hester Street, when she attended the University (it was a college then). The mayor of Carbondale, Dr. John Wright, and his brother, a distinguished dentist, both stayed with my mother when they attended the college.

A president of a seminary in the South, along with his brother, the president of the Southern Baptist Association, lived on Hester Street. An outstanding history teacher in Missouri, with a Ph.D., lived on Hester Street. I know of at least three other residents of Hester Street who received their doctorate degrees who roomed on Hester Street when attending the University. I know of five Methodist ministers and three Baptist ministers who lived on Hester Street. I believe that my mother has kept students in her home over the past 40 years, and that at least 35 or 40 have graduated from the University.

I think that these are contributions of a small street in Carbondale that are worthy of consideration. The mayor of Carbondale, a college president, the wife of the president who gave the dream for expansion to SIU—surely these are commendable.

Call me sentimental if you wish—but I think Hester Street deserves to remain a landmark in the total picture of SIU's great expansion program. I'm for progress, but I'm for those little sentiments of our heritage, which I think are important.

From all the way out here in Pennsylvania, I am still a proud alumnus of SIU. (By the way, I was elected president of the Chester, Pa., Ministerium this year—over 70 member churches.)

Charles F. Montgomery, '45
Minister
Linwood Heights Methodist Church
1625 Chichester Avenue
Linwood, Pennsylvania

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**1949**

**Fifteenth Reunion**

June 13, 1964

Mr. and Mrs. Robert D. Stelle (Beryl Crosnec, ex '46) and their two sons, Robert and Stephen, live in Ottawa, where Mr. Stelle is area manager for Dale Carnegie Courses. He formerly was in the furniture business in Marengo and in auto sales in Mt. Vernon.

The Rev. James L. Feaman is minister of the Calvary Baptist Church in Edwardsville. A former teacher at Woodlawn, he and his wife Dorothy have two children.

Mr. and Mrs. John E. Tregoning (Geraldine Hartley, ex '47) have two daughters, Janis and Tina, live in Metairie, La., where he is district manager for Electric Storage Battery Company. They also have lived in Kansas City, Mo., and Memphis, Tenn.

Herrin grade school basketball team, under the coaching of Mike Sortal, M.S. '56, had a 27-0 season.

Benny S. Vineyard joined the faculty of Kansas State College of Pittsburg, Kan., last year as associate professor of industrial education. He received his Ph.D. from Indiana University in 1962, and was an assistant professor at SIU before going to Kansas. The Vineyards (Mary Katherine Seibert '39, M.S. '60) have two children, Mary Julia and James Benjamin.

**MARRIED:** Elaine Sholta to David Paul Hancock, July 13, 1963, Oak Park. They live in Chicago Heights, where he is a fifth grade teacher in District 170.

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**1954**

**Tenth Reunion**

June 13, 1964

Floyd Bruce Lape is a field engineer for Beckman Instruments Corporation, Palo Alto, Calif. He served as an officer in the Air Force for several years.

Mr. and Mrs. John W. Reeves, ex (Doris I. Greenlee '59) are living in Lafayette, Ind.

Since 1956 Kenneth T. Mills, M.S. '56, has been teaching music in the Mt. Vernon junior high school. Before that he was music director at the Carterville High School.

Capt. Harry Birkner, jet pilot, is stationed at Unalakleet AFS, Alaska. He is married and has two children.

Jack A. Renfro is coaching basketball and teaching at Bremen High School, Midlothian. He formerly taught and coached at Virden and Warren and during 1955-57 served in the Army in Korea and Japan. Mrs. Renfro is the former Mary S. Myers.

Mrs. John H. Brenner (Gwen Applegate) lives in Chicago and has two sons, Daniel and Philip. She formerly was assistant manager in the promotion department of Montgomery Ward and Company.

Ronald Dean Stanhouse, Pontiac, Mich., is a technical writer with Massey-Ferguson Company. He formerly was with Equitable Life Assurance Society. He and his wife Nancy have two sons, David and Ronald.

Mrs. Robert A. Brull (Shirley J. Hohman) lives in Lynbrook, L.I., N.Y., and teaches the third grade in Garden City.

Mrs. John L. Ingold (Anna Hansaker) lives in Bloomington and has three sons, Michael, Peter, and James Patrick. She has a master's degree from the University of Illinois Chicago Professional College.

**BORN:** To Mr. and Mrs. Robert M. East (Mary Rakavina, ex), Mt. Prospect, a son, Robert Andrew, recently. The Easts also have a three-year-old daughter. Mr. East is a research chemist with Charles Bruning Company, Mt. Prospect.

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**1959**

**Fifth Reunion**

June 13, 1964

Pictured above is the portable Baldwin
organ given to the University Center by the Class of 1959 and other students at Southern. It was purchased with money from the class fund and is made available to groups holding activities in the cafeteria and ballroom.

Attending the Washington, D.C., Alumni Chapter meeting in February were Mr. and Mrs. David Lee Hedberg, M.A. '61 (Nancy Jo Apple), of Hyattsville, Md. He is a housing associate with the National Association of Housing and Redevelopment Officials in Washington. Before moving east, Mr. Hedberg was an administrative assistant in the Department of Urban Renewal for the City of Chicago. The Hedbergs have three children.

After his appointment as investigator trainee with the Civil Service Commission’s Bureau of Personnel Investigations, Wayne L. Zimmer was sent to Kansas City, Mo., for initial training and duty, then to Washington, D.C., for advanced training at the Central Office, returning to Kansas City for permanent duty. He formerly was with the Retail Credit Company at Belleville.

Marilyn L. Grant is an English instructor on the faculty of Sikeston, Mo., Senior High School.

In Houston, Tex., Paul R. Marchborda is a systems engineer with Philco-Ford Corporation. He and his wife Helen have two daughters.

Gary S. Clark has been appointed assistant advertising and sales promotion manager of Lion Oil Company, refining and marketing unit of Monsanto Chemical Company’s hydrocarbons division. He had been copy supervisor and editor of the dealer publication. Mrs. Clark is the former Patricia Elder, ex.

Marilyn Aggelopoulos teaches home economics at Marshall Junior High School, Loves Park.

MARRIED: Bobbie J. Burgin to Darrell Wayne Felty, November 7, Alamogordo, N.M., where they are residing and where he is chief of optical operations branch in the computer directorate of the Air Force Missile Development Center.

Mrs. Betty McCord Walker, M.S., to Don G. Odum, ex ’45, July 13, 1963, Carbondale. They are living in Anna, where he is a chiropractor.

BORN: To Mr. and Mrs. Darvin D. Manuel (Betty Anne Frassato ’56, M.S. ’58), Brea, Calif., first child, Denise Dee, July 13, 1963. They report, “Darvin enjoys his work with Olinda Realty in Brea. Betty, after six years of teaching, is enjoying her work as a fulltime housewife and mother.”

To Mr. and Mrs. Robert E. Olson (Mary Locke), Orland Park, a daughter, Barbara Ann, January 30. Mrs. Olson formerly taught at Carl Sandburg High School in Orland Park.

1963

First Reunion
June 13, 1964

Lt. William R. Lemen is deputy accounting and finance officer at Lajes AFB in the Azores. Early in March Mrs. Lemen (Geraldine M. Valla) joined her husband for his two-year tour of duty. She is teaching in the American Dependents School system.

Everett F. Jefferson, VTI, and Paul T. Sorgen, VTI, have formed an accounting firm in Murphysboro and offer services in taxes and bookkeeping and management for small business firms.

In Chicago Richard T. Sleeman is assistant commercial service manager on the Proctor and Gamble and the Parker Pen accounts with the Leo Burnett Advertising Agency. Offices are in the Prudential Building. He is married to the former Mary Beth Roy, ex ’62. They live in Broadview and have a son, Jeffrey Robert, born last July 24.

Charlotte Jo Roberts is a chemist in the Cardio-Vascular and Pulmonary Research Laboratory of the University of Colorado Medical Center, Denver.

After he was commissioned a second lieutenant in the Air Force upon graduation from Officer Training School at Lackland AFB, Tex., Lt. David A. Fleischman, Englewood, N. J., was assigned to James Connally AFB, Tex., for navigator training. As a civilian he was a senior distributor for the Lerner Shops in New York.

MARRIED: Della Ann Aiiken to Frank A. Lepold, September 14, Owensboro, Ky. They are living in East St. Louis.

Ruth Elaine Benton to Max E. Carr, August 10, Carbondale. They are living in Arvada, Colo. He is a teller with the Jefferson County Bank and she is a teacher at Lakewood.

Mary Kathryn Conrad to Thomas L. Peterson, November 30, Columbia. They are living in Springfield, where he is a programmer with the Franklin Life Insurance Company. She is a fifth grade teacher in the Chatham schools.

Karen Elaine Desherow to D. Moyer, February 8, Chicago. They are living in Elgin, where she is a fifth grade teacher.

Judith J. Hamlin to Billy G. Odle, June 29, 1963, Johnston City, where they are residing and where she is teaching in Community Unit One. He is co-owner of the Herrin Cabinet Shop.


Cheryl Jean Hale to Philip R. Otrich, last summer, Decatur, They are living in Anna. Mr. Otrich is a game biologist at the Union County Wildlife Refuge.

Rebecca D. Wettawto Richard Marte­eny, October, Eldorado. They are living in Ormand Beach, Fla., suburb of Daytona Beach. Mrs. Marteeny is a speech therapist for seven schools in Volusia County.

BORN: To Mr. and Mrs. Richard M. Marcotte (Arline I. Seibert, ex ’61), Bridgeton, Mo., a daughter, February 3.

To Mr. and Mrs. Genaro Marin, M.S. (Beryl P. D’Silva), a daughter, May 5.

Elena, March 16, Carbondale. Mr. Marin is a graduate assistant with the Latin American Institute at SIU.

To Mr. and Mrs. Robert L. Troester, Pittsfield, second daughter, Gretchen R., January 21. Mr. Troester is a field representative with the Mississippi Valley Production Credit Association.

Lt. Fleischman

1903

Clyde L. Smith, ex, retired Carbondale insurance agent, expert on abstracts of title, collector of antiques, and historian, died March 11 in Carbondale at the age of 78. Son of Prof. George W. Smith, of the SINU faculty from 1890 to 1935, he was born in White Hall. He organized his insurance agency in 1908 and retired in 1953 although he continued active in his many interests. His first wife (Mary Powers, ex ’11) died in 1960 and the following year he married the former Bess
Benzing Bryan, ex '06, who survives along with a daughter, Mrs. Dan B. Foley (Jean Smith, ex '37) and two sisters, Helen C. '12-2 and Mrs. C. L. Draper (Frances A. '23-2).

1911

Orlan L. McBride, 2, lifelong resident of Villa Ridge, retired fruit grower and secretary of the Class of 1911, died in Cape Girardeau, Mo., January 22 at the age of 74. He was a member of the board of directors of the First State Bank of Mounds, member of the Pulaski-Alexander Farm Bureau and the Pulaski County Welfare Board, and a charter member of the Ullin Mutual Fire Insurance Company. Mrs. McBride (Vera Perkins, ex '12) survives.

1912

Byrl Turner, ex, Williamson County circuit clerk for 20 years until he retired in December, 1960, died in Marion February 21 at the age of 71. Before he served as circuit clerk, he was deputy county clerk for 10 years and also had been a clerk for the Madison Coal Company and a school teacher. He was born in Dyersburg. In January he and Mrs. Turner celebrated their golden anniversary.

1916

Word recently was received of the death in 1957 of Victor W. Kelley, 2, associate professor of pomology in the Horticulture Department of the University of Illinois. He was 68. Native of Fairfield, he had taught at Waterloo and Palestine before going to the U. of I., where he received three degrees and was member of the faculty 36 years.

1918

Mrs. Ernest C. Mollhagen (Ruby Casper, 2), Carbondale, retired Latin and English teacher at Carrier Mills, Marion, and Vienna high schools, died March 20 at the age of 65. She was a native of Vienna, member of Phi Beta, university teachers' association, and class representative on the SIU Alumni Legislative Council.

1919

Mrs. Herbert Russell (Kate Vick, 2), Carbondale, member of the SINU teacher training faculty in 1916 and 1917, died February 2 at the age of 74. Born in Cartherville, she had been president of the Indianapolis branch of the American Association of University Women, Illinois secretary from 1947 to 1949, and honored by the Carbondale branch in 1962 when a gift to the national fellowship's scholarship fund was made in her name.

1920

Mrs. Louis Petroff (Monica Mikals, ex [Mikalauskas]), former English and literature teacher at West Frankfort High School for 20 years, died in Carbondale March 17 at the age of 63. She was born in Plymouth, Pa., and had a bachelor's degree from Illinois State Normal University and a master's degree from the University of Chicago. Surviving are her husband, Louis Petroff, SIU assistant professor of sociology; a daughter; and a sister, Maj. Julia M. Mikals '24, USAF Ret.

1921

Charles R. Sattgast, 2, president of Bemidji, Minn., State College since 1938, died March 24 in the Mayo Clinic, Rochester, Minn., at the age of 67. He first became a college president in 1930 at Sioux Falls, S.D., College and was the oldest college president in point of tenure of all college and university presidents in the U.S. Born in Mt. Vernon, he held degrees from the University of Illinois, Stanford University, and Teachers College, Columbia University.

President Sattgast

He was in public school and college work all of his life except for one year, in 1919-20, when he was a dairy extension agent for the U. of I. He taught in rural schools in Illinois, was superintendent of schools at Richfield, Kan., and member of the faculty at Colorado State College before going to Sioux Falls.

During World War II he served with the military government in France, Germany, Austria, England, and Italy. He was decorated by the government of Poland for discovery and return of the State Archives of Poland which were plundered by the Nazis and honored by the University of Warsaw for restoration of its library.

His professional activities were numerous including serving as president of the Minnesota Association of Colleges, chairman of the Minnesota State College Presidents Council, secretary-treasurer of the American Association of Teacher Education Institutions, and member of the board of trustees of Yenching University, Peiping, China.

After the death of his first wife, he married in 1957 Mrs. Mabel McGuire Palliam '26, widow of the sixth SIU president, Roscoe L. Palliam. The Charles R. Sattgast Hall of Sciences and Arts at Bemidji College was named in his honor as a wedding gift.

President Sattgast was given an SIU Alumni Achievement Award in 1958.

1923

H. Dwight York, 2, director of the Veterans Administration's Vocational Rehabilitation and Education Services in Washington, D.C., and member of the VA staff for 17 years, died in Washington December 3 at the age of 58. Before joining VA he was on active duty with the Training Branch in the Navy's Bureau of Personnel. Native of Illinois, he had been a school administrator in McLeansboro and Decatur before World War II. He was buried in Arlington Cemetery with full military honors with the same coffin and white horses used for President Kennedy's funeral. Mr. York is survived by his wife, the former Regina J. Chance '24-2.

1929

William H. Bundy '27-2, assistant superintendent of Marion Unit Two School District, died in Marion February 27 at the age of 57. Born in Venice, he taught three years at Crab Orchard High School before joining the Marion school system, where he was named biology teacher and assistant coach at the high school in 1932, promoted to coach and assistant principal, to principal in 1953 and assistant superintendent last June. During World War II he served in the Navy.

1959

Gary Richard Roberts, M.A. '61, Murphysboro, assistant housing supervisor for the SIU Off-Campus Housing Division, died February 29 at the age of 26. He was the son of Mr. and Mrs. C. E. Roberts '29-2, '41, M.S. '63, Murphysboro.

1960

Anthony D. Lowe, M.A., doctoral student in government at the University of Illinois, died shortly after an automobile accident January 25 near Carbondale. He was visiting on the Southern campus during mid-semester vacation at the U. of I. A student from Scotland, he was president of the SIU International Relations Club.

1963

Rose Marie Sacchi, Alton, graduate student at State University of Iowa, Iowa City, was killed February 15 in an automobile accident near Cascade, Ia. An honors student at the Alton Center, she had been a research assistant in art during her senior year.
June Commencement speaker will be Margaret Mead, well-known anthropologist and writer noted for her studies of inhabitants of the South Pacific. She has been associated with the American Museum of Natural History since 1926 and has been a curator of ethnology since 1942. The 89th annual spring commencement will be June 12...

Scholastic Honors Day Convocation at Carbondale will be May 14 at 7:30 p.m. in Shryock Auditorium. Thomas Cassady, voted “Most Popular Professor” by the students and “Great Teacher” by the alumni in 1962, will speak.

Fellowship at Harvard

A 15-month National Science Foundation fellowship to Harvard University has been awarded Mrs. Deborah Haimo, assistant professor, Science and Technology Division, Edwardsville Campus, member of the faculty since 1961. A Phi Beta Kappa honors graduate of Radcliffe College, where she received bachelor and master degrees, she will receive a Ph.D. in June from Harvard, having completed requirements of its Graduate School of Arts and Sciences and Department of Mathematics. She has taught there and at Lake Erie College, Northeastern University, and at Washington University, St. Louis, where her husband, Franklin Haimo, is professor of mathematics. They have five children.

First Second Edition

SIU Press has its first second edition. Illinois: Know Your State has received such wide acceptance throughout the state as an elementary and secondary textbook on the history and constitution of Illinois that a second edition was brought up to date by the three authors, Vice President of Operations John E. Grinnell, Mabel Lane Bartlett ’43, associate professor at University School, and Jess Turnbow, field representative in extension and education.

World Design Science Decade, 1965–1975 has been called “book of the year” for architects by the British magazine, Architectural Design. An inventory of world resources, human trends and needs compiled at the World Resources Inventory headquarters at SIU, a project of Research Professor R. Buckminster Fuller, it was produced under the direction of John McHale, project executive director.

Teachers Scatter Everywhere

Of the 1,746 graduates who received bachelor and advanced degrees last year, 758 are in teaching. These teachers have scattered to 35 states, 85 counties in Illinois, and 17 foreign countries. Of those who remained in this state, 49.7 are in the lower 31 counties. Cook County attracted 72 teachers.

Foreign lands attracted 23 of last year’s graduates—three went into business, industry, or social work, three into foreign colleges for further study, and 17 into teaching. They are in 17 countries, including Bolivia, Brazil, British Guiana, Germany, Greece, India, Iraq, Japan, Jordan, Korea, Norway, Nova Scotia, Philippines, Santo Domingo, Thailand, Viet Nam, and an African country...

Willard Klimstra, Cooperative Wildlife Research Laboratory director, is one of nine persons named to the newly created Illinois Nature Preserves Commission...

Dean Wendell E. Keeper, School of Agriculture, has been appointed to the Illinois Export Advisory Committee and reappointed to the Illinois Board of Agricultural Advisers.

Obelisk Editors for 1965

Editor of the 1965 Obelisk will be Charles Rahe, Carbondale, a junior this year majoring in economics. He has been associate editor the past two years. Son of Prof. Harves Rahe, Department of Secretarial and Business Education, and Mrs. Rahe, he was outstanding sophomore on campus last year. His associate editors will be David Born, Laura Chovanec, and Bobbie Sturm...

Pre Eminent Sunny Velma, senior three-year-old Guernsey in the Dairy Center herd, has achieved what might be called “udder success.” She received recognition for high milk production from the American Guernsey Cattle Club for producing 15,980 pounds of milk and 704 pounds of butterfat.