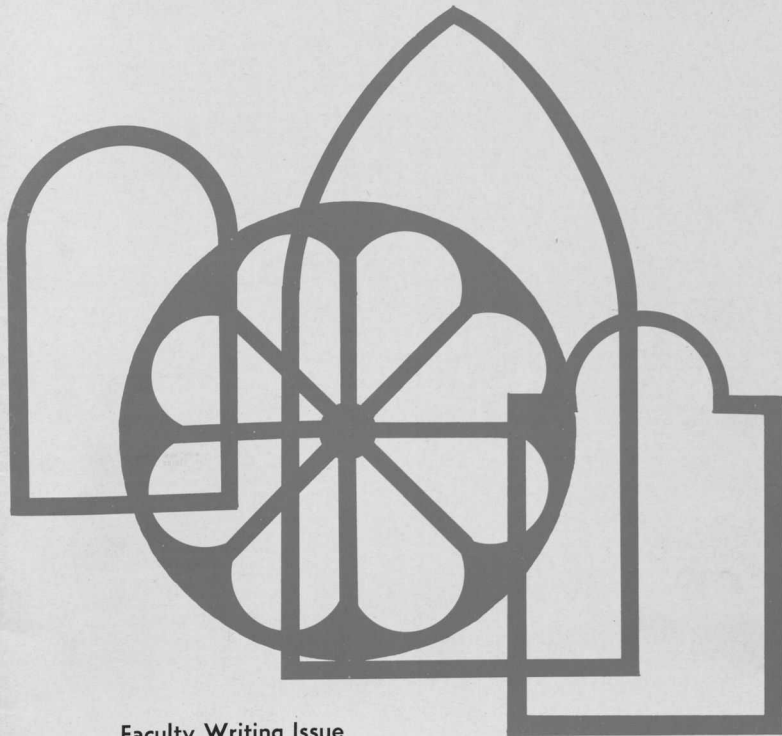


**WESTERN MARYLAND
COLLEGE**

The Bulletin



Faculty Writing Issue

December, 1960

The President's Column

Although many factors play a role in determining the quality of a college, in the final analysis, the caliber of its teaching staff is the most significant. Without good teachers, the best physical equipment that money can buy in terms of classrooms, laboratories, libraries, and gymnasiums is utterly futile. I have reason to be very proud of those men and women who across the years have cast their lot with Western Maryland. They are a dedicated group who believe thoroughly in what they are doing, and I count it a high honor to be their president.

Since this issue of the BULLETIN features contributions from some of our own faculty members, it would seem quite appropriate to include here a few statistics that will cause the alumni and friends of the college to share something of my pride.

This year, 1960-61, there are 55 full-time faculty members. Of this number 29 have doctorates; 23 have masters degrees; and three, although not holders of graduate degrees, are highly trained in the very specialized fields in which they are working. At least six with masters degrees are within thesis-distance of their doctorates, and as many more are active doctoral candidates.

To be sure, a graduate degree does not always guarantee a good teacher, but it does indicate in the academic world that the university granting the degree places its stamp of approval on that individual as one who has competency in a certain field of knowledge. In selecting faculty members we, of course, give major consideration to their academic preparation, but we also look for teaching ability, personality, and the other intangibles that

make for good teaching in a college like Western Maryland.

Our faculty of 55 members has an average tenure of 16 years, ranging from our new appointees, who are teaching at Western Maryland for the first time this year, to one professor who has served the college with unusual distinction for 42 years. This average tenure is longer than most colleges, and the committee which evaluated Western Maryland for renewal of accreditation several years ago commented upon it as a situation which gave stability to the college and indicated satisfaction and devotion on the part of faculty members who are willing to settle down and do a good job.

The average age of our faculty is 48 years. This is somewhat above the average of similar institutions, but is the inevitable sequel to the long tenures noted above. It gives us a mature teaching staff which is all to the good. It must be recognized, however, that within the next few years there will be a larger number of retirements than we have been accustomed to, and they must be replaced with younger men and women who will maintain the high instructional standard of which we are so justly proud.

These few paragraphs, of course, give only a partial and somewhat superficial picture of our faculty. To know them, you must know them as scholars and as persons. You will become better acquainted, for instance, with the few contributors to this issue of the BULLETIN because you will be reading the product of their scholarship which inevitably has the imprint of their own personalities.

L. S. E.

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THE COVER

For Christmas this year—church windows. The windows, collected into a design, cover various periods of church architecture ranging from one seen on very early Christian structures to the rose window, an outstanding feature of the Gothic era. This December issue is special because it contains the annual collection of faculty writing—Western Maryland's way of saying MERRY CHRISTMAS, MAY YOUR NEW YEAR BE HAPPY.

"Most Enveloped In Sin"

DEAN W. HENDRICKSON

This issue of the alumni BULLETIN provides an opportunity to discuss a point in one of my favorite literary works, Chaucer's *Canterbury Tales*, and also to give credit, long overdue, to a former student at Western Maryland for the solution of a problem that vexed me every time I came to it in teaching Chaucer.

The problem was why the Pardoner, whom Professor Kittredge memorably called "the one lost soul among the Canterbury Pilgrims," should suggest that Harry Bailly, the Host of the Tabard Inn, should be spoken of as "most enveloped in sin" when we consider how far short of the ideal of their respective callings a number of other members of the Canterbury pilgrimage fell. For example, there is the Summoner, who would teach "a good felawe" (a rascal) to have no fear of the archdeacon's excommunication unless his "soul were in his purse"; the Friar, who knew more of "dalliance and fair language" than any other friar in all the four orders and who was "an easy man to give penance where he knew he would have a good pittance"; the Miller, who "was a janglere and a goliardeys, / And that was most of synne and harlotries; / Wel koude he stelen corn and trolle thries"; and even the Monk, who, instead of being deeply religious, is very worldly.

The solution of this problem was suggested by my student Mr. Nicholas Spinato. He said that the Host, as proprietor of an inn, would be surrounded by the various sins of the tavern, which the Pardoner characterizes as "that devels temple."

Some of the inducements to sin which the Pardoner mentions in the first part of his Tale are the following: graceful and slender dancing girls, young female sellers of fruit, singers with harps, bawds, wafers, "which are the very devil's officers to kindle and blow the fire of lechery, that is annexed to gluttony. The holy writ I take to my witness that lechery is in wine and drunkenness." "For drunkenness is



CONTEMPORARY MANUSCRIPT—This drawing was adapted from the *Ellesmere Manuscript*, a 14th century publication of *THE CANTERBURY TALES*. The manuscript is now located at the Huntington Library in California. The drawing is by Ayako Tokugawa, a former Western Maryland student from Japan, now living in Brazil.

the very sepulchre of man's wit and his discretion."

The three rioters of whom the Pardoner tells his tale and who are seated in a tavern drinking to excess, have engaged in gambling, which the Pardoner calls "the very mother of lies and of deceit, and cursed forswearing, the blasphemy of Christ, manslaughter, and waste of property and time."

And, finally, before he gets back to the story of how the three rioters sought and found Death, the Pardoner condemns other sins of the haunters of taverns: gluttony, which he cites as causing many maladies that follow excess of eating and drinking (sounds very modern) and of causing Adam

and Eve to be driven from Paradise; the use of oaths, especially those that mention a part of Christ's body, considered in the Middle Ages possibly the worst type of swearing, that of "to-tearing the Lord's body," the belief being that if one swore by a part of Christ's body, he caused the Lord pain in that part of His body; for example, if he said "Zounds," it had the same effect as if one could put his hands into one of the wounds of Christ and tear it open afresh.

Considering all these sins associated with tavern life in Chaucer's time, we can understand why the Pardoner advises that the Host be the first to come up and kiss his relics—and pay in money or in kind for doing so—"For he is most enveloped in synne."

DEAN W. HENDRICKSON is associate professor of English, Emeritus. He received his A.B. and A.M. degrees from the University of Virginia. He did additional work at the Johns Hopkins University.

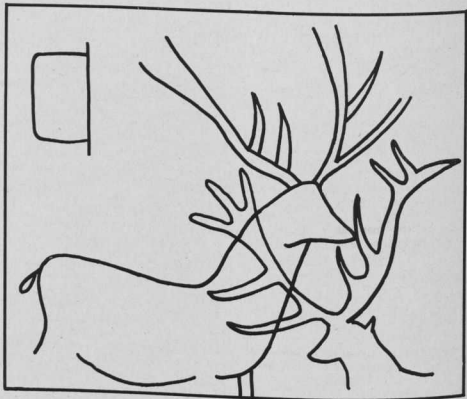
Creativity: Its Nature and Nurture

EUGENE M. NUSS

Perhaps from the moment man first achieved the capacity for self awareness he has been intrigued by his own creativeness. Over the ages man-in-thought has struggled to describe and explain this elusive quality of behavior. His lack of success in this effort no doubt accounts in large measure for the frequent suspicion and distrust of the creative and their creativeness, and the subsequent failure of society to provide the setting in which creativity can thrive. It is interesting and encouraging, therefore, to note the new perspective in which creativity is currently viewed. I believe this newer approach points up exciting implications for the researcher, the teacher; for all leaders in every aspect of American society.

Traditionally, creativeness has been equated with genius, special talent, and giftedness. Only a few of a normal population were so endowed, and those few were considered to be somehow different from other human beings. Just how they were different was not understood so the creative were commonly labeled as strange, odd, or even queer. Whether the creative person was tolerated by his society was often determined largely by the degree of practicability of the product of his creativeness as evaluated by his contemporaries.

Thus, the inventor who produced a gun that would help win a war, or a machine that could harvest a crop more efficiently was extended some degree of tolerance by his fellow man. Others whose literary, artistic, or mechanical products failed to win utilitarian acceptance were too often written off as impractical fools, or simply crazy, mixed-up people. This kind of treatment typically afforded the creative in the past (and I do not imply that it has entirely vanished from modern society), reflects society's low tolerance for individual diversity and its rejection of the creative process as equal in importance with the creative product so far as the progress of mankind is concerned.



EARLY CREATIVITY—The drawings on this and the following page are examples of drawings of animals and signs from the Stone Age caves of Lascaux in France and from similar caves in Norway and Spain.

Recent thinking and research in the behavioral sciences holds promise for a more productive view of creativeness. Today a sound case has been built for the assumption that creativity is a universal characteristic of human nature, and that the nature of its distribution within a normal population is best described as a continuum rather than the traditional dichotomy. This relatively new concept has been developed from research and other inquiry into the biological, psychological, and sociological bases of human behavior. It is one of the several unifying concepts which have emerged from a seemingly fruitful interdisciplinary approach to the study of mankind. The two ideas which have been most instrumental in promoting the development of this concept are, (1) that the physical equipment prerequisite to creative behavior, both covert and overt, is species-

wide and exclusively human, and (2) the human individual is genetically, physiologically, and perceptually unique. In another way we could say that only man is able to interact with his environment as an individual (because he is free from the instinctual dictates found among lower animals) and only the human species can take advantage of this freedom (because only humans have the nervous system capable of abstract thought, creative imagination, etc.).

Within this conceptual framework the generic aspect of creativity can be explored. Because the human individual is unique, and because he has the necessary equipment, it is indeed "natural" that he perceive, interact with and contribute to his environment in a manner unlike that of any other individual. Thus his ideas will tend to be divergent, his insights novel,

and his innovations and inventions original: in short, creative.

There is no social law, however, that guarantees the full expression of man's natural endowments. His creativeness may be innate, but its manifestation is dependent upon the physical, psychological, and social variables operating in the life of the individual. For example, brain damage or impaired sensory organs can distort perception and inhibit creativeness; an attitude of defeatism or feeling of self inadequacy can prevent creative effort; a social environment in which it is unwise or dangerous to be different will stifle the creative spirit.

Socialization processes which demand conformity and at the same time fail to recognize and preserve individuality have the most pervasive inhibitory effect upon the expression of creativeness. Each human being must become a part of the social process if he is to learn the ways of his society: man cannot live as man in isolation from his fellow humans. Yet in the process of becoming an integral part of a human group he loses some of his individuality, for group cohesiveness demands a measure of conformity of its members. The challenge to modern society, then, is to provide adequate socialization in the interest of communication and cooperative endeavor, and at the same time allow for and enhance the uniqueness of its members in the interest of creativeness and human progress.

There are those who hold that society cannot cope successfully with this seeming paradox of human nature. They say that creative behavior is possible only outside the group and that one must choose between being an individual, capable of individual thought and action, and group membership which carries with it standardization of thought and deed. It is not my intent to dispute the historical validity of this assumption.

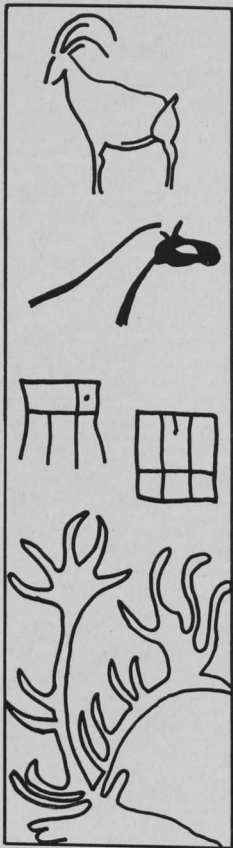
I should, however, like to suggest that the inverse relationship of creativity and group membership is not inevitable. I believe the sub-groups of our society can and will increase their tolerance for individual diversity: I believe they must in the interest of the optimal development of the individual and the socioeconomic well-being of our Nation, which are, of course

inseparably interrelated. Further, while the pressure toward conformity in America is real and intense, there are significant developments in our culture which offer encouragement to those who would resist conformity.

First, the very considerable increase in the amount of interest currently afforded the topic creativity is in itself a hopeful sign. Only a decade ago a real paucity of experimental research existed in this area. Today the researcher has a much more adequate theoretical base from which he can draw and test hypotheses relevant to creativity and conditions appropriate to its nurture. Creativity, as a universal characteristic of humanness, has gained widespread recognition as a prerequisite to the full development of man.

Another development interesting to the student of human behavior is that which the demographic experts refer to as The Great Convergence in America. The crux of this movement is the continuously diminishing differences among the cultural groups of America in such vital areas as education, health, longevity, and economic well-being. As these here-to-fore debilitating differences among groups lessen, the membership of any one group becomes less unlike the membership of any other group. Thus the group label will not be so pronounced, and the group member will become in the eyes of his fellow man more an individual and less a member of a particular social, racial, or ethnic group. The more he is seen as an individual the better able he is to be an individual. It seems then that when the brilliance of the group label is toned down, creativity is fostered.

It is interesting, too, that our educators are becoming increasingly concerned with meeting the challenge of human variability. We find on all levels of education a growing sensitivity to the importance of the task of identifying and providing for those individual differences to which we have paid lip service for so many years. In this regard I think it would be well for our schools, both public and private, to conduct an intense self-study to determine whether their ideals and goals give sufficient priority to the acceptance and enhancement of human uniqueness, and to evaluate the congruence and effectiveness of their prac-



THE LASCAUX DRAWINGS—According to Annette Laming in LASCAUX PAINTINGS AND ENGRAVINGS the "palaeolithic sanctuaries provide the first testimony of any human activity unconnected with immediate material needs." Paintings of palaeolithic sanctuaries mark a culminating point in the history of mankind.

tices in view of these ideals and goals. Because of the vital role of education in America, and because I feel now is the time for constructive self-study, I should like to offer some observations I have made of recent activities here at Western Maryland, and suggest questions we might use as guidelines for further self-study.

Several recent developments in particular have impressed me as being significant manifestations of our sensitivity and capability in providing for human creativeness. The most recent was the Leadership Conference held just prior to the opening of the present school year. Students and faculty came together to help each other discover the means by which student leadership on this campus might better be developed. The conference wisely focused on the principles underlying the nature and function of leadership. The concept creatively received much attention during the program; our faculty panel suggested that the vigor and quality of education is determined by the degree of creative behavior, particularly creative leadership, displayed within the college family: the student-faculty discussion group of which I was a member raised and discussed the question of how we might promote creativity here at WMC.

That creativity was a topic of so much discussion is significant *per se*, but even more important, so it seems to me, is the

fact that the idea for this leadership conference germinated within the student body and that the responsibility for its planning and implementation was largely that of the students. I believe this project is symptomatic of an atmosphere in which creativity can thrive. Certainly the college administration (especially the Deans of Men and Women) and other faculty members who skillfully supported and guided this activity have earned our commendation.

The Honor System is another example of cooperative, creative enterprise. Here again an idea was conceived, nurtured by students and faculty, and born into reality with school acceptance. I believe this pattern of student-faculty interaction is healthy and speaks well of our awareness to the responsibility and opportunity we have to promote creative expression. Other projects and activities such as the SGA-sponsored monthly open meeting, and the political discussions relevant to the recent election, swell the list of promising events here on campus.

This list will grow as long as the school "climate" is conducive to the expression of ideas, including divergent ideas, and, while there is no known panacea or short course that will insure the proper balance between conformity and permissiveness, we do have some guidelines which suggest certain questions for self study.

I feel the more important of these are

as follows: How much tolerance do we have for individual diversity? Must others conform in all ways to our expectations before we can accept them as worthwhile human beings? Can we "live with" divergent thinking, i.e., can we communicate with those who think differently from us? Do we recognize the ultimate benefit in Do we tend to cut down to size anyone who stands out as different in any respect? diversity of thought? More specifically, how adequately do we reward creative behavior? Do we reward the creative student with admission to our school, and do we accept and recognize him once he is here? Do we tend to cut down to size anyone who stands out as different in any respect? Do we stereotype and dichotomize in our thinking about the balance of intellectual and social needs so that we must choose to espouse the cause of one or the other, but never both?

These and other questions must be asked, and when the answers are not entirely to our liking we should not seek to place blame or search about for scapegoats. We might better pursue those courses of action which have already proved to be productive, and as a student-faculty-administration team put our collective creative imagination to work to design the plan through which creativity—and thus excellence—can best be nurtured.

EUGENE M. NUSS is assistant professor of education. He received his B.S. from Bloomsburg State Teachers College and his M.S. from Temple University. He has done additional work at the University of Maryland.



The Spirit of Science

HARWELL P. STURDIVANT

The emergence of scientific knowledge as a great force in our time has rekindled a serious interest in science and has bestowed an added responsibility upon us as research workers, teachers, and students. A large segment of our population stands in awe at the word "science." When we say we are scientists or students of science we take on a unique status: so rapidly has science progressed that today it touches all phases of life. The men who are entrusted to make decisions in our world governments must understand some of the implications and responsibilities involving science. Those who direct welfare agencies over the world should have an understanding of the part which science plays in their work. All must realize that science can bring a fullness of life rather than fear and destruction because science has many broad and humanistic values. We must become aware that science and the scientific method are not the domain of the professional scientist for the body of knowledge that we refer to as science knows neither political boundaries nor national restrictions; it is the property of all peoples, for it is knowledge.

Science started long before man began to record history. It really was born of tribal magic. As man became civilized some of his group began to realize that magic was unreliable. Magic became science when man discovered that situations could be controlled and predicted. The Greeks over 2,000 years ago were one of the first civilizations to recognize this. They were thinkers and they soon began through their philosophy to establish ideas about the origin and succession of life. Their speculations outstripped the facts, for they closed their eyes to facts and did not stop to test their theories. Their speculations were often naive and vague and bound up with current mythology, yet some

of them contained grains of truth which were the germs out of which grew ideas of later thinkers. The Greek civilization represented the high-water mark in scientific achievement in ancient times. As the Greek civilization collapsed, so did science; and for a thousand years scientific activities were at a low ebb. There was not only no interest in science during the Dark Ages but there was antagonism toward anything scientific. Men ceased to think for themselves and made no effort to search for the truth. It was a period of authoritarianism. The Renaissance Period which followed the Dark Ages of science, represented the time when the minds of men sought to express hunger for knowledge and to push back the resistance to learning.

Vesalius, Francis Bacon, and Harvey spearheaded the revolt against authority in the 16th and 17th centuries. Vesalius broke the bonds of authority which Galen's teachings in anatomy had held for over 1,400 years. Bacon freed natural philosophy from scholasticism and gave freedom to speculation and deduction. Harvey introduced to science analytical observation and the use of quantitative methods to determine exact facts. This method of thinking and doing has become one of our best tools in the search for truth. Through the use of these tools man has accumulated the vast body of knowledge which we call science. Science has become a human activity because man seeks for a deeper knowledge and a broader understanding of the world in which he lives.

Science is founded on a belief in a universal order in nature which man can discover. The methods of science have guided men in their search for new knowledge and have set standards of acceptability for partial explanations. Science is not a cold, infallible, impersonal machine; it is not a collection of formulas and terms. Science

has been accepted by men because its methods yield dependable and repeatable results. Science has given to man relief from many diseases and from suffering. It has given him many luxuries and conveniences of life. Most of all, it has given him the objective and open-minded search for truth which is the root of all true freedom—the freedom to investigate everything in order to determine its truth or falsity. Man has grown in knowledge because of this open-minded search for truth. Under the driving power of modern scientific ways of thought, ancient superstition and taboos have been uprooted and destroyed. Science has brought the continents of this planet in proximity and is striving to link the planets of our solar system. These accomplishments are all potentially for the good of man. Out of them millions of men have had their horizons widened and their physical lives enriched. Ancient dogmatism and authoritarianism have been beaten down, and man has been set free to seek truth. Yet with all this knowledge that science has given us there is the great fear that it may be used to destroy us.

It is worthy of note that most research scientists who develop powerful drugs and weapons show great concern about their use. They realize that science and scientific principles are not the responsibilities of scientists only, but are a part of the body of knowledge that pervades all walks of life. An understanding of how science operates and how it determines our existence is a necessity in our society today. As teachers and citizens we have a responsibility to science and to society of emphasizing the gains and the values of our knowledge in this field and to see that they are used for the advancement of society. We must develop a philosophy of science which has at its center the good of mankind.

HARWELL P. STURDIVANT is professor of biology and chairman of that department. He received his B.S. and A.M. degrees from Emory University and his Ph.D. from Columbia University.

VERSE IN SEVERAL MOODS

Youth

Love of life

*To thy forgiving hands we cling
And listen to the accents of thy lips
That speak to us unutterable truth.
Beam from the radiance of thine eyes
The sweetness of life and death.
Lo, as the sunrise inflames thy locks
Arises the secret of our hearts,
Our troth plighted in the shadows,
From her dark caverns with spurning
pinions
Flaunting the wondrous heavens.
Tears and laughter unconquerable are
ours,
Lover fairer than sunbeams.*

SOPHISTICATE

*The soul, in vaulted tabernacle lost,
Sought the light-hearted labyrinth of whim,
Forgiving answer, prematurely old
Through gazing upon winged seraphim.*

*A thousand glittering youthful dragon-fangs
Danced in the pansy purple of the shore;
Under the crag to which the falcon hangs
By loyal emblems flowing forth to war.*

*Deep in the night a meteor's light betrayed
The twisted roots of oaken dalliance;
The angry, combing wave gave up its prey
To ebon ribs of derelict forlorn.*

*The chiseled wind a cutting token clove
Clear to the heart in answer to despair,
And in its place a clacking orphan thrave
Under the welkin, far in the depths, and where.*

JOSEPH W. HENDREN

—being an assortment of romantic, sardonic, impressionistic, ultra-symbolic, and merely flavors and idioms, which it is hoped the reader may enjoy partly for the sake of the contrasts. The several pieces were not originally composed as examples of anything, but only as poems, or at least ventures into poetic dimensions. They came into existence because somehow they wanted to be said somehow. Someone has wisely called poetry a language we invent to explore our own amazement. If the technique of exploration in "Sophisticate" proves somewhat unintelligible, perhaps the reader may find it interesting in its representation of a modality in semantic manipulation, or linguistic sleight-of-hand, pervasively fashionable in these days of cultish and esoteric art. Such poetry, often termed modernistic, is both baffling and teasing in its preoccupation with expression and obdurance of communication. It loves ingenuity inside the rigid boundaries of its own aesthetic dialect. You can find it elegantly exemplified in Wallace Stevens and Hart Crane. You will not find it in Frost or Masfield. Carl Shapiro has recently called it a diseased art. But puzzles can be fun, even if admitted into the outer purloins of art, and they may be here to stay. "Picture by Uncle Hansen" is not intended to be obscure. "Youth," written in youth, was meant as a simple lyric. "Picture" and "Semantics" are, of course, satirical by intention. To what extent "Sophisticate" is so will be left to the reader's judgment.

JOSEPH W. HENDREN is associate professor of English. He received his A.B., A.M. and Ph.D. degrees from Princeton University.

Picture by Uncle Hansen

Look at it like this, Tom
 I never lied to you before did I
 No says you and youre mighty right
 And Im not lying to you now
 Im telling you they processed that pore kid
 Im not lying by judas priest they had
 Charts and figures from here to Jerusalem
 Graphs, medians, norms
 Averages, correlations, breakdowns
 Formulas, equations, totals
 And these give you scores, some raw
 But most boiled, fried, or pickled
 In endlessly ingenious series
 Of serried derivations and rarifications
 All duly labelled and hiley significant
 Filed in quadruplicate multiply column
 Four by column two divide by three
 Whenever R equals lc and by two whenever
 R equals s and/or s/b builds up revealing
 Picture, Hansen by grab youre lying
 Wisht I was but so help me
 Its the sober truth you just
 Dont know the half of it, chief
 Well what did they make of this stuff
 Make of it, they made pictures and Im
 A Patagonian dog-catcher
 If this outfit didnt possess special
 Respectable receptacles replete with
 Percentiles deciles quintiles quartiles
 Terciles biciles duciles monociles
 Unicles—demicles too, Hansen
 Maybe so Tom I wouldnt
 Put anything past those guys
 They can get it for you wholesale
 Statistic bushels of they really ran
 That kid through the mill
 Blueprint pattern casting machining
 Flange boss unit assembly product
 Lemme see that micrometer
 Bearing tolerance five one-thousandths
 Of one millimeter check
 Brother thats cutting it fine enough okay
 Here we go down the assembly line
 At nine oclock in the morning
 You get the signals
 Then you get the picture
 Then you derive the eye queue
 Structured explanationwise by some considerable
 Amount of homogenized communicationizing
 Attenuated refinement of quantitative
 Linguistic federalesian jargonautical
 Gobbledegook virtuoso practitioners of
 Selective unit in specified areas
 Channeled and/or psychologically conditioned
 By preferred processes multilaterally
 Associated with tangential implementation
 If and when by insulated configuration
 Orientality is effected functionally
 As referred to top level personnel glory be

Semantics

Once upon a time
 The people were divided
 Over a curious question
 Some held the opinion
 That three and one make thirty-one
 They could show it to you on any calendar
 And no sane person could doubt it
 Others thought that three and one make four
 They used mathematical symbols
 To demonstrate the validity
 Of their belief
 Now a certain man among them
 Pointed out that both sides
 Were right or wrong depending on
 What they meant by their word "make"
 But this analysis of the problem
 Was highly unpopular because
 It seemed to make the possible rightness
 Or wrongness of the contending opinions
 A little less than absolute as these
 Propositions had been originally stated
 By their proponents and so
 The man who offered the solution
 Acquired a reputation as a silly prophet
 Of sweetness and light with not enough
 Guts to stand foursquare on either
 Side of the controversy and consequently
 He was at first ostracized
 Later he was outlawed
 And finally they thought it best
 Not to kill him though
 A few heroes wanted to
 But just to forget him
 And continue bravely fighting
 The good fight

Thats when the pore kid fetched that infernal screech
 When I come in I got the whole
 Story straight from the horses mouth
 Compute ratios informationwise and/or
 Total picture higw ylolj ubongo
 Fmau mau hizziz hazarbaba zafacon mbai
 Merciful jaybirds Hansen what are you sayin
 Nothin much son except about that
 Special areas up/down dadgum
 They got me doin it now
 Process picture petrified polecats
 Pore kid

A CHALLENGE FORGOTTEN

WILLIAM L. TRIBBY

I have grown weary of certain misuses of the electromagnetic pencil; I have become even less indulgent toward those who rest comfortably, with such a pencil in hand, by hallowing one or several of the many objective aptitude and college entrance tests. Because I am discovering that with all the Sputnik-crazed emphasis on academic excellence, with all the Conant-directed studies of the American junior and senior high school, with all the publicity regarding the more rigorous requirements for entrance into this and most colleges, I am faced with students who, like their recent predecessors, can sputter a half-differentiation between an adverb and a noun, can use "to" and "too" and "two" correctly most of the time, and can present me with the secondhand praise of former teachers regarding their writing ability.

For this I am grateful; and, when disheartened by an occasional sentence such as—a la Bull Run: "I am real nervous and frighten now, because I know I am going to be fighting and having bullets wissing by me soon"; or, in the Trojan spirit: "We drugged the horse into the city through a whole in the wall"; or, even in military disdain: "All of us are so exhausted that we cannot pick up a gunn, less loan fire it"—I am told that the writers of these observations are "exceptions" have been placed in a remedial English section, and will be expected by other college departments to have recovered miraculously by the following June in time to match the group analyses of Schopenhauer, Gross National Product, and the dadaists.

Certainly the type of test indicated above is essential in the acquisition of certain necessary knowledge about the prospective college student. It is not this, but the philosophy which says "only this" that concerns me most deeply. What is desperately needed is an equal attempt, beyond some ten-line statement of "What Education Means to Me," to measure the prospective student's basic ability to conceive and respect his thoughts, organize them, and present them in a clear, expressive, challenging style. Once this is done, we will be forced to look not only at the means of writing, but also, and again, toward its purpose—the communication of that which is the richness of oneself. Once that even one fraction of the effort expended in the preparation by educational agencies of the present type test is shared by the individual college's daring to require and take the long hours to critically evaluate the thought-expressing ability of the prospective student, we will be progressing.

Seated in my classroom in freshman composition at the present moment are twenty potentially creative students. Yet, with three exceptions, they have been gypped in high school, and consequently shocked in college. Somewhere along the line (and it's always so easy to pass the "blame" downward in chronological order) they have acquired a sterility born of lack of confidence in the latent strength of their personal experiences and the opinions developed from those experiences. Someone forgot to mention that they, as writers, must show their readers their right to believe what they say they have

come to believe, so that the reader can extend to them the respect which says "I don't necessarily agree with you, but you have convinced me of your right to hold that opinion. Now, let us examine, together, our ideas." Someone forgot to insist on specific focus and the importance of the deep, analytical search for organizing principles within the subject matter. As a result, in a "You Are There" theme, I am asked to imagine, in one thousand words, that the writer is going to take me through the hellfire of the complete Battle of the Bulge. Probably, for all I care, with the original cast and case histories of each. Yet, the "A" in Composition on the high school record is beautifully engraved. Someone also forgot to challenge these students to use the world of the abstract as one having a validity of its own—a world produced and more nearly understood through the image-making powers of man as he seeks to describe the sound of a winked eye through the ears of a man who has no other sense but that of hearing, the touch of a snowflake through the brow of a man who has no other sense but that of touch.

Consequently, I am binding under the idea that I am required to teach fundamentals of grammar to college freshmen. What they could not learn to use in twelve years I do not feel it worth my time or theirs to suppose egotistically that I can enlighten them in two semesters. And, in what will be regarded as a weak exit by many, I've required them to re-learn grammar on their own. Further, a failure to transmit accurate grammatical struc-



THE INCOMPLETE STUDENT—A special technique was used to create the blurred impression of three students in the process of writing and thinking. Only the black qualities of the photographs were retained and printed to give the illusion of something missing discussed in the accompanying article.

ture and diction in writing is met with heavy consequences. Why? Because by the time a person is ready for college, it must be required that he know these rudiments and be prepared for a more precise ordering and imaginative expression of thoughts which, in turn, have already been challenged in preparation for college.

I am further concerned because the twenty seated before me come invisibly labeled: Future president, future leader of the P.T.A., future coach for sandlot baseball, future painter, future international economist, future dramatic critic, future voter. Yet, with such lack of preparation in the thought process, the one "future" guaranteed, as I see it, is an ignorance rate subtly high in each of these categories. Not ignorance *per se*, but the creeping kind

which has not been asked to express more than the parroting of researched opinions of others, without evaluation of these opinions. An ignorance of thought. A stagnation of the mind.

Perhaps more consideration should be given the practice already adopted in some colleges of allowing the high schools to administer certain of the objective tests, so that they can discover on-the-spot relative strengths and weaknesses of the programs offered to their students preparing for college. The college could also furnish a report to the high school regarding the prospective student's ability to express thoughts clearly and intelligently. What is too often a gap of non-communication between college preparatory systems in high school and the freshman year in college might possibly be

narrowed through such an effort.

For the college graduate, we are told, is being looked to for leadership. A leadership firmly grounded in the knowledge of the history of all men and all societies who have gone before and who now exist; but also, a leadership based on the ability to communicate a searching interpretation of that knowledge and, as a result, the expression of personal thoughts and feelings. If the student is not equally challenged in each of these areas, we may well expect that in four years the sheepskin will fall calmly into hitherto silent hands which can reply (as well as hands can speak), in utter humility, with a recent freshman theme (upper level): "I looked down at myself, standing all alone, and seen a cowardly spectacle."

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AIGENETAN SCULPTURE—*The bowman, from the temple of Aphaia, Aegina, is now at the Glyptothek at Munich, Germany. The picture was taken from "Aegina" by Gabriel Welter and loaned to Western Maryland through the courtesy of the Johns Hopkins University.*

AEGINA—A Footnote to History

EDITH F. RIDINGTON

One of the greatest delights that the study of history offers is the opportunity for speculation on the might-have-beens. Did the length of Cleopatra's nose really change the course of history? Did the building of the Great Wall of China contribute to the fall of Rome? Suppose Darwin had never taken that voyage on the *Beagle*? Or Newton his nap under the apple tree? At every turn in history we meet such questions.

Partly because of chance, and partly because of some failure or other in greatness, history is full of might-have-been nations, states which began with a great show of promise, but somehow or other sank into obscurity. Today they are only a name in a footnote, subject perhaps of a Ph.D. thesis, the pet project of a scholar in a library. Through the magic of the written word and man's intellectual curiosity, these forgotten states live again briefly. The student, reading the footnote

or taking down the thesis from a library shelf, thinks, "Suppose this state had not failed at such and such a point? Suppose she had won this battle, or this great leader had not been assassinated? How would we be different today?" Through such musings history becomes real and living; without them it may well be the dreaded list of facts and dates so despised by those whose imagination is never kindled by the reality behind the facts.

A case in point is the story of a tiny Greek island which might have assumed the leadership of the Greek world instead of Athens. In the days before the Persian Wars, when the Greek city-states were a group of struggling small towns on the western edge of the civilized world, their main problem was an economic one, growing out of poor soil and over-population. This challenge to survival was met by various cities in various ways. Many, like

(Continued on Page 14)





THE SILVER TURTLE—The drawing, taken from a photograph of the ancient Greek coin known as the silver turtle, pictures a sea tortoise—symbol of Astarte, Phoenician goddess of trade. This is referred to as the earliest known silver coin.

(Continued from Page 12)

Corinth, sent out colonies. Sparta drew into herself, enslaved her neighbors, and became a tight military oligarchy. Athens made use of her own natural resources and built ships to export olive oil and wine in her beautifully painted clay jars. A neighbor of Athens, the city of Aegina, also turned to the sea for survival. Lying in the Saronic Gulf, within sight of Athens' port of Piraeus, Aegina is a small rocky island. The Aeginetans took early to the sea. We find them trading with Egypt in the early days, and we know that the earliest Greek coinage was that of Aegina. Her silver turtle, a heavy blob of a coin crudely stamped with a tortoise, was long the standard coinage of the Greek world. For many years these hardy fishing and trading people were one of Athens' great rivals. Sometimes they were friends, too. When Athens was sacked by the Persians after the battle of Thermopylae in 480 B.C., it was to Aegina that many of her women and children were evacuated. And at the great sea battle of Salamis in the same year, when the combined Greek fleets, united for once, defeated decisively the mighty armada of the Persian king Xerxes, before his very eyes, the Aeginetans took the prize for outstanding bravery and performance.

At about this time the Aeginetans were building a temple to their local goddess Aphaia. On the pediment were carved sculptures in the late archaic style. One

of the groups, showing warriors at Troy, was probably carved in honor of Aegina's heroes at Salamis. These sculptures were discovered, fallen from their places, by German and British archaeologists early in the 19th century. In the light-hearted way of archaeologists of the period, they shipped them off to Germany. You can see them today in the Glyptothek at Munich. If this is too far to travel, *Horizon* magazine in its issue for September, 1959, has published them magnificently. You will find one or another of them illustrated in almost any good history of Greek art. These sturdy marble warriors show us that the Aeginetans were skilled not only in commerce and war, but in art as well. If you look at them carefully you will see perfectly illustrated the characteristics of Greek sculpture just as it is preparing to flower into the fullness of the Parthenon marbles, only a few years in the future. A few inaccuracies in anatomy, a certain attractive angularity, the mysterious charm of the archaic smile—these traits only add to their appeal, in the eyes of the modern observer.

But for Aegina this is the end, not the beginning. Her passing is swift and sad. The great Pericles, leader of the meteoric Athenians, called her "the eye-sore of the Piraeus," and it soon became apparent that these two city-states could not exist so close together. In about 456 Athens defeated Aegina, the small war only one incident in

her rapidly expanding conquest of an empire. Later, when Athens was involved in her fatal struggle with Sparta, she decided on the complete extermination of her island neighbor, and in 431 all the Aeginetans who had survived the sack of their city were moved to an inland town, and their island was settled by Athenians. All this is only a small detail in the textbook account of the history of the great 5th century B.C. But what a world of human tragedy and loss must live behind this foot-note to history! What happened, we wonder, to an island people moved inland, out of the sight and smell of the sea? What did they think about Athens and her glorious world of art and literature? Did any of them ever come back to their rocky island in the Saronic Gulf?

We can only speculate, for Aegina disappears from history. Why was it that Athens went on to become one of the great beacon lights in the story of man's intellectual growth, while Aegina, so like her in many ways, is all but forgotten? Was it a matter of leadership? And if so, why did Aegina not produce her Pericles, her Phidias, her Socrates? Economic factors are doubtless important. Resources, climate, genetics, all the imperponderables of history crowd about us. And in Munich, the great kneeling Bowman from the temple of Aphaia stares ahead with his enigmatic smile, and the dying warrior props himself upon his elbow and looks gently upon us.

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CHROMOSOMES OF BELLEVALIA—A plant of the lily family, are tagged with radioactive thymidine in experiment on duplication. Radiation from the thymidine strikes photographic film placed over the cells, producing black specks. The picture shows chromosomes which duplicated once in radioactive solution. (Both examples are reprinted from SCIENTIFIC AMERICAN, June, 1958.)

RADIOACTIVE TAGS

JEAN KERSCHNER

On December 8, 1953, President Eisenhower outlined to the U.N. his Atoms-for-Peace proposals. At that time biologists and biochemists had already been using radioactive atoms as markers or "tags" in an effort to follow the fate of chemical compounds being used in the body. This type of work was pioneered by Rudolf Schoenheimer, a brilliant biochemist who, in 1935, studied fat metabolism using an isotope of hydrogen as a molecular tag.

The term isotope should perhaps be explained. It refers to an atom which has the same properties as another atom, but is different in mass, or weight. Take the hydrogen mentioned above. Most of the hydrogen atoms occurring in nature have an atomic weight of 1. But one out of every 5,000 hydrogen atoms has an atomic weight of two. This is caused by the presence of an extra neutron in the nucleus of the deuterium (heavy hydrogen) atom. There also exists another isotope of hydrogen, called tritium because its nucleus has three neutrons in it instead of the one neutron characteristic of ordinary hydrogen. This unusual number of neutrons makes the

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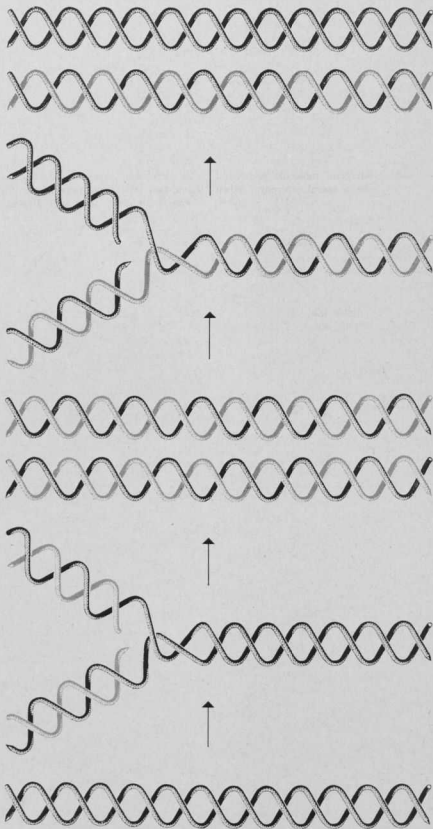
atomic nucleus unstable and it emits radioactivity in the form of beta particles.

Probably the most practical use of a radioactive atom so far discovered is in destroying tumors of the thyroid gland. The thyroid produces a hormone which contains iodine. Iodine must be taken into the body in our food. Iodized salt is one source. Iodine so eaten will be removed from the blood stream by the thyroid gland, radioactive iodine being no exception. By drinking radioactive iodine, therefore, a person with a thyroid tumor can "irradiate" the tumor very neatly, while experiencing little effect on other parts of the body.

The most recent use of radioactive atoms has been in the study of chromosome duplication, a phenomenon which has fascinated biologists ever since 1882 when Flemming first described chromosome behavior during cell division (mitosis). Most BULLETIN readers are probably aware that chromosomes are rod-like bodies in the nucleus of cells. It is on the chromosomes that genes are located, and it is the genes that determine all the characteristics of our bodies. In humans, each body cell contains 46 chromosomes, with the exception of the mature egg and the mature sperm, each of which contains only 23 chromosomes. At fertilization the egg and sperm unite, their nuclei fuse, and the resulting fertilized egg contains 46 chromosomes. By a long series of divisions of this single-celled fertilized egg, an individual is formed which has millions of cells, each with its 46 chromosomes.

In the microscope one can see that when a cell divides to produce two daughter cells, the chromosomes reproduce also. This must be so if each daughter cell has the same number of chromosomes as the original. What has interested biologists for years is whether each chromosome splits, one half going into each daughter cell, or whether during mitosis each chromosome produces a replica of itself, the original going to one daughter, the replica to the other. Thanks to tritium and to the ingenuity of Professor J. Herbert Taylor of

DNA MOLECULES—Consist of two complementary chains wound around each other in a double helix. When they duplicate, they unwind and each chain builds itself a new partner. Shown here are two cycles of duplication. The first cycle takes place in radioactive solution, producing two labeled chains. When a labeled molecule duplicates itself again in non-radioactive solution, only one of its descendants contains a labeled chain.



Columbia University we now know the answer.

The main chemical substance found in chromosomes is deoxyribonucleic acid, abbreviated to DNA. Two British biochemists have recently worked out a theoretical model of the structure of DNA which appears to account for most of its chemical properties. Watson and Crick visualize DNA as composed of two long chains of molecules, side by side, the chains joined at intervals by hydrogen atoms, much as rungs join the two uprights of a ladder. This ladder-like giant molecule is twisted very much like a spiral staircase. When a cell reproduces, this DNA somehow doubles in amount and when the two daughter cells are formed each gets just as much DNA as there was in the original cell.

What Professor Taylor did was to grow plant roots, where growth and mitosis are very rapid, in thymidine, a substance from which cells manufacture new DNA. Furthermore, he made the thymidine radioactive by replacing some of its ordinary hydrogen atoms with tritium. When DNA is built up from the radioactive material, the chromosomes containing this new DNA are radioactive. The next trick is to show that there are beta particles being emitted from the chromosomes. This is done by putting the root cells on a microscope slide,

killing them and staining the chromosomes so they can be seen with a microscope, then placing over the cells a photographic film. Each beta particle escaping from the tritium which is now part of the DNA molecule will produce a small spot of reduced silver on the photographic film. Because the energy of these particles is very low, they travel only a short distance (measured in fractions of a millimeter) and hence give a very accurate picture, when the film is developed, of the chromosomes in which the "hot" DNA is present.

In Professor Taylor's experiment, he found that when roots were grown in radioactive thymidine, after cell division both daughter chromosomes were radioactive. Then before the next cell division, he transferred the roots of non-radioactive thymidine and found that only half of the resulting daughter chromosomes were "hot." The best way to explain this is to assume that when the chromosome reproduces the DNA in it comes apart to form two independent strands not connected by hydrogen bonds. Each strand then builds up from materials in the cell a new strand, which then does link with the original strand to form the ladder arrangement. If the new chromosome is produced while the cell is growing in radioactive thymidine, one of the DNA strands will be "hot"

and will emit beta particles, the other will not. At the next division, while growing in non-radioactive thymidine, of the two resulting chromosomes the one containing the hot strand will be radioactive, but the one with the non-radioactive strand will be normal and will not produce black granules on the photographic film. The accompanying illustration shows these results diagrammatically.

These highly specialized techniques may have a very practical use. For one thing, malignant cells often have abnormal chromosomes. By tagging chromosomes in strains of animals where cancers regularly occur, one might be able to figure out how these abnormalities arise and hence get closer to the solution of the cancer problem. Furthermore, we know that in certain diseases the normal chemical reactions of the body are altered. The best-known example of this is the diabetic's inability to burn sugar for energy as normal people do. By using tagged molecules and following their reactions in the body it may be possible to find a chemical basis for other disorders which are so far not understood. Although radioactive tagging of molecules is still a very young science, it is an important use of atomic energy, and workers in this field are already well on the way to the goal of Atoms-for-Peace.

THE ALUMNI ASSOCIATION

BOARD OF GOVERNORS INTRODUCED

The strength of any group lies in the quality of leadership it possesses. The Alumni Association Board of Governors provides this for your association. Its members are men and women, representing a wide spread in classes, who have been nominated for office because of their participation in many facets of alumni work. Within its ranks are alumni chapter presidents and former presidents, alumni fund class chairmen, class and college officers and college trustees. Another classification would identify them as business and professional men and women, teachers, ministers and housewives. The unifying designation is that they are Western Maryland graduates and former students dedicated to strengthening the College through the work of the alumni association.

The board has several specific classifications: Officers are elected for a two-year term and work as the executive committee of the board. They are: C. Lease Bussard, '34, president; Paul F. Wooden, '37, vice president; F. Kale Mathias, '35, past president; Lowell S. Ensor, college president; Philip B. Schaeffer, '48, treasurer; and Philip E. Uhrig, '52, executive secretary.

The six directors elected for three-year terms every two years are: John W. Manspeaker, '36; Homer Earll, '50; Sara Lee Larmore Brohawn, '50; Anna Lee Park

Makovitch, '52; John M. Robinson, '43; and Walter H. Campbell, '53.

Alumni Visitors to the college board of trustees, elected for three-year terms, are: John L. Carnochan, '40; Thomas W. Reed, '28; Mindelle Seltzer Gober, '46; Robert Y. Dubel, '48; Catherine Woodrow Reedy, '39; and Jeanne Patterson Ensor, '48. They act as liaison between the College and the Association. They may voice opinions but have no vote. In addition, the visitors may be appointed to committees of the Board of Trustees. The president and executive secretary of the alumni association are visitors also.

Alumni chapter presidents are: Albert A. Darby, '25, New England; John F. Silber, '50, Metropolitan Baltimore; Harvey Buck, '45, Northern California; Daniel W. Bradley, '50, Southern California; Fred P. Eckhardt, '48, Metropolitan New York City; Robert J. Moore, '43, Metropolitan Philadelphia; Marian Moore, '26, Salisbury; Helen Frantz Loper, '47, Washington County; C. Frasier Scott, '43, Washington, D. C.; and Thomas W. Reed, '28, Wilmington, Del.

The work of the Alumni Board of Governors covers a wide scope of activity. Emphasis this year is on alumni chapters. To strengthen chapter programs, your

board has suggested a standardized dues structure for chapters subject to ratification by these groups. Upon the recommendation of the Board, a chapter officers handbook will be prepared by the alumni office as an aid to organization and administration.

Closer attention will be given to the Annual Alumni Fund in an effort to provide strong leadership and depth to the program. The fund, which produced \$28,000 in 1960 is a responsibility of the Alumni Association. An alumni fund committee is being appointed to supervise and plan the activities of the annual alumni giving program.

On Saturday, November 26, the executive committee joined by former alumni president Caroline Wantz Taylor, '26, met to discuss revisions in the alumni association constitution. Last reviewed in 1950, some sections have become obsolete and need revision. Suggestions will be brought before the board at its winter meeting and further voted upon by the alumni at the annual business meeting on Alumni Day.

The board meets three times a year on campus with intermittent meetings of special committees and the executive committee. It is open to suggestion and welcomes comments and observations.



THE BOARD OF GOVERNORS—Group outside the Baker Memorial Chapel on the morning of Homecoming. Seated, left to right: ANNA LEE PARK MAKOVITCH, '52, housewife, Westminster; MARIAN MOORE, '26, Salisbury, Club president; MINDELLE SELTZER GORBER, '46, housewife, Baltimore; SARA LEE LARMORE BROHAWN, '50, housewife, Baltimore; CATHERINE RUDOLPH REEDY, '39, housewife, Baltimore; BETTY BAKER ENGLAR, '46, housewife, Frederick. Standing, left to right: PAUL F. WOODEN, '37, accountant, Glyndon; WALTER H. CAMPBELL, '53, teacher, Easton; HOMER ERALL, '50, plywood broker, Westminster; PHILIP E. UHRIG, '52, executive secretary; F. KALE MATHIAS, '35, monuments, Westminster; C. LEASE BUSSARD, '34, president of the Alumni Association, Frederick; THOMAS W. REED, '28, insurance, Wilmington, Del.; JOHN M. ROBINSON, '43, business, Baltimore; C. FRASIER SCOTT, '43, business, Washington, D. C.; JOHN L. CARNOCHAN, '40, principal, Hagerstown; JOHN W. MANSPEAKER, '36, vice-principal, Westminster. Not pictured: PHILIP B. SCHAEFFER, '48, treasurer, Westminster; ROBERT Y. DUBEL, '48, assistant to the executive secretary, Maryland State Teachers Association, Pikesville; JEANNE PATTERSON ENSOR, '48, housewife, Olney; A. A. DAREY, '25, New England Club president; DANIEL W. BRADLEY, '50, Southern California Club president; HARVEY BUCK, '45, Northern California Club president; FRED ECKHARDT, '48, New York City Club president; ROBERT MOORE, '43, Philadelphia Club president; DR. LOWELL E. ENSOR, president; HELEN FRANTZ LOPEL, '47, Washington County Club president.

Persons From Alumni

1899
Arthur H. Cromwell has died . . .

1902
Roy B. Briery has died . . .

1905
Mrs. Cornelia Houston Lansdale Hill died November 14 in Baltimore . . .

1907
Mary Allen Griffith died September 18 at Suburban Hospital in Bethesda . . .

1908
Mrs. Rachel Donovan Phillips died October 6 in Laurel, Del. . . Mrs. Annie Hutchins Sunderland has died . . .

1917
F. Murray Benson has been elected chairman of the Board of Publication of The Methodist Church . . . Somerville Nicholson died on October 31. He was supervisor of assessments for Allegany County . . .

1919
Miss Myrtle Andrews has died. Miss Andrews was a teacher at South Dorchester High School . . .

1923

Maie Rowe married Abram L. Geist . . .

1931

Bridgewater College has presented Mrs. Ruth Koop Rinehart with a distinguished service citation for her contribution to her church, community and to the field of education. Mrs. Rinehart is assistant dean of Cantonville Community College . . . George L. Ekaltis, mathematics teacher in Atlantic City, died November 15. The former football, boxing and lacrosse star was at one time head coach at Washington College and assistant football coach at Lehigh University . . .

1935

Lt. Col. Frances Elderdice has been appointed WAC Staff Advisor for the Second Army . . .

1938

H. Kirk Fallin has been elected vice president of the Instrument Society of America. He is a combustion engineer at the Sparrows Point plant of the Bethlehem Steel Company . . . Helen T. Armstrong is now head of Central Children's Division of the Philadelphia library system. She has recently compiled a new fall list of children's books . . . Rex Sims, who retired in July after 25 years as athletic director at Forest Park High School, died on October 24 . . .

1939

Mr. and Mrs. George A. Grier announce the birth of their first son on September 25. They have two daughters . . .

1940

Lt. Col. Malcolm Kullmar is attending the Army War College at Carlisle Barracks, Pa. . .

1942

Lee M. Kindley, supervisor, Organic Chemistry Branch, Melpar, Inc., presented a technical paper at the 15th Plastics-Paper Conference of the Technical Association of the Pulp and Paper Industry in October at Syracuse, N. Y. His paper was titled "Organic Phosphorous Epoxide Polymers" . . .

1943

Miss Harriet Jane Smith of Columbia, S. C. has married Dr. B. Francis Wymann, Jr., also of Columbia . . . Elizabeth Ebaugh Gurney is teaching in the Columbus (Ohio) Public Schools . . .

1945

Miss Elizabeth F. MacDonald is now Mrs. Joseph Traak . . .

1948

Glen and Phyllis Houck Smith announce the birth of a son, Dwight David, in August. Their daughter, Lisa, is three . . .

1950

Chiff Pfaff received his master's in art education during the summer from Penn State University. He plans to continue toward his doctorate . . . Miss Ruth Holland married Jerome Abbott Isear, Jr., on October 29 . . .

1951

Brady and Justine Reifsnider ('50) Kunkel are at Lafayette College where Brady is assistant professor in the department of military science. Brady is now a captain . . . Jack and Betty Lou Kellner ('52) Nau announce the birth of their second son, James John Nau, 3rd, on July 9. The family is now at Fort Benning where Jack is enrolled in the Advanced Course in the Infantry School . . . Phyllis Cromwell is engaged to Dr. Frederick F. Cowan, Jr. . . . Dottie and Larry Bailey announce the birth of Ellen Ann on September 29 . . . Myron and Pat Shear Pylee announce the birth of John Myron on September 29 . . .

1952

Victor J. Makovich has been named commanding officer of Battery C (SLT), 29th Artillery. Vic teaches at Westminster Senior High School and is football line coach . . . Ernest and Betty Callender Plattford announce the birth of Nancy Jo on October 7 . . . Jim and Joan Brongle Marsh announce the birth of a son in September . . . Takko Kamiyama was promoted to assistant professor at Aoyama Gakuin University in Tokyo . . .

1953

Raymond M. Faby has opened law offices in the Mercantile Trust Building . . . Miss Anne Hennen is now Mrs. Donald Phillips . . . Larry and Des Friedrich Alf announce the birth of Nancy Beth on September 20 . . . Kenneth and Pat Spessard Winner announce the birth of Laurie Jill on October 2 . . . John and Nancy McMath Clayton announce the birth of Barbara Lee on September 10. Cathryn is 5 and Jeanne is 2½ . . .

1954

Captain Arnold Hayward has recently been stationed at Fort Benning . . .

1955

Henry Taitt and his wife, Nancy, are both teaching at Heidelberg American High School in Hartford . . . Lt. Edward P. Smith is at Fort Benning until June . . . Paul and Doris Burkert ('57) Galvin announce the birth of Colleen Leslie on July 20. Suzanne Ilene is 4 and Shelby Lynn is 2. Paul is assistant minister at Metropolitan Memorial Methodist Church in Washington . . .

1956

Kathleen Holt is an instructor in the department of physiology at Mount Holyoke College . . . Mr. and Mrs. Brad Jones announce the birth of Amy Jean on August 24 . . . Rev. Bruce Price married Ethelene Shelton on October 8 . . .

1957

Samuel W. Reed has been appointed brokerage supervisor of the Connecticut Mutual Life Insurance Company. He is associated with the Ralph H. Love Agency in Hartford . . . William E. Higgins, his wife and two daughters are living in Bad Kissingen, Germany, while Bill is in the Army . . . Rev. Paul Bradley Stevens, Jr., married Eleanor Jeanne Townsend on October 15 . . . Mr. and Mrs. Ernesto C. Ramirez announce the birth of a daughter, Ariene, on September 23 . . . Ki Jun Ohm announces the birth of a daughter, Sun, on October 18 . . . Buddy Pipes received his Bachelor of Sacred Theology degree from Boston University in June. He and Grace spent the summer touring the Near East and Europe. Buddy is now serving the Mt. Gilead-Mt. Zion Charge in Finksburg . . .

1958

Richard D. Davidson is enrolled in the graduate program of education and training in social work in the School of Social Welfare at Florida State University. He has been granted a graduate assistantship . . . Tony Sarbanes is with the 1st Battle Group, 29th Infantry at Fort Benning . . . Flo Mehl is teaching high school English in Pearl River, N. Y. . . Carey Rickabaugh married Glenda L. Luttrell, '60, on September 11. Carey is a graduate assistant in the department of political science at Western Reserve University. Glenda is working as a psychiatric aide with the Cleveland State Hospital . . . Larry Elder Hare married Jeannette England on July 28 . . . Pauline Ann Maryanov was killed in an automobile accident on October 28. . .

1959

Helen Denham has been transferred to the U. S. Naval Hospital at Portsmouth, Va., where she is doing social recreational work for the Red Cross . . . Thomas B. Merrill is attending the Washington and Lee University School of Law . . . Luther H. Martin, Jr., is engaged to Ann Phegizio, '61 . . . H. Gordon Hurlbrink married Jill Brown, '60, on October 15 . . . Helen Twining married Robert Otto on October 15 . . . Dan and Christine Davis Ayars announce the birth of a son on October 19 . . . Don D'Angelo is working on his Ph.D. in music at the University of Michigan. He is playing with the University of Michigan concert band which is to tour Russia and the Near Eastern countries this spring . . . Evelyn Todd married Rev. Omar Petersen on October 23 in Baker Chapel . . .

1960

Powell R. Anderson married Melania Stange ('62) on October 13. They are now on a three year tour of duty in Munich, Germany . . . Lt. Birge D. Reichard, Jr., is engaged to Judith Meredith, '62 . . . Phyllis Cassetta is engaged to John Karrer . . . Don Lowe is a divinity student at Duke University . . . Antoinette Steinacker has joined the Merck Institute for Therapeutic Research as a research assistant . . .

1961

Carl E. Haines married Marcia Caple on September 24 . . .

1962

Carol Gay Latham is engaged to Thomas J. Philpot . . . Kay Luttrell is engaged to St. Joseph N. Albrecht . . . Brenda Turner married Ralph Woodie on September 24 . . .

1963

Patricia Roop is engaged to David Babel . . .

**WESTERN MARYLAND
COLLEGE**



The Bulletin

February, 1961





WESTERN MARYLAND COLLEGE

The Bulletin

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THE COVER

As everyone knows, this has been a miserable winter. To a photographer, however, snow covered ground offers interesting patterns and designs. The cover picture was taken at one end of a culvert, the inside cover the other end. From the Carroll County road which goes over this stream the cameraman also saw the cornfield to the left. As is usual with BULLETIN photos, these are by Philip E. Uhrig who also took the pictures printed on pages 8, 9, 10, and 12.

WESTERN MARYLAND COLLEGE BULLETIN, Westminster, Md., published eight times a year, once in the months of December, March, April, June, August and October, and twice in February, by the College.

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Editor, Nancy Lee Winkelman, '51

WHAT IS AN EDUCATED MAN?

What is an educated man? Each person probably answers differently while retaining an awareness of the question's importance.

As the college booklet for high school says: "today's world . . . requires a versatile, inquiring mind." It also mentions the need for "a better educated person, able to cope with new ideas and problems." Naturally, institutions of higher learning such as Western Maryland are geared to supply these people who must meet challenges and maintain an ordered way of life. Since this requires education, there should be very little argument from any group about a need for learning, that is, from any group interested in the world around, hoping for continued improvement in the world and their relationship to it.

But who is educated? Can the answer be found through mere attendance at a school like Western Maryland or is something more required? Close study indicates that participation in formal instruction is not the whole solution. A group of Western Maryland students doubted that formal phases of education will guarantee the happy result. They agreed that the educated man "does not necessarily possess an A.B., A.M. or Ph.D. for these are only indications of exposure to knowledge, not to the acquisition and use of it."

The group of students met with a faculty member for a regular class but the question "What is an educated man?" fascinated them and they proceeded to develop their thoughts on the subject. The students had a variety of ideas which, summed up, come surprisingly close to three questions from an Asian educator.

The visitor from India, lecturing in the United States, once gave a definition of an educated man

that is a distillation of many thoughts on the subject. His theory is that the person who can answer yes to all three of the following questions is educated:

Can you entertain an idea?
Can you entertain the other fellow?
Can you entertain yourself?

As the class reflected on an educated man it decided that he has "acquired and is continuing to acquire the foundations of knowledge from many fields, has correlated and is continuing to correlate these fields, has specialized and is continuing to specialize in some particular field." The man, they agreed, is able to create and communicate something new and can converse intelligently in a variety of fields. Alumni should not be surprised by this theory, it is the synthesis of liberal arts.

Because of his exposure to many fields, this man is open-minded. He will be willing to listen to and to read the ideas of others and will respect them "if the speakers and writers have given him the same evidence of rational, organized, and at the same time, inspired thinking which he demands of himself." If everyone followed such a pattern there would be no bigotry and intolerance, no riots. Most mobs are said to be made up in large measure of uneducated masses who respond to emotional stimulus rather than intellectual persuasion. The educated man, according to student sentiment, would therefore not be involved in such chaos. However, it is possible that a man approaching this state would generate the disdained disorder.

The students also decided, and this is their answer to mob action, that the educated man is

willing to question all things—and does so. From this process of intense questioning he formulates convictions and then pursues the direction in life indicated by those convictions. Here is a noble thought. There is no doubt about the questioning minds of students but where their theory falls down is that not enough citizens do formulate convictions on the basis of questioning and then develop richer lives.

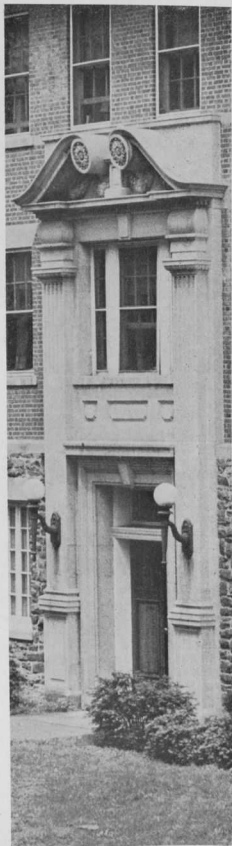
To question is not enough even though it is part of a process for maturing the mind. A student is encouraged to question himself, his own responses and motives. This is a step beyond questioning the established order—and progress. Most important is the phase of resolving the answers and achieving purpose. Too few ever reach this level. However, the world has been going along for many centuries because at least some portion of the population did regulate its life on these terms. Such people are the leaders of the world—not only in politics, commerce and industry but also in learning, reasoning and creating.

The class discussion also brought out that this man is working to *his* fullest capacity in relating what is new, unlearned and untried to what is old, learned, and tried. And, he is humble. He is humble because an educated man realizes fully the relativity of his own search—and the value to him of others in their search. Thus teacher and students see the educated man. He is vital to life. Without him the world would continue to revolve on its axis, true, but the sphere would probably resemble that period before “in the beginning. . . .”

Basically, this man not only acquires and uses his knowledge but, most importantly, learns through the experience of application. Look carefully at the Indian's three questions again and this becomes unmistakable. The word entertain is his key—it suggests consideration, receiving, dwelling upon.

To entertain an idea is to do more than receive it though even that sometimes does not occur. As the students suggest, respect for and direction from the idea are essential. Entertaining the other fellow of course connotes more than standing up to sing or dance. It can be stretched to include receiving him as a man which is far beyond challenging him with observations. However, entertaining oneself is the most difficult of the three. Hasty responses to the question “Can you entertain yourself?” are not nearly enough when full meanings of the other two are considered. This answer can be derived only through a complete understanding of an educated man.

The question, therefore, is not “what is an educated man?” but “are you one?”





Official Photo, N.Y.F.D.
Chaplain Eckhardt is shown here amidst plane and fire wreckage in Brooklyn. The tragedy, in December, was the result of the mid-air collision of two airliners.



Official Photo N.Y.F.D.

The Chaplain walks with workers who had just removed a victim from the aircraft carrier Constellation. This fire also occurred in December. Firemen, working below, had found the trapped man and turned him over to Navy yard employees.

CHAPLAIN TEAMS WITH N. Y. FIREFIGHTERS

Quick thinking by the Rev. Frederick P. Eckhardt, '48, has been credited by New York City fire officials with saving the life of an unidentified workman pulled from the fire on board the aircraft carrier Constellation in December.

Eckhardt was standing on the hangar-deck of the ship when the man was removed from a smoke-filled compartment below the decks of the Constellation then under construction at the Brooklyn Navy Yard. In talking to reporters Eckhardt, a chaplain with the New York fire department, said that the first two or three men brought up from the section were obviously dead. "However, when the next workman was carried out I thought there was some color in his face."

Telling the rescuers to place the man on the carrier's deck, the chaplain took out his handkerchief, bent over the worker and began giving him mouth-to-mouth breathing. "After about 10 minutes his chest started to rise and fall and additional color came back to his cheeks. A doctor came along

and put a stethoscope to the fellow's chest and said he would be okay." Rev. Eckhardt said six more victims were later brought up from the same compartment but they were already dead.

Fred, a United Lutheran minister, has been a chaplain of the fire department since 1954. He is pastor of St. John's Lutheran Church, Greenwich Village. As chaplain he attends all fires of three or more alarms in Brooklyn and Queens, as well as lesser alarm fires in Manhattan, the Bronx and Staten Island.

The New York NEWS quoted the chaplain as saying that breaking news to families of those who have been killed or injured in a fire is the hardest task. "Almost as bad is the apprehension that builds up a multiple alarm when the word goes out that some of the men are trapped inside a burning building," the paper quoted him. "No one can be quite certain at a time like that whether the men got out safely or not and there is no opportunity to take a count. Then there is that awful moment when the

feared becomes realized and a body is recovered and carried out. But worst of all is going to the home of a fireman to tell his family that he has died."

Fred, a native of Reisterstown, was a pre-med student at the college when World War II came along. He served as a radar man on an LSM in the Pacific. In 1948 he finished up at Western Maryland and then, making a change of career, entered the Gettysburg Lutheran Seminary. Fred was ordained in 1952. He spent 15 months as an assistant at Holy Trinity Church, Manhattan, prior to becoming pastor of St. John's on Christopher Street.

Married and with four children, Fred is president of the New York Alumni Association. He is also national executive secretary of the St. George Association and chaplain of the New York organization. He is president of the New York Conference of the United Lutheran Church in America, president of the Lutheran Student Foundation of Greater New York and a member of the Board of Chaplains of New York City.

Student Government

COLLEGE JOINS NATIONAL ASSOCIATION

By WILLIAM P. SITTER, '62

For many years the students and faculty of Western Maryland College have aired great concern over the lack of interest in national and international events on the Hill. The situation came to a head last year, when the Student Government Association affiliated with the United States National Student Association.

A representative national organization, USNSA has a membership of over one million students from approximately 400 colleges and universities. In this national organization college students of America have found a spring board for their ideas and opinions. Through the USNSA these students have made their views known . . . TODAY.

The USNSA is formally affiliated with the following organizations: The American Council on Education, The International Student Conference, World University Service, National Scholarship Service, Young Adult Council, U. S. National Committee for UNESCO, The American Committee for the UN, the Council on Student Travel; and it maintains informal liaison with many more such organizations.

A completely student run organization, it is financed by the dues of the member schools and staffed by full-time, elected officers who are either recent graduates or who are on leave from member colleges or universities.

USNSA is proud to claim several known educators and distinguished citizens as members of its National Advisory Board: Ralph J. Bunche, Under Secretary to UN; Rev. Hesburgh, President, University of Notre Dame; O. Meredith Wilson, Presi-

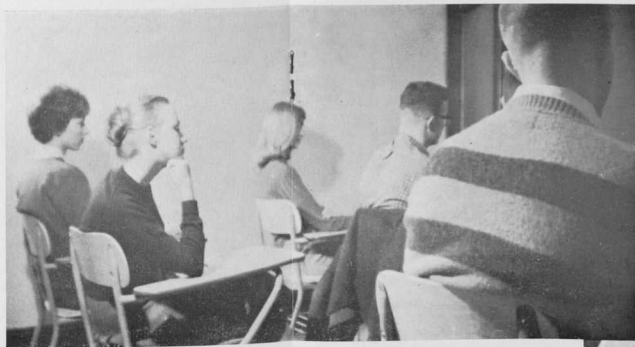
dent, University of Minnesota; Carl M. Grip, Jr., Dean of Men, Temple University; just to name a few.

This past summer, two Western Maryland students; C. Downey Price and I attended the thirteenth National Student Congress, held at the University of Minnesota, Minneapolis, Minn. This eight-day education-packed Congress was WMC's first live contact with USNSA. While attending the Conference, the two delegates found that they were asked to give views on subjects ranging in scope and importance from Campus Parking to Nuclear Testing and the Sit In Movements.

Toward the close of the Congress, I was elected chairman of the Mason-Dixon region of USNSA. This region encompasses all member colleges and universities in Maryland, Delaware, and the District of Columbia. The Mason Dixon Region is one of 21 such regions of USNSA. Coupled with this chairmanship is a seat on the National Executive Committee of USNSA, which is the top level policy making body of the organization.

Since classes started in the fall, WMC has participated in three Regional conferences, and is planning to send a delegation to a Penta-Regional Conference at Rutgers of New Jersey, on February 17, 18, and 19.

We realize that we have not yet reached our goal of complete student interest, but we hope that this feeling of need for national and international concern on the part of our SGA and student body will continue to grow along with that of other American College and University Students through USNSA.



MUSIC and the Liberal Arts

By GERALD E. COLE

"As to the art of concluding, that depends on the nature of the subject. If the whole purpose of a book had been to argue a thesis, it should end, as Beethoven ended, with a passage of affirmation in which the musical material was resolved. In biography and history it is well to gather all the motifs in the final pages, after the manner, say, of Wagner. . . . A fine novel, a well-written story, 'proves' nothing. Certain characters have played their parts, life goes on, and the final passage may be allowed to remain with one foot in the air, as is the case with some of Chopin's conclusions. But there is no absolute rule in such matters, and there are epic novelists who like to end on a powerful crescendo, as Ravel does in 'Bolero,' or Dvorak in the 'New World Symphony.' Composition has features which are common to all arts, and the author can learn as much about his business, in the concert hall as in the library."

This passage by Andre Maurois, from an article in the November 19, 1960, issue of

the Saturday Review, expresses what can be achieved by music as an art subject within the humanities in a liberal arts curriculum, i.e., the forming of a sensitive ear, a critical insight into and, most importantly, a knowledge of musical works themselves.

Through sharp attention aural awareness is possible for any student, those with and those without previous musical training, when a composition is available for repeated hearings and when there is guidance in the actual listening procedures. Although the starting point for some may be simple intervals, rhythms and tunes, all can come to know a musical structure by ear and from this point of departure be able to distinguish other structures and their performance media. There is even the realization that with a little effort the reading of a musical score is within possibility.

As the student's preferences begin to assert themselves he must make some understandable statements regarding these feelings — thus he must exercise a critical evaluation of his own likes and dislikes.

This he learns to do in the vocabulary appropriate to music and within the historical context of the composition. The "style" of a composition is an historical fact, bringing into focus all of the sociological, economic and ethnic influences of its time and its relation to other great works.

In gaining this aural awareness and critical evaluation of a composition, the student is examining his own reactions to musical stimuli and is not storing written opinions in agreement. The truly great in art can withstand whatever rough handling may result from this growing awareness and evaluation, but it is an experience with the art itself and not a discussion about it which is vital. As Jacques Barzun wrote in Teachers in America, "by good luck and the use of a little mental courage you might after awhile be able to tell 'God Save the Weasel' from 'Pop Goes the Queen!'"

This is not the whole picture of "Music in the Liberal Arts," for as Irving Fine has reported concerning the college trained musician at Harvard (the first American col-

lege to have a chair of Music), "We expect him to be an educated man: as broadly educated . . . as a student who majored in English Literature . . . or Mathematics or any other field. We mean a man of broad interests and sympathies—no narrow specialist. We also mean, up to a certain point, a completely equipped musician; able to perform on an instrument with competence, if not with virtuosity; well grounded in theory; familiar with the styles and periods of music history; and what is more important than this last factor, intimately acquainted with a small portion of musical literature."¹ Thus, in addition to the training in aural awareness and critical evaluation, special technical courses are provided for the major in music along with instruction in performing skills. (The latter serves not only the departmental majors but also makes possible a large proportion of the extracurricular activity in music on campus.) Together they can achieve, "up to a point, a completely equipped musician."

¹"The Minimum Performance Requirements for the Music Major at Harvard College," by Irving Fine, College Music Association Papers 1948.

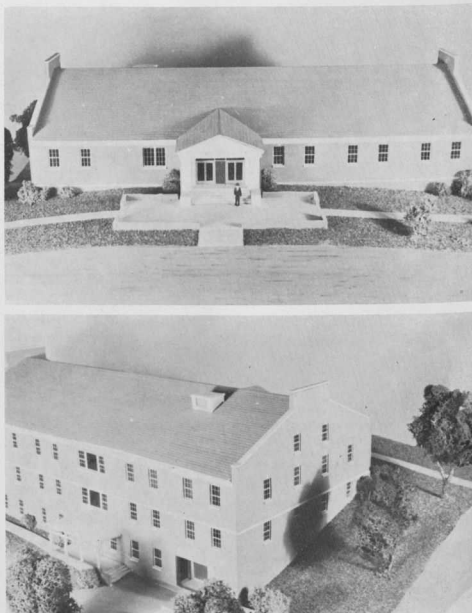
SCHOENBERG



LIBRARY READY FOR SPRING GROUNDBREAKING

The question coming to me most frequently in recent weeks from alumni and friends of the College is: "How is the new library coming along?" As I write this during the third week of January, our architect has advised me that the plans and specifications are in their final stages and should be complete before the end of the month. If this be true, we will be able to negotiate a contract for its construction immediately thereafter so that the contractors can break ground in the spring as soon as weather permits. The new building, located on the hillside to the north of Baker Memorial Chapel, will be 136' wide by 69' deep, consisting of three floors and a mezzanine within the roof area. The two upper floors and mezzanine will be devoted entirely to the library and related activities, but the lower floor, in addition to some space for additional book storage, will accommodate three large classrooms and a 30-booth language laboratory.

Many of you are reading with delight the article in this issue of the BULLETIN on the new "language lab" installed during the Christmas holidays in one of the rooms on the lower floor of the Chapel. We felt this to be so important for language study and so long overdue, that we decided not to wait until more adequate space could be provided in the new Library. This temporary installation was made at an approximate cost of \$13,000 including tape equipment, but all of it can be easily transferred and added to when the new quarters are ready. This is simply one additional step your Alma Mater has taken as it strives toward excellence in its total program. Alumni and friends have contributed almost \$5,000 of the total cost noted above. The balance has been borrowed temporarily from Current Funds. It occurs to me that many of you, aware of this and concerned about the im-



Both photos are of the model of the new library which is on display in Elderdice Hall. The top shows the front of the building, the bottom, the rear elevation.

portance of language proficiency in these days of urgent international understanding and communication, will want to assist in defraying this balance. A contribution designated "Language Lab" may be sent to me, the Treasurer, or the Alumni

Office. If you desire, credit will be given to your class in the annual Alumni Fund. This is not a drive, but simply a "hint" to those of you who may want to make a tangible expression of your pride in your Alma Mater's progress.

The Alumni Association

By PHILIP E. UHRIG

Washington, D. C.

On November 2, about seventy members and guests of the Washington, D. C. Alumni Chapter met for a buffet dinner and program at the Villa Rosa Restaurant in Silver Spring, Md.

On hand to welcome members were President Frasier Scott, and his wife, Lee Beglin Scott, '43. A scale model of the new college library on display was described by Phil Uhrig, alumni secretary. Honor guests were Professor and Mrs. Frank B. Hurt, Professor Hurt, whose place in the hearts of Western Maryland alumni is warm and secure, brought the principal message.

Other chapter members attending were: Martha Miller Aiken, '36, Dorothy Bills, '44, Gerald Ackerman, James Cotter, J. Allison Conley, '49, Alva, '25, and Lillian Bender, '31, Louise Orem Hart, Margaret Duvall, '35, Mildred Conley, Sally Fadeley Stevens, L. Kennard Rhodes, '34, Joe Newcomer, James Day, '31, David Trundle, '33, Casper Hart, '29, Clarence and Dorothy Gilligan Bennett, '28, George Kindley, '16, Jean Kelbaugh Sagan, Jeanne Patterson Ensor, '48, Joshua Ensor, Virginia Powell Butterfield, '46, George and Betty Powell Norman, '47, Evelyn Kauffman Wall, '32, Marguerite Shugart, '23, Mr. and Mrs. McLaughlin, '43-'44, Evelyn Coffman, '32, William Porter, '50, Dorothy Stackhouse, '53, Margaret Stackhouse, '52, June Beaver Jourdon, '51, Howard Jourdon, '54, Kenneth and Charlotte Goodrich Hoover, '49, Adrian English, '58, and Richard Graham, '57.

Wilmington, Delaware

The youngest alumni chapter on the circuit held its annual fall dinner October 22, at the University Club in Wilmington. President and Mrs. Thomas Reed, '28, greeted about thirty-five alumni and guests. Marianna Murray Lewis, '46, was the dinner chairman, Donald, '52, and Katherine Bliss Wassmann, '51, reservations chairmen.

Dr. James P. Earp, chairman of the sociology department, was the principal speaker. Phil Uhrig presented the club's charter.

New York City-North Jersey

Continuing an experiment started two years ago, the New York City and northern Jersey sections of the Metropolitan New York Alumni Chapter held meetings on consecutive nights, December 9 and 10. Over three hundred graduates and former students reside in the area described, with nearly seventy per cent in northern Jersey. Dual meetings are being tried in an effort to solve transportation problems.

Dr. Lowell S. Ensor addressed the New York City group on December 9, when they met at the New York University Faculty Club. Arrangements for the dinner were made by Fred Eckhardt, '48, and Anne Nichols, '45, chapter officers.

Color slides of campus and football films of the Western Maryland-Johns Hopkins game were shown at the Jersey meeting held in the Suburban Hotel, East Orange. Dick Pugh, assistant football coach, gave a commentary on the films. This game, final of the year and one of the best in the history of this rivalry, capped a winning season for the Terrors (WMC 18-JHU 17) and brought a tie for championship in the Mason-Dixon Football Conference.

Dinner and program arrangements were made by the executive committee: Mr. and Mrs. John T. Spicknall, Jr., '49 (Virginia Hale, '52), Mr. and Mrs. Douglas Weaver, '49 (Janet Raubenheimer, '49), Mr. and Mrs. I. Vanson Hale, '50 (Lida Birdsall, '52), and Catherine Shumann Kiddoo, '46.

Baltimore Alumni Chapter

Officers elected at the fall meeting of the Metropolitan Baltimore Chapter were: John F. Silber, Jr., '50, President; Nancy Kroll Chesser, '53, Vice President; Betty Lee

Robbins Seiland, '51, Secretary; and John H. Edwards, '53, Treasurer.

At a later meeting of the executive group the following committee chairmen were appointed: by-laws, Nancy Chesser; ways and means, John Berends, '54; program, James Hackman, '50; audit, Bryan Haddaway, '50; publicity, Helen Ray Sommers, '50; athletic, John Seiland, '51; campus, Julian Dyke, '50; membership, Donald, '48, and Sara Lee Larmore Brohawn, '50; and nominating, James and Caryl Jean Ensor Lewis, '58.

Dr. Ensor will address the spring meeting of the chapter Friday evening, April 21. Time and place will be announced.

REUNIONS

Take your ALOHA off the bookshelf, dust it off and start boning up on names and faces. Some will have changed, of course, but on Alumni Day, Saturday, June 3, your classmates will be wearing identification tags. That will be a life-saver. Regardless, mark that date and plan to return for class reunions. For those whose class numerals end in 1 or 6—this is your year.

The Alumni Office will be sending reservation and program information along the mail routes in the spring, but it's not too early to start planning now. Some dormitory space will be available for overnight accommodations. Also there are two motels in Westminster. Classes considering reunion luncheons or fellowship hours should waste no time initiating plans. Facilities off-campus are limited. The Alumni Office will be glad to suggest meeting places, but get your requests in early.

This year we honor the Class of 1911 celebrating its fiftieth year of graduation from Western Maryland. We have assurances, however, that the sixty-year class, 1901, will be on hand headed by former alumni secretary, T. K. Harrison. Plan now to spend the Alumni and Commencement Weekend on the Hill.

Happening on the Hill

LANGUAGE LAB OPEN

It is the fervent desire of Dr. Henry Kopman, chairman of the modern language department, that one of these days Western Maryland students think in a foreign language.

Being able to think in the language under study is a necessary prerequisite to speaking and understanding it. Dr. Kopman has a better chance now of realizing his dream. Since the first part of January a college language lab has been in operation. Actually, Dr. Kopman feels that language practice room or learning laboratory is a more fitting name for the new facility.

Future home of the learning lab will be in the new library. At present the modern language department is conducting its lab on the first floor of Baker Memorial Chapel. There are twenty individual booths and the master console. Students can listen to a program from the console over six different channels. They do not select the program. An advanced student or faculty member is in the lab at all times to operate the master console.

At 18 positions students can record their own efforts on tapes and can play tapes from other sources than the console. This makes the facility practical for either group or individual use.

The console mechanism is electronic. The method used is double track recording with pauses for the student to answer a question or repeat what has been said. Each question or example is gone through twice. Some of the material for these tapes is being recorded by the Western Maryland modern language department. Tapes are also supplied by the textbook publisher who provides books used at the school and others will come from embassies or other educational sources. French, German, Spanish, Latin, and Russian will be taught through this process on all levels—including some advanced work.

Through the experience of using the tapes a student develops an awareness of the structural pattern of the particular language he is studying. Pauses on the tapes for his answers are timed and while they are longer than an advanced person would need, do require rather quick answers.



BIOLOGISTS PUBLISH

The Western Maryland library has recently received copies of two books by faculty members. Mr. and Mrs. James D. Witherspoon had published this fall **The Living Laboratory: 200 Experiments for Amateur Biologists**. The other book is by H. Halmus, **101 Simple Experiments With Insects**, for which the Witherspoons adapted sections "to make the text fully applicable to North American readers."

Mr. Witherspoon is an instructor in the biology department where his wife has been working as a lab assistant. The Witherspoons joined the faculty this fall. Mr. Witherspoon has his B.S. and M.S. degrees from Purdue University and is a candidate there for his Ph.D. degree.

TWO WORKSHOPS SET

Two special workshops will be held on campus during the sessions of summer school this year.

For the fourth year Dr. William R. Ridington will conduct The Latin Workshop. The Workshop, to run from June 26 to July 14, is a composite course dealing with the Latin language, art and mythology, classroom methods and management, audiovisual aids and use of a language laboratory. From June 22-July 26 Dr. Ridington will also offer a course in Classical Civilization and Ideas. This will be a study of various ideas of the Greeks and Romans which have influenced western tradition, presented in the context of Greek and Roman history.

Human Relations

From July 31 to August 18 there will be a Human Relations Workshop under the sponsorship of the Education Department. This workshop will be concerned with human relations problems motivated by changing neighborhoods, race relations, interfaith activities and socio-economic differences. Dr. Harry Bard, author and teacher, and Mr. Eugene M. Nuss, assistant professor of education at Western Maryland, will direct the program. Visiting lecturers will include Nathan R. Jerald, regional director, National Conference of Christians and Jews; Donald N. Lombardi, assistant regional director, National Conference of Christians and Jews; and Dr. William E. Vickery, Director of Commission on Educational Organizations and Program Development, National Conference of Christians and Jews.



STURDIVANT ELECTED

Dr. H. P. Sturdivant, chairman of the biology department, has been elected national president of Beta Beta Beta Biological Society. He had formerly been vice president of the Northeastern Region.

This is the second time that a Western Maryland faculty member has led the biological group. Dr. Lloyd Bertholf, now president of Illinois Wesleyan University, was president when he was chairman of the department here.

Dr. Sturdivant presided over a meeting of the executive committee at December meetings in New York as his first official act. Dr. Isabel Isanogle has taken over duties as counselor of the local Alpha Mu chapter.

The new president was graduated from Emory University. His M.A. degree is from Emory and his Ph.D. from Columbia University. He has taught at Emory University, New York University, Union College, Kentucky, and Millsaps College. He has been a member of the Western Maryland faculty since 1948. Dr. Sturdivant's chief interest is in zoology, with special emphasis on cytology, cytogenetics and centriole.

Dr. Sturdivant is a member of Sigma Xi. He is also a member of the Maryland Association of Biologists (President, 1951), of the Association of Southeastern Biologists (President, 1952). He is a fellow of the American Association for the Advancement of Science.

There are now 141 chapters of Tri Beta in colleges and universities throughout the United States.

W.M. ROTC Cadets March In Washington Parade

TV sets in Westminster and in many Western Maryland homes were turned on early and stayed on late this inauguration day. Unfortunately, most of these viewers were disappointed—President Kennedy and his wife were not the sole object of such close attention.

Cadets of the Western Maryland ROTC Battle Group were marching in the parade and everyone wanted to see the boys go by. However, there was a blizzard the night before inauguration and conditions were just a bit messy. It was at times doubted that any outdoor observances could be held. And, there were some who questioned whether buses could get from Westminster to Washington. The boys did march but a series of delays help up the parade. When the ROTC cadets finally went by the camera it was too dark for television.

As any of the frostbitten contingent can tell you, however, they were there. They were there among 200 cadets from six colleges who were selected for the honor. This was the first time ROTC units marched in the inaugural parade. And, Western Maryland's Cadet Lt. Col. Fred Dilkes led the whole group. The local unit received the honor on the basis of previous excellent records and performances at summer camp.

The six participating schools were: The Johns Hopkins University, Morgan College, Howard University, Gettysburg College, University of Delaware and Western Maryland. They were to represent ROTC students throughout the nation. At the last minute the Hopkins group had to represent the Canal Zone.

Thirty-four Hill students marched in Washington carrying the Western Maryland colors. The individual unit, representing all four classes, was led by Cadet 1st Lt. Donald Rembert. The students were taken to Washington by chartered bus on the morning of inauguration. They received lunch before assuming their place in the parade formation. Following the long parade they were given dinner before the bus ride back to college.

They were cold, it was messy, they did a lot of hurrying to wait—but they did march in a presidential parade. It wouldn't be fair to reveal how excited they were—blase college students don't get enthused about such things—but no one had a cold or a sore foot that morning and blizzard or no off they went to parade before President John F. Kennedy.



BASKETBALL TERRORS—Looking pleased with their prospects for the 1960-61 season are members of the Western Maryland court squad. First row, left to right—Mike Bird, Jim Shaw, Dave Sullivan, Ritchie Klitzberg, Dave Martin, Howard Wagner; second row, left to right—Lance Klein, Tony Wiles, Oz Stewart, Ron Shirey, Richard Budd, Tom O'Malley and Dave Markey.

BASKETBALL TEAM MAY HAVE RECORD SEASON

As we go to press the statistics look like this: in the Mason-Dixon Conference, 4-3, putting Western Maryland in third place; in the Middle Atlantic Conference, 5-1, putting the Terrors in first place in the Southern Division. The overall record is 10-4 with eight games left on the schedule, all in one conference or the other. The team could come out of the season with its best record in history, Coach Clower thinks.

If Baltimore sportswriters are correct, Western Maryland's basketball team may be working on its best year in history.

At this point in the season (January 13), the Terrors boast a Middle Atlantic Conference record of 4-1, a 3-3 mark in the Mason-Dixon League and an 8-4 overall

performance. This follows their successful 1959-60 record of 10-9 which was the first winning season in 17 years.

The starting line up of that team returned to campus intact: Dave Sullivan, Dave Martin, Ritchie Klitzberg, Tom O'Malley and Dave Markey. Martin has been top scorer for the team for the past two years. An arm injury may have slowed him down somewhat early this year. Sullivan, O'Malley and Klitzberg are expected to improve with experience. Markey has found his speed considerably cut as the result of a mid-summer broken ankle.

While the Terrors are scrappy they lack the height necessary for keeping up with better teams in their conferences. Ron Shirey, a 6-foot 5 freshman, has been a big help this year in making up that deficit. Coach Dick Clower said that the loss of Shirey just before the final game of the

Bridgewater Holiday Tournament contributed to the Green team's defeat. In the pre-Christmas tour tournament, Western Maryland lost to R.P.I. after beating out Lynchburg and Roanoke.

In the last Terror game before the BULLETIN went to press, against Hopkins on January 11, Western Maryland handed the Blue Jays a 90-57 defeat. It was the first loss for Hopkins in the Mason-Dixon Conference. The opening minutes of the game were closely fought but after Western Maryland went ahead on an outside set by Tony Wiles the Blue Jays collapsed. In the last twelve minutes of the game none of the first string starters played.

Clower has been using holdover reserves Oz Stewart, Howie Wagner, Rich Budd, Mike Bird, and Lance Klein. Tony Wiles, Ron Shirey and Jim Shaw also joined the squad this year.

NEWS FROM ALUMNI

1896

Mrs. Amy Plank Hoffman died August 4, 1960 . . .

1897

Arthur G. Woodfield died December 17, 1960, in St. Elizabeth Hospital in New Jersey after a long illness . . .

1899

Mrs. Florence Metten Anders died May 3, 1960 . . .

1900

Dr. David Marine has been awarded the 1960 Kober Foundation medal and citation by the Association of American Physicians for his pioneer findings in the physiology and chemistry of the thyroid gland . . .

1916

Katherine T. Adams died August 17, 1960 . . .

1926

Albert S. Farver, supervisor of education for Dorchester County and for 34 years in public education died November 29, 1960 . . .

1930

Mrs. Grace Armstrong Sherwood is now living in England with her family. Her husband is in charge of a Church of England mission in the town of Horwich. Mrs. Sherwood went to China as a missionary in 1939 and spent most of World War II there . . .

1932

Fred L. Engle, supervisor of high schools in Carroll County died November 24, 1960 . . .

1933

Barbara Daakam Keyser has completed a Masters in Personnel Supervision from San Diego State College. She is currently working on a Masters in Library from the University of Southern California. She is on the library staff of the University of California, La Jolla . . .

1935

Mr. and Mrs. F. Kale Mathias announce the birth of a daughter, Elizabeth Ann . . .

1936

Joseph A. Lipsky has been promoted to lieutenant colonel. He is now assistant inspector general at Fort Jackson . . .

1943

Dr. Hazel Metz Fox, who has five children, has been doing research in nutrition at the University of Nebraska and is now Director of Nutritional Research there . . .

1948

Wayne Cemonar married Ruth Dillingham on December 30, 1960, in Lamm Memorial Chapel, Union Theological Seminary . . . Mr. and Mrs. Robert R. Mealy (E. Mae Langrall) announce the birth of a daughter, Marcia Mae on June 22 . . . Beverly Wallis Freund's husband has opened his law practice in Baltimore . . . Reba Wentz Brink announces the birth of a son, William David, on November 15, 1960 . . .

1950

William M. Munroe has been promoted to accounting supervisor, personnel and results, central area, at the Bell Telephone Company of Pennsylvania . . . Mary Frances Jones married Norman Dale Mason on October 29 in Denver, Colo. . . Dr. and Mrs. Daniel I. Welliver (Mary Ada Twigg, '49) announce the birth of a son, Klee Allen, on November 14, 1960 . . .

1951

Capt. William E. Davis, recently returned from Korea, has been appointed assistant PMS&T at the University of Cincinnati. He is married to Pauline Lastowski ('50) . . . George Phipps has been named varsity basketball coach at Baltimore City College . . . Bill Scheder is now personnel manager for Penn-Dixie Cement Corp. in New York . . . Mr. and Mrs. Denton Twigg (Janet Herzig) announce the birth of a daughter, Rebecca Ann, on December 18, 1960 . . . Mr. and Mrs. George Tsouprake (Josephine Smith, '52) announce the birth of Jo Ellen in November . . . Rachel Holmes Bennett announces the birth of Julia Ann on November 22 . . .

1953

In December Capt. Dennis Boyle flew a rescue mission from Minami Diato Island some 200 miles east of Okinawa to take out a seriously injured Ryukyuan . . . Edgar D. Coffman has been named an assistant superintendent of agencies for the Northwestern Mutual Life Insurance Co. He has assumed his new duties in Milwaukee, Wis. . . Paul R. Farnham has received an M.S. degree in geology at VPI and is an in-

structor in the geology department there . . . Mr. and Mrs. Robert A. Griesmer (Nancy McWilliams, '55) announce the birth of a son in December . . .

1954

Joe Ravens is in Japan on a Carnegie Grant Fellowship making a survey of the Japanese Electronics Industry, research and development as well as production techniques. This month he returns to the Johns Hopkins University to continue work on his doctorate . . . Don and Donna DeCoursey Cansur announce the birth of Eva Mae, their second daughter, on December 1, 1960 . . . Shirley Woodruff Parker is teaching remedial reading in the Wakulla County school at Crawfordville, Fla. . .

1955

Mr. and Mrs. Arman Bloxom (Jane Parker) announce the birth of Kevin Parker on November 8, 1960 . . . Mr. and Mrs. Alfred Wahler (Yvonne Webb) announce the birth of Kaye Alice on November 1, 1960 . . . Lt. and Mrs. Barry A. Winkelman (Joan Walter) announce the birth of William Alan in December . . . Jim Tone is working with the Total Metal Trading Company, Ltd. in Tokyo. He is married and has a daughter . . . Ed Smith is engaged to Jane Lotter . . .

1956

Mr. and Mrs. William L. Tribby announce the birth of a daughter, Lauren Hathaway, on January 12 . . .

1957

Mr. and Mrs. Richard J. DeCoursey Anne Gettings) announce the birth of Catherine Maureen on November 3, 1960 . . . Gene and Beverly Lochbaum Krantz are living in Lemont, Pa., while Gene is working on his Master's degree in bacteriology at the Penn State University. He has a research assistantship . . .

1958

Nancy Willis Rich writes that Susan was born October 9, 1960. Nancy received her M.S. in rehabilitation counseling at West Virginia University. She worked as a work evaluator with physically and mentally handicapped at a vocational guidance agency in Cleveland . . . Jack and Jane Roeder Anderson are living in Chapel Hill, N. C., while Jack works on a degree in city planning. Jane is working in the department of physical therapy at the School of Medicine and hospital . . .

1959

Anne M. Hisey is studying speech therapy at the University of Maryland . . . Kay Payne Beckett is a social worker in the Newport Hospital in Rhode Island . . . Marianne Shears is engaged to George R. Brown, Jr. . . . Karen Hebig is engaged to John S. Whiteside . . . Joan Schaefer married Carroll H. Weyrich November 20, 1960 . . . Allen and Patricia Garcia Wertz announce the birth of Allen, Jr., in September . . .

1960

Lt. James D. Thomas is engaged to Mildred Anne Dickey, '62 . . . Birge Reichard married Judith Meredith, '61, in December . . . Patricia Ann Blair married Carl Selby Richardson on December 29, 1960 . . . Patricia Ann Weik married Hobart Wolf, Jr., in October . . . Beverly Jean Cox married Lt. Norman W. Davis on November 12 . . .

1961

Frances Jean Hatton is engaged to William D. Class, Jr. . . . Barbara Ann Sauer is engaged to Alfred D. Mulholland, Jr. . . . Sheila Jean Bixler is engaged to the Rev. Willis A. Markley . . . Joan Ann Hesson is engaged to James L. Myers . . . Mr. and Mrs. Jonathan Myers (Beverly Schott, '60) announce the birth of a son in November . . .



Lincoln Lincoln '51 and his family in Nelson, Nebraska. Lincoln and his wife have adopted the two Korean children they are holding, Laura Ann and Timmie. Both had been found abandoned in Seoul.

**WESTERN MARYLAND
COLLEGE**



The Bulletin



April, 1961



ALUMNI ASSOCIATION NEWS

WILMINGTON CHAPTER

Members of the Wilmington Alumni Chapter planned a unique program as a project for raising funds.

An exhibition of Oriental rugs from the private collection of Mr. and Mrs. Thomas W. Reed was held at their residence March 25. The display was open to the public with special invitations to art departments of local colleges and secondary schools.

In addition to the fund raising aspect of the project, considerable educational value could be derived. The exhibition presented an opportunity for visitors to study typical examples of one of the great folk arts of history. The rugs are the work of relatively primitive people. The patterns are source material for much of modern textile design.

Mr. Reed, Wilmington Chapter president, is an authority on Oriental rugs.

FLORIDA MEETING

Over the past few years interest has been shown in forming a Florida Chapter of the Western Maryland Alumni Association. Approximately eighty graduates and former students are permanent residents of the state in addition to a dozen winter visitors. The biggest problem is distribution. The greatest concentration of alumni is in the Miami area where about thirteen reside. However, despite these handicaps, Walter Short, '06, a winter visitor in Orlando and David Dean Smith, '09, resident of Pompano Beach have held two luncheons for Western Maryland alumni. This year for the second annual luncheon in Orlando Mary Kennedy Carr, '47, joined the committee. Others present were: Mrs. Smith and Mrs. Short; Walter Carr, '44; Col. Robert Stonesifer, '11; Mr. and Mrs. William Gibson, '09; and Mrs. Clara Lewis Richmond, '98. Plans were discussed for a larger meeting in 1962.

BALTIMORE CHAPTER

The spring meeting of the Baltimore Alumni Chapter will be held at the Towson Methodist Church, Friday, April 21, at 8:15 p.m. President Lowell S. Ensor will be the

speaker. The program will include musical entertainment. All alumni in the Baltimore area are urged to mark the date and plan to attend.

ALUMNI CONSTITUTION REVISION

The revised alumni association constitution is presented on page 4. Several sections of the present constitution have become obsolete. The Board of Governors appointed a special committee to study the constitution and recommended revisions. Members of this committee are: C. Lease Bussard, '34, president; Paul Wooden, '37, vice-president; Caroline Wantz Taylor, '26, past president; and Philip E. Uhrig, executive secretary. The revised edition is presented here for your consideration. It will be voted upon at the annual business meeting of the Association on Alumni Day, Saturday, June 3.

CLASS REUNIONS

In browsing through the athletic section of the 1901 ALOHA some interesting information was observed. Under the football write-up the following was recorded: average weight of the team—154 pounds, total members of the squad—16, score of the Johns Hopkins game—WMC, 0; Hopkins, 16.

The Class of 1901 returning for its 60th anniversary of graduation will find several things have changed in three score years including football statistics. For instance, the average weight of the team this year was 183½ pounds. There were 52 men on the squad and we beat Hopkins 18-17.

Although statistics are interesting, in this case they may prove nothing more than the fact that Western Maryland football players are bigger and our football scores with Hopkins are improving.

Eleven other classes will join 1901 for reunions this year of Alumni Day, June 3. They will be the classes whose numerals end in ought or six. If yours is one of them—join us. Meals and overnight accommodations will be available on the Hill. Reservation information will be mailed soon.

WESTERN MARYLAND COLLEGE

The Bulletin

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THE COVER

Spring is here, now, but in February we were still hunting for encouraging symbols. Two are birds and linemen in trees. The contraption pictured on the cover is a siegel bucket from which linemen and tree experts work. It looked so much like a nest we combined the two and came up with a symbolic cover. The Baltimore Gas and Electric Company and the Asplundh Tree Expert Company helped with this project. To the left—a sign of Spring at Western Maryland. Diggers have started work on the new library!

WESTERN MARYLAND COLLEGE BULLETIN, Westminster, Md., published eight times a year, once in the months of December, March, April, June, August and October, and twice in February, by the College.

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Editor, Nancy Lee Winkelman, '51

Proposed Revised Constitution

PREAMBLE

We, the graduates of Western Maryland College, for the purpose of fostering the liberal arts culture we have learned to love, perpetuating the friendships of our college life, and actively maintaining the honor and promoting the interests of our Alma Mater, do hereby organize "The Western Maryland College Alumni Association," and do make and declare this constitution for its government.

ARTICLE I

Name

The name of this group shall be the Western Maryland College Alumni Association.

ARTICLE II

Membership

Section 2.01. All graduates and former students of Western Maryland College, and others, as hereinafter provided, shall be entitled to be enrolled as members of this Association in good standing.

Section 2.02. The members of this Association shall be divided into two classes:

- (a) Active
- (b) Ex-officio

Class 1. Active members shall include:

(a) The President of Western Maryland College, from the date of his taking office; (b) all graduates and former students; and (c) all recipients of Degrees of the College.

Class 2. Ex-officio members shall include all members of the Board of Trustees and of the Faculty, not active members. This membership shall continue during such official connection with Western Maryland College.

Section 2.03. Only active members, in good standing, may hold office in this Association.

Section 2.04. Each member shall pay annually to the Treasurer of his local alumni chapter such dues as may be established by the Board of Governors. Alumni mem-

bers, not affiliated with an alumni chapter, shall pay dues from time to time as may be established by the Board of Governors. Section 2.05. **Life Membership Fees**—The holder of a Life Membership Certificate will be relieved of any or all dues established by the Association prior to February 17, 1974. This shall not be construed as prohibiting alumni chapters from assessing chapter dues from within their chapter membership. All moneys received in payment of Life Membership fees prior to January 30, 1937, shall be kept separate from other moneys, and shall constitute a Trust Fund, which shall be invested. The income from this investment shall be placed with the general funds of this Association. On February 17, 1974 (which is one year beyond the life expectancy of the youngest member holding Life Membership, according to the "American Table of Mortality Expectancy"), the invested fund shall be presented to and turned over to Western Maryland College for its sole use and benefit, at which time this Trust Fund shall cease to exist.

ARTICLE III

Meetings

Section 3.01. **Annual Meetings of the Association**—An annual meeting of this Association shall be held at Western Maryland College during Commencement Week, on such day and at such hour as the President may direct. Notice of the time and place of such meeting, however, shall be placed to the last known address of every member at least 15 days prior thereto. Five active members present in person and in good standing shall constitute a quorum.

Section 3.02. **Special Meetings of the Alumni Association**—Special meetings may be called at any time at the direction of the Executive Committee, upon giving at least 15 days' notice in writing, mailed to the last known address of each member. Five responding to the call, shall constitute a quorum.

Section 3.03. **Board of Governors' Meetings**—

The Board of Governors shall hold at least three (3) meetings during the year (which term shall run from June 1 to May 31). Special meetings of the Board of Governors may be called by the President of the Association, or upon written request of three members of the Board of Governors, upon ten days' notice of the time and place of each meeting, mailed or telegraphed to each member. Five members of the Board, at least three of whom shall be officers or directors present, shall constitute a quorum for any stated special meetings.

Section 3.04. **Proxies**—There shall be no proxies allowed at any meeting of this Association.

ARTICLE IV

Board of Directors

Section 4.01. **Officers**—The officers of this Association shall be elected at the Annual Meeting of this Association in even years to serve a two year term, and shall consist of the President, the Vice-President, the Treasurer and Executive Secretary. The President of Western Maryland College and the Immediate Past President of the Alumni Association shall also be officers of this Association. This group shall constitute the Executive Committee.

Section 4.02. **Directors**—There shall be six Directors, two of whom shall be elected each year to serve for a term of three years.

Section 4.03. **Alumni Visitors to the Board of Trustees of Western Maryland College**—There shall be six Alumni Visitors to the Western Maryland College Board of Trustees, two of whom shall be elected each year to serve for a term of three years. They shall be liaison officers between the Association and the Board of Trustees. The President and Executive Secretary of the Alumni Association shall also be Alumni Visitors to the Board of Trustees of Western Maryland College.

Section 4.04. **Chapter Presidents**—Alumni Chapter Presidents shall be members of

the Board of Governors of the Western Maryland College Alumni Association.

Section 4.05. **Interim Vacancies**—Interim vacancies in any office, not otherwise provided for, may be filled by the President of the Association, subject to the ratification at the next regular or special meeting of the Board of Governors.

ARTICLE V

Duties

Section 5.01. The business and property of the Association shall be managed by a Board of Governors. The Board of Governors may exercise all powers and do all acts and things as may be legally done by a Board of Directors or a business corporation under the laws of the State of Maryland.

Section 5.02. **Officers**

A. **The President** shall be the chief Executive Officer in this Association, and shall have entire supervision of the affairs of this Association, subject to the regulations of the Board of Governors. He shall perform all acts properly pertaining to the Executive Office of this Association, or that he may be directed to perform by the Board of Governors from time to time. He shall preside at all meetings of the Association and of the Board of Governors, unless otherwise provided by the meeting. He shall appoint such committees as the Board of Governors shall deem necessary for the efficient conduct of the Association's activities. He shall make a written report at the Annual Meeting of the Association, reviewing the work that has been done, and present any matters of interest in connection with the College and the Association.

B. **The Vice-President** shall perform such executive and other duties as requested by the President, and in case of absence, resignation, disability or death of the President, shall perform all the duties of the President until the return of the latter, or removal of his disability or the election of a new President.

C. **The Executive Secretary** shall be a non-voting member of the Board of Governors, of all committees appointed under or by the authority of the Board of Governors, and shall be under the direction and control of the President of Western Maryland College and of the Board of Governors of the Alumni Association. It shall be his duty to keep the minutes of the Association and of the Board of Governors in a book to be kept for this purpose. He shall be the custodian of the records of the As-

sociation. He shall see that due and proper notice is given to all meetings of the Board of Governors and of the Alumni Association. He shall endeavor at least once a year to visit each chapter and call upon those eligible but not active members of the Association, and solicit their membership, and in other ways assist the organization and promotion of chartered chapters, and shall be charged with the responsibility of assisting chapters in the solicitation of dues from their members.

D. **The Treasurer** shall be a member of the Board of Governors, and shall keep full and accurate accounts of the receipts and expenditures of the Association, and shall deposit moneys and effects in the name of and to the credit of the Association as may be ordered by the Board of Governors, taking proper vouchers for such disbursements, and shall render a report each Meeting of the Association and of the Board of Governors of all his transactions as Treasurer and the financial condition of the Association.

ARTICLE VI

Election of Officers, Directors and Alumni Visitors

Section 6.01. The President of the Alumni Association at least sixty (60) days prior to the Annual Meeting shall appoint a nominating committee of at least three (3) members of the Association who shall prepare a list of nominees for the offices to be filled at the Annual Meeting of the Association. This list of nominees shall be presented to the Annual Meeting; other nominations may be made from the floor provided the consent of the nominee has been obtained prior thereto.

ARTICLE VII

Alumni Chapters

Section 7.01. **Charters**—Alumni chapters shall be chartered by this Association upon their request and the subsequent approval of the President of the Alumni Association, the President of Western Maryland College and the Executive Secretary of the Association. Such charters where issued will provide the chapter full rights, privileges and the official sanction of this Association. Chapters, so chartered, must subscribe to the Constitution and/or By-Laws of this Association and be under the supervisory control of the above mentioned approving officers of this Association. Any charter may be revoked for sufficient cause by a two-

thirds vote of the members of the Board of Governors present and voting after an opportunity has been given the chapter to be heard and the "sufficient cause" sustained.

Section 7.02. **Chapter Organization**—Chapters, chartered by this Association, shall elect their own officers, and conduct their own affairs, subject only to such restrictions and limitations placed upon them by their charter, and the Constitution and/or By-Laws of this Association. Each chapter shall submit a copy of its By-Laws for approval by the Board of Governors of the Alumni Association.

Section 7.03. **Chapter Reports**—The Secretary of each chartered chapter shall forward to the Executive Secretary of the Association, prior to the Annual Meeting of the Association, a report of the activities of the chapter for the current year.

Section 7.04. **Chapter Dues**—There shall be an annual dues of \$1.00 per member of each chartered chapter for which a membership card shall be issued. The administration and cost of mailing shall be handled by the Alumni Office of Western Maryland College without cost to the chapter, with returns being mailed to such persons as may be designated by each chapter. All dues collected shall be the exclusive property of the chapter.

Section 7.05. **Territorial Boundaries**—Territorial boundaries for chapters will be established from time to time as may be determined by the Board of Governors of the Alumni Association.

ARTICLE VIII

Parliamentary Authority

Section 8.01. The rules contained in **Robert's Rules of Order**, latest edition, shall govern the procedures of the Association in all cases to which they are applicable and in which they are not inconsistent with the Constitution and/or By-Laws of the Association.

ARTICLE IX

Amendments

Section 9.01. Amendments to the Constitution of this Association may be made at any annual meeting or special meeting called for that purpose, provided notice of the proposed amendments shall have been submitted in writing to the Board of Governors not less than six months prior to the meeting at which the amendments are to be voted upon.

Times Have Changed Have American College Students?

What Are Today's Students Like?

Thoroughly Analyzed Generation

The April issue of the BULLETIN helps you understand creation of a result. You have been reading here in recent years about quality education and what Western Maryland has gone so far as call "a hand-tooled product." Quality education and the hand-tooling inherent in a small college produce a result, alumni. In the shaping period these people are called students.

These young people are very much alike—whether on a large or small campus—in outward appearance but wearing identical fraternity jackets or similar skirt-sweater outfits apparently does not guarantee reactions that conform. Lump them under one heading, college student. Don't forget that this common title sums up *individuals*.

Once again Western Maryland has joined colleges across the nation in a publication by Editorial Projects for Education. The next pages contain a supplement being carried by many magazines plus expressions of Hill ideas.

Perhaps you have forgotten, or want new information about, just who and what the college student is. They are important people—your sons and daughters, brothers and sisters, nieces and nephews, friends. What they are thinking and saying may change our world, it will inevitably affect you. Western Maryland alumni are, naturally, curious about college students. With many others you want to know if they are going to be satisfactory results. We hope this BULLETIN provides some answers.

**Excellent Carbon Paper
ELITE YOUTH**

The Student Is an Animal in Transition

A Bunch of Pseudo-Beats



SUSAN GREENBURG

*Times have changed.
Have America's college students?*

THE COLLEGE STUDENT,

they say, is a young person who will...

... use a car to get to a library two blocks away, knowing full well that the parking lot is three blocks on the other side.

... move heaven, earth, and the dean's office to enroll in a class already filled; then drop the course.

... complain bitterly about the quality of food served in the college dining halls—while putting down a third portion.

... declaim for four solid years that the girls at his institution or at the nearby college for women are unquestionably the least attractive females on the face of the earth; then marry one of them.

BUT there is a serious side. Today's students, many professors say, are more accomplished than the average of their predecessors. Perhaps this is because there is greater competition for college entrance, nowadays, and fewer doubtful candidates get in. Whatever the reason, the trend is important.

For civilization depends upon the transmission of knowledge to wave upon wave of young people—and on the way in which they receive it, master it, employ it, add to it. If the transmission process fails, we go back to the beginning and start over again. We are never more than a generation away from total ignorance.

Because for a time it provides the world's leaders, each generation has the power to change the course of history. The current wave is thus exactly as important as the one before it and the one that will come after it. Each is crucial in its own time.

WHAT will the present student generation do? What are its hopes, its dreams, its principles? Will it build on our past, or reject it? Is it, as is so often claimed, a generation of timid organization people, born to be commanded? A patient band of revolutionaries, waiting for a breach? Or something in between?

No one—even the students themselves—can be sure, of course. One can only search for clues, as we do in the fourteen pages that follow. Here we look at, and listen to, college students of 1961—the people whom higher education is all about.



Scott Thompson



Barbara Nolan



Robert Schloredt



Arthur Wortman

*What are
today's students
like?*

*To help
find out, we
invite you to join*



Robert Thompson



Roy Muir



Ruth Vars



Galen Unger



Parker Palmer



Patricia Burgamy



Kenneth Weaver



David Gilmour



Martha Freeman



Dean Windgassen

PHOTOS: HERB WEITMAN

THE fourteen young men and women pictured above come from fourteen colleges and universities, big and little, located in all parts of the United States. Some of their alma maters are private, some are state or city-supported, some are related to a church. The students' studies range widely—from science and social studies to agriculture and engineering. Outside the classroom, their interests are similarly varied. Some are athletes (one is All-American quarterback), some are active in student government, others stick to their books.

To help prepare this report, we invited all fourteen, as articulate representatives of virtually every type of campus in America, to meet for a weekend of searching discussion. The topic: themselves. The objective: to ob-

tain some clues as to how the college student of the Sixties ticks.

The resulting talk—recorded by a stenographer and presented in essence on the following pages—is a revealing portrait of young people. Most revealing—and in a way most heartening—is the lack of unanimity which the students displayed on virtually every topic they discussed.

As the seminar neared its close, someone asked the group what conclusions they would reach about themselves. There was silence. Then one student spoke:

"We're all different," he said.

He was right. That was the only proper conclusion.

Labelers, and perhaps libelers, of this generation might take note.

A seminar of students from coast to coast



SEAN GREENBERG

"Being a student is a wonderful thing."



KIRCH HARTMANN, MAGNUM



STUDENT YEARS are exciting years. They are exciting for the participants, many of whom are on their own for the first time in their lives—and exciting for the onlooking adult.

But for both generations, these are frequently painful years, as well. The students' competence, which is considerable, gets them in dutch with their elders as often as do their youthful blunders. That young people ignore the adults' soundest, most heart-felt warnings is bad enough; that they so often get away with it sometimes seems unforgivable.

Being both intelligent and well schooled, as well as unfettered by the inhibitions instilled by experience, they readily identify the errors of their elders—and they are not inclined to be lenient, of course. (The one unforgivable sin is the one you yourself have never committed.) But, lacking experience, they are apt to commit many of the same mistakes. The wise adult understands this: that only in this way will they gain experience and learn tolerance—neither of which can be conferred.

"They say the student is an animal in transition. You have to wait until you get your degree, they say; then you turn the big corner and there you are. But being a student is a vocation, just like being a lawyer or an editor or a business man. This is what we are and where we are."

"The college campus is an open market of ideas. I can walk around the campus, say what I please, and be a truly free person. This is our world for now. Let's face it—we'll never live in a more stimulating environment. Being a student is a wonderful and magnificent and free thing."

"You go to college to learn, of course.

But learning comes in many ways."



SUSAN GREENBURG

A STUDENT'S LIFE, contrary to the memories that alumni and alumnae may have of "carefree" days, is often described by its partakers as "the mill." "You just get in the old mill," said one student panelist, "and your head spins, and you're trying to get ready for this test and that test, and you are going along so fast that you don't have time to find yourself."

The mill, for the student, grinds night and day—in classrooms, in libraries, in dining halls, in dormitories, and in scores of enterprises, organized and unorganized, classed vaguely as "extracurricular activities." Which of the activities—or what combination of activities—contributes most to a student's education? Each student must concoct the recipe for himself. "You have to get used to living in the mill and finding yourself," said another panelist. "You'll *always* be in the mill—all through your life."



SUSAN GREENBURG

"I'd like to bring up something I think is a fault in our colleges: the great emphasis on grades."

"I think grades interfere with the real learning process. I've talked with people who made an A on an exam—but next day they couldn't remember half the material. They just memorized to get a good grade."

"You go to college to learn, of course. But learning comes in many ways—not just from classrooms and books, but from personal relations with people: holding office in student government, and that sort of thing."

"It's a favorite academic cliché, that not all learning comes from books. I think it's dangerous. I believe the greatest part of learning does come from books—just plain books."

ERICH HARTMANN, MAGNUM



"It's important to know you can do a good job at something."

IT'S HARD to conceive of this unless you've been through it . . . but the one thing that's done the most for me in college is baseball. I'd always been the guy with potential who never came through. The coach worked on me; I got my control and really started going places. The confidence I gained carried over into my studies. I say extracurricular activities are worthwhile. It's important to know you can do a good job at something, *whatever* it is."

► "No! Maybe I'm too idealistic. But I think college is a place for the pursuit of knowledge. If we're here for knowledge, that's what we should concentrate on."

► "In your studies you can goof off for a while and still catch up. But in athletics, the results come right on the spot. There's no catching up, after the play is over. This carries over into your school work. I think almost everyone on our football team improved his grades last fall."

► "This is true for girls, too. The more you have to do, the more you seem to get done. You organize your time better."

► "I can't see learning for any other purpose than to better yourself and the world. Learning for itself is of no value, except as a hobby—and I don't think we're in school to join book clubs."

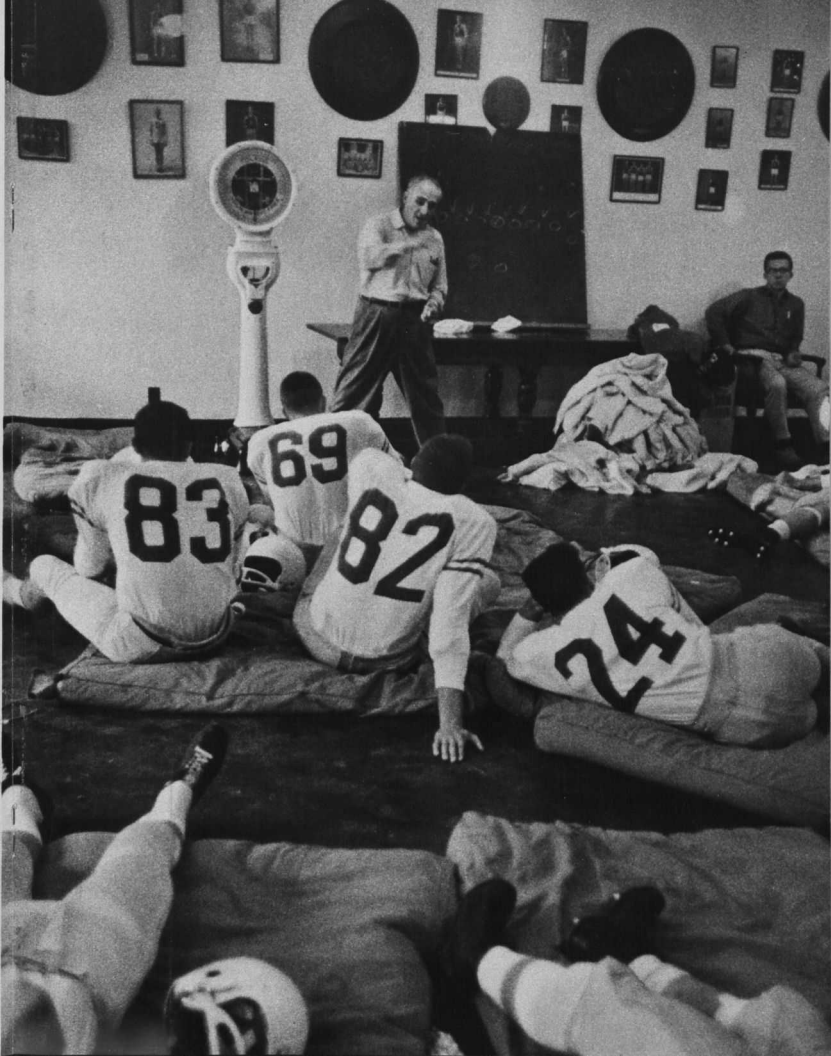
► "For some people, learning is an end in itself. It can be more than a hobby. I don't think we can afford to be too snobbish about what should and what shouldn't be an end in itself, and what can or what can't be a creative channel for different people."

"The more you do, the more you seem to get done. You organize your time better."



SUSAN GREENBURG

"In athletics, the results come right on the spot. There's no catching up, after the play."



"It seems to me you're saying that honor works only when it's easy."

COLLEGE is where many students meet the first great test of their personal integrity. There, where one's progress is measured at least partly by examinations and grades, the stress put upon one's sense of honor is heavy. For some, honor gains strength in the process. For others, the temptation to cheat is irresistible, and honor breaks under the strain.

Some institutions proctor all tests and examinations. An instructor, eagle-eyed, sits in the room. Others have honor systems, placing upon the students themselves the responsibility to maintain integrity in the student community and to report all violators.

How well either system works varies greatly. "When you come right down to it," said one member of our student panel, "honor must be inculcated in the years before college—in the home."



ST. LOUIS POST-DISPATCH

"Maybe you need a B in a test, or you don't get into medical school. And the guy ahead of you raises the average by cheating. That makes a real problem."



ERICH HARTMANN, MAGNET

"I'm from a school with an honor system that works. But is the reason it works maybe because of the tremendous penalty that's connected with cheating, stealing, or lying? It's expulsion—and what goes along with that is that you can't get into another good school or even get a good job. It's about as bad a punishment as this country can give out, in my opinion. Does the honor system instill honor—or just fear?"

"At our school the honor system works even though the penalties aren't that stiff. It's part of the tradition. Most of the girls feel they're given the responsibility to be honorable, and they accept it."

"On our campus you can leave your books anywhere and they'll be there when you come back. You can even leave a tall, cold milkshake—I've done it—and when you come back two hours later, it will still be there. It won't be cold, but it will be there. You learn a respect for honor, a respect that will carry over into other fields for the rest of your life."

"I'd say the minority who are top students don't cheat, because they're after knowledge. And the great majority in the middle don't cheat, because they're afraid to. But the poor students, who cheat to get by . . . The funny thing is, they're not afraid at all. I guess they figure they've nothing to lose."

"Nobody is just honest or dishonest. I'm sure everyone here has been guilty of some sort of dishonest act in his lifetime. But everyone here would also say he's primarily honest. I know if I were really in the clutch I'd cheat. I admit it—and I don't necessarily consider myself dishonest because I would."

"It seems to me you're saying that honor works only when it's easy."

"Absolute honor is 150,000 miles out, at least. And we're down here, walking this earth with all our faults. You can look up at those clouds of honor up there and say, 'They're pretty, but I can't reach them.' Or you can shoot for the clouds. I think that's the approach I want to take. I don't think I can attain absolute honor, but I can try—and I'd like to leave this world with that on my batting record."

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"It's not how we feel about issues— but whether we feel at all."

"**W**E ARE being criticized by other people all the time, and they're stamping down on us. 'You're not doing anything,' they say. I've noticed an attitude among students: Okay, just keep criticizing. But we're going to come back and react. In some ways we're going to be a little rebellious. We're going to *show* you what we can really do."

Today's college students are perhaps the most thoroughly analyzed generation in our history. And they are acutely aware of what is being written about them. The word that rasps their nerves most sorely is "apathy." This is a generation, say many critics, that plays it cool. It may be casually interested in many things, but it is excited by none.

Is the criticism deserved? Some college students and their professors think it is. Others blame the times—times without deprivation, times whose burning issues are too colossal, too impersonal, too remote—and say that the apparent student lassitude is simply society's lassitude in microcosm.

The quotation that heads this column is from one of the members of our student panel. At the right is what some of the others think.

"Our student legislature fought most of the year about taking stands. The majority rationalized, saying it wasn't our place; what good would it do? They were afraid people would check the college in future years and if they took an unpopular stand they wouldn't get security clearance or wouldn't get a job. I thought this was awful. But I see indications of an awakening of interest. It isn't how we feel about issues, but whether we feel at all."

"I'm sure it's practically the same everywhere. We have 5,500 full-time students, but only fifteen or twenty of us went on the sit-downs."

"I think there is a great deal of student opinion about public issues. It isn't always rational, and maybe we don't talk about it, but I think most of us have definite feelings about most things."

"I've felt the apathy at my school. The university is a sort of isolated little world. Students don't feel the big issues really concern them. The civil rights issue is close to home, but you'd have to chase a student down to get him to give his honest opinion."

"We're quick to criticize, slow to act."

"Do you think that just because students in America don't cause revolutions and riots and take active stands, this means . . .?"

"I'm not calling for revolution. I'm calling for interest, and I don't care what side the student takes, as long as he takes a side."

"But even when we went down to Woolworth's carrying a picket sign, what were some of the motives behind it? Was it just to get a day away from classes?"



"I attended a discussion where Negro students presented their views. I have never seen a group of more dynamic or dedicated or informed students."

"But they had a personal reason."

"That's just it. The only thing I can think of, where students took a stand on our campus, was when it was decided that it wasn't proper to have a brewery sponsor the basketball team on television. This caused a lot of student discussion, but it's the only instance I can remember."

"Why is there this unwillingness to take stands?"

"I think one big reason is that it's easier not to. It's much easier for a person just to go along."

"I've sensed the feeling that unless it really burns within you, unless there is something where you can see just what you have done, you might as well just let the world roll on as it is rolling along. After all, people are going to act in the same old way, no matter what we try to do. Society is going to eventually come out in the same way, no matter what I, as an individual, try to do."

"A lot of us hang back, saying, 'Well, why have an idea now? It'll probably be different when I'm 45.'"

"And you ask yourself, Can I take time away from my studies? You ask yourself, Which is more important? Which is more urgent to me?"

"Another reason is fear of repercussions—fear of offending people. I went on some sit-downs and I didn't sit uneasy just because the manager of the store gave me a dirty scowl—but because my friends, my grandparents, were looking at me with an uneasy scowl."



HERB WEITMAN

"We need a purpose other than security and an \$18,000 job."

I GUESS one of the things that bother us is that there is no great issue we feel we can personally come to grips with."

The panel was discussing student purposes. "We need a purpose," one member said. "I mean a purpose other than a search for security, or getting that \$18,000-a-year job and being content for the rest of your life."

"Isn't that the typical college student's idea of his purpose?"

"Yes, but that's not a purpose. The generation of

"Perhaps 'waiting' is the attitude of our age—in every generation."

"Then there comes the obvious question, With all this waiting, what are we waiting for? Are we waiting for some disaster that will make us do something? Or are we waiting for some 'national purpose' to come along, so we can jump on its bandwagon? So we are at a train station; what's coming?"

the Thirties—let's say they had a purpose. Perhaps we'll get one, someday."

"They had to have a purpose. They were starving, almost."

"They were dying of starvation and we are dying of overweight. And yet we still should have a purpose—a real purpose, with some point to it other than selfish mediocrity. We do have a burning issue—just plain survival. You'd think that would be enough to make us react. We're not helpless. Let's do something."

Have students changed?

—Some professors' opinions

"OH, YES, indeed," a professor said recently, "I'd say students have changed greatly in the last ten years and—academically, at least—for the better. In fact, there's been such a change lately that we may have to revise our sophomore language course. What was new to students at that level three years ago is now old hat to most of them."

"But I have to say something negative, too," the professor went on. "I find students more neurotic, more insecure, than ever before. Most of them seem to have no goal. They're intellectually stimulated, but they don't know where they're going. I blame the world situation—the insecurity of everything today."

"I can't agree with people who see big changes in students," said another professor, at another school. "It seems to me they run about the same, year after year. We have the bright, hard-working ones who we have always had, and we have the ones who are just coasting along, who don't know why they're in school—just as we've always had."

"They're certainly an odd mixture at that age—a combination of conservative and romantic," a third professor said. "They want the world to run in their way, without having any idea how the world actually

runs. They don't understand the complexity of things; everything looks black or white to them. They say, 'This is what *ought* to be done. Let's *do* it!'"

"If their parents could listen in on their children's bull sessions, I think they'd make an interesting discovery," said another faculty member. "The kids are talking and worrying about the same things their fathers and mothers used to talk and worry about when they were in college. The times have certainly changed, but the basic agony—the bittersweet agony of discovering its own truths, which every generation has to go through—is the same as it's always been."

"Don't worry about it. Don't try to spare the kids these pains, or tell them they'll see things differently when they're older. Let them work it out. This is the way we become educated—and maybe even civilized."

"I'd add only one thing," said a professor emeritus who estimates he has known 12,000 students over the years. "It never occurred to me to worry about students as a group or a class or a generation. I have worried about them as individuals. They're all different. By the way: when you learn that, you've made a pretty profound discovery."

"The College Student"

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Issues Debated on Hill

The following sentences and paragraphs were taken from a single issue of *The Gold Bug*. Subjects under discussion varied. One article was a report of Student Government action on a request from the national organization, others were answers to former articles and editorials, some were features.

Items are used out of context. In a few cases, several sentences are from the same article. No order was followed.

This is an attempt to give a quick glimpse of issues students at Western Maryland College are talking and writing about. On the following pages three WMC students have looked carefully at *The College Student*—as he was; as he is today, abroad; and as he might be in the future.

1. "Mere rote learning will not give us the deep understanding of the knowledge we seek. We must experience our lessons, apply them to life situations, apply them to our own lives. We must learn to think these facts, not just to know that they are there."

2. "Unable to solve the problems within himself, he (man) had set out to recreate those forms around him. As a result, nature itself had taken on the aspects of humanity. Her individual identity was lost in the hands of men."

3. "When millions are starving in the world today because of an inadequate diet, when gains made in the development of underdeveloped nations are immediately swallowed up by the expanding population of said nations, and when our destiny and future well being as a people are so inextricably tied up with the progress of these underdeveloped nations, how can anyone fail to realize that there is a population problem and that something has to be done about it—preferably by the most effective means."

4. "What I'm driving at, is that the intellectual elite youth of today (that's you, the college student) have no cause. Students around the world are revolting and fighting."

6. "What good is all this memorization of facts? Of what use is "learning," a set of words or items if they are not infused with meaning? When we swallow such material without fully digesting it, it cannot possibly nourish our brains and souls. This type of rote memorization is not true education."

8. "While it is recognized that some of the undemocratic practices in higher education have their roots in history and that different regional situations exist, every effort should be made to change these practices where they are incompatible with democratic principles."

9. "But could it be that everyone gets along so well because there are no real adjustments to make?"

11. "College should be an opportunity to broaden one's horizons, an opportunity to exert oneself to learn to understand others."

12. "Essentially three things should be emphasized throughout: 1. Condemnation of the use of violence by students or adults. 2. Encouragement to those elements of the University of Georgia campus trying to maintain order and keep the University open. 3. Encouragement of non-discriminatory policy in America."



5. "We learn more from those who are different than from those who are exactly like us."

7. "Americans once had a cause. Not too long ago, students were divided heartedly into Communists, Socialists, Trade-Unionists, etc. Today, the best we can do is a bunch of pseudo-beats."

10. "We photograph page after page of our textbooks with our minds so that we can reprint them in bluebooks. In the social world, we copy the attitudes, opinions, and thoughts of the crowd. We make excellent carbon paper, but very poor master copies."

13. "You have nothing to lose but your apathy."

Past

Pen Mar and The Boer War

By PRISCILLA ORD, '63

When our grandparents entered Western Maryland in the fall of 1899, the following appeared as part of an editorial in the *COLLEGE MONTHLY*: "The one who has entered college, has reached, perhaps, the most important period in his life, for it is at college that he is left to work out his own future."

Times have changed since then, but on the whole, the role of the student has not been altered. The clothes he wore were different, perhaps even greater emphasis was placed on the "three R's," and fewer people had the privilege of attending college. The student as a character is, nevertheless, the same.

Western Maryland was the first co-educational college south of the Mason-Dixon line. The college catalogue described it as a school "For Students of Both Sexes, In Separate Departments." This was the emphasized "peculiar advantage." All students had the same instructors, but departments were kept entirely separate. Students met at chapel and in the dining room with faculty members present, but at no other time, unless under similar supervision.

The college year was divided into three terms, thus permitting exams to be scheduled before Christmas, spring, and summer vacations. Religious exercises were held at the beginning of each day, and attendance was required at services in Westminster on Sunday morning. Sunday evening worship was in Baker Chapel.

There were also traditional scheduled events to be anticipated as one passed through the years of college life. Highlight



TIMES HAVE CHANGED—The young ladies pictured above were at Western Maryland about 1890. They are on a "hike" to Fern Rock which was $\frac{1}{4}$ mile from Main Hall (Old Main)—with four chaperones!

of the first term for seniors was the annual trip by train to Pen-Mar, a small resort area on the border of Pennsylvania and Maryland, north of Frederick. Many alumni remember the merry-go-round, the "forbidden pleasure" of a dancing pavilion, and carriage rides to High Rock or Key Rock to see the view. After dinner they sat on the porch of Blue Mountain House, looking at the mountains until time to return to the Hill. Halloween festivities were presented in Yingling gym by the sophomore class, and the juniors honored the seniors before graduation, with a banquet at the Westminster Hotel. Social events also included recitals in music and elocution, and oratorical contests and debates between the four literary societies.

It is evident, in reading back issues of the *WESTERN MARYLAND COLLEGE MONTHLY*, that the average student seemed highly concerned with national and international problems. There were debates concerning restricting immigration to our country. Discussions were caused by the Boer wars in South Africa, and the con-

quering of the Transvaal.

Another prevalent issue, which tends to indicate that history occurs in cycles, was the Czar's suggestion for the Peace Congress in the Hague. The reason—disarmament. The same topic is as great a problem today. Grandfather and his classmates were also concerned with such issues as "Shall We Enlarge Our Natural Boundaries?" "What Is Education?" and "Has America the Right to Maintain the Monroe Doctrine?" These topics aroused more concern and debate than would normally be found on a college campus today, but it must be remembered that debates, oratories, and essays were an important part of college life at that time. Concern was a greater factor in education.

Sixty years of classes have passed through Western Maryland toward the future they hoped to find. Campus and curriculum have changed in many ways. But, as the past returns again through memories to compete with the present, one finds the student an unchanging figure on the pathway "from Darkness to Light."

Present

Emotion Action Riot Is Change

In this time of constant anxiety and continual world unrest it is very difficult, almost impossible, for a man to achieve justification for his existence. This is partly responsible for increased tension and outbreak of rebellion in the world. Man no longer inherits a firmly established set of values by which to discipline himself, there is nothing actually permanent in his environment. Somewhere in our young lives we usually become aware of our predicament or else surrender to the nothingness and chaos; we cease the mind-destroying questioning and face the proposition that nothing is forever.

We here in the United States look on world crisis with a sophisticated interest but tradition and conformity have never been disturbed in our little world and time. I am speaking for those too young to have taken part in the Korean Conflict or World War II. Also, we must remember that this country has never lost a war, never known political and moral upset as a result of violence. Perhaps this partially explains the reason why United States' students do not take an **active** interest in rebellion and conflict. We are not in a position to. There is no lack of interest but a genuine absence of opportunity. We have an impending sense of false security.

Students of the United States want to know more and act less whereas in France, for instance, the premium is on action, emotional action. French rationalism is and was a romantic movement. The Japanese are just beginning to learn the power of mass that they possess and how the fanatic can use the increased communication in these countries to achieve control. World War II was a powerless war until the end with the use of the Atomic Bomb. Let us



Wide World Photos

STUDENTS CLASH WITH TOKYO POLICE
Two students throw sticks at helmeted police as others pick up stones during leftist demonstration in front of Prime Minister Kishi's official residence in Tokyo today. They protested the U. S.-Japan security pact and the planned visit of President Eisenhower to Japan.

hope that we are a little more informed as to motivations of our actions. Maybe we are more cautious of our acts and feelings but this is our only hope for any sort of awareness and an increased power over our destiny. The rebel is trying to change his fate, the established order which is usually worthless anyway. But, he does not know **how** it will change.

Bearing these things in mind, look at the other side of this idea of rebellion and it does not appear complete madness. We see

By THOMAS HAYES, '62

in our newspapers and magazines instances of riot and physical unrest everyday. Outbreaks in conflict are daily occurrences and most of the time these events are participated in or put into action by young people—students, either formally or students of life. It is these people who are young and idealistic and full of unexpressed emotion. They want to see their souls influence and change their environment, to make their presence felt in the world around them. It is man's inherent desire to put meaning into life and conquer his feeling of insignificance.

I am suggesting that from another point of view rebellion is not a horrid man-destroying scheme for the underdog to raise his standard of living but a way of life that must go on. If we use the formula of emotion + thought = action, we have essentially the process by which we as Americans determine most of our decisions. But consider for a minute if this formula was reduced to: emotion = action. At first this seems absurd but look at what we have eliminated: from thought stems contradiction and values are confused. This presents the question of choice, choice endangers security and lack of security means fear, two fears mean anxiety and in the end a world of tension shattered nerves and ulcers.

It is here precisely that we see the undeterminable chaos present in the make-up of the universe. It is man's ability to stop and reflect that is his power and downfall and leads him to be the self-contradicting animal that he is. We also see the element of change and desire present—man's ability to fight back against the ever-increasing entropy that encases his ability to feel into a discernable pattern. In short, as long as man shows originality, and protest is original in this age of psychic agreement, we have a chance. It is through riot, rebellion, and physical violence that we have change and change is the life-blood of civilization.

Future

Perfect Student Is Next Step

By THERESA BLACK, '62

I must admit before I begin describing the 1975 college student that the idea behind this article was really supplied to me by a friend who has recently been delving into Darwin's "Origin of the Species," and who has become interested in the theory of evolution. She asked, "Why hasn't man continued to evolve until he reached perfection, or is man in the process of evolution now?" Since at the precise moment she posed this query my mind was a complete blank as to what I should write about the college student of the future, I seized upon her speculations as a starting point from which to let my imagination roam.

I picture man as having reached perfection in the year 1975, but of course it's only the younger generation, the college students, who are perfect mental and physical specimens. On a typical 1975 campus every male I meet is exactly six foot four, weighs two hundred pounds, has broad shoulders, muscles, and a smooth complexion; every female is exactly five foot six, weighs one hundred twenty pounds, has what the typical male considers perfect proportions, and is either a blonde, brunette, or redhead. Now this might be a bit confusing except that every student's facial features are different, although different in a perfect way.

The typical undergraduate can boast of perfect health, with no common colds or uncommon tropical diseases, and no broken bones but still an occasional broken heart. When asked if he has ever been to an infirmary the hale and hearty specimen just raises his eyebrows and looks at the inquirer as if the latter is not quite all there in the upper story. He is also ignorant of pills, tonics, crutches, bandages, and doctors. The student has never been inside a hospital and he wonders if he has been missing anything. Of course he has never been sick, but he isn't convinced that he hasn't been cheated of an experience worth having, which after I thought about it left me somewhat unconvinced also. However, according to the latest 1975 version of the Gallup poll the college student can't conceive of being in any state but perfect.

The mental capacity of the typical college student has been evolving too, and while this process has fewer outer manifestations,

professors and administrators are convinced that the generation of eager, wide-eyed undergraduates of 1975 is the most capable to ever occupy their classrooms. I.Q. tests, even in 1975 something less than the definitive word, do reveal that every student body has a population of thirty per cent geniuses and the remaining seventy per cent high average students. Now surely the presence of this superior mental power in colleges and universities must give hope to the world for better things to come, but this isn't necessarily true.

The student who is physically, mentally, socially, and emotionally perfect has become the rule rather than the exception and when his generation does take over world leadership he is going to lack sympathy for the unfortunate exceptions and look down with pride and some intolerance from his lofty perch of perfection. This lack of understanding for those who have not yet completed the evolutionary process will complicate world problems and create more tensions in a world even more restless and full of strife than our present one. The perfect student, however, is endowed with imagination and vision which will enable him to search with foresight for solutions to his world's problems. Also he is one of a generation of perfect students, with whom he can work toward world improvements. To be more realistic, it would seem likely that the perfect students of the totalitarian states will use their genius and strength to conquer the free world. Viewed in this way the situation hardly seems very different from that of today.

A final question might be, "after man has reached the perfect state, what next?" I don't profess to know the answer, but I would think that he continues being perfect, while trying to give men in all parts of the world the chance to be perfect too. The question which is raised in my mind is not the one mentioned above, but is rather, "won't perfection, despite the advantages it brings, make the college student, 1975 model, rather dull and unbearable?" I'm not so sure I want to see a generation of perfect young men and women, if for no other reason that they might give the older generation an acute epidemic of inferiority complexes.



A CLASSIC CONCEPT — Miss Black's article recalls something of the idea behind early Greek sculpture, particularly the period of 480-450 B.C. The Delphi Charioteer, pictured above, dates from about 475 B.C. At this time, Greek artists were making a general trend toward an ideal combining naturalistic and abstract characteristics. This represents "the imposition of order upon the chaotic material of human experience" to quote an art history.

PRESIDENT ENSOR INTRODUCES NEW STAFF MEMBER

I am anxious to introduce to all of our alumni and friends the most recent addition to our Administrative Staff—Mr. Walter M. Baggs. Mr. Baggs assumed his new responsibilities as Director of Development on February 15. He comes to Western Maryland with a rich experience in this field, having served in the same capacity at Stetson University, DeLand, Florida. I have been asked on a number of occasions how we persuaded Mr. Baggs to come from Florida to Maryland, particularly in February. Actually, he is coming home since he was reared in Baltimore where he attended Poly and Hopkins. Prior to World War II and for several years immediately thereafter, he was associated with several Baltimore business concerns. During the war he was a Special Agent in the Counter-Intelligence Corps of the Army, specializing in espionage, sabotage and communist activities in the European Theatre of Operations. Shortly after the war he was employed by the American Automobile Association, and eventually became the Association's Division Manager in Jacksonville, Florida. From here he moved into the area of college development at Stetson University.

Perhaps some of you are wondering just what the title, Director of Development means and what Mr. Baggs' job will be. This is a title that has become quite popular in college circles to describe the position of the individual whose chief responsibility is the development of financial resources, and that is exactly what we are expecting Mr. Baggs to help us do. The whole area of financial development in higher education has become such a specialized field in recent years that many colleges and universities have recognized that this can no longer be tacked on to the President's manifold re-



WALTER M. BAGGS

sponsibilities. Significant fundraising can no longer be conducted by an occasional, periodic, major campaign, but rather it must be a continuous process of contacting foundations, corporations and individuals who have the means to help Western Maryland but whose interest needs stimulation.

It is not expected that Mr. Baggs will be able to do all of this by himself, but rather he will be the quarterback and the team will consist of all of us—administration, faculty, students, alumni and friends of the college everywhere. If Western Maryland is to realize the financial resources it will need so greatly during the next decade, and has every right to expect, it will take a lot of work by a lot of people.

As you meet Mr. Baggs personally, as I am sure many of you will in the months ahead, you will find him to be a man with a warm, friendly personality, fully dedicated to the supreme importance of the small, liberal arts, church-related college as a part of our American system of higher education. He believes so completely in the job he is undertaking that I am sure we will all find it a pleasure and a challenge to work with him.

LOWELL S. ENSOR

Students Selected For Russian Trip

W. Wayne Conrad of Clifton, Heights, Pennsylvania, will participate in a USA-USSR Student Exchange Program this summer sponsored by the National Student Councils of the YMCA and YWCA.

Wayne, a senior, has been selected to join 23 other American students who will spend six weeks in Soviet Russia, two weeks in the satellite nations, and a short time in continental Europe. If the normal schedule of the program is followed, the group will spend over two weeks in Moscow and Leningrad, a week in the Russian countryside, and three weeks in a Russian athletic camp. Here they will live in tents among 500 Russian college students.

Sigas Need Information

The Baltimore Alumnae of Sigma Sigma Tau would like to contact all former Sigmas. They are interested in informing them of monthly meetings, activities, and especially of a new "Distinguished Teaching" award. Will all Sigma Alumnae send names (including maiden name), present address, graduating class, and information about children, job, etc. to Miss Ann M. Hisley, 503 Willowton Avenue, Baltimore 14.

BACHELORS PRESENT BALL WITH PLANTATION THEME

The annual May Day Dance, being presented by the Alpha Gamma Tau fraternity on May 6, will have as its theme "The Plantation Ball." Gill Gym will be decorated as a stately mansion where there will be dancing from 8:30 to 12 to the music of the Rivers Chambers Band.

Alpha Gamma Tau extends a special invitation to the alumni and hopes many of them will be able to attend. Tickets may be purchased by writing directly to the fraternity and enclosing \$3.00 per couple.

Alumnae of '59 and '60:

Thank you for help in response to my recent letter. I wrote to 129 alumnae and received 106 answers; only three of these were blank cards. Testimony was overwhelmingly one-sided, an appropriate action is planned. *Merci beaucoup.*

NEWS FROM ALUMNI

1897

Mrs. Ella Millard Hines has changed her address from Marion Hill Farm in Houston to White Hall. She writes that her son, George M. Hines, '25, is a civil engineer at Fort Belvoir, Virginia . . .

1899

Mrs. Florence Mitten Anders of Westminster died on May 3, 1960 . . .

1903

James R. Wheeler has died . . .

1905

Mrs. Cornelia Lansdale Hill of Baltimore died on November 14, 1960 . . .

1906

George Washington Dexter, a trustee of the college, died in November, 1960 . . .

1910

James M. Bennett, retired superintendent of Wicomico County schools, died in February. All the 21 schools now in use in Wicomico County were built during his administration with the exception of two which were planned then. The college presented Mr. Bennett with an honorary degree and an alumni citation . . .

1913

Lester A. Hall of Delmar, Delaware, has died . . .

1915

Walter L. Graefe, originally of Baltimore and the first president of the Georgia Chamber of Commerce, died February 6 in Griffin, Georgia. He was the founder of one of the world's largest pineapple canning companies . . .

1916

The Rev. Marion Walker Coe died on January 3, 1960, in Baltimore. He had concluded an eighteen-year pastorate of the Central Square Congregational Church in Bridgewater, Massachusetts. Rev. Coe's is an old Western Maryland family . . .

1919

Miss Myrtle Andrews, long time teacher and principal at South Dorchester School, Golden Hill, died October 7, 1960 . . . Mrs. Rebecca Birdsall Hoopes of Purcellville, Virginia, died January 7, 1961 . . .

1925

Thomas W. Trice of Stoneleigh has been named president of the Baltimore Area Council, Boy Scouts of America. Mr. Trice is vice president in charge of electric operations for the Baltimore Gas and Electric Company . . .

1928

Miss Eva Logue of Westminster is home on leave after many years as a medical missionary in India . . .

1934

National Guard Lt. Col. Henry B. Kimmey is attending the 16-week associate course at the Army Command and General Staff College, Fort Leavenworth, Kansas . . .

1936

Dr. James W. Gladden, husband of Mrs. Cynthia Hales Gladden, has been named president of the Blue Ridge Assembly, YMCA . . .

1937

Lt. Col. Robert K. Myers, Jr., recently retired from the Army at Fort Monroe, Virginia. He has been serving as Chief, Operations Branch, and Chief, Communications Division of the Signal Section of Headquarters, U. S. Continental Army Command. At retirement ceremonies he was presented the Army Commendation Medal . . .

1938

Army Lt. Col. Samuel F. Baxter is attending the associate course at the Army Command and General Staff College, Fort Leavenworth, Kansas . . .

1939

Dr. Kathryn Bookbinder has been named school psychologist by the Bethlehem (New York Central Board of Education. She has been psychologist for the East Greenbush School system and is a professor of psychology with the evening division of Russell Sage College . . .

1941

Mrs. Frances Dillaway Tompkins has been named director of nursing at Union Memorial Hospital . . .

1943

Earl P. Schubert is principal of Newport Junior High School in Kensington. His wife, Betty Bowman Schubert, '46, is a real estate agent . . .

1947

George W. Wilson, an editorial writer for The Philadelphia Inquirer, has been awarded a George Washington Honor Medal by the Freedoms Foundation. The citation is for an editorial entitled "A Creed for the Living," published last Memorial Day . . . The Rev. Bernard A. Jennings is now rector of St. John's Episcopal Church, Havre de Grace . . . Jack ('49) and Betty Miller Lechlitter announce the birth of Nancy Louise on August 20. Ricky is four years old . . .

1949

Dr. Frank E. Jaumot, Jr., is director, research and engineer—semiconductors, at Delco Radio. His responsibilities include the direction of all semiconductor research, development, and applications, and also transistor pilot production lines . . . David E. Turner has completed requirements for the degree of Master of Library Science at the University of Kentucky. He is director of the public library at Hopkville, Kentucky . . . The Rev. Thomas R. Fletcher of Denver, Colorado, is author of a meditation accepted for publication by The Upper Room, a world-wide devotional guide . . .

1951

C. Philip Kable has been appointed Manager, Employee Relations for Koppers Company, Inc., Pittsburgh General Offices . . . Vincent R. Landau was named by the Baltimore Museum of Art as winner of the First Artists Prize in the Maryland Regional Exhibition. The painting, "Death's Birth," was on display during March . . . Ruth R. Wunder is married to Charles A. Thesler . . . Mrs. Martha Buchman Brauning announces the birth of Jane on October 11, 1960 . . . Mr. and Mrs. Richard Murray (Shirley Bankert) announce the birth of John Stanley on January 26. They have two other children, Jeffrey, four, and Amy, one and a half . . .

1952

Doris Reck is married to Lee Warren Saunders . . . Roland E. Fleischer is assistant professor of art history at the University of Miami . . .

1954

Bill Harvey is in the last semester at the seminary at Drew University. He and his wife have been accepted by the Methodist Church as regular missionaries. They are planning a year of graduate studies in Africa . . . Mr. and Mrs. Thomas Maier (Mimi Whitfield, '55) announce the birth of a daughter, Mary Beth . . .

1956

Robert L. Yocum of San Antonio, Texas, was killed in an automobile accident on February 9. He had just been appointed manager of the San Antonio office of the James Lee and Sons Company . . . D. Keith Whitehurst has been named principal of the Stephen Decatur Junior-Senior High School in Worcester County . . . Mr. and Mrs. Ronald E. Howard (Nancy Pennacker) announce the birth of a second son, Ronald Jay, on November 17, 1960. Their other son, Bret, is 2½ . . .

1957

Bill Muehlenfeld is aide to the Commanding General of the 7th Infantry Division in Seoul, Korea . . . David Meredith is instructor at Kent University . . . Emily Peabody Trevett, now Mrs. James J. White, is living in Miami Beach, Florida . . . Jeanne Blair Kreisher announces the arrival of Keith Richard on December 28, 1960. The Kreishers other son, Steve, is 3½ . . .

1958

Wray Mowbray, at Fort Knox, Kentucky, for a special course, will next be stationed in Germany . . . Mr. and Mrs. Samuel L. Bars, III, announce the birth of a son, Rose Heath, in February . . . Mr. and Mrs. Richard O. Carson (Marcia Hayes) announce the birth of Mary Elizabeth on February 19 . . .

1959

John Waghelestein is stationed at Fort Jackson, South Carolina . . . Jim Cole married Judith King, '62, on January 28 . . . Stewart N. Darwile is engaged to Ann H. Morley, '61 . . . Jean Robinson is now Mrs. Charles Lease . . . Kitty Bond married Malcolm M. Allen, II, on December 17, 1960 . . .

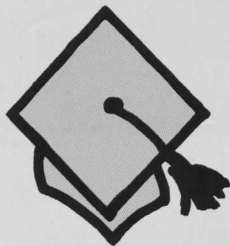
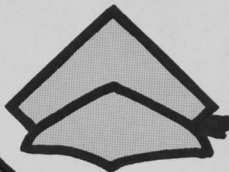
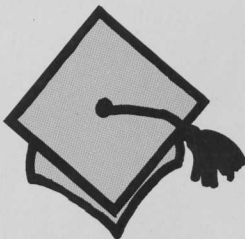
1960

Birge Richard and Bob Cole have completed the field artillery officer orientation course at Fort Sill, Oklahoma . . . Norman Davis has completed the orientation course at the Infantry School, Fort Benning, Georgia . . . Paul Stretton is taking armor training at Fort Knox, Kentucky . . . Barbara Long is engaged to Edward J. Gross . . . Karl Silex married Joan Zajac, '61, on December 26 . . . Phyllis Cassetta married John Karrer on December 24. John is attending Lancaster Theological Seminary . . . Audrey J. Fiesenne married Hugh J. McLaughlin . . .

WESTERN MARYLAND COLLEGE



The Bulletin



June, 1961



Wide World Photo

WESTERN MARYLAND COLLEGE

The Bulletin

June, 1961

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THE COVER

The front cover should be self-explanatory. Rows and rows of mortarboards have gone up and down countless aisles this month. At Western Maryland we are no exception. However, a little earlier in the spring a row of students, not wearing mortarboards but using kerchiefs to keep off rain, went up and down in front of the Russian Embassy in Washington. The picture to the left shows this. For a story about this parade see page 21.

WESTERN MARYLAND COLLEGE BULLETIN, Westminster, Md., published eight times a year, once in the months of December, March, April, June, August and October, and twice in February, by the College.

Entered as second class matter, May 19, 1921, at the Postoffice at Westminster, Md., under the act of August 24, 1912. Accepted for mailing at special rate of postage provided for in section 1103, act of October 3, 1917.

Editor, Nancy Lee Winkelman, '51

Admissions Policy Discussed

It was thrilling to greet so many Alumni who returned during the Commencement Weekend — particularly on Alumni Day. The renewal of college ties, the alumni profile as revealed in the cross-section of classes from '85 to '60, the surprise, usually accompanied by enthusiasm, on the faces of those who had not seen the campus for several years—all of those and more combined to make Alumni Day of '61 another red-letter day long to be remembered.

Since so much of this issue of the BULLETIN deals with 'Admissions,' it may not be amiss for me to include a brief comment of my own. Mr. Frank Bowles, who wrote the article "Who Gets Into College?" is the head of the Educational Testing Service at Princeton, New Jersey, and as such ranks as one of the nation's top authorities in this field. I commend his article to you because it states the present situation better than anything else I have read among the reams of material currently coming from the press. Western Mary-

land College, however, like every other college, has its own admissions situation to be dealt with according to policies best suited to its own unique problems. Each application is reviewed in detail by a committee of seven faculty members, and not handled arbitrarily by any one person. High school records, test scores, I.Q. scores, extra-curricular activities, high school recommendations, rank in class and personality rating are all factors given consideration in determining primarily two questions: 1. Is Western Maryland the college where the applicant belongs? 2. Can success at Western Maryland be predicted from what the committee has learned about the applicant?

One other factor, which will be of especial interest to our Alumni, does play an important part. The children of Alumni are given preferential status in all decisions, assuming, of course, that the application is received sufficiently early to make this possible. This does not mean that all are ac-

cepted. If, for instance, a careful study of the application indicates a negative answer to either of the two questions listed above, the committee believes it would be very unfair to that student to admit him to a situation when failure is predicted. If, on the other hand, the two questions can be answered in the affirmative, the children of Alumni will be offered admission, even though there may not be room for other applicants of similar caliber. It is tremendously significant that 24% of last fall's entering class are relatives of Alumni.

Finally, I have been asked by many: "When will the college begin its expansion program?" No timetable has been set, as yet. A great amount of study must be given to the problem in terms of personnel, facilities and over-all cost. Such studies are being made, but it would be a mistake to rush into this sort of program prematurely.

LOWELL S. ENSOR



CHARLES A. STEWART



AUSTIN E. PENN

Trustees Elect New Members

Two new members were elected to the Board of Trustees at the annual spring meeting on Friday, April 23. Trustee memberships are lifetime positions.

Elected were Austin E. Penn of Baltimore and Charles A. Stewart of Plandome, New York. Mr. Penn, 305 Northfield Place, was elected president of the Baltimore Gas and Electric Company on March 24. He had been a director of the company. Mr. Penn joined the firm in 1920 and served in various capacities in the financial departments until he was appointed supervisor of statistics in 1934. He was elected assistant secretary and assistant treasurer in 1939. In 1946, Mr. Penn became secretary and assistant treasurer and in 1950 a vice president, followed in 1957 by election to executive secretary.

Mr. Penn was born in Mount Airy. He graduated from the Baltimore College of Commerce in accounting and became a Certified Public Accountant in Maryland in 1930. He graduated from the University of Maryland Law School in 1934 and became a member of the Maryland Bar in that year.

Mr. Penn's various affiliations include membership on the executive committee of

the Community Chest of Baltimore area, membership on the Boards of Directors of the Eutaw Savings Bank and Union Trust Company, membership on the Board of Managers and Executive Committee of the Maryland General Hospital, trustee for the Baltimore Conference Pensions Fund of the Methodist Church and of the Home for the Aged of the Methodist Church of Baltimore City. Mr. Penn is a member of Grace Methodist Church in Baltimore.

Mr. Stewart is a partner of Price Waterhouse and Company, international public accounting firm. A 1926 graduate of Western Maryland, he also attended Pace College in New York. Mr. Stewart became a Certified Public Accountant in New York in 1932.

The new trustee is vice president of the Maryland Society of New York. He is a member of the American Institute of Certified Public Accountants and the New York State Society of Certified Public Accountants. Mr. Stewart is also a member of the Plandome Country Club, the Field and Marine Club and the Boothbay Harbor Yacht Club. He lives at 7 Bayside Drive in Plandome.

FOUR JOIN BOARD

At the annual business meeting alumni elected two members to the Board of Governors and two Alumni Visitors of the Board of Trustees.

Alumni Visitors will be Clarence H. Bennett, '28, and James R. Mann, '31. Board of Governors members will be Mrs. Beth Witzke Barnes, '53, and Lt. Col. Webster Hood, '40. Each of the positions is for a three-year term.

Clarence Bennett is president of National Standards Association of Washington. He and his wife, Dorothy Gilligan Bennett, '28, live in Washington. The new Visitor has been active in the Washington chapter of the alumni association and is a former member of the Board of Governors.

James R. Mann is plant superintendent of Congoleum-Nairn, Inc., of Cedarhurst, Maryland. He, too, is married to a Western Maryland graduate, Margaret Erb Mann, '33. He was previously president of the Carroll County chapter of the alumni association. Before joining Congoleum-Nairn, the new Visitor taught in the Carroll County school system.

Webster Hood is an officer in the Marine Corps. Another Western Maryland couple, he and his wife, Doris Mathias Hood, '40, live in Alexandria, Virginia. Beth Witzke Barnes is a former English teacher in Baltimore where she and her husband still live. Beth has been an active member of the alumni chapter in Baltimore and the Phi Alpha Mu alumni group there.

The new Board members and Visitors will attend their first meeting during an August conference at the college.

Music Scholarship Set

Western Maryland's Omicron Eta chapter of Delta Omicron, national music fraternity, has established a music scholarship.

The scholarship is being founded in memory of Miss Margaret Wappler, former music instructor, who was killed last spring in an automobile accident. Chapter members have planned a scholarship to provide \$60.00 a year for upper class music majors to take applied music lessons.

The group will attempt several fund raising projects and will also welcome checks made out to the "Margaret Wappler Scholarship Fund" from interested former music students.



F. PAUL HARRIS

Truxal, Harris Receive Degrees

Western Maryland presented two honorary degrees at commencement exercises on Monday, June 5.

The honorary doctor of laws was presented to Dr. Andrew Gehr Truxal, president of Hood College in Frederick. The Rev. F. Paul Harris, pastor of McKendree Methodist Church in Washington, received the honorary doctor of divinity degree. Dr. Harris graduated from Western Maryland in 1924.

Dr. Truxal will retire from the presidency of Hood this summer. He plans to assist in establishment of the new Anne Arundel Community College prior to a more complete retirement. Dr. Truxal, a native of Pennsylvania, received his A.B. and A.M. degrees from Franklin and Marshall College and the B.D. degree from the Theological Seminary of the Reformed Church in the U.S.A. He received the Ph.D. from Columbia and an L.L.D. from Franklin and Marshall in 1948.

The Hood president taught sociology at Dartmouth, eventually becoming professor of sociology. He remained at the New Hampshire school until 1948 when he became president of Hood. Dr. Truxal has been active in the Association of Independent Colleges in Maryland. He is a member of the American Sociological Society, Phi Kappa Psi and Phi Beta Kappa.

The Rev. Harris, who graduated from Western Maryland in 1924, went to Boston



ANDREW G. TRUXAL

University for his S.T.B. which he received in 1927. He is at present minister of McKendree Methodist Church in Washington. During his ministry, Dr. Harris has served churches in New York, Boston, West Virginia and was in Baltimore, Maryland, before going to Washington.

Dr. Harris has been vice president of the Western Maryland Alumni Association and president of the Cumberland Methodist Preachers' Meeting. He is a member of the Masonic order and of the Lions and Kiwanis Clubs.

Juniors Sponsor Day for Parents

A second Parent's Day is being planned for next fall on the campus. Members of the Junior Class will sponsor the event.

This fall the Men's Leadership Society sponsored and planned the first Parent's Day. Program for the October 7 event will be similar to the one planned last October. President of the class, David Humphrey, and vice president, Barbara Earhart, are chairmen.

Registration starts early in the morning so that parents have the opportunity to attend some Saturday morning classes. There will be a welcome by President Ensor and a coffee hour with members of the faculty. Lunch will be served in the college dining hall. After lunch parents are invited to attend the football game with Randolph-Macon College following which fraternities, sororities and dormitories will have open house.

Alumni Spend Busy Weekend

Western Maryland alumni arrived in force on the Hill for Alumni-Commencement Weekend June 2-5.

Special reunion classes were those ending in either one or six—and members turned out several hundred strong. The class of 1901 held what it plans will be a last reunion—the 60th—and celebrated with the usual luncheon. Honored guests of the college were members of 1911, the 50-year class. They planned a series of events which kept them busy all day Saturday.

Almost every available spot in Westminster was put to use for the various class luncheons. Meetings, teas, swimming parties, picnics went on during the afternoon before everyone joined in the Alumni Reception in McDaniel Lounge just prior to the banquet in Memorial Hall.

President C. Lease Bussard presided at the banquet. Dr. Lowell S. Ensor spoke, there was the roll call of classes and some entertainment. Highlight of the evening was presentation of an Alumni Recognition Award to T. K. Harrison, '01, the former alumni secretary. A humorous "This Is Your Life" skit preceded awarding the plaque to Col. Harrison. Many alumni attended parties after the banquet, others settled in McDaniel Lounge for a good talk.

Weekend events continued on Sunday and Monday with baccalaureate and commencement.



T. K. HARRISON

Clubs Have Active Spring

By PHILIP E. UHRIG

BALTIMORE CHAPTER

Baltimore area alumni met at Towson Methodist Church, April 21, for the regular spring meeting of the Metropolitan Baltimore Alumni Chapter. Approximately eighty members turned out to hear Dr. Lowell S. Ensor speak on the challenging admissions picture on the Hill.

Program committee chairman, Jim Hackman, '50, provided musical entertainment, a barbershop quartet of the Chorus of the Chesapeake, in addition to the President's talk. Refreshments were served following the meeting.

Other committees active in planning the program were: Membership and Attendance, whose co-chairmen are Donald and Sara Lee Larmore Brohawn; Publicity, chaired by Helen Ray Sommers; and Nominating and Hosting directed by Caryl Jeanne Ensor Lewis.

It was announced that Bob Waldorf, head football coach and director of athletics on the Hill will speak to the chapter in the fall.

In this and subsequent issues of the BULLETIN we plan to present profiles of alumni chapter presidents and other prominent alumni. It is a pleasure to begin the series by introducing John F. Silber, Jr., '50, Baltimore chapter president.

SILBER SKETCH

(By John T. Ward, '19)

When John F. Silber, Jr., of the Class of 1950, last year was elected for a two-year term as president of the Metropolitan Baltimore Chapter of Western Maryland College Alumni Association, he was adding onto an already busy schedule. He seems to relish it.

The Baltimore area has around 1,600 graduates; the chapter has 150 active members, a good working group, but one which Mr. Silber hopes to enlarge. With class, chapter, and alumni interests, he is well wrapped up in college duties. It comes naturally, since he is following a path he



started in Southern High School in Baltimore and continued in college where he was active in student government and other campus affairs.

As an employee since 1957 of McCormick & Company, the world's largest spice and tea firm, this Western Marylander now directs the work of 75 as a line supervisor in tea blending and filling and in the extract departments. He began in personnel work and has been promoted to the manufacturing end of the business. Prior to joining McCormick, he was with three other manufacturing concerns in Maryland.

The McCormick firm is an advocate of multiple management, with numerous boards in addition to its directors. Mr. Silber has been on a factory board of directors, a group of 15, serving as chairman and secretary.

He is a member of the American Society for the Advancement of Management, and a former vice president of the Personnel Association of Baltimore.

Following graduation from high school, he was in a Naval Intelligence unit during 1946 and 1947, and was commissioned in

the reserves on graduating from Western Maryland. As a Lieut. (jg), he continued in the reserves until last year.

John Silber is a director of the Prisoners Aid Society, an agency of the Baltimore Community Chest, a councillor for the Boy Scout troop of the Ridge School for Retarded Children in Baltimore County, and is active in the work of his church, Ascension Lutheran.

He and his wife, Mrs. Joan Fendall Silber, and their three children live at 1449 Putty Hill Road, Towson, Maryland. Mrs. Silber is a 1953 graduate of Towson State Teachers College.

Other officers of the Baltimore Metropolitan Chapter are: Mrs. Nancy Kroll Chesser, vice president, and John H. Edwards, treasurer, both of the Class of 1953; and Mrs. Betty Robbins Seiland, 1950, secretary.

WICOMICO COUNTY CHAPTER

An overflow crowd of Western Marylanders from the Eastern Shore met at the invitation of the Wicomico County

(Continued on next page)

Alumni Chapter in Salisbury for dinner and a thoroughly enjoyable program Wednesday, April 19.

Dr. Lowell S. Ensor, the main speaker of the evening, brought an interesting message from the Hill concerning the enrollment problems encountered in our small liberal arts college.

Following the President's talk a unique series of anecdotes covering the life on the Hill for over half a century was presented by some of the alumni present. In the absence of Mrs. Minnie Adkins Jones, '16, entertainment chairman, Mrs. Mildred Warner Pope, '14, co-chairman, introduced about half a dozen alumni who recounted personal experiences. The mention of parlor, strikes, C.O.B., and other traditional expressions brought back fond memories to those of earlier classes while opening an entirely new field to those of more recent years.

Other committees active in making the evening a success were: Prizes, Mrs. John Wesley George, '35; Decorations, Mrs. Millie Elgen Huston, '27, and Mrs. Virginia Elzey Shockley, '43; and advertising, Mrs. Virginia Holand Nicoll, '29. Mrs. Ruth Holland Isear, '49, and Mrs. Corrine Schofield LesCallette, '52, were co-chairmen of the dinner. Miss Marion Moore, '26, is the chapter president.

WILMINGTON CHAPTER

The Wilmington Area Alumni Chapter held its spring meeting at the Kent Manor Inn Saturday, April 29. Thirty-eight attended.

Harold Lewis, '46, was elected president to succeed Thomas W. Reed, '28. Other new officers include: William Bratton, '36, vice president, Ellen Widdoes Harper, '53, secretary, and Mary Ann Thomas Stazsky, treasurer.

It was reported that the money-raising project, an open house at the Reeds' home, where Oriental rugs were displayed netted the chapter two hundred thirty-three dollars, which was given to the College to purchase furnishings for the new library.

Professor Frank Hurt delivered an informative as well as humorous talk about his many years at the College.

ALUMNI FUND

The total alumni fund picture will be reported in the August BULLETIN. Lists of donors by class will be included. There will also be a breakdown of designated gifts.

Sidewalk Supers Observe Library

A source of prime spectator interest on campus this spring has been excavation and subsequent work for the new library.

Men students have to pass the construction on their way to and from the men's quadrangle and other parts of the campus. As these pictures show, they stop and put in considerable time as sidewalk superintendents. Actually, the students are not alone in this pastime. Faculty and administration members can often be found lurking on the outskirts of the project, too.

Object of considerable fascination the day these pictures were taken was the method for pouring concrete into forms. Wooden structures held the wet concrete until it hardened to form a lower wall.

Piles of dirt, stacks of metal and wood, instruments and shacks now dot the top of the Hill—but someday there will be a library.



Hill Has Role In Civil War

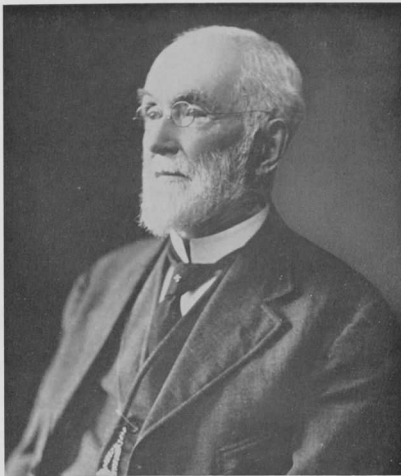
Western Maryland College was not yet open when the Civil War was in progress so the BULLETIN won't be running any centennial stories about graduates who took part. However, the Hill itself did play a role in that war. The college was built on Parr's Ridge, known as the Old Common, land used by both armies for camps and supply depots.

Dr. Joshua W. Hering, a charter member of the Board of Trustees, wrote a series of recollections about the Civil War era in Westminster during which he frequently refers to the Hill. Dr. Hering was the last surviving charter member at the time of his death in 1913. He was president of the Board during his entire membership. In addition to references to the Hill, Dr. Hering also mentions the forks, site of Joshua Yingling's store, eventually Grumbines, which was a favorite shopping place for college students. Directly behind the store was the Cassell home which a much later generation of women students will remember as a temporary dormitory.

According to the doctor's recollections Confederate troops occupied Westminster in September, 1862, just before the battle of Antietam. They camped at the forks with a gun pointing down the street toward the railway station. This was the 5th Virginia Cavalry, the first Confederates to appear in Westminster.

Later in the notes—"At no period of the war was Westminster the scene of such stirring military events as during the summer of 1863. Both the Federals and Confederates were here in large numbers and under most exciting conditions during that period, embracing a sharp cavalry fight in our streets. On Sunday morning, June 28, 1863, and a beautiful clear Sunday morning it was, I was making some professional visits which carried me down the Baltimore turnpike. As I came near the village of Carrollton (ed. note—on the way to Baltimore) I met a full company of Federal cavalry coming to Westminster . . . they proved to be a company of Delaware cavalry. They attracted a great deal of attention as they rode into town and went into camp on what is now College Hill, there being no buildings there at that time. . . ."

Dr. Hering adds that the town was de-



clared under martial law. The next day there was a sharp fight at the corner of Main Street and Washington Road. The physician had been in the country again on a sick call but arrived back in time to help with wounded. "The dead and wounded were lying in the street and we were in the midst of war indeed. Stuart's command was then beginning to pass through, embracing the brigades of Fitzhugh Lee and Wade Hampton. . . ." They were followed by the main body of Confederates, 6,000 cavalry. As the rebel soldiers left Westminster, the whole of General Sedgwick's 6th Army Corps (Federal) numbering 15,000 came in followed by more cavalry.

"The whole movement of troops on both sides was preparatory to a battle that was known to be imminent. Lee had crossed the Potomac and moved into Pennsylvania. . . . And so the opposing armies met and the famous battle of Gettysburg, the pivotal battle of the war, was fought. . . . Westminster was made the base of supplies for the Federal army during the battle and

we were right in the midst of the most exciting scenes. . . ." It appears that quartered on or near College Hill were somewhere around 5,000 army wagons, 30,000 mules and 10,000 troops.

"Night and day, the noise of the army wagons, the clanking of cavalry sabres, and the braying of the mules would be heard and general noise and confusion prevailed everywhere. . . ." The doctor became busy caring for wounded who started arriving. As he writes, after the battle "All around the town were evidences of the ordeal through which our section had just passed. Fences were down and many of them destroyed, wheatfields trampled underfoot and ruined, provender of almost every kind gone, and the whole section looking desolate and broken. Throughout the entire battle the artillery of the contending armies could be distinctly heard at Westminster. . . ."

When you see the quiet campus today settled comfortably in peaceful, prosperous Carroll County, Dr. Hering's picture is difficult to imagine.

Editor's Note: Here begins a seminar on admissions. We have invited members of the faculty and staff to join with Mr. Frank Bowles to present as clear a picture as possible from several different aspects of the problem. Dr. Ensor, in his column, also stresses this subject.

Who Gets Into College?

By FRANK H. BOWLES

What are my child's chances of getting into college?

What can I as a parent do to improve my child's chances of getting into the college that seems best for him?

There is a quick answer to the first question—Any child who has an I.Q. of ninety-five or better, who can write a letter including a simple declarative sentence such as "I want to go to your college," who can read without moving his lips, and who can pay college expenses up to \$500 a year can go to college. But it may also be true that a child with an I.Q. of 140 who can do differential equations in his head may not get to college. Obviously, then, the general answer can only indicate that there is a tremendous range of institutions, with varying standards and opportunities, and that many factors determine actual chances of admission. For a full answer to the question, we must examine and describe these types of institutions.

As a first step, let us take a hypothetical group of **one hundred high school graduates** who go on to college in a given year, and see what the typical pattern of their applications and acceptances would be:

Twenty students, all from the top half of the class, will apply to sixty of the institutions that are generally listed as "preferred." Ten of them will be accepted by twenty of the institutions. Nine of the ten will graduate from their colleges, and six of the nine will continue in graduate or professional school and take advanced degrees. These ten admitted students will average six years' attendance apiece.

Seventy students, forty from the top half of the class (including those ten who did not make preferred institutions), all twenty-five from the third quarter, and five from

the fourth quarter, will apply to eighty institutions generally considered "standard" or "respectable." Sixty will be accepted by one or both of the colleges to which they applied. Thirty of the sixty will graduate, and ten will continue in graduate or professional school, most of them for one- or two-year programs. These sixty admitted students will average about three years of college apiece.

Thirty students, including all of the fourth quarter and five from the third quarter, will apply to institutions that are ordinarily known as "easy." Half of these institutions will be four-year colleges, and half junior colleges or community colleges. All thirty students will be admitted. Fifteen will leave during the first year, and eight more during the next two years. The seven who received degrees will go directly to employment, although one or two may return to college later for a master's degree in education.

At this point, we need some specific information about the types of institutions I have just mentioned.

"Preferred" institutions—the ones that receive the most attention from high school students—number from 100 to 150, depending on who makes the list. In my judgment, the larger number is correct, and the list is still growing. It should reach 200 by 1965, and 250 by 1970. The number of places available in preferred institutions—now approximately 100,000—should increase to about 150,000 during the next decade.

It now costs about \$3,000 a year to send a child to a preferred institution.

"Standard" institutions—which are not selective at admission, but will not admit any student obviously destined to fail—number from 700 to 800. The larger number includes about fifty that could be con-

sidered part of the preferred list and another fifty that could be placed on the easy list. In my judgment, the smaller number is the right one for this category. It will stay about constant over the next decade, with some shifting between lists. But enrollments within the standard category will go up by at least fifty per cent.

Costs at standard institutions tend to run from \$1,500 to \$2,500 per year. Yet some of these schools operate with very low fees, and naturally the public ones are in the lower cost brackets.

"Easy" institutions number about 800, of which 300 are four-year colleges and the rest junior colleges or community colleges. The list will grow rapidly as colleges are established over the next decade. Even though some easy colleges will raise requirements and join the standard group, there may well be 1,500 colleges in this category by 1970. Enrollment will triple in the same period.

At the present about one-third of the easy institutions are four-year private colleges with enrollment problems, and many of these are trying to enter the standard group. But almost all newly established institutions are tax-supported. Thus by 1970 the number of private colleges on this level of education will be negligible.

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FRANK H. BOWLES is president of the College Entrance Examination Board. He has been with this organization since 1948, prior to that Mr. Bowles was director of university admissions for Columbia University. Currently he is at the Paris office of UNESCO on a two-year assignment heading a Carnegie-supported study of university admissions theory and practice around the world. His book, "How to Get Into College" was published in 1958.



GRADUATION—1961

June 5 is undoubtedly recorded as a fine June day on the weatherman's book—to 149 seniors who received diplomas from Western Maryland on that Monday it probably approaches something closer to perfection. While few of those receiving bachelor diplomas were particularly aware of it, the college also awarded sixteen Master of Education degrees and two honorary degrees during the same ceremony.

Commencement speaker was Dr. Andrew G. Truxal, president of Hood College in Frederick who received an honorary Doctor of Laws degree. The Rev. F. Paul Harris of Washington received the honorary degree of Doctor of Divinity. Dr. Ensor conferred summa cum laude honors on twenty-seven of the graduates.

Graduates summa cum laude were: Beatrice E. Ackerman, Baltimore; Gerald S. Bluehdorn,

Washington, D. C.; M. Elizabeth Butler, Lutherville; Sarah R. Kajdi, Baltimore; Carol L. Kammerer, Pasadena; Donald L. Rice, Hagerstown; Jacqueline H. Simmons, Salisbury; Susan Jane Wheeler, Silver Spring.

Cum laude graduates were: Dianne Y. Bell, Silver Spring; Lawrence M. Beyer, Westminster; Carolyn V. Carter, Clayton, Delaware; V. Gail Drake, Williamsport; Barbara G. Horst, Baltimore; Charlotte M. Karl, Baltimore; Stephanie Litwin McAdams, Westminster; Richard M. Null, Westminster; David S. Schwartz, Baltimore; M. Constance Shankle, Frederick; S. Lorena Stone, Linthicum Heights; Judith A. Tye, Ellicott City; Gary L. Tyeryar, Baltimore; George F. Varga, Westminster; Jane S. Williams, Randallstown; Marcia E. Wilson, Chevy Chase; W. Carey Wimmer, Mt. Airy.

Graduation awards were presented to the following: Bates Prize for best record as a college man—Fred A. Dilkes, Woodbury, New Jersey; Mary Ward Lewis Prize for best record as a college woman—Dianne Y. Bell, Silver Spring; Gruber Medal for extra-curricular activities—Donald M. Rembert, Arlington, Virginia; Alumni Citizenship Award—William E. Moore, Ridley Park, Pennsylvania, and Sarah Lorena Stone, Linthicum Heights; AAUW Award—Rhea C. Ireland, Ellendale, Delaware; John A. Alexander Medal—John H. Holter, Alexandria, Virginia; Wall Street Journal Award—George Varga, Westminster; Delta Omicron Scholastic Award—Priscilla Ann Vincent, Snow Hill; Adelaide Erichs Watson Prize of Home Economics—Joanne L. Lamb, Westminster, and Carol L. Kammerer, Pasadena.

High Index Means Honors

The 27 students who received graduate honors had maintained a constant four-year record of excellence. Out of a possible 3.0 a summa cum laude graduate had maintained an index of 2.5. Cum laude graduates had an index of 2.2.

Those who received honorable mention had a 2.2 index in their senior year. For department honors a senior needed an index of 2.2 in all courses in the department, a certain percentile in the Graduate Record Examination, recommendation by the department, and completion of a departmental project.

Departmental honors went to the following students. After the name of the department is the name of the paper submitted by the student. (Some of the graduate projects were not written.)

Lawrence Max Beyer, economics—"Postwar Economic Development in Hungary"; *Michael Conrad Bird*, economics—"The Economic Development of Communist China"; *Gerald S. Bluehdorn*, mathematics; *Charles E. Hamilton, Jr.*, economics—"Some Problems and Prospects of Economic Development in Latin America: The Common Market"; *Donald L. Rice*, mathematics; *Vernon R. Rippeon*, economics—"The Vicious Circle: Poverty Causing Poor Farming Causing Poverty in Nigeria"; *Gary L. Tyeryar*, English—"Impression of D. H. Lawrence"; *George F. Varga*, economics—"Problems of Economic Development in India"; *William Carey Wimmer*, biology—"The Comparative Immunogenicity of Live Tularemia Vaccine Administered via the Oral and Subcutaneous Routes."

Also: *Martha Elizabeth Butler*, economics—"The European Common Market: Balance of Payments Problems, Capital and Labor Movements"; *Virginia Gail Drake*, mathematics, "Linear Algebra";

SUMMA CUM LAUDE



B. Ackerman



G. Bluehdorn



B. Butler



S. Kajdi



C. Kammerer



D. Rice



J. Simmons



S. Wheeler

Charlotte M. Karl, mathematics; *Judith P. Kerr*, religion—"Sigmund Freud: His Influence on Contemporary Religion"; *Joanne L. Lamb*, home economics—"A Survey of Foods in Ten Countries," "Children's Clothing: Selection and Construction," "The Origin and Uses of Fifty Most Popular Spices and Herbs"; *Sarah Lorena May Stone*, classics; *E. Marguerite Whaley*, English—"Criticism of Wuthering Heights"; *Susan J. Wheeler*, English—"A Study of Joseph Conrad's Philosophy of Art"; *Jane Suzanne Williams*, biology—"The Effect of Indoleacetic Acid on Respiration in Rhizopus."

Those receiving honorable mention were: Lawrence Max Beyer, Gerald S. Bluehdorn, Gerald M. Bober, Cecil W. Gardner, Charles E. Hamilton, Jr., Donald W. Lin-

zey, James F. Matousek, Jr., Jonathan P. Myers, Richard M. Null, Donald L. Rice, Vernon R. Rippeon, Alfred B. Rosenstein, David S. Schwartz, Gary L. Tyeryar, George F. Varga, William C. Wimmer, Beatrice E. Ackerman, Dianne Y. Bell, Martha E. Butler, Elizabeth Ann Cairns, Carolyn V. Carter, Virginia G. Drake, Barbara J. Heflin, Margaret J. Herring, Barbara G. Horst, Sarah R. Kajdi, Carol L. Kammerer, Charlotte M. Karl, Judith P. Kerr, Patricia A. Lakin, Joanne L. Lamb, Jean Shadrach May, M. Constance Shankle, Doris R. Simmons, Jacqueline H. Simmons, Brenda Lee Stevens, Sarah Lorena May Stone, Judith A. Tye, Priscilla Ann Vincent, Ann F. Weller, Susan J. Wheeler, Jane S. Williams, Marcia E. Wilson.

GRADUATION HONORS



F. Dilkes



D. Bell



D. Rembert



L. Stone



W. Moore



R. Ireland



G. Varga



A. Vincent



J. Lamb



J. Holter

10 Are Distinguished Military Students

Lt. Col. Paul V. Fogelman, PMS&T, announced just before graduation that Western Maryland would have ten Distinguished Military Graduates. Of these, eight applied for Regular Army commissions and seven were accepted and received commissions on graduation day just before commencement ceremonies.

Distinguished Military Graduates were: Lawrence M. Beyer, Donald M. Rembert, Charles E. Runkles, Albert N. Ward, III, S. Ray Buckingham, Fred A. Dilkes, John H. Holter, Charles F. LeFew, William E. Moore and Donald J. Shure.

The following accepted the Regular Army commission, military school and subsequent post follow the name: Beyer, Fort Sill, Hawaii; Rembert, Fort Benning, Germany; Runkles, Fort Benning, Germany; Ward, Fort Benning, Hawaii; Buckingham, Fort Meade; Dilkes, Fort Campbell, Germany; Holter, Fort Bragg, Germany.

Many to Take Further Work

A large group of the 149 graduates will be continuing in school this fall. They plan a variety of graduate work programs which will take them to many parts of the United States.

A good sized group will be studying with the aid of fellowships or assistantships. Biology — Donald Linzey, assistantship at Cornell University; economics — George Varga, Ford Research Institute Fellowship at Stanford University; English — Gary Tyeryar, three-year National Defense Scholarship at Rice Institute; Susan Wheeler, the Thompson Scholarship to the University of Pennsylvania; Marguerite Whaley, an award at the University of Arkansas; home economics — Joanne Lamb, teaching assistantship in foods and nutrition at New York State College of Home Economics, Cornell University.

Many of the graduates have planned graduate work without the benefit of scholarships. Biology — Marcia Wilson, Indiana University; economics — Charles Hamilton, University of Pittsburgh; William Moore, Duke University Law School; Michael Bird, law school; Lawrence Beyer; Elizabeth Butler; sociology — Kenneth Gill, public administration at New York University; Judith Akers, social work at Boston University; Anthony Wiles, public administration at New York University; and Mary Stein, University of Indiana; mathematics — Gerald Bluehdorn and Otto P. Willen; philosophy and religion — Judith Kerr, religious drama at The School of Theology, Boston University; Albert Brown, The Theological School, Drew University; Maurice Arseneault, The School of Theology, Boston University.

Graduating Class Listed

Following is a complete list of those seniors who graduated from Western Maryland this June.

Note that the names are grouped geographically. In this way members of alumni groups in areas where there are active clubs in operation can be more quickly acquainted with possible members. Of course, army service and graduate school will cause some shuffling of addresses. The following list is of current family addresses.

MARYLAND

Baltimore: Beatrice E. Ackerman, city; Marvin G. Bober, city; James A. Bryan, city; M. Elizabeth Butler, Lutherville; Geraldine T. DeFlora, Glyndon; Joan A. Davis, Glen Burnie; George H. Duncan, Arnold; Ingrid E. Ewertz, city; Malinda E. Burgess Fossett, city; Cecil W. Gardner, city; Carroll T. Giese, city; Dee S. Holloway, city; Barbara G. Horst, city; Sarah R. Kaji, Parkville; Carol L. Kammerer, Pasadena; Charlotte M. Karl, city; Alan L. Katz, city; Robert A. Leavay, city; Donald W. Linzey, city; Gwendolyn Marek, city; James F. Matousek, city; Charles L. Mitchell, city; Helen L. Murray, city; Jonathan P. Myers, city; B. Christine Reichenbecker, Catonsville; Charles B. Reisenweber, Lutherville; William A. Rinehart, Luthian; Alfred B. Rosenstein, city; Barbara Ann Sauer, city; Robert F. W. Schroder, Upperco; David S. Schwartz, city; Patricia A. Scott, city; Joan Zajac Silex, city; Mary E. Stein, city; Brenda Lee Stevens, Catonsville; Joseph W. Stielper, Millers; S. Lorena May Stone, Linthicum Heights; Linda R. Thompson, city; Judith A. Tye, Ellicott City; Gary L. Tyeryar, city; E. Marguerite Whaley, city; John H. Whaley, city; Jane S. Williams, Randallstown.

Carroll County: Constance R. Arvin, Taneytown; Paul K. Benham, Manchester; Lawrence M. Beyer, Westminster; Shelby J. Bixler, Westminster; S. Ray Buckingham, Westminster; Elizabeth Ann Cairns, New Windsor; Joan A. Hesson, New Windsor; Patricia Ann Krebs, Westminster; Joanne L. Lamb, Westminster; Stephanie Litwin McAdams, Westminster; Kenneth D. McCauley, Finksburg; Richard M. Null, Westminster; G. Richard Stone-sifer, Keymar; David M. Sullivan, Manchester; Carroll L. Utz, Union Bridge; George Varga, Westminster; Robert F. Vaughn, Westminster; Ann F. Weller, Westminster; Otto P. Willen, Westminster.

Frederick County: Robert F. Browning, Mt. Airy; Joan S. Lawver, Thurmont; V. Robert Rippeon, Frederick; Charles E. Runkles, Mt. Airy; M. Constance Shankle, Frederick; W. Carey Wimmer, Mt. Airy.

Washington County: Jacqueline J. Cook, Hagerstown; V. Gail Drake, Hagerstown; Patricia A. Lakin, Boonsboro; Charles F. LeFev, Hagerstown; Jean Shadrach May, Hagerstown; Donald L. Rice, Hagerstown; W. Anthony Wiles, Hagerstown. Eastern Shore: Albert F. Cherix, Snow Hill; Barbara H. Hastings, Berlin; Barbara M. Holland, Stockton; William H. Kerbin, Snow Hill; David W. Pippin, Millington; Carolyn R. Powell, Salisbury; Brady W. Roberts, Salisbury; Doris R. Simmons, Church Creek; Jacqueline H. Simmons, Salisbury; B. Lynne Sterling, Crisfield; Marvin B. Sterling, Crisfield; P. Ann Vincent, Snow Hill; Eleanor M. White, Princess Anne.

Western Shore: Lloyd E. Brown, Jr., Leonardtown; Ford L. Dean, Mechanicsville; J. Ronald Poore, Huntingtown.

Miscellaneous Maryland: James B. Dennis, Havre de Grace; Laura J. Hause, Mt. Savage; William E. Ravenscroft, Lonaconing; Margaret E. Stakem, Lonaconing.

WASHINGTON, D. C., AREA

Dianne Y. Bell, Silver Spring; Michael C. Bird, Silver Spring; Gerald S. Bluehorn, Washington; Richard J. Gebhardt, Arlington, Virginia; Kenneth R. Gill, Silver Spring; Barbara J. Hefflin,



CLASS LEADERS—C. Mitchell, class president; W. Conrad, president of SCA; Ingrid Ewertz, Student Life Council; C. LeFev, business manager ALOHA; B. Horst, editor GOLD BUG.

Washington; Dorothy L. Holland, Bladensburg; John H. Holter, Alexandria, Virginia; Donald M. Leneski, Washington; Walter L. Mahan, Washington; M. Ann Pherigo, Beltsville; Donald M. Rembert, Arlington, Virginia; Cynthia A. Ring, Falls Church, Virginia; Daniel R. Shankle, Jr., Silver Spring; Donald J. Shure, Silver Spring; Nancy C. Smith, Silver Spring; Susan J. Wheeler, Silver Spring; Marcia E. Wilson, Chevy Chase; Annabel Wright, Bethesda.

DELAWARE AREA

W. James Brown, Wilmington; Carolyn V. Carter, Clayton; V. Jane Ernsberger, Wilmington; James S. Goldring, Bainbridge, Maryland; Rhea Ireland, Ellendale; Judith P. Kerr, Claymont; Geneva J. Morris, Lewes; Mary J. Willms, Dover.

NEW JERSEY

Judith Boettger, South Plainfield; Albert F. Brown, Camden; Jean Jeffrey Carter, Westwood; Fred Dilkes, Woodbury; Charles E. Hamilton, Jr., Bonton; Sylvia Scott Lukemire, Leonardo; Arlene MacVicker, Madison; Doris A. Miles, River Edge; Ann H. Morley, Maplewood; Patricia E. Piro, Nutley; Alan P. Stewart, Union; James W. Worden, III, Pompton Plains.

PENNSYLVANIA

Judith M. Akers, Honesdale; Jere P. Brehm, Chambersburg; W. Wayne Conrad, Clifton Heights; Marnette F. Houk, Doylestown; William E. Moore, Ridley Park.

NEW YORK

Audrey C. Arent, Woodhaven; Margaret J. Herring, Amityville; Irwin O. Stewart, Brooklyn.

NEW ENGLAND

Maurice A. Arsenault, Springfield, Massachusetts; Jeanne Blair Kreisher, Hyde Park, Massachusetts.

MISCELLANEOUS

Susan Garretson, Lynchburg, Virginia; Miriam E. Gaskill, Hastings, Michigan; Robert N. McCallum, Evanston, Illinois; Henry S. Palembang, Indonesia; Albert N. Ward, III, Germany.

WM and—The Social Registry of American Colleges

By GLORIA LEE JONES, '58

The hue and cry across the country seems to be for individuality, uniqueness, character—being without a niche in life so to speak. This being the case why try to categorize everything in life so completely. By comparing Western Maryland with the three types of colleges outlined in Mr. Frank Bowles' article you will see your alma mater possesses too many of these attributes to fall into any pigeon hole. No category seems to rest with a perfect fit around the shoulders of the Hill. Labels are, after all, very misleading devices.

Mr. Bowles' hierarchy of collegiate institutions seems to be based upon the average number of years the student body spends pursuing advanced learning, the cost of that education, and admissions policies. It will be fairly simple to delineate these facts for Western Maryland College. It is not enough, however, to just list where we are to the exclusion of how we got there and where we are likely to be going in the future.

Preferred institutions are not necessarily receiving the most attention from students alone. Guidance counselors, parents, and other colleges seeking to emulate them tend to focus attention on the "name" institutions. In spite of the fact that many times the choice of a preferred school is made by a student or precipitated by a parent for "snob appeal," these schools in my opinion deserve their wide-flung reputation. The widely famous names have enabled the schools to fill their enrollments with a very selective, "cream of the crop" group of freshmen year after year. The acceptees, representatives of high schools all over the country, for the most part come from highly competitive secondary situations. Curriculums in the colleges attended by these students will necessarily have to be such that the new people will be continually interested (motivated, if you will pardon the old cliché). It would seem the calibre of teaching would be challenged and with the passing years the curriculum would become more and more rigorous, contain a greater challenge.

A better teaching staff, more facilities and a greater variety of academic pur-

suits can be made available at a school which is expensive. Certainly this is a possibility but is it the usual case? I am not sure that it is. It stands to reason that the student, who seeks out a top quality institution, will also be interested in getting more than just those four years. True scholars search for the most challenging schools and are never through with them.

Standard colleges, the backbone of our collegiate system and second on Mr. Bowles' list, are anything but uniform in admissions policies they follow. As is true with institutions at the top of the list great numbers of these middle class institutions will require of their applicants an entrance test of some nature. College Boards are probably the most popular tests in use, but the standard schools use a wide variety of other measurements, both on a national level and on an individual school level. The number of persons applying to a particular school and the number of openings they are trying to fill will greatly influence the way admissions officers at that school will see results of any test, high school record, or other data. These same factors, number of applicants and number of openings, may affect the cost of the college as well. The sparsely populated areas of the country are not the place to look for an expensive, but little known school. They would not be able to exist there. Products of the standard schools may take graduate work for a number of reasons; however, not as many of them were so motivated even before they left high school as was likely with the perennial student discussed in connection with preferred institutions.

Enrollment problems can certainly have a drastic effect on a college, as the author intimates when he discusses the four-year colleges in the easy category. Without a following of high school counselors and alumni to build it up or a location in a highly populated area from which the college can draw, it is difficult for a school to fill its dormitories. Fear of losing money causes the school in this position to lower standards: take students with below average scores on tests, questionable class rank, poorer records in high school. After

once arriving at this point about the only way to climb the social ladder of education is to await the higher tide of applicants which is bound to roll in the next few years. As a desire to continue their schooling awakens in the minds of more high school students, they will have to travel farther from home to satiate the desire. It is then that the alert admissions counselor in the easy college may hope to turn that tide of applicants in his direction. With the increased number of applicants there is bound to be more choice. High school counselors will begin to note that students they could once get in at Easy U. are now being rejected and gradually they will start sending them elsewhere. It could then be said that Easy U. has arrived! I have no doubt that there will always be different degrees of difficulty among colleges. It is necessary that it remain so even though the names of the schools in each plateau will vary. There needs to be a proving ground where the "late-bloomer" can come into full flower, where the immature may hope to ripen and where the undecided can come to grips with their own goals; a veritable springboard, we might say, for a later transfer into a better academic institution.

Western Maryland is a small school and, although this has no direct bearing on our degree of difficulty there is an indirect effect. An average of 1,000 to 1,200 students have applied each year (for the past four or five years) for one of the 200 to 250 positions open each fall. Statistically our Admissions Committee is swamped, and each year they offer admission to a group of people who are academically very able. They not only circumvent the person obviously destined to fail but also that person for whom the work may prove so difficult that participation in the full round of college events is hampered or completely prevented. After all, the goals and purposes outlined in the College Catalogue encourage growth spiritually and socially as well as academically. Attributable again to our smallness is the emphasis placed on the student's extra-academic life. All must give as well as take from the school.

Talents which can be poured into WMC include: leadership or participation in organizations, music, journalism, and athletics. These things, on the other hand, are of little consequence when they are backed by an unsatisfactory academic record.

All people applying today to Western Maryland have had one or more tests, results of which must be before our Admissions Committee for consideration. Our admissions policies do not require applicants to take any one particular test prior to entrance, however. We are not well-known in Illinois, Michigan, or points south, but every high school counselor from New Jersey through Virginia and from Pittsburgh to the shore has probably heard of Western Maryland and most know enough about Western Maryland to recommend it to their students. In turn we have received enough graduates from the high schools in the seven-state area, visited with the counselors sufficiently to get a fair idea of the type of background our applicants have and thus an indication of the level of success we may expect from them in college level work. After thus familiarizing ourselves with the high schools it is somewhat more meaningful to see an A or C on a transcript from any one of them. The test scores in a situation like this can be a further evaluation of effort expended by the student on his academic life. On the basis of the test scores and record the student is then adjudged able to handle Western Maryland's curriculum. A graduate of a high school, strange to the Admissions Committee, will be at some disadvantage and test scores then play a much more important role. In such cases the student is usually asked specifically to take

one or two entrance tests and have the results forwarded. One advantage of our plan is that a student may be accepted if his record looks particularly good even though he may have omitted taking some test or another.

A second criterion, expense, can be handled briefly. We estimate that a student can plan to attend Western Maryland at a cost of approximately \$1,750.00 a year. This will include tuition, books, room, board, fees, and linen laundry. Tuition stands at \$900.00 per year. Just a small amount of research in the area will tell you that this is low for a private college. Be proud of that factor. It is not easy to keep the cost to the student down, but it is important that we do this because peculiarly enough not all bright young people come from wealthy families or have rich benefactors. Aside from keeping the cost down the sources of financial aid are numerous. Meeting students every day, who are struggling to finance a college education can make an alumni glad that Western Maryland for one has not become an expensive school simply because we can now fill our dorms no matter what we charge.

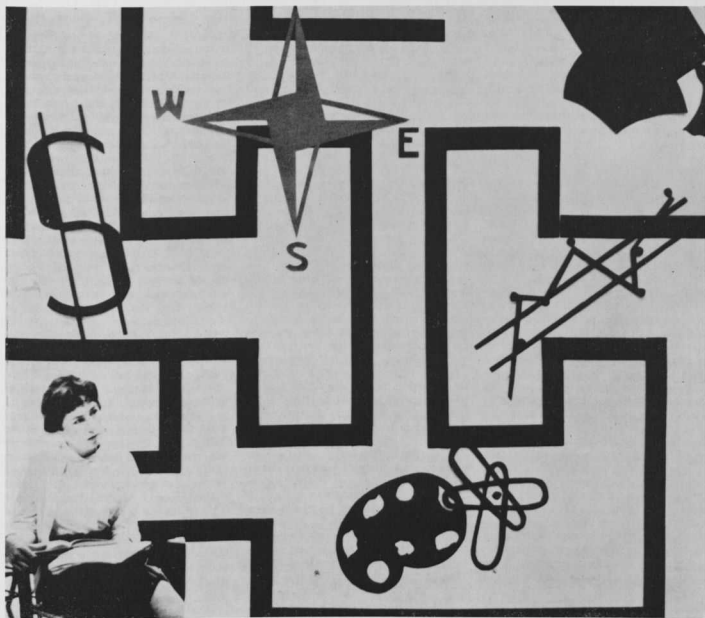
The last of Mr. Bowles' criterion for judging the calibre of a college is by the average number of years its student body stays in college. Figures are not conclusive in this area because our studies are either old or incomplete, but there are indications that between 40 and 50 per cent of our graduates go on for more work in some type of graduate school. Since vast numbers of our alumni sooner or later find work as educators their pursuit of recertification will, no doubt, be a goodly

percentage of the total number taking advanced work. Pre-professional courses are increasingly popular at WMC, so another area of graduate work will be the medical schools, theological seminaries, and engineering schools. A brief study of the past six graduating classes shows that somewhere around 2/3 of the incoming people will graduate from Western Maryland. Portions of the remaining 1/3 will transfer and graduate elsewhere, or after taking a couple of years of liberal arts work, go on to a more specialized institution. There is insufficient information to learn just how many years of college level work persons entering Western Maryland accrue. Suffice to say that the attrition rate is watched carefully and it is steadily going down.

True the physiognomy of the college has changed somewhat since you and I were admitted and enrolled. In an effort to constantly improve on existing traditions, methods, and policies this is bound to come about. Such changes are not drastic measures undertaken overnight. They have required time, consideration, changing circumstances, and effort.

Western Maryland IS changing and for the better. Therefore, never say, "Things are certainly different from when I was here," in a derogatory tone. To have stayed the same would be to have stagnated. Remember, too, the Hill is not alone in this metamorphosis. High Schools are changing, educators are changing, even the students are difficult in many aspects. Thus it would be impossible to try to put yourself, as you were in high school, in the hypothetical situation of applying to Western Maryland College as it is today.

GLORIA LEE JONES is assistant to the admissions counselor at Western Maryland College. She graduated from the college in 1958 and taught English for two years before joining the college staff. Miss Jones is currently doing graduate work in guidance.



THE MAZE—A high school student trying to decide *where* to go to college today faces a series of problems equal to the maze of ancient legend. Symbolically pictured is an indication of some of the turnings that have to be considered: money, location of the college—and the student, academic standing of the school in question, the grades of the student applying, and the choice between a liberal arts or scientific curriculum. Each answer will provide one correct turn but only the answer to every question will get a student out of the maze.

Da-Da: Verbal Aptitude Indicator?

By DR. JOSEPH BAILER

Parents who are college graduates commonly expect to have their children attend and be graduated from college also. Though it is undoubtedly a help to have college-educated parents, there are other important considerations. Current competition for college admission limits the opportunities. The college-graduate parents are asking what they can do to improve their children's chances for being admitted and for successfully completing the collegiate program. It is natural that in a country which is investing so much in education to look to schools. The concern in this article is not with the schools but with a kind of experience children need in order to develop a sense of values, a sensitivity to people and things and events about them. The concern is for a continuing home preparation which begins early.

Father's pride swells when he comes in from the day's work to learn from mother that baby Mary has been saying da-da. The pride bursts into great plans when he goes to fondle baby and hears her say da-da again. College graduates or not, the parental pride in witnessing this extension of self in such a charming, brilliant evidence of intelligence is boundless. Father knows his child has recognized him and has said so in a word. Poor da-da missed a class or two in his college days. At least he fails to note that despite the brilliant child's early speech, the child spoke out in sounds similar to those made by a baby Turk, Indian, Scot, or Ubangi. This kind of first sounds came the way they did because they are the easiest to make with the structure we have for making any sound. Actually, to any observer's embarrassment the same sound could have been directed by baby Mary to the plumber had he entered instead of father. There will be a lapse of time before Mary learns that da-da is to be the label for only one person.

Mary will eventually exercise her sound-making equipment much more, and make additional sounds. Probably mother alone

will understand her, but Mary will not be daunted. She will use her brief vocabulary and overuse it. She will extend it, not by adding so many new words, but by insisting on a variety of meanings for the words she has. Thus the word *go* comes to mean: get me out of this play pen, you go away from me, watch the ball roll, or any number of other things Mary intends. It is at this time that parental patience will begin the long drawn out test which will make some difference in Mary's future, and the parents' future too. Could we but know exactly how much to curb and how much to push, parenthood might be easier.

Assuming normal health for the youngster we can soon walk with her, talk with her, repeat ideas in standard language, and answer her questions. Answering the question should mean, for parents, not only answering its central point but whatever extra is indicated by the youngster's interest. The answers can dull or can whet the child's interest. The questions will come again and again with some variation, but the variation will be controlled by the extent of the situations in which the youngster is involved. There is no need yet to use the child's development as an excuse to take a trip to Florida or to the West Coast. The situations of worth can be right in the home area for some years to come. They demand time and attention from parents and others. When in the yard with the child follow her lead in looking at the small things in the grass, explore the delightful ooze of the mud, pick over the freshly turned spadeful of earth and talk. The talk is necessary to build the child's command of the language. This is new and added language which comes from the new explorations.

Exploration at home is furthered in many ways: toys, radio, television, books. Reading to Mary can help her to want to read independently when she has learned to do so. It should be noted that we commonly see alphabet books and many, many others

available in the home for the four-to-six or seven-year-old. With the onset of school the parent quite often feels it is the school's job from there on. The personal books and the reading-talk-over situations have frequently tapered off to little. Here is the opportunity for aid from the two people who are most concerned and who know the child best. The value which the child attaches to things, people, or events is one of the most important factors in his becoming college minded. The problem of developing this valued judgment must be met daily in working with the child. It is a problem little felt by Mary until she is mixing with many other people, young and old. She may assimilate her many experiences at some later day and say, "I do want to go to college." But the decision has been in the making for a long time. The values, the standards of excellence developed over the years, will evidence Mary's quality of education. This is not solely Mary's formal school education but her informal home development which contributed to her attitudes toward others, her responsibility, her standards of justice and honesty. Unfortunate it would be if Mary's school were without standards of excellence, if her group were allowed to drift along without purpose or pride in achievement, if she were not taught to use critical judgment, to sift fact from assumption, to perform each task to completion in an organized way. Our hope is that the school does these things. In most cases it will. But our conviction is that all this is a task begun, simply but nonetheless begun, long before she enters school. Mary may not be in the genius group. Like most of us she may be average. Her values, her attitudes, her approach to her tasks, and her goals—with some help from her parents—are learned. The learning is best when fostered at home. Those who are parents must recognize this obligation for Mary's future.

DR. JOSEPH R. BAILER, professor of education, is chairman of the department of education at Western Maryland College and director of the graduate program. A graduate of the University of Pittsburgh, he received the A.M. and Ph.D. degrees from New York University. Dr. Bailer has been a member of the faculty since 1949.

HAVE D'S WILL TRAVEL

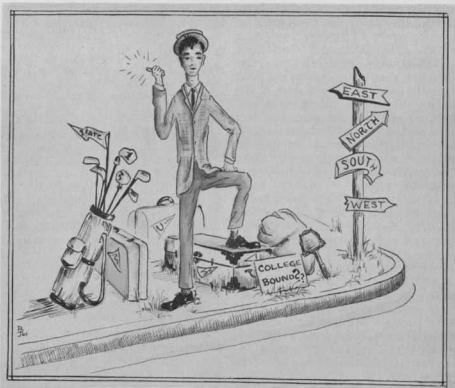
By H. KENNETH SHOOK, '52

Several years ago, while visiting with a high school counselor in New Jersey, the comment was made that most eastern colleges seem to be seeking the same type of student, namely the above-average student. Few, if any, colleges would consider a student in the lowest third of the graduating class, and even students in the middle third of the class were finding it increasingly difficult to obtain college admission. The counselor had found a temporary solution to the problem by encouraging his students to apply to colleges in areas of the country not yet affected by the population explosion. Hence, he had coined the phrase "Have D's, Will Travel."

Two years have passed since my meeting with this counselor, and the problem of placing the "average" and the "below average" students into institutions of higher learning is still very much with us. In fact, the problem has grown to serious proportions, and no immediate solutions seem to be available. Perhaps the New Jersey counselor has changed his slogan to read "Have C's, Will Travel." Each year the Assistant Admissions Counselor and I visit some three hundred high schools over a seven-state area and a conservative estimate would reveal that we come into personal contact with approximately seven hundred guidance counselors and four thousand high school students. It is interesting to note that a large portion of this conference time is devoted to discussions of the so called "average student," and the two questions most often asked of us are: "Where will it all end?" and "What is to become of the average student?"

Before continuing this discussion of the average student, I feel that some effort must be made to describe the features which cause a student to be classified as average. Actually, the phrase "average student" is as common to admissions and guidance personnel as the phrase "pinch of salt" is to a housewife, and yet I must insist that it is equally as vague in meaning.

In the eyes of a high school student, it is often found that being average is a desirable trait, especially when average is interpreted as meaning typical. Such an



An original sketch by Betty Jean Jacobus, sophomore art major, from Baltimore.

attitude could easily encourage a student of above average potential to work at a level which is far below his true capacity. Fortunately, this attitude is on the decline, and in future years it will seldom be necessary for educators to defend the role of the intellectually superior.

The high school counselor generally describes students in the middle third of a graduating class as being average. If better than 50 per cent of the graduates continue on to institutions of higher learning, counselors will quickly point out that keen competition exists within that school, and it will often be suggested that their average students would certainly be above average in other less competitive secondary schools. Occasionally, a student in the top or bottom third of the class will be listed as average depending upon the outcome of various tests which have been administered to measure the degree of college potential. Frequently the high achiever with low test score potential and the low achiever with high test score potential will find their way into this category.

The quality and quantity of applications received by a college determine its degree of selectivity, and this in turn determines the average student for that particular col-

lege. If we assume that the average high school student possesses the following characteristics: rank—middle third of class, IQ—105 to 110, grades—mostly C's with some B's, and on a test such as College Boards—scores between 425 and 525, it is quickly realized that students who are average in most high schools are actually below average at most colleges. This, of course, results from the fact that most of the below average high school students will terminate their education at that level. The average student, as described above, would have little chance of gaining entrance to a selective college, but many other colleges of a less competitive nature would gladly offer enrollment to such a student. An organization such as the College Placement Center located in Northbrook, Illinois, assists the student in contacting such a college. Local community colleges and junior colleges should also be consulted.

Each year, it is becoming more and more an accepted practice for both colleges and high schools to issue descriptive materials related to the degree of competition found within either the college freshman group or the high school senior class. The issuance of such class profiles is perhaps the major contribution to college guidance in the past

ten years. A profile of a college's entering class greatly aids the high school counselor in evaluating the possibility of a particular student's acceptance. In a similar fashion, a profile of the senior class issued by the high school offers valuable assistance to an admissions committee as it weighs the merits of the student's achievement in light of the competition found within that particular school. As high schools increase the number of accelerated and enriched courses offered students, the need for senior class profiles and course descriptive materials also increases.

A major concern of every college is the student who is required to withdraw from the college for academic reasons. Often, this type of student will never recover from such an action, and both the student and the college suffer unpleasant after effects. Academic failures find it increasingly difficult to transfer to other institutions of higher learning, because their record of failure is ever with them. Hence, the vital role of placing the high school graduate into the college which is best suited to his needs and capabilities is drawn into even sharper focus.

One of the major goals of any college admissions committee is to reduce the percentage of academic failures. Naturally, the academic failure group can never be completely eliminated, but a recent study of the Western Maryland failure group during the period 1957 to 1960 has revealed the following statistics, which are both interesting and noteworthy:

- 1) *Although the so called average high school student represents only the bottom 5 to 15% of our college acceptance group during the years included in the study, approximately 70% of our academic failures came from this small segment of the College's population.*
- 2) *The percentage of Western Maryland freshmen going on to graduate is at least 10-20% higher than the average liberal arts, church-related college.*
- 3) *In the academic year 1959-1960, the last year to be included in the study, the percentage of student failure within the freshman group reached what appears to be an all time low for the College. Only 5.2% of the freshman men failed as compared to 17.3% the year prior, and only 0.7% of the freshman women failed as compared to 4.8% the year prior.*

The first statement comes as no surprise to any person familiar with admissions work, because we all recognize a strong correlation between the student's potential as measured by actual grade achievement and test scores and his ultimate success at the college level. Statements 2 and 3 might best be described as a pleasant revelation of what was assumed to be true. I might add that these statistics are highly complimentary to Western Maryland College and also to each individual member of the Admissions Committee.

In conclusion, I feel that I should emphasize that there is a bright side to the picture of the high school graduate who is labeled as average. The very existence of the problem of college placement has created general concern, and from this general concern has grown vastly improved guidance services from both the high school counselor and the college admissions personnel. There is less likelihood today, than ever before, that a student will enroll in a college for which he is unsuited. If the vision of the parent and the student is a bit cloudy, then it is the responsibility of the high school guidance office or the college admissions office to clarify the situation and to recommend alternative solutions.

Students in the average-to-good range form a vital segment of today's society, as do the students in the below average group, and the desire for academic excellence among most colleges should not be interpreted as a contradiction to this belief. The guiding principle of our educational system is, and should continue to be, the encouragement of a realistic appraisal by each individual of his full potential and the establishment of appropriate goals toward which to work. Failure to recognize this goal could easily exaggerate in importance the role of college admissions. If the student remembers that admission to college is but a means to an end, and not the end itself, he will be more apt to meet with success both at the college level and in later life.

H. KENNETH SHOOK is admissions counselor for Western Maryland College. A 1952 graduate of the college, he received an A.M. degree from Wesleyan University. Mr. Shook returned to Western Maryland in 1958 where he is also an instructor in mathematics.



Wide World Photo

WM Students Picket Embassy

The following is an excerpt of a letter written by a group of students at Western Maryland suggesting a May 1 demonstration before the Russian Embassy in Washington:

"The time for talking is past; the time for action has arrived! Communist instigators and agitators the world over have seized upon the legitimate aspirations of the world's people to stir up riots and demonstrations against the free world. The time has come to show the world that American students do not approve. . . .

"We are going to demonstrate before the Russian Embassy in Washington to prove to the world . . . and to the Communists that American students will demonstrate **without** government aid and support—solely on their own initiative.

"The demonstration will be an orderly one. This factor is of prime importance, for without it the meaning of the demonstration will be completely lost. We will not stoop to the methods of the Communist student. . . ."

Despite pouring rain they went down several hundred strong—and it was an orderly demonstration. As evidenced by the Washington Post editorial on the right, comment was favorable. Stressing organiza-

Below is reproduction of an editorial printed in the Washington, D. C., POST following the demonstration before the Russian Embassy. The students received a considerable amount of attention from the press as the result of their protest march. The editorial was read with considerable pride on the Hill.

Dulce et Decorum

What the well-dressed picket will wear, how he should comport himself under stress and how to combine protest with elegance were exemplified on Monday by the student demonstration in front of the Soviet Embassy. The young men, in large part from Western Maryland College, were models of deportment. And, in addition, they made extremely good sense. Their purpose was explained in a letter to the embassy—a letter which was, in itself, unexceptional in its diplomacy:

In contrast to a show of force so necessary for the preservation of a totalitarian state such as your own, we American students are demonstrating peacefully in front of your embassy.

No one could miss the contrast between this demonstration and the synthetically rowdy show put on by Russian students the other day in front of the United States Embassy in Moscow. We congratulate the college group here on their interest in political action no less than on their decorum.

tion, the students, who did not have official college sanction, contacted all law enforcement and interested agencies prior to their arrival, arranged for buses, had signs made, and met with the press. The inside cover picture shows the demonstration. Above, senior William E. Moore attempts to deliver a letter of protest to the Russian Embassy. He was not received.

WHO GETS IN

(Continued from Page 10)

Cost of attending these institutions is now very low: tuition ranges from nothing to \$500 a year.

With these descriptions established, let us consider chances of admission to these institutions, now and in the future.

The "preferred" institutions are already difficult to enter, and will become more so. In general, their requirements call for an academic standing in the upper quarter of the secondary school class, and preferably in the upper tenth. School recommendations must be favorable, and the individual must show signs of maturity and purpose. Activities and student leadership have been much overplayed, particularly by parents and school advisors, but they carry some weight as indications of maturity. Parental connections with college help, but are rarely decisive. If any factor is decisive, it is the school record.

Chances of admission to any of this group of "preferred" colleges may be estimated as follows: School record in upper ten per cent, and endorsement from high school—not worse than two chances out of three. School record in upper quarter—not worse than one in three. This does not mean that the student will get one acceptance out of two or three tries, but rather that this estimate of chance holds for any preferred institution he applies to.

School record below the upper quarter, with strong counterbalancing factors, such as high College Board scores, remarkable personal qualities, proven talents in special fields, strong family connections, recent awakening of interest and excellent performance, achievement despite great handicaps—not better than one chance in three, and not worse than one chance in four.

No others need apply.

The "standard" institutions are, taken as a group, still accessible to any student whose past performance or present promise gives reasonable chances of college success. But there are gradations within the standard institutions. Some approach the selectiveness of the preferred group; others are purposefully lenient in their admissions and stiffer in later "weeding out" during the first year of college.

A student shows reasonable chance of success when he has taken a secondary school program, including at least two years of mathematics, two years of a foreign language, and four years of English, has passed all subjects on the first

(Continued on Page 22)

try, and has produced good grades in at least half of them. This means a school record not too far below the middle of the class, at worst.

Such a student can be admitted to a standard institution, but he may have to shop for vacancies, particularly if his marks and scores are on the low side and if he comes from a part of the country where there are more candidates than vacancies. Thus students in the Northeast often have to go outside their region to get into a standard college, even if they have excellent records. On the other hand, where there is still room for expansion, as in the South and parts of the Middle West, students may enter some of the standard institutions with records that are relatively weak.

Students with poor records or poor programs who still offer unusual qualifications, such as interest in meteorology or astronomy, students who wish to follow unusual programs in college, or students who are otherwise out of pattern will often find it difficult to enter standard institutions. Curiously enough, they may well encounter greater difficulty with such institutions than they would have with many in the preferred category. In other words, standard institutions are "standard" in many senses of the word. They take care of the majority of college students, and will continue to, but they do not move much outside of a fixed pattern.

"Easy" institutions are by definition non-selective. We can make several generalizations about them:

First, any high school graduate can enter an easy institution, regardless of his I.Q., or his studies in school, or what he hopes to do in college and after. Second, an easy college usually offers a wide range of courses, all the way from a continuation of the general high school course, to technical and semi-professional programs, to the standard college subjects. Third, easy colleges will draw some well-prepared students who later go on to advanced degrees.

Fourth, since easy colleges are not selective (neither keeping students out nor forcing them out), they must operate so

that students will make their own decisions, and thus they must have a strong institutional emphasis on guidance. Fifth, since one of the most powerful of all selective devices is the charge for tuition, easy colleges tend to charge low, or no, tuition.

Sixth, easy colleges are a consequence, not a cause, of enlarged demand for higher education. Even when they offer programs which a few years ago would not have been considered as college work, they do so in response to demand. And the demand is increasing.

To sum up, then, the answer to our first question is that a student's chances of getting into college are excellent—provided that he is able and willing to do what is necessary to prepare himself for the college he would like to enter, or that he is willing to enter the college that is willing to accept him.

Let's turn now to our second question: What can I as a parent do to improve my child's chances of getting into the college that seems best for him?

This is one of the standard, rather heavy questions for which there are already available a great many standard, rather heavy answers, dealing with the desirability of the good life, the need for stable parents and other valid but unenlightening pronouncements. But some of the problems raised by this question do not yield to standard answers. Three such problems, or needs, deserve our attention:

1. The need for parents to promote thinking, learning and reading.

Colleges, particularly the preferred colleges, are bookish places. They emphasize reading and discussion as stimuli to learning and thinking instead of stressing note-taking and the study of textbooks to accumulate facts. The habit of reading is most easily formed at home. It can be formed by the presence and discussion of books.

2. The need for parents to make financial preparation for college.

College is a costly business. The preferred colleges cost about \$3,000 a year, and of course this comes out of net income after taxes have been paid. For most families

with children in college, it represents gross income of at least \$4,000. Referring back to the average span of six years' attendance for students who enter a preferred college, the family of such a student must dedicate \$24,000 of gross income for his college expenses.

Not long ago, a survey showed that half of a group of parents who expected their children to go to college did not know the costs of college and were not making any preparations to meet those costs. The lesson is obvious. Parents who are not ready to deal with college costs are failing in a vital area of support. Urging a child to study so that he can get a scholarship may pay off, but it is a poor substitute for a family plan for the financing of the child's education.

3. The need to choose a college in terms of the child's abilities and interests.

Much is made of the problem of choosing colleges, and great effort goes into the process of choice. But the results, if judged by the turmoil that attends the annual selections, fall far short of expectations. The difficulty seems to lie in the placing of emphasis on the college, not the student. When the application is sent in, the parent often knows more about the merits of the college to which the application is going than he does about the applicant as an applicant.

Naturally it is difficult for a parent to be objective about his own child. But enough is now known about evaluating individual abilities and achievements that any parent who really wants to may view his child as the child will be viewed by the college. Such an evaluation is neither so difficult nor so time consuming as the processes parents often go through in evaluating colleges. And since it relies on standard academic information, it involves little or no cost. Yet its value is inestimable. For if the choice of college is made in terms of the child's capabilities, the first and most important step has been taken toward placing the child in the college that seems best for him. And this in turn is the best insurance for a successful college career.

'61 Good for Terror Sports

It has been a successful year for Green Terror teams. The football squad took co-championship of the Mason-Dixon Conference, the basketball team ended with a record season for the college and the baseball Terrors equaled their 1960 Mason-Dixon championship year—but without the title.

The gridmen closed the season with a 6 and 3 record which made them co-holders of the conference crown. Making it a perfect year, they took Hopkins 18-17. In soccer, the Terrors went to a 5-4-1 season placing three members on the All-South team and two on Middle Atlantic and Mason-Dixon teams. Green Terror cagers finished 1961 with a 16-7 record—best in college history. The team started the season at the Bridgewater Holiday Tournament and ended at the Mason-Dixon tournament. In baseball the Terrors were as good as last year with a 15-7 season but BU had an undefeated Mason-Dixon record.

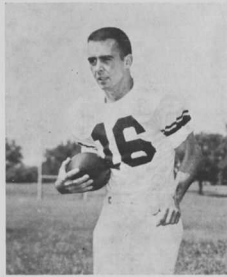
Many seniors were included in the Western Maryland teams:

Football: Fred Dilkes—fullback, co-captain, All Mason-Dixon, Honorable Mention Little All American; Carroll Giese—center, co-captain, All Mason-Dixon; Kenneth Gill, end; John Holter, right half; Don Lesneski—center; Don Linzey—manager; Walter Mahan—right tackle; James Matousek—tackle; Charles Reisenweber—tackle; Don Rembert—guard; William Rinehart—tackle; Al Stewart—left half.

Soccer: George Varga—co-captain, All American, All South, All Mason-Dixon, All Middle Atlantic; Don Shure—inside.

Basketball: David Sullivan, captain, honorable mention All Middle Atlantic.

Baseball: David Sullivan—3rd base, All Mason-Dixon; Al Stewart—captain, All



Mason-Dixon; Tony Wiles, catcher.

Tennis: Jon Myers—captain; Walt Mahan.

Track: James Brown—captain, 2nd highest individual point winner.

Pictured above are senior captains of four athletic teams. Top—left to right: David Sullivan, basketball; James Brown, track; bottom—left to right: Jon Myers, tennis; Al Stewart, baseball.

NEWS FROM ALUMNI

1894

Mrs. Rosa Perry Price of Stevensville has died . . . Mrs. Margaret Pfeiffer Swindell of Baltimore died in February . . .

1896

Mrs. Elizabeth Senseney Stokes of Baltimore died in December . . .

1902

Mrs. Mamie Woodall Baker died in December . . .

1904

Rev. Noah C. Clough has died . . .

1908

Mrs. Heloise Keller Sheridan died January 26 . . .

1909

Dr. William H. Mikesell's fifteenth book will come off the press this September. It is called "Counseling for Ministers" and is being published by Christopher Publishing House in Boston . . . Mrs. Georgia Donaldson Hendrix died April 1 . . .

1917

Rev. Paul J. Horick has retired from the ministry following a heart attack. He and his wife now live in Bendersville, Pennsylvania . . .

1921

Mrs. Donna Hanna Littman has died . . .

1923

Rev. and Mrs. Russell W. Sapp announce the marriage of their daughter, Jacqueline, to James F. Skarbok, Jr., this month . . .

1924

John E. Yingling has been reappointed to a four-year term as superintendent of Howard County public schools . . .

1925

Mrs. Lolita Sterling Carried died in August, 1960 . . .

1922

Dr. and Mrs. Stuart Dos Passos Sunday announce the birth of their second daughter and third child, Patricia, in April . . . Robert L. Rodgers will teach high school in Hanover, Pennsylvania . . . Mrs. Louise Weaver Sullivan died April 29 in Elliptic City . . .

1934

Mrs. Lillian Frey Dexter has received a summer fellowship from the Wall Street Journal's Newspaper Fund . . . Army National Guard Lt. Col. Henry B. Kinney has completed the four-month associate course at The Command and General Staff College, Fort Leavenworth, Kansas . . .

1935

Frank E. Clarke, water treatment specialist, attended the 1st International Congress on Metallic Corrosion in London, England, where he presented a technical paper "New Clues in the Boiler Tube Pitting Puzzle." He had been head of the Chemical Engineering Division, U. S. Naval Engineering Experiment Station in Annapolis but is now a staff engineer, Water Resources Division, U. S. Geological Survey in Washington, D. C. . . .

1937

Miss Emily Matthews has received a summer fellowship from the Wall Street Journal's Newspaper Fund . . . Elizabeth S. Harrison has been promoted to Commander, U. S. Navy . . . F. Evelyn Crown has died . . . Mary Louise Rockwell Mason is counselor at Patterson Park High School, Baltimore . . .

1938

Henry R. Sims has died . . .

1939

Richard W. Nebinger died October 9, 1959 . . .

1942

Henry Knight (Bing) Miller has been promoted to associate professor of English at Princeton University. He spent last year in England and the continent completing research on his book, *Essays on Fielding's Miscellanies*, which is scheduled for publication by Princeton University Press in July . . .

1943

Gaylen S. Ross was part of a team of scientists at the National Bureau of Standards which has prepared trimethylborane in a more highly-purified form than had previously been available . . .

1944

Rev. Joseph P. Geary has been appointed pastor of Trinity Methodist Church in New Britain, Connecticut. He and his wife, Audrey Donaldson, '46, have two daughters, Diane, 12, and Karen, 7 . . .

1945

William E. Smith has been named vice president of Wesley Theological Seminary . . .

1949

Mary R. Childs is supervisor of senior high school English in Baltimore County . . .

1950

Mrs. Edith Sanner Parlette reports the birth of a third son, Paul, on January 22. David is six and Peter, 3 . . . Mr. and Mrs. David H. Myers (Christine Kents, '48) announce the birth of a daughter . . .

1951

Edwin H. Brandt, Jr., is sports editor of *The Virginian Pilot* in Norfolk, Virginia . . .

1952

Rev. Chester W. Rill is pastor at Washington Grove. He and his wife have two daughters, Carolyn, 19, and Brenda, 9 . . . Joseph E. Elme has joined Edward C. Tipton in operation of a funeral home in Hampstead . . . Charles W. Immler, Jr., is now living in Frankfurt, Germany . . . Doris Smith (Dorothy Shoemaker) announce the birth of a daughter, Gretchen Carole, on March 25 . . . Mr. and Mrs. H. Kenneth Shook announce the birth of William Kenneth on May 23 . . .

1953

Stuart Abrahams is completing residency in obstetrics and gynecology at the Sloane Hospital for Women, Columbia-Presbyterian Medical Center in New York. He plans to spend an additional year of training at The Yale Medical Center in New Haven, Connecticut. Sit and his wife, Maryann,

have two children—Steven Wayne, 2, and Karen Lynn, 6 months . . . Mr. and Mrs. Arthur Saltmarsh (Betty Herbet) announce the birth of Scott Bruce in December. He joins Carol Ann, 3, and Sharon, 4½ . . . Robert L. Kaufman died in February . . .

1954

Correction—Bill Harvey is going to Northwestern University for graduate studies on Africa. He will study anthropology there and not go back to Africa immediately as the last BULLETIN said . . . Bill graduated from Drew Seminary this month . . . Frances Paul Farnham is completing work for her master's degree . . .

1955

Mr. and Mrs. William Bimester (Florie Willis, '58) announce the birth of a daughter, Lori, on May 13 . . . Mr. and Mrs. Warren McFague (Mary Alice Amoss, '53) announce the birth of Heather Christine on April 29. Vaane is 4 and Holly, 2 . . . H. James Eckhardt has opened his new funeral chapel in Owings Mills. He married Patricia Albert in April . . .

1956

Daniel W. Moylan was winner of two awards presented to the graduating class of the University of Maryland Law School. One was for work on the Maryland Law Review, and the Samuel S. Levin award for campus leadership. Dan was president of his class for three years . . . J. Howard Hunt New Jersey . . . Ed R. Seipp has been named Man of the Year in the Maryland agency of Mutual Benefit Life Insurance Company. This is the first time that a first year man has qualified for the award . . . Lorna Naomi Lake, Pennsylvania, this involves racing stock cars on the frozen lake . . . Sue Burkins Halley announces the birth of Thomas James, III, on April 27 . . .

1957

Brant Vitek is a medical student at University Hospital in Baltimore . . . Thomas Llewellyn has completed B.C. work at Columbia Theological Seminary in Boston, Georgia. He now plans to enter the T.M.M. program at Louisville Presbyterian Seminary in Kentucky . . . Stan Entwistle is engaged to Kitty Canary, '53 . . . Mr. and Mrs. Richard Shenton (Jean Wooten, '56) announce the birth of Linda Jean . . . Mr. and Mrs. John H. Hall (Marian Martin, '53) announce the birth of their fourth child, Daniel Mark, on November 7. John is academic instructor at Spring Grove State Hospital in Tokyo, Japan . . . Patricia Patterson is back from ½ years as a special-term missionary in Tokyo, Japan . . .

1958

Mary Leona Hotchkiss married Ronald H. Miller on May 20 . . . Gary I. Rinehart is engaged to Miss Almina E. Austin . . .

1959

Jill Brown Hurlbrink is a social case worker with Associated Catholic Charities, Inc., in Baltimore . . . Teresa L. Mancuso was married to William K. Albright on October 22 . . . Ruth B. Overton married Orlando B. Davis on February 18. They are living on Long Island . . . Rev. and Mrs. David W. Williams (Carolyn Whitfield, '60) announce the birth of a daughter, Deborah Anne, on December 2 . . . Patricia Schaefer Jones announces the birth of a daughter, Brenda Sue, on May 20 . . .

1960

Vaughn Smith is working for his master's degree at the University of Denver in Colorado . . . Tom Ward has been selected as one of ten men from throughout the country to be an actor-in-training with the Yarmouth Summer Theatre on Cape Cod. This is one of the first stock companies in this country . . . Nancy Carter Steek has graduated from the New York Presbyterian Hospital School of Nursing . . . Miss Mary E. Newell is engaged to Warren E. McKittick . . . Barbara Long married Edward Gross December 22, is teaching seventh grade art at Francis Scott Key School 13 . . . George and Sue Gossabe Becker announce the birth of George J. May Becker, III, on March 31 . . . David K. and Janet Minch Gamber announce the birth of Stephanie Ann in November . . .

1961

Carolyn R. Powell is engaged to Douglas Walking, a University of Maryland pharmacy student . . . Constan Arvin is engaged to Robert Holloway . . . Marcia Hayes is engaged to Gary Teyser . . . Suzanne James L. Myers . . . David Wiseman . . . Joan Hensen is engaged to

1962

Barbara Jean Hedin, '61, is engaged to Bernard O. Rinehart . . . Leadaine Hackett is engaged to Robert H. Vaughn . . . Marsha I. Gellar, '63 is engaged to Arthur Blumenzahl . . . David E. Reed married Kenneth Barnhart . . . Kenneth Reinsfelder is engaged to Loretta Lieb . . .

1963

Doris Miles, '61, is engaged to Edward Shilling . . . Joyce Brown is engaged to Allan Layman, Jr. . . . Judith Karr is engaged to Maurice Millman . . .

WESTERN MARYLAND COLLEGE



The Bulletin

August, 1961



COMMUNITY PARK
AND POND

LOCATION KEY

- 1—City Hall
- 2—Playground
- 3—Parking Lot
- 4—Firemen's Building
- 5—Court House
- 6—Post Office
- 7—Armory
- 8—Historical Society Home
- 9—Western Maryland College
- 9A—Westminster Theological Seminary
- 10—Schools
- 11—Hoffa Field
- 12—Davis Library

140 U.S. ROUTE 32 STATE ROUTE

MAP OF
WESTMINSTER
- MARYLAND -



ARC DE TRIOMPHE
Paris, France

Ace Williams, BLACK STAR

WARD MEMORIAL ARCH
Westminster, Maryland



WESTERN MARYLAND COLLEGE

The Bulletin

August, 1961

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THE COVER

Superimposed over the map of Westminster on the cover is a globe. It is a reproduction of the Behaim Glote, oldest known globe, dating to 1492. In many ways the world comes to Westminster—through the activities of those on the Hill. Summer-time is a good time to travel and BULLETIN readers this month visit some of that world.

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Editor, Nancy Lee Winkelman, '51

THREE-RING CIRCUS

In recent years charges have been leveled at colleges in general for the uneconomical use of their facilities during the summer months. When a campus remains idle from June to September, such a charge is completely justified, and all too frequently this has been true of many of our colleges.

Anyone making such a charge at colleges in general, however, has not been on the Western Maryland campus during the summer months in recent years. Jokingly, I refer to it as our "Summer Three-Ring Circus"—College, Conferences and Colts.

The College, of course, has conducted for many years two five-week terms of Summer School. The enrollment has never been large enough to occupy all of our facilities (245 the first term this year), and alone the expense of operation would be almost prohibitive. This summer we do have two special groups within the Summer School framework. The Latin Workshop under the directorship of Professor William R. Ridington, chairman of the Classics Department, enrolled 49 students from 15 States coming from as far west as California. This was held during three weeks of the first session of Summer School. During the second session an Intergroup Workshop, under the joint auspices of the College and the National Conference of Christians and Jews, will be conducted for three weeks with an anticipated enrollment of about 25.

From the middle of June until the first week in August we entertain a series of Conferences under the auspices of the Baltimore Conference of The Methodist Church. These are age and interest groups ranging from Junior High Fellowships to Older

Adult (over 65 years) Assemblies. Some stay for a week and others only over a weekend. These groups are followed by a one-week session of the Baltimore Yearly Meeting of Friends.

It is not our intention to make any money on these church conferences, but they do pay their way and carry their share of the summer overhead expenses, as well as bring some fine folks to the campus who go home and publicize Western Maryland College. It is amazing to discover the number of student applications resulting from these contacts.

Finally the Colts, Baltimore's championship team in the National Football League, arrive about the middle of July and remain until just before Labor Day. This group consists of about 60 to 75 of the largest men you have ever laid your eyes on. Needless to say, the amount of food consumed corresponds with their size. They are a splendid group of men, however, and our relationship with them has been the finest. This, of course, is strictly a business proposition and we are able to net a reasonable profit from it.

When all three of these groups are on the campus at one time (as they are while I write this column), you can well understand my reference to the "Three-Ring Circus." Our campus is large enough, however, and our facilities ample to take care of all three without any one program interfering with another. All of them are helpful to the College and both directly and indirectly promote its interests.

LOWELL S. ENSOR,
President.



Through Fulbright students and foreign students we make a brief study this month of study abroad. This is a growing area in education. According to the Institute of International Education in 1990-61 a total of 69,683 foreign persons were in this country for study training, or teaching while 16,524 American: went abroad during 1959-60 for these purposes.



STUDENT CAFE—This cafe in Munster, Germany, is a meeting place for students attending Westphalian State University. Much of this city was destroyed in World War II but has been restored in its original style.

Freedom And Respect Greet German Scholar

By RICHARD BRENNEMAN, '55

"L'homme est condamné à être libre," wrote the existentialist Jean Paul Sartre, "l'homme est liberté." Freedom is undisputedly the destiny of the university man in Germany. He is free of required courses. He is free of attendance records. He is free of semester exams. The German student is free to take a room where he pleases, free to eat and drink where he wants, and even free to transfer to

different universities each term without a complicated exchange of transcripts and references.

What surprised me was that the German student interprets this freedom as freedom to study! Americans, informed by frontier activism, often disparage the man of learning. The BMOC is not usually the "brain." In Germany, on the other hand, academic people are held in the highest

esteem. I was impressed that Theodor Heuss, when he was president of the German Federal Republic, was sometimes introduced as Professor Dr. Heuss. His academic status was respected even while he occupied the highest public office. The German student, of course, aspires for such recognition.

German university professors have established an excellence of scholarship which

merits recognition and which most young students are encouraged to emulate. To every new American they tell the old joke:

The representatives of several nations were to write a book about the elephant. The Frenchman went to the zoological garden and wrote a book about "L'Elefant et ses amours." The Englishman journeyed to Africa; his book bore the title: "How I Shot My First Elephant." The American's book was called: "How to Make the Elephant Bigger and Better." The Russian's book: "The Elephant, a Capitalistic Invention." But the German shut himself up in a room for seven years. Finally, he came out with an 876-page manuscript which bore the title: "Versuch über die Möglichkeit einer Systematik der existentiellen Seinsbezogenheit des Elefanten unter besonderer Berücksichtigung der metaphysischen, soziologischen und militärischen Gesichtspunkte; Einleitung, Erster Band, Halbband A!"

For the American the freedom of the German university encourages responsibility and resourcefulness, but at the same time it constitutes a problem. It is more foreign to him than the language which he can learn conversationally, at least, in several months. How does he interpret this freedom?

Most American students abroad, in my opinion, do not assimilate subject matter as adroitly as do their German colleagues. The adjustment to a new academic procedure and the development of reading facility in the foreign language prohibits immediate and extensive engagement with technical subjects. Through lectures and conferences, however, students are exposed to a wide range of learning. Most German universities have faculties of international reputation. Having heard them, one understands why sophisticated students rap with their knuckles on the desk tops and stamp with their feet on the floor in enthusiastic response to their lectures.

Does the American student exploit his freedom? A few regard the experience as a huge holiday and visit all the gay spots one reads about in the travel folders. Their motto is "Have grant—will travel!" There is ample time to travel, however, during the numerous holidays and extended vacation periods without violating the study

program. In the spring, for example, there is a two-month vacation. During this time some of my acquaintances were able to visit Israel and Egypt. I toured eight countries, and by almost as many different means of transportation: hitchhiking, bicycle, automobile, bus, train. A fascinating way to see Europe is to travel by train over the mountainous terrain taking along a bicycle with which you can peddle leisurely over the lowlands and through the villages. The railroads conveniently have a special boxcar on each train for passengers' bicycles.

Relations between the university and the community affect the American student's experience abroad as profoundly as does the encounter with freedom.

In the German university there is a conspicuous absence of campus life, as we know it. Sports, social clubs, student government associations, which we regard as necessary for training in the democratic process and which in the students' minds usually "make" the college, are virtually non-existent. The individual's freedom is as evident here as on the administrative level.

The community complements the university by confronting the student with infinite possibilities for social and intellectual growth. Even the smaller municipalities maintain good museums, art galleries, professional theatres and opera companies. These are edifying to the educated man. But the communities do more.

The communities confront the student with political science, philosophy, and ethics as real life alternatives not to be relegated to the classroom. This is education.

A young Asian nationalist whom I had never seen before in my life accosted me one day. "I hate you!" he cried vehemently. I asked him why. "Because you are an American," he replied, and he began to argue. Such encounters in the community induce one to reflect upon the meaning of American democratic tradition and policy. That is learning political science.

In East Berlin I saw a depressed area full of bombed out buildings. Bert Brecht's "Berliner Ensemble" was presenting his *Der kaukasische Kreidekreis*. In the manner of the Epic Theatre the moral was pointed out so one could not miss it. At the end of the play a singer sang:

*But you, who have listened to the story of the Chalk Circle
Take note of the meaning of the ancient song:*

*That what there is shall belong to those who are good for it, thus
The children to the maternal, that they thrive;
The carriage is to good drivers, that they are driven well;
And the valley to the waterers, that it shall bear fruit.*

You see that kind of determination on the faces of Communists in East Berlin and their blatant propaganda. The despair of existentialism is also evident in locales which verify Carl Michalson's definition: "existentialism is a clandestine wedding of Nordic melancholy with Parisian pornography." Philosophy in the context of the community becomes meaningful. That is learning philosophy.

In America we are supposed to have learned that "Methodists say no thank you" when offered alcoholic beverages. Think of my consternation, then, when I was offered warm *Teepunsch* by a student Church group! The frank motion picture films which are shown in the community theatres are also startling to one who has been informed by American Puritanism. Such situations, which are apparently accepted by native Christians with equanimity, raise profound questions about your ethical values. You realize that ethical standards are set by the community of your primary loyalty. A stance outside of that community, that is, in a foreign community, enables you to evaluate and correct so-called provisional ethics. That is learning ethics.

The conclusions of Henry Steele Commager, in a recent issue of *Saturday Review* (9/17/60) are shared, I think, by most American students who have studied in Europe.

What lures the American student is the life of the boulevards, the cafes, the bistros; it is the Latin Quarter; it is the opera and the ballet, the theatre and the experimental film; it is the bookshop on every corner, the dozen newspapers in every city; it is the mature student body, educating itself, joining in the risks of life, taking an active part in literature, journalism, art, and politics.

RICHARD F. BRENNEMAN graduated from Western Maryland in 1955. He spent a year in Germany as a Fulbright scholar and then returned to the United States where he received his Bachelor of Divinity from Drew University. He is presently minister of the Fayetteville (Pa.) Methodist Church.



THE BETTMAN ARCHIVE

SCHOOL OF ATHENS—By Raphael, this famed painting hangs in the Vatican in Rome, Italy. In it are combined all the great scholars of the ancient world. Plato and Aristotle are the center two figures. Raphael wanted to give with this picture an apotheosis of all ancient learning.

Greek Approach Is Different

By MARIANTHY PAPPADOPOULOU, '63

Because of the advanced means of communication and transportation that bring the people of the world closer together, we tend to think that the world is getting smaller, which is true, but that does not mean that we are all alike; on the contrary, we are different. This difference lies not in the fundamental biological, intellectual, or emotional aspects of human nature but on the cultural development of a people, their customs, traditions, heritage and all that which makes a nation unique among the rest.

Education in America functions differently from that in Europe. I, however,

shall deal with the educational system in my country; I shall very objectively try to bring out its advantages and disadvantages and compare it with the American system.

I would like to start out by saying that we believe in educating those who are willing to work hard and undertake the responsibility. We feel that school is a great responsibility and is to be taken very seriously. If, for one reason or another, a student is not doing well we believe that he does not belong in school. He will be given a chance or two, not by being pushed from one grade to the other with-

out deserving it, but by having to repeat a grade one or two or three years until he deserves to be promoted. Never, for the fear of creating an inferiority complex in a student, will a professor pass a "bum." Bums belong to the lower intellectual levels and must not slow down capable minds, thirsty for learning.

The school is very closely cooperating with the family. Both are very strict on the child. If the school finds something to rightly punish the child for, the family goes along, for the parents have absolute confidence in the teacher as an individual or the faculty as an institution. After all,

they entrust them with the ignorant and innocent minds of their most precious possessions.

The idea of democracy as far as individual rights go is never stressed to the children, although we are under a democratic system of government; it was after all in Greece that democracy was born and so successfully practiced—the children therefore are trained from an early age to respect and have reverence for their elders. They are so strictly controlled and disciplined from a very young age that when they come to adolescence and its problems, they can very easily pass to it without even noticing the emotional and psychological changes which in the American society are known to bring disturbances to behavior, etc. They are, nonetheless, fully aware of the biological changes.

The children not only respect and look up to their teachers but fear them also, for teacher-student relationships are not casual at all. Funny or out-of-date as this may sound, it does not only happen in elementary or high school but even in college, probably in the latter more so. For instance, no one can enter or leave the classroom before the professor has done so. The class, as though one person, get up from their seats to greet and pay honor and respect to their professor when he enters and leaves the room!

Social life or activities take very little of the students' time, if any at all. There are no school dances, clubs, games, bazaars and such. There is, however, a great emphasis on musical programs, play-productions, attendance of lectures, theater—not movie-going, field excursions, etc. Dating, of course, is unheard of since most of our activities and fun take place within a group. Neither the family and school nor the society approve of individual dating. As a matter of fact they look down upon any young people who deviate from the norm.

Most of the students' time therefore is given to studying. One needs from eight to ten hours to prepare the day's homework. This is not only because of the fact that the subjects are hard, but also because of the number of them. We do not have the elective system so there is a definite curriculum for each grade which is followed by all the schools in the country, for the Department of Education is

responsible for all education throughout the country. Grammar school of course is on a much easier level than Gymnasium, though it is hard enough. Arithmetic, geometry, history, religion, geography and a foreign language are among many other courses. All these are not repeated daily but three times a week. Schools are in session on Saturdays and remain open from the first of October till the thirtieth of June. Christmas and Easter vacations are just as long as here; due to some religious and national holidays there are short vacations, too.

On the Gymnasium level the courses are hard and correspond to the American Junior College. The students, depending on the grade they are in, carry an average of thirty hours a week. This means sciences, mathematics, classics, humanities, minor subjects and Romance or Germanic languages. Most of the teaching is done on a theoretical level rather than practical. Students are prepared to be called on every day though tests and quizzes are very scarce. Examinations take place twice a year and are very hard. There are no objective questions whatsoever; the answers are all in reflective essay form. In June, students are tested on the material covered during the academic year. Failure in two minor courses, or one major and one minor means no promotion; failure in one major course means re-testing in it in September; and failure in one minor course means either re-examination or, if the student is good in everything else, averaging up that minor course with the rest.

Besides taking classical and modern languages in school, most students are tutored, either individually or in a group, in one or more languages. There is a terrific emphasis on the importance of foreign languages in our country.

Most of our schools are not co-educational; they are also poor compared to the beautifully built and equipped schools of America. In only a few is there central heat and modern equipment.

Education is compulsory up to and including the sixth grade. Gymnasium is not, due to the fact that the country is poor and the families, especially those from mountainous areas, or rocky villages, cannot afford the expense of providing for their children's stay in the city. Besides board and room in boarding houses, they

have to pay for all their books, which are expensive, too expensive for people who live on bread and water. Many of our young people go to the Gymnasium, however, and take it very seriously, for they realize the deprivations their families go to in order to make it possible for them to graduate from Gymnasium.

Preparation for the university is excellent; so much so that there is no need for "pre"-school attendance. So, after graduation, whoever wants to attend University can take a number of hard and long oral as well as written exams and, if he passes them, can start on his higher studies. If not, he has to wait until the following year to take the entrance exams again, after having prepared for them for a whole year of intensive study. The University is only for the capable ones. It is not play. Few get there. Most are boys, although there are many girls in the humanities as well as sciences. For instance, many of our architects, microbiologists, pediatricians, and dentists are women. Not many, however, have a chance to make a career for they get married making their career in their family and home.

Those young people who do not go to the University have had their liberal arts education in the Gymnasium. We educate, especially, those who deserve it; you educate the masses. Hard to say which is best. One fact remains, however, that instead of extremes, a happy medium is always preferable.

I am very happy to be here and share college education and experiences with American youth. I am grateful indeed for this opportunity and would like to say that college in the U. S. is hard and requires a lot from the students. If only the elementary and, particularly, the high school levels could be raised from a play to a work curriculum. For, as Howard Smith, the CBS commentator recently said, "We need education, more education and still more education especially for those who are accessible to it. We must make the United States the Mecca of the American Continent as Paris is the Mecca of Europe." . . .

May I add here that if more and more schools would adopt as hard and interesting a curriculum as that of our Western Maryland College, then Howard Smith's words would come true.

MARIANTHY PAPPADOPOULOU, a member of the class of 1963, is a native of Athens, Greece. She first came to the United States for a year of study at Bethesda-Chevy Chase High School. Marianthy's parents, who live in Athens, are a teacher of literature and a poetess.



INDONESIAN COUNTRYSIDE—A farmer and his sons are shown working a terraced "sawah" (rice field) in the mountains of Indonesia.

An Indonesian Student Speaks On Education

By HENRY SO, '61

Education in Indonesia or in any other Southeast Asian country is a magic word but not everyone has an access to it. Unlike education in the United States, which is made compulsory, that of Indonesia is still considered a privilege by the people at large.

From the country's independence in 1945 until the present, education in Indonesia has never been made compulsory because of the shortage of teachers, lack of educational facilities, and scarcity of classrooms. The problem of making education easily available to anyone who is

eligible for it is a problem second to none facing the Republic of Indonesia in this decade. Though tremendous efforts have been made toward solution of this problem, as it is now, Indonesia is afflicted and victimized by a stupendous amount of illiteracy that ranges from 50 to 60 per cent. The number of children who are supposed to go to elementary schools and colleges has increased by 300 per cent in 1961; but the number of schools has not even doubled.

By and large, the educational system in Indonesia resembles more that of Europe

than that of the United States. Starting from the very bottom, there is the Taman Kanak-kanak or Kindergarten. Usually children are sent to the Kindergarten School when they are five years old. After this we have the Sekolah Rakjat, which is comparable to grade school in the States. A student will have to spend six years in the Sekolah Rakjat. At the end of the sixth year, the students have to take final examinations which are prepared by the ministry of education, which is a government function. These exams are given to all grade school students and are uniform

throughout the three thousand-island Republic. A student who fails the final exams has to repeat his entire last year of his grade school.

From Sekolah Rakjat, one can go to Sekolah Menengah Pertama, perhaps comparable to junior high school in stage but not in years. A student spends three years in this school at the end of which he has to take final exams just as he did at the end of his grade school. Sekolah Menengah Atas is the last stage of the secondary school in Indonesia. This will also take three years before a student can graduate. The final exams which are given for the candidates of the Sekolah Menengah Atas are more vigorous and strict than those of grade schools and junior high schools.

One more point of difference that distinguishes the Indonesian educational system from that of America lies in the fact that a student in elementary schools has to take all the subjects offered and when he fails any one of the basic courses, like language or arithmetic, he will have to repeat his class all over again. A few years back, it used to be like this in the high schools. It meant that students intending to become doctors and ministers had to take the same courses offered by the school. There were no electives. But

the trends at present are to make the students take the subjects which pertain to the kinds of diplomas for which they are working, e.g., academic, commercial, and general.

Early in this article, I mentioned the shortages of schools and colleges in Indonesia. I also mentioned that my government is making extensive programs to fill in the educational gap. One of these programs is to seek and acquire opportunities and scholarships for students to study abroad. For this reason, there are established student exchange programs; a good example will be the American Field Service, scholarships offered by the universities and colleges in the States and other European countries to the Indonesian students, and personal undertaking.

To make the last category clear, I will venture to cite my own case. There are some students, I am one of them, who for some reason do not have the privilege to be sent by the government to study overseas on the basis of the student exchange program or other various programs channeled by the government, but who feel an obligation to help their country through the advancement of their personal endowments and abilities. These are the ones who get or try to get scholarships through

their own initiative. In my own case, I got a scholarship to Western Maryland College through the recommendation of my high school in Sumatra, Indonesia. Of course, there are details for the attainment of this scholarship, for instance, academic record, etc., but I will not linger on it here.

One of the questions often asked me since I have been at Western Maryland College is whether I find courses at this college very hard. Because of the pretty strong background I got from my high school, I did not find the courses as hard as I expected. Even if I did, I was able to make adjustments. However, I did and still do find the English language a little hard and, at its worst, baffling.

I also wish to acknowledge here that the education I have gotten from Western Maryland College has done untold things to me as an individual. Indeed, I feel that the experience of studying at Western Maryland is one of the highlights in my life which, I am sure, is irreplaceable. It has given me maturity of personality and thoughts, insight to deal with daily problems, understanding of human nature, and a certain amount of social skill. The four years at Western Maryland College have indeed made me a different man.

HENRY SO came to Western Maryland from Palembang, Indonesia. He graduated this June. This fall Henry will enter the Wesley Theological Seminary.

LARRY CRIST graduated from Western Maryland in 1955 and received his M.A. from Princeton in French in 1959. He is continuing work on his Ph.D. thesis and has been studying in Paris as a Fulbright scholar. He will start this fall as Lecturer in French at Queens College in New York.

Sorbonne Typifies French System

By LARRY CRIST, '55

The pleasures of France are numerous, and study may be one of them but it is a hard-won pleasure.

The most important item to note, and this at the outset, is that the French university is not at all like its American counterpart. I speak from a knowledge of the universities of Paris and of Lyon, and an oblique knowledge of Lille (and there is no reason for believing that these are exceptions in the French university system) and will speak of one particular university, that of Paris.

The Sorbonne is in the midst of the city, and has no facilities for room and board. Consequently, the student must find his own room. The choice is varied—from \$10 per month, a garret 10'x8', water (cold), toilet in the common hallway, and an extra charge if one uses an electric heater in the winter. For \$20 one can have a semi-heated room in an occupied apartment, with the use of the water in their kitchen. And up and up, but then one gets out of the real student category and becomes *emboirgeoisé*. The coward stays at the American Foundation at the Cite Universitaire. Meals are taken in the assembly-line student restaurants and if you should want to get to know fellow students this is not the place to meet them, as it is too grim. For a change, one eats upon occasion in the inexpensive restaurants in the "quarter." And, if one is far from the center, there is the work of getting there by bus or subway. This forcible immersion in the life of the city accounts for the French students' awareness to politics, in great contrast to the apolitic American student.

The Sorbonne itself struggles to keep the hopeful student out (unless he is a Fulbright scholar, in which case the Fulbright commission whisks him through the painful process of registering). Not that the Sorbonne functionaries are xenophobe: it is merely that the system, the inexorable system, does its best to discourage the beginner.

If one is registering on his own, he should count on a good two weeks of line-waiting, searching, cursing, and being sent from one office to another and back collecting the necessary paper, among which must be the *equivalence*. For it your college diploma must be translated into French by a certified and registered translator and you must present this with a letter begging that your B.A. or B.S. be accepted as equal to the *bachelor* which the fortunate young Frenchman of 17 or 18 gains at the end of his secondary schooling.

One should decide beforehand whether one wants a *diplome* or merely wants to learn something (one not necessarily excluding the others), as this will guide the choice of courses. The best idea is to write the French Cultural Services in New York City, many months before the projected voyage, to find what papers and preparation one needs for this registration. I might add two or three dozen (I do not exaggerate) take-it-yourself photos from the dime store, for the numerous cards. And, get your restaurant card **immediately** upon arrival at Paris.

After registering, one must wait for the courses to be posted (mid-October, although everything officially begins, since two years ago, at the beginning of said month); then one must choose what interests him; then he must find out when and where these courses are to be held. It should be added that the courses are usually upon a single work or upon a limited problem in the professor's field, somewhat like U. S. graduate courses. Finally (mid-November) one must present oneself at the proper room, at least a half-hour before the class in order to fight one's way into the classroom to have at least the corner of an aisle step to sit upon. The professor will read off a summary bibliography and you can start buying (and reading) books.

There are two libraries for Sorbonne students. The first in the Sorbonne proper, the other, Sainte-Genevieve, just around a corner. These are quite helpful for re-

search and for specialized studies but the course books are always out (usually the professor has them). For the person doing specialized work, the Bibliotheque Nationale and the Archives Nationales are indispensable. Not available to the ordinary Sorbonne student, the foreign student requests a letter of introduction at his consulate for each and receives from them a permanent admission card. One gets to be able to find one's way around in the BN rooms—main reading room, reserve (incunabula and rare books), periodicals, manuscripts—quite rapidly and the librarians in the bibliography room are very helpful in case of problems.

In any case, study for me in Paris means the BN and the Archives with a few weeks in the Arsenal library. If one has personal work to do, but has a bit of time to spare, he may sit in on a course or two (they meet usually one hour per week). Otherwise, unless one is after a certificate, it's best not to waste one's time. The professor's course notes will be published anyhow and one can read them that way, saving the trouble of taking them oneself and putting them in form.

The dialogue, alas, is all but lost in the queen of universities, this socratic form of learning, strong at the university's medieval beginning, having died somewhere along the line. Of course, one can see a professor. First, to get hold of him or a secretary for an appointment. One must have specific questions or problems, though, for this precious 15-20 minutes, as the professor has more important things to do than to sit and just talk with a student or students.

In short, the opportunities for learning at Paris are immense but one must get hold of them almost entirely on his own. If one is not ready for completely individual work, one will be lost among the *flotsam sorbonique* and the *jetsam etudiantin*. One can, if he works at it, meet and even get to know other students, French and foreign. But that is another question.

Curriculum Changes To Meet Needs

By JOHN D. MAKOSKY

Any living organism proves its life by growing and expanding. The college academic program is alive and during the recent past has grown in significant ways. I welcome the opportunity to keep alumni informed of evolutionary changes.

Brief background comment might help. In the early '20's a student at Western Maryland had to follow one of eight group patterns, corresponding to one of eight major study areas; some election was possible in each area and certain courses appeared in several of the areas. Within the next few years the "group-system" was abandoned, and the college turned to the academic organization still followed: each student is required to take a course or several courses in each of the important areas of learning and also to complete a major concentration of courses in one area. Until about 1949 a minor concentration in a second area was also required, but since that time the minor has been replaced by a cluster of courses in various departments, selected by the major department to deepen and enrich the student's command of his main field.

During the last three or four years there has been considerable argument among the Faculty over a proposal to formalize still further the first years of college by requiring the same core of general Education courses of all students. After consideration lasting through three academic years, the Faculty decided not to adopt this program, and the design for an education at Western Maryland remains basically as described in the preceding paragraph. Many interesting changes have been adopted, however, some as results of the discussions of the last few years.

One significant change has occurred in total hours required for the bachelor's degree. Most colleges require 124 or 120, according to whether formal credit is or is not allowed for physical education. For a long stretch of classes, Western Maryland required 136. This total was reduced some years ago to 128 and now has been further lowered to 124. The reason for the unusually high allowance in past years lay with the frequent inclusion of hours toward graduation in the non-liberal arts field of Military Science, totaling at one time as much as 18 hours credit. The reduc-

tion in military credit to a total of 8 hours has facilitated the reduction of required hours for the degree. Another factor making wise the reduction in total requirements is the gradual strengthening and toughening of a large number of courses, so that more time is necessary for each course.

Closely associated with this change is the change in the standard semester load. Some years back a student had to average 17 semester-hours credit each semester to fulfill graduation requirements. Now the average is 15½, and students who do not seem secure academically are warned by advisers to take lighter loads until their wings have been tested.

A comparable development has taken place in the *quality* of work required for the degree. As most graduates recall, for every hour in C the student receives one quality point, for B two points, for A three points, for D no points. About a decade ago the college began assigning minus points for E, F, and WF grades. As a total of points (say, 128) were required for graduation, the penalty for failure insured a better standard among graduates. Still another evolutionary change has further improved scholarship. Twenty years back a student could fall a full year behind and still graduate: thus he might have attempted 170 semester-hours to earn the 136 hours and 136 points at that time required for the degree. This tolerance has gradually been reduced until the student must have a C average in all work attempted in order to secure the degree. Indeed, if his average at the end of the junior year is below C he must be given permission by the Standards Committee to *enter* the senior year; a few students are at present in summer school attempting to earn this permission.

The effect of the changes described above has been to insure that the holder of a degree from Western Maryland will be a more competent scholar in his chosen field of study.

There have been numerous changes in course offerings, the purpose of which is to keep the curriculum of the college abreast of developments in the great fields of the liberal arts. I should like to emphasize that all departments are constantly studying their offerings and attempting to improve

them. I can speak of only a few within the limits of the space here allotted.

Over the past five years the Biology Department has revised its offerings, more often with changes in content and emphasis than in title, to center on the nature of the cell, its functions and behavior.

It may seem strange to speak of new developments in the Classics Department, but of recent years there has been a strong movement to teach the classic languages in the oral-aural experimental technique. Our department has made interesting experiments in this new method and has further expanded its program by leading secondary school teachers to study the method in the annual Latin Workshop.

The curriculum in Economics has probably changed more in the last six years than that of any other department. The direction of the change has been toward a reduction in emphasis of business administration and a greater emphasis on theoretical economics.

Graduates of the English Department will scarcely recognize the offerings listed in the 1961-1962 catalogue. The purposes of changes have been to eliminate the possibility that a student will graduate without studying the important central figures, to make opportunity for independent study, and to concentrate more than in the past on the new critical approach.

More new courses have been added in History than in any other department. The new courses have been made possible by the addition to the department of a specialist in Europe history. In addition to a course in Western civilization, considered more philosophically than in the past, European history has been broken into more units for detailed study and courses have been added in Russian and Asian history. Plans are being made to add work in Africa to the curriculum. A course in the American Civil War has been made possible by the increase of instructional strength within the department.

In mathematics, not only are major students pressed further into the higher subjects, but they are also the beneficiaries of new techniques of instruction and of recent developments, particularly in algebra.

The new perspectives in language, perhaps the most dramatic story in the changing curriculum, are the subject of an article on another page and must be omitted here.

It would be easy to add (and is perhaps unfair to omit) mention of developments in many other departments. Perhaps it is enough to say that the college is alert to the needs of the world in liberal education and is doing its utmost to make its graduates people you will be proud to greet as fellow alumni.



JOHN D. MAKOSKY is dean of the faculty and professor of English at Western Maryland College where he graduated in 1925. He received his A.M. from Columbia University and his Ed.D. there. Dr. Makosky joined the faculty in 1934.

An Introduction To Western Civilization

By WILLIAM J. MCGILL, JR.

... The past is ever with us and all that we are and that we have comes from the past. We are its products and we live immersed in it. Not to understand it and feel it as something living within us is not to understand the present. To combine it with the present and extend it to the future, to break from it where it cannot be so united, to make all this the pulsating and vibrating material for thought and action—that is life.

JAWAHARLAL NEHRU, *The Discovery of India*

When applying to graduate schools my senior year in college, I was required to write an essay on the unoriginal topic "Why Study History?" My answer involved some philosophical meandering, some tortuous logic, and some pedantic footnoting. Its essence, however, is here very neatly summed up in the words of the prime minister of India.

Nehru not only states succinctly what appears to be the most adequate answer to that pedagogical question, but he also indicates the proper starting point for such a study. Americans, "Westerners" in general, are under an increasing pressure to learn more about the non-Western world. Clearly, this is a necessity, but "What shall it profit a man, if he shall gain the whole world, and lose his own soul?" To secularize and modify that Biblical plaint, what good will it do to understand the Chinese or Indians (if that is possible) if we cannot understand ourselves? William Theodore De Bary, a specialist in Oriental studies who spoke at the College this past spring, outlined the problem in this way: if we wish to carry on an East-West "conversation" we must, on the one hand, know how to listen, that is, understand Oriental civilization; and we must, on the other hand, have something to say, that is, understand Western civilization.

The first step, then, is clear: to find out who we are and where we are, to discover the vital links between past and present. For an American, no less than for a European, this means learning something about the heritage of the West.



The approach to the study of Western civilization must be basically historical, for if we are the products of the past, the past is the product of its own departed present. The chronological relationship, the sense of development and deterioration, is necessary. This is not simply a matter of names and dates, but of movements and of influences, of cultures and of convictions. Nor is it a matter simply for the history major. It should be of importance and of value to any student.

Chronologically, this study must attempt to encompass a great span and yet it must also be more than a sweeping survey of the record of man. These are the requirements that have determined the shape of the new course in Western civilization—"A general introduction to the heritage of the Western world, tracing the history and culture from antiquity to the present day with special emphasis on the last five centuries."

In order to cover so broad a subject in two semesters it is necessary to be highly selective. Each epoch must be examined, its fundamental character and most significant influences on later ages noted. These things must be the subject of the course. Quite obviously we are more directly influenced by the political events

of the past five centuries than by those of antiquity or the Middle Ages; without antiquity or the Middle Ages, however, there would be no Western civilization as we know it. Therefore, in the introduction to the course the student will receive a summary of the political and social histories of those ages and a careful delineation of their contributions to and influences on our cultural heritage. These contributions and influences will then be traced through the subsequent periods—the Renaissance, the Reformation, the Enlightenment—down to our own day. In these periods the historical context will be drawn in more detail. Each student thus can acquire a knowledge of the classical and medieval heritages and of the modern Western world in which these heritages have blossomed and have been transformed.

In addition to providing this broad background for all students, the course in Western civilization will allow more study in depth for those who wish to continue in history as either a major or a minor interest. The courses in ancient and medieval history will still be offered enabling the student to investigate in more detail the history of those periods. The early modern and nineteenth century history courses will be expanded into full-year courses. Since all students taking these courses will have shared the broad background course, there arises the possibility of a more profound and critical examination of those times and their trends. Students interested in American history will find that they already possess the European background necessary to make that study more fruitful. Finally, exceptional students will have the opportunity in their junior or senior years to engage in intensive seminars where the elements of free discussion and independent research will have full play.

These quite simply are the changes that have been and are being made in the history curriculum. It is hoped and expected they will fulfill the purpose of studying history (and of education in general): the encouragement of thought, of understanding, and of commitment.

WILLIAM J. MCGILL, JR., is instructor in history. He received his A.B. from Trinity College and his A.M. and Ph.D. from Harvard University. He joined the faculty in 1960.

Initial Experiences With The Language Laboratory

By HENRY KOPMAN

In late summer, 1960, the administrative officers of the College and the Modern Language Department agreed upon the following schedule: (1) a twenty to twenty-five position language laboratory was to be installed in temporary quarters on the lower level of Baker Memorial Chapel no later than February 7, 1961, and to be operated on a voluntary basis; (2) the same laboratory was to become a compulsory, credit-carrying academic operation by September, 1961; (3) this laboratory was then to be expanded into thirty to thirty-six positions and to be housed in its permanent quarters in the new library by late spring, 1962.

A voluntary laboratory was operable as early as January 3, 1961. Twenty-five student positions include eighteen booths wherein both listening and recording on tape-decks can be carried on, two booths for listening only, and five additional aisle-seats with extra headphones. A console provides five different language programs on tape channelled to the five student rows, and a sixth, alternate, program source in the form of a phonograph turntable. In addition, an adequate library of tapes allows students to work independently of the console. Some of these library tapes to be used in booths permit recording of the students' voices in pauses between master sentences.

We chose the Magnetic Recording Industries' machines on the basis of their successful use in large laboratories in Columbia, Georgetown, and New York Universities and as a result of inspection of six other colleges using their system, not to mention a great number of colleges using other systems. Our servicing is handled by a Baltimore electronic concern. Other than occasional delays in making minor repairs because of the rash of lab-

oratory demands over the country and resulting commitments, our electronic engineers have kept the system in good order and enabled us to give our students their needed programs.

We have been fortunate in acquiring tapes with native voices either gratis or at a very low price from the French Embassy. We also have obtained without cost hundreds of dollars' worth of tapes by merely duplicating them as they have become available for two weeks' loans from textbook publishers. Because of these savings, we have been able to invest, first, in the highest quality (Brush) of headphones, which have made for excellent student reception, and second, in "Tenzar" tapes, which, to our knowledge, have had only five breaks in five months. Our equipment, in general, has been highly satisfactory.

Actual operation of the laboratory mornings, afternoons, and nights five and one-half days per week has been facilitated by the good services of a number of people. Within the Modern Language Department, Professors Long, Willen, and Kopman, and Mrs. Kopman took over the console operation at set times. Two students with some previous electronic experience, Stanley Sharkey, junior, and Matthew Craemer, freshman, have done excellent afternoon supervisory work. Mr. Sharkey, on his own initiative, organized a student French table in our dining hall, to make more real laboratory results among French majors. Professors Hildebran, Kopman, Long, Snader, Summers, and Willen have either made original tapes or encouraged their own students to attend laboratory. Two persons outside of the Department, Miss Cora Virginia Perry, associate registrar, and Major George Cooper, associate professor of military science, have given very generously

of their time, serving at least twice a week as laboratory supervisors. We are equally grateful to Professor William Ridington, Chairman, Classical Languages, for his excellent, direct and indirect contributions. The administrators of the College and the Maintenance Department have been most sympathetic and cooperative.

In the early stages of operation we have encountered some problems, solutions to which we are currently working out. We must wean students away from using too frequently the printed page while listening. The "lab" is to train the ears, not the eyes. We must further encourage students to do more than mere passive listening. They must repeat spontaneously. Mechanical mishaps presented still another problem. In the early months of the laboratory's history one row of booths on two occasions mysteriously shorted out the remaining booths. A Spanish tape once came out of the machine as Russian. These electronic eccentricities have been largely corrected by elimination of such "bugs" by our engineers or by more careful use of the tapes by our staff. Scheduling is still another problem. We must, by September, 1961, establish a better timetable, whereby an even greater number of students can be accommodated for group-study or independent, "library-type" visits—on both the voluntary and compulsory bases.

There has been the question of machine-orientation. While students have been very considerate of equipment, leaving the laboratory in excellent condition at the end of the 1961 spring semester, they must become more familiar with all ramifications of language lab machine operation. How does one teach the average student to operate such a device? By direct supervision of individual students as they come

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to our laboratory for the first time. By oral instruction to entire classes or other large groups. By using an instructional tape. (An excellent one was prepared by Major George Cooper.) By distributing mimeographed instructions. (Such an effective form has been prepared by Professor Ridington.) Finally, students learn proper operation by coming frequently to the laboratory and **doing**—just as one learns to speak a language by **speaking**.

Getting students to our "laboratory" or "practice room" on a voluntary basis can be accomplished by actually engendering interest in the classroom, by gearing our unit tests to the laboratory material, and by ever increasing and improving our tape collection. The following is a tabulated record of laboratory visits on a voluntary basis over the period January 3-May 27, 1961. It should be noted that while the recommended visiting time was fifty minutes, some of these visits represent stays as short as thirty minutes or as long as one hundred and thirty-five minutes:

intermediate French	903
elementary French	383
advanced French	245
intermediate German	163
elementary German	149
intermediate Spanish	87
intermediate Russian	86
elementary Spanish	74
classical Latin	49
elementary Russian	31
classical Greek	11
advanced German	4
miscellaneous languages not in our curriculum	4
TOTAL	2,189

What have our students derived thus far from such listening? At this stage of development, it has undoubtedly improved their pronunciation and comprehension (as observed in classroom performances later in the spring); but only by repeated, compulsory attendance and some assiduous voluntary work will our students attain real fluency in speaking, in progressing from passive to active language learning. Then they will **talk back**.

In the intermediate French groups, for example, there were specific evidences of improvement. Some poor students attending the lab frequently became C— to C+ students. Many a fair student became a "better" student if not a thoroughly "good" student. Among those striving for "A" grades, almost invariably, those who attended the most regularly realized their

objective. This was because the final examination, half-oral, half-written, was geared to the very exercises heard in the practice room. Question-answer drills, substitution drills, pattern sentences, and dictations were handled readily by this latter group of students.

One particular student, Miss Mary Ellen Hemmerly, has been our most zealous attendant among the French majors. In her year's work, with repeated visits to the language laboratory, she has attained near-native pronunciation and won a summer scholarship to Canada's McGill University's French School, where she, a rising sophomore, will compete with advanced undergraduate and graduate students. Language practice is just as important as tennis, piano, rifle, baseball, dissecting, or voice practice. Those who strive thrive.

Soon we expect to: (a) benefit from our more spacious quarters in the new library building; (b) improve monitoring and testing techniques (though monitoring in excess destroys the value of the psychological isolation of a language booth, and testing can easily become a part of routine, classroom testing); (c) acquire more of the commercial, native-voiced tapes and more original, varied, and imaginative tapes made by our own staff, be they Americans or natives of the language taught; (d) add to our growing collection of lively musical discs and tapes; (e) include eventually coordinated audio-visual devices, such as film strips, slides, and foreign movies.

We do not maintain that this is the "only way" to teach languages. A little sustained investigation of language teaching in America will show that it is not necessarily an altogether "new way." As is the case with the Army Language School at Monterey, Calif., we do not guarantee miraculous results in a short time—as do some audio-visual companies with somewhat overwhelming publicity tactics. We do, however, anticipate with confidence improved pronunciation, comprehension, speaking fluency, writing, and reading of foreign languages.

We feel, as did Montaigne, that education need not be a deadly sort of process and hope that the average student will eventually derive genuine enjoyment from our over-all instruction. Above all, we should like to see our scholars specializing in languages apply this training as soon as possible to study tours abroad, where their linguistic experience will become considerably more vibrant, real, and rewarding.

THE SORBONNE—In keeping with Dr. Kopman's discussion of the language laboratory and the international aspect of the magazine this issue, here is the court of the Sorbonne in Paris, France.



SEVEN JOIN FACULTY FOR NEW SEMESTER

There will be seven new faculty faces to greet students when college opens in September. Two of the faculty members will increase the international aspect of the campus, both being natives of European countries, Czechoslovakia and France.

The new members are: Dr. Jan M. Michal, associate professor of economics; Dr. John E. Neuffer, assistant professor of chemistry; Dr. Wylie G. Pate, assistant professor of education; Bernard Vannier, assistant professor of French; Mrs. Lillian H. Barker, assistant librarian; Byron G. Avery, instructor in dramatic art and English; and A. Burke Ritchie, instructor in English.

Dr. Michal is a native of Nova Paka, Czechoslovakia. He has been a consultant to the Stanford Research Institute and assistant professor of modern languages at The College of Idaho. Prior to coming to this country, Dr. Michal had been a lecturer in international economics and comparative economic systems at the Workers Education Association in London, a news editor and commentator on economic affairs over Radio Free Europe operating out of Munich, and a commenta-

tor on economic affairs over the BBC in England. In his native country, he has been at various times an export clerk and member of a compulsory labor brigade, in the Bureau for Economic Planning of the Czech Prime Minister's office in Prague, a member of the Czech resistance, and an assistant economist at the Institute for Economic Research in Czechoslovakia. His career has been interrupted during these pursuits by German and Communist take-overs.

Dr. Michal received the certificat d'études supérieures, Grenoble, Doctor of Jurisprudence from Charles University at Prague, and has done further work at the London School of Economics and Political Science and the University of London. He has written a number of books, the most recent being "Central Planning in Czechoslovakia: Organization for Growth in a Mature Economy" which was published in January.

Dr. Neuffer comes to Western Maryland from the Operations Evaluation Group Office of the Chief of Naval Operations. He has been a field representative attached to the staff of the commander of Operation Test and Evaluation Service, Norfolk. Dr. Neuffer received a B.S. from Bluffton College and received his Ph.D. at Wayne State University. He has also studied at Purdue and George Washington Universities. The new chemistry professor is a member of the American Chemical Society, the American Statistical Society and the Operation Research Society of America.

Dr. Pate comes to the Hill after a year of travel. Prior to that, he was professor of education and head of the department at Berry College in Georgia and visiting professor of education at Emory University. Until 1958 he had been a high school teacher, principal, supervising principal, and superintendent of schools in New Jersey. Dr. Pate has a B.S. from Washington and Jefferson College, Pennsylvania, an M.A. from the University of Pennsylvania and his Ed.D. from Rutgers University.

Mrs. Lillian Barker joins the library staff after a period of ten years living in Europe.



JAN M. MICHAL



BERNARD VANNIER

Mrs. Barker has worked at the Enoch Pratt Library in the popular library, foreign language department and in circulation. She was reference librarian for the United Hospital Fund in New York City and a field librarian for U. S. Army special services. She also served briefly in the WAVES.

Assisting Miss Esther Smith will be Byron G. Avery. Mr. Avery has worked with summer children's theatre and creative drama at the University of Maine and has acted, directed, done scenic design and some choreography while with the Maine Masque Theatre. He has an A.B. from the Univer-



WYLIE G. PATE

sity of Maine and is working on his M.A. at the University of North Carolina. Mr. Avery has also studied at the University of Texas.

Arriving in the United States in September will be the new member of the modern language department, Monsieur Bernard Vannier, with his wife and daughter. Mr. Vannier was born near Chartres but is a Parisian by adoption. He has had teaching experience at the College de Noge-le-Rotrou and in several lycees of Paris and its surroundings. Mr. Vannier was recommended to Dr. Kopman by the Cultural Attache of the French Embassy in Washington, then by the department with which Dr. Kopman worked at the University of Paris, and by the French Consulate in Washington. He spent one year in the United States as a visiting student a few years ago at Ohio Wesleyan University.

Besides his baccalaureate degree, Mr. Vannier holds several other degrees from the University of Paris: *licence es lettres* and *diplome d'etudes superieures*. Besides graduate study in the field of political science, he has had additional studies (equivalent to "doctoral or post-M.A.") in English.

Joining the English department will be A. Burke Ritchie, Mr. Ritchie has his B.A. from the University of Virginia and is working on his M.A. there. He is a member of Phi Beta Kappa.

LATIN GROUP NUMBERS 45

Forty-nine participants took part in the Summer Latin Workshop held on campus this year from June 26 to July 14.

The Workshop is directed by Dr. William R. Ridington and is held with the co-operation of the Classical Association of the Atlantic States. The Association has each year provided scholarships to the Workshop. This was the fourth summer Dr. Ridington directed the program.

During the course of the Workshop a special exhibit of audio-visual materials, textbooks and teaching aids was available to the participants. The group included teachers from public, private and parochial schools. The 44 women and five men in the Workshop were from 14 states. They came from as far away as California, Michigan and Florida. The largest group was from New York, 14, with Pennsylvania second, 10.

Miss Ward Leaves Hill

After a forty-year association with the Hill, Miss Ward has retired. Any Western Marylander knows just who is meant by Miss Ward—Minnie Marsden Ward of the college library. This summer she completed her years of work with Western Maryland.

The librarian joined the college staff in 1924 but prior to that had been associated with the preparatory school for three years. When Miss Ward first came the library was only the second floor of the present building. At that time administrative offices and literary societies used the rest of the building. First, the library expanded to the basement taking rooms used by the literary groups for storage. When the administration moved to the former Carroll Inn during Dr. Holloway's presidency, the library took over the entire building.

Miss Ward's interests went, and still go, far beyond the library. Her correspondence covers the globe. The former librarian may not be so well known to many of the American-born students but each foreign student who has come to Western Maryland had a very close relationship with her. This friendship has continued. Letters pass back and forth across oceans. Relatives who come to the United States look up Miss Ward. When various students return to this country they let her know; when they have questions or problems they turn to Miss Ward.

Miss Ward doesn't know exactly how all this got started but she has interested herself in the problems of foreign students almost since arriving on the Hill. Basically, she felt that by writing to the students before they reached Western Maryland they had a feeling of knowing someone in a very new environment. This gave them some self-confidence. During the first difficult year of adjusting to new customs and curricula these students feel a need to have someone to talk to, she said. They could always find Miss Ward—in the library or in her residence. After that first year, Miss Ward said, they feel more at ease and don't need anyone so often. Obviously if she hadn't made them feel at home this wouldn't have been true.

Now that she has left Western Maryland, Miss Ward is living home in Jarrettsville, Md., where she and her two brothers own farm land. Through letters, the world will undoubtedly find its way to Harford County as it did to the Hill.



Professor Heads Frederick Alumni

Dean W. Hendrickson, in June, was elected president of the Boys High School Alumni Association of Frederick. Mr. Hendrickson is an assistant professor of English, emeritus.

The June reunion at which the election took place was the 66th time members of the school had met. The Frederick Boys High School is no longer in existence. In 1923, the school for boys was merged with the school for girls to form Frederick High School.

Mr. Hendrickson was attending his 50th reunion of graduation from the high school. Principal speaker of the evening was Judge Charles E. Moylan, '17, another graduate of the Frederick school.

Gail Drake Wins Mathematics Prize

Miss Gail Drake received the mathematical award at graduation in June, Dr. Clyde A. Spicer has announced. The award is presented yearly by Lt. Col. F. C. Payne to a student who shows excellence in mathematics.

ALUMNI PRESIDENT REVIEWS YEAR

By C. LEASE BUSSARD

On behalf of your Alumni Association, I am pleased to welcome each of you back to the Hill—for this is your day—to meet and talk with old classmates and acquaintances, to meet and to make new ones, and to witness the “magic transformation” that has taken place since you last visited, yes, to learn more about the future of your college. The officers of the Alumni Association salute this forward and progressive thinking, and join hands with those dedicated to the future and to the education of those who are to lead us in the world of tomorrow.

As your president, I am happy and proud to bring you this brief but comprehensive report of the activities of your Association during the past twelve months. It has been a busy year for both the Alumni Department of the college and for your officers and board.

The activities of the year began with the Annual Alumni Club President's Conference, held on the Hill August 26 and 27. Twenty-three alumni representing seven alumni clubs were in attendance, including the members of the Board of Governors. Featured as guest speakers and panel moderators were Harold Harding, Assistant Director of the American Alumni Council, and Bedford Groves, Alumni Secretary of Washington College. Many topics were discussed that directly relate to your Association and important new ideas were recorded for consideration by your Board of Governors during the ensuing months. Primary of these was the subject of Club Projects and the development of those things that Alumni Chapters can do to better help and assist the college.

The interest and enthusiasm expressed

by those who attended, together with the help that has reflected in the over-all operation of the Chapters, has resulted in the decision that your Board again schedule this Conference for the coming year, to be held on August 18 and 19.

Among the items recommended for consideration by the Conference were:

1. Funds for new chapters.
2. A standardized dues structure available to all chapters, using a membership card bearing the name of each individual chapter; administered by the Alumni Association office with a return envelope containing the address of the chapter treasurer, with the Alumni Office addressing the envelopes from its files and bearing the cost of expenses incidental thereto.
3. Revision of the Alumni Constitution and By-Laws.
4. Preparation of a handbook for Alumni Chapters.
5. Listing of suggested ideas as projects for Chapters, classes and individuals in the new library.
6. The establishing of an Alumni Fund Committee to work closely with the Director of Development.

Following the conference, the fall Board meeting held on November 5 reviewed these recommendations presented for its consideration. From this meeting, a recommendation that the report of the President of the College to the Board of Trustees be sent to all Alumni was approved by President Ensor; the Alumni Recognition Award Committee was established as an annual activity of the Alumni Association; the mechanics of the operation of the Alumni Fund was approved to continue

for this year as before; the appointment of a committee to present recommendations for Constitution and By-Law revision; and a request to President Ensor for the approval to provide furnishings and fixtures for the new library from funds acquired from classes, alumni clubs or individuals.

The May 6 meeting found still further progress as the following action was taken:

1. Confirmation of the Alumni Recognition Award Committee.
2. Confirmation of the appointment of an Alumni Fund Committee for 1962.
3. Approval of the revision of the Alumni Association Constitution and By-Laws as presented by the Committee, subject to final ratification by the Alumni at the annual business meeting. (This was done this morning.)
4. Approval of a standardized dues system, optional to chapters, to begin with the 1962 billing which will be made in the fall of 1961 by most Chapters.
5. The recommendation that a closer working-together with Alumni Club Presidents by the Alumni Office be implemented, to encourage greater participation, to publicize alumni and college activities among graduates, and to study the possible establishment of geographical boundaries and the activation of new club areas.

Much credit is due our Alumni Secretary, Phil Uhrig, and his assistant, Nancy Winkelman, for the very excellent manner in which they have carried out the program of the Alumni Association this year. Your Board of Governors well realize the dual role this department handles in the administrative operation of the college—that of handling the public relations work, along

with the requirements of our Association—and express great praise and admiration for the tremendous work load that they have borne so well. Likewise, much credit is due Alumni Fund Chairman George Meyls for his continued dedication and leadership which has reflected so immeasurably in the success we have enjoyed this year, setting a new record high for giving among graduates and members of the Alumni Association. We are proud of this because each of us are members of a winning team and we all like to be winners.

In concluding this report, I am happy to state that all Alumni Chapters which have held activities this year have had representation from the Alumni Office and from the college. These include New York, New Jersey, Wilmington, Del., Salisbury, Baltimore, Washington County, Washington, D. C., and Frederick City—with one scheduled in the near future for Virginia Beach, Va., with which the department is now working, together with a group in Florida where another Western Maryland Alumni Chapter is in process. With this splendid array of progress, your president can make only one additional comment, that being that he sincerely hopes that an expedient effort will be made to organize a chapter in Hawaii and that due consideration will be given to sending the Alumni President over there to do that job. Of course, that has to occur during the coming year! (I just noticed that Fran has nodded her approval and is probably already deciding what clothes to take along—for I am sure that I wouldn't stand a ghost of a chance of getting there alone for that assignment!)

Finally, a word of thanks and appreciation for the privilege of representation on the College Board of Trustees. This experience is not only rewarding, but one which provides the Alumni Association with a continuous contact with the operation and administration of the college and the opportunity to better serve the college and its programs of development through those who have lived and breathed its usefulness—the Alumni. It has been a genuine pleasure to have served as your president during the past year. May the coming year and those ahead continue to inspire us to greater achievements and to a greater spirit of working together—that our efforts and our accomplishments will combine to make our college one that we can be proud of and one that will long record our mark upon its tablet of fond memories.

Two Chapters Hold Meetings; New Virginia Group Formed

Three alumni chapters have held meetings this summer—or rather two chapters and one in the process of forming.

In Northern California a group met with Philip E. Uhrig on July 29. The New Jersey chapter held a get acquainted tea for incoming freshmen. And, at Virginia Beach, Va., the first meeting of a possible Virginia chapter was held.

Virginia Chapter

The Virginia meeting was on June 17 at The Cavalier Beach and Cabana Club. At the luncheon and beach party there were 14. Mary Warfield LeBoutillier, '25, suggested last year that a club be started in Virginia. She worked with David Hottenstein, '22, and Evelyn Byrd Barrow, '24, to plan the affair. As it turned out the weather was beautiful, but cool, so instead of swimming everyone had a good chat.

Officers elected were: president—Col. David Hottenstein; vice president—Warfield Sterling, '25; secretary-treasurer—Mary Warfield LeBoutillier. Also attending were Mr. and Mrs. Archie Jett, '09, and a friend; Mrs. Mamie Hall Covington, '10; Mr. and Mrs. F. Proby Barrow (Evelyn Byrd); Mrs. Sterling (Ann Reifsnider, '29); Ken Nickoles, '60.

New Jersey Chapter

On June 19 the New Jersey chapter held a Student Social Hour. Lida Birdsall Hale, '52, Jean Andrews Richards, '45, and Catherine Schumann Kiddoo, '46, were the hostesses. Students from New Jersey entering Western Maryland this fall were invited plus current students and this year's graduates. There were about 18 at the tea.

The New Jersey group found that in-

coming students had a lot of questions and were very happy to find some people with the answers. There was a green and gold punch bowl, a special Western Maryland cake and the group joined to sing the Alma Mater before seeing slides and some film of the campus. According to Cassie Kiddoo, many of the stories that came out during the evening were "just '61 versions of '46 pranks." The New Jersey group is hoping to have an informal meeting in September.

California Chapter

A dozen Western Maryland alumni in the Bay area met for dinner at the Leopard Cafe in San Francisco July 29 for a pleasant evening of fellowship with Phil Uhrig, alumni secretary, vacationing in the West. At the instigation of Harvey E. Buck, '45, and Rita Ludwig Paddock, '50, the group was called together. It was an enthusiastic gathering and indications are that further meetings are planned. Summer vacations were the greatest deterrent to a larger turnout.

In addition to those already mentioned others in attendance were: Mr. and Mrs. Kai Freitag (Mary Emily Gault, '22); Doris L. Davenport, '42; Mr. and Mrs. Wheeler (Carolyn McNabb, '49); Mr. and Mrs. Guy LeRoy Stevick (Jane Buettner, '32); Lt. Charles William Cook, '56, and Dr. Paddock.

At present there are nearly 100 Western Marylanders in California with concentrations in the Bay and Los Angeles area. Those who have taken the responsibility of leadership are anxious for greater participation in meetings. Anyone interested may contact the Alumni Office on the Hill for a California listing with addresses.

Alumni Fund Doubled In Six-Year Span

By PHILIP E. UHRIG

Six years of concentrated work on the annual alumni fund has resulted in a total for 1961 which more than doubles the amount contributed in the first year of this period. You can make your own comparisons by glancing at the table below.

It is significant to note that the number of donors in the same time has doubled too. While these two statistics have paralleled one another, the average gift per donor has increased by \$1.36.

There seems to be little evidence to suggest any correlation between number of donors, average gift, and total contributed, except the obvious one: double the donors and you double the total if the average gift does not waver. Well, that is exactly the story and a good indication that our class agents are doing their job by encouraging higher percentage participation from classmates.

Our total this year to date (June 20) is \$30,759.36 from 1,846 donors averaging \$16.66 per donor. Before analyzing this for you, it might be pointed out that at the annual alumni banquet and in a report to class agents the total as of June 3 was \$32,000.00. This was incorrect.

Thirty-six per cent of the alumni contributed to the fund this year.

A look at the table below gives a more graphic indication of fund growth over these six years.

1956— 914 donors contributed \$14,000.00

1957—1,283 donors contributed \$16,744.00

1958—1,127 donors contributed \$17,695.00

1959—1,554 donors contributed \$26,018.01

1960—1,676 donors contributed \$28,203.57

1961—1,846 donors contributed \$30,759.36

If after reading the class totals you fail

to see your name listed, contributions will be receivable for credit on the 1961 fund up to August 31. A supplementary list will be published in the October BULLETIN for all contributions received between June 20 and August 31, the closing date of the fiscal year.

Donors this year had the opportunity to designate gifts. The breakdown ran as follows: To Endowment—\$7,168.20

To Plant Fund—\$1,376.00

To Current Operating Expenses—
\$22,215.16

Individual class records are shown here but for a few classes very special mention should be noted. As of the announced closing date of the active fund, May 30, the Class of 1907 led all classes in highest total contributed. But, just prior to Alumni Day on June 3, the Class of 1931 moved ahead and now leads all others with a total of \$1,965. These two classes switched places in comparison with last year.

The Class of 1953 had the greatest number of contributors in classes not reaching 100 per cent. One hundred per cent participation was accomplished by the classes of '85, '01, '07, '08 and '28. This kind of participation is the goal of all classes. Imagine what a tremendous alumni fund we could have attained if all classes had reached that goal. It is a mark to shoot for in future years.

Nevertheless, the \$30,000.00 contributed to date equals an income which would have accrued from an investment of \$750,000.00 at four per cent interest. Looking at it this way gives you some indication of the impact the alumni fund has on the total college budget.

Class	Number of Contributors	*Percentage Contributed	**Total Contributed \$	Average Gift \$	Contributors To The Fund
1885	1	100			1885 John H. Cunningham
1891	1	33			1891 Iva Lowe Jones
1893	1	33			1893 Virginia Reese Reese
1895	1	33			1895 Lella Reiser Kishbaugh
1896	4	50	23.00	5.75	1896—\$23.00 Sarah Myers Bennett Nellie Porter Brown Hannah White Davis Ida M. Dodd
1897	1	33			1897 Lydia Morris Birch
1898	2	29	60.00	30.00	1898—\$60.00 Roby F. Day Miriam Baynes Matthews
1899	2	22	15.00	7.50	1899—\$15.00 Arminius G. Dixon James H. Straughn
1900	7	78	120.00	17.14	1900—\$120.00 Adele Ogden Caton David Marline Evelyn J. Rinker Norman E. Sartorius Catherine F. Thomas Grace Gorsuch Wheeler Etta Gladhill Young
1901	23	100	1,170.00	50.87	1901—\$1,170.00 T. K. Harrison, Chairman Jessie Graham Adkins J. Thomas Anders Carrie Gladhill Birley Mabel Miller Chappell Elwood Alexander Cobey Bessie Armacost Cover Edna Adkins Elderdice Irene Woodward Fogle Virginia Weigand Fooks Minnie Pickett Harrell T. K. Harrison Given in Memory of William Roswell Jones Elva Bennett Koller Cora Schaeffer Massey Nettie Crockett Northam Covington May Porter Margaret Fuller Reese James E. Shreeve, Jr. Maynard Dwyer Smith Estelle Harris Tompkins Helen Mary Turner Norma Watts Watts Given in Memory of Claybourne Phillips
1902	2	20	10.00	5.00	1902—\$10.00 Marietta Veasey Zug, Chairman Charles H. Kolb Marietta Veasey Zug
1903	2	20	10.00	5.00	1903—\$20.00 Ethel Trout Siemon Florence Spiecher Ulrey
1904	6	60	36.00	6.00	1904—\$125.00 Paul C. Whipp, Chairman Charles M. Elderdice Benjamin E. Fleagle Eugenia Cleveland Geiman Carrie Gardiner Gott Erma Barnes Stewart Paul C. Whipp
1905	10	50	735.00	73.50	1905—\$735.00 Roger J. Whiteford, Chairman George E. Bevans Madeleine Gilbert Dieffenbach Virginia Melvin Massey Nellie Nicodemus William A. Sheppard Charles A. Shreeve Perry B. Slocumb
1906	16	100	1,894.37	118.40	
1907	27	100	531.00	19.67	
1908	10	48	375.00	37.50	
1909	6	29	590.00	98.33	
1910	23	88	797.00	34.65	
1911	12	63	253.00	21.08	
1912	8	29	91.25	11.41	
1913	6	21	375.00	62.50	
1914	7	28	610.00	87.14	
1915	13	50	712.50	54.81	
1916	6	33	202.00	33.67	
1917	4	20	90.00	22.50	
1918	14	52	241.00	17.21	
1919	11	55	460.00	41.82	
1920	11	50	220.00	20.00	
1921	16	44	790.00	49.38	
1922	18	46	394.00	21.89	
1923	18	35	298.00	16.56	
1924	29	50	585.00	20.17	
1925	39	53	790.75	20.28	
1926	27	48	507.50	18.80	
1927	70	100	525.00	7.50	
1928	26	33	1,032.50	39.71	
1929	28	33	313.50	11.20	
1930	31	55	1,965.00	63.39	
1931	25	34	630.00	25.20	
1932	31	44	630.00	20.32	
1933	35	42	565.50	16.16	
1934	37	40	530.00	14.32	
1935	58	62	1,044.00	18.00	
1936	24	27	281.50	11.73	
1937	39	38	428.50	10.99	
1938	39	39	480.50	12.32	
1939	34	27	272.38	8.01	
1940	42	35	522.00	12.43	
1941	35	33	242.50	6.93	
1942	40	33	431.00	10.78	
1943	18	33	179.00	9.94	
1944	22	33	230.50	10.48	
1945	37	33	410.50	11.09	
1946	48	40	609.00	12.69	
1947	43	31	591.50	13.44	
1948	48	23	370.00	7.71	
1949	65	42	509.00	7.83	
1950	57	34	517.00	9.07	
1951	50	39	645.50	13.17	
1952	50	42	387.50	5.70	
1953	49	48	394.00	5.47	
1954	51	45	379.50	6.12	
1955	62	50	310.00	6.08	
1956	51	46	263.50	5.16	
1957	60	49	319.00	5.15	
1958	60	44	355.95	5.93	
1959	55	40	318.50	5.79	
1960					

*Based on number of graduates solicited.

**Total not shown where only one member of class contributes.

Mary Rebecca Thayer
Roger J. Whitford
C. Milton Wright

1907—\$1,894.37

E. McClure Rouzer, Chairman
Hattie S. Bell
Mary Willis Billups
Daisy Cline
Samuel E. Coe
Carrie Bixler Early
Lillian Nelson George
Carrie Schweigart Hill
Thomas R. LeCompte
Mary W. McComas
E. Margaret Mills
Harvey M. Phillips
Lewis E. Purdum
E. McClure Rouzer
William N. Sellman
Susanna Sparks Taylor
Carrie H. Thomas

1908—\$531.00

Walter E. Short, Chairman
RUBY K. Ahern
Mary Porter Carter
Emily White Dashiell
Emma Norris Elderdice
Grace Young Farr
Mary Osborne Forsythe
Rose E. Galbreath
Lillian Coughlin Hellen
Hamilton W. Lewis
Ellen Bowling MacMillen
Fannie B. Merrick
Marjorie Vickers Morrow
Edith Nicodemus
Frank C. Orrick
Gertie Young Roberts
John R. Rodney
Elsie M. Salsbury
Katherine Griffith Shedd
Walter E. Short
E. DeWitt Simpson
Nora A. Stoll
G. Frank Thomas
Caroline Buffington Tredway
Anna Chaffinch Warburton
Roselle Harris Watson
Charlotte Benhoff Wheatley
Virginia Roe Williams

1909—\$375.00

David Dean Smith—Chairman
Harry C. Byrd
Edith Holt Ewing
Margaret Kirk Fallin
Ober S. Herr
Virgie Williams Jefferson
Rena Fleagle Kennedy
William H. Mikesell
Ethel A. Parsons
David Dean Smith
Nona Parks Whitford

1910—\$590.00

Chauncey C. Day
Robert J. Gill
Carolyn Kennedy Hughes
Alice Miller Mather
Irene Kimler Miller
Francis P. Phelps

1911—\$797.00

John W. Wright—Chairman
Mercedes Bowman Allen
A. M. Bacon
Marianna Albaugh Billingslea
Ruth Stewart Cill
Matilda Gray Cobey
Ellen Jackson Coe
William C. Coulbourn
Grace Steele Day
Dorothy Elderdice
Helen Englar Englar
John Garber
Grace Donovan Garber
Kent R. Greenfield
Ruth Shoemaker Havens
Isabel Roop Hendrickson
Esther Kauffman Hess
Cornelia Higgins Howard
Lula Wooden Johnson
Mary Stonesifer Melson
Lula Stravbridge Richardson
Olive P. Simpson
Robert M. Stonesifer
John W. Wright

1912—\$253.00

Charles D. Linthicum—Chairman
Nettie Mitchell Day
Helen Ringrose Doub
Katherine L. Frizzell
Charles D. Haddaway
Charles D. Linthicum
Charles H. Murray
Alfred Pitsch, Jr.
Eva Williams Pitsch
John R. Radford, Jr.
Minnie M. Ward
Sevra R. Wilmoth
Given in Memory of Grace Wells Price

1913—\$91.25

I. Vernon Brumbaugh
William D. Cecil
Howard P. Doub
Pearl W. Fishel
Myrtle Holloway Hardin
Evelyn Walter Lankford
Wilmer O. Lankford
John E. Stokes

1914—\$375.00

Samuel F. M. Adkins
Ruth Sidwell Jones
Azalia Shipley Myers
Thomas C. Speake
Charles W. Wainwright
Lavina Roop Wenger

1915—\$410.00

Margaret Galley Bosworth
Margaret Tull Dexter
Rachel Jester Hillyer
Paul R. Holtz
Alberta Haden Safford
Sara Bennett Stanton
Joseph R. Young

1916—\$712.50

Anonymous
Eloise Dyson Archbold
Clarkson R. Banes
Henry L. Darnier
John L. Green
Nathaniel M. Harrison, Jr.
Guy E. Leister
Irene Pitsch Merritt
Philip Myers
Paul S. Parris
Lewis C. Radford
J. W. Townsend
Barbara Willis Voss

1917—\$202.00

Annie Lee Allnut
F. Murray Benson
John R. Bladew
Emily Dryden Boulden
Caroline Bevard Gettings
Charles E. G. Moylan

1918—\$90.00

Dorothy McDaniel Herr
Fred G. Holloway
Joshua W. Miles, Jr.
Paul F. Warner

1919—\$241.00

William V. Albaugh, Chairman
Agents: Lafayette Banes, Esther Bill Jackson,
Holly M. Keller, Lurline Gibbons Miles, Rich-
ard H. Roop, John T. Ward
William V. Albaugh
Lafayette Banes
Frances Sidwell Benson
Josephine Evans Holmes
Esther Bill Jackson
Holly M. Keller
Cecelia S. Majors
Isabel Clark Manlove
Lurline Gibbons Miles
Richard H. Roop
Samuel B. Schofield
Emily Richmond Schwander
Nellie Adams Sullivan
John T. Ward

1920—\$460.00

Blanche Taylor Rogers—Chairman
Dorothy Fishel Barnett
Hubert P. Burdette
Louise Harrod Burdette
Grace Melvin Cotterill

Helen Nock Disharoon
Hazel E. Owings
Gladys Bromley Robinson
Blanche Taylor Rogers
Rachel Price Tamblin
W. Byers Unger
Mayfield Walker

1921—\$220.00

Franklin B. Bailey
Vivian Englar Barnes
John M. Clayton, Jr.
Wilfred M. Cosenhaver
Pauline Keefer Cromwell
Miriam Bryan Haddaway
Isabel Moore Langrall
O. B. Langrall
Mildred Wheeler Moylan
Fred W. Paschall
R. Elton Whittington

1922—\$790.00

Hilda Long Adkins
Amy Bennett Adkins
Mildred Taylor Colonna
Ethel Marker Copenhaver
Gwendolyn McWilliams Dunn
M. Priscilla Famous
Margaret Rankin Farrar
Madeleine Weaver Geiman
M. Olivia Green
Edwin R. Helwig
David Hottenstein
Rose Walsh Mastin
George A. Meyls, Jr.
Helen Roop Rinehart
Hugh B. Speil
Mabel Ward Williams

1923—\$394.00

Harrison M. Baldwin—Chairman
Louise Owens Sapp—Co-chairman
Agents: Mae Rowe Geist, Earle T. Hawkins,
Charles H. Reed, Russell W. Sapp, F. Anna
Wilson

Harrison M. Baldwin
Caroline Foutz Benson
Edwin H. Collins
Louise Nuttle Cooley
Stockton E. Day
Velma Brooks Delaha
Mildred E. Ely
Earle T. Hawkins
G. Carroll Hooper
Martha E. Manahan
Charlotte Gough Marbury
George W. Phillips
Charles H. Reed
Louise Owens Sapp
Russell W. Sapp
Naomi Royer Will
F. Anna Wilson

1924—\$298.00

F. Paul Harris—Chairman
Carroll G. Warner—Co-chairman
Agents: Lillian Hollins Bender, Clarence L.
Dawson, Elva V. Dittman, Leonard D. Kinsey,
Nellie Parson Schimpff

Elsie Hoffa Bankert
Evelyn Byrd Barrow
Shirley Hay Beavan
Lillian Hollins Bender
Florence Simpson Calhoun
Weaver R. Clayton
Clarence L. Dawson
Elva V. Dittman
Elizabeth Mitchell Gorsuch
F. Paul Harris
Margaret Gardner Hearne
Miriam Hull King
Raymond S. Mathews
Treva L. Miller
Clifford H. Richmond
Mary Baker Seabrough
Nellie Parsons Schimpff
Carroll G. Warner

1925—\$585.00

David H. Taylor—Chairman
Charles E. Bish—Co-chairman
Agents: Mary Warfield LeBoutillier, Gertrude
Jones Makosky
Lena Martin Ballard
Alva H. Bender
Charles E. Bish

Ellison R. Clayton
Mabel Smith Corson
J. Earl Cummings
Albert A. Darby
Wilbur Devilbiss
C. Vivian Farlowe
Leila Hite Frasier
Eulalia Johnson Giles
Velva Lewis Grady
Elmer Lawrence Hatch
Ethel Horney High
Helen Stone Holt
Herbert E. Hudgens
Paul R. Keibaugh
Mary Warfield LeBoutillier
Frances Terrell Long
Emily Alnutt Loos
Verna Balford Lores
Virginia Bell Lores
Gertrude Jones Makosky
John D. Makosky
Mary Trott Pearmon
Elizabeth Beaver Reitze
Thomas D. Shannahan
Miriam Strange
David H. Taylor

1926—\$790.75

William A. Weech—Chairman
Llewellyn Ashburn
Serena Dryden Ashburn
Elizabeth Deffeauagh Bare
Joseph F. Bona
Margaret A. Bowers
Chagin W. Day
Elizabeth Somerville Dinkie
Ira M. Dinkie
George H. Duncan
Mary Turner Furth
William P. Grace, Jr.
Rose Coaway Green
Dorothy Robinson Greer
Llewellyn Otto Hanna
Louise F. High
Louise Whaley Howard
Arthur R. Hull
Irma G. Lawver
Katherine Foutz Lawyer
Elizabeth R. Leizcar
Walter M. Michael
Louise Foutz Monroe
Marion S. Moore
Chauncey C. Nuttall
Gerald E. Richter
Marjorie McWilliams Richter
Ruth Jones Shipley
Charles A. Stewart
Charles E. Subock, Jr.
Caroline Wantz Taylor
W. Ballard Ward
Robert H. Weagly
William A. Weech
Erna B. Williams
John D. Williams
C. Roland Wilson
Ruth Lenderking Wormelle
Ruth Benson Yingling
Jessie Pinkhine Zachary

1927—\$507.50

Miriam Royer Brickett—Chairman
Bessie Hayman Grace—Co-chairman
Agents: Bernard I. Barnes, Marian L. Curling,
Owen R. Dooley, George M. Sullivan, Gladys
Bean Weech, John F. Wooden, Jr.
Velma Richmond Albright
Bernard I. Barnes
Bertha Waddell Beall
Elizabeth C. Beniller
Blanche Ford Bowlesby
Susan E. Boyer
Miriam Royer Brickett
Marian L. Curling
Owen R. Dooley
Marion H. Ferguson
Bessie Hayman Grace
E. Milton Hannold
Virginia Hastings Johns
James Owens
Hortense Pettit
W. Arnen Roberts
E. Ezra Rosenstock
Virginia Wilson Shockey
Walter R. Smith
Margaret J. Snader
George M. Sullivan
Maud Brown Uhrig
Gladys Bean Weech
Sadie Rosenstock Weinstock

Donald E. Willard
John F. Wooden, Jr.
Lewis K. Woodward, Jr.

1928—\$525.00

Alvin T. Albright
Maybelle Rinehart Baker
Wilson K. Barnes
William A. Bay, Jr.
Clarence H. Bennett
Dorothy Gilligan Bennett
Samuel G. Bennett
Mary K. Bowersox
Helen Baker Bowman
Ruth Schlincke Braun
Martha Engle Brookhart
Mary Bennett Brown
Samuel H. Bryant
Margaret Seutman Bryson
Beniah Norman Burnett
William M. Burroughs
Norene Everhart Diehl
Kathryn Jarrell Eaton
Mary Bevard Eline
Margaret Wilson Gibbs
Alice Freeny Gillis
Charles L. Goodland, Jr.
Gladys I. Hamme
Louise Baus Hopkins
Leola Kolb Hoves
Wade H. Inley, Jr.
Elizabeth Love Jacobs
Anna Swann Johnson
Hubert K. K. Johnson
Katherine F. Johnston
Grace H. Jones
Mildred Sidaway Jones
Edith Lynch Kurtz
John P. Lambertson
Mae Mills Lambertson
Mabel Ward Landau
Margaret Willinger Lau
Eva K. Logue
James W. H. Lusby
Dorothy Mellett McElrath
Alice Small Mart
John A. Mears
Margaret R. Myerly
Elsie Held Naclerio
Mary Hull Norman
Mildred Canes Peterson
Donald T. Phillips
John N. Ports
Egbert L. Quinn
Margaret Kyle Ramsburg
D. Gertrude Ranck
Thomas W. Reed
Ann S. Reinfandt
John J. Reinecke
Margaret Reinecker
Marie A. Richmond
Evelyn Pusey Ruark
Virginia Shockey Ruth
Elizabeth Davis Stephens
Laura Campbell Sterling
Nancy Leonard Stewart
William G. Stone
Kathryn Bryan Stonesifer
R. Raymond Stouffer
Charles A. Summers
Rosalda Fowler Todd
Karl H. Vwareheim
Josephine Warren
Mabel Barnes Wilkinson
Eugene C. Woodward

1929—\$1,032.50

Arthur G. Broll
James R. Day
Ethel K. Ensor
Evelyn Segafosse Ensor
A. Pauline Fisher
Charles R. Foutz, Jr.
Mary Holt Hannold
Paul L. Howard
Charlotte Zepp Kephart
Howard E. Kootz, Jr.
Arthur C. Long
Joseph L. Mathias, Jr.
Anna Ely Nelson
Charles E. Nusbaum, Jr.
Alma Taylor Pruitt
Charlotte Wheeler Reed
Elizabeth Wright Shank
Floyd W. Shockey
John H. Simms
Helen S. Smith
Mabel Smith
Catherine Stoner
Evelyn Bradley Trice

Mary Hitchcock Webb
Nathan Weinstock
Dorothy Grim Wilson

1930—\$313.50

Alice Huston Bell, Wilmer V. Bell—Chairmen
Weldon G. Dawson—Co-chairman
Agents: Marianne Engle Browning, Helen
Harry DeRan, Florence Vele Harry, George H.
Hitchcock, Elizabeth Scott Snodgrass, Raymond
Spencer, James Stach, John L. Watkins
Ruth Sartorius Armstrong
Alice Huston Bell
Wilmer V. Bell
Marianne Engle Browning
Weldon G. Dawson
Helen Harry DeRan
Lucille Prosky Disharoon
William G. Edmondson
Mary Broughton Engle
Leslie S. Grover
Florence Vele Harry
George R. Hitchcock
Asenath Bay Landis
Robert L. McCauley
Celesta Pickens McMahan
Evelyn J. Mather
Virginia Merrill Meitzner
Dennis G. Raynor
Edith E. Rill
Frances Raughley Roberts
Kathryn Speicher Smith
Elizabeth Scott Snodgrass
Raymond R. Spencer
James A. Stach
Otis M. Trice
Charles W. Willis
Mary E. Russell Willis
Julia Williams Woodward

1931—\$1,965.00

Harry Lawrence—Chairman
Joseph C. Newcomer—Co-chairman
Agents: Carolyn Tull Feelemeyer, R. Christine
Hogan, Evelyn Collice Mackenzie, Mildred
Rum Storm
Eleanor C. Babylon
Catherine Lynch Bass
Jessie Cutler Benjamin
Martha Fogle Conrad
James K. Day
Carolyn Tull Feelemeyer
Margaret E. Hamilton
Hannah R. Hecht
R. Christine Hogan
Anna Clough Howard
Cornelia C. Kroh
Harry L. Lawrence
Vivian Riggan Long
W. Kenneth Lyons
George E. McGowan
Evelyn Collice Mackenzie
James R. Mann
Catherine Hobby Neale
Joseph C. Newcomer
Ralph M. Reed
Thelma E. Reid
Isabel Douglas Rein
William C. Rein
Margaret Hoffman Richardson
Ruth Rook Rinehart
Helen Myers Slackhouse
Victoria Smith Stone
Mildred Rum Storm
Karl E. Wellinger
Pearl Brittingham Wellinger
Donald J. Woolley

1932—\$350.00

Roger Cissel—Chairman
Agents: May Miller Gross, Ella Weir Queen,
A. Louise Schaeffer, Sara Robinson Sullivan,
Marie A. Tanner, Margaret Myers Tucker
Howard M. Amoss
Roger H. Cissel
A. Beatrice Crowther
Alveta R. Dillon
Elinor Hood Ebaugh
Mary Alice Engel
May Miller Gross
Eugene C. Lamb
Mary Orr Hering Manspecker
Ludwig M. Pincura
Ella Weir Queen
Thelma Snader Replogle
Robert L. Rodgers
A. Louise Schaeffer
Joseph T. Snyder

Mary Hitchens Stallings
M. Virginia Stoner
Sara Robinson Sullivan
Stuart D. Sunday
Marie A. Tanner
Margaret Myers Tucker
Katherine Leidy Under
Evelyn Kauffman Wall
Alice Evans Walters
Edna Heath Willing

1932—\$430.00

Leslie E. Werner—Chairman
Edward K. Baker
Miriam Luckenbaugh Beard
Katharine Merritt Bell
Emilie P. Brown
Clyde L. Bryan
E. N. Edmondson
Lloyd M. Elderdice
Emily Ewing Findlay
Henrietta Little Foutz
Gertrude Sherman Francis
John E. George
Robert M. Hall
Elmer N. Hassell
Barbara Daskam Keyser
Susannah Cockey Kiefer
Joseph P. Kleinman
Jane K. Kriner
Theodore E. Leandis
Dorothy Billingslea Linzey
Margaret Erb Mann
Julian T. Murchison
Elizabeth Leidy Myers
Mary Lawver Myers
Mary Hobbs Phillips
Dorothy L. Rankin
Robert R. Reese
S. Mason Sprague
Mary Susan Strow
David Trundle
Elsie Bowen Tydings
Leslie E. Werner

1934—\$565.50

Richard W. Kiefer—Chairman
Agents: Lillian Frey Dexter, Helen Whitcraft
Dixon, Alfred C. Hack, Anna Wiegley Hanna,
J. Roedel Jaeger, Paul H. Myers, Jr., Eleanor
Kinney Rader, Carolyn Green Swenson,
Charles L. Whittington
Lillian E. Boughton
Mildred German Buckoher
Emma B. Burton
C. Lease Bussard
William G. Calvert
Zelma B. Calvert
Evelyn Lau Cheyney
Lillian Frey Dexter
Helen Whitcraft Dixon
Ruth Gilliland Elderdice
Clarence O. Flinn
Maurice D. Fleming
Anna Wiegley Hanna
Esther Righter Hoffman
J. Roedel Jaeger
Cordelia Pullen Kendall
Richard W. Kiefer
Robert F. Loss, Jr.
Mary E. Mather
J. Richard Myers
Paul H. Myers, Jr.
Lora Milton Outten
Victor S. Palmer
Ada Beall Poole
Laurene Straghan Pratt
Eleanor Kinney Rader
Howard K. Rathbun
Philip S. Royer
Arlene Guyton Runkles
A. May Russell
Mary Parks Sprague
Sarah Fadeley Stevens
Eileen Waybright Weber
Charles Whittington
Margaret A. Yocum

1935—\$530.00

Maudre Willis Bliss—Chairman
Agents: Mary Lewis Bailey, Alvin LaMar Benson,
Mary Brown Bryson, Howard W. Cantwell, Jr., Preston Lee Grimm,
Mary Berwager Lord, Ruth Jenkins MacMurray, Lewis F. Ransom,
Dorothy Berry Tevis
Walter S. Albright, Jr.
Mary Lewis Bailey
A. LaMar Benson

Maudre Willis Bliss
John R. Blissman
I. Carlton Brinsfield
Dennis J. Brown
Brady O. Bryson
Mary Brown Bryson
Howard W. Cantwell, Jr.
Gerald W. Commerford
Mora Crossman
Catherine Murray Demuth
Doris Belt Elker
Jeanette Weber Goger
Ada Lucas Hughes
Emily Dashiell Leckey
Olive Butler Loss
Webster L. Lucas
Ruth Jenkins MacMurray
F. Kale Mathias
Charles V. Moore
Harry T. Murphy
John Z. Olsh
Lewis F. Ransom
Dora E. Richard
Nadine Ohler Riffle
Irving J. Ruby
John W. Stallings
Mansell R. Stevens
Dorothy Berry Tevis
Dorothy A. Thomson
Donald H. Tschudy
Albert N. Ward, Jr.
Frances Glynn Wyand
Preston G. Wyand
Dennis Yingling

1936—\$1,044.00

John W. Manspeaker—Chairman
Vernon R. Simpson—Co-chairman
Agents: Martha Miller Aiken, Edward L. Beachamp,
Joshua H. Cockey, Charles R. Daneker, Sterling F. Fowble, Lois Thompson
Hammer, Donald Prince, Margaret Lansdale
Pue, Maurice W. Roberts, Doris Smedes Stonebraker

Martha Miller Aiken
Anna M. Baker
Edward L. Beachamp
Margaret Herwick Benson
Martha Washburn Bertholf
Harold P. Bieh
Louise Birely Broadwater
E. Robert Brooks
Josephine Dawson Clark
Joshua H. Cockey
Sarah Burton Conner
S. Fdward Corbin, Sr.
Elizabeth Irwin Cronin
Annabelle Eby Cummings
Charles R. Daneker, Jr.
Allen R. Dudley
John K. Elseroad
Thomas C. Evland
Ruth A. Falkenstein
Sterling F. Fowble
Mary Catherine Hill Graham
Ralph J. Graham
W. Klee Grumblin
Elizabeth P. Hagen
Jane Leigh Hardig
Henry H. Himler
Helen Stump Hoffman
Edgar H. Hollis
Virginia Hoshall Huff
Muriel Waltz Kable
Helen Jacobson Kamens
Anne C. Kean
Zaida McKenzie McDonald
John W. Manspeaker
George C. Miller
Charles P. Murray
Henrietta Twig Murray
Lillian Byrd Onley
Cora Virginia Perry
Virginia Roberts Peters
Mary Dixon Phillips
Donald H. Prince
Margaret Lansdale Pue
Catherine Hall Rae
Charles E. Read
Marguerite Ringler Richards
Maurice W. Roberts
Elizabeth Wolford Romine
Rosita Silverstein Sauber
Margaret W. Schad
Paul R. Shipley
Raymond T. Shipley
Marvel Jackson Simpson
Vernon R. Simpson
Doris Smedes Stonebraker

Stephen H. White
Elinor Tollenger Wilke
S. Edwin Zimmerman

1937—\$281.50

Paul F. Wooden—Chairman
Paul S. Bregle—Co-chairman
Agents: Ethel King Bowen, Stanley L. Dodson,
Margaret Harman Fleming, Margaret Young
Happel, Parvis Robinson Lesh, Proctor Messler,
Carter W. Riefler, Walter L. Taylor, Jr.,
Charles H. Williams
Phyllis Holcomb Alm
Paul S. Bregle
Margaret Hoshall Burch
Isabelle McWilliams Drughash
Margaret Harman Fleming
Everett S. Fogle
Elizabeth S. Harrison
Nan G. Jeffries
Robert A. Kiefer
Jane Murphy Lednum
Sophia Meredith Libman
Robert F. McKenzie
Mary Lou Rockwell Mason
Thomas W. Pyles
Ethel Lauterbach Selman
Margaret Burns Selman
Rebecca Groves Smith
Annie Sansbury Warman
John B. Warman
Edwin O. Waters
Katherine Smith Wingate
Elsie Fennell Wood
Paul F. Wooden
Mary V. Workman

1938—\$450.50

Ethelberta Gosnell Balderson—Chairman
Agents: Sherwood Balderson, Anne A. Chew,
Henrietta Wolfe Fallin, Alice Schneider Law,
Dorothy Vinp Myers, Louise Nicolai Obermuller,
Eloise Chipman Payne, Helen Leather-
wood Simpson, William A. Skeen, Charlotte
Coppage Young
Helen T. Armstrong
Janet MacVean Baker
Ethelberta Gosnell Balderson
Sherwood Balderson
Harry Balish
Dorothy Nordwall Bregle
Elizabeth Erb Budell
Elizabeth Lintz Burkhardt
Allie Moxley Buxton
Anne A. Chew
Hazel Gompt Coleman
James F. Coleman
Marie Park Crooke
Dorothea Fridinger Dawson
Caroline Smith Dudley
Charles R. Ehrhardt
Robert A. Elderdice
John R. Elliott, Jr.
Jane Long Fuik
Alfred Goldberg
Clayton N. Gompf
Alice Schneider Larson
John J. Lavin
Temple Morris Madjeski
Dolly Taylor Moore
Dorothy Vinp Myers
Eloise Chipman Payne
Henry B. Reckord
Anne Brinsfield Simmons
Wesley S. Simmons
Helen Leatherwood Simpson
William A. Skeen
Charles O. Spang
William P. Stonebraker
E. Pershing Volkart
Anna Kenney Wall
Mildred A. Wheatley
Malcolm F. Wright
Charlotte Coppage Young

1939—\$480.50

Catherine Rudolph Reedy—Chairman
Sidney H. Wadhelstein—Co-chairman
Agents: Joshua S. Bowen, Jr., William J. Fleming,
Virginia Karow Fowble, Dorothy Hughes Harris,
Lulu Fortig Hayes, Jeanne Lang Myers, Carolyn Pickett Ridgely, John M. Tomchek
Rosa Barrow Barksdall
Joshua S. Bowen, Jr.
Joseph Drughash
Martha Yocum Ferris

William J. Fleming
Virginia Karow Fowble
Thelma Weaver Gentry
George A. Grei
Dorothy Cobee Harris
Lucille Fertig Hayes
Glady's Coppage Hendrickson
Helen Frey Hoban
Winifred H. Howell
Anna Stevenson Klare
William L. Klare
Ailene Williams Mohler
Catherine Stuller Myers
Homer Y. Myers
J. Carl Myers
Jeanne Lang Myers
Steven J. Radatovich
Elizabeth Crisp Rechner
Catherine Rudolph Reedy
Carolyn Pickett Ridgely
Aaron Schaeffer
Robert R. Sherman
Frank C. Sherrard
Mary Myers Slocum
Rebecca Keith Smith
Beulah King South
James E. Stoner, Jr.
Roland L. Stonestier
Olive Myers Stouffer
Norma Keyser Strobel
Lawrence E. Strow
Carolyn Timmons Suit
John M. Tomichuk
Sidney H. Wagstein
Georgie Oneta Wolford

1940—\$272.38

Doris Mathias Hood, Webster R. Hood—Chairmen
Edith Armacost Ernest—Co-chairman
Agents: Madlyn Cline Burris, Veronica Kompanek, DeWolf, Laura Breeden Elsea, Regina I. Fitzgerald, Ruthetta Lippy Gilgash, L. Marbury Linton, Catherine Jockel Reckord, Lala Scott Riley, Raymond L. Roderick, Martha Payne Valenzuela
Clarence E. Beard
Herman S. Becker, Jr.
Ethel Barnes Berry
Veronica Kompanek DeWolf
Homer O. Elsea
Laura Breeden Elsea
Edith A. Ernest
Regina I. Fitzgerald
Mabel A. Fowler
C. Gordon Gilbert
Ruthetta Lippy Gilgash
Winifred Coberly Good
Carlton Gooden
Doris Mathias Hood
Webster R. Hood
Arthur B. Howard
Katherine M. Klier
Norma Nicodemus Knepp
James R. Langdon
L. Marbury Linton
Jack W. Lytton
Edward S. McLaughlin, Jr.
Grace Gilmer McLaughlin
Jean Cairnes Nixon
Grace Scull Rand
Catherine Jockel Reckord
Eleanor Perry Reif
R. L. Roderick
William H. Shockley
Ruth Dygert Sken
Eleanor Wheeler Staup
Margaret Quarles Stow
John E. Thompson
Earle R. Withide

1941—\$522.00

William H. Adolf—Chairman
Clyde H. Baden, Jr.
William M. Baden
Ethel Richards Barnes
Pearl B. Bobbitt
Theodore R. Bowen
Mary Asbury Briscoe
Eleanor R. Brown
Helen Willard Buhrman
Ellen Giles Carey
Mary Wright Cary
Catherine Council Cherry
Elsa Gross Cochrane
Violet Younger Cook
Frances Royer Copeland
Robert D. Faw
Julia Collinson Garber

Bruce A. Graybeal
Francis L. Grumbine
Hazel Beard Guyer
John Bayley Jones
Lester J. Knapp
Ina Rakes Langdon
Doris Benson Langford
Thomas F. Lewis
Nellie Inney Lytton
Mildred Miller McGrew
Mack R. McKie
Rachel Green Marsey
Isabelle Zimmerman Martin
Mildred Melvin Mulvey
Nora Wagner Orrell
William G. Parks
Anne Dexter Randle
Mildred Gebhardt Raninen
Jane Cowperthwaite Read
Elizabeth Handy Schlick
Mary Brown Sherman
Elinor Culligan Skelton
Frances Dillaway Tompkins
Eleanor Prescott Vergis
Virginia Wigley Vogel
Ruth Billingsale Weller

1942—\$242.50

Roger W. Saltzgraver—Chairman
Jean Lamoreau Baker
Richard J. Baker
F. Eugene Belt
Elizabeth Schaefer Cissel
Barbara Zimmerman Cressman
Earl C. Darach
Doris L. Davenport
A. Jerome Diener
Zachariah E. Ebaugh
Janus Yentsch Ellenburg
Elmer E. Evans
Doris Gerwig Feaster
Margaret Pfendl Frisell
Lucie Leigh Barnes Hall
Jane T. Harrison
Doris L. Hoffmaster
Mary Long Horner
Esther Rugh Hough
N. Wilbur Kidd
Lee M. Kindley
N. Mary Tyson Koether
Dorothy Schwartz Leftwich
Henry K. Miller
Eloise Wright Morrison
Charlotte Hauver Mullendore
Mabel Greenwood Myers
Paul R. Myers
Elizabeth Corman Pickens
Roger W. Saltzgraver
Edward R. Thomas
Louise Young Thomas
James M. Townsend
Ethel Erb Withide
Adele Masten Workman
Patricia White Wroten

1943—\$431.00

John M. Robinson—Chairman
C. Fraser Scott—Co-chairman
Agents: Ruth Whitmore Collenberg, Joshua D. Ensor, Jean West Gundlach, Mary Jackson Hall, Lee D. Lodge, Pearl Bodmer Lodge, Shirley Bradley McLaughlin, Peach Garrison Myers, Mary Sehr Parks, Margaret Wilson Ruppersberger, Earl Schubert, Benjamin G. Smith, Elizabeth Neiderst Smith, Eleanor Healy Taylor, Georgie Wilby Washington, Willis D. Witter, Jr.
D. Robert Beglin
Paul R. Brooks
Marie Steele Cameron
Ruth Whitmore Collenberg
Janith Horsey Collin
Winifred Wareheim Conner
Francis Lee Cook
Joshua D. Ensor
Hazel Metz Fox
Martin K. Gorten
Elizabeth Ebaugh Gurney
Mary Jackson Hall
Paul W. Henry
Dorris Jones Kinder
Dorothy Sowter LeBar
Dorothy Cox Liebow
Doris Lane Linton
Lee D. Lodge
Pearl Bodmer Lodge
Clarence E. McWilliams
Frances Ogden Moore
Robert J. Moore

Muriel Harding Nicolson
Deborah Bowers O'Keeffe
Mary Sehr Parks
Verna Cooper Preston
John A. Rawlin
John M. Robinson
Joseph Y. Rowe
C. Fraser Scott
Mathilde Grow Sheffield
Maude Wilson Shirey
Benjamin G. Smith
Frank P. Suffern
Jean Bentley Thompson
Lester K. Welch
Willis D. Witter, Jr.
Joseph B. Worland
Harriet Smith Wyman
John F. Yost

1944—\$179.00

Jean Eckhardt McWilliams—Chairman
Beverly Slacum Agnoli
E. Josephine Branford
John G. Buttner
Virginia Schwarz Campbell
Margaret Smith Cassell
Andrew R. Chi
Olive A. Cook
Margaret Daughton
Joseph P. Geary
Anne Covington Kidd
Jean Eckhardt McWilliams
Artie Mansberger
Doris Himler Markley
Anne Moore Miller
Lucille Giscler Norman
Elizabeth Billingsale Scott
David J. Wynne
Evelyn Royer Zumburn

1945—\$230.50

Margaret Fredrich Blizzard—Chairman
Gale Lodge Thiele—Co-chairman
Agents: Marion Whiteford Boyer, Adele Tenny Galloway, Charlotte Wilkins Hauser, Ann Leslie Hudson, Anita Richardson Oswald, Deloris Hartke Thomas
Robert H. Adams
Anna Beaman Anderson
Catherine Waring Barnes
Cecelia Buckner Bouma
Marion Whiteford Boyer
Winona Bell Buttner
Carroll A. Doggett, Jr.
Jean Eddy Earle
Warren L. Earle
Anna Avers Hastings
Ann Leete Hudson
Mildred Soper Link
Ellen Honneman McKie
Jeanne Corkran Mendell
Anita Richardson Oswald
May Honemann Preston
Jean Andrews Richards
Jane Miles Robertson
William E. Smith
Margaret Geary Stoner
Gale Lodge Thiele
Deloris Hartke Thomas

1946—\$410.50

Mindelle Seltzer Guber—Chairman
Agents: Doris Kemp Boone, Theodora Jones Cullison, Sarah Moffett Dwyer, Claire Miller Garrett, Ellen Piel Mansberger, Wilbur D. Preston, Jean Shirley Williams, Carolyn Wilson, Frances Wahlmann Zapf
Eleanor E. Baker
Frances Molesworth Bartlett
Edna Haller Beglin
Nancy Dawson Bolden
Doris Kemp Boone
M. Jean Burris
Theodora Jones Cullison
Betty Baker Englar
Margaret Phillips Evans
Mary Torsch Fiecht
Claire Miller Garrett
Audrey Donaldson Geary
Erma Young Gehl
Mindelle Seltzer Guber
Allen L. Goldman
Jane Diederer Gorsuch
William J. Holloway
Ada Thomas Kappers
Catherine Schumann Kiddoo
Patricia Barrett Klove
Marie Wilson Litterer

Ellen Piel Mansberger
Jean Anderson Markowitz
Henrietta Jones Moore
Barbara Brower Mueller
Lucy Stoner Nass
Edward A. Newell
Barbara Randall Pease
Laciene Hansinsky Pfeifferkorn
Wilbur D. Preston
William T. Richardson
Grace Jamison Rohrer
Barbara Richter Stephenson
Evelyn Dashiell Styles
Mildred Lloyd Wilson
Carolyn Wilson Wilson
Frances Wahmann Zapf

1947—\$609.00

Alecek A. Resnick—Chairman
Agents: Emajane Hahn Baker, Evelyn Clark Burdette, Kenneth E. Burdette, Jean Murray Clarke, Paul F. Miller, Jeannette Milholland Royston, Kenneth W. Volk

Emajane Hahn Baker
Jean McDowell Barrett
Ralph G. Barrett
Evelyn Benson Benson
Blaine G. Broderick
Evelyn Clark Burdette
Kenneth E. Burdette
Charles H. Child
Jean Murray Clarke
J. Allison Conley
Betty Morris DeHoff
Nan Austin Doggett
Anne Worthington Dole
Agnes Lindsay Durbarow
Simon E. Ehrlich
Robert Grumhine
William P. Hall
Fern B. Hitchcock, Jr.
Frank E. Jaumot
Eleanor Pearson Kelly
Jedwin H. Langrall
June Gelhaus Lichtenberger
Helen Franz Lopez
Mr. and Mrs. Lesley Matz (friends)
Carlton E. Mendell
Paul F. Miller
Bart Norman
Betty Powell Norman
George Norman
Arthur F. O'Keefe, Jr.
Thomas E. O'Leary
William E. Pennington
Alecek A. Resnick
Jeannette Milholland Royston
Lee Begin Scott
Harry A. Seipp
A. Jean Shaneman
Marjorie Cassen Shipley
Margery Zink Shriver
L. Robert Snyder
Irving V. Swallow
Thelma Evans Taylor
Janice Divers Twichell
Kenneth W. Volk
George W. Wilson
Nelson J. Wolfshelmer
Donald S. Woolston
Joshua E. Zia

1948—\$591.50

Robert Y. Dubel—Chairman
Jeanne Patterson Ensor—Co-chairman
Agents: Patricia Brown Bowman, Ruth Anderson Burgess, Mary O'Kelly Chlad, Elizabeth Sauter Garlock, Helen Wymer Goundry, Jacqueline Kingsley Griffiths, William L. Hawkins, Jr., Sarah Smith Leffel, Jean Kelbaugh Sagan, Patricia Butler Tarbert, Dorothy Wilder Webb, Virginia Dodd Wells, Anne Murphy Wilson, Margaret Eierman Wilson
Class Gift
Dorothy Scott Atkinson
Jane Stonemeyer Beaver
J. Catherine Bishop
Clarabelle L. Blaney
Kenneth C. Bouchell
C. Donald Brohawn
Olive Cathell Carstens
Mary Ruth O'Kelly Chlad
John H. Clarke, Jr.
Sarah Gordy Clarke
George T. Croft
Geraldine Prizzell Croft
James C. Doherty
Helen Miles Dubel

Robert Y. Dubel
Fred P. Eckhardt
Catherine Marshall Engle
Jeanne Patterson Ensor
Mary Todd Farnson
Elizabeth Sauter Garlock
Janice Ganz Greenwood
Jacqueline Kingsley Griffiths
Fern Ray Grumhine
Martha Witter Hawkins
Phyllis Honneman Henneberger
Janet Brown Hunter
Dorothy Santini Hutton
Sarah Smith Leffel
Anna Hess McLean
Elizabeth Armiger Maas
Frank K. Middleton
Jean Kelbaugh Sagan
Philip B. Schaeffer
A. Mildred Shipley
James D. Smyth
Patricia Butler Tarbert
Mary Dexter Tompkins
Dorothy Wilder Webb
Virginia Dodd Wells
Lyle Johnson Wilson
Adelene Hopkins Woodward
Helen A. Wright
Philip O. Wroten

1949—\$379.00

Stanley L. Abrams
Gerald R. Ackerman
Iris E. Amos
W. Thomas Barnes
William H. Bayliff
Margaret Buderer Blvin
Doris Vansant Blades
John D. Bader
Mary R. Childs
Audrey L. Dixon
Marshall C. Engle
Doris Ritter Ensminger
Beatrice Clarke Foreman
James G. Formwalt
Betty Benson Gardner
Arnold W. Garrett
Armand J. Gold
Joyce E. Gorsuch
Wilton O. Harman
Jean Sause Heeman
Joan Baker Hildebrand
Emily Coale Hines
James W. Jump
John W. McGrew
Lois Royer Macaw
Jean Knox Malach
Marian Griefenstein Nash
Edith E. Ogden
Carol Krebs Pedone
Clifton J. Pedone
Nelson F. Pickering
Norma Kiegler Ruffel
Eileen Weeks Rice
W. Kelley Rice, Jr.
Caroline Benson Schaeffer
Anne Shuppert Schwartzkopf
Luther W. Shepherd
John T. Spicknall, Jr.
Bertha Bern Spiegel
Mary Anne Thomas Stazesky
Edward H. Tarbert
Barbara Sowers Thomas
Simon Tullai
Raymond B. Via
Mary Ada Twigg Welliver
Annette McMan Wood
Edith Justice Woolston
Mary Dodd Zepp

1950—\$509.00

James P. Hackman—Chairman
Guy R. Smith—Co-chairman
Agents: F. Anne Beaven Brunelle, Ernest A. Burch, Jr., Joseph S. Culotta, Doris E. Day Richard Dunlop, Edward L. Flickinger, John G. Gruber, Bryan B. Haddaway, Klein K. Haddaway, Jr., Joseph J. Kovalskey, Jan Guttman Muller, Helen-Louise Scarborough, Betty Robbins Selland, John F. Silber, Jr., Helen Ray Sommers, William A. Tanner, Margaret Beyer Wiley
Harry V. Adams
Elizabeth Lee Wiley Betz
Dorothy Alexander Bickley
Frederick W. Bril
Sara Larmore Brohawn
Ernest A. Burch, Jr.
C. Harry Bush

Donald F. Clarke
Richard Clower
Joseph S. Culotta
Doris E. Day
William B. Dulany
Florence Rice Dunlop
Richard Dunlop
Homer C. Earll
Donald O. Fedder
Joseph A. Fowler
George A. Frank, Jr.
John G. Gruber
James P. Hackman
Bryan B. Haddaway
I. Vanson Hale, III
June Graf Hale
Charles J. Hammer
Martha Schaeffer Herting
James H. Higgins, Jr.
Clinton Hise
Ruth Marsden Idecker
Peggy Stacy Jones
John W. Kern
Charles J. Kobosko
Herbert H. Leighton
Donald L. Lilly
Nancy Burdick Marston
Ned A. Masenheimer
Patricia Burgess Mason
Elinor Price McCrea
Harry B. Miles, Jr.
Joyce Parker Miller
Jane Pitcher Mooney
Edward S. Nordby
Edith Sanner Parlette
Alvin Paul
Clifford E. Pfaff
William R. Porter
Richard G. Renz
John B. Roberts
LaRue Coblentz Rosenberger
David R. Sartorio
C. Lois Sauter
Helen-Louise Scarborough
Betty Robbins Selland
Anne Thompson Shockey
John F. Silber, Jr.
Guy R. Smith
Jeffrey B. Smith
Helen Ray Sommers
Harold A. Travis
Ronald M. Uhl
Burt C. Veres
Elwood L. Wallich
Daniel I. Welliver
Margaret Beyer Wiley
George F. Winfrey
Leonard J. Zawacki

1951—\$517.00

Alice Yearley Snyder—Chairman
Malcolm L. Melzer—Co-chairman
Agents: Doris Phillips Bailey, Dorothy Arnold Callahan, Amy A. Chamberlin, Phyllis Smith Crawford, Rachel Early Green, Evelyn Hoyle Higbie, Janet Hill Himes, June Beaver Jordan, Anthony N. Konstant, Harriet Kahn Kessler, Elizabeth Crosswhite Leclercq, Dorothy Payant Piel, Patricia Scher Pylypce, Mary Schanze St. Leger, John Selland, Kenneth A. Tyson
Doris Phillips Bailey
Lawrence T. Bailey
Edwin L. Bobo
Victor M. Bowler
Dorothy Arnold Callahan
Amy A. Chamberlin
Silburt C. Cooksey
Jean Simms Cooksey
Phyllis Cromwell Cowan
Maurice A. Cubberley, Jr.
Dorothy Dalgleish Darigo
Ann VanOrder DeLong
William L. Dyke, Jr.
Lois Hicks Earll
Betty Duval Early
Jay H. Esqly
Stanley J. Fieldman
Robert I. Fraser
John M. Fuss, Jr.
Ralph J. Gortgen
Rachel Early Green
Beverly Misteard Gruber
Jacqueline Brown Herting
Janet Hill Himes
Anne Phillippe Hunter
C. Philip Kable
Christine Meini Kalsler
Mary Rupert Kaufman
Harriet Kahn Kessler

Edward S. Kiohr, Jr.
Lee J. Lathroum
Frank Ligorano
Jay A. Lockman
Kendrick M. McCall
Donald E. McShane
Malcolm L. Meltzer
James J. Nau, Jr.
Dorothy Payant Piel
Richard V. Piel
Patricia Shear Plysiec
William E. Rhoads
Patricia R. Rosenberger
Mary Lou Schanze St. Leger
William D. Schenker
John O. Seiland
Elizabeth L. Shivers
William H. Simpson
Peggy Timmons Smith
Alice Yearley Snyder
John Spence
Paul P. Tereshinski
M. Dale Townsend
Katherine Bliss Wassmann
Jane Birch Wilcock
Nancy Lee Winkelman
Waller B. Wise
Angela Crothers Zawacki

1952—\$645.50

David Huddle—Chairman
Heleen H. Wiley—Co-chairman
Agents: Ruth Garvey Cann, James T. Gordon,
Anna Lee Park Makovitch, Victor J. Makovitch, James Marley, Jr., Joan Brengle Marley,
Marvina M. Munch, F. Herma Nixdorf, Katherine Wiley Pearce, Essell P. Thomas, Jr.,
Elizabeth Schubert, Wright, Imogene Weybright Yaste, Ira G. Zepp, Jr.
Alfred E. Bees
L. Stanley Bowlsey
Audrey Myers Burlington
Susan Rinehart Elgin
Roland E. Fleischer
Edward E. Foote
Lucy Anne Grace
Lida Birdsall Hale
Walter A. Hart
Hillard J. Hayzlett
Margaret Sisler Hayzlett
Joan Hampel Hoedemaker
David Huddle
Betsy Patterson Hughes
Catherine Lay Kohlhoff
Corinne Schofield LesCallette
Millard G. LesCallette
Janet High Lewis
Anna Lee Park Makovitch
Victor J. Makovitch
Ernest J. Makowski
Alma M. Miller
Everett G. Miller
Marvina M. Munch
F. Herma Nixdorf
Donald T. Phillips, Jr.
Ada Callender Platfoot
Gordon F. Raver
June Beck Rhoads
Chester W. Rill
Esther Rice Samakouris
Elsie Davis Sartorio
A. Dorothea Schmidt
H. Kenneth Shook
Marvin E. Siegel
Dorothy Shoemaker Smith
Richard H. Smith
Watson D. Solomon
Virginia Hale Spicknall
Margaret L. Stackhouse
Jane Buettner Stevick
Carl L. Sturgill
Evelynne Langrall Twilley
Philip E. Uhrig
Paul W. Welliver
Heleen H. Wiley
Imogene Weybright Yaste
Karl E. Young, Jr.
Ira G. Zepp, Jr.

1953—\$387.50

David G. Rhoads—Chairman
Dorothy M. Stackhouse—Co-chairman
Agents: John E. Becker, Walter H. Campbell,
Jr., John M. Clayton, III, Nancy McMath Clayton,
Barbara Wilson Kohlmeier, Ellen Rudolph
Sarah, Nancy Wagner Phillips, Arthur A.
Saltmarsh, Ann Nuttall Scott, Thomas M.

Scott, III, Constance Jones Stehl, John C. Wilhelm

Stuart J. Abrahams
Dorothy Friedrich Alf
Jean Wilkes Arnold
Franklin G. Ashburn
Claud W. Ashcraft
Beth Witzke Barnes
Carolyn Mangum Black
Patricia Messick Brachman
Myron J. Brodie
Walter H. Campbell, Jr.
Nancy Kroll Chesser
Joyce A. Clark
John M. Clayton, III
Nancy McMath Clayton
Charlotte Bonneville Clendaniel
Edgar D. Coffman
Ashby F. Collins
Michael F. Converso, Jr.
Barbara Long Craig
John T. P. Dryden
Winifred Spencer Dulany
Joanne Weigle Dyke
Mary-ellen Earl
Janet DeBow Ebner
Estelle Zies Edwards
John H. Edwards
Henry E. Ernst
Priscilla Johnston Ernst
Vernon M. Fox
Ernest Green
Elsie Maytrott Greenhalgh
Barbara Bankson Hiestand
Joanne Althouse Hilsee
Diane Carey Huffman
Jane Logan Kearney
Barbara Wilson Kohlmeier
Dorothy Winters Lambert
Mary Alice Amoss MacGue
Daniel C. MacLea, Jr.
Ann Trice Moor
James B. Moore
Neil Hughes Ogden
Thomas A. Page
Ellen Anderson Peck
Nancy Wagner Phillips
Deborah Wilbraham Raver
David G. Rhoads
Andrew Rusinko, Jr.
Arthur A. Saltmarsh
Betty Herbert Saltmarsh
Theodore Samakouris
Dwight L. Scott
Ann Nuttall Scott
Thomas M. Scott, III
Arthur F. B. Shanklin
Barbara Davison Shanklin
William R. Shoemaker
Anne E. Smutny
Dorothy M. Stackhouse
Donald S. Stanton
Constance Jones Stehl
Janet Wagner Taylor
Lillian M. Topalian
George C. VanNostrand
Howard W. Wagenblast
Roy A. Wallach
Carroll G. Warner, Jr.
Sarah E. Williams

1954—\$304.00

Charles H. Wheatley—Chairman
Agents: Barbara Almony Bagnall, Janet Cross
Berends, John C. E. Berends, Patricia Herman
Douglas, Carville M. Downes, Harry C. Grander,
David H. Gwynn, J. Paul Lambertson, Jr.
Barbara Almony Bagnall
Janet Cross Berends
John C. E. Berends
Carol Herdman Birdsall
Audrey A. Boyer
Alma McKelvin Brody
Carol Sause Burch
Eileen Gongloff Callender
Donald C. Chambers
Richard Clendaniel
John Barkelew Coffman
Elizabeth Parsons Colonna
Donna DeCourcy Connors
Patricia Herman Douglas
Donald E. Erb
Nancy-Ann Bayliss Fogler
Harry C. Grander
Betty S. Harding
Patricia Fecho Hart
William H. Harvey
David Hotenstein, Jr.
Fred W. Hubach

Donald F. James
J. Paul Lambertson, Jr.
Deborah Meyls Leonard
H. Richard Linton
Elizabeth Muth McCall
Margaret Holt Mate
Rolf Munn
Weldon N. Reed
Etsu Sano Reid
Harold J. Robertson
Lolita Rollins Robinson
Patrick L. Rogan, Jr.
Kenneth Ruehl
Liam Cermak Runnels
Donald M. Salganik
Elsworth G. Schabert
Miriam Hon Scott
Charles E. Silberstein
Elizabeth Norwood Smalley
David K. Snavely
Robert B. Steelman
Shirley Cramer Stull
Barbara A. Summers
Gwendolyn Blohm Tisdale
Richard W. Titlow
Joyce McLaren West
Charles H. Wheatley, III

1955—\$379.50

Mary Lee Younger Schmall—Chairman
Marilyn Goldering Rigterink—Co-chairman
Agents: Martin G. Broadhurst, Patricia Hamersley Church, Wesley Pearson Edwards, Paul
W. Galvin, Janet Bolter Heins, Charles E.
Phippis, Sally Smith Rothermel, Craig N.
Schmall, Nancy Sadofsky Stange, Mary S.
Stuart, Alfred H. Wahlers, Yvonne Webb Wahlers, Barbara Harding White, Charles T. White
William T. Adams
Jean Kratz Bateman
Suzanne Dorsey Batista
E. Carter Baum
Gloria Bunting Blades
Mildred Eckardt Bohannan
Martin G. Broadhurst
Bessie Belle Myers Bryant
Carol Coleman Carter
Elizabeth Sheppard Collinson
Russell T. Cook
Antonia Baxter Davis
H. Raymond Day
Richard L. Durst
Wesley Pearson Edwards
Ann-Marie Summers Egan
Thomas S. Englar, Jr.
E. Louis Fogler, Jr.
Paul W. Galvin
Arthur H. Gould
Charlotte Thompson Hatcher
Janet Bolter Heins
Jean Nicodemus Huss
Jeannette Spatz James
Duvall A. Jones
Jay D. LaMar
Herbert E. Lambert
Philip R. Lawver
Doris Tuckwood Linton
Warren M. McFague
Barbetta Goeb Miller
Emily Boyer Miller
JoAnn Waffensmith Miller
James A. Monninger
Ann Eckhardt Moylan
L. Maxine Mull
Charlotte Eagan Philipp
Charles E. Phipps
Marilyn Goldering Rigterink
Donald A. Robles
Sally Smith Rothermel
Craig N. Schmall
Mary Lee Younger Schmall
Barbara L. Smith
Edward P. Smith
Doreen McNeil Snover
John A. Snover
Bertin W. Springstead
Mary S. Stuart
Norman B. Sunshine
Mary Warner Swadel
Henry A. Taitt
Alfred H. Wahlers
Yvonne Webb Wahlers
Irma Lee Hohman Warner
Richard B. Warner
Barbara Harding White
Charles T. White
Harriett Cooley Whitehurst
James H. Whittemore
Shelley Myers Willen
Judith Johnson Zerbe

1956—\$310.00

Robert G. Crush, Jr.—Chairman
Hugh B. Howell—Co-chairman
Agents: Lillian Fowler Benson, Thomas E. Carrick, Ralph J. Close, Joanne Siehler Durst, Margaret Artigiani Englar, Michael E. Leftin, Shirley Gootee McWilliams, Kathryn Mehl Miller, Donald A. Seibel, William L. Tribby, Leslie P. Werner, Jr., Charlotte Davis Wheatley, Janet Reck Wunderlich
David A. Balcom
John V. Batista
Marilyn McLennan Baumeister
Franklin M. Benson, Jr.
Lillian Fowler Benson
Janet Seymour Berg
Dorothy Rach Betters
Ralph J. Close
Charles R. Conover
Charles William Cook
Robert G. Crush, Jr.
Martha Crist Davis
Joanne Seihler Durst
Margaret Artigiani Englar
Judith Horne Fellows
Dorothy Rach Frech
Eugene W. Goll
Janet Bruchlie Grander
Kathleen Holt
Hugh B. Howell
J. Richard Huffines
J. Howard Hulls
Robert A. Jackson
Jean Wantz Lawyer
M. Joanne Lewis
Charles R. Luttrell
Hugh F. McIntyre, Jr.
Priscilla McCoy McIntyre
Shirley Gootee McWilliams
Gary F. Mason
John A. Metzger
Kathryn Mehl Miller
Daniel W. Moylan
Shirley Angell Pioletts
Bruce K. Price
Frederick P. Sample
Walter M. Sanders
Donald A. Seibel
Jean Wootten Shenton
Barbara Hoot Stanton
Thomas T. Stewart
William M. Stewart
Anthony A. Tatam
William L. Tribby
Joan Hutter Tull
Jack R. Turney
Jean N. Warfield
Charlotte Davis Wheatley
Stephanie Worrlow
Janet Reck Wunderlich
Daniel H. Yeoman

1957—\$263.50

S. Dennis Harmon, Jr.—Chairman
Anna K. Jarrell—Co-chairman
Agents: Patricia Werner Callender, David D. Downes, Joan E. Durno, Mary West Pitts Ensor, T. Stanley Entwistle, Jr., Doris Burkert Galvin, John G. Goettee, Jr., Marian Scheder Goettee, Betty Riggelman, Graham, John W. Kauffman, III, Delbert E. Kohl, Carol Bingham Prendergast, Robert Sandosky, Michael A. Savarese, Jean Goode Stahl, Donald E. Tankersley, Mary E. Weber, Mary Jane Thorney Wilson
Patricia Dixon Bloomer
Virginia Viemier Broadhurst
Dorothy Snider Butler
Robert W. Butler
Patricia Werner Callender
Beverly Parsons Carter
Dorothy V. Clark
James H. Crowley
David D. Downes
Joan E. Durno
Marilyn Rae Eccleston
Phyllis Cole Eggert
T. Stanley Entwistle
A. Earle Finley, Jr.
Sara Price Finley
Doris Burkert Galvin
M. Jane Glids
John G. Goettee, Jr.
Marian Scheder Goettee
Carlos D. Gonnell
Elizabeth Crompton Granger
Ronald S. Graybeal
Felicitly Fletcher Halle

S. Dennis Harmon, Jr.
Karin Schade James
Anna K. Jarrell
John W. Kauffman, III
Lyndina Skinner Kratovil
Richard Leinart
Audrey Pierce Maberry
David W. Meredith
Virginia Tull Phillips
Buddy R. Pipes
Grace Fletcher Pipes
Marjorie E. Pott
Fred C. Rausch
Samuel W. Reed
Harriet Stevens Sahلمان
Robert F. Sandosky
Michael A. Savarese
Richard M. Shenton
Nancy Caples Sloan
Charles F. Smith, Jr.
Jean Goode Stahl
Peggy Pate Sunshine
Donald E. Tankersley
Ruth Ridinger Varner
Henry Wah
Mary E. Weber
Mary Jane Thorney Wilson
Richard A. Wilson

1958—\$319.00

Willie Benson Medinger—Chairman
Claudia A. Payne—Co-chairman
Agents: Florie Willis Bimstedter, Carol A. Burton, Mary B. Chapman, Adrian English, Beverly Baker Horsbaugh, Gloria Lee Jones, Norma Fulghum, Kunkle, Caryl Ensor Lewis, Donald H. Lotz, Jean M. Luckabaugh, Gail Mercey, Marie Quintana, Mildred Mackubin Townsend, Mary Lou Dorsey Urquhart, Winfred R. Walsh, Gordon M. Weiner
Jack H. Anderson
Jane Roeder Anderson
Nancy J. Banks
Donald E. Beckerman
Thomas A. Beckett
William Biehl
William J. Bloomer
Richard B. Brawley
Carol A. Burton
Aleatha Arbaugh Carlson
Mary B. Chapman
Robert S. Christian
Margaret Jayne Conover
Ardella Campbell Darington
Richard D. Davidson
Anne Acres Day
Adrian English
G. Brooks Euler, Jr.
Sue Davidson Euler
Clarence L. Fossett, Jr.
Michael Friedman
Beverly D. Garcia
Wilhelm C. Grube, Jr.
David J. Harper
Margaret Hull Harper
Jean Lamberton Hort
John H. Hort
Mary L. Hotchkiss
Shirley Stevick Howell
Wilma Roberts Hulach
Barbara T. Hunt
Charles E. Hunt
H. Gordon Hurlbrink
Gloria Lee Jones
Norma Fulghum Kunkle
Barbara A. Lawrence
Paul R. Leatherwood, Jr.
Caryl Ensor Lewis
Donald H. Lotz
Jean M. Luckabaugh
Jack E. McClure
Robert A. McCormick
Willie Benson Medinger
Florence A. Mehl
Daniel E. Miles
C. Wray Mowbray, Jr.
Claudia A. Payne
Betty Flohr Plasket
Richard L. Plasket
Marie Quintana
Thomas E. Riggan
Roger L. Scheim
Fred B. Stoniesier
Elbel Vonderheide Thomas
Mildred Mackubin Townsend
Mary Lou Dorsey Urquhart
R. Peter Urquhart
Winfred R. Walsh
Gordon M. Weiner
Raymond J. Wright

1959—\$355.95

Katherine Bond Allen—Chairman
Joanne M. Trabuoco—Co-chairman
Agents: Barbara Patterson Bryant, Nancy Jones Clark, Samuel L. Cook, Shirley Ream Dewey, Patricia Cooper Gatzke, Sonia de Bay Gebhart, Sherie Phelps Jackson, Manfred K. Joeres, James I. Lewis, Betty A. Reid, Millicent Beutel Vaughn, Joan Schaefer Weyrich, Carol Petersen Wilson
William D. Achenbach
Walter R. Bartlett
Kay Payne Beckett
Harriet Olson Berens
Barbara Patterson Bryant
Angela Buchal
Stephen L. Callender
Anne C. Clemmitt
James R. Cole
Samuel L. Cook
Ruth Overton Davis
Sara Thompson Downes
David H. Edington
Edward G. Elste, Jr.
Patricia Cooper Gatzke
Sonia de Bay Gebhardt
Kenneth B. Giddes, Jr.
Dorothy Gross Grim
John M. Harris, Jr.
Betty Edington Haworth
Karen E. Helbig
Ann Marie Hiley
Phyllis Erma Howard
Stanley F. Howell
Sherry Phelps Jackson
Catherine Sewell Johnson
Patricia Schaefer Jones
Clarence A. Kaylor
Roy W. Kennedy, Jr.
Eva Lallias
Bruce Lee
Melba Lou Nelms Lee
James I. Lewis
James E. Lightner
Marjorie Woodward Lockwood
Marsha Reifsnnyder McCormick
Eugene C. Mioder
Duane Myer
Joanne Filbey Neil
Theodore G. Neil
Helen Twining Otto
Robert Otto
Suevlyn Todd Petersen
Virginia Pott
Barbara Willis Reed
Betty A. Reid
Ruth Ann Runkles
Ellen Richmond Sauerbrey
Ruth Sutherland Savers
Charlotte Bayless Schveuren
Francis G. Street
Leila Manning Tankersley
Matilda Thomas Tavenner
Joanne M. Trabuoco
Kemo J. Vagnoni
Billie-Mae Gill Vlasses
Carol Patterson Willen
Nancy Woodford
Allen Wortz
Patricia Garcia Wortz

1960—\$318.50

Phyllis Cassetta Karrer—Chairman
Mary Kay McCormick—Co-chairman
Agents: Norma A. Bell, Sharon E. Board, Beverly Cox Davis, Allan M. Dworkin, My L. Eaton, Carol Dixon Gable, Helen B. George, Edward J. Gross, Jill Brown Hurlbrink, Carol A. Kallaway, Adana King, Min V. Kirby, Elma L. Koons, Beverly Schott Myers, Mary E. Newell, Charles W. Pugh, Sandra Eastwood Smith, Thomas E. Ward, Ben Sue Warren, John K. Weagly, Patricia Hill Weiner, Carol M. Westerfield, Patricia Welk Wolf
Edwin G. Abel, Jr.
Barbara Alice Bell
Norma A. Bell
Evangeline Grimm Byers
Beverly Cox Davis
Norman W. Davis
Mary Lou Eaton
Carol Dixon Gable
Helen B. George
Marvin N. Goldstein
Joyce E. Green
Barbara Long Gross
Edward J. Gross
Beatrix Gill Harmon

Robert W. Harris
 Paul W. Hughes
 Jill Brown Huribrink
 John C. Karrer
 Phyllis Cassetta Karrer
 A. Donna King
 Minn Virginia Kirby
 Elma L. Koons
 Patricia O. Kurdie
 Howard Levin
 John M. Long, Jr.
 Mary Cay McCormick
 James V. McMahan, Jr.
 J. Stephen Margolis
 Barbara Beall Messenger
 Lloyd K. Musselman
 Mary E. Newell
 Virginia Scott Porter
 Jane Todd Raw
 Birge D. Reichard, Jr.
 Rebecca J. Reynolds
 Roderick N. Ryan
 Sandra Eastwood Smith
 Vaughn E. Smith
 R. Ellen Snyder
 Beverly Winters Sowers
 Melvin R. Stiffler
 James D. Thomas
 Nancy J. Thorn
 Nancy Britner Traylor
 Esther Uppercro
 Thomas E. Ward
 Betty Sue Warren
 John Weagly
 Patricia Hill Weiner
 George B. Wellings
 Richard A. Wells
 Carol M. Westerfield
 Harriet R. Whitmore
 Patricia Welk Wolf
 Kathryn E. Zeller

Teachers Study During Summer

1961

Richard N. Dix
 F. Jean Hutton
 Janice L. Tyson

1962

Ralph Holweck
 Judith Meredith Reichard

FRIENDS

Bertha S. Adkins
 Baltimore Intersorority Alumnae
 Dr. Charles A. Britton, Jr.
 Dean and Mrs. William M. David
 Mrs. Alonzo G. Decker
 Dr. Wilmer A. Dehuff
 Dr. and Mrs. Lowell S. Ensor
 Dr. Clarence L. Fossett
 Dr. and Mrs. F. Reid Isaac
 Dr. Daniel W. Justice
 Howard Lawton Knight
 Dr. Theodore R. McKeldin
 Dr. Robert H. Parker
 Dr. and Mrs. William R. Ridington
 Marguerite Shunk
 Dr. John Lloyd Straughn
 Dr. Roy Lawson Tawes
 Wilmington Alumni Chapter
 Dr. and Mrs. Theodore E. Woodward

CORPORATE ALUMNUS PROGRAM

Chemical Bank New York Trust Company
 Hercules Powder Company
 International Business Machines Corp.
 Jones & Laughlin Steel Corporation
 Merck & Company, Inc.
 Pitney-Bowes, Inc.
 Whippool Foundation

Faculty members have diverse plans for their summer vacation—some teach, some study, some travel, some build porches on their houses or complete other projects.

This year four of the faculty have traveled to do some studying. Miss Esther Smith went to the University of Southern California in Los Angeles, Dr. Harwell P. Sturdivant has been to Oak Ridge, Dr. Isabel Isanogle went to Appleton, Wis., and Dr. John D. Makosky has been studying at the University of North Carolina. Dr. Theodore M. Whitfield has been busy with the Civil War Centennial celebrations. He is a member of the national committee.

Miss Esther Smith did a turn-about and appeared in a play during her summer workshop in California. She was working with a group interested in oral interpretation. Dr. Sturdivant is continuing his study of radiation and its effect on plant and animal cells. The Oak Ridge Atomic Energy Laboratory makes its facilities available to faculty members interested in relating this material to their teaching.

The National Science Foundation sponsored the Plant Biochemistry Conference which Dr. Isanogle attended. It was held jointly by Lawrence College and The Institute of Paper Chemistry. The purpose of the conference was to present a concise and factual account of the primary areas of biochemistry as well as the analytical tools of modern biology. Dr. Makosky is doing some further work in literature at the University of North Carolina. The material he has been studying will be used to facilitate the current change in curriculum within the English department.

CORRECTION

Omitted from the list of cum laude graduates in the June BULLETIN were Miss Joanne L. Lamb of Westminster and Miss Priscilla Ann Vincent of Snow Hill. Both received the honor at the graduation ceremonies. The BULLETIN regrets the omission of their names.

NEWS FROM ALUMNI

1901

Elwood A. Cobey died July 21 in Coronado, California . . .

1906

Herman L. Sterling died April 20 . . .

1907

Mary B. Bosley of Finksburg has died . . . Lillian L. Zahn died October 2, 1960 . . .

1914

Mrs. Mabel Durhan Kullmar died June 17 in Florida . . .

1920

Cordelia Benson Hodges died October 5, 1960 . . .

1923

William Redding, Jr., died July 5 in North Carolina . . .

1930

Mrs. Frances Ward Ayton is working with the Christian Witness Press in Taiwan, Free China. Her address is China Inland Mission, Box 210, Tainan, Taiwan. . . Kathryn Speicher recently married Gilbert P. Smith, a former teacher. She has retired from teaching at the Garrett County High School and she and her husband operate Smith's Stone Motel near the Blackwater Falls State Park, Davis, West Virginia. . .

1931

Harvey B. Flater is now minister of Mount Olive Methodist Church in Delmar, Delaware. . .

1934

Esther Righter Hoffman will be living in Zurich, Switzerland, with her husband and children for the next two years. . .

1940

Lt. Col. Malcolm Kulmar has completed the ten-month course of study at the U. S. Army War College, Carlisle Barracks, Pennsylvania. . .

1942

Melbourne P. Binns has been named Atlanta Regional Manager of the Industrial Division, Pennsalt Chemicals Corporation. . .

1943

Lt. Col. William O. Prettyman, Jr., has completed the 39-week hospital administration course at Brooke Army Medical Center, Fort Sam Houston, Texas. He is a candidate for a Master's degree in hospital administration at Baylor University in Waco. . .

1944

Anita Wilson Rue has received her Master's degree in dramatic arts and speech from the University of Delaware. . . Rev. and Mrs. Joseph P. Geary (Audrey Donaldson, '44) are living in New Britain, Connecticut, where Joe is pastor of Trinity Methodist Church. . .

1945

James F. Mort is pastor of Eddystone Methodist Church in Philadelphia. . .

1946

Bertha C. Britner married Richard S. Miller on June 24. . .

1948

R. Christine Royer has been appointed lecturer in English at Bard College. She is studying at Columbia University where she has been awarded a Danforth Teacher Study Grant and the Lizetta A. Fisher Fellowship. . . Mr. and Mrs. William A. Finck (Bonnie Gutbub, '49) are living in Omaha, Nebraska, where Bill is plant manager of the Puxco Corporation. Karen is 9 and Kevin is 6. . .

1949

Capt. and Mrs. Marshall Engle (Catherine Marshall, '48) are again living in Germany. Marshall is stationed with the 3rd Armored Division which is located in Butzbach, about a 45-minute drive north of Frankfurt. With them are Patricia, 8, and Sharon, 2. . . Stanley L. Abrams graduated from the College of Osteopathic Medicine and Surgery, Des Moines, Iowa, in June. He is interning at Cherry Hill Hospital, Merchantville, New Jersey. . .

1951

Phyllis Cromwell is married to Dr. Frederick F. Cowan, Jr. She has resigned as principal of the Bladensburg Primary School. . . Capt. and Mrs. Norman Regan (Betty Litsch, '55) are again stationed in Germany, at Rothwesten, five miles from the East German border and near Kassel. They have three children—Kyle, 9, Dennis Gavin, 2½, and Shannon, who was born February 9. . .

1952

John Q. Isaac is supervisor in the Child Welfare Bureau of the State Department of Public Welfare. He will work with the training school for children and in the general area of delinquency problems. He had been director of the Carroll County Welfare Board. . . Correction: Joe Eline is with the Baltimore Gas and Electric Company. He and his wife have 3 children—Betsy, 5, Mike, 3, and Bruce, 9 months. . .

1953

Henry E. Ernst received the Master of Sacred Theology degree this June from Drew University. . . Mr. and Mrs. Bruce Hilsee (Joanne Althouse) announce the birth of Todd Bruce on November 18, 1950. . . Mr. and Mrs. Joe Corkran (Faye Corkran, '54) announce the birth of Donna on May 29. They have two other children. . . George Daniels received his M.A. in history this June from George Washington University. He is teaching in secondary schools. . .

1954

Shirley Woodruff Parker is living in Chicago where her husband is with Bankers Life and Casualty. . . Mr. and Mrs. William Strong

(Shirley Jeffreys) announce the birth of Carolyn June on June 4. . . Thelma Diane is married. . . Captain and Mrs. Alexander Trevehan (Ethel Coffman) are stationed at Fort Carson, Colorado. . .

1955

Capt. and Mrs. Edward L. Fogler (Nancy-Ann Bayliss, '54) are now stationed at Hawk GS-11, Fort Bliss, Texas. . . Dr. Craig M. Schmitt is now affiliated with Dr. Robert E. Lee in Westminster. He and Mary Lee (Younger) are living near Westminster. . . Charlotte Thompson Hamblin announces the birth of Barbara Ann on November 19. . . Mr. and Mrs. Henry Miller (Barbetta Goeb) announce the birth of Gretchen Roxana on July 5. . .

1956

Charles R. Luttrell received his Master of Education this June from Penn State. . . Ed Heflin received the Master of Public Health degree in June from the University of North Carolina. He is now director of environmental sanitation for the Waukegan (Wisconsin) County Health Department. . . Kathryn Wehl Miller is now living in Narragansett, Rhode Island, while her husband, a naval aviator, is stationed at Quonset Point Naval Air Station. . . Kathryn Chamberlin is engaged to Jean Robert Flamant of France. . . Rev. and Mrs. Bruce K. Price announce the birth of Bruce, Jr., on June 20. . .

1957

Brantley P. Vitek graduated from the University of Maryland School of Medicine in June. . . Arnold L. Amass graduated from the U. of M. School of Pharmacy in June and is now a member of the pharmacy staff at Read's Drug Store in Westminster. . . LeRoy D. McWilliams is teaching high school at the Rochefort Army Installation, Rochefort, France. . . John G. Goette, Jr., passed the Maryland State Board Dental Examinations. . . Charles F. Smith is with the personnel division of United Air Lines in Chicago. On June 24 he married Miss Joan Gordon of Cleveland. . . Mr. and Mrs. Howard Zimmerman (Janet Perkins) announce the birth of Karen Leslie on June 14. Brian, 2. . . Felicity Fletcher Haile announces the birth of Rachel Naomi on May 18. LeRoy, III, is 2. . .

1958

Carey G. Rickabaugh received a Master of Arts degree in political science from Western Reserve University in June. He will begin a program leading to a doctorate at the University of Maryland in September. He has a graduate assistantship. . . Dickinson E. Gardiner (Marilyn Frances Layton) in June. . . Mr. and Mrs. James E. May (Jean Shadreck, '41) announce the birth of a daughter, Tracey Lynn, on July 13. . .

1959

Allen and Eileen (Galvin, '58) Gilmore are acting as orphanage houseparents while Allen is a student at Garrett Seminary. . . Edwin S. Glass who got her B.A. from Adelphi College has received her M.S. from Hofstra this June. She is a speech coordinator for the Wantagh Public Schools on Long Island. . . Dr. and Mrs. Karl L. Lockwood (Marjorie Woodward, '59) announce the birth of Diana Jean on June 1. . . Mr. and Mrs. Roy W. Kennedy announce the birth of Kimberly Mason. . . Mr. and Mrs. Frank Johnson (Catherine Sewell) announce the birth of Franklin Todd on July 17. . . Mr. and Mrs. Tom Miller announce the birth of L. Thomas Miller, III, on May 31. . . Sherry Phelps Jackson announces the birth of Michael Phelps on June 28. . .

1960

Cleveland Bateman has won a Fellowship Award to continue his studies at Harvard University. He had been a Woodrow Wilson Fellowship student. . . Nancy C. Sieck received the B.S. in June from Columbia University School of Nursing. . . Norman Davis is a biologist with the State of Maryland. . . Lt. Jim McMahon has completed the orientation course at the Signal School, Fort Monmouth, New Jersey. . . Jack M. Watson received the Master of Library Science degree in June from the University of Illinois at Urbana. . . Lt. Allan Dworkin has completed the orientation course at the Artillery and Missile School, Fort Sill, Oklahoma. . . Marvin Goldstein is engaged to Miss Althea Schifman. . . Barbara Bell is engaged to John J. Woodley. . . Jacqueline Sapp married James F. Skarbeck on June 17. . . Patricia Blair is married to Carl S. Richardson. . . Mary Alice Henderson married James Schumacher on July 21. . . Eldridge Ward is engaged to Jane S. Williams, '61. . .

1961

Lt. James Worden has completed the orientation course at the Infantry School, Fort Benning, Georgia. . . Barbara Haslings is engaged to Paul D. Jung. . . Beatrice Ackerman is engaged to Richard Sherrill. . . Marcia Wilson is engaged to Gary Teyrer (this was reported incorrectly in the June magazine). . . Jay W. Francis is engaged to Susan Hastings. . . Carolyn H. Hester married Douglas Walking on August 19. . . Ann Weller married James D. Noyes on June 24. . . Maurice A. Arsenault married Dorothy Mathias ('59) on June 22. . . Mary A. Arsenault married John H. Whaley on August 12. . . Joan A. Hesson married James L. Myers in June. . . Mr. and Mrs. Richard J. Gebhardt (Sonja deBey, '59) announce the birth of Russell Lee on June 9. . .

1962

C. Downey Price is engaged to Edna F. Bengt, '63. . .

WESTERN MARYLAND COLLEGE



The Bulletin



October, 1961

FRESHMAN CLASS DISCUSSED

The deadline for this issue of the BULLETIN falls in the middle of Freshman Orientation Week and characteristically, being a "deadline-meeter," I am writing my column at the last minute. Since, at the moment, my mind is almost completely occupied with these new students and their entrance into college, I think it would be wise to devote this column to them.

Early Tuesday morning the new freshmen began to arrive (long before the offices were ready for them) and by the end of the day 253, along with 21 upperclass transfers, had signed in, paid their bills, had their pictures taken, settled in dormitory rooms, toured the campus, and considered themselves full-fledged Western Marylanders. This procedure takes some doing, but apparently the college machinery was well oiled, and certainly the staffs in the various offices and dorms rendered yeoman service, assisted by upperclass student leaders and the Freshman Advisory Council.

The class of 1965 is of particular interest since, on paper at least, it appears to be the best equipped class that has ever entered Western Maryland College. I insert the modifying phrase in the preceding sentence because every educator knows that when you are dealing with persons, the paper records never quite tell the whole story. There is the human margin of surprise that can't always be predicted with complete accuracy. Nevertheless, it is an excellent class, and I think you may be interested in some of its characteristics.

The following brief statistics, which I

have gleaned from much fuller reports prepared by the Registrar and the Admissions Office, will give you some idea of its profile.

In the freshman class of 253 students, 127 are women and 126 are men. Those living on campus total 216 and the day-hops 37. We are very proud of the fact that almost 20 per cent of the class is related to Western Maryland College alumni. They come from 141 different public and private high schools covering 11 states, Germany, and Japan. It is interesting to note that in a day when our two nearby metropolitan areas are of necessity developing exceedingly large high schools, 70 per cent of the class comes from high schools with graduating classes of less than 400. It would appear, perhaps, that the graduates of the smaller high schools are recognizing the advantages of a small college like Western Maryland for their collegiate education. Of the 14 religious denominations represented in the class, 43 per cent are Methodist, 12 per cent Episcopalian, 11 per cent Presbyterian, 10 per cent Lutheran, 9 per cent Catholic, 4 per cent Jewish, 2 per cent Baptist, 2 per cent United Brethren, 2 per cent Church of Christ, and 4 per cent others.

Now let's look briefly at the figures indicating their academic ability. One quarter of the freshmen ranked in the top 5 per cent of their graduating classes and more than three quarters ranked in the top 25 per cent of their classes. The median I.Q. score range is 117-118 with 7 per cent scoring above 130 and 13 per cent below 110. Ap-

proximately 80 per cent of the class took the scholastic aptitude test familiarly known as College Boards. Although these scores require a great deal of interpretation and there are really two scores representing the verbal and nonverbal parts of the test, yet a quick glance for the purpose of this profile indicates that approximately 45 per cent of the class scored between 500 and 600, 10 per cent above 650 and 15 per cent below 450.

More than half the class took the National Merit Scholarship Qualifying test and it is significant to note that the median composite score of this group was in the 94th percentile.

The above may give you some little idea of what this class is like. Please don't err in believing that the student with the lowest class rank has the lowest I.Q. and College Board scores. The reverse is true because, if a student was very low in any of these areas, there must have been very strong contradictory evidence in the other areas for the committee to consider him.

Now in addition to all the above, from the few contacts I have had with them this week, they seem to me to be one of the most attractive freshman classes to enter the college from the standpoint of both personality and appearance. In other words, they are "good kids" and we are proud and happy to welcome them into the Western Maryland tradition.

LOWELL S. ENSOR

WESTERN MARYLAND COLLEGE

The Bulletin

October, 1961

Volume XLII, Number 6

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FOOTBALL OUTLOOK	page 11
NEWS FROM ALUMNI	page 11



THE COVER

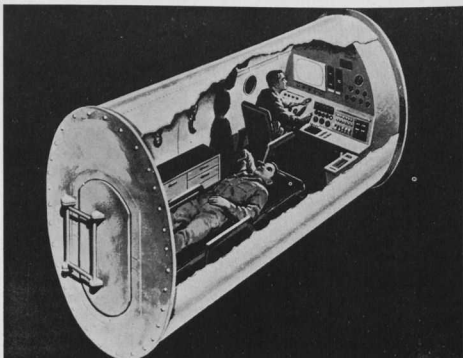
The point being made here by a member of the audience at the music panel launched a lively discussion. The group didn't want to stop for refreshments; the whole audience became involved. This was just one phase of FOCUS, the alumni-sponsored program on campus October 14. It was a beginning attempt in continuing education—and a rousing success. More pictures are on page 7.

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Editor, Nancy Lee Winkelman, '51

JAMES D. WITHERSPOON is instructor in biology. He received his B.S. and M.S. degrees from Purdue University and is conducting further studies there. He joined the faculty in 1960.



TWO-MAN SPACE CABIN SIMULATOR—This artist's conception of two-man space cabin simulator at the USAF School of Aerospace Medicine, Brooks AFB, Texas, shows cabin in insulating chamber, flanked by TV-control console at left.
—Official Air Force Photo

SPACE BIOLOGY—And the Impact of Isolation

By JAMES D. WITHERSPOON

For the biologist, man's entry in space has provided and will provide exciting opportunities for research. Almost since the time of the Wright brothers we have studied the effects of acceleration and decompression. We now know how to withstand each. With the advent of reaction aircraft, medical men have flown parabolic trajectories to experience zero gravity and decided that floating in space is a reasonably tolerable situation. Now man and other organisms are actually in space. As the durations of exposure extend we shall know more about zero gravity and more about the powerful and dangerous Van Allen radiation belts surrounding our homeland. Ultimately we shall study our neighbor planets, probably finding primitive life on Mars (some bacteria readily grow in simulated Martian atmospheres), perhaps

observing life at different levels of evolution on planets outside our solar system. We shall also ascertain the physiological effects of time dilation, i.e., the enormous prolongation of life span presumed to occur at speeds near that of light.

Our problem, not yet mentioned, is the oft discussed (but seldom intelligently) hazard of isolation from mother earth. We sometimes read that humans will not stay sane on lengthy space trips, or that only the soothing presence of women will allow men to plant themselves on the moon (I once wasted hours reading an entire book dedicated to the latter proposition). Here-with, I shall discuss my own views, marshalled after studying the experiences of those who live alone, a few of whom I shall quote. But first let us analyze the exact nature of the isolation peculiar to space,

to do this we must know the size of our vehicle and its crew.

Rocket ships for space travel must be massive, for it takes hundreds of tons of fuel to deliver a single ton of payload. In the United States we at first held down this size by designing miniature, transistorized satellites. It was like sending up "fine Swiss watches" instead of the Russian "Grandfather clocks" as Colonel John Stapp once proclaimed. This worked well as long as information was desired from automatic instruments only, but when the time came to launch a thinking man there were no miniature models available.

A "standard" human, according to the tables, weighs about 150 pounds. During each day above our atmosphere, he consumed two pounds of oxygen, two pounds of food, and five pounds of water. Add to this

the weight of storage tanks, multiply by several weeks' or months' stay, and you find that little space remains in a small cabin for the man himself. In rockets holding several men this problem of crowding will be even more acute, at least during the early phases of interplanetary exploration. The problem of space isolation now takes shape; it is a problem of confinement—little space for big men (unless you prefer jockeys). These men will be in continuous contact, more intimately so than with their own families. Isolated, not from each other, but from their normal world of family, trees, buildings, and other earthy things, minor irritations may grow to major proportions. Those who believe the mind must deteriorate under these conditions bear a pessimistic attitude which would have returned Columbus to Spain from mid-ocean, but the records show otherwise. Which men succeed and which fail and what makes the difference? There are two approaches to these questions besides the direct entry of space: (1) the experimental simulation of space on earth, and (2) the study of explorers and prisoners who have lived alone.

Experiments with aloneness, a basic element of space simulation, have been mostly exploratory in nature. Because these studies are a relatively new field of scientific endeavor, their true value in assessing or conditioning astronauts is yet to be evaluated.

One of the earliest studies was reported in 1954 by Drs. W. R. Bexton, W. Heron, and T. H. Scott of McGill University. They put college student subjects to bed in an air-conditioned, soundproof room, covering their hands and arms with cuffs to reduce tactile sensations, and covering their eyes with translucent goggles. Then thus separated from normal stimuli, the subjects became gradually less capable of organized thinking. Most could tolerate the experiment no longer than seventy-two hours (despite a pay inducement of twenty dollars per day), and those who did usually developed hallucinations.

The conditions of solitude in space will be, of course, not nearly so severe as those of this study. In order to achieve a more direct answer to the question, "Will men lose their faculties in space?" the Air Force has tried a practical approach. At the Wright Air Development Center, for instance, scientists have subjected groups of five men to simulated five-day flights in an isolated, small but comfortable compartment. Under these conditions the men often show an increase in belligerent attitudes and greater interest in the diet and

bodily functions. In general, however, the confinement is well tolerated and the reactions are not severe.

At the School of Aviation Medicine in San Antonio, Texas, the Air Force has developed two special cubicles for space simulation research. The first is for one man, and has but ninety-six cubic feet of space, well filled with equipment. The second is a two-man simulator with 380 cubic feet of space. The two-man compartment, with its increased volume allotment, has the distinct advantage of allowing subjects to fully stand up and even take a couple of steps. However, only shakedown tests have been tried with this unit (the men inside have had no arguments), since it is a very recent acquisition of the Air Force.

A volunteer airman, Donald G. Farrell, was the first subject for the one-man simulator. For one full week he alternated periods of four hours work and four hours rest in his tiny, cramped compartment. Despite the fatigue which the unaccustomed work-sleep cycle incurred, Farrell improved in his ability to add one digit numbers. His irritability, however, increased markedly. By the seventh day the formerly amiable Farrell spoke of scientists outside as "Chintzy slob" and made a number of other less printable comments. His embarrassingly hostile attitude, no doubt, was largely brought on by loss of sleep, not by the extent of isolation. Later subjects, in less strenuous circumstances have been happier.

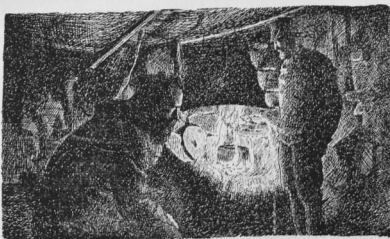
The importance of rest and variety of stimuli are clearly indicated in another

Air Force study. Volunteers were asked to constantly monitor an instrument panel for thirty hours, with the exception of twenty-minute meal breaks. Technicians were with the subjects throughout the tests and normal activity continued about them, but in spite of this, their experiences after twelve to fifteen hours were very bizarre indeed. For instance, one man complained that "the instrument panel kept melting and dripping on the floor." Another had to keep brushing little men off his airspeed indicator. Astronauts are not omnipotent. If they imagine their instrument panels melting and have to brush away little men, disastrous consequences may follow.

For the psychologist, simulation research is profoundly significant, but the ultimate test of isolation is that of experience. Fortunately for the astronauts, many men on earth have already been separated from the familiar while at sea, in the Arctic and Antarctic, and in prison cells. The stories told by these persons convey both the good and the bad of solitude, but we shall begin with the quote of a veteran optimist.

"They will be thinking much of us just now at home and giving many a pining sigh over all the hardships we are enduring in this cold, cheerless, icy region. But I am afraid their compassion would cool if they could look in upon us, hear the merriment that goes on, and see all our comforts and good cheer. They can hardly be better off at home. I myself have never lived a more sybaritic life. . . ."

Thus wrote Fridtjof Nansen during his first winter as leader of a most unique ex-



ISOLATION EXPERIENCE—Nansen and Johansen are pictured in their winter hut, approximately equal in size to the two-man School of Aviation space cabin simulator. The illustration was taken from an account of his experience by Nansen which was printed in 1897.

pedition. On the theory that an ice-locked ship would drift eastward across the North Pole and into open seas near Greenland, Nansen and twelve Norwegian companions, in 1893, allowed the *Fram* to freeze in solid north of Alaska. The ship did come out east of Greenland, but only after three years had passed, three sunless Arctic winters for the crew at close quarters. Of such character and temperament was this group that the difficulties of isolation were scarcely noticed, and although they missed their families (eight were married and had children), they endured their situation bravely.

In crossing the Arctic Sea, it became apparent during the second year that the *Fram* would not pass near the Pole. Nansen and a companion, Hjalmar Johansen, set out by dog sled and reached 80° 05' latitude, the farthest north record at that time. They returned then to an island west of Greenland to build a winter hut ten feet long, six feet wide, and high enough to "almost stand upright under the roof" (a hut of almost exactly the same dimensions as the two-man space simulator previously mentioned). In this, the two explorers spent seven months of solitude more severe than that predicted for astronauts. Johansen was later asked whether he did not squabble some with his close associate. "Oh no," was the reply, "we didn't quarrel; the only thing was that I had the bad habit of snoring in my sleep, and then Nansen used to kick me in the back." Johansen tolerated this and the two men got on nicely.

Certain traits make some men succeed in spite of obstacles. These were traits which enabled the cheerful Norwegians to get through three years of ice and three polar nights (ed. note: a polar night is one year). They were a tolerant, even-tempered, hard-working, friendly crew, the same type to be found on later expeditions of Amundsen, Peary, and Byrd. "Men are the doubtful quantities in the Antarctic," said Amundsen. "The most thorough kind of preparation, the shrewdest plan, can be destroyed by an incompetent or worthless man." Peary referred to his North Pole party as "perfect beyond my most sanguine dreams . . . as loyal and responsive to my will as the fingers on my right hand."

In these expeditions we see the finest of leadership for the finest of personnel, but historians have also recorded the other extreme. What happens when hastily designated, poorly prepared and equipped expeditions of unselected men enter the field under incompetent guidance? Some of these factors are operative among many isolated

groups, but the disastrous combination, fortunately is rare.

Andre Migot, in 1953, served at an ill-run French base in the isolated, wind-swept Kerguelen Islands. He comments upon how varied were the comforts and services available to the men, depending on rank, and how the men were seated at particular tables according to their jobs. The personnel soon divided into cliques as a result of inferior leadership and regulations. Says Migot, "These men, who had certainly been on the best of terms when they set out from France, had reached the point where they hated each other with all their hearts and were divided into factions that were more rigid and bitterly opposed than any savage tribes in Central Africa." The situation, in fact, became so distraught that some of the fifty men living side by side would communicate only by registered mail. We can but imagine the problems posed by a similar letter writing campaign among astronauts on some distant planet.

The Ronne Antarctic Research Expedition, in the late 1940's, showed how Americans, too, can succumb to confinement. Quarreling among the leaders eventually led to a split in the party, most prominently illustrated at the single dinner table, where the two groups ate at separate ends, casting furtive glances across a no man's land in the center. The dietary delights of Epicurus himself would be unpalatable for such dinner companions.

Gontran de Poncins, guest at an isolated trading post, describes how oppressed he became during the Canadian winter night. His world, he says, became almost physically smaller, till in the darkened polar night he could hardly cross a line five feet distant from the stove. The station manager, who was "unfailingly kind," eventually proved detestable. De Poncins returned to his normal self only following the advent of spring and outdoor travel.

We see how different, how kind or unkind can be the attitudes of isolated groups. The most significant factors are the dispositions of the men and the character of the leadership.

Admiral Byrd, an authority on Antarctic group isolation, also had the experience entirely alone. In 1934 he constructed a one-man base at 80° 08' south latitude which he occupied for five months. Byrd found the "brain-cracking loneliness" difficult to surmount, but he did, and he returned to civilization with valuable recordings of weather data.

Byrd was not the only person to live alone and tolerate it. Indeed, there are numerous

examples of shipwrecked individuals and even of those who purposely cross oceans single-handed. Among the latter have been Dr. Hannes Lindemann, Ann Davison, and Joshua Slocum. Each managed his trip with fortitude. Slocum, in fact, sailed alone around the world, a voyage requiring three years, and he comments of his longest stay at sea (seventy-two days), "I was not distressed in any way. . . ." Dr. Alain Bombard, on the other hand, found his lone trip across the Atlantic very oppressive. During his sixty-five days in a rubber life raft he felt the ocean's expanse was "concentrated right on top" of him, that his beating heart was the center of . . . nothingness."

Dr. Edith Bone, a sixty-one-year-old English woman, was one of the most successful of all people to master solitude. Imprisoned by the Budapest secret police in 1949, she remained in solitary confinement for over three years, five months of which were spent in a totally dark cell. Her only contact was with the guard who shoved food to her at mealtimes. Dr. Bone accepted the situation as a challenge, immediately beginning a program of physical and mental exercise. In her small cell, she walked hundreds of miles, imagining herself visiting the great cities of Europe. From prison bread and broom straws she made an abacus to enumerate the miles she walked and the words she knew in six languages. By these and other means Dr. Bone avoided depression and remained mentally sound.

And for a last encouraging example, the explorer Vilhjalmur Stefansson reports of Ole Andreassen, a trapper who lived alone weeks at a time in the arctic, "he had . . . an absolute inability to see how anybody could be lonesome anywhere, no matter how isolated or remote from various things that ordinary people enjoy." From this we conclude that at least a few individuals are resourceful enough to adapt to the most strenuous of circumstances.

The question, "Will isolation destroy space-men?" can now be tentatively answered. The travelers in space will be alone but they need not be lonesome. The pioneers will be optimistic, hard-working, brave men, men who can take it. Engineers will provide them with a living compartment, something more than the uncomfortable coffin which is sometimes imagined. From earth we will encourage them in every possible way: public opinion, government support, and most important—the expressed faith and love of their families. Our astronauts will conquer isolation, they will conquer the planets, and some day they will conquer infinity itself.

FOCUS—An Alumni Project

It poured, but those who came to campus for FOCUS on Saturday, October 14, didn't seem to mind. They were too busy looking at the displays and listening to panelists discuss contemporary music and architecture. The alumni chapter-sponsored program drew a varied audience including alumni, parents, students, faculty, and friends. Most common question at the closing tea was "When is the next one?" Panelists were: music—moderator, Mr. Gerald Cole; Mrs. Esther W. Ballou; Robert Parris; architecture—moderator, David Wilson; Mrs. Gately Flynn; Emory H. Niles, Jr.



Biology in Chaucer's "Prologue"

By DEAN W. HENDRICKSON

Chaucer's "Prologue" begins with a beautiful description of spring. We must remember that, in popular use in Great Britain according to the *Oxford English Dictionary*, the spring months are February, March and April; so April 16, the day on which Chaucer's Pilgrims began their journey to Canterbury to visit the shrine of St. Thomas a Becket, would be near the end of spring. We must remember that in Chaucer's day—his dates are about 1345 to 1400—there were no dual highways with wide medial strips of grass but roads which were at some times unusable in winter because of snow, something with which we had considerable experience during the winter of 1960-61, and unusable at other times because of mud, mire and muck; and that therefore the people, especially those who lived in villages or on farms, would feel a great bursting forth of spirit at the opportunity of going on a journey during the beautiful springtime in England.

Chaucer's description I have modernized as follows:

When April with his sweet showers
Hath pierced to the root the drought
of March

And bathed every vein in that
moisture

By the power of which the flower is
engendered;

When the West Wind also with his
sweet breath

Hath breathed into every copse and
heath

The tender shoots, and the young
sun

Hath in the Ram his half-course run,
And small birds make melody

That sleep all night with open eye
(So nature incites them in their
spirits);

Then people long to go, on pilgrim-
ages

And palmers to seek foreign shores
To distant shrines, known in various
lands,

And especially from every shire's
end

Of England they go to Canterbury
To seek the holy blissful martyr
Who hath helped them when they
were sick.

Moving to points of special interest to students of biology, I shall begin with the Squire, the son of the Knight of the *Canterbury Tales*. Chaucer describes the Squire as wearing a gown "embroidered as it

were a meadow full of fresh flowers, white and red" and adds "He was as fresh as in the month of May." Chaucer's favorite month—he mentions it thirty-seven times. Of him Chaucer also tells us that "He loved so hotly that at night/ He slept no more than doth the nightingale." In the lines

"And small birds make melody
That sleep all night with open eye"

there is the medieval bird-lore that some birds, especially the nightingale during the mating season, sleep all night with eyes open.

The Prioress was Madame Eglentine, whose name means "Sweetbriar." She kept small dogs (forbidden to her by the strict rules governing the conduct of nuns of the time) for which she had such tender feeling that she would weep if one of them were dead or if someone had hit one of them sharply with a rod.

The Monk loved hunting and of all roasts a fat swan best of all. He didn't approve of the saying that hunters are not holy men or that a monk out of his cloister was like a fish out of water; but that opinion, Chaucer says, he held not worth an oyster. (Chaucer loves to make comparisons by saying that something is not worth a straw, a bean, or an oyster.) The monk had greyhounds that were as swift as birds in flight.

The only thing of biological interest I could find in the description of the Friar was that his neck was as white as the "fleur-de-lys." Miss Muriel Bowden, in *A Commentary on the General Prologue to the Canterbury Tales* (p. 126), suggests that Chaucer might have added this detail "to contrast humorously with Hubert's strength, or to suggest the softness of his living."

Of the Franklin (franklins were well-to-do landowners) Chaucer says,

"Whyt was his berd, as is the
dayesye

Of his complexion he was sangwyn."

There are here some points of biological interest. First, the daisy, the favorite flower of Chaucer—he mentions it thirteen times in his works—has an interesting etymological origin: *dayesye*, derived from the Old English *daeges-eage*, is obviously "the eye of the day," and to see how appropriately this flower has been named all one need do is to think of the golden center as the sun and the white petals as streamers of light radiating from the sun.

To our interest in the daisy we may add the comment of Professor John Matthews

Manly in his *Some New Light on Chaucer* (pp. 158-159):

"When one remembers that the English daisy is tipped with red, and thinks of the Franklin's beard against the background of his ruddy complexion, the appropriateness of the expression seems perfect."

At the suggestion of our Dr. Evelyn Wener, I wrote to the Superintendent of the Reading Room of the British Museum and received the following reply from Mr. C. E. Hubbard, of the Royal Botanic Gardens:

Dear Sir, Your letter of the 22nd March to the Superintendent of the Reading Room British Museum has been passed to me for reply.

The amount of red pigmentation in the ray florets ("petals") of the common daisy (*Bellis perennis* L.) in this country is most variable. A cursory examination of flowers on a lawn outside these offices yesterday revealed the fact that some plants had flowers with no red pigmentation on the ray florets, others had a little and others quite a lot near the apex. Some of the flowers were hastily pressed and dried off on a radiator and are enclosed, from which you may see for yourself the position. If the flowers are soaked in water for a time they may assume a more natural state. You could perhaps compare them with *Bellis perennis* in your own area in regard to pigmentation.

Yours faithfully,

C. E. Hubbard

for (Dr. G. Taylor, Director)

Let's hope that Chaucer had in mind the daisy with petals tipped with red.

When we consider the next line of Chaucer's description of the Franklin:

"Of his complexion he was sangwyn"

we must realize that *complexioun* (modern English *complexion*) from the Latin *com* "together" and *plicare* "to weave," had in Middle English the meaning "the mixture of the humors"—blood, phlegm, bile, and black bile—the four humors of medieval physiology. More of this when we come to the Physician. Suffice it to say here that blood was the dominant humor in the physical make-up of the Franklin.

Thinking of the tremendous amount of snow we had last year, I mention that Chaucer says (in modernized English),

"Without baked meat was never his
house

Of fish and flesh, and that so
plenteous,

DEAN W. HENDRICKSON is associate professor of English, emeritus. He joined the Western Maryland faculty in 1925.

It snowed in his house of meat and drink
Of all dainties that one could imagine."

Also,

"And many a fat partridge had he in cage
And many a breem (a kind of fish) and many a luce (another kind of fish) in fish pond."

The Cook had a mormal, a kind of cancerous sore, on his leg; and Chaucer, who obviously did not expect him to live long, said that was a pity because the Cook made "blankmanger with the beste"; that is, his specialty was a dish made of chicken minced with rice, milk, sugar, eggs, and almonds.

Of the Physician Chaucer says:

"He knew the cause of every malady
Whether it were of hot or cold or moist or dry,
And where engendered and of what humor."

The medieval physicians believed that there were four humors in the body—blood, phlegm, bile and black bile—and that if one had all these humors in perfect proportion he would have a perfectly balanced personality. (Such a person, one might say parenthetically, would be exemplified in Horatio in Shakespeare's *Hamlet*.) But, so the belief went, almost everyone had more of one of these humors than of any of the other three. For example, if he had an excess of blood, then blood would be dominant in determining his personality; and he would have the characteristics quoted from Oriel MS 79 in Walter W. Skeat, editor, *The Complete Works of Geoffrey Chaucer*, V, 33.

*Largus, amans, hilaris, ridens, rubique coloris,
Cantans, carnosus, satis audax, atque benignus:
multum appetit, quia calor; multum potest, quia humidus.*

This Latin I have translated, with improvements suggested by Dr. William R. Ridington, as follows:

*Liberal, loving, of good cheer, laughing pleasantly, and ruddy of complexion,
Singing, fleshy, moderately bold, and also beneficent:
He strives to obtain much, because hot; he can do much, because moist.*

The *Secreta Secretorum* has the following characterization of the "sanguine complexion": "The sanguine by nature should love joy and laughing, and company of women, and much sleep and singing; he shall be hardy enough, of good will and without malice; he shall be fleshy, his complexion shall be easy to hurt and to injure for its

tenderness, he shall have a good stomach, good digestion, and good utterance; . . . he shall be generous and liberal, of fair appearance" (Quoted in modernized form from Muriel Bowden, *A Commentary on the General Prologue to the Canterbury Tales*, p. 174).

The following table will illustrate various details:

Humor	Where generated	Qualities	Temperament
blood	heart	hot and moist	sanguine
phlegm	stomach	cold and moist	phlegmatic
bile	liver	hot and dry	bilious
black bile	brain	cold and dry	melancholic

Of the many physical characteristics of the Pilgrims which Chaucer includes in his portraits I shall select only a few. We are told that the Reve's legs were so thin they looked like a staff, no calf being visible; the Prioress had a very broad forehead—it seems that broad foreheads were much admired in the Middle Ages; the Clerk of Oxenford was "not right fat." Chaucer's litotes for "very thin"; what money he could obtain from his friends he spent on books and learning, not on food; the Wife of Bath had teeth set wide apart, the physiognomical significance of which was, first, that she would be of an amorous disposition—she had had five husbands and said "welcome the sixth"—and, second, that she would be a far-traveler—she had visited the shrine of the Virgin in Boulogne, France; the shrine of St. James of Compostela in Galicia, Spain; the shrine of the relics of the three Magi in Cologne, Germany; and the holy places in Jerusalem, to which city she had made three pilgrimages.

One of the most interesting among the Pilgrims is the Miller. Of him Chaucer tells us that he was very big of brawn and of bones; it was no wonder that in wrestling he always won the ram, the usual prize in a wrestling contest. On the tip of his nose he had a wart on which stood a tuft of hairs red as the bristles of a sow's ears. The physiognomical significance of

MEDIEVAL COPY—The border pictured here is taken from a design of the Ellesmere Manuscript, a 14th century publication of *THE CANTERBURY TALES*.



the wart was that he would be a heavy drinker, a brawler, and a teller of ribald stories—this particular Miller was all of these. In addition, he had a very individualizing characteristic, which is brought out in the second of the two lines which follow:

"There was no door that he would
not heave off hinge
Or break it, at a running, with his
head." A 550-551.

To accomplish this feat the Miller must have had a very thick skull, a bone formation known as pachycephaly. The word **pachycephaly** is from the Greek $\pi\alpha\chi\upsilon$ "thick" and $\kappa\epsilon\phi\alpha\lambda\eta$ "head."

Four interesting articles on the Miller's head have appeared in **Modern Language Notes**. The first of these, called "The Miller's Head," is by Professor Bartlett J. Whiting, of Harvard University, and appeared in **MLN**, LII (1937), 417-419. Professor Whiting says that the ability of the Miller to batter down doors is his "most picturesque accomplishment" and "is no mean feat." He then goes on to give an account of "four individuals known to fame who had the cranial fortitude to afford an admiring world the sight of such spectacular performances." The first of these is George W. Devol, who says in his autobiography: "Doctors have often told me that my skull was nearly an inch in thickness over my forehead. . . . I am now nearly sixty years of age, and have quit fighting, but I can today batter down any door or stave in a liquor barrel with 'that old head of mine.'"

The second of "these worthies" was William Carroll, a member of John Robinson's Circus, who was advertised as "The man with the thick skull, or the great butter." It was claimed for him that "he could outbutt anything in the show except the elephant." The third in this group was James Riley, whose method "was to rush his opponent and butt him in the stomach or on the point of the chin, a procedure which soon rendered an enemy hors de combat. . . . He used to splinter doors with his head, charging fifty cents or a dollar, depending on the thickness of the planks. He abandoned this particular aspect of his career, however, after he had, on a five-dollar bet, butted a hole in a door constructed of heavy oaken timbers. For the first time in his life he had a headache, and it frightened him." "The New Yorker" (April 15, 1933, p. 19) gives an account of a certain Bezy Thomas, a boy from the Congo, who breaks doors and cracks walls with his head." Professor Whiting concludes his paper by saying ". . . We may be sure that between the fourteenth and nineteenth centuries stretched a long, thick-set, line of heroes whose pachycephaly was exploited to stir the wonder and respect of their less gifted fellows."

The second of these four papers was by Professor Autrey Nell Wiley, of Texas Woman's University, and was entitled "The Miller's Head Again," **MLN**, LIII (Nov., 1938), 505-507. She tells of a man whose feats of head won him mention in the **Calviti Encomium** [a praise of baldness], a work by Synesius, Bishop of Ptolemais. In this work is represented as showing the hardness of his head "by letting tiles be hurled upon it and hot pitch be poured upon it."

The third paper, "The Last of the Miller's Head?" by Professor Francis Lee Utley, of Ohio State University, mentions the fact that David Ritchie of Manor Water was the original of Sir Walter Scott's Black Dwarf. "A certain Robert Chambers gave an extensive account of David, including the following: 'His skull, which was of an oblong and rather unusual shape, was said to be of such strength that he could strike it with ease through the panel [sic] of a door or the end of a tar-barrel.'"

The fourth, and last, of these papers called "The Miller's Head Revisited," **MLN**, LXIX (1954), 309-310, is by the author of the first paper, Professor Whiting, who calls attention to a contemporary of Chaucer who can match the miller. Trevisa, writing in

1385, in one of his additions to his translation of Higden's **Polychronicon**, tells of a Thomas Hayward who "hath in the mould of his head . . . but one bone all whole; therefore he may well suffer great strokes against men and horseheads, and break strong doors with his head and it grieves him naught."

Since biology, by definition, is "the science of life" it includes virtually everything each Pilgrim is, says, and does. From all this wealth of material I have selected only a few aspects. When one thinks of the famous gallery of portraits painted by Chaucer in his depiction of the Pilgrims as they were gathered at the Tabard Inn just before beginning their journey to Canterbury, of the fact that these portraits are both generalized in that they include the characteristics of the class to which the Pilgrim belongs but also individualized in that each Pilgrim has some individualizing trait or traits which set him off from his fellows, one can understand why Chaucer's "Prologue" to the **Canterbury Tales** is considered one of the greatest pieces of English poetry produced in the Middle Ages and can agree with John Dryden's appropriate quotation of the proverb "Here is God's plenty."

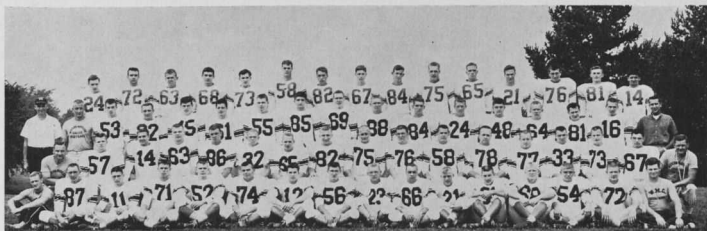
Final Fund Accounting

In closing out the 1961 alumni fund, we report the highest totals in amount contributed and number of donors since the beginning of the annual giving program. Thirty-eight per cent of the graduates solicited contributed a total of \$32,000.87. The 1,912 donors averaged \$16.68 per contribution. Designation breakdown is as follows: to endowment—\$7,202.20; to plant fund—\$1,386.00; to current operating expenses—\$23,412.67.

Since the August BULLETIN went to press additional contributions have been received from those listed here. These have been included in the total reported. The fiscal year closed August 31. Any contributions received from here on will be credited to the 1962 Fund.

Christine Davis Ayars, '59
Lawrence L. Brown, '42
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Charles W. Irwin, '44
Harold P. Johnson, '53
Albert W. Jones, '43
Minnie Adkins Jones, '16

Howard G. Jordan, '54
June Beaver Jordan, '51
Taeko Kamiyama, '52
Elva Bennett Koller, '41
Louise Reese Kunkel, '49
Audrey Phillips Langrall, '53
Robert B. Langrall, '53
Walter M. Lanius, '50
Edythe Child Lantham, '35
Thomas B. Lytle, '47
Louis H. Manarin, '55
Robert K. Myers, Jr., '37
Cliff Pfaff, '50
Mary Spaulding Pfefferkorn, '45
Lewis C. Radford, '16
Charles A. Rahter, '49
Thomas W. Reed, '28
Margaret Vaughn Siemon, '43
Robert T. Siemon, '45
Bessie John Simeonides, '55
Gilbert W. Stange, '53
Nancy Sadofsky Stange, '55
Mary Isabel Steele, '48
Eleanor Healy Taylor, '43
John A. Trader, '20
In memory of Milton L. Veasey, '96
Adele Grauel Webb, '49
Eugene Willis, '34
Emily Trevett Wright, '57
Edward H. Wright, '50
Libby Schubert Wright, '52
Nancy Haskin Zabel, '48
The Class of 1956
W. Hedley Clews
Bruce H. McDonald
J. Milton Rogers
Roy L. Tawes
Baltimore Alumnae, Phi Alpha Mu sorority



FOOTBALL SQUAD: First row: Pete Alexander (Mgr.), Jerry Baroch, Tony Magnotto, Tom Bowman, Mike O'Connor, Stan Sunderland, Tony Confer, Ronald Lerch, Jerry Owen, John Trainor, Jim Stephens, Wilford Wrightson, Art Renkowitz, Karl Schuele, Dick Steen, Ed Scheinfeldt (Mgr.). Second row: Bob Waldorf (head coach), John Stearns, Len Biser, Bill Deaner, Bob Wolf, Don Hobart, John McKenna, Dave Anders, Bill Bergquist, Jim Pusey, Bob Warfield, Jerry Gore, Jim Allwine, "Skip" Brown, Ricky Jones, Jesse Brewer, Dick Pugh (coach). Third row: Fern Hitchcock (trainer), Sam Case (coach), Ben Lawrence, Alex Ober, Cecil Walsh, Erie Buckner, Bill MacDonald, Dave Markey, Jim Gray, Griffith Harrison, Dick Yobst, Roy Terry, Charles Walter, Bob Shaw, Jim Leporatti, Bruce Read, Ron Brannoff (trainer). Fourth row: Ed Daniels, Carroll Gaver, John Giesey, Gil Smink, Mike Kindler, Bill Chase, Sewell Brown, Danny Pearson, Franklin Kidd, John Elliott, Mike Myers, Ronald Williams, John Norris, Wayne Million, Dennis Amico.

Squad Aims for Conference Title

With two victories and no defeats in Mason-Dixon conference play under its belt to date, Bob Waldorf's Western Maryland football team hopes to come up with a clean-cut conference championship this year. Last year the Terrors shared the cup with Randolph-Macon, but would prefer to have no partnership in 1961.

At the opener, Western Maryland beat Bridgewater 38-0, on the opponent's home field. Later at home the squad trounced Randolph-Macon 28-6 to keep the slate clean.

Penn Military (18-8) is the only team with a victory over the Terrors at this writing.

A somewhat larger squad than usual turned out for Coach Waldorf in pre-season practice early in September. Fifteen returning lettermen and a squad of sixty has made possible the return of junior varsity football on a limited basis. This is an experiment. Three teams (all home games) were scheduled including: Wesley Junior College, Staunton Military Academy, and the Johns Hopkins freshmen.

CORRECTION

In the August edition of THE BULLETIN there was an account of the new alumni chapter in Virginia. Mentioned as attending were Mr. and Mrs. Warfield Sterling and Miss Ann Reifsnider. By error Miss Reifsnider was listed as Mrs. Sterling. Under alumni fund contributors for the class of 1919 the spelling should have been Emily Richmond Schwaner. THE BULLETIN regrets these mistakes.

NEWS FROM ALUMNI

1910

Howard W. Bussard has died . . .

1913

Mrs. Edith Brown Armacost died August 21, 1961 . . .

1917

THE BALTIMORE EVENING SUN this summer devoted a considerable section of its sports page one evening to the hobby of Judge Charles E. Moylan of the Supreme Bench of Baltimore. The Judge is a former player-manager and current chairman of the directors of the Ijamsville Bush Creekers of the Maryland State League . . .

1919

Mrs. Helen Fowble Elderdice died during August at her home in Westminster . . .

1923

The Rev. Russell W. Sapp has retired as pastor of Emory Methodist Church of Ellicott City . . .

1929

Mrs. Alma Taylor Pruitt was the subject of a feature story this summer in the BALTIMORE MORNING SUN. Mrs. Pruitt is guidance

counselor and vice principal of the Stephen Decatur High School at Berlin . . .

1934

Dr. May Russell, president of St. Mary's Seminary Junior College, has been reassigned to the Southern Regional Education Board . . . Dr. Milton A. Katz, a West Coast pediatrician, died during July at the University of California Medical Center . . .

1935

Lt. Col. Michael A. Leister has retired as senior unit adviser at the Liberty Heights Army Reserve Center . . .

1936

W. Klee Grumbine is National Sales Training Manager for the Whirlpool Corporation . . .

1937

Colonel William G. Skinner, Jr., is deputy signal officer for U. S. Army, Ryukyu Islands IX Corps and is stationed on Okinawa . . .

1938

Dr. L. Eugene Cronin, chairman of the famous Chesapeake Biological Laboratory at Solomons, expects the recent merger with the University of Maryland to push back frontiers of knowledge, provide opportunities for graduates to do research and give the laboratory a

wide range of talent . . . Col. William F. Malone and Lt. Col. Clayton N. Gompf are attending the Army War College at Carlisle Barracks, Pennsylvania . . . Lt. Col. John J. Levin is attending the associate course at The Command and General Staff College, Fort Leavenworth, Kansas . . .

1939

Frank Coo Sherrard scored one of the highest marks in recently passing the State Law Exam . . . Carroll E. Cook has been promoted to Lieutenant and named commander of the Frederick barracks of the State Police . . . A. T. Brun, Jr., public relations manager of the Luke Mill of West Virginia Pulp & Paper, has been elected Upper Basin representative for the Citizens Council for a Clean Potomac . . .

1940

Quentin L. Earhart, assistant superintendent for instruction for the Frederick County Board of Education, has received his Doctor of Education degree in the field of school administration from the University of Maryland . . .

1941

Lt. Col. Donald E. Honeman and Lt. Col. Edgar L. Venzke are attending the U. S. Army Command and General Staff College at Fort Leavenworth, Kansas . . .

1943

Mr. and Mrs. Robert J. Moore (Frances Ogden) announce the birth of a daughter, Alice, on August 10 . . .

1946

Dr. Harry M. Mattax died September 15 at his office in Salisbury . . .

1947

Mr. and Mrs. Fern Hitchcock, Jr., announce the birth of a son, John Fern, on August 19, 1961. He has four sisters—10½, 9, 7½, and 3. Fern is athletic trainer for Western Maryland. His wife teaches in the music department part time . . .

1948

John L. Barnes has been elected president of Unit 65 (Washington, D. C.) of NAIRE. John is chairman of the official board of the Union Methodist Church in Washington . . .

1949

Robert H. Rhodes, Jr., is now district manager of Virginia, Tennessee, and North Carolina for McNeil Laboratories, Inc. Bob and Rebecca Anne Cain, 47, live at Roanoke, Virginia, with their two girls, Barbara Anne, 8, and Robin Lee, 6 . . . Mr. and Mrs. S. George Walters announce the birth of Virginia Sherwood on July 24 . . .

1950

Julian Dyke, Jr., has been named physical education supervisor of boys in Baltimore. He is the youngest phys. ed. supervisor Baltimore has ever had. Julie was formerly head of the physical education department at Edmondson High School . . .

1951

Elizabeth Shivers married Walter R. Hitchcock on August 15 . . . Mr. and Mrs. Roland V. Layton, Jr., announce the birth of their first child, Matthew Houston Layton, on January 3 in Charlottesville, Virginia . . . Mr. and Mrs. Douglas Paulsen (Janice Benson) are living in Cumberland where Doug is the sales representative for the American Oil Company. They are both active in the First Presbyterian Church and Janice hopes to teach some French at the new community college. They have four children—Douglas, Jr., 6½, Stephanie, 6, Nancy Jane, 5, and Lisa Ann, 3½ . . .

1952

Don Wassmann has entered Drane Theological School of Tufts University, preparing to enter the Unitarian-Universalist ministry. His wife (Kathy Bliss, 31) and three children are with him at Somerville, Massachusetts. Bonnie is 8, Leslie, 5, and Bobbie is 1 . . . Helen Wiley married Robert I. Miller, Jr., on August 12 . . . Mrs. Kay McLaughlin Burkhardt announces the birth of Cynthia Ann on August 28. She has two sisters, Kerrie and Marilyn . . .

1953

Capt. Andrew Rusinko is surgical resident at Tripler General Hospital in Honolulu . . . Lois Oliver Wantz is living in Amarillo, Texas, where her husband is on active duty as an Air Force chaplain. They have two daughters, Lucinda and Susan . . . Jean Wilkes Arnold, her husband and son are living on the French Riviera where they will be stationed for the next two years. Lt. Commander Arnold is stationed aboard the U.S.S. Springfield which has its home port at Villefranche. Their new address is U. S. Navy Support Activity, Navy Number 133, C/O FPO, New York . . .

1954

Mr. and Mrs. William R. Harvey announce the birth of Mark Andrew on September 10 . . . Joseph P. Ravens, II, is engaged to Miss Mary Elizabeth Wooding of Burlington, Ontario . . . Captain Christopher J. Miller, Jr., is assigned to the 2nd U. S. Army Missile Command at Fort Carson, Colorado . . .

1955

Norman B. Sunshine has received the Gillette-Harris Fellowship. He is studying for his doctor's degree in chemistry at the University

of Maryland . . . Robert S. Martin, Jr., is principal of both the Hampstead and Manchester school organizations . . . Capt. Edward P. Smith married Miss Jane Carolyn Lotter on July 1 . . . Mr. and Mrs. James Heins (Janet Boller) announce the birth of Cynthia Elaine on August 18 . . . Mr. and Mrs. Franklin Davis (Antonia Baxter) announce the birth of Amy Carolyn on May 25 . . . Mr. and Mrs. Robert Church (Pat Hamerly) announce the birth of a second daughter, Joyce Ann, on August 28 . . .

1956

Daniel W. Moynan passed the Maryland State Bar Exam . . . Richard A. Hill is senior programmer at the U. S. Navy Postgraduate School in Moncks. His wife and three sons are in the Navy. Mr. and Mrs. Jamie are enjoying California weather . . . Susan M. Gross married Theodore Silkoff in September . . . Mr. and Mrs. Earl R. Seipp announce the birth of Heidi Rebecca on July 30 . . . Kathryn Thoberlin married Jean R. Flanagan on August 2 at Morlaix, France . . .

1957

Lt. Marc J. Meyers has completed the military orientation course at Brooke Army Medical Center, Fort Sam Houston, Texas . . . James R. Crowley married Carol A. Burton, '56, on June 24. They are living in York, Pennsylvania . . . Dr. and Mrs. Arnold Amass (Pat Richter) announce the birth of John Winfield on August 29 . . . T. Stanley Entwistle, Jr., married Miss Kathleen Canary, '63 . . .

1958

Earl F. Harilaub received a Doctor of Education degree at Pennsylvania State University in August . . . Gail Mercey held a one-man show of paintings at the Burg Galleries in New York during September. During three years of exhibiting professionally, Gail has won three top prizes and several honorable mentions. Her work is semi-abstract and is characterized by excellent line and brilliant color . . . Mary L. Hotchkiss married Ronald H. Miller on May 20 . . . F. Lynn Mayer married Brenda Lee Stevens, '61, in August . . . Gene L. Michaels married Sarah R. Kaji, '61, on August 26 . . . Mr. and Mrs. Thomas A. Beckett (Kay Payne) announce the birth of Thomas A. Beckett, Jr., on September 6. Tom is on the staff of The Commander of Military Sea Transportation in Washington . . . Mr. and Mrs. Henry M. Darlington (Ardella Campbell) announce the birth of Cynthia Anne on August 31 . . . Lt. and Mrs. John H. Hort (Jean Lamberton) announce the birth of John Henry, Jr., on August 30 in Okinawa . . .

1959

Lt. Robert J. Passerello has joined the Cost Control Department as an analyst for Owens-Corning Fiberglass Corporation in Anderson, South Carolina . . . Karen E. Helbig married John S. Whittier on July 8 . . . Luther M. Martin, Jr., married Miss M. Ann Pherigo, '61, on August 5 . . . Stewart N. Dorwies married Miss Ann Morley, '61, on July 29 . . . Mr. and Mrs. Joan Schaefer Weyrich announce the birth of Robert Clayton on September 2 . . . Clarence Kaylor married Lorena May Stone . . . Correction: Mr. and Mrs. L. Thomas Miller announce the birth of Pamela Ruth. The BULLETIN incorrectly listed her as a boy . . .

1960

Norman W. Davis has been appointed wildlife technician in the Inland Resources Division of the National Resources Institute of the University of Maryland . . . Beverly Cox Davis is teaching in the Annapolis school system . . . Barbara A. Bell married John J. Woody on August 12 . . . Mary Elizabeth Newell married Warren E. McKlirick on June 17 . . . Nancy C. Seick married Robert A. Lawson on July 22 . . . Lt. James V. McNamee, Jr., married Miss Mary Virginia Valos on August 13 . . . Mr. and Mrs. Harold W. Malone announce the birth of a daughter on August 15 . . .

1961

Engaged—Robert Browning to Suzanne Fossett, '62; Donald L. Hale to Miss Dorene Gageby; Barbara Holland to John B. Lowe; John Holt to Diane Kanak, '62; Married—Constance Arvin to Robert N. McCallum; Shelby Bixler to the Rev. William A. Markley; Miriam Gaskill to Ensign David J. Stem; Margaret J. Herring to Lt. James S. Goldring; Barbara J. Hastings to Paul Jung; Myra Ann Hess to Charles L. Hiltbrich; Dorothy Holland to Lt. Ronald J. Monark; Rhea Ireland to Barbara A. Wilkes; Margaret J. Sauer to Alfred D. Mulholland, Jr.; Graduate study—Marvin Borer, University of Maryland Law School; Alfred B. Rosenstein, University of Maryland Medical School; Henry S. Wesley Theological Seminary; Army—Fred Dilkes has completed his orientation course; Walter Mahan was commissioned after summer camp; Malinda Burgess Fossett, home service representative; Tony Wilks, city planner in Newark, New Jersey; Jan Williams, chemistry associate at the Johns Hopkins Hospital; Teaching—Beatrice Ackerman, Diane Bell, Jean Jeffrey Carter, Ford Dean, Ann Morley Dorwies, George Duncan, Richard Gebhardt, James Williams, chemistry associate; Patricia Krebs, Patricia Lakin, Arlene MacVicker, James Matousek, Helen Murphy, Patricia Piro, Christine Reichenbecker; Brady Roberts, Patricia Scott, Joan Zajac Silex, Jacqueline Starnes, Margaret Stakem, Joseph Stepler, Linda Thompson, Judith Boettger Tufaro, Carolyn Powell Walting, Eleanor White . . .

1962

Maureen Filbey is engaged to William Sitter . . . Carol Latham married Thomas J. Philpot on June 4 . . . Courtney Jones married Theodore R. McKelvin, Jr., in August . . . Ann Meding married Richard A. Gillespie in July . . . Howard Rhoads married Marie Joyne in August . . .