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JUNE 1966 UNIVERSITY OF TAMPA ALUMNI MAGAZINE





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Revised March 1966

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The parentheses are coded as follows:

- 1 Four-year colleges and universities are eligible
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- 3 Junior colleges are eligible
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- epa Program excludes publicly-assisted institutions
- lpa Limited program for publicly-assisted institutions; percentage of public support or capital gifts may be restricted; regular program for private institutions
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# The MUEZZIN

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## Contents

PRESIDENT'S PAGE	
Dr. David M. Delo	2
NEWS AND FEATURES	
Senior Class Gift	
'66 Forward Fund	
Miami Alumni Meeting	3
JUST IN PASSING	
Editorial	3
CREATIVE ARTS	
Mark Van Doren	
"Thurber Carnival"	
Opera Review by Joe Mattock	4-5
PLACEMENT OFFICE NEWS	6
SPARTAN SPORTS	
Annual Alumni - Varsity Game	
'66 Football Outlook	
Spring Sports Re-cap	7
COMMENCEMENT - ALUMNI DAY, 1966	
Speakers' Profiles	
Class of '41 to be Honored	
Reminiscences of '41 by Frances Sessions Hoffman	
Honorary Degree Recipients	8-9
THE MUEZZIN NOTES	10
VISTA AND PEACE CORPS VOLUNTEERS	12

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Pressures, conflicts and challenges on American campuses today have been pinpointed and analyzed by Editorial Projects for Education in its 1966 "Moonshooter Report." Entitled, "To Keep Pace With America," the special insert is a product of cooperative endeavor on the part of many schools, colleges and universities throughout the country. Cover design by Edward J. Michaels Studio.

## The MUEZZIN



JUNE 1966 UNIVERSITY OF TAMPA ALUMNI MAGAZINE



## Changes and Challenges



Photo by Jim Nicks

Devoting time and energy in meeting the unprecedented demands imposed upon today's faculty and student body is the University of Tampa's Board of Trustees, pictured above with President David M. Delo (Front row, center). They are as follows: (top row) Chester Ferguson, A. Clewis Howell, Charles Parkhill Lykes, Victor H. Northcutt, Alvin P. Yorkunas, J. Crockett Farnell, H. Grady Lester, Jr., Fred D. Learey; (middle row) The late Charles F. Blake, Loper B. Lowry, Paul Smith, Morton L. Annis, Max H. Hollingsworth, Clyde Perry, James L. Ferman, Jerome Waterman; (front row) Fred J. Woods, George Richard Griffin, Carl D. Brorein, Dr. Delo, John C. Council, William C. MacInnes, W. Howard Frankland. Not pictured are these additional members: Howard P. Macfarlane, James W. Warren, J. H. Williams, Jr., Hugh C. Macfarlane, James H. Couey, Jr., Sam F. Davis, Byron B. Harless, Melvin S. Stein, James W. Walter, Morris E. White.

For the first time we have included a special "Moonshooter" section in *The Muezzin*. Prepared by an editorial committee from several colleges and universities, this issue is devoted to the changes which have occurred in colleges over the past few years.

I hope you will read it carefully. It will give you many of the reasons why your Alma Mater has changed since you graduated.

One reason for change is the need to survive and grow. Thus, the University of Tampa has changed from a commuting student body in 1960 to a largely residential institution, because it no longer could attract large numbers of local students in competition with the tax-supported University of South Florida and its minimal fees. This change was required for survival.

Other changes over the past few years have been related primarily to planned growth in size and quality as well as the need to keep pace with changes in our society. The adoption of the core curriculum in 1960 is an example. It includes a course in the Far East and one dealing with The Contemporary United States. Recent developments have accentuated the wisdom of this inclusion.

Three years ago we adopted a five-year plan for improvement and expansion. Implicit in this

plan were increased enrollment, improvement in faculty and faculty salaries, changes in educational services and equipment and expansion of administrative staff. We are following this schedule and the results are apparent.

Only this year we have added a Counselling Office and next fall will establish a communications laboratory. A second language laboratory will open in September. Meanwhile, a committee of faculty and administrators has been working long hours for the past eighteen months to define feasible means of materially improving our entire educational program. At the same time we are upgrading and broadening our sports program.

I hope many of you will visit the campus at Commencement time and at least observe the physical changes which have occurred. If our plans are followed as we have every reason to believe, these are only the prelude to a decade of great development.

Thus, the changes you will see have been planned logically and carefully with one purpose in mind—the building of a greater University of Tampa.

Dr. David M. Delo



## Class of '66 Announces Gift to New Infirmary

A meeting of the senior class was held in the International Room of the Student Center on April 28th at 7:30 p.m. at which time discussion was held regarding the selection of a class gift to the University.

Mr. John Kieffer, president of the class, has announced that the students' decision was to donate furnishings for a new infirmary to be located on the second floor of the Embassy, an apartment building recently acquired by the University which will be converted to a men's dormitory this fall.

Purchases would include hospital beds, chests and other movable equipment and the generosity of the 1966 senior class will be recognized by a plaque in the main lobby of the building and on the entrance door to the infirmary as a permanent record of their gift.

The 1965 Loyalty Fund Report published in the March, 1966 issue of *"The Muezzin"* should have included the name of International Business Machines in the list of corporate contributors through the matching gifts program.

## Area Alumni Gather At FEA Convention

Over fifty alumni residing in the vicinity of Miami, Florida gathered together at the Deauville Hotel for a cocktail party the evening of April 22nd.

The event was sponsored by the University of Tampa alumni Association and was held in conjunction with the Florida Education Association's annual convention.

Among those attending were: Mr. Walter V. Minahan and Mrs. Rose Spoto Swain, members of the Alumni Association Board of Directors, the former serving as chairman of the reunion's planning committee; and Capt. Kenneth P. Hance, the University's Director of Alumni Relations.

## EDITORIAL

# Just In Passing . . . .



photo by Eure

It is said that if a tree falls in a forest and no ears are close enough to pick up the sound, the tree falls silently. So a publication can "speak" only if it has a responsive reader audience.

As we look back on the past 20 months, the many rewards and satisfactions in editing *"The Muezzin"* have been a direct result of your enthusiastic support and appreciation of our efforts.

Air Force expediency now sends us to South Carolina where your editor will begin a process of metamorphosis in that state's university—making a psychologist out of a journalist may prove to be somewhat akin to the "silk purse-sow's ear" concept. They say you can't—we're going to try.

Meanwhile, here at the U. of T., the phenomenal progress already evident will continue. But, just as *"The Muezzin's"* existence has hinged upon your acceptance, so does the University's growth depend upon your response to its needs. The Loyalty Fund for 1966 has been launched and you will be asked to support it. By doing so you, the alumni, can show your interest in the many new projects undertaken to elevate the academic stature of your alma mater—thereby, in consequence, increasing the value of your degree. Any gift, small or large, is a vote of thanks for such things as *"The Muezzin,"* Alumni Day, the placement service. It is, above all, a vote of confidence in the University of Tampa, her achievements and her goals.

In closing, our sincere thanks to the faculty and administration (especially Capt. Hance!) for their help and cooperation; and, again, our deepest appreciation to the alumni readers for their interest and responsiveness.

S. T.

## Noted Alumnus is Speaker at Forward Fund Dinner

The University of Tampa's 1966 Forward Fund campaign was launched at a kick-off banquet held in the Student Center on the evening of April 27th and attended by 150 business and civic leaders from the city of Tampa.

Dr. James W. Whitehead, assistant to the president of Washington and Lee University and, himself, an alumnus of the U. of T., was the guest speaker. Dr. Whitehead outlined the unfavorable times in which the University was founded and cited the institution's growth and step-by-step progress in the thirty-

five years that have since passed.

Chairman of this year's Forward Fund drive is Mr. Fred D. Learey, president of General Telephone Company of Florida and a member of the University's Board of Trustees. Mr. Learey announced that the five-year campaign which began last year has a goal of \$950,000 to be used to improve the over-all educational program including additional faculty members, the expansion of facilities and new laboratory equipment. This year's goal is \$180,000.



## Mark Van Doren Speaks to Campus Audience



The distinguished author and poet, Mark Van Doren, spoke to an audience of University of Tampa faculty members and students on the evening of May 9th in the Student Center dining room. Dr. Van Doren presented readings and commentaries on his own works including a wide variety of his poetry.

Dr. Van Doren was for thirty-nine years a professor of English at Columbia University, retiring in April, 1959. On the occasion of his retirement, James Thurber said of the noted poet, critic, short-story writer and novelist, "(He) is so many men that I have to open my front door and my windows when he visits me in order to let all of him in."

One of the first of those

"many men" was the young Van Doren who served two years with the U. S. Army during World War I . . . an experience he enjoyed so much that he later became homesick for it.

Another role was that of literary editor of "The Nation" magazine for four years, a post formerly held by his older brother Carl. Still later he served as the publication's film critic of which he has said, "I have relished few duties more."

Yet another Mark Van Doren is the playwright who, in 1959, wrote "The Last Days of Lincoln," a drama rich in the special flavor of a poet born in the Lincoln country, Illinois.

Of poetry in general he has said: "The best poetry, I still think, does not seem hard. Its

## "Thurber Carnival" to Be Staged at U. of T.

The final production of the University drama department's season will be presented May 18, 19, 20 and 21 on the new open stage of Falk Memorial Theatre. James Thurber's delightful series of vignettes, "Thurber Carnival," will star U. of T. alumni and currently enrolled students. Curtain time is 8:30 p.m.

The play is a series of rollicking scenes of American life and includes: "The Night the Bed Fell," "The Unicorn in the Garden," "Gentlemen Shoppers," "The Secret Life of Walter Mitty," "File and Forget" and many other unforgettable Thurber masterpieces.

The cast includes: Ed Thompson, Charles Napier, Babs Beatty, Eleanor Newman, Rae Gardner, Bob Harris, Toni Abercrombie, James Lunetto and Richard Cooper. "Thurber Carnival" is directed by Mr. D. J. Cermele, professor of drama and director of the University of Tampa's Falk Theatre. Stage designs are by Bob Donovan, well-known cartoonist who's "Bob and Betty" cartoon appears in syndicate in many northern newspapers. Technical director is Professor Marvin J. Philips.

coming to birth is of course as hard as it is rare; but the poets responsible for it prefer to sound like men who happily, luckily, had those things to say." Another of his dicta, one that says much about him as a teacher: "No thought, no feeling, is to be rejected for the simple reason that it is old. Or because it is new. The truth of it, if one can find that out, is all that matters."

His appearance was sponsored by the University's Special Events Committee as part of its program to bring outstanding literary figures to the campus. Official hosts for the day were the English department and Sigma Tau Delta, honorary English fraternity.



## Contemporary Opera Termed "Major Triumph" for Composer

Dr. Noel Stevens' *Enchanted Canary* could have premiered successfully with only the singers, a piano and a bare stage. With the added support of a superb orchestra conducted by the composer and whimsical sets by a master artist, it became one of the major triumphs of the Tampa music year.

The orchestra of Tampa Philharmonic members was obviously inspired, and their removal in standard formation to the right of the theatre presented an effectively different front and tone to the audience. Unfortunately this assumed Wagnerian proportions at times, and the rebound from the right wall engulfed the audience along with most of the lyrics.

We would have enjoyed hearing all the lyrics in the first scene, since they held the key to the symbolism the program notes instructed us to find in this fairy tale.

The symbolic search of the Artist for his means of self-expression is ill-served by such a light framework, as the case must be constantly pleaded. One might as easily view *Rapunzel* as symbolic of The Great Society, while the possibilities for *Goldilocks* are endless. Happily,



Photo by Art Thomas

Shown above are Kay Chiesa and Malcolm Westly in their roles as Lady Gaga and the Prince. The opera was staged on the night of April 29th and 30th.

the alleged symbolism was easily forgotten in the excitement of the performance.

The music in Dr. Stevens' opera is engagingly contemporary, the orchestral writing reminiscent of Villa-Lobos in such works as his *Uiraparú*. The vocal line often takes forms akin



Photo by Frank Hutchins

Dr. Noel Stevens, chairman of the University's music department and composer of "The Enchanted Canary," is shown above with Bobbi Lou Kaminis at the reception following the opening night performance. Miss Kaminis sang the role of the Princess.

to Mahler, a similarity not based on their common inclusion of a few oriental motifs. If the music can be faulted in any way it must be that Dr. Stevens has given us too great a wealth of ideas and themes. There is enough musical material for another opera and a symphonic tone-poem. Economy of resources and more development might have provided more unity of style.

From the line, "There is a magic in this place," the Falk Theatre disappears and Dr. Stevens' best writing begins. When the Prince encounters the Old Man in a forest, the opera is neither charming nor clever; it is serious and it is fine. Here we are no longer being merely entertained, we are involved. Following this closely, a parting duet between Prince and Princess provides one of those rare moments of startling beauty that makes opera what it is. For total effect, we prefer the scene when the Princess, unfolded petal-by-petal from her enchantment, stands free, shimmering in light and sound, like Venus rising from the waves.

Professor Malcolm Westley as the Prince sang with his usual warm tenor adding, despite a confining role, a pleasant new flair for acting. Not only did the Witch get the best lines, she got the best laughs, and Hedi Svendsen stole the show as the witch who was not very good at being evil. Harry Waller's rich voice easily put the orchestra

behind him and made his role seem much too short. Kay Chiesa played her comedy role to the hilt but still managed to present the liquid tone we have come to expect of her. We hope to see a good deal more of Bobbi Lou Kaminis on local stages; she is pert and pretty enough to be anyone's Princess, her voice is fresh and clear, and the way she handled her one sustained high passage shows she has the skill required to play to an audience. Mr. Testa-Secca must truly have enjoyed himself designing the sets and costumes. He has given us a visual delight of black and white characters against rhythmic and improbably colored sets. Lady Gaga's ruff set off her character beautifully, but we did wonder if the sinister hoods worn by the chorus were courtesy of the Spanish Inquisition.



Photo by Frank Hutchins

Discussing the highly successful premier were Mrs. Betsy Stevens, wife of the opera's composer, her father, Mr. Walter Fincke of West Palm Beach (at center), and Mr. Charles LaMonte. Mrs. Stevens served as costume mistress for the production.

The University Special Events Committee deserves our thanks for their foresight and taste in underwriting this production. Dr. Stevens' talent deserves rehearsing in the theatre. The darker elements in his music are particularly intriguing and we would like to see what he would do with a two-act tragedy. Whatever he does, we hope he is preparing an opera for next season. It would be especially nice if he were commissioned to do so.

J. F. MATTOCKS

Mr. Mattocks is a psychologist in rehabilitation counseling for the State of Florida. He received both his B.S. in psychology and his Master's degree in counseling from the University of Florida.



## Placement Office Announces New Job Openings Throughout the U.S.

The National Placement Service announces to all graduates who are interested in acquiring a new position that the GRAD Program is operating at full schedule and is in need of additional alumni members to fill the many positions which are available.

The GRAD system is a Placement service for the University of Tampa alumni on a national scale. (See March, 1966 issue of "The Muezzin.") Any interested alumni should contact Mr. Donald L. Miller, Placement Officer, for the GRAD forms.

\* \* \*

The following positions are currently available through the Placement Office:

**BUFFALO, NEW YORK:** Music instructors (Clarinetist with Bachelor's degree to teach at college level; recitalist in piano, Master's degree, college level; voice and repertoire instructor, Master's degree, college level; recitalist in cello, Bachelor's degree, college level.

**WESTLEYDEN, NEW YORK:** Teachers needed in areas of Math, Elementary Music, Art and Driver Education.

**TAMPA, FLORIDA:** Elementary teachers needed.

**DEKALB COUNTY, GEORGIA:** Positions available for Elementary and Secondary teachers. Also Elementary Principal and Assistant High School Principal.

**COOKS COUNTY, ILLINOIS:** Teachers needed in the fields of Art, Physical Education, Library, Speech Correction, English and Science.

**GLEN HEAD, NEW YORK:** Vacancies in areas of English, Social Studies, Math, Science, Languages, Guidance and Library.

**WEST POINT, NEW YORK:** In need of male Physical Education Instructor.

**AURORA, ILLINOIS:** Junior High School Principal needed.

**FARMINGTON, CONNECTICUT:** Teachers needed in all fields.

**PIPPA PASSES, KENTUCKY:** Positions available at college level in areas of History, Chemistry, English Composition, Latin, German, and Library.

**FAYETTEVILLE, GEORGIA:** French, English, Math and General Science teachers needed.

**KEY WEST, FLORIDA:** Vacancies in all areas of teaching.

**LEMARS, IOWA:** College level Art Instructor needed.

**HARVEY, ILLINOIS:** Vacancies in all areas.

**DOLTON, ILLINOIS:** Vacancies in all areas.

**CITRUS CITY, FLORIDA:** High School Principal, Elementary Principal, and school Psychologist needed. Also teachers needed in all areas.

**COLLEGE PARK, GEORGIA:** Positions available in all Elementary grades; Science and Math at High School level.

**SHANNON, ILLINOIS:** In need of High School Guidance Counselor.

**SEWANEE, TENNESSEE:** Chairman of English Department needed—female preferred.

**CLAY CITY, FLORIDA:** Teachers needed in areas of Industrial Arts, Music, Languages and Physical Education (female). Also Elementary teachers needed, including Guidance Counselor.

**TAMPA, FLORIDA:** Private school in need of Physical Education teacher—female.

**DENVER, COLORADO:** Positions open in all areas.

**MONTGOMERY CITY, MARYLAND:** Teachers needed in all fields.

**ROWLAND, CALIFORNIA:** Vacancies all areas of teaching.

**EDINBORO, PENNSYLVANIA:** In need of Head for Department of Art, college level.

**U. S. GOVERNMENT:** Accountants and Auditors needed—\$7479.

**STATE OF FLORIDA:** Chemist needed, minimum \$575 per month.

**FLORIDA DIVISION OF CORRECTION:** Needs Accountant, \$5280 minimum.

**TAMPA, FLORIDA:** National company in need of Sales Representative, \$550 per month.

**EAST COAST, FLORIDA:** Sales and Management positions available with national Life Insurance Company.

**A GEORGIA CITY:** In need of Assistant to Finance Director with minimum salary of \$514 per month. Also Assistant City Treasurer, \$515 per month.

**MIAMI, FLORIDA:** In need of Restaurant Manager (training program in restaurant managing).

**CHICAGO, ILLINOIS:** Position for Director of Budgeting, \$18,000.

## AAUW Offers Membership To All Women Graduates

The Tampa branch of the American Association of University Women announces that membership applications are now being taken for 1966. All female graduates of the University of Tampa are eligible.

AAUW was founded in 1882 and limits its membership to graduates of those institutions which meet the standards it considers essential for the higher education of women. This constructive policy through the years has been a strong influence as a lever to raise, and hold at high levels, standards of excellence.

Any alumna interested in the organization may contact the Dean of Women or Mrs. Angelo Fonte at 1020 25th Avenue, Tampa, Florida.

**TAMPA, FLORIDA:** Sales Representative needed for Life Insurance Company.

**SOUTHEAST FLORIDA:** Accountant Auditor needed; minimum \$450 plus expenses.

**TAMPA, FLORIDA:** Market Analyst; minimum \$6500.

**TAMPA, FLORIDA:** Sales Trainee; minimum \$400 per month plus expenses.

**STATE OF FLORIDA:** Management trainee, female only, \$440 per month.

**TAMPA, FLORIDA:** National company needs Chemist and Accountant.

**RAILROAD:** Location in Georgia. Looking for Junior Chemist; \$500 per month minimum.

**U. S. PRESBYTERIAN CHURCH:** In need of Teachers, Medical Personnel, Social Workers, Bookkeeper, Dietician, Assistant to President, and numerous other positions in colleges around the country.

**FORT MYERS, FLORIDA:** Position available in Personnel Management.

**CENTRAL FLORIDA:** Opening for experienced Sales Representative, \$550-600 per month.

**ONTARIO, CANADA:** Research Analyst to develop programs and policies in the area of helping young people to meet the challenges and opportunities of contemporary society. Salary, \$8200 minimum.

**WEST COAST CITY:** In need of an Associate City Planner and Assistant City Planner. (Associate: \$813 per month, Assistant: \$686 per month).



# Annual Alumni - Varsity Game Highlights Spring Football Practice

by Mike Moore

The University of Tampa football team unofficially opened its 1966 season on April 6th with a victory over the alumni in the annual spring game. The Spartans found themselves behind 10 to 6 at halftime, but came back strong in the second half to take the win by a final score of 18 to 10.

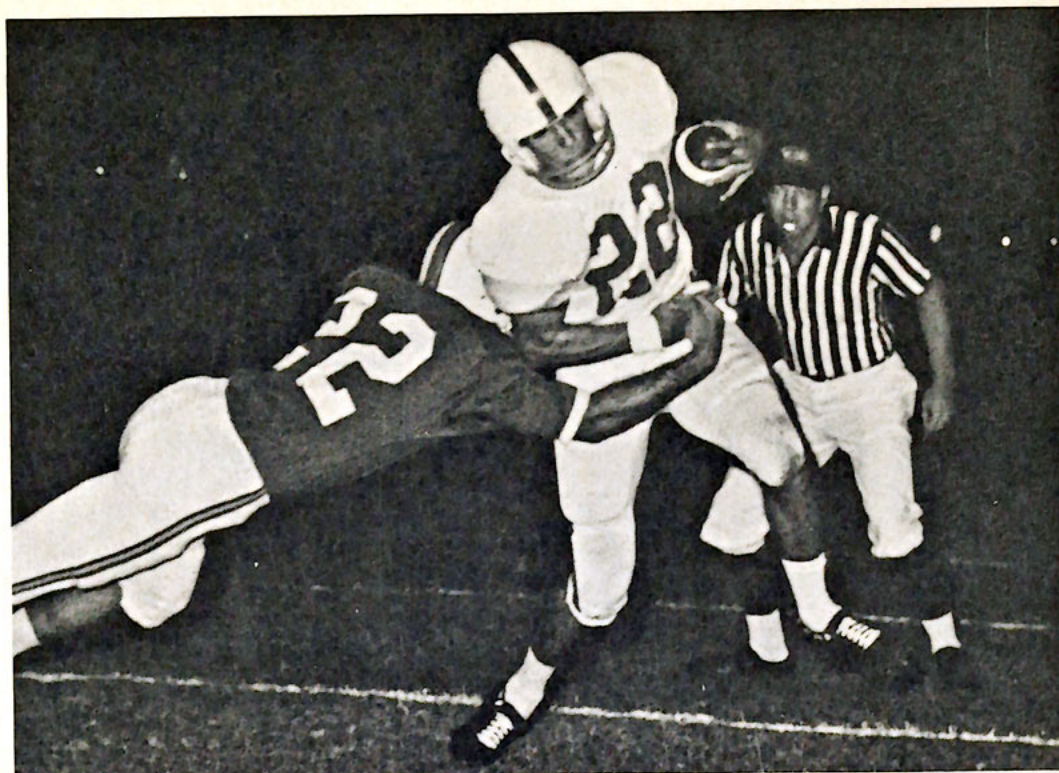
Quarterback Jess Kaye shared the offensive spotlight for Tampa by tossing one TD pass and carrying the ball across twice, himself. Kaye completed 11 passes in 25 attempts for 90 yards, and picked up 39 yards on the ground in 9 carries. The other bright spot in the offensive backfield was Ernie Casares who led the Spartans in rushing with 56 yards on 8 tries.

Wayne Blount also had a fine game. Blount gained 28 yards in 4 carries from his halfback spot. End Gary Rapp had a big night catching 6 passes good for 58 yards, and one of them was a TD toss from Kaye. Bobby Fernandez played his first game at end after being switched from quarterback this spring. He caught 3 passes for 23 yards.

The Spartans punting situation received a boost when Bill Hurt kicked 3 for 140 yards, an average of 46.7 yards per kick. Bill's older brother, Kevin, has been the Tampa punter for the last couple of years and did the kicking for the alumni. Bill averaged almost 10 yards per kick better than Kevin in the game.

Twelve minute quarters were used and the shorter time held down the yardage picked up by the teams. The Spartans gained 233 total yards, 129 on the ground and 104 in the air. The alumni had 206 total yards, with 125 coming on the ground and 81 via the air route.

The game marked the end of spring practice for Tampa who will open their season next fall on September 17th against the University of Tulsa.



Tampa Tribune Photo

Varsity squad member Bobby Fernandez picks up yardage on a pass from teammate Jesse Kay before being brought to earth by alumnus Billy Howell, class of '65, during the annual Alumni-Varsity football game on April 6th. Final score was 18 to 10, Spartans over the alumni.

## Spring Sports Re-Cap

The University of Tampa baseball and crew teams are both off to a good start this year. To date, the baseball team has won 8 of its first 10 games. Under the direction of new Head Coach Larry Gable, the Spartans are one of the top contenders for the FIC crown. Tampa opened its season with a win over South Florida, Florida Presbyterian, St. Leo and Depauw (twice) before they lost to St. Andrews. The Spartans then beat William & Mary, St. Leo and LaSalle, before dropping a game to Jacksonville.

The Spartan crew team has won 3 of their first five races this season. After losing the season opener to Jacksonville, the crew team defeated Amhurst and Purdue, then lost to LaSalle and won over American University. Coach Brad Wickersham said he is pleased with the performances of his team to date. He explained the Spartans have a young team this year and are hoping to build a strong unit to represent Tampa the next couple of years.

## Outlook for Spartan Football

The University of Tampa football team promises to be even more exciting than it was last year. The Spartans have improved their offensive backfield by bringing in a number of outstanding players and have almost doubled their entire defensive unit returning. Head Coach Sam Bailey commented, "We think this team will be a tough one. We have a couple of positions that need a little improvement before the season opens, but things look real good at this time."

An improved Spartan squad and a tough list of opponents make up the ingredients for an exciting season, so plan to attend all of the home games and back the Spartans in '66!

See inside back cover for complete schedule of the Spartans' 1966 Football Season.



## Speakers Announced for Commencement Weekend

Commencement activities for June, 1966 will feature two noted personalities; one, a business executive with a large corporation and the other, a prominent local educator.

Mr. Colon Brown, chairman and chief executive officer of the National Gypsum Company, will be the guest speaker at Commencement on Sunday, June 5th in McKay Auditorium.



MR. COLON BROWN

A native of Mississippi, Mr. Brown attended the University of Mississippi where he was considered an outstanding football player and athlete. He began his career with National Gypsum in 1937 and successively advanced through the management ranks while moving from plant to plant through Alabama, Kansas, Nebraska, the West Coast and, finally, to the company's headquarters in Buffalo, New York as assistant to the president. One year later he was elected to the position of vice president for corporate development. In 1964, he was elected to the Board of Directors and later in the same year, vice chairman of the board. He assumed his present position as head of the company on January 1, 1965. Mr. Brown is also a director of the Portland Cement Association, a member of the Board of Directors of the Manufacturers and Traders Trust Company and a trustee of the Buffalo Savings Bank.

Mr. J. Crockett Farnell, Superintendent of Public Instruction for Hillsborough County, will speak at the Alumni Day



MR. J. CROCKETT FARNELL

Luncheon on Saturday, June 4th in the Student Center dining room. His topic will be "The Role of the University of Tampa in Hillsborough County Education."

Mr. Farnell is, himself, an alumnus of the U. of T., having graduated in 1937 with a Bachelor of Science degree. In 1951, he received his Master of Arts in education from the University of Florida and later did additional graduate work at both Columbia University and Harvard.

Since 1949, he has held his present position as head of the twenty-eighth largest school system in the U. S., comprised of over 95,000 students, 128 school centers, over 3,900 teachers and approximately 1,550 non-instructional employees.

Chosen as "Alumnus of the Year" in 1959 by the University of Tampa Alumni Association, Mr. Farnell also serves on the University's Board of Trustees and was named to his alma mater's Hall of Fame in 1965. He is a past president of both the Florida Association of County Superintendents and the Associated Public School Systems; a former member of the Board of Directors, Florida Congress of Parents and Teachers; and was selected to participate in the Advanced Administrative Institute at Harvard University in 1959 and 1961.

**Don't Forget to Watch for  
THE TAMPA TEST, May 26th  
at 7:30 p.m. on Channel 8**

## Class of '41 to be Honored At Annual Alumni Luncheon

Members of the graduating class of '41 will be the University's honored host class at the annual Alumni Day luncheon to be held on Saturday, June 5th.

Comprising the list of honorees are the following alumni:

Mary Coarsey Baker  
Mark John Ball  
Clyde R. Bergwin  
Margie Segall Bernstein  
John Brandenberger  
Martha Smith Brandenberger  
Mary Lois Crespo Buce  
Arthur E. Burrows  
Constance Sessions Byars  
Xavier F. Cannella  
Joseph Carr  
Armando Corces  
Dolores Menendez Diaz  
Anna Lazzara Duncan  
Elizabeth Edwards  
Odessa Dietrich Egan  
Deltina Diaz Fernandez  
Eustasio Fernandez  
Florence M. Flanders  
Anthony R. Freedy  
Olive Castro Georgius  
John S. Goodson, Jr.  
Paul M. Hance  
Frances Sessions Hoffmann  
Frances Alderman Ingram  
James M. Ingram  
Jackie Eulavee Jameson  
Katherine Cappello Johnson  
Juanita Guerra Kolka  
Lucie Marsh Lubisich  
Frank P. Maniscalco  
Joseph W. Martin  
Paul J. McCloskey  
Rosalie Cacciatore McDaniel  
Paul L. Myers  
Sarah Morgan Norris  
David C. Pinholster  
Francis S. C. Pittman  
Josephine R. Price  
Genevieve Sultenfuss Quigley  
Alton L. Rine  
Mary Mathis Robson  
Lusgan Alps Roddye  
Mary Borelli Rogers  
Emma Jane Sacrey  
Virginia Richelieu Salzer  
Virginia Mae Schneck  
Theodore R. Sleichter  
Albert Smith  
Betty Hodgson Spoto  
Zeno Wilson Stalnaker  
Ernestine Drumright Taylor  
Theo N. Tsangaris  
Linus F. Upson, Jr.  
Eva Smith Wallis  
Laura Webb Weeks  
Celeste Dervaes Whitehead  
Agnes Mitchell Whitney  
Francis Allen Young



## Two Noted Executives To Receive Honorary Degrees

At the June, 1966 Commencement exercises two honorary degrees will be awarded by the University's Board of Trustees.

Selected to receive an honorary Doctor of Laws was Mr. Colon Brown, chairman and chief executive officer of National Gypsum Company. Mr. Brown will also deliver the commencement address. (See accompanying story on page 8.)

Receiving an honorary Doctor of Humane Letters will be Mr. Spyros P. Skouras, chairman of Twentieth Century Fox Film Corporation. Mr. Skouras was instrumental in founding the Greek War Relief Association and served as its first president from 1940-1946.

He worked intensively for the National Conference of Christians and Jews and served as Chairman of the Extension Committee of the World Brotherhood Movement.

Mr. Skouras was a founder of Freedom House and member of the National Committee of the Emergency Food Collection for the United Nations Relief and Rehabilitation Administration. In 1950, the Motion Picture Pioneers, Inc. bestowed its highest honor on Mr. Skouras by awarding him a plaque as the "Pioneer of the Year." The plaque read in part:

"... Spyros P. Skouras, an adopted son who taught the native born to prize their Americanism; a fighter for freedom filled with unceasing zeal for our way of life; a dedicated leader to the proposition that the screen is the unfettered servant of mankind. For his services to his industry, to his country and the world, we acclaim him Pioneer of the Year."

**A Complete Schedule of  
Commencement & Alumni Day  
Activities Appears on the  
Back Cover of this Issue**

## Reminiscences of the Class of '41

by Frances Sessions Hoffmann

It was exciting to enter the lobby of the University of Tampa in September, 1937, as a brand new freshman. The University was only a few years old, four to be exact. Remember the velvet covered seats that encircled the statues in that cool vast expanse of a room? It was all entirely carpeted at that time.

After a few days of furious campaigning, elections were held. Mayhew Ingram was elected president of the class; Jim Tillis, vice-president; and I was honored to be elected secretary.

Remember the little red, yellow and black "beanies" we were forced to wear? I still have mine—do you? The freshman pajama parade through town was fun, and there was much excitement when the freshmen decided to rebel against the sophomores and succeeded in throwing several of them in the Hillsborough River including John Sherman, Jr., the president's son.

That was the year work was started on Phillips Field with the football players themselves wielding shovels to lay the foundations. Very different today, isn't it?

Remember lounging on the huge verandas, and even sneaking up on the rooftops for a bit of sunbathing? . . . strictly forbidden, of course! Three outstanding freshmen, Elizabeth Ball, Mark Ball and Thelma Morgan finished that first year with 3-pt. averages.

The most spectacular photograph in the '38 *Moroccan* was the one entitled "The Saps of Lovers' Oak." Let's see . . . there were Catherine Jane Armstrong and "Strawberry" Cox; Mary Ann Sampey and Al Yorkunas; Luther Sparkman and Edna Johnson; Jimmy Hackney and Leah Mae Hunter; Mary Frances Mathis and Jack Robeson, as well as many others. All of these later became Mr. and Mrs.

*Fall of 1938*—not lowly freshmen anymore . . . came back to campus with more "authority" that year! Class officers: Zeno Stalnaker, Mary Frances Mathis and Celeste Dervaes.

The fabulous original production "Castles in Spain" was a big success. We did not have the cultural Watusi or the Frug that year, but we DID have the Spartan Stomp . . . boy, did that chorus stomp!

Remember how we collected around those cozy fires that burned in the fireplaces on those COLD winter days? Jimmy Hackney—pipe clenched in his teeth and leaning against the mantle—philosophizing; and Henry Vest holding forth in the school store next to the fireplace in the lobby? We even had "pot bellied" stoves in the classrooms, and the halls were often chilly to say the least. Central heat may be more efficient but not half as friendly.

*September 1939*—JUNIORS already! Zeno Stalnaker led us again, with Frances Alderman and Lucie Lee Marsh. Lucie was also Associate Editor of *The Minaret* and Jackie Jameson was girls' sports editor.

Church affiliated clubs were started in 1940. Bill Gaventa was president of the Baptist Student Union. At that time he declared his intention to become a medical missionary and, bless him, he did. He and Mark Ball were the shining lights in the chemistry lab WAY down at the end of the hall.

That was the year when the college characters all over the nation were eating their goldfish live and wiggly. Our characters, you may recall, waded out in the fish pool and ate *canned sardines* . . . Hmmm! . . . must be a moral here someplace.

The basketball team was *undefeated* for the second year. That was also the year of the "Secret J" society which broke up after the guys decided it stood for "Jilted Janes."

The Junior-Senior Prom was held at the Columbia Restaurant, and Mary Ann and Al Yorkunas reigned as king and queen.

*1940—SENIORS at last!* Mark Ball is president, Margie Segall is vice-president and Celeste Dervaes, secretary. Remember . . . Celeste was the first person to solo in the flying program at the University and the ONLY girl?

(Continued on Page 12)



# THE *Muezzin* NOTES . . .

1935

**LOUISE C. LEONARD**, president of the first graduating class at the U. of T., is a member of the staff of the student counseling center at the University of Wisconsin. Dr. Leonard, a former teacher, took her Ph.D. at the University of Kansas.

1949

**JACK CARTLIDGE**, Sarasota artist and owner-director of an architectural art company, recently exhibited at the Hilton Leech Gallery in St. Petersburg. Mr. Cartlidge's work includes metal sculpture, stained glass panels and mosaics. He has won numerous awards and commissions as a painter, printmaker and sculptor.

1950

**A. S. GONZALEZ** has been named Jacksonville district sales manager for Autolite Division's Ford glass products throughout Florida, Southern Georgia and parts of South Carolina.

1951

**JOE A. ROMEO**, former head of Winn - Dixie's Tampa division advertising department, has joined Jack's Cookie Company in Tampa to serve as director of the newly-created promotion department. He will be responsible for setting up advertising programs and promotional activities.

1953

**JOHN B. CAMPBELL** recently became the minister of the new Presbyterian Church in Lehigh Acres, Florida. Reverend Campbell formerly served as minister of the First Presbyterian Church of Dade City, Florida. He is a graduate of Columbia Theological Seminary in Decatur, Georgia.

**ROBERT E. COGAN** was recently appointed to serve as director of the Neighborhood Youth Corps under Monmouth (New Jersey) Community Action Program, Inc. Mr. Cogan has previously held positions with the New Jersey State Employment Service and a private employment agency, of which he was part-owner.

1955

**ELVIRA TAMARGO GARCIA** has recently been named Hillsborough County's Young Educator of the Year. A Moroccan Queen and member of Who's Who during her undergraduate years, she was selected from a field of twelve nominees. The award was presented by the Tampa Junior Chamber of Commerce and makes her eligible for state level competition to be held later in the year. She is the wife of William F. Garcia and a teacher at Tampa's Ballast Point elementary school.

1956

**SAM G. HARRISON, JR.**, Assistant Attorney General for the State of Florida, recently had published a treatise on the Uniform Commercial Code to be used as a reference work by Florida lawyers, bankers, and others concerned with commercial law. It is part of a three-volume edition of the West Publishing Company of Saint Paul, Minnesota, who will donate one set of the three volumes to the University of Tampa library. Mr. Harrison is currently working on a second book on the Commercial Code which will be published in two volumes by the same company later this year.

1959

**JACK ESPINOSA**, former member of the faculty at King High School in Tampa, has been appointed assistant director in charge of administration for the Neighborhood Service Center program, a war-on-poverty project. He has taught in Tampa schools for the past seven years and is a member of the executive board of the Classroom Teachers Association of Hillsborough County.

1960

**CHRIS M. FAGOT** was recently appointed director of Medicare Alert in Hillsborough County, a federally-financed project to inform elderly citizens of the benefits of the government's new Medicare program.

**LEONARD E. FLYNN** has been appointed supervisor of the St. Petersburg probation and parole office by the Florida Probation and Parole Commission. Mr. Flynn is also studying at the University of South Florida toward his Master's degree in sociology.

1961

**DeLACY H. MULLIS**, Major, U.S. Air Force, has been awarded the Air Medal at DaNang, Vietnam. Major Mullis, an F-4C Phantom II pilot, won the award for personal bravery and airmanship while assigned to the Pacific Air Forces which provides air offensive and defensive units in Southeast Asia, the Far East and Pacific.

1962

**DAVID E. SPARKMAN** and Nancy T. Foster were married this month in Plant City, Florida. Mr. Sparkman is associated with Burroughs Corporation, Todd-Division.

1963

**EARL BRAMLETT** is the new athletic director and head football coach at Kathleen High School in Lakeland, Florida. The former co-captain of the Spartan football team had been teaching physical education and coaching at the Marietta, Georgia, High School for the past three years.

**DONNA KATHERINE BENIGER** was married in February to Captain Billy J. Cone. The ceremony was held in Toul, France, where Miss Beniger is a teacher in the American High School and Capt. Cone is serving with the U. S. Army.

**EDWARD SUULIVAN**, former industrial engineer, has joined the faculty of Largo, Florida, High School as an instructor in biology. He and his wife have three children and Mrs. Sullivan teaches home economics at John F. Kennedy Junior High School.

**PAUL GORE** has signed a contract to play professional football with the San Francisco 49'ers. One of the Spartans most outstanding players during his un-



dergraduate years, he was named team captain during his senior year. Mr. Gore taught one year at Eau Gallie, Florida, and played with the Orlando Broncos for two years. Last year he taught and coached at Hillsborough High School and played offensive center with the Lakeland Brahmas pro team.

**MARY TERESA PAPIA** was married to Harry Paul Timmons, formerly of Nashville, Tennessee. She and her husband are now living on Clearwater Beach where Mr. Timmons is manager of the Hi-Seas Motel.

1964



It's a happy reunion for the Szabo brothers as George (right), a Saigon based USIA Photographer, turns up at Cam Ranh Bay, Vietnam to pin on Joe's newly won colonel's leaves.

**STEPHEN J. SZABO**, U. S. Air Force officer, was recently promoted from major to lieutenant colonel while serving in Vietnam as operations officer for MacDill's 558th Tactical Fighter Squadron. With the new promotion in rank he assumed the duties of assistant deputy director of operations for the 12th Tactical Fighter Wing.

**ALEX CORBETT, III** has accepted a position with the Xerox Corporation in the Cape Kennedy area.

**CHARLES R. LEE**, a graduate research assistant with the agronomy department of Clemson University, is being recognized throughout South Carolina and Georgia for providing a possible solution to a major problem confronting peach growers. Mr. Lee conducted experiments which revealed excessive

amounts of zinc in the soil of former peach orchards. Further work determined that the presence of excessive zinc inhibits growth of cotton on old orchard sites, thereby indirectly suggesting a clue to the widespread early dying of peach trees in the coastal plains. He presented a report on his research at the Southern Agricultural Workers Convention in Jackson, Mississippi, recently and has met with county agents and peach growers in the affected areas.

**DAN F. SMITH** recently received his Master's degree from the University of South Florida and, while completing requirements for the degree, was honored by the Gold Key Honor Society for scholarship and academic achievement. Mr. Smith and his wife, Rose Marie Regis (class of '62), are teachers in Hillsborough County. This fall he will begin working toward his doctorate at the University of Florida.

1965

**BERNARD RODRICK** was appointed as U.S. Internal Revenue agent in West Palm Beach, Florida.

**STEPHEN CORRAO** will be married this month to Miss Sharilyn Nancy Kerr. Mr. Corrao was recently appointed as the new director of the Ybor City Boys' Club.

**GILBERT DeMEZA**, a graduate student at the University of Georgia, was married this past March to Miss Loretta Lucille Buggica of Tampa.

**STEVEN BRONSTEIN** married the former Nan Kroll of Roslyn, New York. He is currently enrolled at Southern Texas College of Law in Houston.

**WILANNE STARLING** is teaching fourth grade at Lake Magdalene elementary school in Tampa and will begin working toward her Master's degree this summer.

1966

**FREDERICK A. PAPOLOS** and Miss Sharon Rae Holzwart were married this past February in St.

Petersburg. Mr. Papolos is currently enrolled as a graduate student at the University of South Florida.

**THOMAS E. BERRY, JR.** married the former Miss Nancy Dean Cochran of Tampa on March 5, 1966.

**FRANK G. CISNEROS**, a graduate student working toward a Master's degree at the University of South Florida, was married on April 30, 1966, to Miss Luisa del Cueto of Tampa. Mr. Cisneros is office manager for Southern Mill Creek Products.

**MARIE A. CAPITANO** was married this past March to Lt. John A. DeLuca, U. S. Air Force pilot with the 43rd Tactical Fighter Squadron at MacDill AFB. Mrs. DeLuca is a member of the faculty at Tampa's Macfarlane-Cuesta Elementary School.

#### ATTENDED ONLY

**HAROLD M. McCLELLAND**, (1937-'40) Colonel, U. S. Air Force, was posthumously awarded the Legion of Merit in ceremonies at MacDill Air Force Base this past March. Mrs. McClelland received the medal from Major General Walter B. Putnam, Commander of the Tactical Air Warfare Command. At the time of his death on July 17, 1965, Col. McClelland was commander of the 12th Tactical Fighter Wing at MacDill AFB.

**S. L. CLEMENTS, JR.** (1948-'50) was recently promoted to the post of commander of Troop C of the Florida State Highway Patrol. He now heads patrol activities in Polk, Pasco, Hillsborough, Hernando, Sumter, Citrus and Pinellas Counties. Capt. Clements manages the Little League team in Brandon and is active in several civic clubs and the Florida Peace Officers' Association.

**JAMES E. METCALF** (1952-'56) has joined Lippe & Hicks, Inc. as a principal in the Tampa-headquartered public relations consulting firm and advertising



agency. Mr. Metcalf was formerly the manager of the Greater Tampa Chamber of Commerce news bureau for the past six years.

**DORIS MAYS VATER** (1953-'55) is completing her degree at Florida Atlantic University while serving as performing arts supervisor for the Recreation Department of Hollywood, Florida. Her work was rated fourth in the nation in performing arts through recreation programs at the 47th National Recreation Congress held in Minnesota. Mrs. Vater and her husband, Herbert (class of '55), reside at 820 N.W. 72nd Terrace in Hollywood.

**HOWARD L. MILLER** (1956-'61), head of the St. Petersburg office of the Florida Probation and Parole Commission, has been appointed by the City Council to serve as probation officer for the Municipal Court. Mr. Miller is a former professional baseball player for the world champion Clearwater Bombers and other teams in the Florida State League.

**CHARLES T. WALTHER** (1961), T/Sgt., U.S. Air Force, was recently presented the Presidential Unit Citation by President Lyndon B. Johnson at the White House. A former member of the 38th Air Rescue Squadron in Vietnam, he was cited as a pararescueman. Assigned to Orlando Air Force Base, Sgt. Walther was also selected as outstanding non-commissioned officer of the year in Military Airlift Command. He and his wife were honored guests of the Air Force Association at its convention in Dallas this past March.

**SYLVIA FRANCES NORTON** (1947-'54 & **ROBERT M. WEEKS** (1962-'64) were married this past February in Daytona Beach, Florida. Mrs. Norton is studying nursing at Daytona Beach Junior College and Mr. Norton is general manager of radio station WMFJ.

**THEODORE P. WILLIAMS** (1962-'64) was married in April to the former Miss Suzanne Elizabeth Tess of Tampa. Mr. Williams is currently employed by Winn-Dixie Kwik-Chek stores.

## Alumni Serve With VISTA, Peace Corps

Two University of Tampa graduates from the class of 1965 are currently serving with the VISTA (Volunteers in Service to America) program, sometimes referred to as the "Domestic Peace Corps."

**Miss Sara Bullard** has developed recreational programs for San Francisco's mentally handicapped who are over 18 years of age and can no longer be taken care of by the public schools. During her first month with Aid to Retarded Children (ARC), she became aware that the recreational needs of retarded people had been sorely ignored. "Mentally retarded individuals should not remain idle," she said. "For the most part they just sit and watch TV."

ARC also has a pre-school program for retarded children between the ages of four and eight years who need to be prepared for participation in public school special education classes. Miss Bullard supervises free play for these children, at the same time teaching them motor skills and color determination.

Miss Bullard, a U. of T. psychology major and member of Psi Chi honorary psychology society, is attending classes in the evenings in order to obtain her teaching credentials in special education.

\* \* \*

**Mr. Gerald Kutzman** is one of four VISTA workers connected with the mental health clinic in

Norfolk, Virginia, the first such institution in the U. S. to use VISTA volunteers. Dr. D. W. Heyder, head of the health center, realized there was a need for workers who could live among the poorer classes in different parts of the city and strive to better conditions in employment, personal hygiene, mental health, youth and recreation programs and a variety of other areas.

Mr. Kutzman said, "The problems are many and varied. Each worker usually has a phase of the program in which he specializes. I work with people who have mental problems which, in most cases, are brought on by sub-standard conditions in which they live. This is the line of study I wish to pursue and hope to eventually get a doctorate in mental psychology and have my own practice."

\* \* \*

Contributing their time and effort to serving abroad with the Peace Corps are several graduates and former students of the University of Tampa. Among the volunteers are the following: **Joseph and Joann Tomaino** working in urban community action projects in Santiago, Chile; **Ronald Warner**, rural community action in San Salvador; **Nancy Morley**, health work in La Paz, Bolivia; **Charles Lewis**, urban community action in Santiago; and **Michael Angstreich**, elementary education in Monrovia, Liberia.

## Reminiscences . . . (Continued from Page 9)

Those selected to enter the Hall of Fame in *The Moroccan* were Marie Mitchell, Frances Alderman, Mary Frances Mathis, Celeste Dervaes, Mary Ball, Paul Myers, Champ Williams and Zeno Stalaker.

The Junior-Senior Prom was held in the new and lovely Palm Room at the Tampa Terrace Hotel.

We all went forward to receive our diplomas with feelings of pride mixed with sadness for we knew we would scatter in many directions after graduation. Remember, the year was 1941—the clouds of war were gathering. We watched the news films of the strutting Hitler and the hordes of Germans in the Sports Palace at Neuremberg. Most of the men of our class went immediately into the Armed Forces.

Now, suddenly, it is 25 years later and a wonderful opportunity to congregate again and compare notes. Hope to see you all at Alumni Day on June 4th!

*The author and her husband, Lt. Col. C. D. Hoffmann, live in St. Petersburg with their sons, John and David, where Mrs. Hoffmann teaches at Azalea Jr. High School.*



# THE SPARTAN



## UNIVERSITY OF TAMPA 1966-1967 FOOTBALL SCHEDULE

SEPTEMBER	17	AWAY	TULSA
	24	HOME	BOWLING GREEN
OCTOBER	1	HOME	AKRON
	8	AWAY	NORTH TEXAS
	15	HOME	FURMAN
	29	AWAY	HOUSTON
NOVEMBER	5	HOME	NORTH-EAST LOUISIANA
	12	HOME	BUFFALO
	19	Homecoming	EASTERN KENTUCKY

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Business Affiliation\_\_\_\_\_

No. of Season Tickets @ 15.00 (Individual Season)  
@ 12.50 (Individual Season) Total\_\_\_\_\_

- Please check preference for seating.
- ☐ Row more important than yardline
  - ☐ Yardline more important than row
  - ☐ Use your own judgment
  - ☐ All tickets must be grouped together
  - ☐ North Stand ☐ South Stand
  - ☐ Stadium Tag

Comment\_\_\_\_\_

Checks or money orders must accompany orders.

Signature\_\_\_\_\_



# 1966 Commencement Calendar

## FRIDAY, JUNE 3rd

9:00 p.m. Senior Class Ball — International Inn  
(Westshore Blvd. at W. Kennedy Blvd.)  
Music by Phil Provenzano

## SATURDAY, JUNE 4th

### Alumni Day

10:00 a.m. Registration — Lobby Student Center

11:00 a.m. Tour of Western Corridor Classrooms in Plant Hall

12:30 p.m. Luncheon — Student Center — Class of 1941 Honor and Host class for 25th reunion. Guest Speaker, Mr. J. Crockett Farnell, Supt. Education Hillsborough County. Topic: "The Role of the University of Tampa in Hillsborough County Education."

## SUNDAY, JUNE 5th

11:00 a.m. Baccalaureate Service — Falk Theatre

12:30 p.m. Luncheon honoring graduating seniors — Student Center

3:00 p.m. Commencement — McKay Auditorium  
Speaker, Mr. Colon Brown of National Gypsum Company

5:00 to 6:00 p.m. President's reception honoring the graduates, their families and friends — Student Center

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

# To Keep Pace with America

W

HAT ON EARTH is going on, there?

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

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

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

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

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

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

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

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

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

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

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

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



## Today's colleges and universities:

**I**T BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

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

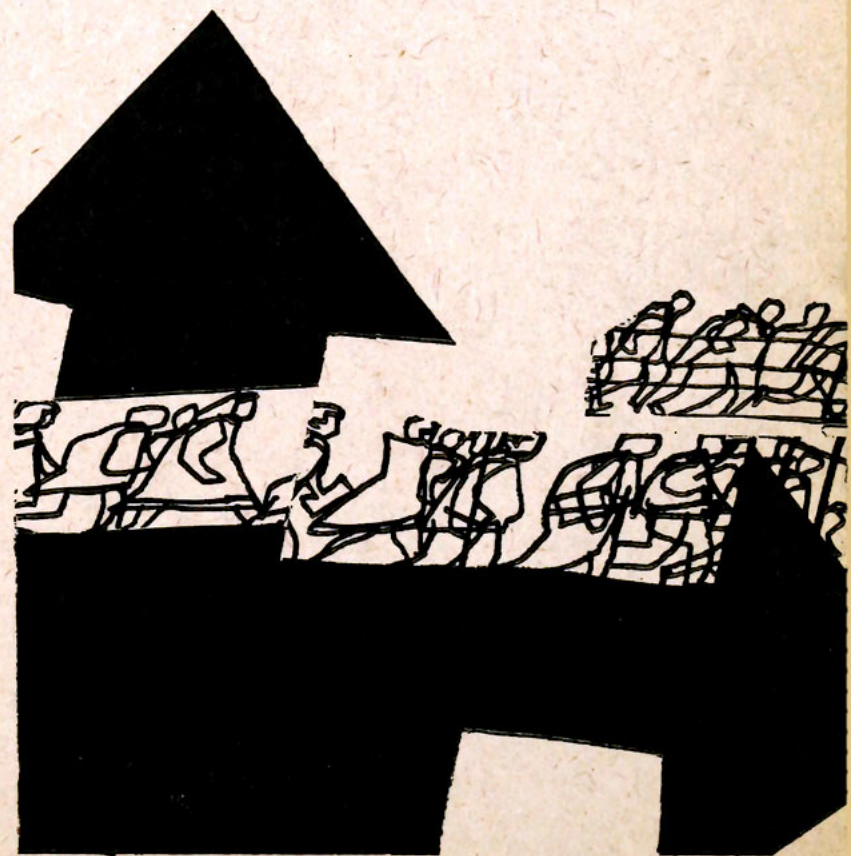
The biggest change has been in the rate of change itself.

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

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

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

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





## *busy faculties, serious students, and hard courses*

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

**A**T THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

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

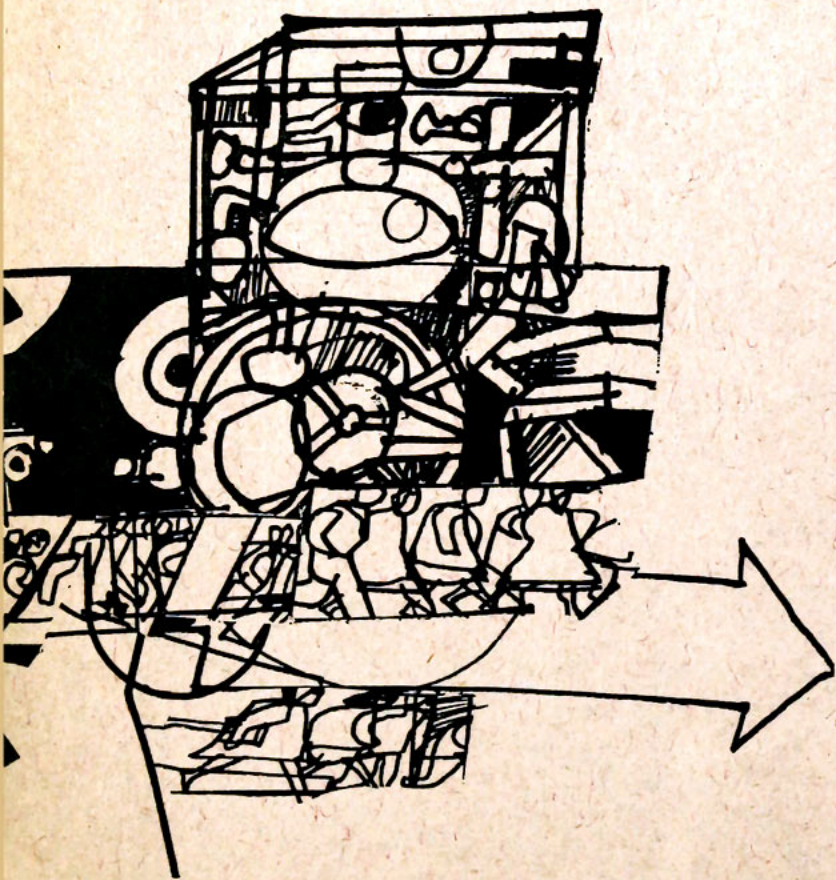
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done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

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

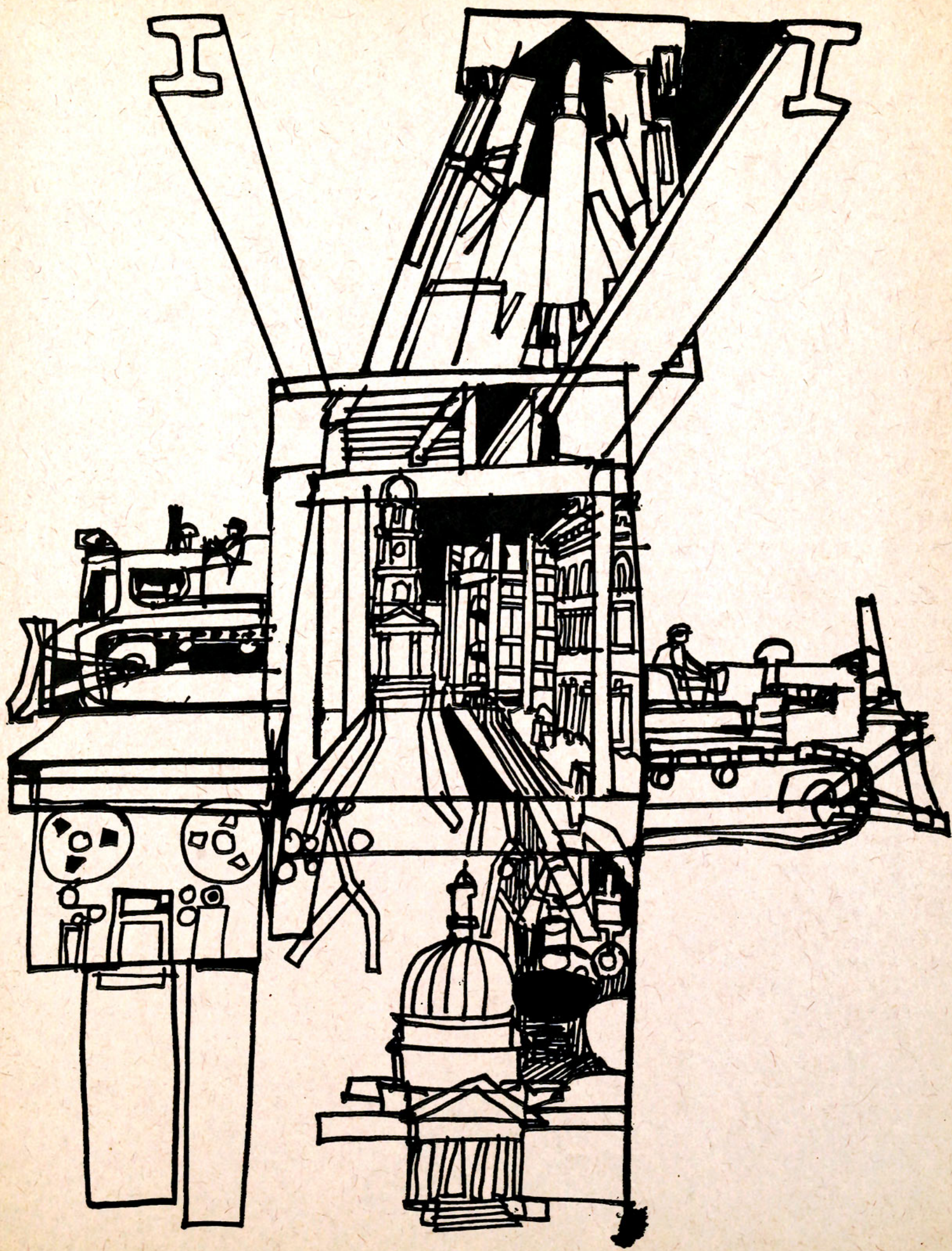
Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

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

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









## *New responsibilities are transforming once-quiet campuses*

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

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

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

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

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

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

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

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

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

Graduate schools are growing almost as fast.

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

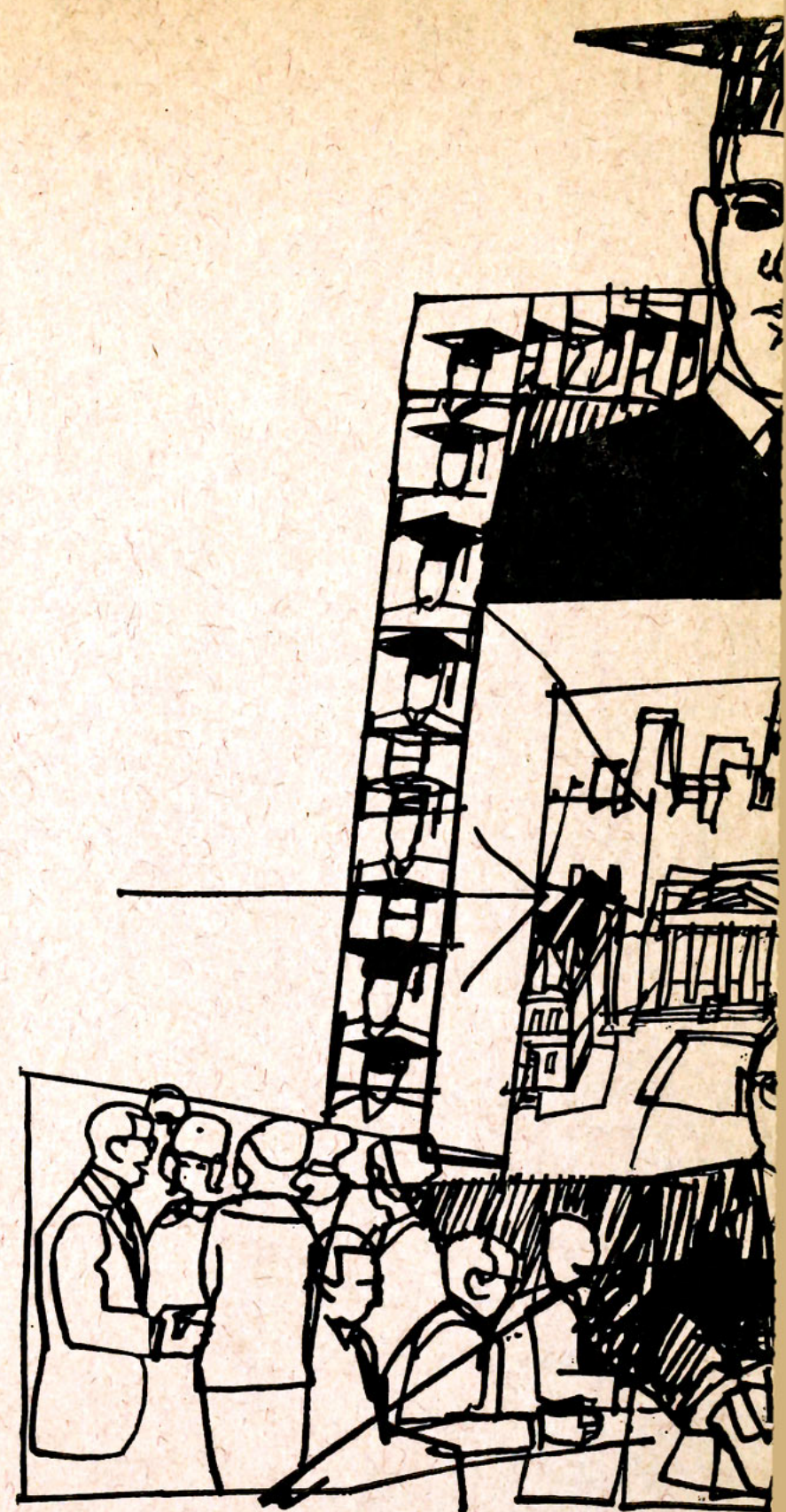


## *Higher education's patterns are changing; so are its leaders*

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

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

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



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

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





enrolled in the non-public colleges and universities.

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

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

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

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

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

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

To cope with his vastly enlarged duties, the mod-



## *Many professors are research-minded specialists*

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

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

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

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

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

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

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

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

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





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

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

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

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

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



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

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

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

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

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

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

## *The push to do research: Does it affect teaching?*

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

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

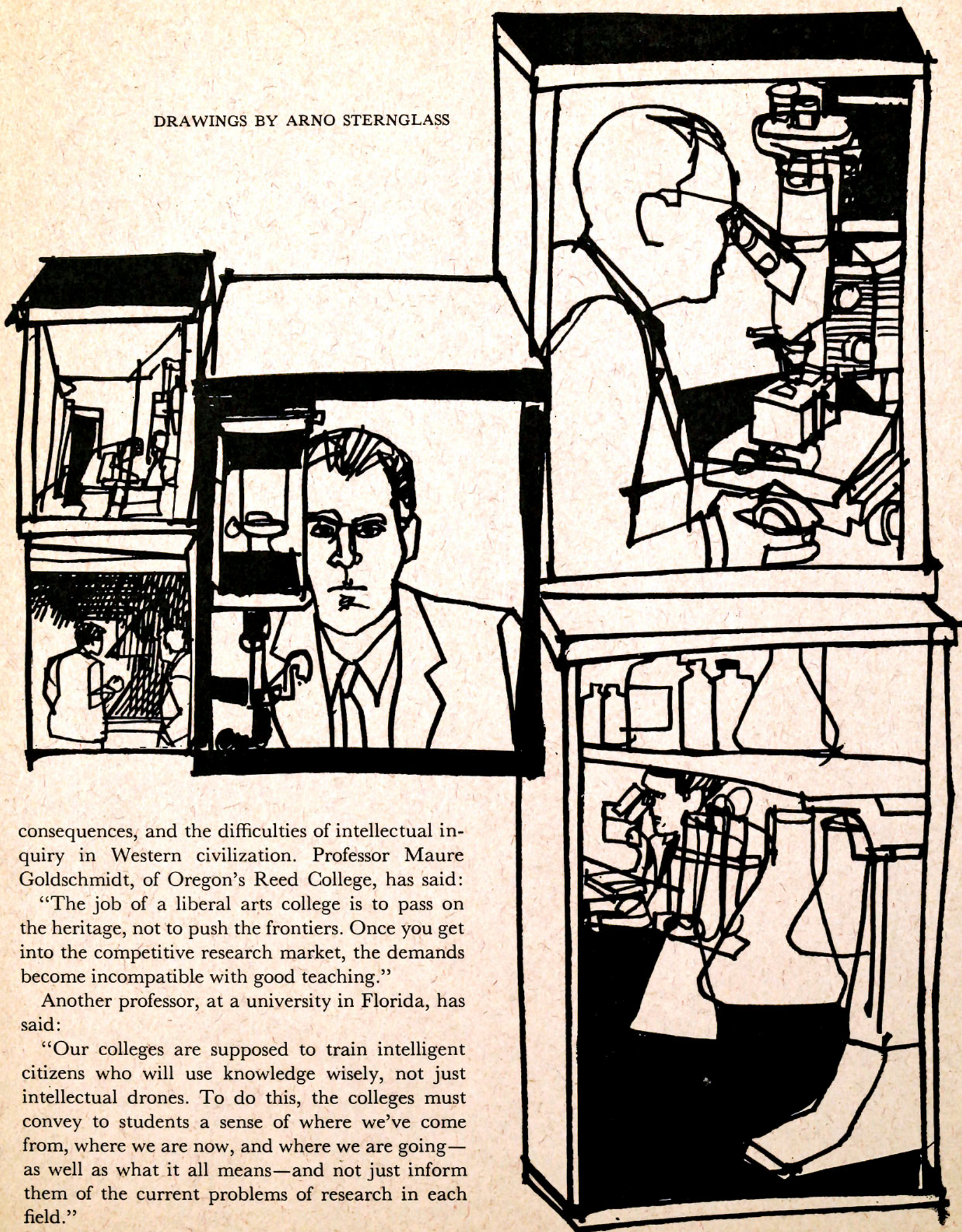
"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10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

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

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



DRAWINGS BY ARNO STERNGLASS



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

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

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

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



Somewhat despairingly, Professor Jacques Barzun recently wrote:

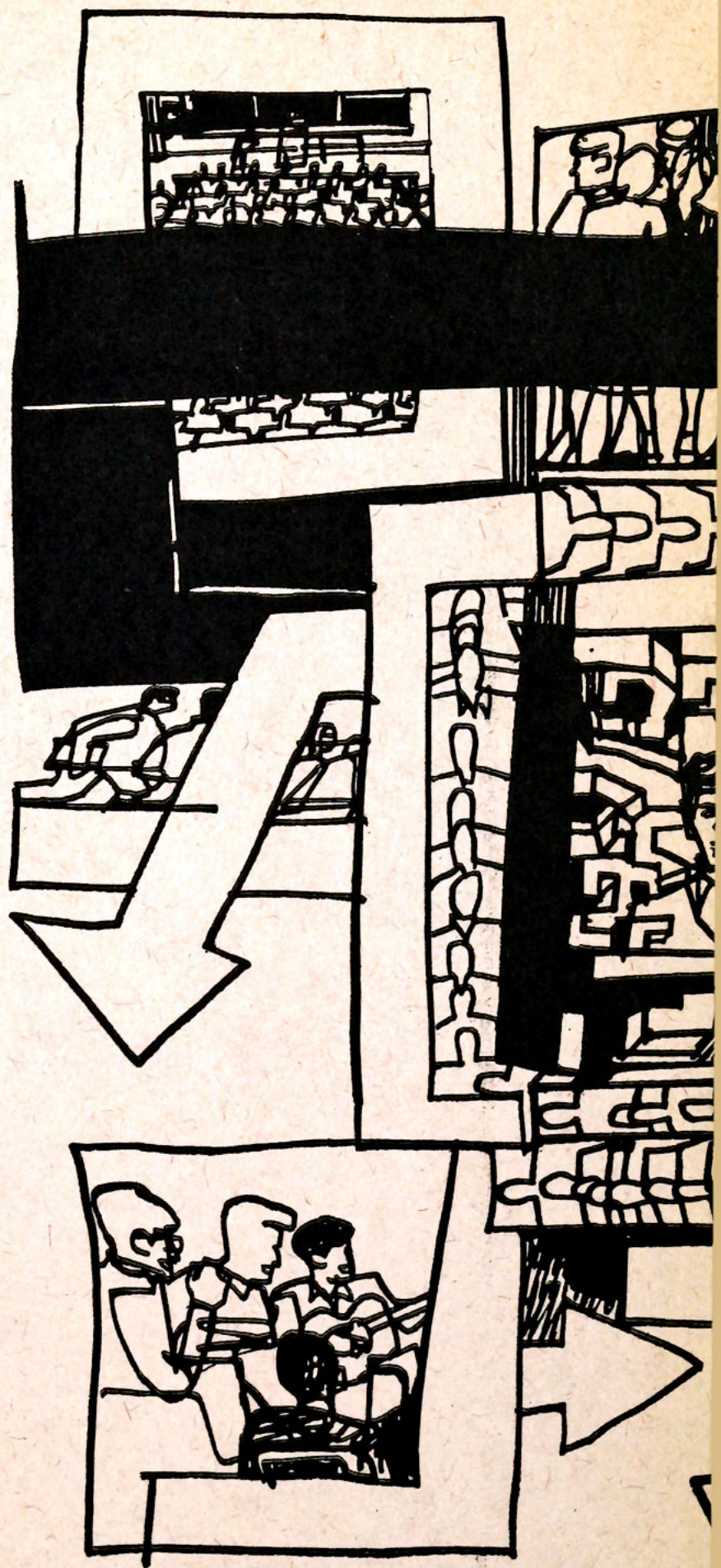
"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also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

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

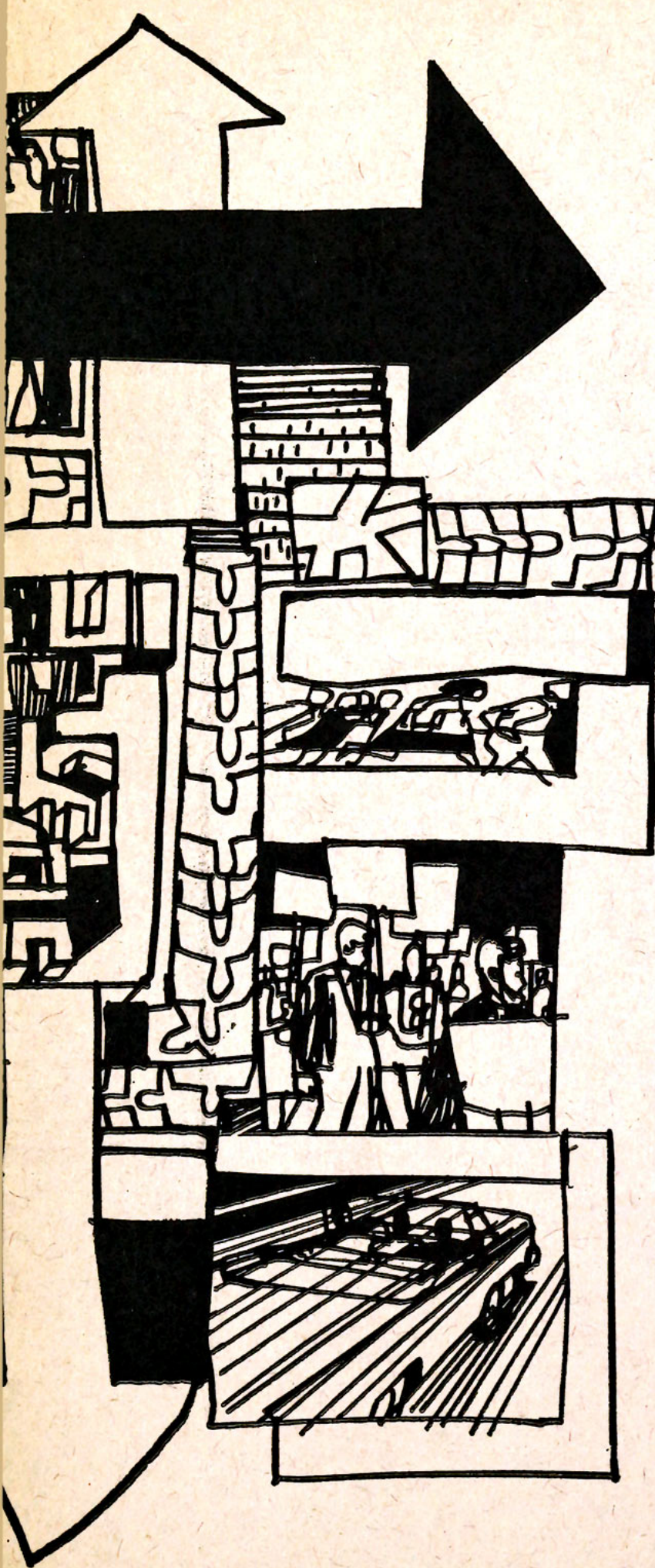
For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be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

**T**HE STUDENTS, of course, are perplexed by the new academic scene.

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







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

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

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

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

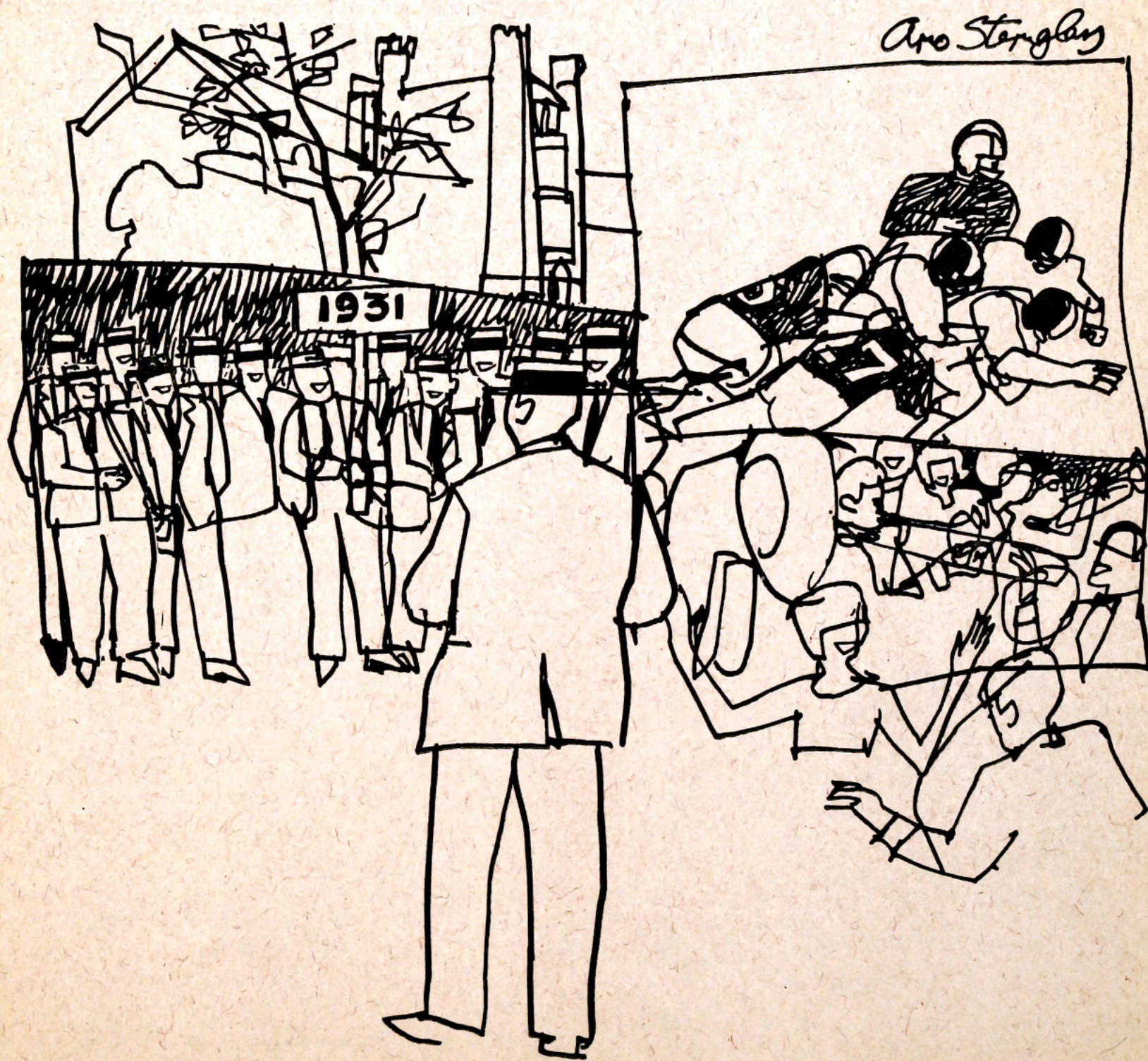


feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

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

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

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





## *The alumni lament: We don't recognize the place*

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

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

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

rather than information, allegiance, and purpose."

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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