Industrialist to Speak at ICC Commencement

Glenn W. Thompson, chairman of the board of Arvin Industries, Inc., Columbus, Indiana, will speak at Indiana Central's 57th annual commencement Sunday, June 3.

The graduation program as usual will be on the west campus facing the columns of the Administration Building, at 6 p.m. EST.

Thompson will receive an honorary degree of doctor of laws.

The industrialist, a native of Columbus, received a bachelor of arts degree from Indiana University in 1922 and then taught high school two years. He has been with Arvin Industries 38 years, 14 of them as president. More recently he became board chairman.

His firm manufactures automobile parts, laminates, electronic items and appliances, furniture and housewares.

Thompson is president of the board of trustees of DePauw (Continued on Page 3)

Dayton Minister to Speak at ICC Baccalaureate

Dr. C. Willard Fetter, minister of the First Evangelical United Brethren Church at Dayton, Ohio, will deliver the baccalaureate sermon.

The baccalaureate service, at which members of the graduating class receive the hoods denoting their field of study, will be held in Ransburg Auditorium at 11 a.m. EST.

Dr. Fetter attended high school in his native Manheim, Pennsylvania, and was graduated from Lebanon Valley College, Annville, Pennsylvania, in 1935. He received a bachelor of divinity degree from United Theological Seminary, Dayton, Ohio, in 1941. Otterbein College, Westerville, Ohio, conferred an honorary doctor of divinity degree upon him in 1957.

He was pastor of the First E.U.B. Church at Akron, Ohio, from 1945 to 1959, and has been (Continued on Page 25)
Five to Receive Honorary Degrees at Indiana Central

Two science teachers, two ministers and an industrialist will receive honorary degrees at the 57th annual commencement at Indiana Central College, Sunday, June 3.

Approximately 160 seniors will receive baccalaureate degrees also.

The degree of doctor of laws will be conferred upon Dr. William R. Breneman, professor of zoology at Indiana University, who has gained an international reputation for his research into the function of endocrine glands.

Loren S. Noblitt of Columbus, Indiana, will receive a doctor of humane letters degree for a life devoted to teaching science along with serving as an ordained minister and an amateur astronomer.

The clergyman to receive doctor of divinity degrees for their services to the Evangelical United Brethren Church are the Reverend Arthur T. Moffat, pastor of the First Church at Franklin, Pennsylvania, and the Reverend James W. Sutherland of Oakwood Park, Syracuse, Indiana, director of Christian education for the Indiana Conference North of the denomination.

Also receiving a doctor of laws degree will be Glenn W. Thomp-

From the President's Desk:

Time and tide wait for no man. With a relentless, constant pace, time moves from the future through the present into the past. Thus will another graduation occasion, that which we designate as 1962, soon be recorded in the annals of Indiana Central. It will come as a climax to another significant year in the life of the college.

Each year adds to the cumulative service record. Again the commencement program will witness the graduation of a larger number than for any previous year. We trust, too, that these young people will prove to be even more adequately prepared for the future than those who have preceded them. Such are the ways of progress.

Fine as have been the past achievements the future holds much more in store for our college. When you return to the campus for Alumni Day, June 2, you will be pleased with the excellent physical improvements completed since last year. We believe, too, that you will be thrilled when you learn of the academic and campus developments which are planned for the immediate future.

All of us on faculty and staff look forward to Alumni Day each year with pleasant anticipation. It is good to have former students and graduates return so that we can renew associations of the past and also talk about and plan for the future. We hope your schedule will make it possible for you to be here. A wonderful day is in store for all. We will see you June 2.

Alumni Club Meets at Home of Mrs. Beghtel

The Muncie-Anderson Area Alumni Club will meet at the home of Mrs. Flossie Beghtel, 4102 Carson Avenue, on Saturday, June 23, from 2 to 8 p.m. Beginning at 3 p.m. there will be a tour of the college campus and buildings.

Have You Marked Your Calendar?

Have you marked your calendar for Alumni Day, June 2? A good program is being planned for that day, beginning with registration and coffee at 9:30 a.m. and ending with the senior play in the evening. Special luncheon tables will be reserved for the reuniting classes, '12, '17, '22, '27, '32 '37, '42, '47, '52, '57, and any other classes who ask for a reserved table. Alumni Chapel will convene at 10:30. In the afternoon there will be tours of the campus, literary society teas, and a meeting of the Board of Directors and Executive Committee of the Alumni Association before the business meeting of the Alumni Association at 4:45, which will be followed by a smorgasbord dinner in the college dining room.

Mothers Day and May Festival

Invitations to parents to attend the annual Mothers Day Program and May Festival on Saturday, May 12, in the Ransburg Auditorium are in the mail.

The day's activities include a tea for mothers in Kranert Hall, a special program for fathers in Ransburg Auditorium, and open house in the dormitories in the afternoon. At 6 p.m. a smorgasbord will be served in the college dining room. The climax of the day will come when the new queen and her court are enthroned at the close of the May Festival program, which is under the direction of the Physical Education Department.
ALUMNI NEWS
INDIANA CENTRAL COLLEGE
INDIANAPOLIS 27, INDIANA

Published in October, December, February and May by Indiana Central College, 4091 Otterbein Avenue, Indianapolis 27, Indiana.
Printed in U.S.A.

Virginia Cravens, Editor

Executive Secretary

OFFICERS ALUMNI ASSOCIATION
President Secretary Vice President Treasurer
H. William Fisher, '50 Patricia Bright, '57 Carroll Vertrees, '47 Robert Todd, '44

Term ending 1962 Term ending 1964 Term ending 1963 Term ending 1965
Geraldine Gilliate John Mullen
Rodough, '40 John Mullen, '48 Marvin Oakes, '28
Paul K. Smith, '30

Term ending 1963 Term ending 1964
Justin Marshall, '23 Lewis Thompson, '56
Blanche Penrod, '26
Ruth Nicholson
Russell Settle, '28
David Shaw, '52

Board of Directors

ICC Nursing Students Wins Talent Contest

Joyce Brittenham, a Fort Wayne sophomore represented Indiana Central in the student nurses' talent contest at the Indiana State Nurses Association's convention in Indianapolis, February 22-24.

Miss Brittenham sang in the Central Indiana talent elimination and won over representatives from Methodist and St. Vincent's Hospitals and the Nursing Schools of DePauw and Indiana Universities. She was accompanied by Jeanette Potter, a sophomore from Speedway. The Misses Brittenham and Potter are nursing students at Indiana Central.

Miss Brittenham comes from Fort Wayne, where she is a member of the First Evangelical United Brethren Church.

College Art Group Meets; Members' Works on Display

The Indiana College Art Conference held its fifth annual meeting at Indiana Central College March 15 and 16. Professor Gerald G. Boyce, chairman of Central's Art Department was host.

The meeting began Friday night with a session open to the public at which Warman Welliver, a historian, gave an illustrated lecture titled "Lorenzo de Medici and Some Enigmatic Paintings." Welliver has written and published in Italy in Italian. He lived in Florence, Italy, eight years.

On the Saturday program were Dr. Albert Eisen, Indiana University art historian; Donald Mattison of the John Herron Art School, Indianapolis, and Dr. Harry H. Hilberry of the Herron Museum of Art.

Faculty members attending from various Indiana colleges and universities also had their own works on exhibit in Indiana Central's art gallery on the second floor of Academic Hall.

Schools represented were Anderson College, DePauw University, Earlham College, Evansville College, Franklin College, New Alumni Clubs Organized

A number of Indiana Central alumni met Sunday afternoon, March 25, in the First EUB Church of Fort Wayne. They came from Fort Wayne and surrounding counties for the purpose of organizing an alumni club. Some had not seen others for years and some had to be introduced to others. The enthusiasm shown gave promise of a healthy club. After an hour of discussion and organization, the group adjourned for a social coffee hour. It was agreed that another meeting would be held in the area in late summer or early fall. Officers chosen were Ralph Eaton, '58, president; Arville Swan, '33, vice president; and Janice Halloway, '61, secretary.

**

A similar meeting was held in New Albany on Sunday afternoon, April 8, at the First EUB Church there. Alumni and former students were invited from counties surrounding New Albany and also from Louisville. A committee consisting of Dave Elliott, '51, Hilda Becker Meyer N34, Wilma Bruce Windell, N38, and Wanda Gibson, '57, planned for another meeting near Corydon in the late summer. After the formal meeting, punch and cookies and conversation were enjoyed.

**

A meeting of the alumni living in the South Bend area will be held on May 6 at the Concord Twp. High School, Dunlap, Elkhart County.

Two weeks later, May 20, alumni living in the Calumet area will meet at the Centennial EUB Church in Gary.

Both meetings will be held at 2:30 p.m.

Goshen College, Hanover College, Huntington College, Oakland City College, University of Notre Dame, Valparaiso University and Wabash College.

The exhibition included painting, sculpture, drawing, print-making and ceramics. It was open to the public.

Industrialist to Speak

(Continued from Page 1)

University; president of the board of governors of Associated Colleges of Indiana, of which Indiana Central is a member, and a director of the Indiana State Chamber of Commerce.

He received an honorary LL.D. degree from Franklin College in 1955.

In the past he has been a director of the First National Bank at Columbus, the American Fletcher National Bank and Trust Co. at Indianapolis and the Indiana Bell Telephone Company; a member of the Indiana Legislature; and president of the Indiana State Chamber of Commerce, the Columbus Rotary Club and the Columbus Foundation for Youth.

He also has been chairman of the Columbus chapter of the American Red Cross, vice president and director of the National Radio and Television Manufacturers Association, a director of the Bartholomew County Tuberculosis Association, secretary of the Motor and Equipment Manufacturers Association, and Methodist lay leader of the Indiana Conference.

Thompson is married and has a son and two daughters.
Shakespeare, Soloists, Lecture and Opera on College Artist Series

A Shakespearian comedy, a baritone, a pianist, a popular author-lecturer and an opera will constitute the 1962-63 Artist Series at Indiana Central College.

Next season's series will open with the third consecutive appearance of the Canadian Players, who will present "Twelfth Night" October 31. Their visits to the University Heights campus afford one of the few opportunities Indianapolis playgoers have to see Shakespearian productions. This year they were acclaimed for their presentation of "King Lear" and last season's "Saint Joan."

William Warfield, one of the great contemporary baritones, will sing November 28. He has won wide acceptance in concert halls and on the musical stage in such shows as "Show Boat," "Green Pastures" and "Porgy and Bess."

The third event will be a piano recital by William Massei, January 16, 1963. The 41-year-old artist started piano lessons when he was 6, made his New York Town Hall debut when he was 18, and has been appearing in concerts and as soloist with major symphony orchestras more than two decades.

Vance Packard, former newspaperman who sprang to national prominence with his book, "The Hidden Persuaders," will lecture February 20, 1963. His first volume was followed by "The Status Seekers" and it by "The Waste Makers," and he has been widely sought for his platform commentaries on the sociological scene and advertising and marketing methods.

The series will close with a production in English of "The Elixir of Love," an opera by Gaetano Donzetti, by the Cameo Opera Company. This will be on either March 13 or March 20, 1963.

Each offering next year will be on a Wednesday night and, as usual, in Ransburg Auditorium at 8:30 p.m. Season tickets may be ordered any time at the regular rate of $8.00 for adults and $5.00 for students. Single admission will remain at $2.50 and $1.50, respectively.

Theil Promoted

Albert Theil, '50, will succeed C. C. Leedy as principal of Southport High School, whose surprise resignation will become effective July 1. Al had already been named as principal of Perry Central Junior High. He has been vice-principal of Southport High School for four years. Before that he served as vice-principal at Butler.

Al is a graduate of Southport High and received his master's degree from Butler in 1954. He is now working on his doctorate degree at Indiana University.

Dr. Edward Glenn, superintendent of schools for Perry Township, said, "We are fortunate in having Theil available for the job. We feel he is one of the outstanding young school administrators in Indiana."

Otterbein Collegians Give "John Brown's Body" at Indiana Central College

"John Brown's Body," Stephen Vincent Benet's Pulitzer Prize-winning and popular drama, was presented by the Otterbein College Theater, Friday, March 16, in Ransburg Auditorium at Indiana Central College.

"John Brown's Body" was originally written as a narrative poem concerning the Civil War. Charles Laughton in 1952 conceived the idea of staging the poem with actors and chorus. The play was a smash hit on Broadway and on-tour. In 1958 the Yale Drama School arranged the chorus in music and produced the play in its present form, both on the New Haven campus and at an off-Broadway theater in New York.

Fine Arts Festival

Three student convocations devoted to the arts, an art exhibit, orchestra and choir concerts and a play were the attractions for Indiana Central's Annual Fine Arts Week, April 9-14. All events were open to the public without charge.

Throughout the week an exhibit of paintings and drawings by Charles H. Allgood of the Department of Arts, Memphis State University, was shown in the art gallery in Academic Hall. Professor Allgood spoke at the 9:35 a.m. convocation in Ransburg Auditorium, Monday, April 9, on modern art.

The Indiana University Percussion Ensemble played at the same time Wednesday, April 11. Dr. Horst Frenz, chairman of the comparative literature program at Indiana University lectured on modern drama at the convocation, Friday, April 13.

The evening programs held in the auditorium at 8:30 began Monday with a concert by the Indianapolis Civic Orchestra, composed of campus and community musicians, directed by Victor B. Danek, chairman of Indiana Central's Music Department.

Sibylle Wilson, who teaches piano at the college, joined the orchestra in playing Beethoven's Concerto No. 3 in C Minor. Miss Wilson was born in Germany, where she studied for a concert career, and earned a master's degree in piano at Indiana University.

The College Choir sang Wednesday night under the direction of Allan F. Schirmer, associate professor of music, and accompanied by Carol Carlson from Logansport. Miss D. Colleen Johnson, assistant professor of music, played two organ numbers before the choir's concert.

The 55-voice choir sang a group of religious and other songs of European origin, two spirituals, a collection of sacred music of American origin, Mendelssohn's motet "Hear My Prayer," "Lift Up Your Heads" from Handel's "Messiah," and (Continued on Page 25)
Lilly Endowment Pledges $150,000 to Indiana Central

Additional gifts amounting to $182,747 to Indiana Central College's development program were announced April 3, raising to $937,920 the total contributed toward its $3,000,000 goal.

Lilly Endowment, Inc., of Indianapolis pledged $150,000, the largest gift so far in the current program. It is to be paid in installments of $50,000 each in 1962, 1963 and 1964.

Other recent subscriptions reported at a luncheon meeting of the ICC Development Program Committee at the ISTA Center were $30,000 by the Indianapolis Clearing House Association and $1,500 by the Indianapolis Water Company.

Lesser contributions totaling $1,247 also were announced by Edwin G. (Ted) Plum, committee chairman and vice president-comptroller of the Indiana Bell Telephone Company.

Dr. Manning M. Patillo, director for education of Lilly Endowment, wrote to Dr. I. Lynd Esch, Indiana Central president, in notifying him of the Lilly gift:

"The Endowment has been impressed with the rapid strides being made by Indiana Central College, and it is our hope that our grant will stimulate generous contributions by others. Your campaign deserves to be supported vigorously by alumni, members of the Evangelical United Brethren Church, and other friends of the college."

The gifts announced have been received since the committee's last report meeting, February 21.

Commenting on the latest gifts, Chairman Plum said:

"We deeply appreciate the support of Lilly Endowment, the banks and others. It is through the splendid support of foundations, business, industry and others which will make Indiana Central College's development program successful. We are indeed grateful for the cooperation of those participating in our program."

The $3,000,000 development program at Indiana Central will provide two new buildings on the University Heights campus, a science hall and a student center. Part of the funds will be applied toward converting the school's original building, the Old Administration Building, into a fine arts center primarily for the art and music departments and for paying off the balance on the three newest buildings — Krannert Hall for Women, Academic Hall, and the physical education building.

Future Centralites

Debra Kay, b. September 17, 1961, to Mr. and Mary (Ratliff), x57, Tedlock of R. R. 1, Kokomo, Indiana.


Melanie Jean, b. January 26, 1962, to Al, '59, and Beverly Morgan of 83 Union Street, Southport, Indiana.

Sharon Jean, b. March 12, to Dean, '52, and Nancy (Tiano, '59) Ransburg of 1402 East Dudley Avenue, Indianapolis 27.

Gregory Brian, b. March 13, to John, '53, and Mrs. Windell of 231 North Eighth Street, Beech Grove, Indiana.

Renee Ruth, b. February 24, to Earl and Juana (Baker, x46) Printup of 403 Rose Street, Fort Wayne, Indiana.

Randall Allen, b. February 26, to Ray and Betty (Bilby) Lee, both '54, of 922 F. Homestead Village Lane S.E., Rochester, Minnesota.

Susan Grace, b. January 28, to Arnold, '53, and Millicent (Tatter, x54) Spilly. Arnold is vice principal at West Lane Junior High and lives at 11816 River Road, Carmel, Indiana.

Jonathon Andrew, b. March 20, to George, '50, and Rebecca (Sloan, '50) Easley of 403 West Indiana Avenue, Urbana, Illinois.

Wedding Bells

Thomas Lee Springer, '61, and Miss Janet Broadstreet of Fillmore, Indiana, were married Sunday, January 21, in the Christian Church of Fillmore.

Naomi Ruth Shierling, '60, R. R. 4, Winchester, became the bride of Jerry M. Wood of Anderson on October 28 at the Saratoga E.U.B. Church.

Beverly J. Simon, '60, and Robert G. Williams were married June 16 in the Emmaus Lutheran Church of Edgewood. Mr. Williams will receive a degree in June from Indiana State College.

Herman B. Halcomb, '59, and Sharon Lavon Edwards, '61, were married January 19 in the Forest Manor Methodist Church, Indianapolis. They are living in Crawfordsville, where Mr. Halcomb does photography and news writing for the public relations department of Wabash College.

Joseph Edward DeHart, '60, was married on April 7 to Miss Nancy Kay Stout of Franklin, a student of Franklin College.

The marriage of Miss Marjorie May Miller and Henry S. Easter, Jr., '61, took place March 2, in the home of the bride's parents. Easter is a football coach at Avon High School. The couple is living at 115 North Tennessee Street, Danville, Indiana.

Marilyn Jean Hicks, '61, and Jerrald R. Benefiel of Indianapolis were married September 19, 1961. Mrs. Benefiel is music instructor in the Jasonville, Indiana, schools.

James D. Glodfelter, '61, and Sharon Lynn Hines, an alumna of Hanover College, were married March 6 in the University Heights E.U.B. Church. They will reside in St. Louis, Missouri, while James serves duty with the U.S. Army in its medical research laboratory there.
Personals
Reverend David L. Saunders, '52, is now pastor of the Janesville Methodist Church, Janesville, Iowa. He and Mrs. Saunders have five adopted children: three girls 16, 11 and 5 and two boys 3 and 1.

He hopes to attend his class reunion this June.

* * *

Reverend William A. Hayes, '50, is now serving Lloyd's Memorial Congregational Church in Buffalo, New York.

* * *

Mrs. Laveda Fuson, x63, of Danville, Indiana, has been appointed vice-chairman of the Hendricks County Young Republican Club.

* * *

Wendell H. Roberts, '51, active southside civic leader, has announced his candidacy for trustee of Franklin Township. He holds a master's degree from Indiana University.

* * *

John W. Wallen, '49, is assistant superintendent of the Patchogue, New York, Public Schools.

* * *

The Reverend Richard W. Anderson, '54 has resigned as superintendent of the Wayside Christian Mission of Louisville, Kentucky, and has accepted a call to be pastor of Community Presbyterian Church of Henryville, Indiana. Mr. Anderson helped organize the mission and was named its superintendent when it was established in 1957.

* * *

Bob Otolski, '60, has signed a contract as assistant coach in football and basketball and head golf coach at South Bend St. Joseph High School.

He is presently teaching and coaching at Green Township in South Bend, working on his master's degree at Indiana University and selling insurance for Franklin Life.

Bob has recently become engaged to Miss Pat Seelig of Niles, Michigan and will be married in August.

Alumni Roll Call
The responses to the Alumni Annual Roll Call are coming in gradually, though slowly. The average pledge or check is most pleasing.

It is best to make the year of the Roll Call correspond with the fiscal year of the college, July 1 to June 30. The alumnus (any former student who has earned 12 credits is an alumnus) who has not yet responded to the Call has until June 30 to have his contribution credited to the year 1961-62.

Very generous help has come to this effort from the Cummins Engine Foundation Board of Directors of Columbus, Indiana, which offers "to match one-half of the yearly increase in nonrestricted alumni giving, up to a maximum grant from our Foundation of $3,000 in any one year. For example, your increase must be at least $6,000 to qualify for the $3,000 maximum.

"We will also multiply our base grant by the percentage of your alumni who contribute and add this amount to our base grant."

The contributions sent in this year have already exceeded the total giving of last year. Won't you help to swell the excess of giving over last year to $6,000 in order that we may claim the $3,000 in addition.

Moreover, if 25% of our alumni give, we could claim 25% of the base grant of $3,000 or $750, making a total of $3,750 from this generous Foundation.

We hope to receive many pledges or checks before Alumni Day, when a tentative report will be given, though a complete report cannot be made until after June 30.

A complete report will be made in the October issue of the ALUMNI NEWS.

Ernest E. Poe, '33, is assistant superintendent of the Wheaton Elementary District and Community High School of Wheaton, Illinois.

Another Second Generation and Honor Student
A lamentable oversight caused the omission of a name in the articles, "Second Generation Freshmen" of the December issue of the NEWS "Alumni Children Win Scholarships" of the February issue. The name is that of Danny Richards of Casey, Illinois, who won first place in the competitive scholarship examination of the E.U.B. Church, Decatur Conference.

Danny is the son of Roger, x44, and Leola (Biggs), x43, Richards. While in high school Danny had not only a very high scholastic record but also a high athletic record.

Appointed Superintendent and Treasurer
Reverend William P. Watkins, x30, was recently appointed as superintendent and treasurer of the Pacific Evangelical United Brethren Home in Burbank, California.

Reverend Watkins received his A.B. degree from Kearney State Teachers College, Kearney, Nebraska, and his D.D. degree from York College. He served as pastor twelve years in the Minnesota Conference and nineteen years in the Nebraska Conference, thirteen as conference superintendent. He attended General Conference as a delegate in 1950, 1954, and 1958. He has been a trustee of Westmar College, a trustee of the Otterbein Home, and chairman of the Conference of Administration and the Board of Missions.

While in Indiana Central, he was a member of Zetagathea and the "C" Association, having been a member of the track team, '27-'29. Reverend and Mrs. Watkins have three children, the youngest of whom, Mrs. Mary Margaret Watkins Robinson, graduated from Indiana Central with the class of '60 and is now teaching in Southport High School. Her husband, Don Robinson, is a senior in Indiana Central.
Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?

WILL MY CHILDREN GET INTO COLLEGE?

The question haunts most parents. Here is the answer:

Yes . . .

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

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

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

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

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

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

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

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

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

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

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed, they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

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

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

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

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

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

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

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

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

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

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

Thus it is likely that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

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

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

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

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

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

- Better guidance by high-school counselors, based on
improved testing methods and on improved understanding of individual colleges and their offerings.

- Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.
- Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university at that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.
- More awareness that children are different from one another, that colleges are different from one another, and that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

- Exploration—but probably, in the near future, not widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

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

What will they find in college?

The college of tomorrow—the one your children will find when they get in—is likely to differ from the college you knew in your days as a student.

The students themselves will be different.
Curricula will be different.
Extracurricular activities will be different, in many respects, from what they were in your day.
The college year, as well as the college day, may be different.
Modes of study will be different.
With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

The New Breed of Students
It will come as news to no parents that their children are different from themselves.

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

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

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

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

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

Students from foreign countries will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,666 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; the growth is virtually certain to continue. The presence of
such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

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

WHAT THEY'LL STUDY

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

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

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

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

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

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

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

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

WHERE'S THE FUN?

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

“The faculty and administration are more resistant to these changes than the students are,” jokes the president of a women’s college in Pittsburgh. “The typical student congress wants to abolish the junior prom; the dean is the one who feels nostalgic about it: ‘That’s the one event Mrs. Jones and I looked forward to each year.’”

A QUEST FOR ETHICAL VALUES

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

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

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

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

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

Who will teach them?

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

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

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

Has the situation improved?

Will it be better when your children go to college?

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

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

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature’s most recent session. If yours was like a number of recent legislatures, it “econo-mized”—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies must continue until the problem is fully solved. After that, it is essential to make sure that
the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

There are other angles to the question of attracting and retaining a good faculty besides money.

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

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

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

- The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women's clubs and alumni groups ("When am I supposed to find the time to check my lecture notes?") but they take heart from the high regard for their profession which such invitations from the community represent.

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

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

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

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

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow's college faculties. This is not necessarily bad. A teacher's ability is not always defined by the number of degrees he is entitled to.
write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage...to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

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

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

THE TV SCREEN

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

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

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

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

TEACHING MACHINES

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

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

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

Such self-teaching devices have these advantages:

- Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student—too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."

- The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.

- The machine smooths the ups and downs in the learn-
ing process by removing some external sources of anxieties, such as fear of falling behind.

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

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

Will they graduate?

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

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

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

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

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

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

Parents can help by encouraging activities designed to find the right academic spot for their children; by recog-
develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

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

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

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

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

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

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

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

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

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are providing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.

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

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

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

There are good reasons for their continuing:

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

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

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

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

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

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

In addition to having such practical motives, tomorrow’s students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

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

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

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

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: “time,” not “work,” is the paramount factor in people’s lives. Leisure takes on a new meaning: along with golf, boating,
and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

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

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

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

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

Some other likely features of your children, after they are graduated from tomorrow's colleges:

- They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.
- They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."
- They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."
- They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."
- Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of childrearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

Depending upon their own outlook, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.
Who will pay—and how?

Will you be able to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

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

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

Here is where colleges and universities get their money:

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

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

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

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

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

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

These estimates, made by the independent Council for Financial Aid to Education*, are based on the “best available” estimates of the expected growth in enrollment in America’s colleges and universities: from slightly less than 4 million this year to about 6.4 million in the academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of $9 billion—compared with the $5.6 billion that they received and spent in 1959-60.

Who pays?

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

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

The money you’ll need

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

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

*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.
example, tuition fees for state residents may be non-existent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

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

<table>
<thead>
<tr>
<th></th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$179</td>
<td>$676</td>
</tr>
<tr>
<td>Board</td>
<td>363</td>
<td>404</td>
</tr>
<tr>
<td>Room</td>
<td>187</td>
<td>216</td>
</tr>
<tr>
<td>Total</td>
<td>$749</td>
<td>$1,296</td>
</tr>
</tbody>
</table>

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

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

**HOW TO AFFORD IT?**

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

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

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

- Parents contribute: $950
- Scholarships defray: 130
- The student earns: 360
- Other sources yield: 110

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

Financing the education of one's children is obviously, for many families, a scramble—a piecing-together of many sources of funds.

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

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

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

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

- Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term...
repayment of college costs, by students or their parents, strikes many people as highly logical.

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

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

IS THE COST TOO HIGH?

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

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

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

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

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

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

CAN COLLEGES BE MORE EFFICIENT?

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

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

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

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

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

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

If
That is the important word.

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

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

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

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

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

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

“The College of Tomorrow”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form Editorial Projects for Education, a non-profit organization associated with the American Alumni Council. Copyright © 1962 by Editorial Projects for Education, Inc., 1707 N Street, N.W., Washington 6, D.C. All rights reserved; no part of this supplement may be reproduced without express permission of the editors. Printed in U.S.A.
The Leaders Retire

The March 3 issue of the TELESCOPE MESSENGER contains an article from which the following is quoted: “Doctor Leader writes, 'During this period of 11 days I have traveled 400 miles, spoken 48 times in 47 different places to a total of 2,728 people. Many of the villages were small. A number of folk took a stand for Christ and, since I am leaving active service soon, many expressed a desire to meet me some day in heaven.”

The expression, “leaving active service soon,” may have been read with surprise and regret by many, but realizing that the Leaders have given more than twenty years of service in Africa, the reader admires and wonders why the Leaders have spent so many years there. Mr. Leader early believed Roman 10:15, which says that a preacher “must be sent” to those who would believe. Too, he felt that Africa was a challenge because it was a hard field and the volunteers were few. Mrs. Leader, x23, was interested in missionary work from early childhood.

The title of “Doctor” was conferred on Mr. Leader during the visit of Queen Elizabeth II and the Duke of Edinburgh to Sierra

(Continued on Page 26)

Professors and Exiled Soviets

Indiana Central College faculty members have contributed $40 to the Fund for the Relief of Russian Writers and Scientists in Exile. The annual project is headed by Dr. Konstantin Kolitschew, professor of physics since 1954 and himself an anti-Communist refugee from the Soviet Union.

Central Student Wins Wilson Fellowship

Larry W. Miller, a senior at Indiana Central College from Huntingburg, Indiana, has received a Woodrow Wilson Fellowship for a year of graduate study. He plans to continue studying philosophy, his major at Central, at either the University of Chicago or Harvard University.

The fellowship covers a full year's tuition and fees in a graduate school of the student's choice and a living allowance of $1,500. The awards are made to young people planning to become college teachers. Miller was one of 1,058 students in the United States to receive such fellowships for next year.

He is the son of Mr. and Mrs. William A. Miller, R. R. 2, Huntingburg, where he is a member of Emmanuel Evangelical United Brethren Church. He was graduated from Huntingburg High School in 1958.

Although the Philosophy Department at Indiana Central is one of the smallest, in terms of the number of students enrolled in it, Miller is the third philosophy major to qualify for a graduate fellowship in recent years. He is the first to win a Wilson Fellowship.

David Young, a 1959 graduate, and Danny Rhoades, graduated in 1956, both received Danforth Scholarships and entered graduate study. Dr. Robert E. McBride is chairman of the Department of Psychology and Philosophy at Indiana Central. McBride, another Central alumus and former athlete, is dean of men also. He is an ordained minister of the Evangelical United Brethren Church.

Ten Foreign Students Attend Indiana Central

Ten foreign students, from seven countries, are attending Indiana Central College this year.

They are Paul A. Bangura and Lahai J. Sogbandi, both from Sierra Leone, West Africa; Bahman Mahmudi and Freidoun Hashemi, Tehran, Iran; Han Mu Kang, Seoul, Japan; Take-shiko Hashimoto, Nisai, Aichi, Japan; John E. Katsaropoulos, Athens, Greece; Apostolos Pouhias, Kojani, Greece; Nazar Hindo, Baghdad, Iraq, and Khal-doun Pharaon, Damascus, Syria.

Three American citizens who live abroad also are enrolled. They are Joan Delle Brown, who lives near Sarnia, Ontario; Teo-filo N. Tuitelaapaga, Pago Pago, American Samoa, and Kenneth Tanaka, Honolulu, Hawaii.

Requiem

Robert Louis Stevenson
Under the wide and starry sky
Dig the grave and let me lie:
Glad did I live and gladly die,
And I laid me down with a will.
Velez Succeeds Windell

Paul E. Velez, who has held various positions in the athletic department at Franklin Central High School near Indianapolis, will be head football and wrestling coach at Indiana Central College next year.

Angus Nicoson, athletic director, also came to Indiana Central from Franklin Central.

Velez will return to the college from which he was graduated with honors in 1956, to replace John T. (Jay) Windell, who has resigned to begin work at Indiana University toward a Ph.D. degree in Zoology. Velez will teach physical education as well as coach.

At Franklin Central he now is athletic director, a coach of football, baseball and wrestling, a physical science teacher, dean of boys, and vocational guidance counselor.

Velez was born at Bedford Hill, New York, and attended high school at Hastings-on-Hudson, New York. There he won four letters each in football and baseball, and two letters in boxing. He participated in other school activities and received a scholarship and a football grant upon graduation.

He attended Springfield (Mass.) College in 1948-51, winning two letters each in football, baseball and wrestling. He was in the army in 1951-54, and was both a player and an instructor in football, wrestling and swimming. In 1953-54 he was head baseball and assistant football coach of the 31st Infantry Division at Camp Atterbury, Indiana. He received an honorable discharge from the reserves with the rank of captain in 1958.

He entered Indiana Central in 1954 and played football under Jim Wallace, who preceded Windell as coach of that sport. Velez earned letters in football, baseball and wrestling with the greyhounds. In 1956 he received the Brenneman award, which goes to a senior for outstanding sportsmanship.

When Velez went to the suburban Marion County high school in 1956, he introduced wrestling and his teams won two Capital District championships. He became athletic director in 1958. During his stay at Franklin Central he also helped coach junior high and ninth grade teams in football and baseball, and supervised the expansion of the school's athletic program.

He received a master of science degree from Butler University in 1961. He has been a member of the water safety committee of the Indianapolis chapter of the American Red Cross for five years.

Velez is married to the former Patricia J. Paddock of Indianapolis and they have four children. They live at 441 Park Drive, Greenwood.

Central's coaching staff will remain all alumni, as it has been for several years, since one alumnus is replacing another and Nicoson and Bill Bright, baseball and assistant basketball coach, likewise are graduates.

Windell coached football and basketball at Griffith High School between his graduation from college and his return to its coaching staff. His four football teams won 16 games, lost 19 and tied 1. It ended third, fifth, first and second, in that order for 1958-61, in the Hoosier Conference.

His wrestling team won 29 meets and lost 10. It finished third, first, second and fourth in the Little State meet. It also stood 10th, 15th, seventh and 20th in the NAIA national meet. Windell coached ICC track teams to third place twice and fifth once in the Hoosier Conference.

Stump President of Abstract Firm

Perry F. Stump, '55, formerly vice president of the LaPorte County Abstract Corporation, has been promoted to president at a recent meeting of the firm's stockholders.

Stump joined the firm in March of last year. He formerly was employed by the Merchants National Bank of Indianapolis as a trust officer. Previously he worked for the Union Title Company, Indianapolis, as title attorney. He received his LL.B. degree from Indiana University.

He lives with his wife, the former Mayme Ewert, '55, and two children at 154 Grande Avenue, LaPorte.
Alumni in Air Force, Army, and Navy

A release from Camp Drum, New York, in mid-December stated that Lieutenant Colonel Charles J. Bowers, x42, of Butler, Indiana, was participating in "Exercise Trail Break," a joint Air Force-Army cold weather training operation.

Colonel Bowers is director of operations and plans at Headquarters 19th Air Force, Seymour Johnson AFB, North Carolina. He has been in the Air Force since August 1941. His wife is the former Annabelle Campbell of Butler. They have three children, Randy, Roger, and Ricky.

FORT KNOX, KENTUCKY.

-Army Pvt. Ivan C. Nading ('60) completed eight weeks of clerical training under the Reserve Forces Act program at The Armor Training Center, Fort Knox, October 7.

He received instruction in typing, English Grammar, Army Correspondence and the preparation of military reports.

He was employed at Indiana National Bank in Indianapolis before going on active duty. His mother, Mrs. Edell Nading, lives on Rt. 1, Greensburg.

NAVY NEWS RELEASE.—Ensign Thomas Ken Loer was recently commissioned, after completion of the Officers Candidate Course at Officers Candidate School, Newport, Rhode Island. Ensign Loer was graduated cum laude from Central in 1961. He has been ordered to the USS Lexington, home for further duty.

Funk, '55, Contributes to Indiana History Bulletin

The January issue of the INDIANA HISTORY BULLETIN has come to the Alumni Desk. In it is an article on Civil War camps by Arville L. Funk, '55. A note attached says, "Mr. Funk is considered an authority on Indiana during the Civil War period and besides writing for our bulletin he has written articles for the INDIANA MAGAZINE OF HISTORY, OUTDOOR INDIANA MAGAZINE, THE HOOSIER FARMER MAGAZINE, THE OHIO HISTORICAL QUARTERLY, and at present is preparing a feature article for the IOWA JOURNAL OF HISTORY.

"Also, Mr. Funk is serving on the staff for the 12th Annual Indiana History Workshop to be held at McCormick's State Park on May 1-13, 1962. "Mr. Funk received his B.A. degree in history from Indiana Central and his M.S. degree in education from Butler University. He is now serving in his fifth year as head of the Social Studies Department of the Perry Township Junior High School."

Fine Arts Festival

(Continued from Page 4)

Psalm 18. Soloists were Linda O'Dell Jones and Madeline Smith, both of Indianapolis; Harriet Heiney of Anderson, and Phil Turley of Espanola, New Mexico.

The final event of the week was the Drama Department's production of "The Shrike," by Joseph Kramm, Friday and Saturday nights. The tragedy takes place in a psychiatric ward of a large hospital where Jim Down, portrayed by Larry Miller, a Huntingburg senior, is trying to prove that he is sane after having tried to kill himself because of a domineering wife and personal involvements.

The play was directed by Kenneth W. Kohn, chairman of the department, assisted by Tony Showalter, a junior from Plymouth. The play had a cast of 23.

Mrs. Wooden Sings in Two Programs

Mrs. Helen Wooden, '46, was contralto soloist for Beethoven's "Missa Solemnis," presented on Friday night, April 27 at Arlington High School auditorium. The mass was presented by the Indianapolis Symphonic Choir, the Butler Chorale and the Butler Symphony and was conducted by Igor Buketoff, conductor of the Fort Wayne, Indiana Symphony and the Butler Symphony.

On Monday, April 30, at 8:30 p.m., Helen Wooden, contralto, and Elaine Norwood, soprano, presented a recital in Ransburg Auditorium. Both Mrs. Wooden and Mrs. Norwood study with Farrell Scott, well known tenor and teacher in the Indianapolis area. Ruth Batt was accompanist.

Dayton Minister to Speak

(Continued from Page 1)

at Dayton's First E.U.B. Church since then.

Dr. Fetter was the Religious Emphasis Week speaker at Indiana Central College several years ago.

He is a past president of the Akron Ministerial Ass'n, and was chairman of the 1959 Ohio Pastors Conference. He belongs to the Dayton Kiwanis Club and the Masonic and Knights Templar fraternal orders.

At Akron he was a board member and past president of the Goodwill Industries and was active in the Council for Retarded Children. He also is interested in Boy Scouting, and the Akron Area Council conferred the Silver Beaver award upon him in 1959.

He is married and has a son and a daughter.

Alumni Chorus Will Sing

The Alumni Chorus will again sing at the Business Meeting of the Association at 4:45 p.m. on Alumni Day, June 2. Rehearsal in Ransburg Auditorium at 3:00, Gene Mogle director. All alumni who like to sing are invited to join the chorus.
He is a member of Alpha Phi Omega, National Service Fraternity, and American Camping Association.

His wife is the former Helen Phipps, who also graduated from ICC in 1928 with a bachelor of music degree. She is a past president of the Federation of Choral Society of New York City and past president of the Long Island Community Orchestra, of which she was concert master. She also worked on the Community Chest and as a nurse’s aid. The Pattons live at 485 Hobart Road, North Brunswick, New Jersey.

Patton’s New Position With Boy Scouts

Howard R. Patton, who has served the Boy Scouts of America since his graduation from Indiana Central College in 1928 with a major in science, has been elevated to the position of Assistant Director, Division of Personnel, National Council, Boy Scouts of America, New Brunswick, New Jersey.

His previous experience with the Boy Scouts of America includes both volunteer and professional services. Volunteer work was that of Assistant Scoutmaster, Scoutmaster, District Commissioner, on Training Committee and Executive Board. He attended the National Training School for Scout Executives at Schiff Scout Reservation, Mendham, New Jersey, during the months of June and July, 1930.

Professional positions held by Patton have been those of Scout Executive, Bloomington, Indiana; East St. Louis, Illinois; Terre Haute, Indiana; Director World’s Fair Camp and Exhibits, 1940 World’s Fair, New York City; Assistant to Director, Division of Program, National Council; Director World Friendship Fund; and Deputy Regional Scout Executive, Region Two, New York and New Jersey.

Son of Alumnus Wins Contest

John Brooks, 13, son of the late John Wesley Brooks, ’35, recently won an oratorical contest sponsored by the Downtown Optimist Club, Indianapolis. Five contestants spoke in the Severin Hotel on the subject, “The Creative Force of Optimism.” John now goes to the state contest held in Evansville in April with his eye on the $1,000 award. John became an Eagle Scout at 12 years. He has a sister Constance, who attends the University of Cincinnati, where she is studying fashion designing on the cooperative plan, seven weeks of study and seven weeks in a department store, presently at Block’s in Indianapolis.

John Wesley’s sister Mrs. Lillian Brooks Rowe, N39, is principal of Indianapolis Public School, No. 40. Another sister, Thelma, ’33, is the wife of a Methodist minister, Reverend Richard A. G. Foster, and lives in Oakland, California. She is the mother of five daughters.

Farrel Also Serves Scouts

Another ICC alumnus who is affiliated with the Boy Scouts of America is Fred W. Farrell ’58, who graduated with a major in elementary education. He has been Assistant District Scout Executive of the Central Indiana Council since Nov. 1, 1961. His previous experience with the Boy Scouts of America has been as Vice Chairman of a District Camping Committee and Assistant Cubmaster.

He is a member of the American Legion, National Presidential Representative, Alpha Phi Omega, and Associate Vestryman, St. Paul’s Episcopal Church, Indianapolis. He is married and has three children. His address is 67 West Westfield Boulevard, Indianapolis 8.

The Leaders Retire

(Continued from Page 23)

Leone, when four American missionaries received honorary degrees.

Reverend Leader’s formal training for missionary service, in addition to Indiana Central, from which he graduated with the class of 1925, consisted of short terms at Penn State, Moody Institute, United Theological Seminary, Cornell and Iowa State College.

While Dr. Leader was born in Pennsylvania and spent his childhood there, most of his Christian activity centers in Indiana so that he claims Indiana Conference South and the Conference claims him as its own.

Mrs. Leader was born and reared in Laketon, Indiana, so that Indiana as “home” is only one of the many interests Dr. and Mrs. Leader have in common.
Spring Sports

The outlook for spring sports at Indiana Central includes several question marks. The big concern of the baseball squad is the development of freshmen pitchers Ray Trisler, Jerry Mullinix, Charles Miller, Bob Williams and Art Hammond. Trisler has won 1, lost 2. Mullinix is 1-0, Miller is 2-1, Williams 1-0, and Hammond is 0-1 as Central has compiled a 5-4 record.

The Greyhounds dropped two games at Illinois Normal 0-5 and 4-5 to open the season. They then squeezed by Wabash in their home opener 7-6, but dropped a double-header at Purdue, 4-5 and 0-6. Since that time they have combined steady pitching and good hitting to sweep 4 straight. Rose Poly fell 15-1, Marian 5-2 and Earlham dropped a double-header to the Greyhounds 5-1 and 15-3.

The baseballers face Goshen, Indiana State and Louisville before Spring Vacation and return to face Miami (O.) and DePauw before the conference opener May 1 with Hanover.

Central's track squad is off to a surprisingly good start. The harriers finished second to host North Central in an indoor meet March 3 ahead of Augustana and Elmhurst.

The Greyhounds lived up to their name in racing past Taylor in the first outdoor meet, 99 1/2-36 1/2. John Jarosinski, a freshman from Indianapolis, broke the IC mark for the mile run with a 4:36.7 time.

Freshmen Pete Bullard, Carmel, and Larry Keene, Southport; and junior Fred Honnold, Pendleton, led the harriers past Anderson 100 1/2-35 1/2 in the second dual meet, as the Greyhounds avenged a similar defeat suffered at the hands of the Ravens last year.

John Koontz, Ken Graves, both of Indianapolis, and Tony Zentz, Bremen, combined to capture first in the shot put in the Wabash Relays. Jim Ware, Danville, who jumped 21'9 1/2" and 20'1/2" in winning the two dual meets, leapt 21'11 3/4" in the Relays to lead Central's jumpers to a second place finish.

The harriers have 7 meets before they host the Hoosier College Conference meet May 19.

The golfers opened their season April 14, dropping a 7 1/2-9 1/2 match to Marian. Jerry Salmon, Brownsburg, and Dennis Dennett, Indianapolis, led the Greyhounds, each with an 87.

John Alexander, Shelbyville, only returned from last year's squad, was unable to play in the opening meet, but is expected to lead the golfers as they play 8 matches before the Conference meet, May 19.

Insert

The "College of Tomorrow" insert in this issue of the ALUMNI NEWS has been prepared by the group listed on the last page with no remuneration for their time and effort. When you have read it, will you pass it on to some parent who wants his child to have a college education. No time in a child's life is too early for a parent to begin to try to find the answers asked on the first page of this insert. The ALUMNI NEWS is proud to present "The College of Tomorrow."

Shawa Promoted

(Taken from SUN AND FLARE, printed by Arabian American Oil Company, Dhahran, Saudi Arabia), January 10, 1962.

Marwan I. Shawa, Supervisor, Presentation unit, Television division, Public Relations department, was promoted to Assistant Producer, Television, effective January 1.

Shawa received his B.A. degree from Indiana Central College, Indianapolis, Indiana, in 1959. He received his Master's degree from Boston University in 1960, and during this time he worked for Station WGBH, Television, at Boston. He joined Aramco Television in May, 1960.

Quaker Philosopher-Theologian to Lecture at Indiana Central

Dr. Douglas V. Steere, Quaker philosophy professor and theologian, will deliver the Showers Lectures on the Christian Religion at Indiana Central College May 7 and 8.

The lectures were established this year by a gift from Dr. J. Balmer Showers of Dayton, Ohio, retired Evangelical bishop who formerly was stationed at Indianapolis. Bishop Showers is a life member of the college's board of trustees.

Dr. Steere, therefore, will be the first person to lecture under the grant. He has been professor of philosophy for a number of years at Haverford College, Haverford, Pennsylvania, but is on leave of absence this year to serve as Harry Emerson Fosdick visiting professor at Union Theological Seminary in New York City.

Dr. Steere will address Indiana Central students and faculty at convocations at 9:35 a.m. each of the two days he will be on the campus. He will speak on "The Unfinished Task in Christian Witnessing in Today's World" Tuesday. The Tuesday program will replace the usual Wednesday chapel.

His subject at 4 p.m. Monday will be "Baron Friedrich von Hugel: A Christian Counselor in Our Century," and his 7:30 p.m. topic will be "Alan Patton: The Message of 'Cry, the Beloved Country.'"

All of the lectures will be in Ransburg Auditorium and open to the public.

Maciejewski Accepts Federal Position

For the past three and one-half years Ed Maciejewski, '58, had been employed by the State Board of Health as food and drug inspector with headquarters in South Bend. In January he terminated his employment with the state and accepted a position as a Food and Drug Inspector with the U.S. Federal Food and Drug Administration in their Detroit district office, where he reported on March 5.
In Memoriam

Adah C. Fout
Darline Rosenbarger Whobrey

Adah C. Fout
Mrs. Adah C. Fout, widow of Bishop Henry H. Fout, died February 25, 1962, in Community Hospital, Indianapolis. She had lived for several years in the Marott Hotel having been a resident of Indianapolis 40 years. Her husband was bishop of the Northwest Area of the United Brethren Church from 1912 to 1944. Funeral services were held at the Flanner and Buchanan Fall Creek Mortuary and at the graveside in Woodland Cemetery at Dayton, Ohio.

She was the mother of Virginia Fout Lewis (Mrs. John O.), ’25, who lives at 6015 Lawrence Drive, Brendenwood, Indianapolis 26.

Philip Katau

Philip Katau, Age 5, son of Frank, ’50, and Joan (Hostetler, x53) Katau, died March 22. There are three other children, Maureen 8, Stephen 7, and Edward 4.

Frank is teaching Sixth grade at the Fremont Avenue School in Patchogue, New York.

Darline Rosenbarger

Darline Rosenbarger Whobrey, N36, passed away on March 9, 1962.

Mayme Swift

Mayme Swift
Miss Mayme Swift, N27, died at St. Francis Hospital on March 25 after a brief illness. She had taught in the public schools of Indiana for 43 years, 35 of which were in Marion County. Until a few days before her death she was teaching in the new Indianapolis School 65 in University Heights.

Herman E. Borchers

Herman E. Borchers, ’29, died suddenly at his home in Chicago Heights, Illinois, on March 13. The widow is the former Dorothy Arnold, x32. He had been Plant Quality Control Chemist at the Victor Chemical Company for more than 30 years. Three sons survive him.