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Recommended Citation

"Regis Round-Up Magazine, Vol 11 No 4 July, 1962" (1962). *Regis Alumni Publications*. 36.
<https://epublications.regis.edu/roundup/36>

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A Symposium:



WHAT REGIS STUDENTS THINK

Regis

ROUNDUP

JULY, 1962

MAGAZINE

A Special Report:

the
COLLEGE
W S
N E of
TOMORROW

At the invitation

of the editor, seven Regis College students, four seniors and three juniors, sat down one evening just prior to the close of the school year and talked about Regis College, mostly concerning its present, and to some extent, its future.

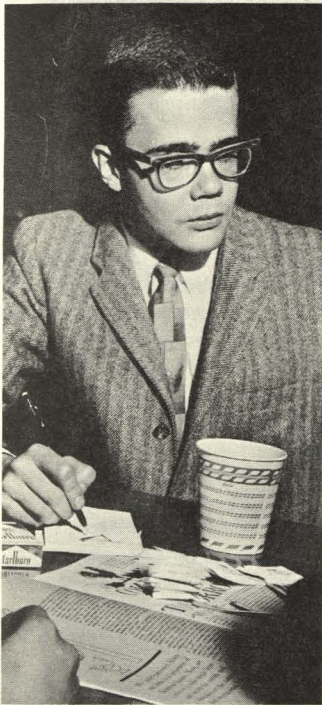
A tape recording was made at the time and an edited version of their three-hour discussion is published in this issue, starting on the next page.

For the most part the students proved their own best interrogators. The task of sifting out the "meat" of their comments was a difficult one.

Participants included seniors Fred Albi and George Reid, of Denver; Ron Moschel, of Cheyenne, Wyo.; James Hartman, of Colorado Springs; and juniors Ed Feulner, of Chicago, Ill.; Ralph St. Louis and Glenn Johnson, of Denver.

This article serves to introduce "The College of Tomorrow" — a special 16-page report prepared by Educational Projects for Education, Inc., a national organization formed by alumni editors.

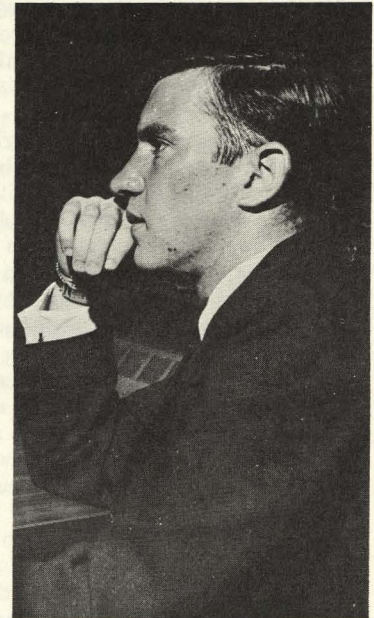
While not all the material contained in the report is clearly applicable to Regis, it is offered as a thoughtful, overall report on a vital topic and in the hope it will be helpful to parents who in the next decade must face the college dilemma.



RALPH ST. LOUIS



GLENN JOHNSON



JAMES HARTMAN

What Regis Students Think

Pictured on Cover:
FRED ALBI, RON MOSCHEL

Gauthier / Explain to me why an engineering student, business major, biology major, for example, is coming to Regis College. Why isn't he going to a school for his specific area of study?

Feulner / Because of the liberal arts core that they get here.

Reid / I think that's where the purpose of the liberal arts education is missed in an engineering school for instance. There's not enough time in four years to teach a man in any of the engineering sciences and still give him anything whatsoever that even approaches a liberal education. What are you going to come out with, you're going to have a guy that knows a lot about engineering but doesn't know a thing about anything else.

Moschel / If we talk about our 3-2 program we could find a definite benefit here to the engineering student because he gets a foundation in the liberal arts when he participates in this 3-2 program. He gets his English, history, sociology, speech, philosophy.

Reid / The general contention is that a science major is going to be disinterested in the liberal arts and I do think that to an extent is true. I still think though, a college

like Regis affords the opportunity for the people to get whatever liberal arts education they want, and as much as they want. That is the thing, this whole circumstance of liberal arts college working in a science program allows you to develop yourself in these other fields if you WANT to. They're not going to make you and I don't think that's the purpose of a college, that they should make a person develop himself in these other fields, he has to want to and if he wants to I think he has the opportunity at a school like Regis.

Albi / Do you think we're bringing the type of student into Regis College that does want to enhance his knowledge in other fields? Do you think on the average we're bringing in the right student?

Reid / No, you never will.

Albi / Why won't we? Isn't this something to strive for?

Reid / Yes, it is, but the only way we're going to attain this is not strive for the whole average but strive to get a hard core of better students on campus, this way you'll bring up the overall average. If you try to get everybody to be a good student, or bring in the average student, to be really top notch, you'll never get that.

You're going to have to work around to it, and cut 'off the lower bunches all the time.

St. Louis / Is the purpose of the college to take those in who have this attitude or to take people in and then develop this attitude? I think it's the latter.

Moschel / Yes, but you have to have something to start with and I think Fred has brought up a good point. I know of a lot of problems on campus that could be alleviated if Regis was more selective in the students they accept. I mean academically, discipline-wise and everything.

Feulner / Don't you think though, Ron, that in the last two or three years their standards have gone way up?

Moschel / They're doing a lot with what they've got, but this is the answer to a lot of problems.

Albi / How many students have we all heard this week say "If I can just get a 'C', just get a 'D.'" As far as I can see this is about the norm, about the average. A "C" seems to be the thing to shoot for.

Johnson / I don't think this is a problem peculiar to Regis. You can call it a general student attitude on most campuses if you're going to talk about an average.

Albi / I'll concede that it's not a particular problem at Regis. I think you can look at every college for all practical purposes and say that is true. But this is a college that's striving for the spirit of excellence.

Johnson / It's not striving for it any more than any other college, I don't think.

Albi / It should be, this is what they purport to be doing. Father Ryan stated at the student convocation that this is what they're attempting to do.

Johnson / Look, how many college presidents or deans don't say the same thing, that "our college is interested in a spirit of excellence, we are attempting to give the best education possible to the students that come here," but this doesn't rule out the fact that you're going to get this broad middle section of students who are rather apathetic.

Albi / The spirit of excellence . . . you can take the words and they don't mean much but here at Regis College there's a definite norm and a definite deciding factor as to what this idea of spirit of excellence is all about.

Johnson / It seems to be so nebulous, no one seems to know what it is around here. There has been some discussion about what we mean at this school by a Jesuit education. I don't think anyone's ever come up with a definite statement of it and its particular application to Regis or to any other Jesuit school for that matter.

Hartman / What is your motive, purpose in attending Regis College, not any other college but Regis College?

Albi / In my case when I came to Regis I knew it wouldn't be the end here, I wanted to go on to some kind of professional training, or to graduate work, I felt that I wanted a good solid, rounded educational foundation, and that's why I came here, and at this point, a week from graduation, I would say that it's very possible to get that kind of education here. Yet I maintain that it is very easy to go here with very little challenge. I think the student has to place himself in that challenge and has to seek it. On the faculty level I think we have very competent, able men in almost every department, at least in the ones that I've been associated with and yet in the same departments you find those that have been pointed out that you can smooth right through.

St. Louis / Don't you think Fred that it's primarily a personal search, no matter where you are, to find this beauty, delight in education. Nobody can give it to you, you have to find it yourself.

Feulner / I came here for the same basic reasons Fred did, I knew I was going to go to graduate work in some field and I wanted to get the liberal education. After I got out here and was exposed to the whole liberal arts climate, as you are in your freshmen and sophomore years, besides my business I'm picking up an extra major in English.

Johnson / When I selected Regis above some other schools I could have gone to, it was because first, it was a small school and I liked the notion of having intimate contact. Secondly, I had allusions about what a Jesuit education was. I think they've been completely dispelled by what a Jesuit education actually has been. Third, it was a liberal arts school. I wanted a liberal education. And I think that's why most students would come to a place like Regis because it has this reputation of being Jesuit, Catholic and liberal.

Hartman / Did anyone ever pin you down and ask you to explain exactly what you mean by those terms?

Moschel / Who understands what college is until they're in. A lot of kids don't know what liberal arts is. They think everything is liberal arts.

St. Louis / In college you learn what education really is.

Moschel / I'd be interested in seeing some figures on just how many knew what they were going to do when they went to college. Secondly, how many who knew, carried through.

Johnson / A number of people looked at me with scorn and said "You're going to Regis, why don't you go to San Francisco, why don't you go here, why don't you go there, and why are you going to liberal arts. What a waste of your time, you won't make any money, why don't you go into engineering?"

Gauthier / How many had "parental pressure" to go to college?

Feulner / I think all of us here were pretty free as to where we went. In most cases, it was presumed we would go to college, no hemming or hawing.

Moschel / I think our parents for the most part were college orientated for us; it was assumed.



Gauthier / Extra-curricular activities . . . in some colleges the long standing major events are being abolished, or events that previously lasted over a week's period, have been cut to one day activities. Do you think there are any activities at Regis that should or could be abolished, or any new ones that should be added?

Hartman / I don't think there are any that should be added. I think we have plenty right now.

Johnson / There are some that can be re-evaluated and for the type of college that Regis is, I don't think our extra-curricular activities program is at all excessive.

St. Louis / Are the extra-curricular activities suited to the mentality of the students, suited to the purpose as best they could? I don't think so.

Feulner / I think they're heading in the right direction.

Gauthier / What are your opinions of campus political clubs?

Feulner / I strongly object to the idea of student government speaking for the student body in a political regard. You might have the right to speak for the students to the administration on a certain problem or come out in favor of something around school, but for a student government president to come out and say "I'm right wing, ergo the whole student body is going to be right wing," this is wrong.

Moschel / I think it's definitely a good idea to stimulate this interest in politics.

Hartman / Are the students around here, when they talk of politics, are they grounded in it?

St. Louis / As much as any other citizens probably are. Don't you think, Jim, if we do have political clubs the tendency will be towards better grounded students? Where should there be a real dynamic interest in politics? It should be with students as an integral part of their learning process, functioning in the Democracy that we have in this country.

Johnson / I think that students do have an interest in politics and I think they are just as competent as the average Joe Shmoe.

Albi / I think this could be pointed out as an integral part of a college education. As a matter of fact it's kind of a shame to get a graduating class that comes out with less than a political conviction, hardly an idea of what politics is all about and worse than that, hardly an idea of how government works or functions.

St. Louis / What kind of students are these that don't even care about their own government?

Hartman / That's why they're prone today to ideologies.

Gauthier / How many students today read a daily newspaper?

Hartman / A lot of them get it, whether they read it or not. . . .

Moschel / They read the funnies, the sports page. . . .

Johnson / I'd like to stand up for Regis students in this regard, because I think that on this campus they are pretty well widely read as far as newspapers and national news magazines are concerned.

Gauthier / What about co-education at Regis?

Hartman / I think the setup now is ideal.

St. Louis / I do too.

Reid / I'm in favor of co-education all the way at Regis College, for two reasons. One, I think Regis College has a certain obligation to the general Catholic public of Denver and two, I think there are a lot of intelligent girls in Denver who do not get a decent liberal arts education.

Gauthier / What would be your reaction to their academic competition?

Reid / I'd welcome it, I really would. Actually, I think it would stimulate some of the cockiness of the male attitude, not to be outdone by some woman.

St. Louis / You get a whole new attitude when you bring women into courses, you orientate your courses partly towards them.

Albi / I think that was one of the primary reasons why I went to a male college. I feel that I got something in that classroom in the last four years that I couldn't buy, steal or beg at a co-educational school. What that something is, if I had to put my hands on it and line it up for you, I don't know. I can't put it into words. I feel that I got something here in an all-male school that I could not get some place else.

Reid / I think the atmosphere in a certain sense is sterile too, because no one of course knows too much about the workings of a female mind, but I think at least you would be exposed to it on an intellectual level and the experience of it would be invaluable.

St. Louis / There's a different orientation. You get into a discussion of any kind and she'll have a different slant on things that might not be exactly logical.

Johnson / You can get a lot by being associated with them in an academic atmosphere.

Gauthier / What about student discipline at Regis?

Hartman / There are a number of things here and among them is this selective process of examples. Out of a certain number you, you and you are out for a two week vacation. I think everyone diverts, operates out of the limits. Should they boot them all and discipline them all, or just let a few out?

Reid / I'm not a boarder so I can only speak as an outsider looking in, but I think in general they have some





ED FEULNER

nuisance rules here that are childish, inane and a number of other things that could get stronger expletives attached to them. Such as hours for seniors, such as study hours for sophomores or better with better than 3.0 averages.

Hartman / Freshmen need hours to get them orientated. After that they're on their own.

Moschel / Most people are intelligent enough, and realistic enough, that if they have to sit there two hours they're going to do something constructive.

Reid / In principle I think it's false.

Albi / It's a question of responsibility and part of my going to college was when to establish study habits, when to establish habits of going out and coming in. It's the same thing on campus, if you take a man and tell him for four years that he has to sit in his room for two hours five or six nights a week, where does he go if he gets out of college?

Moschel / If they need a structured situation why not give it to them.

Albi / Are they going to get a structured situation the rest of their lives when they go to get a job?

Feulner / Yeah, from 9 to 5.

Moschel / There would be a hellavua lot of noise in those halls if there wasn't study hall.

Hartman / I think there's a lot more to school than just academics. Is academics the top thing?

Moschel / Academics is why you're at college.

Gauthier / What about an honors program at Regis?

Moschel / I think this is something definitely needed. Academics are not stressed enough. I don't know of any student right now who is on a full academic scholarship, but I know of 20 or 30 who are on full athletic scholarships. Now something's the matter here, if we're looking for a spirit of excellence all the way around. There are

some schools in the East that pass out letters and letter jackets to outstanding students, just like they do to the athletes. This is one idea. Another is a scholastic fraternity on campus. I realize we're not of Phi Beta Kappa standards here but there are Jesuit honorary scholastic fraternities and others.

Johnson / Those who are here pursuing an education in an academic sense have certainly as much need as any basketball player.

Moschel / I think athletics are good for the morale of the student body.

St. Louis / At the expense of the scholarly interest?

Moschel / Well that's another thing if we're going to start lining up on opposite sides. *Per se* I say its good for the morale of the student body.

Johnson / I hope we haven't been interpreted as anti-athletics. I think there's a place for them in college and they're needed but it's a question of priority.

Albi / In my estimation I don't think anything was done out here in terms of physical arrangement or planning of the school that was done with as much foresight as the fieldhouse because that building is meant to equip so many things, it's used for so many things.

Johnson / That fieldhouse was built to accommodate an athletic team, primarily.

Hartman / NO. That's a good opinion of a goodly number of people but that's because they don't use it.

Reid / Getting back to the honors program. In general I think the honors course is something "open end." The purpose is to allow the student to cut these superfluous classes. This has been my gripe at Regis. I've been forced to take courses that I really got very little out of and I could have taken much better courses.

Moschel / I got more out of a general science course in high school than I got out of Science 10.

Hartman / I think that any honors course should be offered aside. These courses they offer every four years or so, they try to make them into an honors courses.

Moschel / Oh, I think they've gone a long way toward an honors course program. It's a question of time, Jim, and what else can they do with the small departments they have?

Johnson / It's a personnel problem, diverting some more money so they can get more faculty around here.

Albi / We're faced with a problem of each department right down the line being understaffed.

Reid / An honors course, isn't it directed towards the student who is going to go on in graduate school and this is why they're being selective?

St. Louis / Aren't you going to direct towards the more important things in the field?

Albi / I don't think they can have an honors program, don't think it's reasonable, yet.

St. Louis / Is it reasonable to sacrifice your good students and tell them, "Sorry. . ."

Albi / If you were to set up an honors course in history, wouldn't it require at least some time given by a professor. Couldn't that time conceivably be given in a better way by having him teach in another area of history, to enhance the knowledge of all his students in history?

St. Louis / I don't think so, it depends upon where you're going to put your value in education. It would seem to me you could get about seven people, give them a solid, substantial reading list and meet with them two hours a week, which really isn't too much. . .

Johnson / Add another hour and he could give another course to those people who are being given depleted course offerings.

St. Louis / Another course is a lot different. A teacher doesn't necessarily have to make notes and lecture in an honors course.

Reid / The whole essence and general assumption of an honors course is that the teacher who is giving the honors course has a vast background in this particular field, just off the cuff or with very little reading he can answer questions about it, the student draws the knowledge from the teacher. In a regular course the teacher pours the knowledge out, and that's the whole difference.

Johnson / In the English honors course—what was demanded of the students there was only what should be demanded of any student in an English course. We had to read one novel per week. Is that a demand? Not at all hardly.

Reid / It's going to develop the top notch student in each field and the top notch students are going to be the ones to draw the new students in because they can point to that graduate and say, "He went to Regis College."

Hartman / Do you think society poses in general the norms for education? Do you think the monetary yardstick has been used?

Reid / I think that society will pose the norm for morality, education, taste, for everything.

Hartman / Do you think the student should submit himself to such norms?

Reid / It depends upon what the norms are, 20th century norms, no, definitely not, because I think it's perfectly clear the general norms of the average American are anti-Catholic, anti-Christian and anti-intellectual.

Hartman / Do you think Regis College has committed herself to such norms?

Reid / No, I don't think so. I think the thing at Regis is that they're working under the problem that you have to have students if you're going to keep the college going and if you can't get good students across the board, then

they're going to have to keep others in who aren't real good students. As a result you're going to have to bend your norms a little bit and still offer this atmosphere of excellence to the better students so that they can sort of pull themselves away from the run of the mill. At the same time the administration is at the position that they just can't push out the guys that are just here for the ride because if they do they'll go broke, and they won't be able to offer the atmosphere or the teachers or anything for the better student. I think this is a problem they've got to work around by expanding the better student and trying to attract other good students and I think they're doing it. If you look at the recent graduates of Regis College, the top graduates, they're really tearing the world apart in their own fields, after they get out of here they're darn good students in the big schools.

Hartman / Our catalogs and public information, are they ideal? Are they written with an invitation to come to Regis? Do you think students are let down?

Moschel / Sure they are. It broke my heart when I drove in that gate and saw only five buildings. I'd never seen a school this small.

Hartman / Do you think maybe this should be brought out, exactly what is here?

St. Louis / They'd think we're crazy. This isn't the way things are done.

Moschel / You can't do that.

Reid / What's the importance of a physical plant? I thought we'd come to college for academics!

Hartman / That's what I say, does physical plant have so much to do with it?

Johnson / I don't object to putting your best face forward to the public but let's not be deceptive about it and that type of garbage that was in that "Time for Questions" booklet is just foolish.

St. Louis / Well, it's for the parents, not the students.

Johnson / It's a deceptive device for the students.



Gauthier / This is a personal opinion, but there seems to be a lack of spiritual activity on campus.

Moschel / Yes, we had only seven students at our Mary's Hour.

Gauthier / There is no weekly Mass requirement here.

Albi / Why tell anyone they have to go to Mass?

Johnson / I believe the college is justified in requiring students to make a retreat.

Reid / I don't think there's a Catholic atmosphere in this college. I think a lot of the organizations on this campus, in the organization itself, are anti-Catholic.

Albi / I'll say this. You go down every organization on this campus from the Sodality right down to the last bottom of the barrel organization you have and they're all anti-Catholic.

Moschel / Now wait a second Fred!

St. Louis / Oh, now wait a minute!

Moschel / Fourteen guys in Sodality took Sunday mornings and went to Golden to teach those kids, most of whom didn't appreciate it, our fellas took their time to do that. You can't tell me those guys are anti-Catholic!

St. Louis / Do you think that the whole Jesuit attitude toward education as exemplified here at Regis tends to make the student indifferent to the religious aspect that this college presumably strives for?

Reid / If you appreciate the essence of Catholicism then you don't have the narrow idea, you know . . . it's go to church on Sunday, say your prayers. It's something more than that. I think if you're trying yourself to live a positive Catholic life, not doing it because you have to . . .; too many Catholics are and this cancels it, that's the trouble.

Albi / What I probably should have said was that in every organization you will find a few people who are anti-Catholic.

Reid / Put it this way Fred, as far as extra-curricular activities, I think the first, primary and highest norm for having an organization on campus is that it promotes the development of the Catholic man, and if it doesn't do that. . . .

Albi / The ideal and the practical are often hard to match.

St. Louis / I don't see the Jesuits giving any real example of, well, Catholic heroism, you know, in action.

Johnson / They're serving a double function here and the primary function is as an instructor, as an educator and you can bring in all that is relevant as far as religion is concerned but a class is not a podium of some kind for a sermon.

St. Louis / When a Jesuit steps into the classroom, is he supposed to act or teach just like someone up at CU?

Moschel / I've heard Jesuits say some things that I'd never thought I'd hear from a priest.

Johnson / Attitudes I've had about the Catholic church have been from an intellectual atmosphere. For instance, Father Maginnis' discussion of the mystical body in a purely intellectual fashion, considering it almost as a philosophical proposition or as a mathematical equation of some kind, had much more meaning than if he'd sat down and given me a saccharine sermon that as a member of the mystical body you are greatly privileged and you should take advantage of this.

Moschel / You don't force religion on people, you make it known that it's there.

Gauthier / What do you think of the job the administration is doing?

Feulner / I think the relationship between the whole



GEORGE REID

student body and the administration has gone up a lot in the last six weeks, two months.

Albi / In any kind of dealings I've ever had with them personally or as a representative of some group, the administration has been nothing but cooperative. I'm really amazed at the way in which the administration and student body are able to get along; the way anyone in the student body can approach someone in the administration on such a personal level. I think this is really helpful.

Gauthier / Do you feel that you owe Regis something in return for what she has given you?

Moschel / Oh, boy . . . how could you ever repay them for four years that you get here. It's impossible, because what they give you is intangible and you couldn't put a monetary value or anything like that on it.

St. Louis / You can't measure in dollars and cents what you got. This college exists because of a trust that has been set up by the past for the present and that the present owes the future this same responsibility, that we have a trust to the future, to encourage the growth and development of the college.

Hartman / I don't think (giving) ought to be confined to simply after graduation. Your contribution should be during school, and as I said earlier, if you're not willing to give now, then you're not willing to give later on. If you get fellas to contribute to the college through organizations, through academic excellence . . . I think there are a lot of ways while you're here at Regis that you can repay the school.

Albi / You not only owe it to the school, somebody gave it to you that went before you, and you owe it to those who are coming along whether they be your children or children of people you don't even know. Because, let's face it, and we have to face it as Catholics, if we want Catholic education, we're going to pay for it. Nobody's going to pay for it for us, not the Federal Government, not the State government, not the big corporations, but the Catholics are going to have to pay for it, if they want it and they have to want it. Sacrifice. That's the way we're going to have Catholic education.



*Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?*

the
COLLEGE
of
TOMORROW

“WILL MY CHILDREN GET INTO COLLEGE?”
The question haunts most parents. Here is the answer:

Yes . . .

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

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

- ▶ The colleges know what they must do, if they are to

meet the needs of your children and others of your children’s generation. Their planning is well beyond the hand-wringing stage.

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

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

Where will your children go to college?

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

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

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

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

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

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

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed,

they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

Many other institutions, public and private, are expanding their enrollment capacities and will continue to do so:

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

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

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



students of differing aptitudes, high-school academic records, and career goals.

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

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

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

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

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

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

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



ILLUSTRATIONS BY PEGGY SOUCHECK

example, may transfer to the university. If past experience is a guide, many will—with notable academic success.

THUS IT IS LIKELY that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

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

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

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

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

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

▶ Better guidance by high-school counselors, based on

improved testing methods and on improved understanding of individual colleges and their offerings.

► Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

► Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

► More awareness that children are different from one another, that colleges are different from one another, and

that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

► Exploration—but probably, in the near future, no widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

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

What will they find in college?

THE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

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

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

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

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

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

Students from foreign countries will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,666 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; the growth is virtually certain to continue. The presence of

such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

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

WHAT THEY'LL STUDY

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

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

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

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement

of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

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

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

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

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

WHERE'S THE FUN?

EXTRACURRICULAR ACTIVITY has been undergoing subtle changes at colleges and universities for years and is likely



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

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the

one who feels nostalgic about it: 'That's the one event Mrs. Jones and I looked forward to each year.'"

A QUEST FOR ETHICAL VALUES

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

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

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

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

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

Who will teach them?

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

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

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

Has the situation improved?

Will it be better when your children go to college?

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

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

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies *must continue* until the problem is fully solved. After that, it is essential to make sure that



the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

THERE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

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

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

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

► The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women’s clubs and

alumni groups (“When am I supposed to find the time to check my lecture notes?”), but they take heart from the high regard for their profession which such invitations from the community represent.

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

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

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

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

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow’s college faculties.

This is not necessarily bad. A teacher’s ability is not always defined by the number of degrees he is entitled to

write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

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

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

THE TV SCREEN

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

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

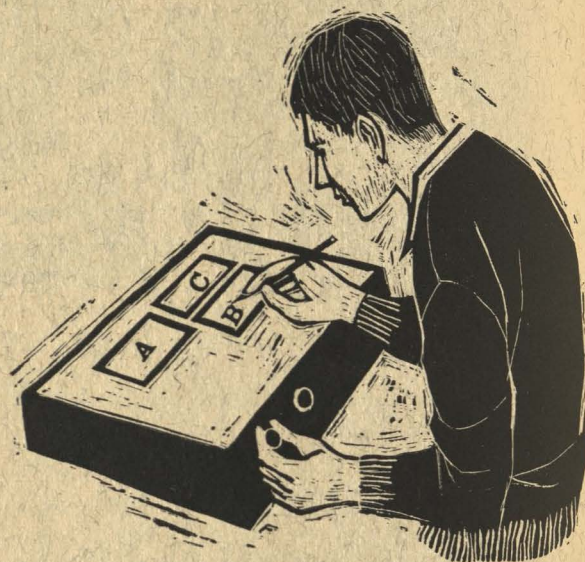
Television, at large schools, has the additional virtue of extending the effectiveness of a single teacher. Instead of giving the same lecture (replete with the same jokes) three times to students filling the campus's largest hall, a professor can now give it once—and be seen in as many auditoriums and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

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

TEACHING MACHINES

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

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with



three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

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

Such self-teaching devices have these advantages:

- ▶ Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student—too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."
- ▶ The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.
- ▶ The machine smooths the ups and downs in the learn-

ing process by removing some external sources of anxieties, such as fear of falling behind.

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

Not only do the machines give promise of accelerating the learning process; they introduce an individuality to

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

Will they graduate?

S AID AN ADMINISTRATOR at a university in the South not long ago (he was the director of admissions, no less, and he spoke not entirely in jest):

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

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

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

Academic failure: For one reason or another—often always connected with a lack of aptitude or potential scholastic ability—many students fail to make the grade. Low entrance requirements, permitting students to enter college without sufficient aptitude or previous preparation, also play a big part. In schools where only a high-school diploma is required for admission, drop-outs and failures during the first two years average (nationally) between 60 and 70 per cent. Normally selective admissions procedures usually cut this rate down to between 20 and 40 per cent. Where admissions are based on keen competition, the attrition rate is 10 per cent or less.

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

Parents can help by encouraging activities designed to find the right academic spot for their children; by recog-

nizing their children's strengths and limitations; by creating an atmosphere in which children will be encouraged to read, to study, to develop curiosity, to accept new ideas.

Poor motivation: Students drop out of college "not only because they lack ability but because they do not have the motivation for serious study," say persons who have studied the attrition problem. This aspect of students' failure to finish college is attracting attention from educators and administrators both in colleges and in secondary schools.

FUTURE OUTLOOK: Extensive research is under way to determine whether motivation can be measured. The "Personal Values Inventory," developed by scholars at Colgate University, is one promising yardstick, providing information about a student's long-range persistence, personal self-control, and deliberateness (as opposed to rashness). Many colleges and universities are participating in the study, in an effort to establish the efficacy of the tests. Thus far, report the Colgate researchers, "the tests have successfully differentiated between over- and under-achievers in every college included in the sample."

Parents can help by their own attitudes toward scholastic achievement and by encouraging their children to



develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

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

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

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

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

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

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

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

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

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are provid-



ing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.

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

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

What will college have done for them?

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

There are good reasons for their continuing:

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

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

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

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

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

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

In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong

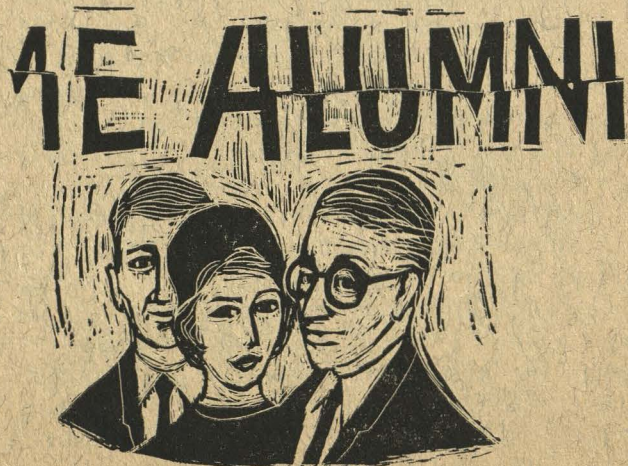
appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

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

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

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

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

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

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

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

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

SOME OTHER LIKELY FEATURES of your children, after they are graduated from tomorrow's colleges:

► They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.

► They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of

his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

► They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."

► They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I



haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

► Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

DEPENDING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.

Who will pay—and how?

WILL YOU BE ABLE to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

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

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

HERE is where colleges and universities get their money:

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

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

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

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

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

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

These estimates, made by the independent Council for Financial Aid to Education*, are based on the "best available" estimates of the expected growth in enrollment in America's colleges and universities: from slightly less than 4 million this year to about 6.4 million in the

*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.

academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of \$9 billion—compared with the \$5.6 billion that they received and spent in 1959-60.

WHO PAYS?

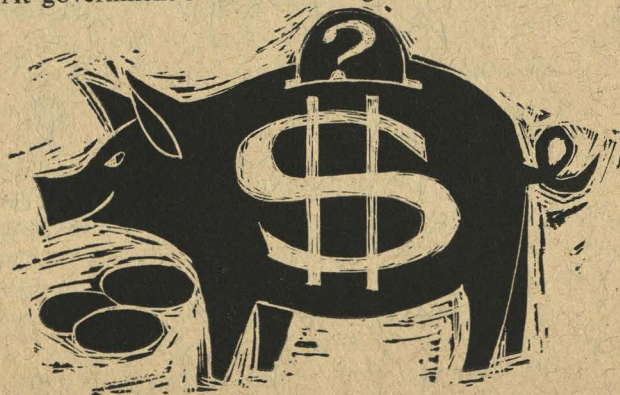
VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay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

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

THE MONEY YOU'LL NEED

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

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



example, tuition fees for state residents may be non-existent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

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

	Public Institutions	Private Institutions
Tuition.....	\$179	\$ 676
Board.....	383	404
Room.....	187	216
Total.....	\$749	\$1,296

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

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

HOW TO AFFORD IT?

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

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

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

Parents contribute.....	\$950
Scholarships defray.....	130
The student earns.....	360
Other sources yield.....	110

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

Financing the education of one's children is obviously,

for many families, a scramble—a piecing-together of many sources of funds.

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

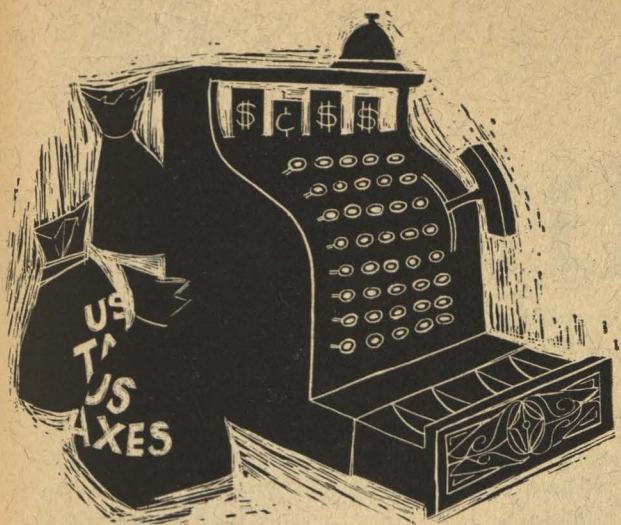
► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday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

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

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

► Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term





repayment of college costs, by students or their parents, strikes many people as highly logical.

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

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

IS THE COST TOO HIGH?

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

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

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

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

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

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

CAN COLLEGES BE MORE EFFICIENT?

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

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

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

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

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

In sum:

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

If.

That is the important word.

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

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

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

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

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

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



“The College of Tomorrow”

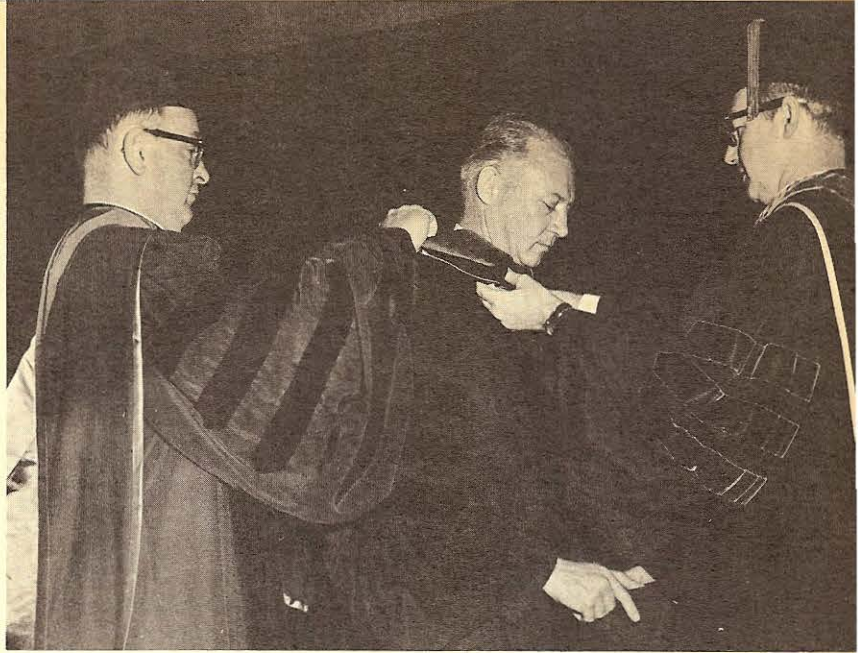
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1962 Commencement

127 Graduates,
Gov. McNichols,
Receive Degrees



FR. RYAN, GOV. McNICHOLS, FR. HOEWISCHER

Regis College conferred Bachelor Degrees upon a 1962 graduating class of 127 candidates and an Honorary Doctor of Laws Degree upon Colorado Governor Stephen L. R. McNichols during the school's 73rd annual Commencement exercises May 28.

The degrees were conferred by the Very Reverend Richard F. Ryan, S.J., President. The Most Reverend Urban J. Vehr, Archbishop of Denver, presided at the ceremonies, held in the College Fieldhouse.

Governor McNichols, a 1936 graduate of Regis College, was cited as "a man whose accomplishments and interests portray with brilliant clarity his vivid conception and appreciation of the true order of things: God first, man second and after them, the State."

"In all his endeavors throughout all his life he has displayed an abiding practical idealism, a resolute sense of duty and a deep devotion to religious and ethical principles," the Degree Citation stated.

The Reverend Harry E. Hoewischer, S.J., Dean of Regis College, was Master of Ceremonies for the exercises. He offered the Invocation and later presented the candidates for degrees. The Reverend James R. Eatough, S.J., Principal of Regis High School, gave the Benediction.

The graduating class included 81 candidates who completed degree requirements in June and 46 expecting to finish degree work this August.

ROLE OF INDIVIDUAL STRESSED BY SPEAKER

A charge "to make a conscious effort to preserve the role of the individual in a free society" was issued to the graduates by Mr. Frank A. Kemp, President of The Great Western Sugar Company, Denver, who delivered the Commencement address.



Mr. Kemp told the graduates that "in doing this you will perpetuate the dignity of the human being, increase the standards of living and of thought, realize more effectively the elimination of inequity and unfairness and help to carry your generation and this great nation to a still greater history."

He traced and emphasized the role of the individual and the principles of individual freedom and equality in the foundation and growth of our nation.

Mr. Kemp purposed his address to the graduates as a time "to exhort you not to abandon our principles; not to surrender our freedom; not to consent to its diminution through transfer from the individual to the state."

Baccalaureate Mass for the graduates was celebrated by Father Ryan during services May 27 in the College Fieldhouse.

The Baccalaureate sermon was delivered by the Reverend Harry R. Klocker, S.J., Head of the Department of Philosophy at Regis.

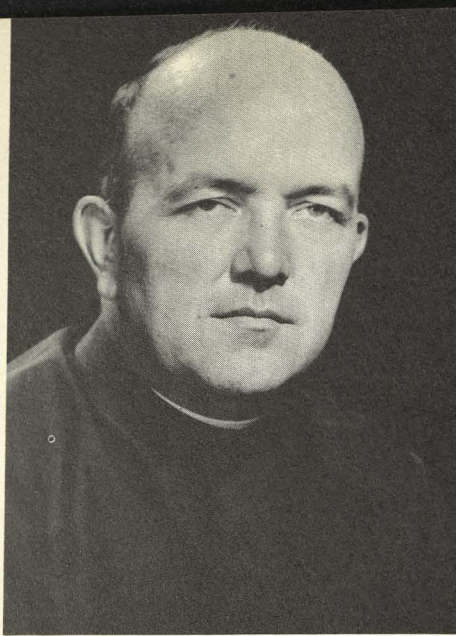
He described the modern age as "an age of absence from God in the world." Dwelling on the point that man has withdrawn himself from the infinite and the transcendent, Father Klocker said that man has committed himself to the material; that he is dependent upon the material for his well-being and security.

"The tragedy of today is not especially Communism. It is much deeper than that. The tragedy is man's betrayal of himself. Man does not recognize himself for what he is. He places his salvation in terms of matter," Father Klocker said.

He asked the graduates to study man as the kind of being that he is and man and the image of God that he is. Without God, nothing has meaning or purpose, he added. "Grasp the complete and perfect truth for an inspirational insight to all reality," he concluded.

* * *

Opening event of Regis' Commencement weekend was the President's Reception May 26 for graduates, their parents and Regis faculty members. The event was held in the Student Center.



Name Father Finucane Dean of Students

Appointment of the Reverend Thomas F. Finucane, S.J., Instructor in Accounting, as Dean of Students and Director of Residence Halls at Regis College was announced June 6.

Father Finucane succeeds the Reverend Bernard S. Karst, S.J., who has been Acting Dean of Students since 1960 and Director of Residence Halls since 1944. Father Karst will remain at Regis as a student counselor and a member of the faculty. Father Karst has been at Regis since 1930 when he joined the High School faculty, where he served as Principal from 1934-44.

Father Finucane has been at Regis since 1959. A native of Kansas City, Missouri, he graduated from Rockhurst High School. He received his A.B. Degree from the University of Notre Dame in 1942 and his M.A. Degree from St. Louis University in 1958.

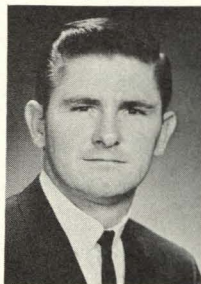
He entered the Society of Jesus in 1948 and was ordained a priest in June, 1957. During World War II Father Finucane served as a Lieutenant in the U. S. Navy, serving aboard ship in the Caribbean, European and Japanese theaters of war.

PR Director Resigns

Michael McLaughlin, Director of Public Relations at Regis College, resigned his post effective June 4. He is now associated with his father in the operation of the Diamond G Ranch at Basalt, Colorado. Mr. McLaughlin had been at Regis since December, 1961.

Ryckman Named New Development Director

Donald K. Ryckman, 30, of St. Louis, Missouri, has been appointed Director of Development at Regis College according to an announcement by the Very Reverend Richard F. Ryan, S.J., President. Mr. Ryckman began his duties June 1.



A native of St. Louis, Mr. Ryckman has been on the Development Staff at St. Louis University for the past two and one-half years. He graduated from St. Louis University in 1959.

At Regis Mr. Ryckman will be in charge of the College's annual giving program and assist with overall development plans.

Mr. Ryckman is married to the former Margaret D. Obermeier, of St. Louis. The couple has three children.

Four Jesuits Leave Regis Faculty Posts

Members of the Jesuit community and faculty at Regis College and Regis High School have received new assignments, effective in June.

Leaving the College faculty were:

The Reverend Mark S. Gross, S.J., former Associate Professor of English and Religion, who was named Spiritual Father at St. Joseph Hall, Decatur, Illinois;

The Reverend John R. Lyons, S.J., Assistant Professor of English, who is now teaching and carrying on mission work at St. Stephens Mission, St. Stephens, Wyoming;

The Reverend Francis J. Malecek, S.J., Assistant Professor of Philosophy, who has been granted a year's leave of absence to study philosophy at the Gregorian University in Rome;

The Reverend Thomas F. Singleton, S.J., Assistant Professor of Mathematics, who has been assigned to the Fusz Memorial House of Studies at St. Louis University as Spiritual Father to the Jesuit Scholastics. Father Singleton will also teach mathematics at Parks Air College of St. Louis University.

All are longtime members of the Regis faculty. Father Gross and Father Singleton joined the Regis High School faculty in 1941 and later were assigned to the College faculty. Father Lyons returns to St. Stephens where he served about four years before joining the Regis faculty in 1948. Father Malecek, former Dean of Men at Regis College, joined the faculty in 1952.

Leaving the High School faculty were: Scholastics Mr. John D. Corrigan, S.J.; Mr. Thomas M. Dona, S.J.; Mr. Curtis E. Van Del, S.J. All three have taught in the High School for three years and will begin Theology studies at St. Mary's College, St. Marys, Kansas, in preparation for ordination to the priesthood.



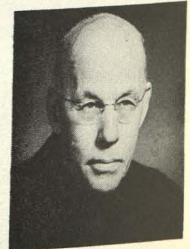
FR. LYONS



FR. SINGLETON



FR. MALECEK



FR. GROSS

Regis Appoints New Admissions Director

Appointment of *James C. Haberer*, of Arvada, Colorado, as Director of Admissions at Regis College was announced June 22 by the Very Reverend Richard F. Ryan, S.J., President.



Mr. Haberer, who for the most part has been attending night school at Regis, will receive his Bachelor of Science Degree in August. He began his new duties at Regis July 2.

For the past 10 years he has been associated with the Mountain States Telephone and Telegraph Company in Denver. He is a graduate of Denver's Holy Family High School. He is married and the couple has three children.

Alumni Honor Cagers

Regis College's varsity and freshman basketball players were honored at an Alumni Banquet held at the Park Hill Country Club in Denver May 15. Main speaker was William E (Bud) Davis, head football coach at the University of Colorado.

Five senior members of the varsity squad, Capt. Jerry Sherman, Gary DeMarlie, Paul Frey, Bill Kelley and Dick Hoogerwerf were presented gifts of luggage from the alumni group. The presentations was made made by *Robert J. Wallace*, '51, vice-president of The National Regis Club. Sherman

Regis Jesuit Authors Philosophy Text

A Jesuit faculty member at Regis College, the Reverend Harry R. Kocker, S.J., is the author of a philosophy text *Thomism and Modern Thought*, published recently by Appleton-Century-Crofts, a division of Meredith Publishing Company, New York.



Father Klocker is Assistant Professor of Philosophy and Head of the Department of Philosophy. He is also a member of the College Board of Trustees.

The book, as the author explains, has a twofold purpose. First, it aims to give the student who already possesses some knowledge of the philosophy of St. Thomas Aquinas, a basic understanding of modern, non-Thomistic systems of philosophy which are current in Europe and America.

Secondly, the text is written to show the origins of the main systems of modern philosophy and to compare them to the philosophy of St. Thomas.

Named to the faculty at Regis in 1955, Father Klocker holds A.B., M.A., Ph.L. and S.T.L. Degrees from St. Louis University. He earned his Ph.D., *magna cum laude*, from Gregorian University in Rome in 1955.

During the second semester and summer of 1961 Father Klocker lectured at Heythrop College at Oxford, England. He has authored monographs, articles and reviews which have appeared in leading philosophical publications.

offered thanks on behalf of his fellow gift-recipients.

The Very Reverend Richard F. Ryan, S.J., President, and Athletic Director and Head Basketball Coach Joe B. Hall, both spoke briefly.

Top Prep Basketballers Will Enroll at Regis

One of the nation's outstanding collegiate basketball prospects and a veteran AAU campaigner are among seven cage standouts who will enroll this fall at Regis College, according to word from Ranger Athletic Director and Head Basketball Coach Joe B. Hall.

Top candidate is David Cosby, 6'-4" guard from Louisville, Kentucky, an All-State performer and a star of the Kentucky All-Star Prep team which annually plays a two-game series against a similar team from Indiana. Cosby was the hero in the second of this year's games when he dumped in the clinching six final points for a 70-68 Kentucky victory.

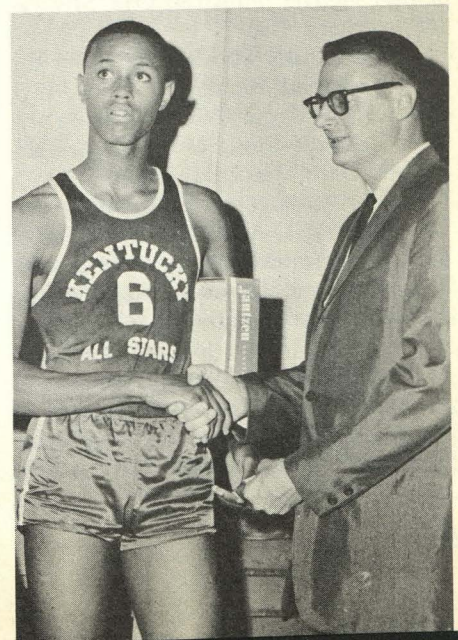
Dell Sports Magazine named Cosby the "best in state" in its 1960-61 pre-season report, the year Cosby was a junior.

Another prize newcomer is Cozell Walker, 6'6" product from Clinton, Kentucky, who was discharged this summer from the U. S. Marine Corps where he compiled an outstanding record in Armed Forces basketball action.

Others on the incoming freshman roster add some much-needed height to the Ranger basketball forces. They include:

Paul Strawser, 6'8" center from Burr Oak, Michigan; Bill Flohr, 6'8" center from Julian, California; Jay Coakley, 6'4" guard from Niles, Illinois; Bob Hitt, 6'4" forward from Detroit, Michigan; and Charles Ducar, 6'6" forward from Dayton, Ohio.

COSBY, COACH HALL





John Evans



John Loiseau



Margaret
Rogers Phipps

Civis Princeps Awards, 1962

Presentation of Regis College's highest non-academic award, the *Civis Princeps* Medal, to three prominent Denver residents climaxed a successful 1962 Regis Week observance.

Named *Civis Princeps* or First Citizens of Colorado were:

Mrs. Margaret Rogers Phipps, Chairman of the Board of Trustees of the Lawrence Phipps Foundation, and a long-time active supporter of the Denver Symphony Society;

Mr. John Evans, Honorary Chairman of the Board of the First National Bank of Denver;

Mr. John E. Loiseau, Chairman of the Board of the Public Service Company of Colorado.

The College also awarded its Distinguished Service Citation to a pioneer Denver industrial firm, Shwayder Brothers, Inc.

The awards were presented by the Very Reverend Richard F. Ryan, S.J., President of Regis College, during the *Civis Princeps* Banquet at the Cosmopolitan Hotel, Saturday, May 5.

Main speaker at the Banquet was Dr. Thomas A. Bartlett, a member of the United States Mission to the United Nations. His topic was "Peace Keeping in The United Nations."

Opening event of the College's fifth annual Regis Week program was an Assembly or formal conversation on the topic "A Commitment to Private Enterprise in the United States," held in the College Fieldhouse Sunday,

April 29. Main participants were Mr. Jerome K. Kuykendall, former chairman of the Federal Power Commission, and Mr. Edward Maher, vice-president of the National Association of Manufacturers.

The Regis Week Civic Conference, recognized as one of the city's leading annual sessions on projects concerning Denver's civic progress and improvement, this year concentrated on "Opportunities For Metropolitan Cooperation."

Designed to show the College's desire to render service through an abiding interest in civic and national affairs, the Conference attracted nearly 200 metropolitan business and civic leaders. The event was staged in the Grand Ballroom of the Brown Palace Hotel, Wednesday, May 2.

Keynote speaker was Dr. Robert C. Wood, Associate Professor of Political Science at Massachusetts Institute of Technology. Dr. Wood spoke on "Metropolitan Cooperation: Key to Greatness."

Panel discussions of four generic topics of metropolitan cooperation were presented during the afternoon session. Civic and business leaders representing the various communities of the Denver metropolitan area served as panelists.

Dr. Gail H. Gilbert, Mayor of Arvada, Colorado, was the main dinner speaker during the evening session. He discussed the topic, "Urban Growth and Metropolitan Problems."

Denver Major Richard Y. Battered was presented a special citation by Regis College honoring him for his pioneer efforts and leadership in metropolitan cooperation.

Closing event of the 1962 Regis Week schedule was Ranger Day Sunday, May 6, a program of athletic and social events for Regis College students. Activities were staged on campus.

General Chairman for Regis Week was Mr. William T. Blackburn, Denver resident partner in the firm of Vaughney, Vaughney and Blackburn, independent oil producers. Father Ryan served as *Ex-Officio* Chairman.



...ABOUT REGIS ALUMNI...

Norman L. Haug, '58, of Denver, received a Doctor of Medicine Degree from the University of Colorado during commencement exercises in Boulder June 8, 1962. He will intern at Milwaukee County Hospital, Milwaukee, Wisconsin.

George Martelon, '58, of Denver, has been named vice-president for District Five of the Colorado Junior Chamber of Commerce. Martelon is a partner in the A.M. Printing Co., Denver.

F. P. (Pete) Wigginton, '55, has recently been appointed a special representative for Lincoln Liberty Life Insurance Company, in Denver. He had served four years as sales manager for Mastercraft, Inc., of Denver.

John J. Sullivan, '15, has been elected president of the Serra Club of Denver for the coming year. *John J. Yelenick*, '43, was named first vice-president.

Ensign Thomas K. Dean, USNR, '59, of St. Louis, Missouri, has been promoted to Lt. (j. g.) in the United States Naval Reserve. He has been stationed at Coronado, California, and left July 8, 1962, for six month's duty in Japan. Upon his return to the United States in January, 1963, he will be released from active duty.

Capt. William C. Corning, W43, retired from active service with the U. S. Marine Corps February 28, 1962. The Cornings will make their home in Oceanside, California. Capt. Corning's brother, *Charles H. Corning*, '50, is a civil engineer and lives in Elmhurst, Illinois.

Paul A. Lucero, W56, is now living in San Francisco, California, where he is working as a salesman in a clothing store. After leaving Regis, Lucero served with the U. S. Navy, received his B. S. Degree from the University of San Francisco and for two and one half years worked for Pan American World Airways in San Francisco and at Wake Island.

John R. O'Rourke, '59, is now associated with the Phillips Petroleum Company in the firm's national retail credit office in Kansas City, Missouri.

Rev. John C. Futrell, S.J., W48, is now stationed at DeBritto College, a Jesuit school at Jögakarta, Indonesia.

Leroy Garcia, W61, of Los Alamos, New Mexico, has volunteered for service in the Peace Corps. He will spend a two-year teaching assignment in Ecuador after preliminary training in Puerto Rico. He will teach mathematics and English.

A 3/C *William C. Mangus*, '60, of Louisville, Colorado, has been reassigned to Lowry AFB, Colorado, after graduating from the Air Force medical service specialists course at Gunter AFB, Alabama.

Several alumni previously listed as "lost" on the Regis alumni files, have been "found" in recent months. Among them is *Joseph G. Gaspers*, W58, who is now living in San Francisco, California, where he is a buyer for Macy Company of New York. He served as a purchasing officer in the Navy. He married the former Barbara Stevenson in September, 1961.

Three members of the Class of 1961, *Lt. Thoma B. Stewart, Jr.*, *Lt. John Alenius* and *Lt. George Boersig*, and *Lt. J. Leon Wilson*, '54, graduated from USAF Officer Training School, Medina Base, San Antonio, Texas, June 26, 1962.

A. Andrew Hauk, '35, former president of the Regis Alumni Club of Los Angeles, California, is active in many civic activities in Los Angeles, California, where he practices law. He served as Vice-Chairman of the California Olympic Commission which was in charge of the VIII Olympic Winter Games held in 1960 at Squaw Valley. The Commission is now in the process of final liquidation of its activities.

Charles D. Weller, '62, of Denver, has been awarded an \$1,800 cash fellowship at Florida State University where he will work for his Master's Degree in criminology and correctional administration. While attending Regis, as a fulltime student, Weller was a patrolman on the Denver Police Department.

Dr. James P. Hoare, '43, senior research chemist at the General Motors Research Laboratories, Detroit, Mich-

igan, recently wrote an article on "The Alpha-Palladium-Hydrogen Reference Electrode" for the *GM Engineering Journal*.

Pfc. John F. Evans, '57, recently participated in Exercise Mesa Drive, a two-week joint Army-Air Force training maneuver at Yakima, Washington.

Joseph L. Truglio, W53, is currently in graduate study at the University of Madrid, Spain, through Middleburg College, in Vermont.

Morris Beddoes, '61, is presently at Loyola University, Chicago, where he is studying for a Master's Degree in Psychology.

Robert D. Pipkin, '62, was one of eight students from colleges in the area of the Midwest Chapter of the American Institute of Chemists, to be named as outstanding Chemistry students of 1962.

Joseph D. Buhr, '61, was recently commissioned an Ensign in the U. S. Navy and is now serving aboard the USS Los Angeles, home-ported in Long Beach, California. Prior to entering the Navy, Buhr worked with an accounting firm in Chicago.

Right Reverend Monsignor Bernard J. Cullen, W33, *Right Reverend Monsignor Forrest H. Allen*, W33, and *The Very Reverend Richard C. Hiester*, W33, celebrated their Silver Anniversaries of ordination to the priesthood this spring. Monsignor Cullen is pastor of St. Louis Parish, Englewood, Colorado. Monsignor Allen is pastor of Holy Family Parish, Denver and Monsignor Hiester is Denver Archdiocesan Director of Music.

Reverend Peter E. Garcia, C.R., W52, and *Reverend Bernard B. O'Hayre*, W53, were ordained to the priesthood during ceremonies, May 26, 1962, at Denver's Cathedral of the Immaculate Conception.

Three former Regis High School students were ordained priests in the Society of Jesus this summer: Reverend Robert A. Sunderland, S.J., June 12 in St. Marys, Kansas; Reverend Louis W. Roberts, S.J., and Reverend George Brown, S.J., July 26 in Innsbruck, Austria.

P. Donald Joyce, '52, is now serving as an agent for Connecticut General Life Insurance Company, Denver. The Joyce family moved to Denver from Roswell, New Mexico.

ENGAGEMENTS:

Charles N. Eby, W63, to *Mary Connolly*, of Sioux City, Iowa. The couple will be married August 4, 1962, in Sioux City. Mr. Eby is associated with Majerus Duplicating Co., Denver.

William H. Meiers, Jr., '60, to *Patricia Ann Tanko*, of Denver. Mr. Meiers is an accountant with Financial Industrial Fund, Inc. An early fall wedding is planned.

Carl L. Gaglia, '62, to *Leona Mae Ficco*, of Denver. The couple will be married August 11, 1962.

Thomas E. Griffith, W64, to *Carolyn DiTullio*, of Denver.

Daniel J. Beshoar, '62, to *Sharon Lynn Cullerton*, of Denver. An August wedding is planned.

John T. Alenius, '61, to *Sandra Mally*, of Denver.

WEDDINGS:

George J. Fabry, '62, to *Miriam Keller*, of Denver, July 7, 1962.

James L. Brisnehan, W62, to *Kathleen Joyce Callahan*, in Denver, June 9, 1962.

Darrell Beck, W61, to *Danielle Lagae*, Castle Rock, Colorado, April, 1962. The couple will live in Oskaloosa, Iowa.

Dr. Donald Vollmer, W59, to *Mary Lou Dunn*, Nevada, Iowa, June, 1962. Dr. Vollmer received his D.D.S. Degree from Creighton University and will be stationed with the Air Force in Denver.

Vincent P. Cerrone, '59, to *Rosalind Elaine Engler*, of Denver, June 23, 1962. Cerrone is a teacher in the Denver Public Schools.

Val Grant, W63, to *Sue Roberts* in Denver, June, 1962. Grant is a student at the University of Colorado.

Charles Jenkins, '62, to *Barbara Kelly* in Denver, June 7, 1962.

James W. Creamer, Jr., '59, to *Ulche R. Georgeff* on June 9, 1962, in Jackson, Michigan. He is a student at the University of Michigan Law School.

Charles Justin McCarthy, '59, to *Mary Jane Close*, June 23, 1962, in Wilmette, Illinois.

Eleuterio J. Martinez Jr., '59, to *Lala Dora Garcia*, June 30, 1962, in Santa Fe, New Mexico.

E. Jerry Morrison, W61, to *Lynn Van Vleet*, June 30, 1962, in Wauwatosa, Wisconsin.

Francis D. Hauser, '62, to *Nancy M. Mancini*, June, 1962, in Denver.

Fred A. Albi, '62, to *Mary Carole Dispense*, June 23, in Denver.

BIRTHS:

Mr. and Mrs. Phillip G. Brockish, '47, a daughter, May 6, 1962, in Memphis, Tennessee.

Mr. and Mrs. Raymond D. Nass, '58, *Jane Catherine*, April 30, 1962, in Stevens Point, Wisconsin.

Mr. and Mrs. Michael D. Groshek, '53, *Barbara Ann*, May 10, 1962, in Denver, Colorado.

Mr. and Mrs. Carl Eiberger, '57, *Eileen Marie*, May 26, 1962, in Golden, Colorado.

Mr. and Mrs. George Martelon, '58, *Douglas Alan*, April 1, 1962, in Denver, Colorado.

Dr. and Mrs. Walt Oppenheim, '55, a son, May 26, 1962, in Denver, Colorado.

Mr. and Mrs. Skip Cavins, '56, *Timothy Paul*, June 3, 1962, in Westerville, Ohio.

Mr. and Mrs. Robert Copp, '58, *Elizabeth Laird*, May 27, 1962, in Topeka, Kansas.

Mr. and Mrs. Ralph Moore, '48, *Kevin*, May 24, 1962, in Denver, Colorado.

Mr. and Mrs. J. Keith Meisel, '60, *Michael Keith*, June 2, 1962, in Rockford, Illinois.

Mr. and Mrs. E. A. Donohoue, '49, twin sons, *Tim and Terry*, May 15, 1962, in Denver, Colorado.

Mr. and Mrs. Andrew J. Martelon, '51, a son, July 16, 1962, in Denver, Colorado.

LOST:

Paul H. Mosher, '38, last known address, 1985 Coastland Avenue, San Jose 25, California.

George K. Bedrosin, W42, last known address, 3245 Suter Street, Oakland 2, California.

Paul G. Tice, '51, last known address, 1309 S. Pennsylvania, Denver 10, Colorado.

James T. Montgomery, '54, last known address, 2489 S. University, Denver 10, Colorado.

Louis L. Ortiz, '58, last known address, 3245 Franklin, Denver 5, Colorado.

Melvin J. Labelle, '60, last known address, 7800 Essington Avenue, Philadelphia 42, Pennsylvania.

Thomas F. Simons, W62, last known address, Apt. 6514, Caracas, Venezuela, South America.

DEATHS:

John J. Dooley, W32, of Lakewood, Colorado, April, 1962.

Frank F. Wagner, W04, in Denver, Colorado, June, 1962.

John H. Humphreys, W32, of Denver, Colorado, June, 1962.

Sidney G. Frazier, '06, in Littleton, Colorado, June 18, 1962.

Joseph A. Craven, '23, of Denver, Colorado, May 8, 1962.

Dr. William B. Swigert, W30, in Denver, Colorado, May 12, 1962.

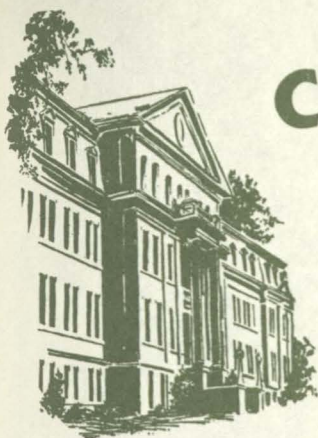
Father Faherty Writes Historical Novel

The Reverend William J. Faherty, S.J., a former member of the Regis College faculty, has written an historical novel due for fall publication.

The book, *A Wall for San Sebastian*, concerns the Southwestern United States and is being published by the Academy Guild Press of Fresno, California.

Father Faherty served on the Regis faculty from 1948-56 and is now associated with the National Sodality Central Office and *The Queen's Work* at St. Louis, Missouri.

HAVE YOU — been promoted? made a speech? received an award? changed jobs? gotten married? had a baby? bought a house? entered service? left service? joined a committee? robbed a bank? climbed a mountain? discovered gold? beaten your wife? WE'D LIKE TO HEAR ABOUT IT. DROP A NOTE — AND PICTURE IF POSSIBLE — TO THE PUBLIC INFORMATION OFFICE, REGIS COLLEGE.



CAMPUS NOTES

Enrollment for the 1962 summer school sessions at Regis College totaled about 275 students for each of the two sessions. . . James F. Dowd, a Regis College senior from Clayton,

Missouri, has been named Chairman of the University People-to-People program in Colorado. Purpose of the program is to promote international understanding among the University students of the world . . . Awards for excellence in French studies, awarded annually by the French government, were presented to three Regis College students . . . A new statue of the Blessed Mother was blessed during a special Mary's Hour on the Regis campus in May. The statue was donated to the Sodality by Mr. and Mrs. Louis G. Moschel of Cheyenne, Wyoming. Their son, Ron, a 1962 graduate, served as President of the Sodality . . . Around 300 high school vocal musicians made Regis College their "home away from home" while attending the Kiwanis International Convention in Denver June 9 - 14. The visitors were housed in O'Connell and Carroll Halls and were served meals in the Student Center . . . The 15th annual educational conference of District 26 of Toastmasters International, was held on the Regis campus in May . . . The Reverend Robert R. Boyle, S. J., Head of the Regis College Department of English, was a guest lecturer at an institute held at Nazareth College, Louisville, Kentucky, June 4-8 . . . Delegates from five states will attend a three-day Christian Family Movement convention at Regis July 27-29.

The Regis Roundup

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HOMECOMING WEEKEND

OCTOBER 5-6-7, 1962

EVENTS WILL INCLUDE:

- President's Reception for all returning alumni.
- Reunion parties for the Classes of 1912, 1917, 1922, 1927, 1932, 1937, 1942, 1947, 1952, 1957. Special recognition for the Classes of 1912 and 1937.
- Alumni Conference.
- Homecoming Dinner-Dance.
- Presentation of Alumni Service and Merit Awards.
- Memorial Mass for deceased alumni.

Complete Details Will Follow Soon!

General Chairman: ROBERT V. CARROLL, '39