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The Alumnus, v45n2, May 1960

Iowa State Teachers College

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MAY 1960

CEDAR FALLS, IOWA



THE ALUMNUS

Iowa State Teachers College



The Alumnus/a Today—P. 5



Scene from a recent graduation, to introduce you to this special issue, a salute to our alumni.

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ON THE COVER — We hope you'll bear with us with yet one more picture of the often-photographed Campanile. We couldn't resist this one, which captures the flavor of spring at Iowa State Teachers College.

MAY

1960

Volume 45

Number 2

THE ALUMNUS is entered as second class matter at the post office in Cedar Falls, Iowa, under the act of August 24, 1912. Authority granted January 27, 1930. It is published and distributed quarterly in September, December, February and May by the Iowa State Teachers College. **The Alumnus** is mailed without charge to 22,500 alumni. As second class matter **is is not forwardable without extra cost.**

Milo Lawton **Alumni Director**

Jack Hols **Editor**

G. H. Holmes **Director of College Relations**

THE ALUMNUS

IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA

The Significant Role of the T.C. Alumnus

THE IOWA STATE TEACHERS COLLEGE has some 22,500 living alumni residing in every state in the nation, and some in foreign countries. Fourteen thousand of this number are Iowans. A great majority has spent at least a portion of their lives in public school teaching and many of them have devoted their entire lives to the teaching profession. The college has every right to be extremely proud of its graduates.

As a salute to these graduates the Alumnus presents in this issue the special report entitled "Alumnus USA." This report was prepared in behalf of more

than 350 schools, colleges, and universities in the United States, Canada, and Mexico by a distinguished staff of editors representing the American Alumni Council.

Through this presentation we hope that alumni of the Iowa State Teachers College will have opportunity to see how alumni of institutions of higher education across the land are looked upon as very important people, serving not only themselves but their local communities, their states, their country, and the cause of education itself. We hope that each ISTC alumnus, as he reads this presenta-



ISTC Alumni: 22,500 Strong

(continued from preceding page)

tion, will ask himself, "What should be my role as an alumnus of Iowa State Teachers College?"

The alumni of ISTC are no small group. In addition to the 22,500 living alumni and the 14,000 in Iowa there are over 100,000 persons in this country who are listed as former students, people who at one time or another have attended ISTC since its founding in 1876. Such a group, including among its membership the great numbers who are now serving in the classrooms throughout the country, constitute a tremendous force. How can such a group best serve its Alma Mater in the cause of higher education? Obviously, the alumnus serves when he performs in distinguished fashion the life work he has chosen to follow. The alumnus who keeps informed about his Alma Mater and the problems of education, the alumnus who believes in his own college and speaks well of it, the alumnus who gives readily of his services when called upon to help his Alma Mater, the alumnus who encourages young people to consider his Alma Mater as the college for their choice, — in short, the alumnus who gives active personal or financial support is serving his institution well.

The total cause which alumni can serve is more important than they often realize. As President J. W. Maucker has said, "We find ourselves as a nation engaged in deadly earnest in a contest for world leadership. It is rapidly becoming a contest to see which nation can use its brains and its moral strength most effectively."

If we as Americans are to accept this Soviet challenge for world leadership, it is important that the following facts be recognized regarding higher education:

(1) That the Soviets are channeling large portions of material as well as human resources into education and research. The results are already apparent.

(2) That our colleges and universities are the key institutions for training leadership and for conducting basic research in this country.

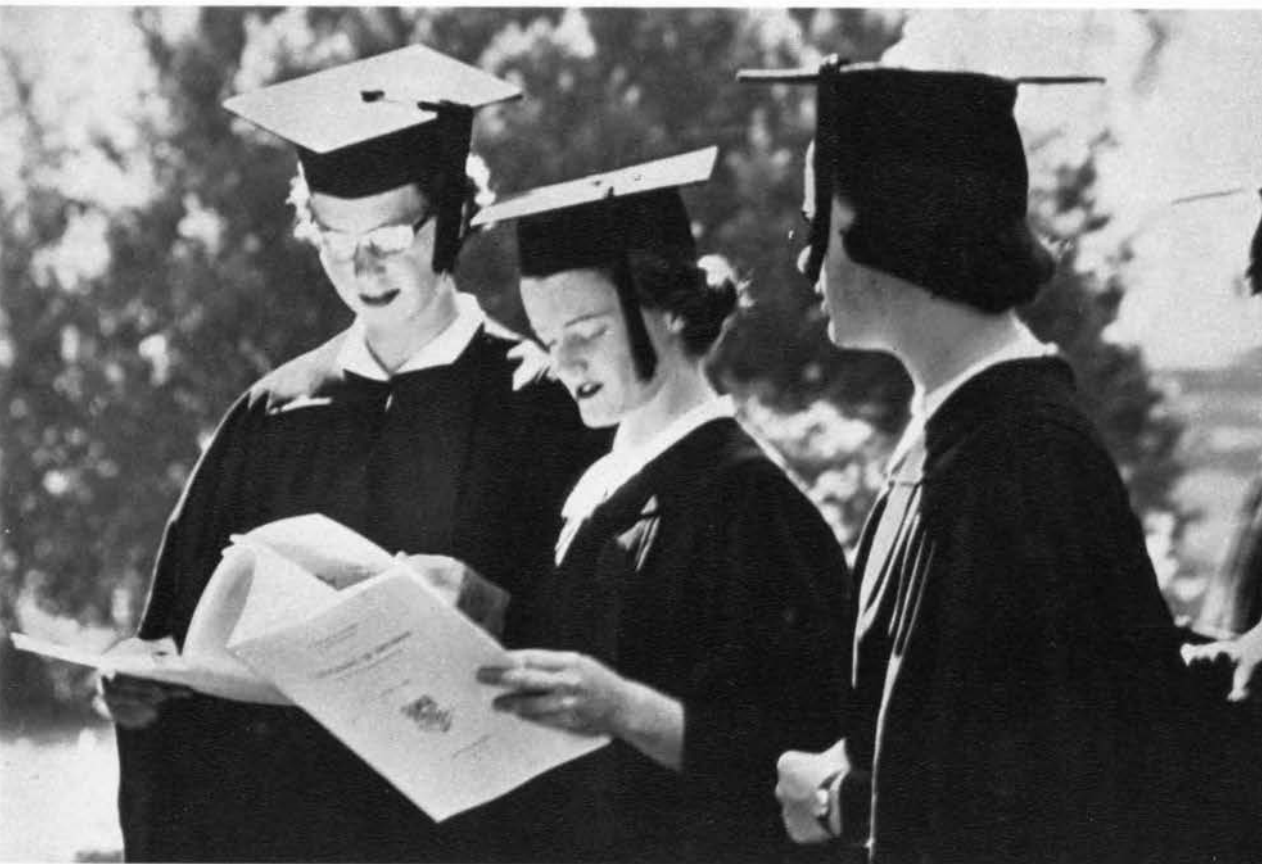
Elementary and high school enrollments indicate that we have the raw material to meet the challenge. However, even the most optimistic inventory of the possibility of securing the highly trained faculty and the necessary facilities to accommodate the estimated college enrollments in the next ten years is not encouraging. All indications are that nothing less than a major effort on a nation-wide basis will provide the necessary staff and facilities to educate these young people.

Unlike the Soviet system, where a few make the decisions, the orders are issued, and the plan is made operative, millions of Americans have to decide voluntarily that this problem must be solved and provide the financial support to do the job.

With such a challenge facing us it is small wonder that graduates of our colleges are being looked to more and more to provide the help and leadership in developing public understanding and support for the importance of the kind of education they represent.

Truly, there are many ways in which alumni may take a more active part in meeting the challenge to higher education as it relates to national leadership and security. We urge each alumnus, again, to consider his own personal role in this cause and to take active part in the furtherance of it.

THE ALUMNUS/A



ALAN BEARDEN, JON BRENNES



As student, as
alumna or alumnus: at
both stages, one
of the most important persons
in higher education.

a special report

Salute...

and a declaration of dependence

THIS IS A SALUTE, an acknowledgment of a partnership, and a declaration of dependence. It is directed to you as an alumnus or alumna. As such, you are one of the most important persons in American education today.

You are important to American education, and to your alma mater, for a variety of reasons, not all of which may be instantly apparent to you.

You are important, first, because you are the principal product of your alma mater—the principal claim she can make to fame. To a degree that few suspect, it is by its alumni that an educational institution is judged. And few yardsticks could more accurately measure an institution's true worth.

You are important to American education, further, because of the support you give to it. Financial support comes immediately to mind: the money that alumni are giving to the schools, colleges, and universities they once

attended has reached an impressive sum, larger than that received from any other source of gifts. It is indispensable.

But the support you give in other forms is impressive and indispensable, also. Alumni push and guide the legislative programs that strengthen the nation's publicly supported educational institutions. They frequently act as academic talent scouts for their alma maters, meeting and talking with the college-bound high school students in their communities. They are among the staunchest defenders of high principles in education—*e.g.*, academic freedom—even when such defense may not be the "popular" posture. The list is long; yet every year alumni are finding ways to extend it.

TO THE HUNDREDS of colleges and universities and secondary schools from which they came, alumni are important in another way—one that has nothing to do with what alumni can do for the institutions them-

selves. Unlike most other forms of human enterprise, educational institutions are not in business for what they themselves can get out of it. They exist so that free people, through education, can keep civilization on the forward move. Those who ultimately do this are their alumni. Thus only through its alumni can a school or a college or a university truly fulfill itself.

Chancellor Samuel B. Gould, of the University of California, put it this way:

"The serious truth of the matter is that you are the distilled essence of the university, for you are its product and the basis for its reputation. If anything lasting is to be achieved by us as a community of scholars, it must in most instances be reflected in *you*. If we are to win intellectual victories or make cultural advances, it must be through *your* good offices and *your* belief in our mission."

The italics are ours. The mission is yours and ours together.



ROBERT PHILLIPS



Alma Mater . . .

At an alumni-alumnae meeting in Washington, members sing the old school song. The purpose of this meeting was to introduce the institution to high school boys and girls who, with their parents, were present as the club's guests.

Alumnus + alumnus = alumni—or does it?

Many people cling to the odd notion that in this case the group somehow differs from the sum of its parts

THE POPULAR VIEW of you, an alumnus or alumna, is a puzzling thing. That the view is highly illogical seems only to add to its popularity. That its elements are highly contradictory seems to bother no one.

Here is the paradox:

Individually you, being an alumnus or alumna, are among the most respected and sought-after of beings. People expect of you (and usually get) leadership or intelligent followership. They appoint you to positions of trust in business and government and stake the nation's very survival on your school- and college-developed abilities.

If you enter politics, your educational pedigree is freely discussed and frequently boasted about, even in precincts where candidates once took pains to conceal any education beyond the sixth grade. In clubs, parent-teacher associations, churches, labor unions, you are considered to be the brains, the backbone, the eyes, the ears, and the neckbone—the latter to be stuck out, for alumni are expected to be intellectually adventurous as well as to exercise other attributes.

But put you in an alumni club, or back on campus for a reunion or homecoming, and the popular respect—yea, awe—turns to chuckles and ho-ho-ho. The esteemed individual, when bunched with other esteemed individuals, becomes in the popular image the subject of quips, a candidate for the funny papers. He is now imagined to be a person whose interests stray no farther than the degree of baldness achieved by his classmates, or the success in marriage and child-bearing achieved by her classmates, or the record run up last season by the alma mater's football or field-hockey team. He is addicted to funny hats decorated with his class numerals, she to daisy chainmaking and to recapturing the elusive delights of the junior-class hoop-roll.

If he should encounter his old professor of physics, he is supposedly careful to confine the conversation to reminiscences about the time Joe or Jane Wilkins, with spectacular results, tried to disprove the validity of Newton's third law. To ask the old gentleman about the implications of the latest research concerning anti-matter would be, it is supposed, a most serious breach of the Alumni Reunion Code.

Such a view of organized alumni activity might be dismissed as unworthy of note, but for one disturbing fact: among its most earnest adherents are a surprising number of alumni and alumnae themselves.

Permit us to lay the distorted image to rest, with the aid of the rites conducted by cartoonist Mark Kelley on the following pages. To do so will not necessitate burying the class banner or interring the reunion hat, nor is there a need to disband the homecoming day parade.

The simple truth is that the serious activities of organized alumni far outweigh the frivolities—in about the same proportion as the average citizen's, or unorganized alumnus's, party-going activities are outweighed by his less festive pursuits.

Look, for example, at the activities of the organized alumni of a large and famous state university in the Midwest. The former students of this university are often pictured as football-mad. And there is no denying that, to many of them, there is no more pleasant way of spending an autumn Saturday than witnessing a victory by the home team.

But by far the great bulk of alumni energy on behalf of the old school is invested elsewhere:

▶ Every year the alumni association sponsors a recognition dinner to honor outstanding students—those with a scholastic average of 3.5 (B+) or better. This has proved to be a most effective way of showing students that academic prowess is valued above all else by the institution and its alumni.

▶ Every year the alumni give five "distinguished teaching awards"—grants of \$1,000 each to professors selected by their peers for outstanding performance in the classroom.

▶ An advisory board of alumni prominent in various fields meets regularly to consider the problems of the university: the quality of the course offerings, the caliber of the students, and a variety of other matters. They report directly to the university president, in confidence. Their work has been salutary. When the university's school of architecture lost its accreditation, for example, the efforts of the alumni advisers were invaluable in getting to the root of the trouble and recommending measures by which accreditation could be regained.

▶ The efforts of alumni have resulted in the passage of urgently needed, but politically endangered, appropriations by the state legislature.

▶ Some 3,000 of the university's alumni act each year as volunteer alumni-fund solicitors, making contacts with 30,000 of the university's former students.

Nor is this a particularly unusual list of alumni accomplishments. The work and thought expended by the alum-



ELLIOTT ERWITT, MAGNUM

Behind the fun

of organized alumni activity—in clubs, at reunions—lies new seriousness nowadays, and a substantial record of service to American education.

ni of hundreds of schools, colleges, and universities in behalf of their alma maters would make a glowing record, if ever it could be compiled. The alumni of one institution took it upon themselves to survey the federal income-tax laws, as they affected parents' ability to finance their children's education, and then, in a nationwide campaign, pressed for needed reforms. In a score of cities, the alumnae of a women's college annually sell tens of thousands of tulip bulbs for their alma mater's benefit; in eight years they have raised \$80,000, not to mention hundreds of thousands of tulips. Other institutions' alumnae stage house and garden tours, organize used-book sales, sell flocked Christmas trees, sponsor theatrical benefits. Name a worthwhile activity and someone is probably doing it, for faculty salaries or building funds or student scholarships.

Drop in on a reunion or a local alumni-club meeting, and you may well find that the superficial programs of

more have been replaced by seminars, lectures, laboratory demonstrations, and even week-long short-courses. Visit the local high school during the season when the senior students are applying for admission to college—and trying to find their way through dozens of college catalogues, each describing a campus paradise—and you will find alumni on hand to help the student counselors. Nor are they high-pressure salesmen for their own alma mater and disparagers of everybody else's. Often they can, and do, perform their highest service to prospective students by advising them to apply somewhere else.

THE ACHIEVEMENTS, in short, belie the popular image. And if no one else realizes this, or cares, one group should: the alumni and alumnae themselves. Too many of them may be shying away from a good thing because they think that being an "active" alumnus means wearing a funny hat.

Why they come

DEAN! DEAN WINTERHAVEN!



TO SEE THE OLD DEAN

And there will be
TURBULENT YEARS!



FOR AN OUTING

Here it is, Deans!
MY OLD ROOM!!!



TO RECAPTURE YOUTH

He was in my class, but
I'm DARNED if I can
remember his name!



TO RENEW
OLD ACQUAINTANCE

I JUST HAPPEN to
have your type of
policy with me...



TO DEVELOP
NEW TERRITORY

TO BRING
THE WORD



Kelley

back: The popular view

Charlie? Old Charlie Applegate?



TO PLACE THE FACE

Appearances would indicate that you have risen above your academic standing, Burkhalter!



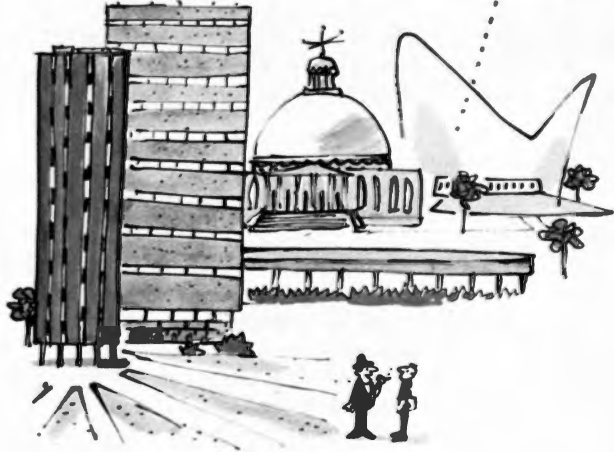
TO IMPRESS THE OLD PROF

He wants to do something for his OLD SCHOOL!



TO CONTRIBUTE MATERIALLY

Which way to MEM HALL, lad?



TO FIND MEM HALL

He says he's a FRAT BROTHER of yours!



TO BE A "POOR LITTLE SHEEP" AGAIN



Money!

Last year, educational institutions from any other source of gifts. Alumni support is

WITHOUT THE DOLLARS that their alumni contribute each year, America's privately supported educational institutions would be in serious difficulty today. And the same would be true of the nation's publicly supported institutions, without the support of alumni in legislatures and elections at which appropriations or bond issues are at stake.

For the private institutions, the financial support received from individual alumni often means the difference between an adequate or superior faculty and one that is underpaid and understaffed; between a thriving scholarship program and virtually none at all; between well-equipped laboratories and obsolete, crowded ones. For tax-supported institutions, which in growing numbers are turning to their alumni for direct financial support, such aid makes it possible to give scholarships, grant loans to needy students, build such buildings as student unions, and carry on research for which legislative appropriations do not provide.

To gain an idea of the scope of the support which alumni give—and of how much that is worthwhile in American education depends upon it—consider this statistic, unearthed in a current survey of 1,144 schools, junior colleges, colleges, and universities in the United States and Canada: in just twelve months, alumni gave their alma maters more than \$199 million. They were the largest single source of gifts.

Nor was this the kind of support that is given once, perhaps as the result of a high-pressure fund drive, and never heard of again. Alumni tend to give funds regularly. In the past year, they contributed \$45.5 million, on an *annual gift* basis, to the 1,144 institutions surveyed. To realize that much annual income from investments in blue-chip stocks, the institutions would have needed over 1.2 billion more dollars in endowment funds than they actually possessed.

ANNUAL ALUMNI GIVING is not a new phenomenon on the American educational scene (Yale alumni founded the first annual college fund in 1890, and Mount Hermon was the first independent secondary school to do so, in 1903). But not until fairly recently did annual giving become the main element in education's financial survival kit. The development was logical. Big endowments had been affected by inflation. Big private philanthropy, affected by the graduated income and in-

heritance taxes, was no longer able to do the job alone. Yet, with the growth of science and technology and democratic concepts of education, educational budgets had to be increased to keep pace.

Twenty years before Yale's first alumni drive, a professor in New Haven foresaw the possibilities and looked into the minds of alumni everywhere:

"No graduate of the college," he said, "has ever paid in full what it cost the college to educate him. A part of the expense was borne by the funds given by former benefactors of the institution.

"A great many can never pay the debt. A very few can, in their turn, become munificent benefactors. There is a very large number, however, between these two, who can, and would cheerfully, give according to their ability in order that the college might hold the same relative position to future generations which it held to their own."

The first Yale alumni drive, seventy years ago, brought in \$11,015. In 1959 alone, Yale's alumni gave more than \$2 million. Not only at Yale, but at the hundreds of other institutions which have established annual alumni funds in the intervening years, the feeling of indebtedness and the concern for future generations which the Yale professor foresaw have spurred alumni to greater and greater efforts in this enterprise.

AND MONEY FROM ALUMNI is a powerful magnet: it draws more. Not only have more than eighty business corporations, led in 1954 by General Electric, established the happy custom of matching, dollar for dollar, the gifts that their employees (and sometimes their employees' wives) give to their alma maters; alumni giving is also a measure applied by many business men and by philanthropic foundations in determining how productive *their* organizations' gifts to an educational institution are likely to be. Thus alumni giving, as Gordon K. Chalmers, the late president of Kenyon College, described it, is "the very rock on which all other giving must rest. Gifts from outside the family depend largely—sometimes wholly—on the degree of *alumni* support."

The "degree of alumni support" is gauged not by dollars alone. The percentage of alumni who are regular givers is also a key. And here the record is not as dazzling as the dollar figures imply.

Nationwide, only one in five alumni of colleges, universities, and prep schools gives to his annual alumni

received more of it from their alumni than now education's strongest financial rampart



fund. The actual figure last year was 20.9 per cent. Allowing for the inevitable few who are disenchanting with their alma maters' cause,* and for those who spurn all fund solicitations, sometimes with heavy scorn,† and for those whom legitimate reasons prevent from giving financial aid,‡ the participation figure is still low.

WHY? Perhaps because the non-participants imagine their institutions to be adequately financed. (Virtually without exception, in both private and tax-supported institutions, this is—sadly—not so.) Perhaps because they believe their small gift—a dollar, or five, or ten—will be insignificant. (Again, most emphatically, not so. Multiply the 5,223,240 alumni who gave nothing to their alma maters last year by as little as one dollar each, and the figure still comes to thousands of additional scholarships for deserving students or substantial pay increases for thousands of teachers who may, at this moment, be debating whether they can afford to continue teaching next year.)

By raising the percentage of participation in alumni fund drives, alumni can materially improve their alma maters' standing. That dramatic increases in participation can be brought about, and quickly, is demonstrated by the case of Wofford College, a small institution in South Carolina. Until several years ago, Wofford received annual gifts from only 12 per cent of its 5,750 alumni. Then Roger Milliken, a textile manufacturer and a Wofford trustee, issued a challenge: for every percentage-point increase over 12 per cent, he'd give \$1,000. After the alumni were finished, Mr. Milliken cheerfully turned over a check for \$62,000. Wofford's alumni had raised their participation in the annual fund to 74.4 per cent—a new national record.

"It was a remarkable performance," observed the American Alumni Council. "Its impact on Wofford will be felt for many years to come."

And what Wofford's alumni could do, your institution's alumni could probably do, too.

* Wrote one alumnus: "I see that Stanford is making great progress. However, I am opposed to progress in any form. Therefore I am not sending you any money."

† A man in Memphis, Tennessee, regularly sent Baylor University a check signed "U. R. Stuck."

‡ In her fund reply envelope, a Kansas alumna once sent, without comment, her household bills for the month.

memo: from Wives to Husbands

► Women's colleges, as a group, have had a unique problem in fund-raising—and they wish they knew how to solve it.

The loyalty of their alumnae in contributing money each year—an average of 41.2 per cent took part in 1959—is nearly double the national average for all universities, colleges, junior colleges, and privately supported secondary schools. But the size of the typical gift is often smaller than one might expect.

Why? The alumnae say that while husbands obviously place a high value on the products of the women's colleges, many underestimate the importance of giving women's colleges the same degree of support they accord their own alma maters. This, some guess, is a holdover from the days when higher education for women was regarded as a luxury, while higher education for men was considered a *sine qua non* for business and professional careers.

As a result, again considering the average, women's colleges must continue to cover much of their operating expense from tuition fees. Such fees are generally higher than those charged by men's or coeducational institutions, and the women's colleges are worried about the social and intellectual implications of this fact. They have no desire to be the province solely of children of the well-to-do; higher education for women is no longer a luxury to be reserved to those who can pay heavy fees.

Since contributions to education appear to be one area of family budgets still controlled largely by men, the alumnae hope that husbands will take serious note of the women's colleges' claim to a larger share of it. They may be starting to do so: from 1958 to 1959, the average gift to women's colleges rose 22.4 per cent. But it still trails the average gift to men's colleges, private universities, and professional schools.



ERICH HARTMANN, MAGNUM

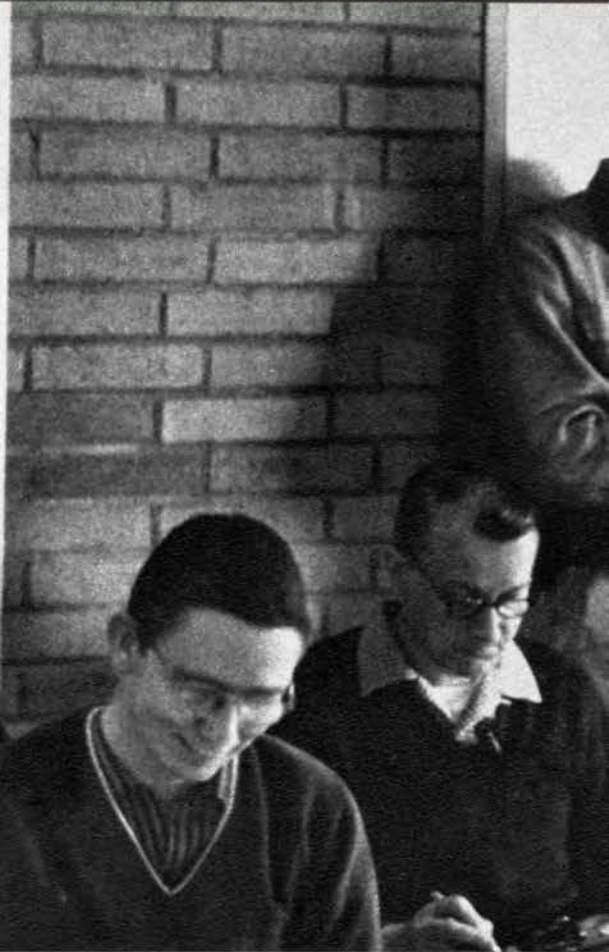
for the **P**ublic educational institutions, a special kind of service

PUBLICLY SUPPORTED educational institutions owe a special kind of debt to their alumni. Many people imagine that the public institutions have no financial worries, thanks to a steady flow of tax dollars. Yet they actually lead a perilous fiscal existence, dependent upon annual or biennial appropriations by legislatures. More than once, state and municipally supported institutions would have found themselves in serious straits if their alumni had not assumed a role of leadership.

► A state university in New England recently was put in academic jeopardy because the legislature defeated a bill to provide increased salaries for faculty members. Then

the university's "Associate Alumni" took matters into their hands. They brought the facts of political and academic life to the attention of alumni throughout the state, prompting them to write to their representatives in support of higher faculty pay. A compromise bill was passed, and salary increases were granted. Alumni action thus helped ease a crisis which threatened to do serious, perhaps irreparable, damage to the university.

► In a neighboring state, the public university receives only 38.3 per cent of its operating budget from state and federal appropriations. Ninety-one per cent of the university's \$17 million physical plant was provided by pri-



The Beneficiaries:

Students on a state-university campus. Alumni support is proving invaluable in maintaining high-quality education at such institutions.

vate funds. Two years ago, graduates of its college of medicine gave \$226,752 for a new medical center—the largest amount given by the alumni of any American medical school that year.

► Several years ago the alumni of six state-supported institutions in a midwestern state rallied support for a \$150 million bond issue for higher education, mental health, and welfare—an issue that required an amendment to the state constitution. Of four amendments on the ballot, it was the only one to pass.

► In another midwestern state, action by an “Alumni Council for Higher Education,” representing eighteen publicly supported institutions, has helped produce a \$13 million increase in operating funds for 1959–61—the most significant increase ever voted for the state’s system of higher education.

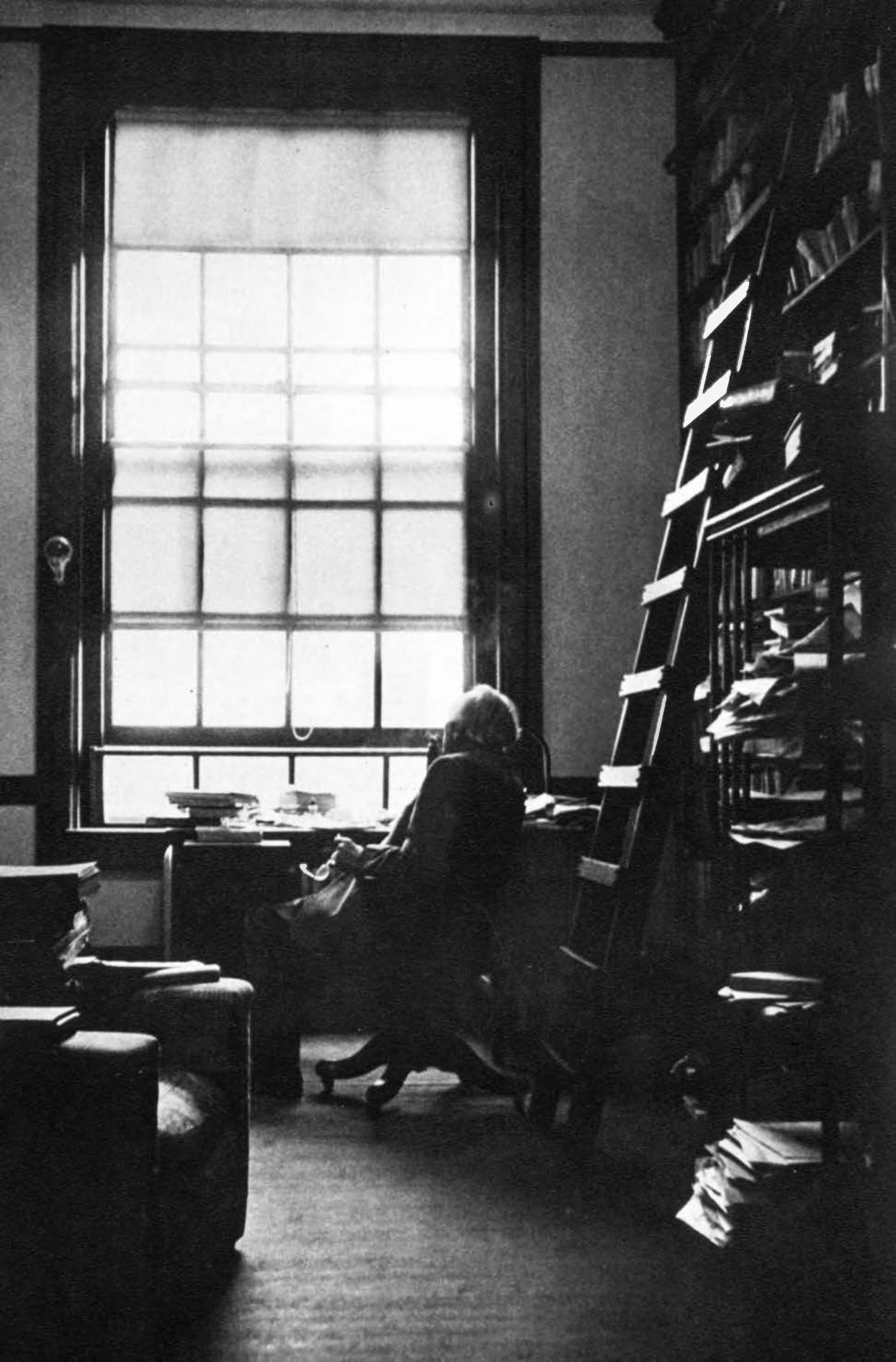
SOME ALUMNI ORGANIZATIONS are forbidden to engage in political activity of any kind. The intent is a good one: to keep the organizations out of party politics

and lobbying. But the effect is often to prohibit the alumni from conducting any organized legislative activity in behalf of publicly supported education in their states.

“This is unfair,” said a state-university alumni spokesman recently, “because this kind of activity is neither shady nor unnecessary.

“But the restrictions—most of which I happen to think are nonsense—exist, nevertheless. Even so, individual alumni can make personal contacts with legislators in their home towns, if not at the State Capitol. Above all, in their contacts with fellow citizens—with people who influence public opinion—the alumni of state institutions must support their alma maters to an intense degree. They must make it their business to get straight information and spread it through their circles of influence.

“Since the law forbids us to *organize* such support, every alumnus has to start this work, and continue it, on his own. This isn’t something that most people do naturally—but the education of their own sons and daughters rests on their becoming aroused and doing it.”



a matter of Principle

ANY WORTHWHILE INSTITUTION of higher education, one college president has said, lives "in chronic tension with the society that supports it." Says *The Campus and the State*, a 1959 survey of academic freedom in which that president's words appear: "New ideas always run the risk of offending entrenched interests within the community. If higher education is to be successful in its creative role it must be guaranteed some protection against reprisal. . ."

The peril most frequently is budgetary: the threat of appropriations cuts, if the unpopular ideas are not abandoned; the real or imagined threat of a loss of public—even alumni—sympathy.

Probably the best protection against the danger of reprisals against free institutions of learning is their alumni: alumni who understand the meaning of freedom and give their strong and informed support to matters of educational principle. Sometimes such support is available in abundance and offered with intelligence. Sometimes—almost always because of misconception or failure to be vigilant—it is not.

For example:

► An alumnus of one private college was a regular and heavy donor to the annual alumni fund. He was known to have provided handsomely for his alma mater in his will. But when he questioned his grandson, a student at the old school, he learned that an economics professor not only did not condemn, but actually discussed the necessity for, the national debt. Grandfather threatened to withdraw all support unless the professor ceased uttering such heresy or was fired. (The professor didn't and wasn't. The college is not yet certain where it stands in the gentleman's will.)

► When no students from a certain county managed to meet the requirements for admission to a southwestern university's medical school, the county's angry delegate to the state legislature announced he was "out to get this guy"—the vice president in charge of the university's medical affairs, who had staunchly backed the medical school's admissions committee. The board of trustees of the university, virtually all of whom were alumni, joined other alumni and the local chapter of the American

Association of University Professors to rally successfully to the v.p.'s support.

► When the president of a publicly supported institution recently said he would have to limit the number of students admitted to next fall's freshman class if high academic standards were not to be compromised, some constituent-fearing legislators were wrathful. When the issue was explained to them, alumni backed the president's position—decisively.

► When a number of institutions (joined in December by President Eisenhower) opposed the "disclaimer affidavit" required of students seeking loans under the National Defense Education Act, many citizens—including some alumni—assailed them for their stand against "swearing allegiance to the United States." The fact is, the disclaimer affidavit is *not* an oath of allegiance to the United States (which the Education Act also requires, but which the colleges have *not* opposed). Fortunately, alumni who took the trouble to find out what the affidavit really was apparently outnumbered, by a substantial majority, those who leaped before they looked. Coincidentally or not, most of the institutions opposing the disclaimer affidavit received more money from their alumni during the controversy than ever before in their history.

IN THE FUTURE, as in the past, educational institutions worth their salt will be in the midst of controversy. Such is the nature of higher education: ideas are its merchandise, and ideas new and old are frequently controversial. An educational institution, indeed, may be doing its job badly if it is *not* involved in controversy, at times. If an alumnus never finds himself in disagreement with his alma mater, he has a right to question whether his alma mater is intellectually awake or dozing.

To understand this is to understand the meaning of academic freedom and vitality. And, with such an understanding, an alumnus is equipped to give his highest service to higher education; to give his support to the principles which make higher education free and effectual.

If higher education is to prosper, it will need this kind of support from its alumni—tomorrow even more than in its gloriously stormy past.

Ideas

are the merchandise of education, and every worthwhile educational institution must provide and guard the conditions for breeding them. To do so, they need the help and vigilance of their alumni.

Ahead:

HOLAND READ



The Art

of keeping intellectually alive for a lifetime will be fostered more than ever by a growing alumni-alma mater relationship.

WHETHER THE COURSE of the relationship between alumni and alma mater? At the turn into the Sixties, it is evident that a new and challenging relationship—of unprecedented value to both the institution and its alumni—is developing.

► *If alumni wish, their intellectual voyage can be continued for a lifetime.*

There was a time when graduation was the end. You got your diploma, along with the right to place certain initials after your name; your hand was clasped for an instant by the president; and the institution's business was done.

If you were to keep yourself intellectually awake, the No-Doz would have to be self-administered. If you were to renew your acquaintance with literature or science, the introductions would have to be self-performed.

Automotion is still the principal driving force. The years in school and college are designed to provide the push and then the momentum to keep you going with your mind. "Madam, we guarantee results," wrote a college president to an inquiring mother, "—or we return the boy." After graduation, the guarantee is yours to maintain, alone.

Alone, but not quite. It makes little sense, many educators say, for schools and colleges not to do whatever they can to protect their investment in their students—which is considerable, in terms of time, talents, and money—and not to try to make the relationship between alumni and their alma maters a two-way flow.

As a consequence of such thinking, and of demands issuing from the former students themselves, alumni meetings of all types—local clubs, campus reunions—are taking on a new character. "There has to be a reason and a purpose for a meeting," notes an alumna. "Groups that meet for purely social reasons don't last long. Just because Mary went to my college doesn't mean I enjoy being with her socially—but I might well enjoy working with her in a serious intellectual project." Male alumni agree; there is a limit to the congeniality that can be maintained solely by the thin thread of reminiscences or small-talk.

But there is no limit, among people with whom their

a new Challenge, a new relationship

education "stuck," to the revitalizing effects of learning. The chemistry professor who is in town for a chemists' conference and is invited to address the local chapter of the alumni association no longer feels he must talk about nothing more weighty than the beauty of the campus elms; his audience wants him to talk chemistry, and he is delighted to oblige. The engineers who return to school for their annual homecoming welcome the opportunity to bring themselves up to date on developments in and out of their specialty. Housewives back on the campus for reunions demand—and get—seminars and short-courses.

But the wave of interest in enriching the intellectual content of alumni meetings may be only a beginning. With more leisure at their command, alumni will have the time (as they already have the inclination) to undertake more intensive, regular educational programs.

If alumni demand them, new concepts in adult education may emerge. Urban colleges and universities may step up their offerings of programs designed especially for the alumni in their communities—not only their own alumni, but those of distant institutions. Unions and government and industry, already experimenting with graduate-education programs for their leaders, may find ways of giving sabbatical leaves on a widespread basis—and they may profit, in hard dollars-and-cents terms, from the results of such intellectual re-charging.

Colleges and universities, already overburdened with teaching as well as other duties, will need help if such dreams are to come true. But help will be found if the demand is insistent enough.

► *Alumni partnerships with their alma mater, in meeting ever-stiffer educational challenges, will grow even closer than they have been.*

Boards of overseers, visiting committees, and other partnerships between alumni and their institutions are proving, at many schools, colleges, and universities, to be channels through which the educators can keep in touch with the community at large and vice versa. Alumni trustees, elected by their fellow alumni, are found on the governing boards of more and more institutions. Alumni "without portfolio" are seeking ways to join with their alma maters in advancing the cause of education. The

representative of a West Coast university has noted the trend: "In selling memberships in our alumni association, we have learned that, while it's wise to list the benefits of membership, what interests them most is how they can be of service to the university."

► *Alumni can have a decisive role in maintaining high standards of education, even as enrollments increase at most schools and colleges.*

There is a real crisis in American education: the crisis of quality. For a variety of reasons, many institutions find themselves unable to keep their faculties staffed with high-caliber men and women. Many lack the equipment needed for study and research. Many, even in this age of high student population, are unable to attract the quality of student they desire. Many have been forced to dissipate their teaching and research energies, in deference to public demand for more and more extracurricular "services." Many, besieged by applicants for admission, have had to yield to pressure and enroll students who are unqualified.

Each of these problems has a direct bearing upon the quality of education in America. Each is a problem to which alumni can constructively address themselves, individually and in organized groups.

Some can best be handled through community leadership: helping present the institutions' case to the public. Some can be handled by direct participation in such activities as academic talent-scouting, in which many institutions, both public and private, enlist the aid of their alumni in meeting with college-bound high school students in their cities and towns. Some can be handled by making more money available to the institutions—for faculty salaries, for scholarships, for buildings and equipment. Some can be handled through political action.

The needs vary widely from institution to institution—and what may help one may actually set back another. Because of this, it is important to maintain a close liaison with the campus when undertaking such work. (Alumni offices everywhere will welcome inquiries.)

When the opportunity for aid does come—as it has in the past, and as it inevitably will in the years ahead—alumni response will be the key to America's educational future, and to all that depends upon it.

alumni- ship

JOHAN MASEFIELD was addressing himself to the subject of universities. "They give to the young in their impressionable years the bond of a lofty purpose shared," he said; "of a great corporate life whose links will not be loosed until they die."

The links that unite alumni with each other and with their alma mater are difficult to define. But every alumnus and alumna knows they exist, as surely as do the campus's lofty spires and the ageless dedication of educated men and women to the process of keeping themselves and their children intellectually alive.

Once one has caught the spirit of learning, of truth, of probing into the undiscovered and unknown—the spirit of his alma mater—one does not really lose it, for as long as one lives. As life proceeds, the daily mechanics of living—of job-holding, of family-rearing, of mortgage-paying, of lawn-cutting, of meal-cooking—sometimes are tedious. But for them who have known the spirit of intellectual adventure and conquest, there is the bond of the lofty purpose shared, of the great corporate life whose links will not be loosed until they die.

This would be the true meaning of alumni-ship, were there such a word. It is the reasoning behind the great service that alumni give to education. It is the reason alma maters can call upon their alumni for responsible support of all kinds, with confidence that the responsibility will be well met.

THE ALUMNUS/A

The material on this and the preceding 15 pages was prepared in behalf of more than 350 schools, colleges, and universities in the United States, Canada, and Mexico by the staff listed below, who have formed EDITORIAL PROJECTS FOR EDUCATION, INC., through which to perform this function. E.P.E., INC., is a non-profit organization associated with the American Alumni Council. The circulation of this supplement is 2,900,000.

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Cagers Best in 10 Years...

Basketball, Wrestling Seasons Successful

ISTC's basketball and wrestling teams both completed successful seasons in March.

Coach Jim Witham's cagers, in winning 15 and losing 8, wrapped up the school's best campaign in 10 years. The Panthers won 10 of their last 12 games and finished second in the North Central Conference with an 8-4 record. Jim Jackson made the all-North Central Conference team for the second straight year, while Jerry Holbrook and Pete Spoden received honorable mention.

Alumni-Varsity Football

The second annual Alumni-Varsity football game at ISTC is planned for May 14. The game will be played at night, with an afternoon coaching clinic preceding the contest. Proceeds from the game will go to the Alumni Scholarship Fund.

Coach Bill Koll's wrestlers, beset by injuries, found themselves in the underdog's role much of the time but finished with a 6-3-2 mark. A draw with unbeaten Michigan State highlighted the season. Sophomore Frank Freeman turned in the top performance for the Panthers, who will have all but one of this year's squad returning next winter.

NEWS...

...from ISTC Alumni

Because of the special coverage in this issue of the **Alumnus**, we are able to print only a few arbitrarily selected news notes. We hope to print all of them in the September issue.—Ed.

'56

Mrs. Arnold Ziegler (**Carol Kay Coleman**, Elem. '56), 111 Sheldon Ave., Ames, a minister's wife, is the only woman basketball referee in Iowa. She has recently appeared on the television shows, "To Tell the Truth" and "Take a Good Look".

Mr. and Mrs. Robert Shubert (**Luanne Hartman**, Elem. '56), live at 1448 W. 2nd St., Waterloo and have two sons, Stevens, 3 and Stanley, 1½.

John Van Epps, B.A. '56, Apt. 7, 60 Broadway, Denver 3, Colorado, has been named second place winner in a Metropolitan Opera Audition. He won a \$200 prize, a recital sponsored by the Metropolitan in Denver, and a chance to audition at the Metropolitan Opera, New York or the San Francisco Opera. He is presently attending graduate school at the University of Denver.

'52 and '50

Mr. and Mrs. **Thomas E. Sampson (Jenifer Watson)** A.B. '52 and Elem. '50, respectively, 721 W. 8th St., Cedar Falls, have two children, Tomi Sue, 4, and Mark Alan, 2. Mr. Sampson operates the S & S Camera Shop in Cedar Falls.

'32

Mrs. H. S. Bradshaw (**Jessie Virginia Liptrap**, '32), 1260 Eighth Street, Hawthorne, California, is presently teaching in a multi-grade classroom (known as the Little Red Schoolhouse) for the city of Torrance. Visitors are common as there is much interest in the effectiveness of this type of classroom situation.

'24

Eva Krider, J.C. '24 has retired after 45 years of teaching in Iowa. She lives in Morning Sun.

'21

C. Willamina Jongewaard, B.A. '21, has retired after 35 years in India where she served as Industrial Missionary. Her address is 237 Second Ave. N. E., Sioux Center, Iowa.

Births...

'58

Mr. and Mrs. Robert Hammer (**Carole Lea Morfitt**, Elem. '58), 1404 S. Newton, Sioux City, are the parents of a daughter born December 3, 1959.

'56

Mr. and Mrs. David Zelinsky (Joyce Hull, Elem. '56), 605 N. J St., Indianola, are the parents of a son, David Mark, born October 5, 1959.

Mr. and Mrs. Gene Lindemann (Marilyn Marcellus, Elem. '56), R.R. 1, Humboldt, are the parents of a daughter, Denise Ann Lindemann, born July 15, 1959. --

'54

Mr. and Mrs. Donald L. Brendal (Charlene Guthridge), both B.A. '54, 5113 Greer Ave., Charter Oak, California, are the parents of a son, Gregory John, born May 14, 1959. They have two other sons, James and Jerome.

'53

Mr. and Mrs. Russell Jensen (Diane Wurch, Elem. '53), R.R. 2, Sec. 1, Box 63, Humboldt, are the parents of a son, Dale Kevin, born May 30, 1959. They have two other sons, Gary and Allen.

Mr. and Mrs. Floyd Peters (Lavonne Guyer, Elem. '53), R.R. 5, Maquoketa, are the parents of a daughter, Kim Marie, born June 30, 1959. They have three other children, Kathy 4, Karen 3, and Steven 1.

'51

Mr. and Mrs. Clelland (Bill) Moulton (Donna Curtis, Elem. '51) Bedford, are the parents of a daughter, Lynette Kay born October 13, 1959. They have two other daughters, Shelley Marie 6, and Deanna Dell 4.

Mr. and Mrs. William Demro (Darlene Janet Larson, Elem. '51), 513½ W. 5th Winona, Minnesota, are the parents of a daughter Janet Rae, born February 10, 1959.

'49

Mr. and Mrs. Ralph K. Rohling, B.A. '49, 321 S. W. Garfield, Mundelein, Illinois, are the parents of a son, Martin Louis, born September 24, 1959. They also have two other sons and three daughters.

Mr. and Mrs. David L. Hirsch (Carol Northey, B.A. '49), 616 S. Louisiana, Mason City, are the parents of an adopted daughter, Susan Carol, born November 9, 1959. They also have an adopted son, Charles David 2.

Mr. and Mrs. Wayne Muller (Iva Dell Bramley, Elem. '49), 804 N. Fargo, Spirit Lake, Iowa, are the parents of a daughter, born in April 1959. They also have a daughter 4.

'48

Mr. and Mrs. Ernest C. Hinners (Marilyn O. Ragan, Elem. '48), Lorimor, are the parents of a son, Carl Henry, born December 15, 1959. They have three other children, Janet 5, Paul 4, and Amy 2.

'46-'47

Mr. and Mrs. Delbert Mills (Bernadine Bowers), B.A. '46 and 2 yr. Rural '47 respectively, Runnells, Iowa are the parents of a son, Brian Lloyd, born June 5, 1959. They have three children, Berdena 6, LeRoy 4, and Christina 3.

'45

Mr. and Mrs. Harlan D. Baustian (Arlot Skaar, B.A. '45), 5364 Miracle Lane, Hopkins, Minnesota are the parents of an adopted son, David Harlan, born July 14, 1959.

Deaths...

'56

David Lee Brock, B.A. '56, was killed in a car crash January 9, 1960. Mr. Brock was Red Cross director in Salina, Kansas, and taught in Grand Junction. He had been an instructor in the Waverly school system since September 1959. He is survived by his wife, a son and daughter, and mother.

Bernt Laate, M.A. '56, died January 20, 1960. Mr. Laate taught in Iowa Falls and for the past two years had been at Bloom Twp. H. S. and Community College in Chicago Heights, Ill. He is survived by his wife, a son and daughter.

'11

Mrs. L. O. Short (Winifred Gay) M. Di., '11, died August 24, 1959. Mrs. Short lived in Spencer for a number of years.

'07

Mrs. Milo E. Powell (Estella McCormick) B. Di. '07, died in December 1959. Mrs. Powell taught in Seattle, Washington, and had lived in Boone many years.

'01

Mrs. W. J. Wilson (Venia Hawley) B. Di. '01, died August 19, 1959. Mrs. Wilson lived in Milford, Utah, many years.

Mrs. Albert J. Burchatt (Blanche LeValley) B. Di. '01, died January 30, 1960. Mrs. Burchatt taught in Iowa and Colorado and was a teacher in the Los Angeles schools for 40 years where she organized classes in philately. She was an aunt of Harold G. Palmer, former head of the Industrial Arts Dept. at T.C.

'99

Clara Kneedy, B. Di. '99, died October 13, 1959. Miss Kneedy taught in the Chicago schools many years. She had been living in Theilman, Minnesota.

'98

Elsie M. Steinman, B. Di. '98, died January 3, 1960. Miss Steinman taught several years in Howard county, in Mason City, Iowa and Yankton and Aberdeen, S. Dak. She also taught in Spokane, Washington for 25 years. She had been retired and had been living in Cresco.

'97

Mrs. Joseph L. Ball (Georgia Whitmore, B. Di. '97) died January 7, 1960. Mrs. Ball taught in Jefferson County rural schools for a number of years. She lived in Fairfield many years.

'92

Mrs. John T. Kearns (Agnis Sullivan, B. Di. '92) died August 27, 1959. Mrs. Kearns lived in Dubuque many years.



Wedding Bells



- '58 Jane LaVonne Graves, Elem. '58 and James Jensen, Elk Horn.
Geraldine G. Hartman, Elem. '58 and Richard Hansen, Schleswig.
Loretta Rose Ehmen, Elem. '58 and Floyd Hundley, Jr.
Luella Irene Krebs, Elem. '58 and Donald Johnson, Dubuque.
Mary Jane Axon, Elem. '58 and Ed Michaelson, 414½ Early, Storm Lake.
Jane Thankful Ford, B.A. '58 and Frank B. Watts, 1374 J Ave. N. E., Cedar Rapids.
Janice Ann Kiser, B.A. '58 and George R. Williams, 134 Huffman Ave., Williamsport, Penn.
- '57 Dixie Ann Seitsinger, Elem. '57 and Skip Hathaway, 423 West 2nd St., Cedar Falls.
Carol Reding and Patrick Vincent Nolan, B.A. '57, Armstrong.
Marie Deloris Barger, B.A. '57 and George Long, Jr., Granger, Iowa.
Evelyn Marie Wiebler, Elem. '57 and Paul William Schneider, 2818 Avenue I, Fort Madison.
Janet Ruth Pattee, B.A. '57 and Raymond Chu, 424 N. Winter, Yellow Springs, Ohio.
- '56 Jean Catherine Wearda, Elem. '56 and Gordon B. Brouwer, 422½ Tremont, Cedar Falls.
Shirley T. Blekeberg, Elem. '56 and Robert M. Lyon, 322 First Ave. N. W., Oelwein.
Patricia Ann Even, Elem. '56 and Francis J. Thornton, Great Lakes, Ill.
Barbara Lee Harris, Elem. '56 and William Hartmann, Everly.
Shirley Ann Wakeman, Elem. '56 and Dareld Johnson, Box 133, Paullina.
Sherris Rae Pierce, Elem. '56 and Don C. Brown, 224 West 9th Street, Carroll.
Bernadette McGovern, Elem. '56 and Maurice Lee Kleinsmith, Jr., 219½ 6th Ave., De Witt.
Eleanor Ann Beckmann, Elem. '56 and Jon Jay Zimmer, Garrison.
Barbara Jane Kline, B.A. '56 and Ron Driggs, 605 S. 4th, Marshall, Minn.
- '55 Marilyn Dee Fuller, B.A. '55 and Merlin Carlson, Villisca.
Sharon Jean Jones, Elem. '55 and Walter Savickey, 346 Chalmers Ave., Winnipeg 5, Manitoba, Canada.
- '54 Mildred Marian Vopava, B.A. '54 and James E. Pearson, 300½ B. Main St., LaPorte City, Iowa.
- '53 Norma LaVonne Anderson, Elem. '53 and George Retz, 4041 E. 2nd St., Apt. 6, Long Beach, Calif.
Kathleen Helen Conlon, Elem. '53 and Cletus Elbert, Emmetsburg.
Lydia Pearl Hawbaker, Elem. '53 and Edward P. Gerich, 5127 Village Green, Los Angeles 16, Calif.
- '52 Florence Ethel Henrichs, B.A. '52 and Galen E. Wait, 404 N. 4th, Marshalltown.
- '50 Gloria Ardith Jansonius, Elem. '50 and James R. Martin, 1 Shelley Drive, Mill Valley, California.
Ethel Mae Beck and Dwight Lloyd Michl, B.A. '50, Pleasantville.
- '49 Nelda Myrl Dahlberg, B.A. '49 and Eugene Stevens, 1429 Gray Street, Denver 15, Colorado.
- '43 M. Patricia Walter, Elem. '43 and Herman Troutman, 217 Morton, Dumas, Texas.
- '26 Anna Lucile Hadden, J.C. 2 Yrs. '26 and William J. Cunnien, 15 Harrison St., Canton, New York.
- '22 Vava Pittman Shultz, Elem. '22 and Carl Lindley, 710 Poplar, Osage.

The Alumnus

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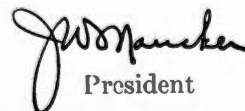
A Special Message To Alumni From President Maucker

We have recommended to the State Board of Regents that our degree programs be opened to students who are not preparing to teach.

The Board has our request under advisement. If the Board agrees that this is a wise move, it will probably be necessary to secure legislative approval. As this *Alumnus* goes to press, it is, of course, uncertain as to what the Board's action will be.

But, regardless of the outcome of action by the Board and the legislature, I want to assure our alumni that *our main purpose is, and will continue to be, the preparation of teachers and other school personnel.*

We of the faculty and administration have given considerable thought to this matter and are convinced that, now that all the teacher education programs are full four-year degree programs, we can strengthen, rather than weaken, teacher education by offering the general as well as the professional degree.



President

Iowa State Teachers College
May 6, 1960
