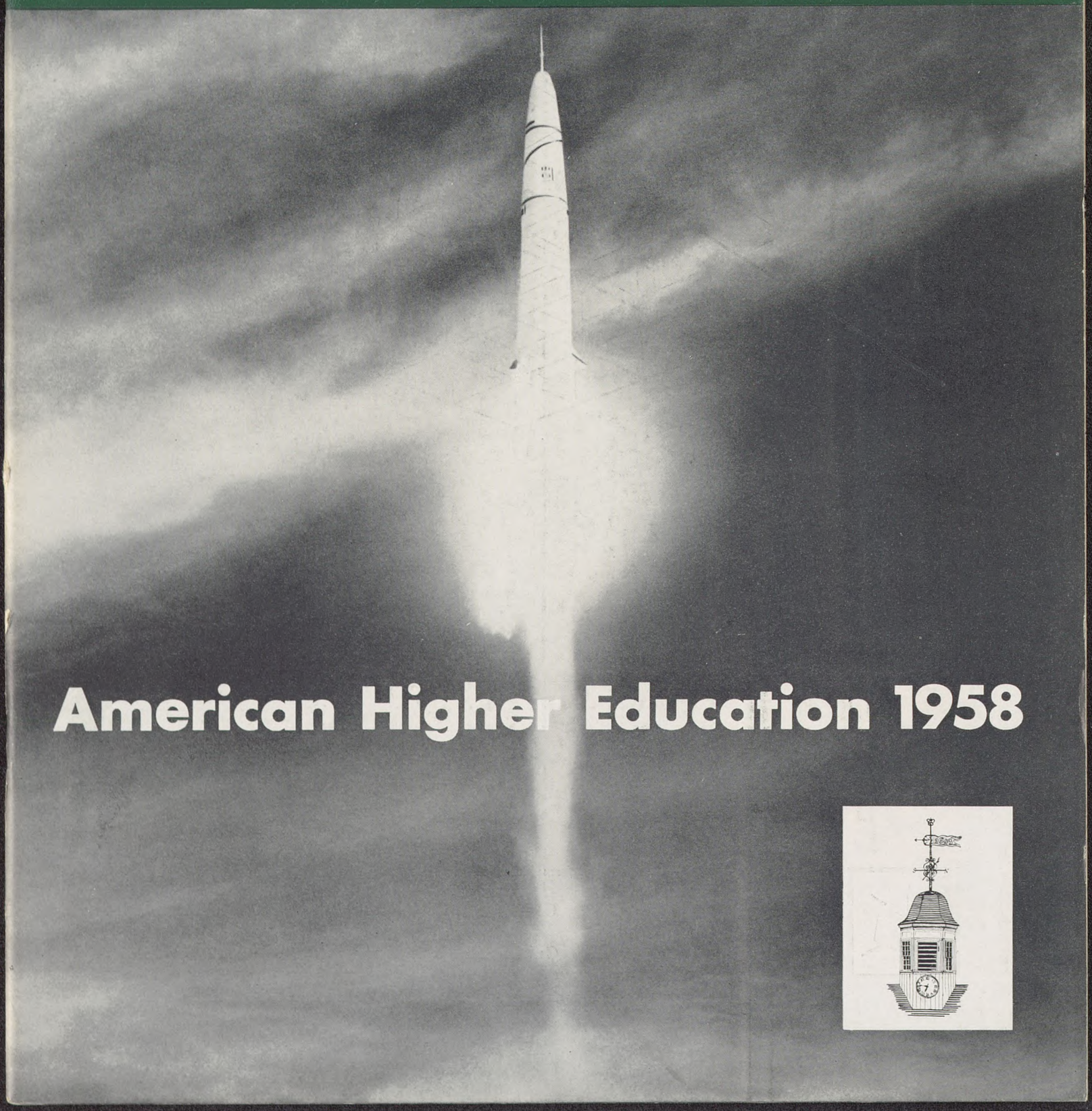
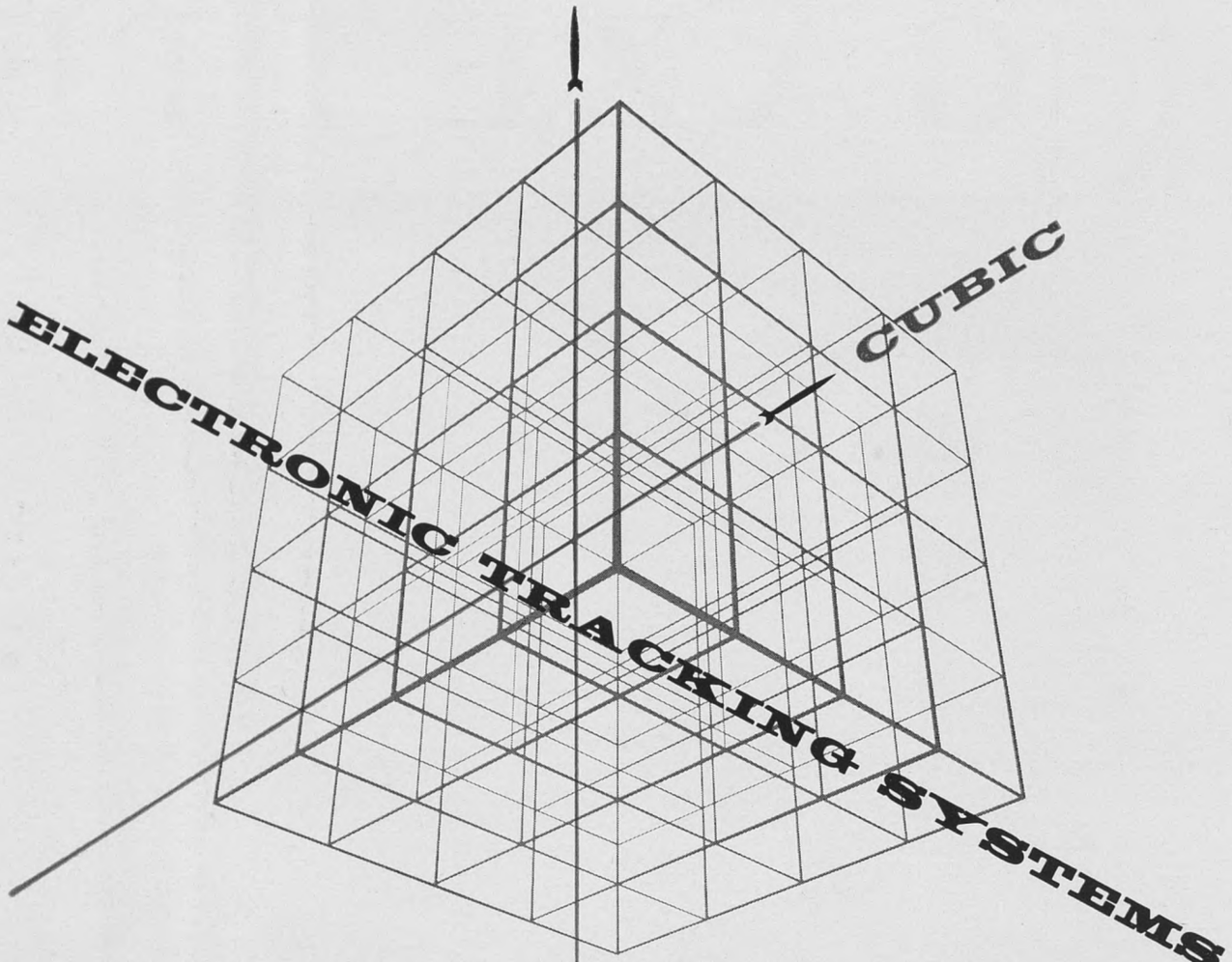
The Alumni
# GAZETTE
May, 1958
of the College of William and Mary in Virginia



# American Higher Education 1958

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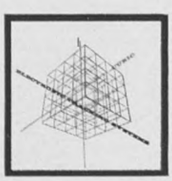

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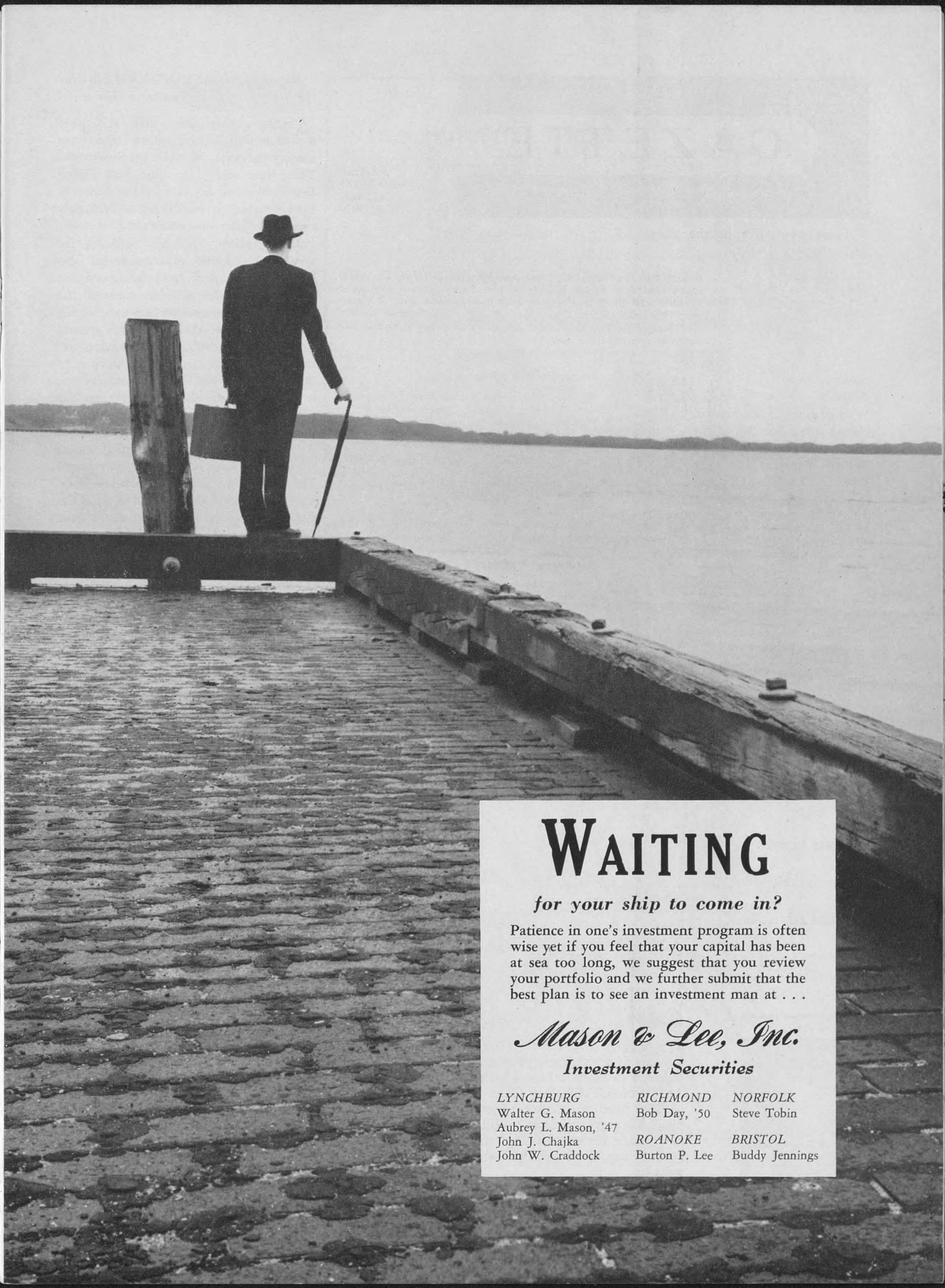

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The Alumni
# GAZETTE
of the College of William and Mary in Virginia

MEMBER AMERICAN ALUMNI COUNCIL

Volume twenty-five, number four
May, 1958

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## Contents




## Cover

This month's cover comes to you through the courtesy of several good people. First, we are indebted to Mary-Jo Finn (Aarestad) '51 of ASTRONAUTICS, and Dean Roberts '54 of The American Rocket Society who supplied the rocket picture; to Bill Perrine, a sophomore, for the drawing; and finally to Dick Stinely of C. W. Publications for the make-up.

*We called it MOONSHOOTER—for the desired result was rather ambitious.*

ABOUT a year and a half ago, nine alumni-magazine editors, who were among the best, received an invitation. They were invited to visit with Editor Ben Hibbs and his staff of the *Saturday Evening Post* in Philadelphia. Naturally they talked about magazines.

Editor Hibbs and his associates reviewed the alumni publications of this land and said they were doing a good job; however, this outsider observed that the magazines were passing up the big story. Why were the alumni editors not reporting on American higher education in general? The assembled editors were quick to reply that they did not have the money, the staff, the time, or even the proper perspective to make an adequate presentation.

Then one of the alumnors made a bold suggestion. Why not a joint enterprise? The idea was accepted. Several more alumni editors were invited to join the project, bringing the number to 14—the fearless fourteen. Their names appear at the end of the special 32-page supplement. Somewhere along the way the adventurous title of MOONSHOOTER was placed on the project and it was by this name that most of us first learned of the big story.

The next important step came when the editors invited some of the other alumni publications to join with them. Here a truly wonderful thing occurred. For to the amazement of all, 152 colleges and universities answered, "Count us in." The result is that 1,350,000 alumni in the United States, Canada, Mexico, and several overseas universities will receive the special report that begins on Page 8 of this issue of THE ALUMNI GAZETTE.

As stated before, this project had its beginning almost two years ago, long before the first little moon was placed in orbit about this earth, and long before there had been a frenzy of excitement about "the condition of American education." Two years ago we might have doubted some of the Buck Roger schemes that today are practically realities. Operation MOONSHOOTER—a special report on American higher education 1958—was also considered by many to be impossible. Yet here it is and it signals a new age in alumni responsibility.

## Odds and Ends

BOTH issues of THE ALUMNI GAZETTE this spring have been in the category of special editions. For this reason we

## Editorial

have had to delete our usual coverage of the current news from Williamsburg. However, we would like to review some of the highlights.

The final appropriations act which was passed by the 1958 General Assembly included $208,000 for additions to Byran Hall; $60,000 for educational and recreational equipment; $40,000 for a Jamestown Road underpass; $20,000 for books and periodicals and $15,000 for additional equipment. Reappropriations totaled $1,115,000 and included money for the new student center which will be started this summer. One million dollars was also provided for a library museum with the provision that the College raise $726,000. President Chandler's plea to the General Assembly resulted in the largest grant of monies for maintenance and operation ever to come to the College of William and Mary, and is one of the outstanding achievements of his administration. When asked to comment on the stipulation attached to the $1,000,000 for the library, President Chandler smiled and observed that it is the most expensive hunting license the College has had in many a day. It is a pleasure to report here that in September the faculty of the College will receive an increase in their salaries. Since 1952 the instructional budget of the College has been increased from $523,000 to $910,000.

Fifteen members of the faculty have been awarded special grants and fellowships for the summer. They are Anthony L. Sancetta, Frank A. MacDonald, Richard G. Canham, Leroy A. Smith, Ira L. Reiss, David C. Jenkins, Richard L. Morton, Ronald D. Emma, Fraser Neiman, Edwin H. Rhyne, W. Leslie Burger, George A. Hillery, Harold A. Waters, and John A. Moore. The College has announced the establishment of an Honors Program and a program of advanced placement thus providing the superior students with an opportunity for independent study and more challenging courses of study.

Finally, we wish to tip our hats to Coach Bill Chamber's basketball team that advanced to the finals of the Southern Conference play-offs, winning the hearts of the audience, and the title of the 1958 Cinderella Team—To Coach Harry Groves', 1958 Southern Conference Track Champions—and to Dr. Carl A. (Pappy) Fehr's choir who performed so well on the campus and for alumni and friends in Baltimore, Maryland and Wilmington, Delaware.

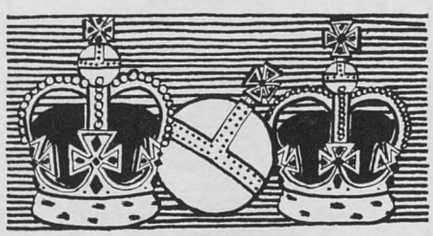
# The Character of a King

*Harold L. Fowler*

GREAT CAUSES and great crises in history seem to produce great men, men who dedicate their lives to a single mission, men who possess a sense of destiny, men who grasp the crucial problems of their day. If we may accept such dedication, single-mindedness and wisdom as the criteria of greatness then William III, Prince of Orange and King of England, was truly a great man. He is an outstanding example of a statesman whose whole career can be explained by consistent devotion to a single purpose. Throughout his adult life he was the recognized leader of resistance to the aggression of France and Louis XIV. More clearly than any contemporary he saw this great issue of his time: every act and every decision was directed toward the defeat of France. This explains how he became the savior of his native land, the United Dutch Provinces. This is why he was the great practitioner of the policy of balance of power, the creator of coalitions, the negotiator of treaties to stem the power of France. It was this same mission that led him to England in 1688 to become the central figure in the Glorious Revolution, for in addition to his ambition to become a king, a thesis developed in a recent study, his primary concern was to bring England and her resources into the struggle against France. Even his marriage to Mary, eleven years earlier, was to him at least a political alliance designed to bind the House of Orange and the House of Stuart closer together in a common cause.

These policies and decisions represent statesmanship of a high order. William was first and foremost a statesman and a leader. Integrity, courage, tenacity and subordination of personal considerations to high purposes were his distinctive qualities. He was also a soldier whose campaigns fill the pages of history. However, he has never been called a great soldier; he enjoys no reputation as a brilliant strategist or tactician; in fact he was guilty of grave errors on the battlefield. He lacked the flexibility and ingenuity to modify tactics in suddenly changed circumstances. But he had great personal courage which defied all caution and carried him into the thick of battle. *The London Gazette,* describing the battle of Landen in 1693, reports that *"The King would never put on his Armour, though he was everywhere in the hottest of the Action and exposed to the greatest danger, having himself led on several Squadrons and Battallions to the Fight."* He was never discouraged in defeat but fought on with dogged determination, setting a high standard for his men whose respect and confidence he always retained.

But most of this is familiar, even to the casual student of European history, and requires no further embellishment from us. Instead let us consider here a discussion of William's religious convictions, his political philosophy and finally his personality.

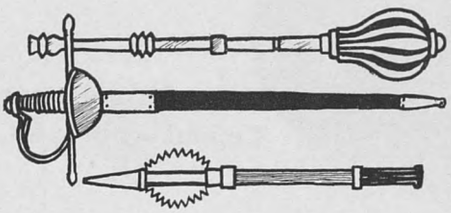


In an age when ecclesiastical controversy still ran hot, William held deep religious convictions. A strict Calvinist, though not particularly pious, he believed in predestination and the absolute will of God, almost to the point of fatalism. His faith contributed to his sense of destiny and purpose in life. It made him unconcerned, even scornful, at the many attempts to assassinate him. In an age of intolerance he accepted religious toleration as a fundamental principle of human society. His views on this subject were clearly expressed both before and after the Revolution of 1688. Before he went to England he assured English leaders that he would never attempt to impose his own faith on the English nation and would maintain the Anglican Church. He fulfilled that pledge. At the time of the debates on the Toleration Act of 1689 he proposed, provided Parliament would concur, to grant freedom of worship to Catholics as well as to Prostestant Non-Conformists. However he did agree with the majority that the political disabilities of the Catholics should be maintained; for this he believed was essential to the security of the Protestant faith. In general he accepted the service and organization of the Anglican church but he desired a more comprehensive church. He advocated minor changes in the Book of Common Prayer and in modes of worship in order to make the service more acceptable to the dissenters. But he made no great issue of this. He held to his Calvinist or Puritan views but as King of England he received the Sacrament in the Anglican form and became what was known at the time as a "low churchman."

William was no lover of political liberty nor, as suggested above, did he go to England to preserve English liberties. His rather autocratic political philosophy was moulded in part by the experiences of his youth. Born in 1650, he was a posthumous child. Because of this circumstance and the unpopular policies of his father he appeared at a moment in Dutch history *"when the republican and separatist elements represented by the DeWitt brothers had gained the ascendancy over the monarchist and centralizing principle represented by the House of Orange."* Thus for twenty-two years he was denied the office of Stadholder which to him was his birthright. Embittered by this experience and imperious by nature, republican forms and institutions were anathema to him. As far as England was concerned he believed in a strong kingship; he once said there was no government so bad as a monarchy without the necessary powers. His views concerning his proper and de-

sired place as King in the English government are best illustrated in his famous statement during the constitutional debates of the Convention Parliament in 1689. He had held his tongue while Parliament was trying to arrive at an acceptable formula to fit the circumstances of the Revolution. During the week-long debate he had made no effort to influence the outcome but when the deadlock developed between Lords and Commons, he was forced to state his position. He summoned a handful of the Lords to St. James Palace and told them that since his landing at Torbay he had kept quiet in order to leave the decision to Parliament; however in view of the turn of events, the possibility of a regency or the conferring of power on Mary alone, he must now make his views clear. If Parliament wanted to create a Regency for the absent James II that was for them to determine but he would not be the Regent. Furthermore, he would not hold the throne by his wife's apron-strings nor would he have any part in the government unless power was placed in his hands for life. If Parliament did not wish to do this he would go home. According to Bishop Burnet, this forthright statement was delivered in a matter-of-fact, unemotional fashion. But it resolved the conflict and William had his way, for while he and Mary were elected joint sovereigns there was never any doubt where the real power lay. While he accepted the Revolutionary Settlement as determined by Parliament, William was jealous of his prerogative, opposed to any further limitation of the authority of the crown, and used his veto power frequently. He discovered as a matter of expediency that he had to get along with Parliament in order to obtain the necessary appropriations for the war with France but he had no notion of parliamentary supremacy. Nor did he understand the party system which had recently developed in England; he was inclined to look upon the Whigs and Tories as opposing factions, self-seeking and without principle. Most of the time he chose his ministers indiscriminately from both parties and trusted none of them. It is true on one occasion he created a Whig ministry and thereby the government operated more smoothly but this was more the result of accident than design.

When we turn to the subject of William's personality, the picture darkens. Some of the traits which contributed to his greatness also made him an unattractive person. He was a cold, hard, forbidding man. This was in part the result of the circumstances surrounding his birth and early life. From the outset his character was hardened by adversity, frustration and disillusionment. Not only was he denied his birthright as we noted above, but he never knew his father and he never enjoyed normal parental love or family life. As a child he was surrounded



by bickerings and jealousies among his mother, grandmother and uncle, each of whom tried to dominate the Prince and at the age of fourteen he lost his mother. In addition to these family squabbles, he felt that he was spied upon by the republican authorities then in power. Under these circumstances it is not surprising that he became very reserved and taciturn; that he learned how to conceal his emotions and to be very wary of extending confidences. These characteristics acquired in his youth were intensified in later life.

He had none of the social graces; he never attempted to be affable even when it was to his political advantage. He was most uncommunicative and remained in seclusion as much as possible. John Evelyn speaks of his "morose temper" and his "coldness of manner." In fact his manners seem to have given almost universal offense. He consciously avoided social intercourse and except for his fondness for hunting he scorned ordinary amusements and diversions. When it was necessary for him to appear at public functions or social gatherings he would stand off to one side surveying the assembly with a cold stare. Those who dared to engage him in conversation were rebuffed by curt remarks or biting sarcasm and the unfortunate victims escaped as quickly as possible.

This forbidding portrait is almost totally unrelieved. There are scraps of evidence to indicate that at times he could be convivial in an intimate group of Dutch friends. His correspondence with his devoted friend William Bentinck shows that he was capable of flashes of warmth and kindness. But certainly the great majority of his contemporaries were unaware of this. Even when we turn to his relations

*(Continued on page 47)*

*William III (Prince of Orange) King of England 1650-1702*
*Great causes in history seem to produce great men*

A few years ago Dr. Harold L. Fowler, Professor of History, presented to a Charter Day convocation a character sketch of Queen Mary. This year he "balanced the record" with the address, "The Character of a King."

## Class letters

### Twenty-seven

*Frank S. Hopkins*
*American Consulate*
*Martinque, French West Indies*

Leonard L. Born, who operates a consultant service to corporations in San Francisco, has been asked by President Chandler to represent William and Mary at the inauguration of the new president of San Francisco State College on May 2. Leonard, who recently celebrated his 25th wedding anniversary with a trip to Acapulco, has two children—Linda, a sophomore at the Sargent School in Cambridge, Mass., and Leonard, Jr., who is in seventh grade and a first-class Boy Scout.

Charles P. Beazley lives in Washington, where he represents Applied Science Laboratories, Inc. of State College, Pa., an organization engaged in scientific research and development work. He also represents other research organizations. He recently obtained for his firm a contract with the National Cancer Institute at Bethesda, Md., for synthesizing compounds used in cancer chemotherapy. Not long ago Charlie was a witness before a Senate Committee to advocate a $10 million appropriation for pilot plant development in the field of converting salt sea water into potable fresh water.

Calahill M. "Spike" Smith for the past nine years has lived in Allentown, Pa., where he is general agent of the Pacific Mutual Life Insurance Company. Spike, once a regular on the William and Mary track squad, is still keenly interested in sports and does his utmost to route promising Pennsylvania high school football players to Williamsburg. His daughter, Shirley, graduated from the College in 1950. She is married and living in Richmond. A second daughter, after studying art at several institutions, will receive her M.A. in this field in June from Cranbrook Art Academy, Detroit.

The sixtieth contributor in the Class of '27 to The William and Mary Fund for 1957 was Ada Blair Whitmore, who is living in Staunton. Her contribution brought the class total to $823.50 and closed the books on 1957. The class has every reason to be proud of its record which in terms of money was 106 per cent of quota, and in terms of participation a full 130 per cent. Several faraway members who hadn't been heard from for years were "smoked out" by the Class Agent's persistent letter writing.

One of the '27's most successful members is Dr. E. Cotton Rawls, who has a fine medical practice in Stamford, Connecticut and has been a generous supporter of The William and Mary Fund. Another who has shared his success with the College is R. E. Bruce Stewart, who has a thriving insurance business in the Norfolk-Portsmouth area.

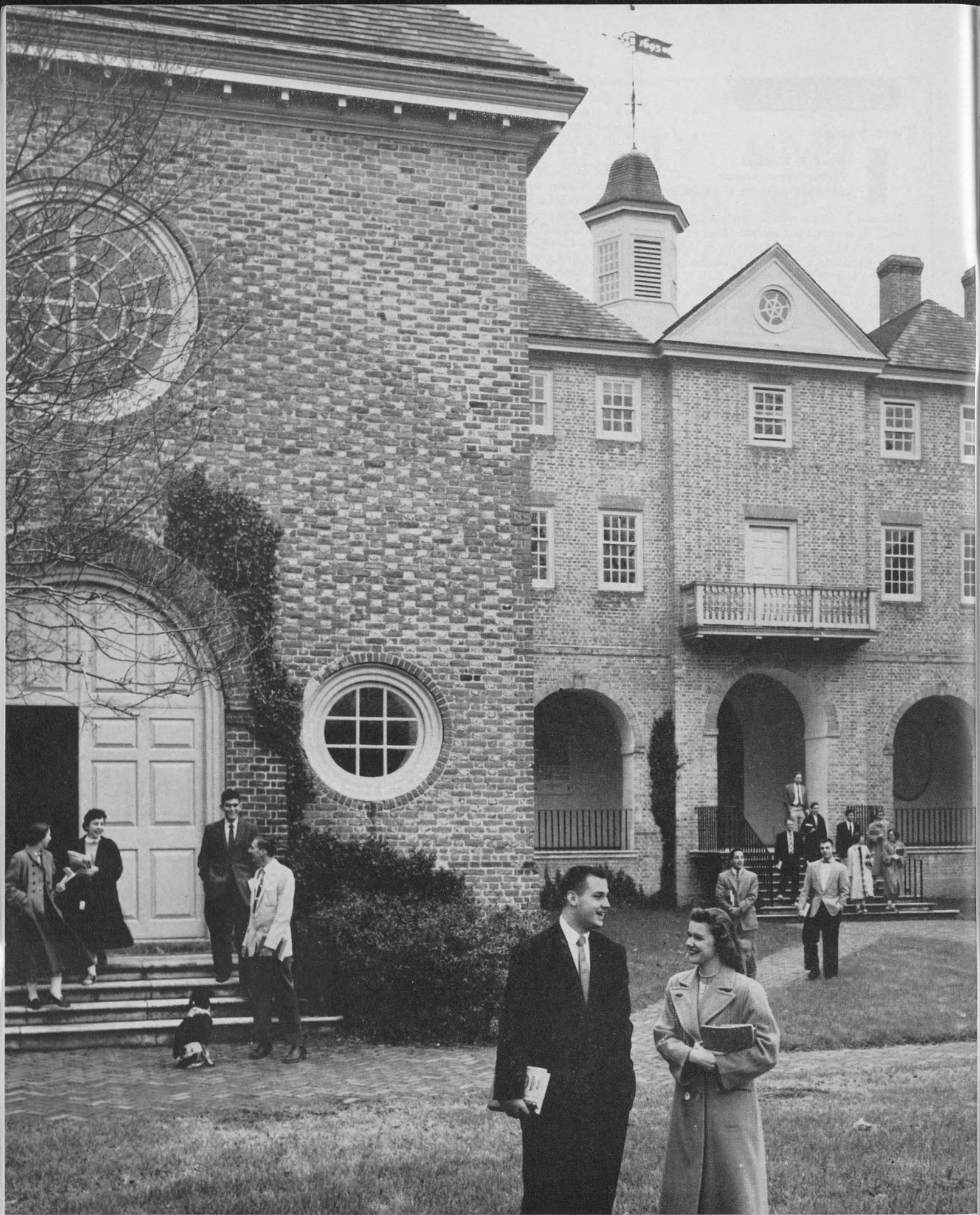
Among co-ed members of the class recently heard from have been Virginia Ayers Woody, Durham, N. C.; Llewellyn Baker Bros, Minneapolis, Minn.; Evelyn Holman, Richmond; Pattie Hunter Clarke, Whaleyville; Mary Hunt Irby, Blackstone; Myrtle Martin, Newport News; and Nina Trevvett, Bloxom.

### Forty-one

*Mrs. William G. Mollenkopf*
*(Margaret H. Mitchell)*
*231 Hillcrest Avenue,*
*Cincinnati 15, Ohio*

"Pat and I have led such a quiet life for the past several years that we never thought our activities would be of particular interest. We've lived in the same house for 10 years and haven't had a baby for 7 years. Until 5 months ago I'd worked for the same company for 16 years and am now Deputy Studio Controller at Paramount Pictures Corp." These lines from an interesting note from Bill and Pat (Howard) Parry certainly characterize the Class of 1941! We've been out of college long enough to settle into our routines but not long enough to do anything very spectacular. The big lament

*(Continued on page 41)*




THE COLLEGE OF WILLIAM AND MARY

A SPECIAL REPORT

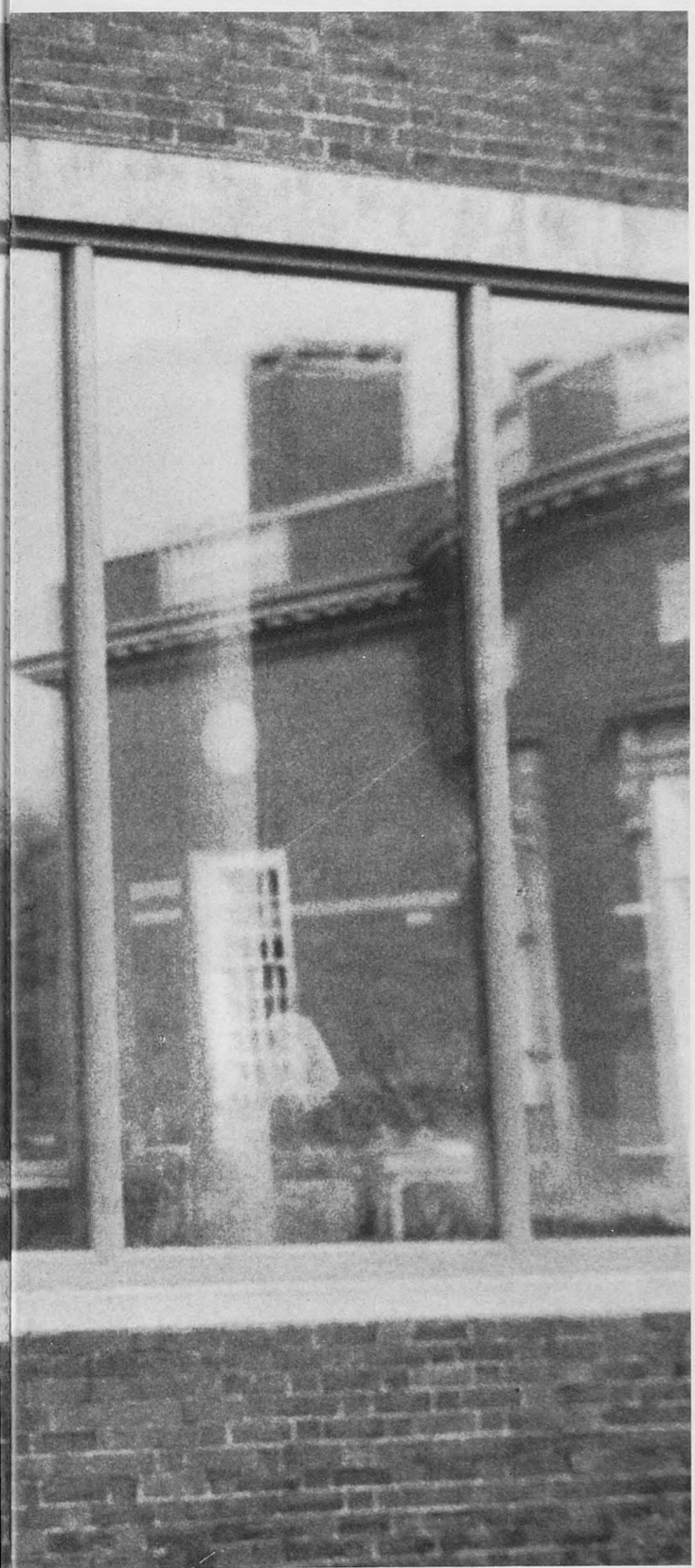
# AMERICAN HIGHER EDUCATION 1958

## ITS PRESSING PROBLEMS AND NEEDS ARE EXCEEDED ONLY BY ITS OPPORTUNITIES

THIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-



HIGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard.

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of $1,250. But it costs Brown $2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around $1,500 a year to get by.

Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than $7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

FROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. "The professor," said one college administrator recently, "should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands."

Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. "Where are the creative thinkers?" they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

THESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education's own offspring; some are products of the times.

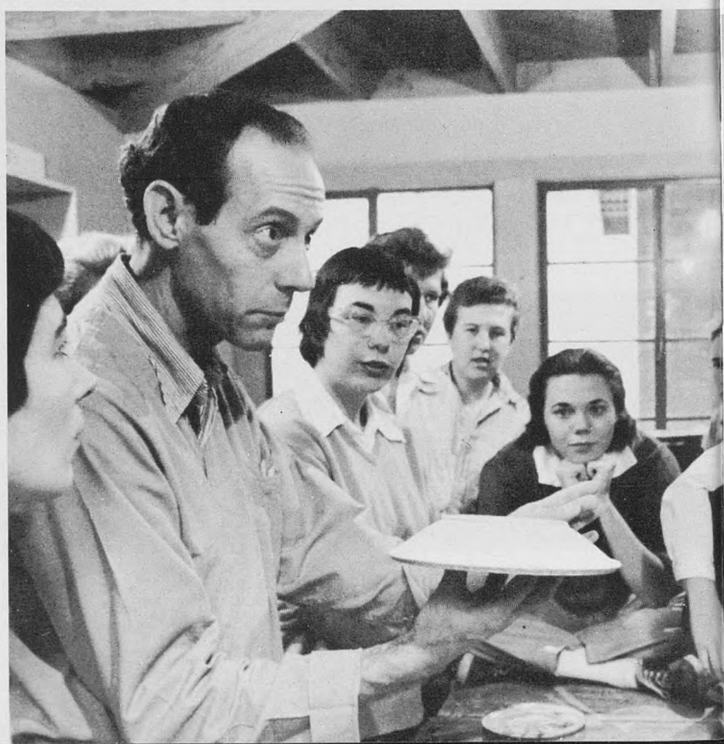
But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world's needs, and hence its diversity.

Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, "American higher education," at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer "higher education," and no two of them are alike. Some are liberal-arts colleges, some are

UNIVERSITY OF NEW MEXICO

MILLS COLLEGE

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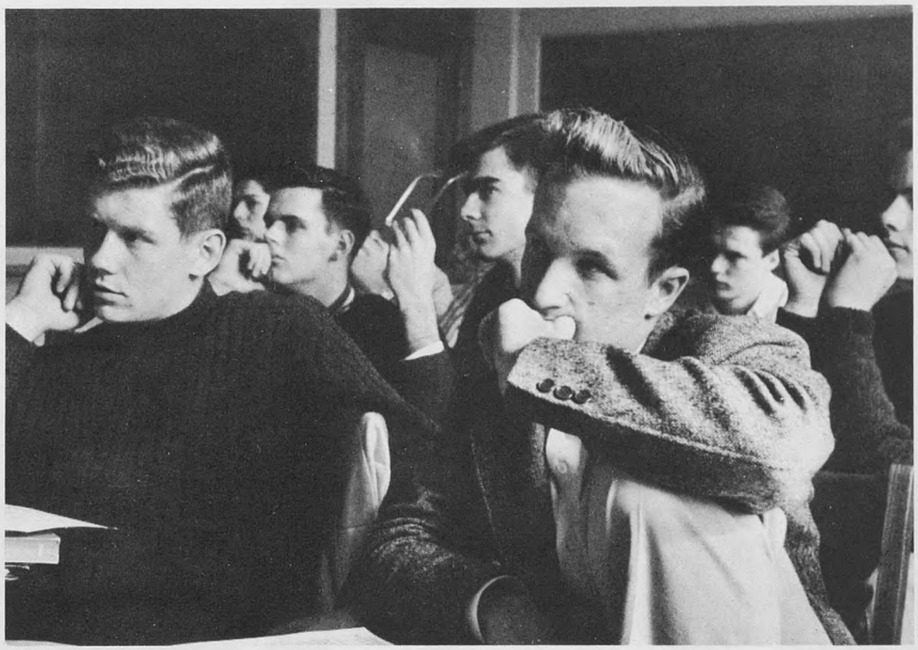
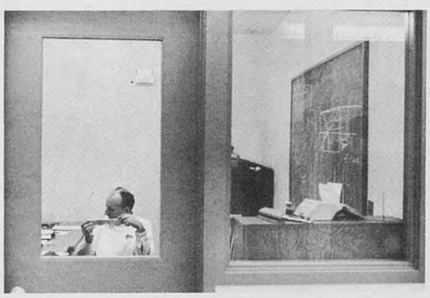


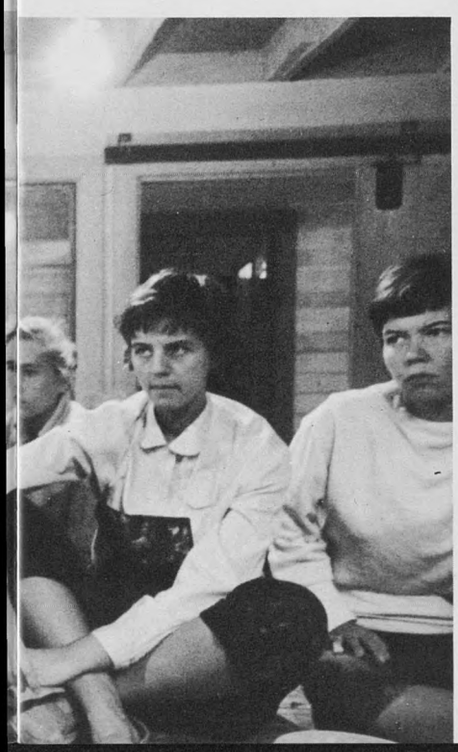
AMHERST COLLEGE



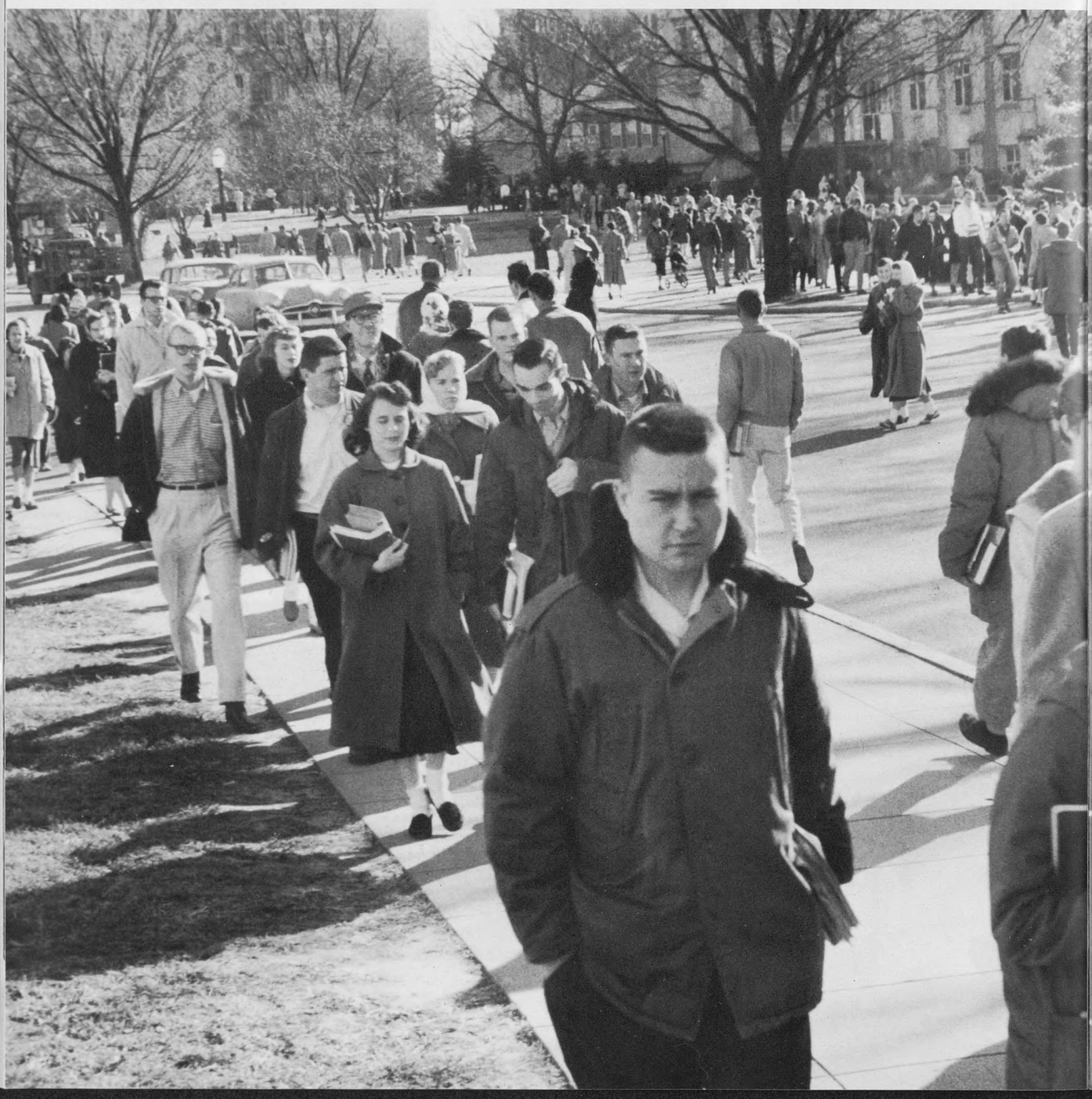
UNIVERSITY OF CALIFORNIA

DEEP SPRINGS JUNIOR COLLEGE

EMORY UNIVERSITY



UNIVERSITY OF KANSAS



WITH growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.

SMITH COLLEGE

vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

AMERICAN higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited: to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars

In the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

NOW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in the exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with their professors, they were building a uniquely American tradition of higher education which has continued to this day.

OUR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

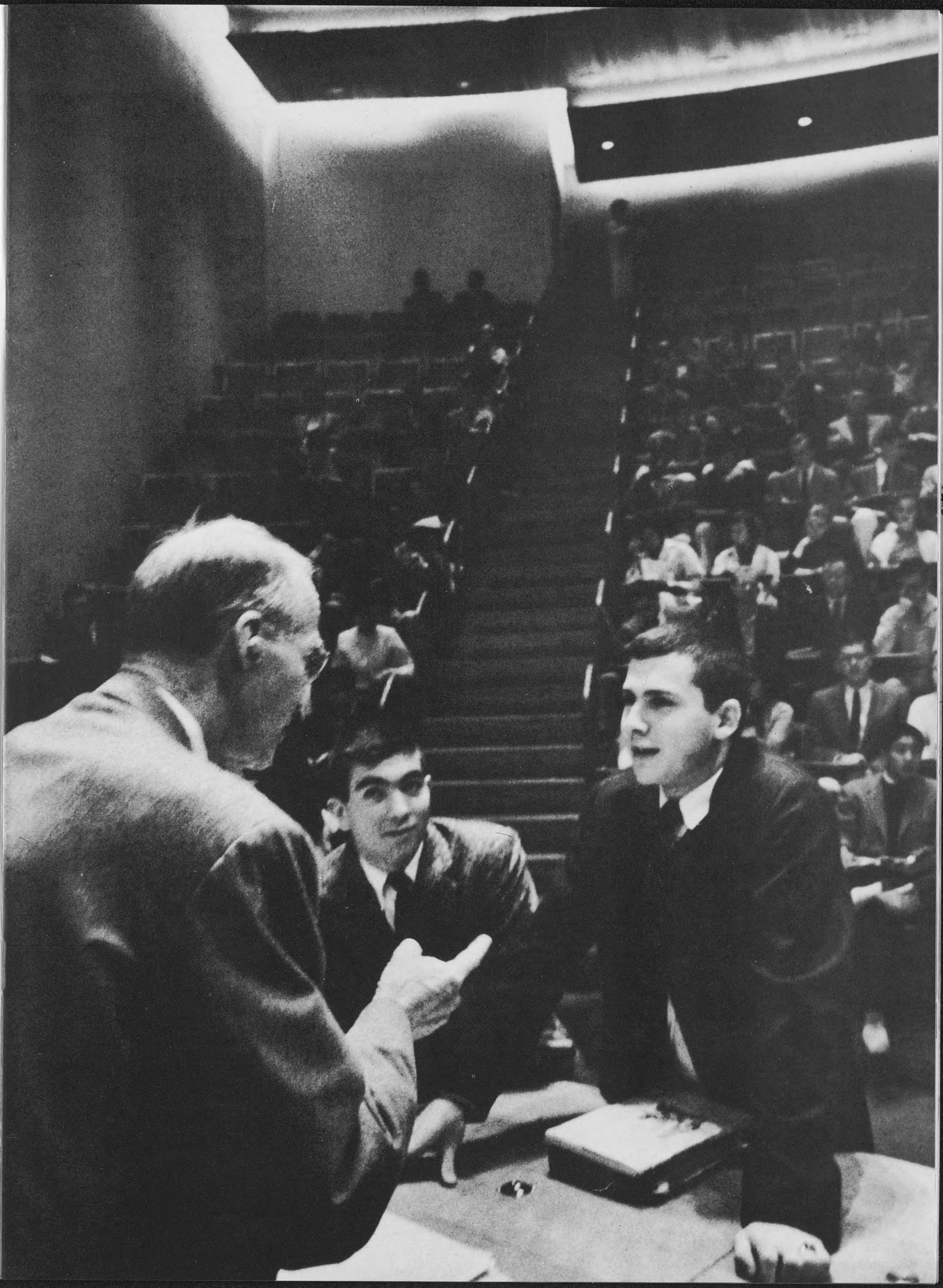
Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will



UNIVERSITY OF CALIFORNIA

To accommodate more students
and to keep pace with increasing demands
for complex research work,
higher education must spend more on construction
this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*."

Like all of the country, California and Californians have some big decisions to make.

DR. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built "right away."

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend $500,000.

For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan's president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

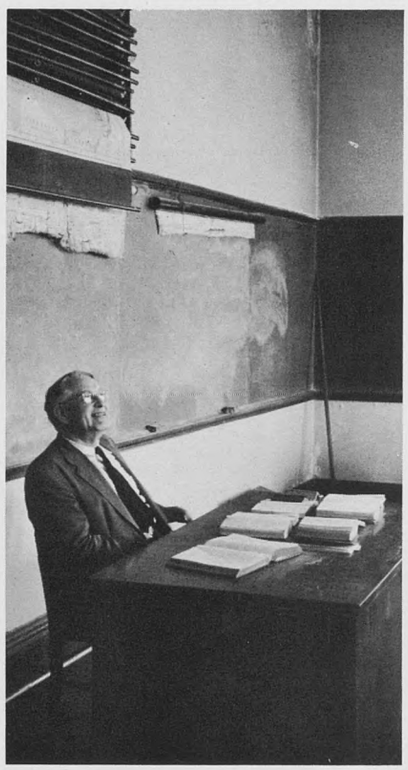
Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

A group of people reached a hard decision, and then made it work. Dr. Chrisman's hopes have been more than fulfilled.

So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.

UNIVERSITY OF CALIFORNIA

WEST VIRGINIA WESLEYAN COLLEGE



THE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.

Ninety per cent of them replied. In calendar 1958, they are spending $1.078 billion.

Purdue alone has $37 million worth of construction in process. Penn has embarked on twenty-two projects costing over $31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Everywhere in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

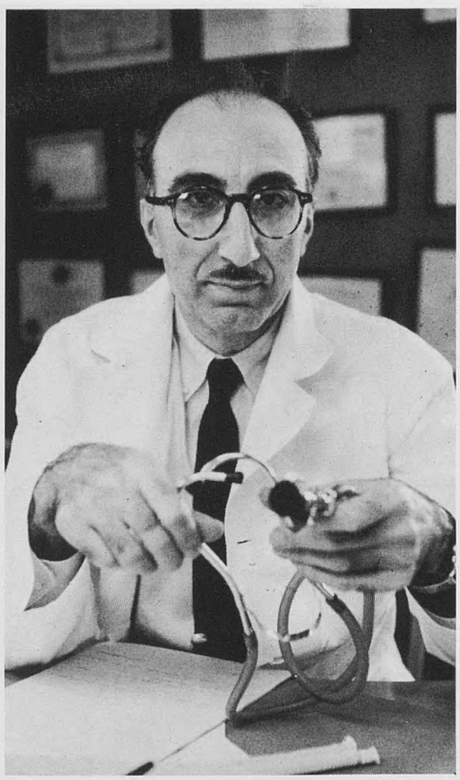
BUILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deeper.

Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

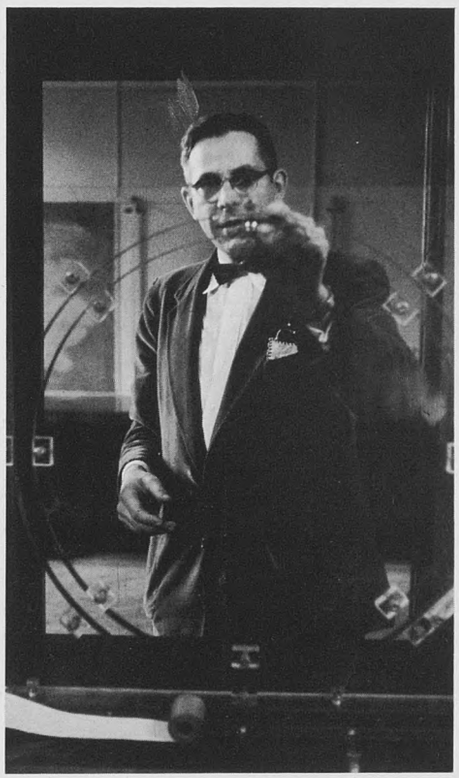
Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

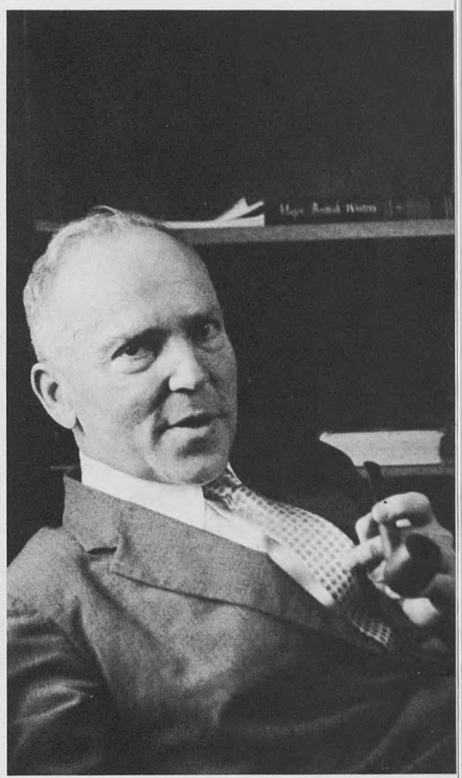
We call upon them to give us space-age weapons and



BAYLOR UNIVERSITY

RENSSELAER POLYTECHNIC INSTITUTE





DARTMOUTH COLLEGE

polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

AMERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us —but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over $5,000. The average salary of a full professor is just over $7,000.

It is a frequent occurrence on college campuses for a graduating senior, nowadays, to be offered a starting salary in industry that is higher than that paid to most of the faculty men who trained him.

On humane grounds alone, the problem is shocking. But it is not limited to a question of humaneness; there is a serious question of national welfare, also.

"Any institution that fails through inability or delinquency to attract and hold its share of the best academic minds of the nation is accepting one of two consequences," says President Cornelis W. de Kiewiet of the University of Rochester. "The first is a sentence of inferiority and decline, indeed an inferiority so much greater and a decline so much more intractable that trustees, alumni, and friends can only react in distress when they finally see the truth. . . .

"The second . . . is the heavy cost of rehabilitation once the damage has been done. In education as in business there is no economy more foolish than poor maintenance and upkeep. Staffs that have been poorly maintained can be rebuilt only at far greater cost. Since even less-qualified and inferior people are going to be in short supply, institutions content to jog along will be denied even the solace of doing a moderate job at a moderate cost. It is going to be disturbingly expensive to do even a bad job."

The effects of mediocrity in college and university teaching, if the country should permit it to come about, could only amount to a national disaster.

WITH the endless squeezes, economies, and crises it is experiencing, it would not be particularly remarkable if American higher education, this spring, were alternately reproaching its neglecters and struggling feebly against a desperate fate. By and large, it is doing nothing of the sort.

Instead, higher education is moving out to meet its problems and, even more significantly, looking beyond them. Its plans take into account that it may have twice as many students by 1970. It recognizes that it must not, in this struggle to accommodate quantity, lose sight of quality or turn into a molder of "mass minds." It is continuing to search for ways to improve its present teaching. It is charting new services to local communities, the nation, and vast constituencies overseas. It is entering new areas of research, so revolutionary that it must invent new names for them.

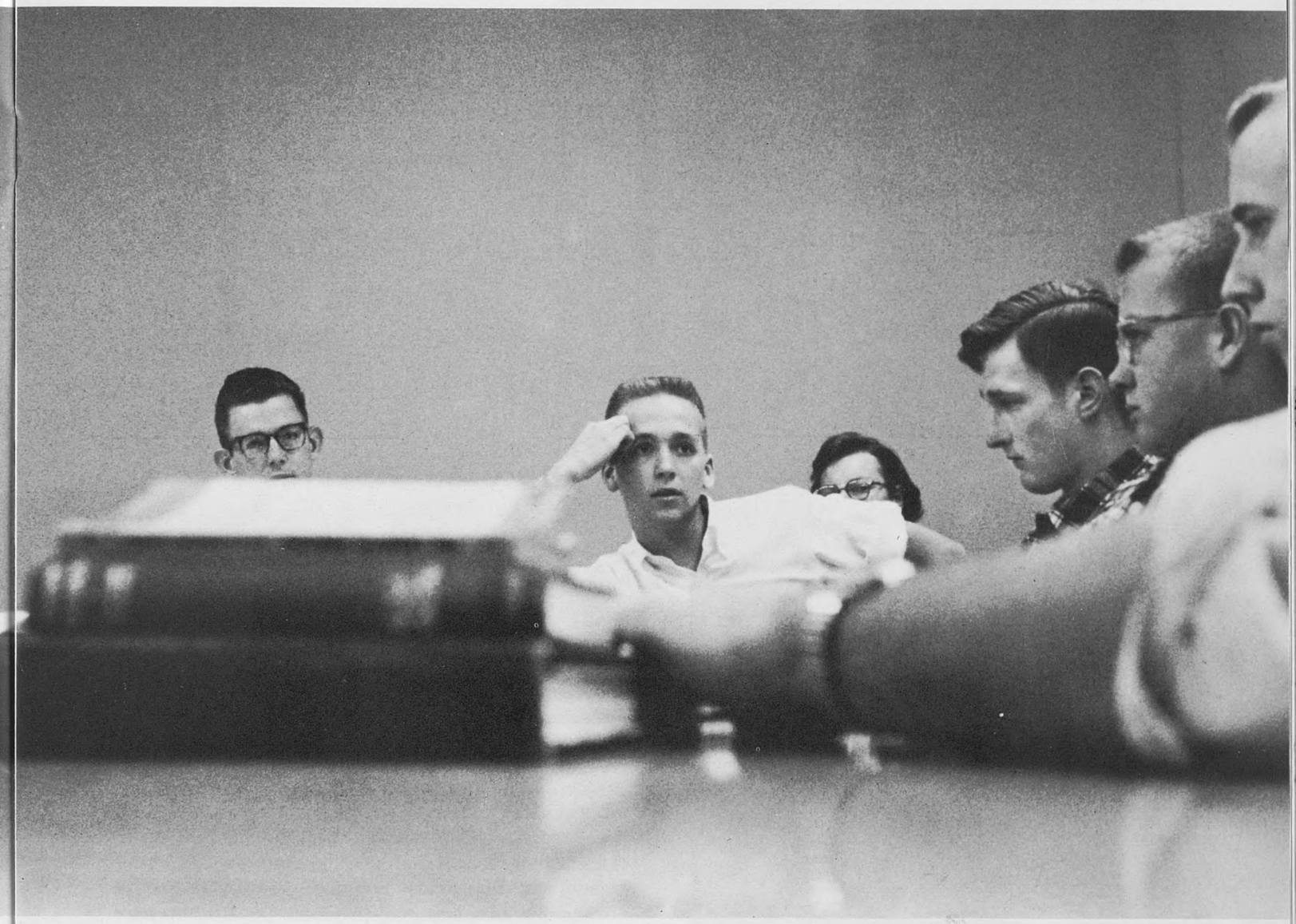
CONSIDER the question of maintaining quality amidst quantity. "How," educators ask themselves, "can you educate everyone who is ambitious and has the basic qualifications, and still have time, teachers, and money to spend on the unusual boy or girl? Are we being true to our belief in the individual if we put everyone into the same mold, ignoring human differences? Besides, let's be practical about it: doesn't this country need to develop every genius it has?"

EXCEPTIONAL students must not be overlooked, especially in a time when America needs to educate every outstanding man and woman to fullest capacity. The students at the right are in a philosophy of science class.

There is one approach to the problem at an institution in eastern California, Deep Springs. The best way to get there is to go to Reno, Nevada, and then drive about five hours through the Sierras to a place called Big Pine. Deep Springs has four faculty members, is well endowed, selects its students carefully, and charges no tuition or fees. It cannot lose sight of its good students: its total enrollment is nineteen.

At another extreme, some institutions have had to

STANFORD UNIVERSITY



devote their time and effort to training as many people as possible. The student with unusual talent has had to find it and develop it without help.

Other institutions are looking for the solution somewhere in between.

The University of Kansas, for example, like many other state universities, is legally bound to accept every graduate of an accredited state high school who applies, without examinations or other entrance requirements. "Until recently," says Dean George Waggoner of Kansas's College of Liberal Arts and Sciences, "many of us spent a great deal of our time trying to solve the problem of marginal students."

In the fall of 1955, the university announced a program designed especially for the "gifted student." Its objective: to make sure that exceptional young men and women would not be overlooked or under-exposed in a time of great student population and limited faculty.

Now Kansas uses state-wide examinations to spot these exceptional high-school boys and girls early. It invites high-school principals to nominate candidates for scholarships from the upper 5 per cent of their senior classes. It brings the promising high-school students to its Lawrence campus for further testing, screening, and selection.

When they arrive at the university as freshmen, the students find themselves in touch with a special faculty committee. It has the power to waive many academic rules for them. They are allowed to take as large a bite of education as they can swallow, and the usual course

UNIVERSITY OF KANSAS

EVEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.

The "quality *vs.* quantity" issue has other ramifications. "Education's problem of the future," says President Eldon L. Johnson of the University of New Hampshire, "is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place."

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

WHAT *is* a better educated, more thoughtful citizenry? And how do we get one? If America's colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst's students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization's issues and processes. (But they were not "surveys" —or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls "those superficial omnibus affairs.")

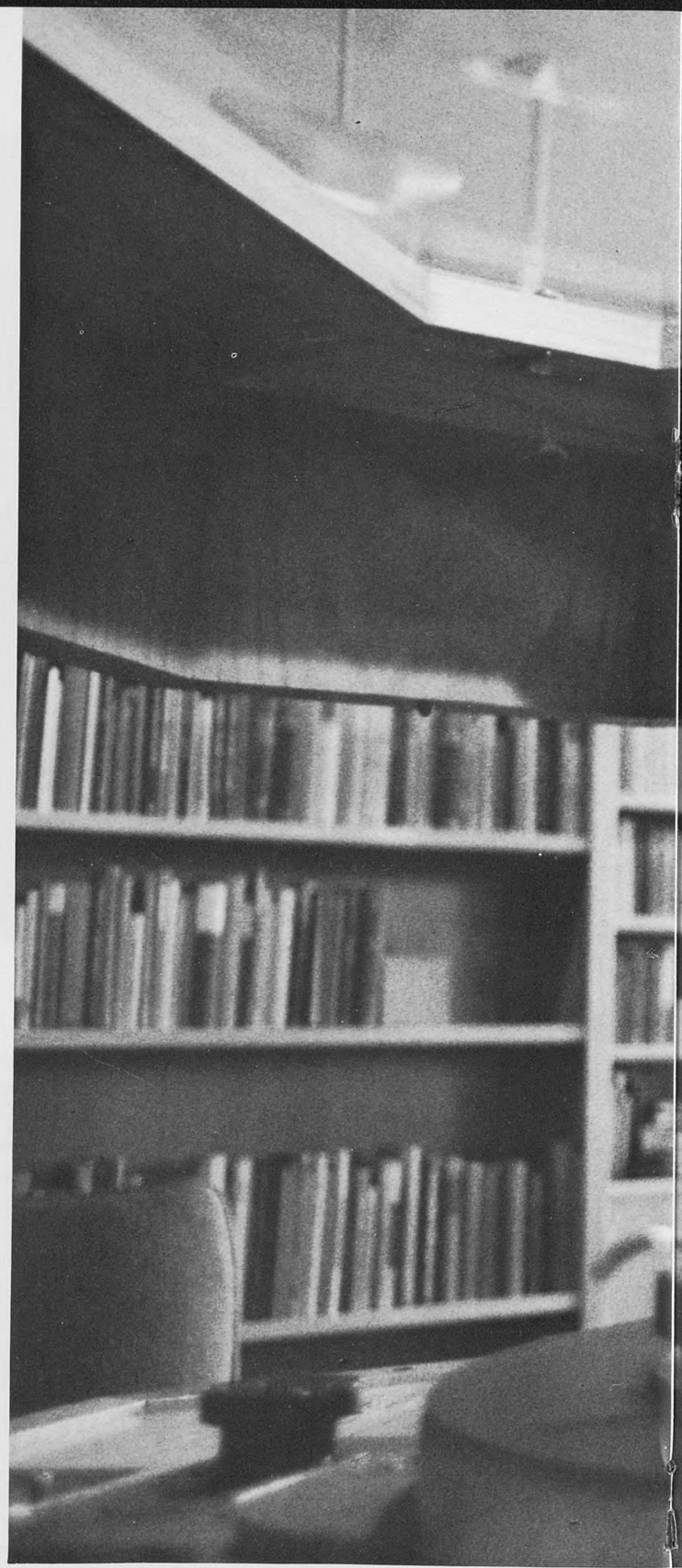
How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a "Hate Arons Silence."

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

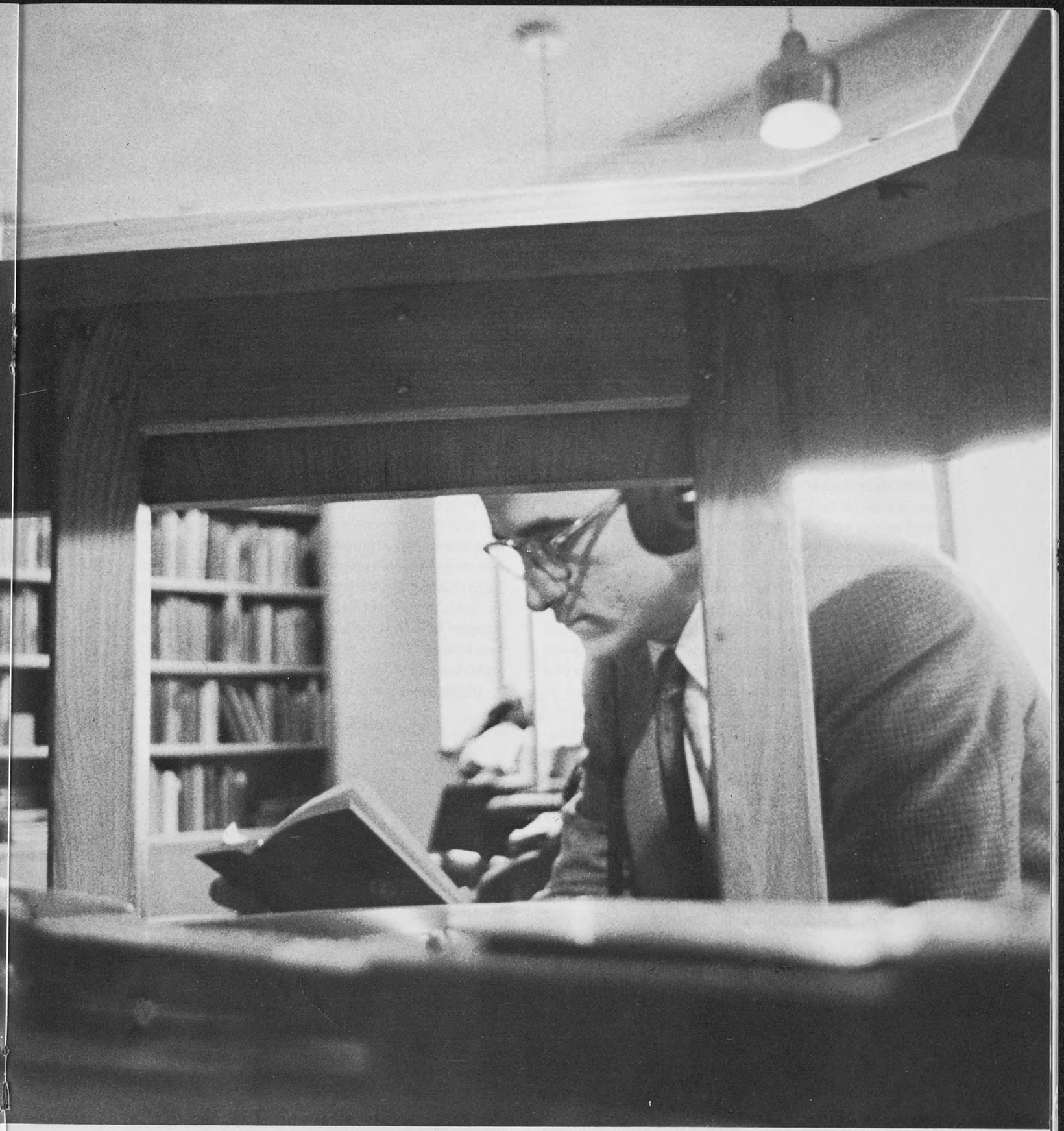
TO TEACH them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

THUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

BAYLOR UNIVERSITY



TO IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*above*) and television, which (*left*) can bring medical students a closeup view of delicate experiments.



HARVARD UNIVERSITY

To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lecture or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to *help* them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

AMERICAN higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

"Democracy's Growing Edge," the Teacher's College of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for youth.

Many other institutions currently are offering a variety

of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

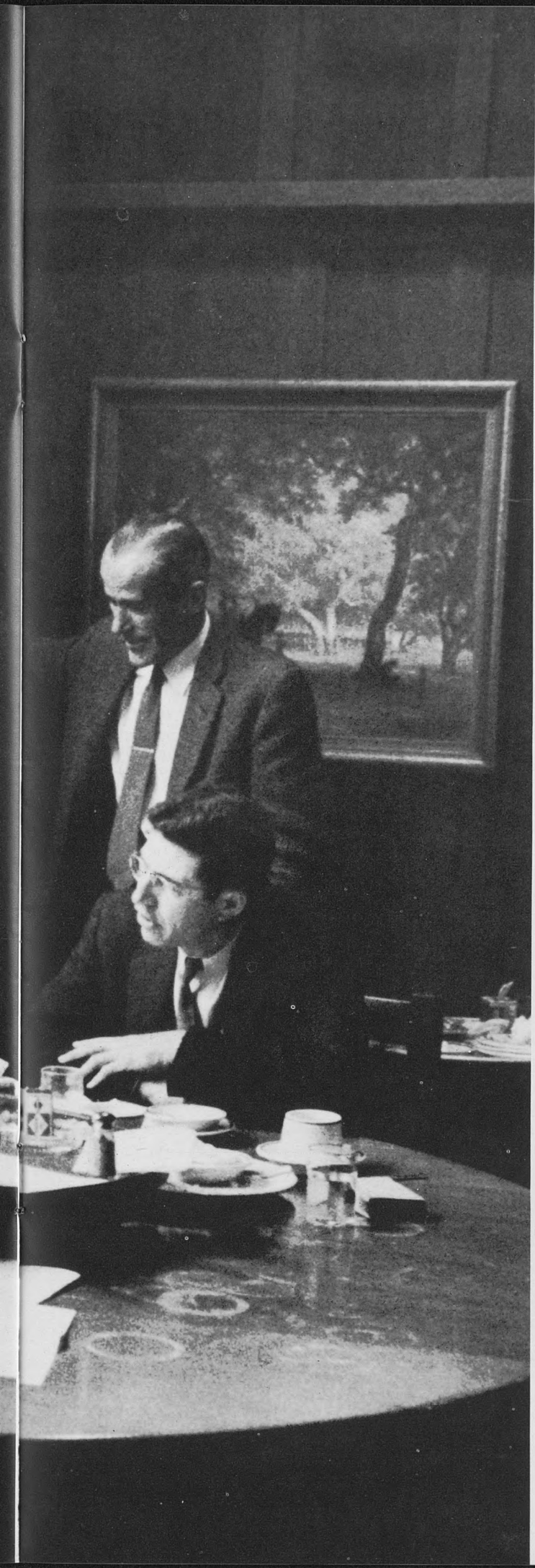
In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA

IN ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.



UNIVERSITY OF CALIFORNIA

NONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching.

helping to develop Peruvian research in textiles; and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

THUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young. All are brilliant men who have turned down lucrative jobs in business or industry. All have been offered higher-paying posts at other universities.

EVERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher. It relies upon him today as never before.

"It's the atmosphere, call it the teaching climate, that keeps me here," said one.

"Teachers want to know they are appreciated, that their ideas have a chance," said another. "I suppose you might say we like being a part of our institution, not members of a manpower pool."

"Oklahoma has made a real effort to provide an opportunity for our opinions to count," said the third. "Our advice may be asked on anything from hiring a new professor to suggesting salary increases."

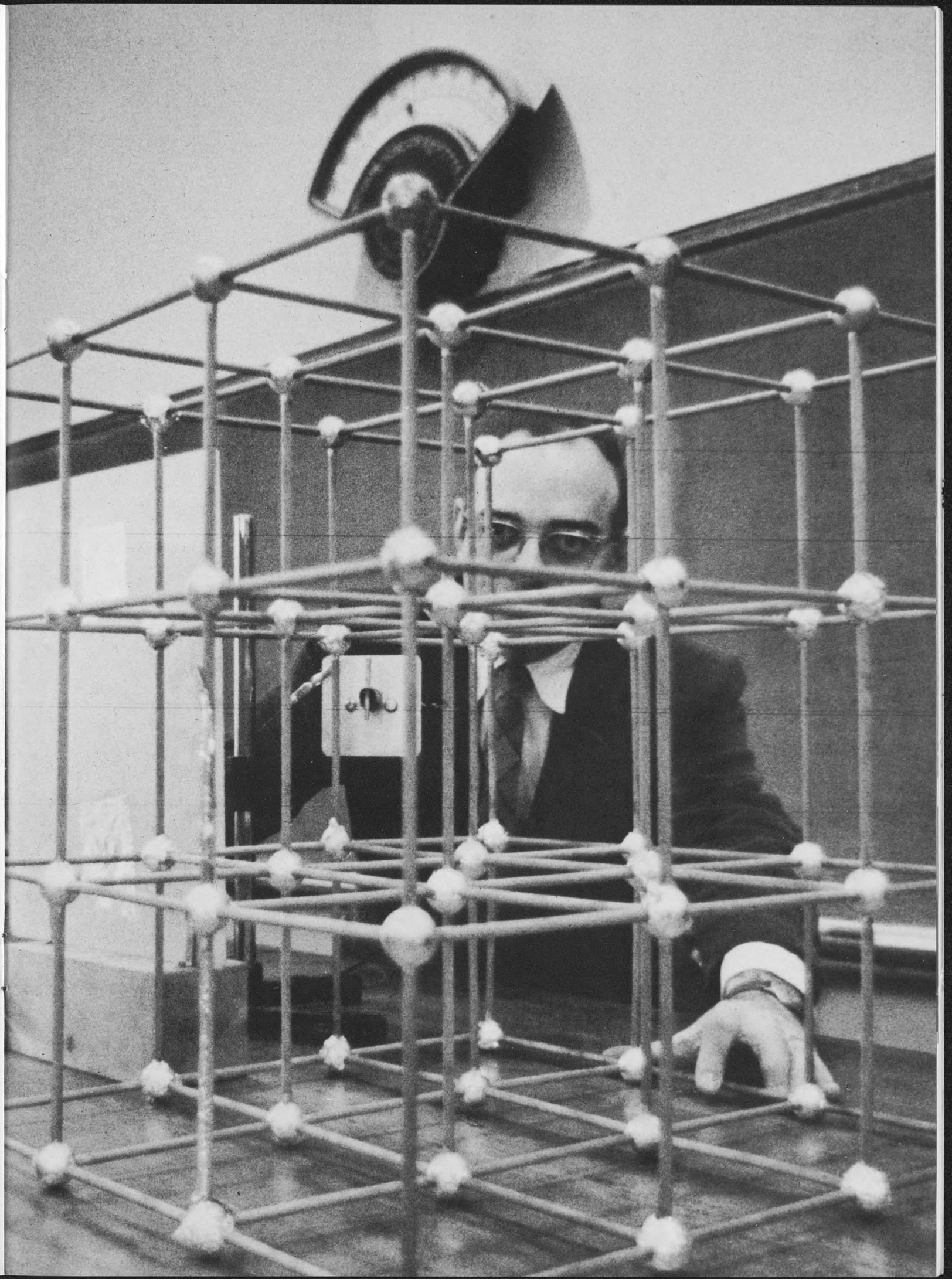
The University of Oklahoma, like many other institutions but *un*like many more, has a self-governing faculty. "The by-products of the university government," says Oklahoma's Professor Cortez A. M. Ewing, "may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty."

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

GONE is the old caricature of the absent-minded, impractical academician. The image of the college professor has changed, just as the image of the college boy and the college alumnus has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year's study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall,



and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

DR. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only "higher bacteria." Another, however, identified them as little-known organisms usually called actinomyces.

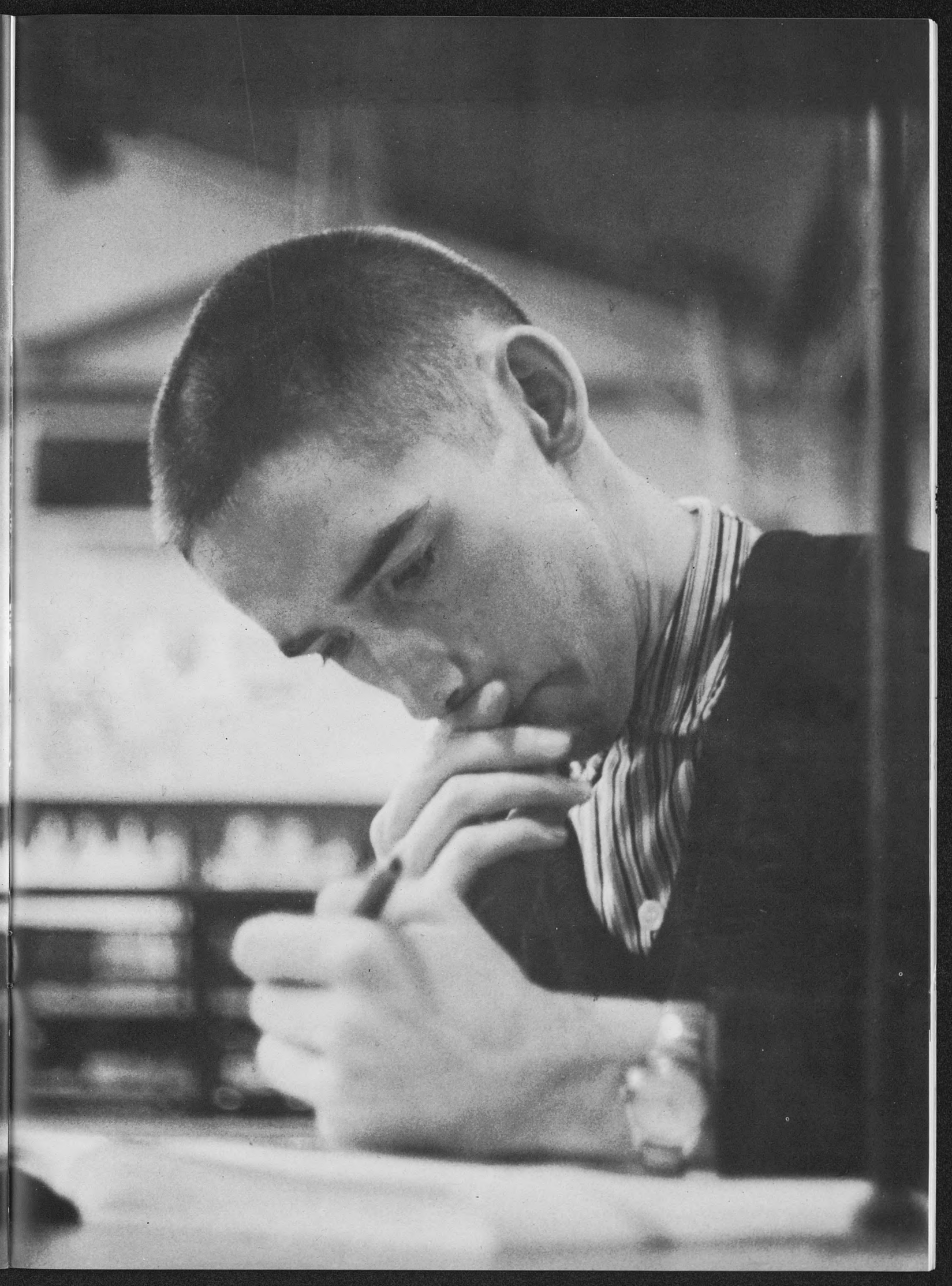
Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master's degree. But he soon began to devote more and more time to soil fungi and the strange actinomyces. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

RUTGERS UNIVERSITY

SOME research by faculty members strikes people as "pointless." It was one such pointless project that led Dr. Selman A. Waksman (*left*) to find streptomycin. Good basic research is a continuing need.

OHIO STATE UNIVERSITY



In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

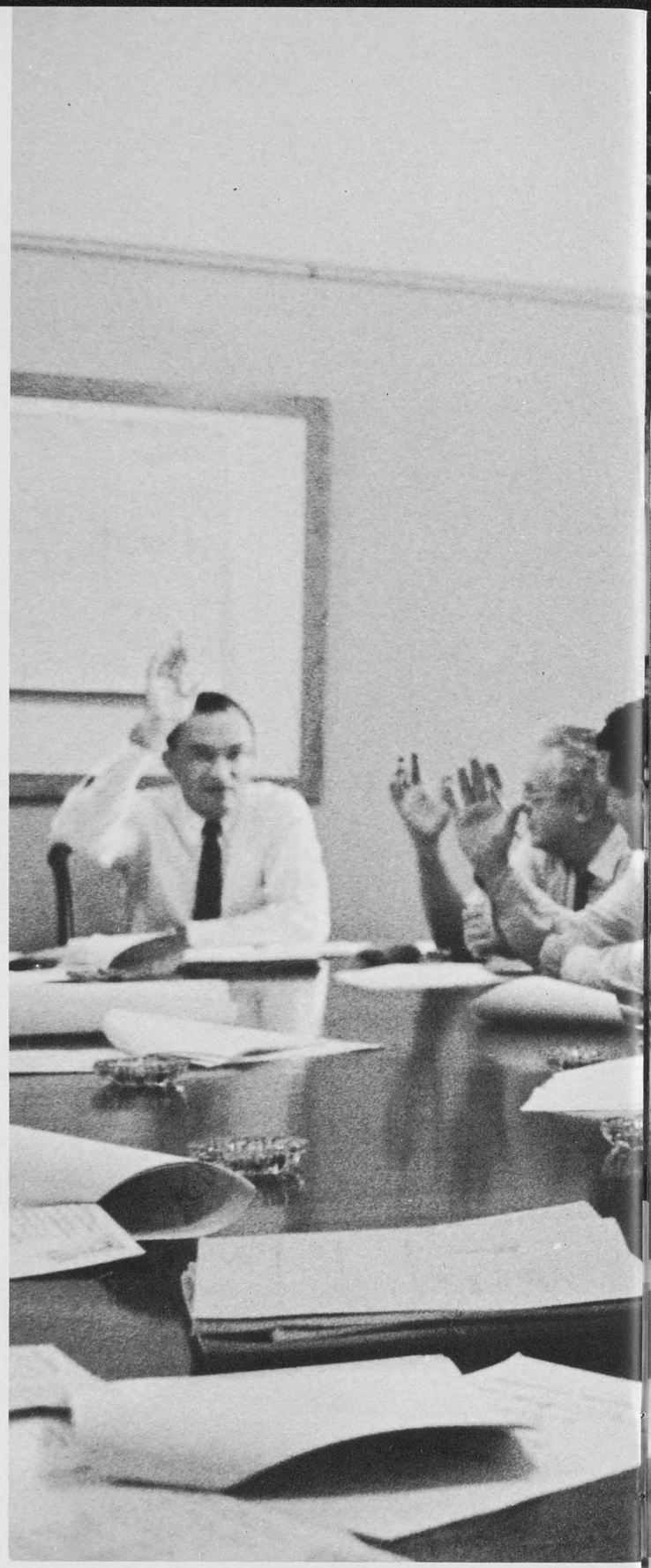
The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomyces. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

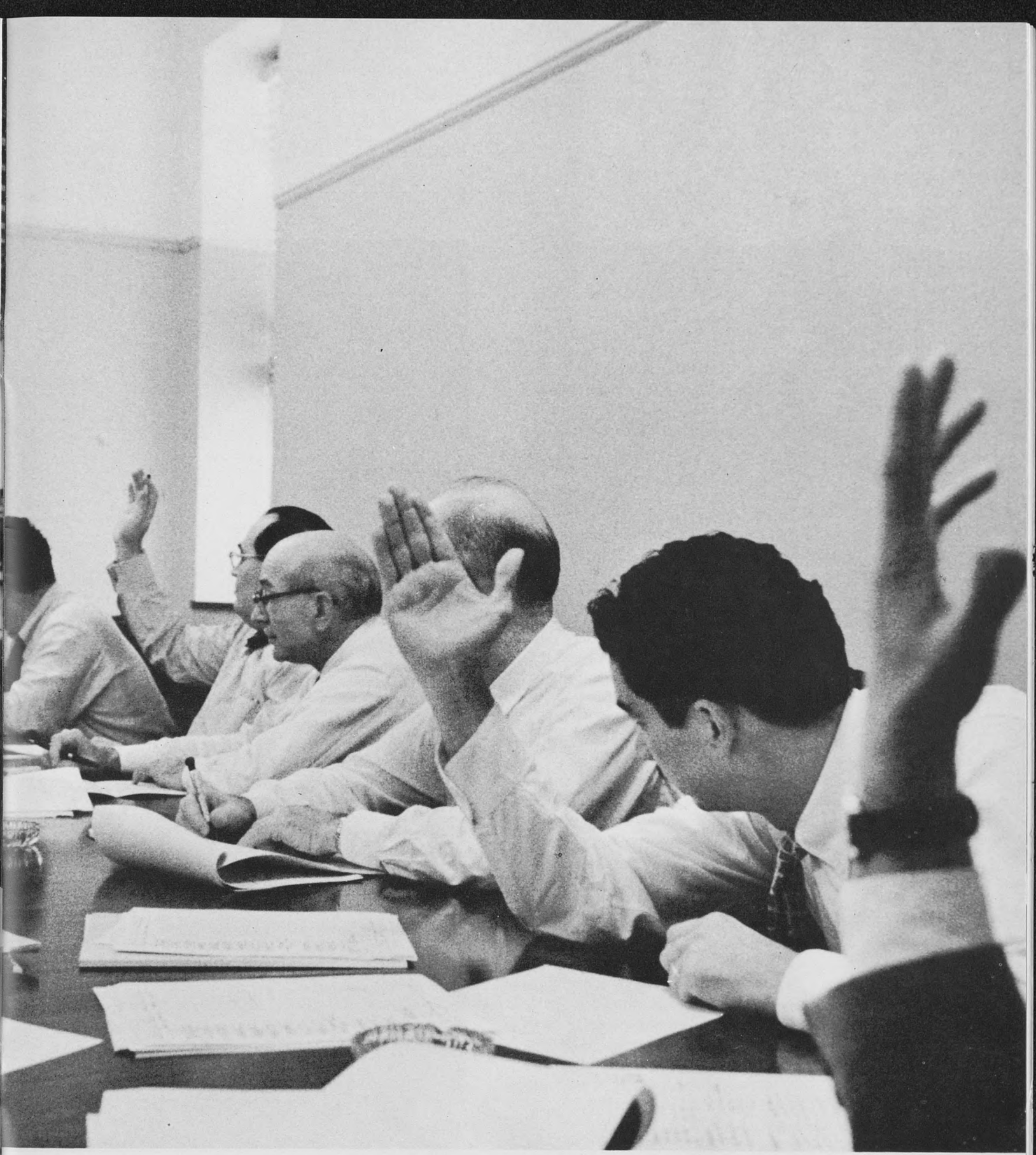
Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents; they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward tne development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-



TO FIND the most promising young people of America and then provide them with exceptional educational opportunities: that is the challenge. Above, medical school professors vote on a candidate.



BAYLOR UNIVERSITY

Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

ALFRED NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

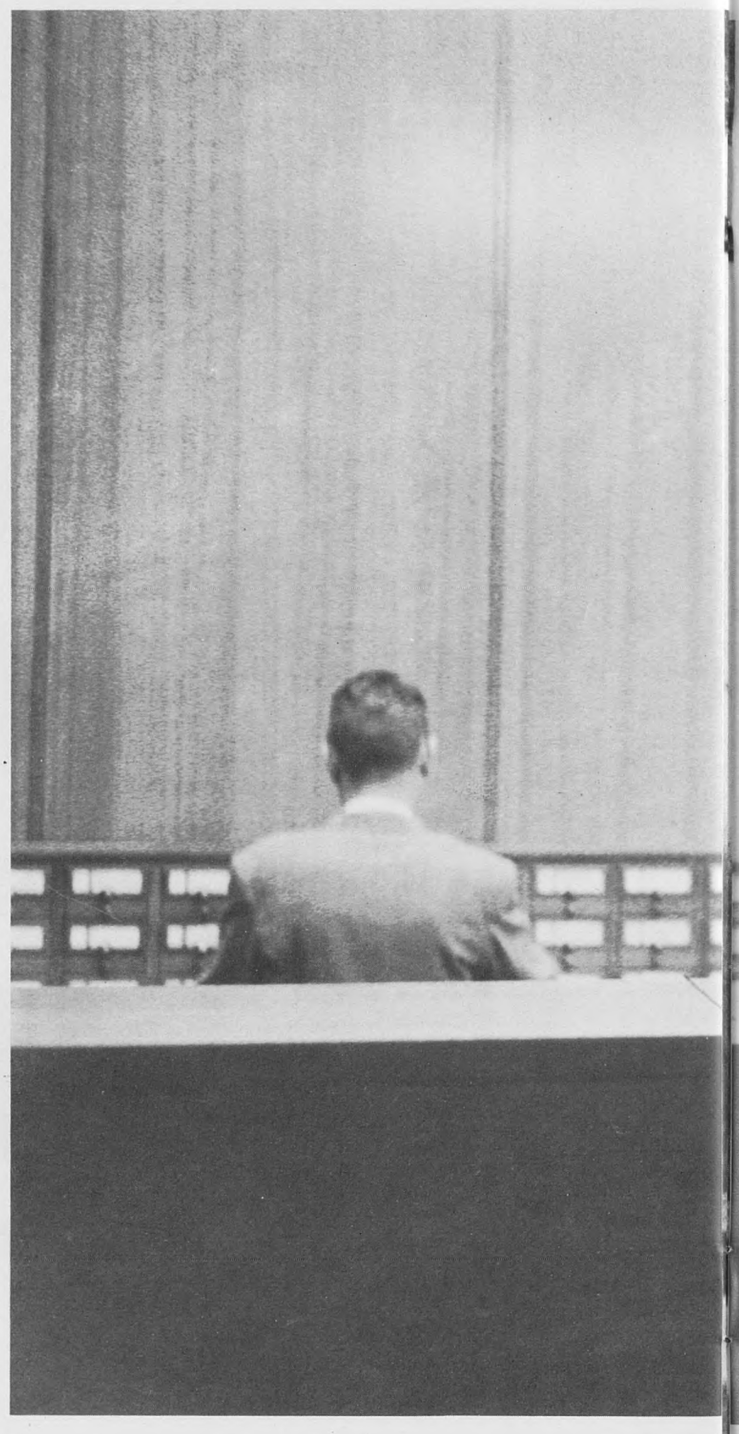
Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the alumnus: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an alumnus—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.



EDUCATION of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.

TULANE UNIVERSITY

## ACKNOWLEDGMENTS

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*(Continued from page 7)*

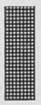
is that "nothing of interest happens to me." Cheer up, we're all in the same boat and since misery loves company, keep your letters and cards coming so that we may all commiserate together.

The Parry's are living in Pacific Palisades, California, and have as new, near neighbors Ruth (Rapp) and Bob Thayer. Pat has graduated from Girl Scout work after five years and has taken up, among other pastimes, golf. They were east two years ago on the "grand tour," including Williamsburg, showing their daughters this part of the U. S.

Houston Ashworth's travels have taken him from Norfolk, to Indianapolis, to Cincinnati, to Columbus where he is now Merchandising Manager for the Columbus area of the Colonial Stores-Albers Super Markets chain of stores. His work is difficult, but interesting, and he enjoys the Big 10 football and the tremendous interest in basketball. Not long ago he ran into Joe Berman, who has his own company in nearby Dayton, and had seen Robert Tucker who lives in Wilmington (Ohio). Bob is secretary-treasurer of his company, as well as auditor for the city.

From Jean Klinefelter Nakhnikian comes word of her family of three daughters, ages 6, 4, and 1, and husband George who is Chairman of the philosophy department at Wayne State University in Detroit. Jean has been President of the Cooperative Nursery this past year. She keeps in touch with Liz Costenbader Bellis and John—they are settling in an interesting new house in Hamden, Conn., a suburb of New Haven, where John is a psychiatrist.

## Forty-four



*Barbara J. Durling*
*264 Regent St.*
*Hampton, Va.*

The on-hand news has dwindled since I checked other class letters. I'll try not to repeat since you probably all read the news for Classes '41 thru '47 anyway. My responsibilities have decreased recently so perhaps now I can make up, in part, for the short and sparse class letters.

It is with regret that I report the death of our beloved Barrett Hall housemother—Mrs. Rose Campbell.

Susie Parsons Henderson and Hunky have two daughters. Susie said that Jo Parker Flint and John have a boy and a girl. They have a new home in Charleston, S. C.

Buddy and Jo Clarke live in Kilmarnock and have three sons. Johnny and Muriel Brown have one son and live in Norfolk. He is head football coach at Granby High School and a Lt. Col. in the Army Reserve. Buck and Lottie Bradford live in Lynchburg where he is city comptroller.

That's all for this issue. I'm looking forward to your notes and postcards about trips, moves and generally—news! My goal for the summer is to bring our class records up to date. This should bring in a lot of news if you will help me. Have a happy vacation!

## Forty-eight

*Mrs. Paul T. Eitel, Jr.*
*(Mary Minton Cregor)*
*309 Lotis Way*
*Louisville 7, Ky.*

Thanks to the Alumni Office, we have a letter this time. We were asked to make it short—and short it is! These bits of news came on the return Fund envelopes—which I recommend to all. Both check AND news—please.

Vera Audrey Beck Mayne wrote that she and John were now living in Bay City, Michigan, where John has been practicing since June, 1956, when he finished his residency at Harper Hospital in Detroit. They have one son, Robert Bruce, who is three years old. Another alum who lives there is Margery Knepp Dodson.

Martha Jenkins Prosser wrote of "a wonderful new house with four bedrooms, two children—Martha, age 6, and David III, age 9, one dog—Baron, a Weimaraner." The location is 10 Brandon Road, Lakeland, Fla.

Richard Plumer, Assistant Director of the University of New Hampshire News Bureau, has been promoted to University News Editor. He will have direct responsibility for the operation of the UNH News Bureau and will serve as the University's press officer. Dick,

who was for several years Editor of the Bristol Enterprise, is a former Ass't. Chief Coordinating analyst for the Office of Naval Intelligence and served for a time as a staff assistant to United States Congressman Perkins Bass. He has been on the University staff since 1955.

Lyle Thornhill was appointed Executive Vice President of the Richmond Life Insurance Company last fall.

This comes from the Furman News Service: Dr. David Pulley, American educator who was recently a Fulbright lecturer in South America, joined the Furman University faculty in January as professor of education. Before going to the University of Chile as a special lecturer under the Fulbright program. Dr. Pulley was director of the University of Arkansas' fifth year program in teacher education, a program sponsored by the Ford Foundation's Fund for the Advancement of Education. He is a former high school teacher in Williamsburg, Va., and New Haven, Conn., a former professor at New Haven State Teachers College and a former associate director of Connecticut's Cooperative Program in Educational Administration. At Furman, Dr. Pulley became associate director of the University's 1958 Summer Session. Next September he will assume the chairmanship of the Department of Education.

Again—a few reminders. Send your check to the Fund and please, a line or two on the space provided on the envelope. It couldn't be much easier. You don't even need a stamp. If you're like me, you're forever out of them. And, we can't ignore the fact that this is our Tenth Reunion. Hope as many of you as possible are planning on being there. Sounds like a real party.

## Forty-nine

*Mrs. Lawrence E. Barron*
*(Eva Kafka)*
*2120 Douglas Rd.*
*Indianapolis 20, Ind.*

Our final letter of the academic year finds us with very little news, except the following items obtained from publicity releases.

M. D. (Red) Newman has joined Cabell Eanes, Inc., Richmond advertising agency, as an account executive and Harry Alley is currently associated with the duPont Company as a chemist.

Jim Siske is traveling Field Secretary for Phi Sigma Kappa Fraternity.

Larry and I are at the moment in the New York metropolitan area on company business and hope to be able to see several '49'ers while here. Tried to contact Alice Baxley and found that she had left for Europe the day before I arrived in town. She'll be visiting Rome, Florence, Venice, Paris and London, and return to this country in May.

Do let us hear a word from you this summer, so that we can begin with a long column in the fall issue of the GAZETTE. Happy vacation time meanwhile!

## Fifty

*Miss Nancy A. Rigg*
*95 Sheryl Place, N.W.*
*Atlanta 9, Georgia*

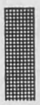
Have you discovered the latest in modern cards? They are called Procrastinator Cards. A sample—I would have written sooner . . . BUT . . . I've been on the run. Some Indians mistook me for an evil spirit of drought and have been chasing me. Luckily it rained today or I might *never* have written. Now I want each of you to dash down to your local stationery shop and purchase a suitable card and send it to me along with the news that you have been accumulating these past several years.

It's a boy! That's the announcement from Dorothy Jane Smith (Wilson) and Preston. Thomas Karl weighed in at 9 lbs. ½ oz. on March 6.

Nancy Nolley (Avera) and her Air Force husband are presently living in Bedford. They expect to be transferred to Fort Lee in August, and they'll be bringing the new addition to their family, and infant son recently adopted.

We had instructions to keep this letter short, and this one should win the prize.

## Fifty-one



*Mrs. Beverley F. Carson*
*(Anne Reese)*
*600 Clay Street*
*Franklin, Virginia*

Thank gracious my last letter was cut some because I was short of news. Thus I am starting my letter this time with that which was cut out of the last one. First, however, I want to remind you to be sure and contribute to the 1958 William and Mary Fund if you haven't already done so. Also, please let me hear from

you this summer, and if you are in or near Franklin, do come by or give me a ring.

Betty Williams (Ghent) whom you will remember from our freshman year, wrote that she and Charles went to Portland, Oregon, a year after they were married and were there for about seven years. Out there they had a marvelous time hiking, horseback riding, exploring, climbing mountains, and Charles especially enjoyed fishing for big rainbow trout in mountain streams. The insurance company for which he worked in Portland has its home office in Springfield, Mass., and sent him to manage an office in Louisville, Ky., a year ago. She was thrilled because this meant that she would be nearer her family in Norfolk. Their son, Charles Leslie Ghent, III, was born March 24, 1956.

Lew Lepper wrote that he is now instructing R.O.T.C. at Purdue University. He is married and has two children.

I got an Easter card from Sarah Enos (Brown). Their first child, David James, was born on July 29, 1957. At present they are living in New Washington, Indiana, while Jim is attending the Presbyterian Seminary in Louisville, Ky. He graduates next month, and they have accepted a call to National Missions Work in Kansas City, Mo. She also wrote that Sidna Chockley (Rizzo) Paul, and their son David have moved to River Edge, New Jersey. Paul is now with I.B.M. in New York.

Gwen Batten (Perkins) wrote from Charlottesville that Perk will get his Master's in Business Administration on June 9. He will begin work in Richmond on June 23 as the Assistant to the President of Southern Lightweight Aggregate Corp. At the moment they are house hunting in Richmond and looking forward to living there. Camille and Bruce Henderson recently visited them. They are on furlough from two years in Brazil with the National City Bank of N. Y. They have a little girl named Leslie.

Quite a few W&M people live here it seems. I often see Yetta Cohen (Sifen) who was at school our freshman year. She and Melvin who have three boys, own a department store here. I've also met George B. Harris, III, who was at school in '49. He and Mary Lee have two boys.

Have a nice summer! Let me hear from you!

## Fifty-two

*Mrs. Wendel W. Smith*
*(Doris Ann Hasemeyer)*
*Ingleside Ave., Box 151, R.D. 1*
*Pennington, New Jersey*

By the time this reaches print, Summer will be just about upon us, so how about a short note from everyone (dashed off between sips of cooling brew) in time for next fall's first issue?

Springtime found us in possession of Ron & Betsy (Skinker) Barnes' newsletter. Betsy & Lisa had spent some time in Roanoke with her mother who had been in the hospital. We hope she's cured by now and enjoys her year-old granddaughter's antics. Betsy & Ron told of Harry Wirth's wedding—Harry and bride Arline will be living in Battle Creek these days. And a P.S. noted that Jim & Tink Rehlaender are residing in Morris Plains, N. J. where Jim is Personnel Manager of Walker Chilcott Pharmaceutical Co.

Frank Edelblut and wife Cubby have joined the homeowners society in Roslyn, Pa. where

they were expecting a new arrival sometime in March. Frank has moved from the Personnel Dept. to the Production Dept. with Vick Chemical Co. He was also planning a reunion with Hank Renninger who lives in nearby Hatboro.

The Trane Company's Newark office now boasts employee Dave Berend as sales engineer. Dave's job will have to do with the air conditioning field we're told.

Day before Easter held much excitement for some of us as we attended Meredith Stewart's lovely wedding to John Ferebee of Norfolk. Peggy (Derring) Lewis was an attendant, so that put Dickie among the guests. Also present were George Ritzel, Jim & Lillian Hall, Ginny Gall, Barbara Harshaw (forget her married name), my sister Ruth and possibly some others we missed in the crowd. It's always a treat for me to get back to Virginia and especially for such a happy event.

Please don't forget—your letters in my mailbox make this column just that much more exciting to read!

## Fifty-three

*Mrs. Harold J. Woolston, Jr.*
*(Barbara Jo Mott)*
*299 Crossfield Road*
*King of Prussia, Penna.*

Firstly, please note our change of address: same house but a different number and mailing address. Secondly, I am most sorry for the fact that we had no class article in the past issue; the fault was mine.

I was just delighted to receive news from Carolyn Burt Hume. Think most of you know she, Joe, '54, and daughter, Teresa Anne, live in Williamsburg. They planned to open their new restaurant "Musket and Keg" (formerly "King and Kay") in early February; I hope all preparations have gone smoothly for them. During Homecoming "Evie" Abdill and her roommate visited with the Humes. "Evie" teaches school in Washington. They also saw Monty, '54, and "Jerry" Seelinger Knight. "Jerry" teaches at Warwick High; Monty is stationed at Langley Air Force Base. Joe and "Burt" often see in Williamsburg Jim, '52, and Yvette Hickey Anthony, '51, and their three daughters. Jim works with Prudential Insurance.

"Pete" Hino's letter came from Fort Sill, Oklahoma, and the Artillery and Missile School there; he graduates this June. Next assignment is to report to Headquarters, First Army, Governor's Island, New York.

Jay and I immensely enjoyed spending a Sunday afternoon with Camille and Bruce Henderson, '52, and their three year old Leslie. They are visiting Camille's parents' new home in Jenkintown near Philadelphia. Bruce has a three months vacation from his banking firm in Brazil, South America. While they are in the East, they plan to visit as much as possible and already have made a jaunt back to college.

## Fifty-four

*Mrs. J. Mitchell Brown*
*(Marguerite Huff)*
*2034 Columbia Pike*
*Arlington 4, Virginia*

Stan and Nan Ward recently announced the birth of a daughter, Amy Allison, born March 6, 1958.

I was so glad to hear from Jean von Schilling Bennett, who has been accomplishing things since last we heard. Last August, the Bennetts

moved into their house just in time for the arrival of Marshall Bruce, born October 4, 1957.

Jean sent news of Barbara Shriver who is teaching in Hallandale, Florida. We hear that Cary Williams (Sorry we don't know married name) and husband are living in Atlanta, and Beverly Buchanan Tipton and her husband are in Kentucky. Some others who have settled down in Richmond are Bonnie Meyer Atkeson and her husband Conner. Also, Ann McCoy Gibson and husband, Charlie. Wish we knew more about these people.

Here's an item or two that got cut from last issue: Gil Parmele wrote a nice note at Christmas to say he is now with CBS in New York while going to announcing school. He is rather interested in sports casting. Chick Cornell is working at Price Waterhouse, Arnie Lubasch is on the rewrite staff of the New York *Times*.

Rene Henry is in the service but still in the same kind of business—sports publicity. He has been assigned to the Army Athletic Assoc. Says he spends a great deal of time in Madison Square Garden.

Have a nice summer, you-all, and sometime during same, send us a card or letter and tell us where you are and what you're doing.



## Fifty-six

*Mrs. H. V. Collins*
*(Eloise (Skooky) Gideon)*
*77 President Ave.*
*Providence, Rhode Island*

Spring greetings! Due to the lack of space in the last issue (and also in this issue) I am going to begin with the news that was cut from our last article to make sure that it is included this time.

Word has it that Jo Napolino, who is planning a trip to Europe this summer, has been entertaining such dignitaries as His Royal Highness the Sultan of Djokjakarta with her job in D. C. this past winter. Jeanne (Armstrong) High is now residing in Cambridge, Mass. with husband, Jack, and is working as Senior Statistician Programmer for IBM computers at Harvard. Jean (Wyckoff) Mercker was seen in Williamsburg for a few days last February, attending a district conference of the American Alumni Council. Bob Bailey was married last June and is now teaching and coaching at E. C. Glass High School in Lynchburg, Va., while his wife, Joyce, is teaching music there. Walter Hoffman is currently employed as an engineering draftsman in the Atomic Power Division of the Newport News Shipbuilding and Drydock Co. and is residing at his home in Hampton. Lorne Hicks, having graduated from the Naval Officers Candidate School in Newport, R. I., is now stationed in New Orleans. Dick Raybold is employed at the National Bureau of Standards as a research physicist and is working toward a graduate degree at the U. of Maryland. Clyde Brockett, having graduated from Navy OCS, is now gunnery officer on the USS Ancilla. Stew Sell, attending medical school at the U. of Pittsburgh, is engaged to Pat King, '58. Jo Hyde is going great guns on the Richmond *Times-Dispatch*.

A letter from Barbara (Luhring) Miler tells us that she and Marty, married last October, are living in Philadelphia where Marty is doing graduate work at Wharton. They are expecting the first addition to their family in August.

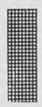
Received a letter from Margot Ketcham before she embarked on her month's journey by car across the U. S. which preceded a six month trip to Europe. Margot and two friends from Coronado sailed March 31st. She writes that she sees Robin Randolph on the West Coast on Robin's stopovers in San Diego, as she is a stewardess for United Air Lines out of Seattle, Wash. She also sees Pete and Bev (Dodson) Rawlins quite often as they are stationed in San Bernadino. While Margot is abroad, she plans to see Helen Noble, Libby Robinson in Copenhagen, Julie Holmes in Paris, and Lowe and Sue (Journee) Lunsford in Germany.







## Fifty-seven



*Mrs. Edward R. Crocker*
*(Jan Charbonnet)*
*931 West Water Street*
*Elmira, New York*

To start things off, I'll wish you all a HAPPY SPRING, but somehow I can't get too enthusiastic over this said season. Way up here in Yankeeland we are still covered with a soft, white blanket and buried beneath many coats to withstand the freezing weather. If this Yankee weatherman doesn't change his tune soon, I'm sure this "Rebel" will be journeying back to "The Land of Sunshine" bag and baggage, husband, plus the new little Crocker.

From all reports it sounds that the Class of '57 is scattered all over the globe, but I do think we could call Philadelphia the '57 haven. Anne Gilbert is living at home in Drexel Hill while working on her M.A. in American Civilization at the U. of Pa. This graduate school sounds like quite a life. With all their vacations these ambitious students seem to trip down to their Alma Mater very often—Bill Herdman, who is at the Wharton School at the U. of Pa., acting as the Williamsburg Chauffeur. Marty Miler, another Wharton School Scholar, is also working with the Providence Mutual Insurance Co. and eagerly awaiting wife Barbara to become a Mother the end of April. Willie (Hopkins) and Verge McKenna are living in Wallingford, Pa. while Verge has a fellowship in psych at Swarthmore College. Tom Luter has been in Philly

all winter, and has now decided to make the Navy a career. Anne Gilbert reports that she saw Pete Kalison, Bill Ousley, Ajax Zachs, and Brad Lescher at the W&M-Penn basketball game. The U. of Pa. also claims Hilly Zebine, who is in law school there. Mickey (Curro) Rowe was working in the Moore School of Engineering Library at the U. of Pa., while Pete is studying law there. Now Mickey has retired to await the arrival of their "addition." Sally Dallas is working in the Personnel office at the U. of Pa. She is pinned to Jack Messick, who is in law school at W&M; permanent plans appear in the crystal ball for fall. Charlie Morrow is now at the Drexel Institute of Technology in Philadelphia and starring on their basketball team. He is engaged to Sue Hoenstein of Wynnewood, Pa. Diane McCarrick married Karl Gieg, and Karl too is attending the Wharton School.

Contact has been made finally with some "Western" friends who began the collegiate climb at W&M with us. Bonnie Green married Ted Phillips. After a sojourn at Ft. Benning, Ga., Ted was discharged in March and now he plans to enter law school. Their permanent address is 3-189 Molalla Rd., Oregon City, Oregon. Marion Peltier graduated from the U. of Kansas and is now working there as the assistant program director at the Student Union. She says she dearly loves the work. All Campus activities such as dances, concerts, bridge tournaments, etc. are planned by student committees and she works with them in an advisory capacity. Ann Sappenfield graduated from the U. of Indiana and at present she is working in Miami, but wedding bells will chime for her in July. Jane (Iott) Cornwell and husband, Bill, are in Carmel, Calif., where they are studying CHINESE—(Why, I don't know!)

And then there are those on the "Continent." Norma Curtis Steiger is the proud Mama of a baby boy born in December. She and her husband, Capt. Wallace Steiger, are stationed in Germany. Liz Shell Allen has just sailed for Naples, Italy where she will meet Bob at his new post. John Ottoway toured Europe during the summer and then returned to enter the U. of Mich. medical school. Alice Matthews is having a very gay time at Exeter—no news of any interesting men, though! During her present thirty day tour of Europe she plans to meet Gini Anding in Paris and then spend Easter Sunday in Rome. Gini, who is on a Fulbright scholarship in Besancon, France, writes of the fabulous French life, but it doesn't sound like living conditions are too "modern." She shares a two room studio apartment with a girl from the U. of Arizona. They are situated on the fifth floor—and I'm sure there are no elevators! They have no central heating, only a small gas heater (Louis XIV style), and no bathtub—just a monstrous dishpan. Gini says the French think this is ideal. After much touring and of course studying she will return in June in time to march down the aisle with Bob Clarke.

Speaking of wedding bells—looks like they have been and will be ringing for many months to come for the Class of '57. Then too, the "additions" are following along rapidly. Nancy (Ramsey) and John Thompson are beaming over the arrival of their little daughter, Laura Ann, born March 20. Bunky Crooker married Bill Tribby. Bill is now working on his M.A. at Iowa State and in Sept. they will return to Western Maryland where Bill will teach. Libby Craig married "Mac" Miller (Princeton, '58) in Dec. After Mac's graduation they are going to London for a year where Mac has a scholarship. Shirley Basel married Al Robinson and they are living in Port Huron, Mich., where Al attends school. Judy (Brown) and Bart Bartholomew also took the big step. Judy is teaching in Ramsey, N. J. Bart graduated from Newport Naval Training Center and his present post is Damage Control Officer on The USS Forrest Royal. Deno Costas graduated in Feb. and also is among the married ranks. At present he is working for an accounting firm in Richmond, but Uncle Sam is planning to call him soon. Dave Holley married Estelle Renner, '59. Cloe Gardner is engaged to Philip Hepner (Yale, '57) and now is teaching history at Warwick Jr. High. Aggie Vassos is teaching school in Arlington while awaiting the big day of June 21 when he and Carolyn Sue Bernard, '58, will tie the knot. Tom Swann is also awaiting a member of the class of '58, Betsy Lanier, and presently is working for Burroughs. Rick Riggenback is in Pittsburgh with the Continental Can Co. and is engaged to Ann Vaughn.

Though all we hear these days is the lack of competent school teachers, the Class of '57 has proudly joined the teaching profession. Hloy Patsalides is teaching at Matthew Whaley while doing graduate work at W&M. Jim Mounie is instructing the youngsters in Cradock, Va. and Rick Asals is a master at the Hill School; both plan to enter grad school in the fall. Susan Briggs, Marge Helter, Nancy Beery, and Bobbie Hobbie are also among the teaching ranks.

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## The Character of a King

*(Continued from page 5)*

with his wife there is little evidence of real love or tenderness. To begin with the marriage, as stated above, was a political alliance. Furthermore William was twelve years older than Mary and already old beyond his years. Husband and wife (they were first cousins) had little in common: in contrast to his grim, unsociable nature, Mary was young, soft, compliant, sociable, and wholly uninformed on affairs of state. Thus for some years Mary was a lonely and unhappy bride. There is some reason to believe that, until he became a King, William was jealous of his wife for she was heir presumptive to a crown while he was merely a prince. At any rate it was not a happy marriage despite Mary's deep devotion for her husband. To make matters worse William took as his mistress one of Mary's maids of honor. This was Elizabeth Villiers, later Lady Orkney. From all reports she was exceedingly unattractive, particularly because of a pronounced cast in one eye—in Holland she was known as the "Squinter." But she was clever and intelligent and William found her amusing. Even under these humiliating circumstances Mary remained an obedient and devoted wife—perhaps she recognized that compared to her father and uncle her husband was a saint. And there is some evidence that by the time of Mary's death in 1694 William returned his wife's affection. Contemporary accounts report that he was absolutely grief-stricken and declared that without her he no longer had any reason to live. To a few intimate friends all this was genuine but others were more skeptical. To quote John Evelyn again: *"The King seemed mightly afflicted, as indeede it behoved him."*

Whatever the truth may be regarding his feelings toward his wife, to almost everyone else in England he remained a most unpleasant and unpopular figure. He never loved England and he never obtained her love. He distrusted most of the politicians of the day and with some good reason for seldom has there been a time in English history when the level of political morality was so low. On the other hand he could be most unfair; he made no distinction between those who served him well and those who served him ill. For example he refused to dismiss his relative, the incompetent General Solms, who sacrificed English lives needlessly. He refused to bring to justice the murderers of the DeWitt brothers or those responsible for the Glencoe Massacre.

In fairness to William it should be noted that constant poor health may have contributed to the unhappy impression he made upon others. Born with a frail physique and a slight deformity of the back, he suffered throughout life from asthma and, toward the end, from tuberculosis. He had a terrible cough and could sleep only when propped up with pillows. The smog of London made life almost unbearable, and while he disliked court life anyway, this is perhaps the main reason why he withdrew from Whitehall and resided at Hampton Court or Kensington House.

In many respects life was grim and hard for William III and his personality reflects the private and public burdens which he bore. None of us, I dare say, would have liked William; he remains a most unattractive person. Nevertheless we cannot leave him without recalling his greatness as a statesman. He has left his indelible mark upon the history of Europe and England. His most recent biographer has provided a fitting epitaph on his place in English history: *"He had restored a nation; he had confirmed its essential Protestantism. . . . He had come to an England at the mercy of her King; he left England well able to look after herself."*

## Deceased

### 1895

Rozier Cleon Cowling, '95X in Annapolis, Maryland.

### 1896

Rosser Pelham Birdsong, '96X, February 18, in Philadelphia, Pennsylvania.

Joseph Edwin Proffit, '96X, February 27, in Floyd, Virginia.

### 1898

James Branch Cabell, '98Ba, May 5, in Richmond, Virginia.

### 1899

Alvan Herbert Foreman, '99Ba, March 23, in Norfolk, Virginia.

### 1902

William Leonidas Watts, '02X.

Allen Christian Smith, '02X, April 22, in Naples, Florida.

### 1904

Fletcher Cleveland Davis, '04X, in 1955, in Lexington, Virginia.

Nidermaier, Joseph Otto, '13X, July 1, in Kingsport, Tennessee.

### 1910

Benjamin Crampton, '10X, July 23, 1957, in Berryville, Virginia.

### 1912

William Kavanaugh Doty, '12Ba, July 28, 1956, in Annapolis, Maryland.

### 1926

Clarence F. Norsworthy, '26Bs, March 22, in New York, New York.

### 1929

Jethro Meriwether Hurt, '29Bs, April 19, in Blackstone, Virginia.

### Staff

Mrs. Rose Campbell, March 25, in Williamsburg, Virginia. Mrs. Campbell was housemother at Barrett Hall from 1936 to 1951.

## Born

### 1938

Born to Harvey A. Shuler, '38, a son, Clark Brooks, March 19. Fourth child, first son.

### 1941

To Jane Day Scofield (Middleton), '41, a son, Geoffrey, February 11. Third child, second son.

### 1945

To Dorothy Clare Hoadley (Burnett), '45, a daughter, Eileen Roberta, July 28, 1957.

### 1948

To Jane Byrd Eastham (Rottier), '48, a son, Richard Eastham, January 15. Fifth child.

### 1949

To Frances Brigham (Johnson), '49, a daughter, Susan Chapman, March 28. Second child, first daughter.

To Jeanne Elaine Campton (Baker), '49, and James Webb Baker, '51, a son, Glenn Campton, March 13.

To Barbara Lee James (Mears), '49, a son, Christopher Lynn, October 2, 1957. Second child, first son.

### 1950

To John Thomas Cox, '50, a son, John Thomas, Jr., April 11, 1957.

To Dorothy Jane Smith (Wilson), '50, and Preston Thomas Wilson, '49, a son, Thomas Karl, March 6.

### 1951

To Sarah Virginia Enos (Brown), '51, a son, David James, July 29, 1957. First child.

To V. Phillips Weaver, '51, a son, Scott Cameron, July 9, 1957. Second child, first son.

To Suzita Elizabeth Cecil (Meyers), '51, a son, Clark Cecil, September 30, 1957. Second child, first son.

### 1952

To Freddy Ann Bailey (Clark), '52, a son, Michael Glenn, March 22, 1957.

To Gene Alton Burns, '52, a son, William Alexander, July 27, 1956.

To Jack Meredith Custer, '52, a son, Scott Meredith, January 31, 1957.

To Shirley Jean Davis (Schumacher), '52, a daughter, Mary Elizabeth, March 11. Second child, first daughter.

To June Marie Hall (Orlando), '52, a son, Michael Anthony, IV, March 2. Second child.

To Cora Jane Hodgdon (Ryan), '52, a son, John Morrill, March 24. Second child, second son.

To Carolyn Jane Lay (Davis), '52, a daughter, Kimberly, August 3, 1956.

To Martha Ann Ray (Mahoney), '52, a son, Daniel Ray, March 24.

To Robert Numa Rehlaender, '52, a son, "Billy," November, 1957.

To Douglas Anthony Ryder, '52, a son, Jeffrey William, January 30.

To Mary Alice Slauson (Sipfle), '52, a daughter, Ann Littlefield, November 26, 1957.

To Dorothy Young (Hodgkins), '52, a son, Stephen Bohnsen, February 28. First child.

To June Eleanor Compton (Merkle), '52, a son, Scott Edward, September 9, 1957. Second child, first son.

### 1953

To Rosalind Lisle Burroughs (Ellis), '53 and Richard Francis Ellis, '56 BCL, '57 Master of Law and Taxation, a daughter, Rosalind Randolph, August 18, 1955. Second child, first daughter.

To Carol Marie Leahey (Drechney), '53, a daughter, Susan, November 11, 1957. Second child second daughter.

To Barbara Jean Alabaster (Rittenhouse), '53 and David Charles Rittenhouse, '53, a daughter, Katherine Scott, October 26, 1957. Third child, second daughter.

To Barbara Jeannette Bowman (Allison), '53 and William Clare Allison, '55, a son, Jeffrey Hobbs, April 3. First child.

To Carolyn Hargrave Burt (Hume), '53 and Joe Earl Hume, '55, a daughter, Teresa Anne, October 23, 1957. First child.

### 1954

To Jean M. Von Schilling (Bennett), '54, a son, Marshall Bruce, October 4, 1957.

To Stanley Dustin Ward, '54, a daughter, Amy Allison, March 6. Second child, first daughter.

### 1955

To Carol Faust Davis (Hopkins), '55, and Louis Eugene Hopkins, '56, a daughter, Loren Alyce, February 13. First child.

To Barbara Morrison Higbee (Slaughter), '55, and Terry Welles Slaughter, '57, a daughter, Elizabeth Ruth, February 13.

### 1957

To Nancy Ramsey (Thompson), '57, a daughter, Laura Ann, March 20.

To Jan Elizabeth Charbonnet (Crocker), '57, a daughter, Elizabeth Slee, April 15.

To Mary Jo Milam (Rink), '57 and Thomas Hillery Rink, '56, a daughter, Donna Jo, April 10.

## Married

### 1944

Nancy Desoto Hale, '44 and T/Sgt. Harold K. Mortimer, April 12.

### 1952

A. Meredith Stewart, '52 and John Ferebee, April 5.

### 1955

Donna Drane, '55 and Lt. Robert Segal, June 23, 1957.

Mary Elizabeth Engram, '55 and George D. Crumpler, December 21, 1957.

Carl Paul Gieg, '55 and Diane Helen McCarrick, '57.

Richard Lynn Holzbach, '55 and Nancy Sanders Glass, March 8.

Martha Frances Jordan, '55, and Aubrey Jackson Stringer, April 19.

Edith Katherine Lubben, '55 and John F. Delahunt.

Donna Beth Melnick, '55, and Michael Moskow, March 16.

William Taliaferro Prince, '55 and Anne Carroll Hannegan, '57, April 12.

Gail Anita Wanner, '55 and Richard A. Mosher, June 22, 1957.

### 1956

Joan Sandra Bevan, '56 and Charles James Irwin, February 1.

### 1957

Pamela Doreen Cartin, '57 and L. H. Johnson.

Edward Alan Schefer, Jr., '57 and Helen Fay Smith, '56.

Elizabeth Reid Shell, '57, and Lt. (jg) Robert A. Allen, August 10, 1957.

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