Wanted: GRADE A COLLEGE TEACHERS

The Alumni Bulletin is one of several hundred alumni publications which is publishing this spring the sixteen-page survey of the current crisis in college education, an article (page 9) prepared by a distinguished group of editors.

It was prepared in the belief that alumni want to know the facts, all the facts, and what can be done to remedy the situation. Although the crisis is not as dire in some schools as in others, there is no college or university in the United States that can face the problem with complacency.

Basically, the problem, as a Harvard economist has pointed out, is simply this: "The college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined substantially, while that of the average American has risen by 70-80 per cent."

With what result? Colleges are finding it increasingly difficult to hold professors who are being squeezed between the jaws of this economic vise. Further, they are finding it difficult to attract the really first class teachers they seek for permanent tenure.

The problem is magnified by the fact that for the next decade, at least, there will be a growing demand for well-trained college teachers to cope with enlarged student bodies. Already some colleges are reporting that it is becoming increasingly difficult to get the men and women they want.

The conclusion, expressed by Professor Robert Lekachman of Barnard College, is obvious: "Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Fortunately, Americans are not likely to be satisfied with an inferior product. There are a number of heartening signs, among them the fact that not only foundations but many corporate industries are making gifts to colleges to augment teacher salaries.

Although the University of Richmond cannot be said to be proud of the salaries it pays to professors, it can be proud of the fact that at President Modlin's insistence salaries have been raised substantially in recent years. And proud of the further fact that it intends to elevate salaries again and again in an effort to close the financial gap between teaching and other professions.

If this is to be more than a visionary goal, Alma Mater must have the understanding and the financial support of those who are best qualified to assay the value of a college education—her own alumni.
**HOW DO I LOVE THEE?**

Elizabeth Barrett Browning, in perhaps the best known of her Sonnets from the Portuguese, asks, “How do I love thee?”

“Let me count the ways,” she says. Today at this convocation in observance of Alma Mater Week it is well for us to ask, “How do I love thee?” and to count the ways.

I put this question to just three of Alma Mater’s more than 10,000 children. “How do you love her?” I asked a member of the class of 1905. “Sir,” I said, “you have lived more than your allotted three score years and ten. You are almost as old yourself as Alma Mater was the night she gave you your diploma. Why do you love her?”

“I love her,” he said; “because she taught me the dignity of work. We were poor in those days, she and I, woefully poor in this world’s goods. But we were wealthy in the great minds and souls of those who were our teachers.”

“I love her,” he said; “because of her character and her courage. I remember well, many years after my own student days, when her future was threatened by certain Richmond businessmen who refused to contribute to a half-million dollar fund-raising campaign because, they said, ‘some of the professors are teaching social and economic heresies.’”

“Alma Mater replied in words that thrilled the heart of every man to whom freedom of thought and speech are dear. She said:

‘We must encourage our teachers and students to think, and we should not be surprised when they do not think alike. The inquiring mind will question established custom in every field of human action. . . .

While I believe the teacher in a Christian college should have a decent respect for current public opinion, it is nevertheless true that a college is more concerned with teaching students how to think than with telling them what to think. Is not freedom to think and speak worth too much in these times for men of wealth to try to bludgeon this freedom into silence by depriving the University of needed financial support?’

“The old girl’s 128 years old,” said the member of the class of 1905, “but if she lives 128 thousand years she’ll never be more radiant than she was that day when she said, ‘Keep your half million dollars if you will. But understand this: My teachers will teach the truth as they see it and neither you nor any individual or vested interest will, by coercion or threat, interfere with academic freedom on my campus.’”

“How do you love her?” I asked a member of the class of 1931. “You’ve made a name for yourself, you have acquired both fame and fortune. You are what our students would call a ‘big wheel.’ How did you get that way? How, if at all, did Alma Mater help you? Why do you love her?”

“I love her,” he said, “because she taught me that the real measure of a man’s wealth lies in the number of things he can do without. I love her because she underscored the question, ‘What does it profit a man if he gain the world but lose his soul?’ I love her because she taught me that man cannot live by knowledge alone any more than he can by bread alone.

“I love her because she first loved me as an individual, because she recognized that her students were not merely grist for the educational mill but that each was a different personality, as unlike as peas in a pod. Just as the botanist knows that peas within the same pod are different in size and shape and color, so do individuals differ in aptitudes and personalities. I love her because she knew my strength and helped me grow, because she knew my weakness and helped me master myself. She convinced me that education has a two-fold purpose: to teach men and women how to live as well as how to make a living.”

I thanked the gentleman of the class of 1931 and turned next to an alumnus of the class of 1950. “You, my bright and starry-eyed friend,” I said, “have just recently won your degree. Just a few years ago you, as a student, stood and sang your praise of Alma Mater. Tell me, why do you love her?”

“I love her,” he said, “for her serene beauty. I love her for the rays of sunlight that slant across the lake, for the golden leaves of the maples in autumn. She quickened my appreciation of all things beautiful and good.”

“I thought about her one morning just a year after my graduation. I was in Korea. It was a cold dawn. I thought then that one never enjoys a sunrise so much as when he knows he may be greeting his last day.

“In the beauty of that new day my thoughts turned to the campus of the University of Richmond where I had first sensed that truth is beauty and beauty truth and that is all in all. I re-lived some of those glorious days and in fancy I walked at night across a green lawn where the dogwood trees were ghosts in the moonlight.

“I realized then how much I longed to be back on that campus. And I realized too that there are just a few things that matter in this world, but those few things matter a great deal.

“My first duty,” I said, “is to my family and to my church. My next duty is to my University. I promise that whenever I am called to her service I shall respond promptly and gladly.”

And now, How do I love thee? Let me count the ways.

“I love her because she has always walked the high road. I love her because she has fought for the right as she saw the right. I love her for the simplicity of her educational ideal.

“I love her because she has had the courage and character to stick to the main highway in periods of educational detours welcoming all new truth but meanwhile holding steadfast to that which has been proved good.

“I love her for the men and women who through the years have taught in her classrooms. Edward Baptist and Robert Edward Loving, Robert Ryland and Robert Smart, Maude Woodfin and Carolyne Lutz, John Cavin Metcalfe and S. C. Mitchell, Solon Cousins and Ralph McDanel.

“I love her for what she has been, I love her for what she is today, I love her for what she shall be— with your help—tomorrow.

A varied program that will include the dedication of Robins Memorial Hall, the new dormitory and infirmary for men, will lure the old grads back to the campus May 16.

Westhampton's program will put the spotlight on Alumnae College on the preceding day and the Alumnae Hour at which two young Fulbright scholars will share the program.

For the men there will be an opportunity to witness at 2:30 o'clock a baseball game between what may be one of the best teams in the long career of Coach Mac Pitt, '18, and the Indians of William and Mary. It's the 25th year as baseball coach for the wily Silver Fox who has a veteran team that can field and hit, and has first class pitching. (See Steve Guback's story on page 5.)

Guests of honor at the baseball game will be the captains of past Spider baseball teams, a long procession of diamond greats.

For men and women there will be a round of Friday night reunions with the reunion classes going all the way back to the gentlemen of 1909 who are planning their get-together under the leadership of W. R. L. Smith.

Based on last year's experience, scores of the returning men will attend classes on Saturday morning, sitting again at the feet of their favorite professor.

Programs on both sides of the lake will be concluded with the joint alumni-alumnae dinner at 6 o'clock in Keller Hall. There will be no formal address but instead a music hour which the department of music has arranged as a compliment to the returning sons and daughters of Alma Mater. After the dinner and brief program the alumni and alumnae will reassemble in the reception hall of Keller Hall for a program of light music by members of the music department and the University Chorus. The music department, headed by Dr. John White, has been widely acclaimed in concert appearances and the chorus has sung programs to audiences in a great many Virginia communities.

Members of the senior classes will be guests of honor at the luncheons on both sides of the University lake.

Members of the Alumni Association of the School of Business Administration will kick off the Alumni Day Program with a breakfast at 8 o'clock at Nick's House of Steaks.

Alumnae will register in Keller Hall and alumnae on the green in front of Millhiser Gymnasium. The alumni program, in addition to classroom visitation, includes a tour of the new dormitory which will be nearing completion. The dedication service at which the building will be dedicated on Alumni Day, will be a memorial to Mrs. Martha Elizabeth Taylor Robins, mother of E. Claiborne Robins, '31, whose benefaction made its construction possible. It will be ready for occupancy in September.
The Chinese are a Wonderful People

Although almost all of China is in the vise-like grip of Communism there is at least one American who believes in the ultimate freedom of the Chinese and their onward march to what he is confident will be a noble destiny.

The man is David J. Carver, ’05, who learned to love the Chinese during the years that he taught and later traded with them. He is unshaken in this estimate of them:

"The Chinese without Christ are a wonderful people, and with Christ God has made nothing finer."

He has backed this faith in them in a very material way—an educational fund of $100,000 to be administered by the University.

He set up $20,000 for the Fund in 1956 and has just recently increased it to $100,000. He has told President Modlin that he may eventually raise it to $250,000.

Since its inception the Fund has provided scholarship aid to a dozen students in six colleges: the University of Richmond, V.P.I., Medical College of Virginia, Trinity University in Texas, the University of Texas, and Peabody Conservatory in Baltimore.

The five-fold increase in the size of the fund will enable the University to increase the aid it can give to needy and talented Chinese students. Donor Carver has stipulated that preference be given to Chinese students in the University of Richmond. In "exceptional cases" Chinese students in other institutions throughout the United States and other lands may participate.

A devout Christian and a hard-working Baptist layman, Dr. Carver told President Modlin that his ‘chief aim’ in setting up the Fund is that the teachings of Jesus Christ may be established in the world. He added his belief that the ‘education of Chinese youth . . . is one effective way of accomplishing this.’

Although he suggested that Baptist institutions be given first priority in accomplishing the purpose of the Fund, he made it clear that he did not wish "denominational or other religious considerations to restrict the use of the Fund."

The fund is called the David J. Carver Jr. Memorial Education Fund in memory of Dr. Carver’s only son who died in 1948 at the age of 32. Not only will it be an appropriate memorial but, in the words of President Modlin, it will be a boon to Chinese education and to "the cause of Christ around the world."

Dr. Carver, a member of the celebrated class of 1905 at Richmond College, enrolled as a ministerial student but later turned to teaching. Some years later he discovered that he had a greater gift for business than for the ministry or teaching. He had taught high school subjects in a prep school at Nanking and had learned to love and to admire the Chinese. This interest led him into the Chinese importing business—porcelain, silks and art goods. (He took time out from business in 1918-19 to complete work for his Ph.D. in psychology and education at Johns Hopkins.)

After thirty years in the import business he retired from active trading but never lost his interest in the Orient. "No one," he once said, "could teach Chinese youth for four years and then make a dozen trips over a period of thirty years, dealing with merchants and workmen in China, without absorbing a certain amount of Chinese culture and becoming fond of the Chinese people."

He has lost none of his affection for the Chinese in the years that have passed since his retirement in Baltimore where he is superintendent of the Chinese Sunday School at Eutaw Place Baptist Church. There some fifty or more Chinese, adults and children, regard him as their wise friend and spiritual father. "The Chinese," says Dr. Carver’s pastor, Dr. W. Clyde Atkins, ’25, "love him a great deal."

He is concerned, of course, about the spread of Communism in China. He is in agreement with the ancient Chinese philosopher, Lau-Tze, that force can be effective only for a time.

"No people," says Dr. Carver, "can be deprived permanently of freedom and personality." He regards what is occurring under the Communist regime as an insult to human dignity and human instincts. Freedom will come again, he believes, to China.

Meanwhile free Chinese, wherever they may be, can turn to the Carver Fund for assistance to aid them in their studies of the Truth that makes—and keeps—men free.
While in college, and during the years Tom was finishing his B.D. at the Southern Baptist Seminary in Louisville after our marriage, he had an unsuppressable desire for a year's post graduate study at Edinburgh University. In addition to a need for determination, there was something else necessary in our preparations for Scotland. That thing was faith. We gathered our savings, sold our new car, borrowed money enough to make up the balance, and sailed for Southampton. Spending a winter in Scotland was all we had hoped it would be; but when winter became spring, there remained with us some of that nagging desire to go still further. Summer on the Continent would be worth some of those "other things" I had so often heard were necessary in order to do what is most important. With the minimum in United States travelers' checks, and with an astounding amount of accumulated student knowledge of getting the best things at the lowest price, we sailed for France.

We had decided that the major "other thing" imperative in our getting to Europe would be a camping trip. While unsure of the delights of such a prospect, we hoped at least to survive. Thoughts of clean linen every night and ideas of dressing for dinner in the best cafés had to be conceded. We would accept a sleeping bag and a make-shift table, knowing they wouldn't too painfully shatter our dignity. Our first night proved one point. We would not only accept this, we would enjoy it. Some of the camping sites were in better care and arrangement than others. Often, facilities were better than the ones of the night before. Some had restaurants, camping supply stores, and grocery counters. There was always room for our tent, and in all our nights out under the stars there was never an unpleasant neighbor. The European is naturally quieter than many of us. One of the agreements in getting our camping carnet (a pass for which we paid about $1.50) was our pledge to honor other campers; and, with all cooperating, we had quiet nights. Before we knew it, we had entirely changed our outlook.

One night in Milan we planned our camping tour of New England! We were learning that traveling with tent and stove can be a sport, and it took more than mere positive thinking to prove it to us. My prediction that our clothes would never get washed was as groundless as were other preconceived ideas about the tragedy of the tent. I did a fair job of keeping us clean, so long as the elements cooperated; and when they didn't, our hotel rooms looked like the slums of New York's back alleys with clothes drying everywhere.

The Continental foods were drastically to our liking and we ate delicious meals on the hood of the car. Lunches were easy, and our vitamin filled standards (cheeses, hard boiled eggs and carrot sticks) were supplemented with German sausages and the luscious fresh fruits which we found in abundance. To my relief, a hungry husband survived what he had thought would be meager rations. By buying and preparing our own meals, we had delightful "local color" experiences in the tiny village shops where we knew no Danish, no Italian, and no Flemish, and where the shop keepers knew no English. One pleasant morning was spent with a volunteer interpreter who encouraged us to get enough food for the next few days. He fully enjoyed us, and we indulged him by letting him laugh in his collar all he wanted; for he was doing us a favor and we all knew it. He gloated when we asked for bread, and gallantly led us down the street to the baker, making us stand aside while he gleefully reenacted the dumb Americans who had asked for bread at the green grocer's!

Mistakes taught us that our best system was to arrive for the night having with us supper and breakfast, buying for the next day before leaving in the morning. Supper was cooked while the tent went up and while water was brought for American coffee. In the peace of Western Europe's country, we had many, many gorgeous sunsets, and as many long walks where no other tourists were filling up the place taking pictures. Best of all, when we wanted to sit down in a flower bed to take a picture, we sat down, without explanation and without saying the customary "excuse me." In one of the cities where we joined the throngs of sightseers, Tom mumbled, "I have a letter in my pocket to prove that our folks, at least, are home, if no other Americans are." Our routes led through out-of-the-way scenic Europe and to only the "main" cities. How those cities stand out in my memory! It was there we employed our student ardor for nice, clean, inexpensive hotels (I hope I never lose the list, in case some of our friends might want a copy). Our splurges were the accompanying dinners. They and the clean sheets were the symbol of the city. For those nights we had to be carefully folded in tissue paper so that we would look like Alma Mater's alumni when we got to Rome, or to Zurich, or back to Paris. A handicap was lack of room for clothes and luggage, and when I once complained, my spouse merely grumbled, "Well, I'm not Prince Ranier.

Have you camped in the moonlight beside the Rhine? Have you stopped your car beside a Lowlander's wheat field and tried to visualize, as you looked about on the fertile serenity, that beauty as an ugly, flaming battlefield? Have you lain on a Tuscany hillside and gone to sleep while looking at Florence in the distance? If this sounds appealing to you, take a tent to Europe! Read any travel guide, talk to most travel advisers, and after wading through the gaudy tourist propaganda the final result is the same... "get to know the country." I am aware that there are many ways of doing... (Continued on page 25)
Prospects Bright for 1959 Baseball Team

By STEVE GUBACK, Sports Writer, Richmond Times-Dispatch

There are sparkling indications, fittingly enough, that coach Mac Pitt's 25th University of Richmond baseball team, his silver anniversary edition, could be one of his gems.

From the 1958 club that won the Big Six championship and tied George Washington for the Southern Conference crown, eight regulars return—four of them all-Southern Conference first-team choices. No other club in the area has such lurch, glowing credentials.

But Pitt, who knows that dreams sometimes can go puff, is seen most often nowadays pulling back the reins on what could be some galloping optimism and loudly shouting, "Whoa!"

Never one to burst out with title predictions, Pitt says simply and at the risk of appearing trite that anything can happen. The bravest, boldest statement he'll make is a conservative—"I think if the boys play as well as they did last year, we should do all right."

Actually, if the boys play as they did last year—when Richmond's 13-3 record was the best in more than a decade—the-gray-haired Pitt could very well have his 11th outright Big Six crown and his third undisputed SC title. His clubs also have tied for each championship once.

(Ed: In their first six outings the Spiders split with Harvard, walloped Davidson and Washington and Los. nosed out Hampden-Sydney and lost to George Washington.)

This year's club has that solid, veteran look that's so seldom seen on collegiate diamonds. Pitching is supposed to be the key to any college baseball team and Pitt has all of last year's big winners returning—Berry Swilling, the crafty right-hander whose 6-1 record and 2.16 earned run average put him on the all-conference team; Mel Horowitz, the curve-ballirng lefty, who chucked control problems to win four games; and hard-throwing Charlie Revere, whose 2-0 record and 1.96 earned run average make him a freshman indicates greater things ahead.

If pitching alone can't carry the Spiders, the bats that smoked last season should. The Spiders, as a team, hit a robust .305 a year ago and averaged nearly nine runs a game. Pitt's chief worry nowadays is whether his sluggers can continue that pace. They may tail off, but if they improve—watch out!

Back for another fling are two fellows who live in the ultra-exclusive .400 neighborhood—shortstop Alan Cole (.411) and catcher Chuck Boone (.402). Both were all-conference choices, both are enthusiastically eyed by the pro talent scouts. Cole led the team with 24 runs batted in, Boone was tops in runs and hits.

Not too far behind in the averages, and also returning, are outfielders John Boggs (.369) and Tom Booker (.291), plus first baseman J. P. Vass (.307), who also earned an all-conference berth.

Unlike the beginning of last season when Pitt had holes to fill and the pitching appeared woefully inadequate, the Spiders will operate with almost a set hand. The only rookie to break the starting cast will be soph Joe Gillette, a 6-1, 190-pounder from Courtland, Va. He replaces last year's captain, Charlie Leonard, in the outield.

But Gillette may be only a part-time operative. It's Pitt's intention to use Swilling in the outfield when he isn't pitching. There's no gamble there. As a freshman two years ago and a regular flychaser, Swilling hit .311.

The infield, which Pitt always prides for its defensive qualities, will be the same as the one which finished last season—Vass at first, fiery Doug Martin (.237) at second, Cole at short and Mickey Marinkov (.232) at third. Boone, of course, is a fixture behind the plate.

If the Spiders have a weakness on paper, it will be on the bench, where Pitt may at times feel quite lonely. Freshmen are no longer eligible for varsity combat and Richmond's reserve strength must come entirely from fellows who couldn't make last year's team, plus a bevy of untested newcomers. "If anything happens to anybody," says Pitt, "we'll be out of luck."

Perhaps the best of the newcomers is pitcher Wally Beauchamp, who hurled for the 1957 team and scored a notable nine-hit, 3-2 victory over Virginia. Beauchamp is back in school after a year's layoff. Other hopefuls are catcher Joe Esposito, plus utility infielders Joe Falls and Charlie Pierre.

The Spiders have a 19-game card booked and may get their chief challenge for Southern Conference honors from George Washington, which has most of last year's cast returning, too. The Colonials are knee-deep in good pitchers and batted .311 as a team last season. Pitt says he also fears West Virginia, which has nine lettermen returning. Virginia and Virginia Tech may be the top contenders in the Big Six.

"It always looks like a coach is trying to protect himself when he won't make any predictions," says Pitt, "but from 40 years of experience I know that it's risky business to look too far ahead. All I can say is that I think we've got some good boys. They're a pleasure to work with. We don't have any prima donnas on this outfit. Now, if they play as well as they did last year..." Pitt's voice trailed off. Anybody could tell what he was thinking.

Here's the schedule for the remainder of the season:

May 1, William and Mary, Williamsburg; 4, West Virginia (2), Morgantown; 7, V.M.I., Millhiser Field; 11, V.P.I., Blacksburg; 16, William and Mary, Millhiser Field; 18, Virginia, Charlottesville.

All home games will begin at 2:30 p.m.
For almost three decades Westhampton students were guided in their search for the unknown by Miss Isabel Harris, who was honored this Spring when an international fellowship was named for her.

The grant, established by the Richmond Branch, American Association of University Women, is given in conjunction with the organization’s national program which brings approximately 50 women from 20 countries to the United States each year. Scholarships ranging from $1,500 to $3,500 are awarded annually by the AAUW to assist foreign students in gaining professional skills and to enable them to know America. Previous grants have honored two other Westhampton professors—Dr. May L. Keller and Dr. Susan B. Lough.

No more fitting tribute could be paid to a professor whose dedication—like her mathematics—extended “ad infinitum.” Whether it was the elusive “x” in an equation, the identification of the celestial bodies, or the unknown quotient in a young girl’s personality, Miss Harris was patiently relentless in the quest to help each student find the answer.

She started early in life winning honors. As a Richmond College co-ed she was known as an excellent mathematician and was awarded the coveted Greek Prize when she graduated in 1906. Harris scholarship was well known at the University where her father, Prof. H. H. Harris, was a member of the faculty from 1866 until 1895. In 1901 her brother William A. Harris joined the college as professor of Latin and Greek where he served until his death in 1945.

Further studies took Miss Harris to Columbia University for her M.A. degree in 1921; to the University of Chicago for graduate study in mathematics, and to Harvard where she attended a seminar in astronomy.

Following in the footsteps of her family, Miss Harris began her 45-year teaching career, first at the Woman’s College of Richmond where she taught mathematics from 1913-16. For the next four years she was on the faculty of Collegiate School and then at Greenville Woman’s College. In 1922 she returned to the house of her fathers as associate professor of mathematics at Westhampton College where she remained until her retirement in 1949. The following year she resumed teaching to conduct courses at the Evening College of Richmond Professional Institute until 1958.

During the years her scholarship has been recognized by numerous honorary and professional groups. She is a member of Phi Beta Kappa; Pi Mu Epsilon (mathematics); Mortar Board; Phi Delta Gamma (graduate) and Zeta Tau Alpha (social). She is a charter member of the Virginia Academy of Science, a fellow of the American Association for the Advancement of Science, and holds membership in the Mathematical Association of America, the American Astronomical Society and the Richmond Astronomical Society. Her attainment of national stature in several fields has put her much in demand as a contributor to scholarly magazines.

Miss Harris’ influence has spanned international borders before. In 1925 she represented the AAUW at the International Federation of University Women at Oslo, Norway. She returned to Oslo in 1936 as a delegate to the International Congress of Mathematicians and the same year again represented the AAUW at their world conclave in Cracow, Poland.

At a testimonial banquet honoring Miss Harris when she retired in 1949, one former student confessed that she had forgotten all the mathematical theories, but that she would never forget her professor’s interest in each student as an individual. Another wrote back that she was gratefully applying the disciplinary tactics learned in freshman math in rearing her two young sons.

There must be many such anecdotes and mementoes Miss Harris could recall if she wished to look back over the years from her home in Lynchburg. There she looks upward from the Virginia hills to the mountain peaks, scanning the firmament—still inspiring others to scale the heights and reach for the stars. If the fortunate woman who wins the fellowship named for Isabel Harris returns to her native land imbued with the Harris spirit, the cause of democracy will win a major victory in freedom’s global war.

—Mary G. Scherer Taylor, ’42
Blessed with bright spring weather, Law Day 1953 brought back a large assembly of lawyers and judges, among them Francisco Gil, '41, of San Juan, federal district attorney for Puerto Rico, who flew 1,400 miles to be with his law friends.

On the campus the program focused around the 25th anniversary of the founding of the McNeill Law Society and, in lighter vein, there was the annual dinner and dance at the John Marshall Hotel attended by some 400 of the law graduates.

Perhaps the day's star billing went to Justice Willis D. Miller, '14, of the Virginia Supreme Court of Appeals who, talking to lawyers and judges like a "dutch uncle," made suggestions for proper demeanor on both sides of the bench.

Although he didn't call any names, his criticism of the United States Supreme Court was apparent in references to "crushing" judges who render "welfare justice" according to their own "desires and inclinations" rather than the appropriate law.

He did it gently, but he also paid his respects to lawyers who come to court poorly prepared and expect the court to help them find their way out of the legal jungle. He was particularly critical of the lawyer who "objects to the admissibility of evidence but does not know why he is objecting—and the judge knows even less about the matter." It would be helpful to the court and to the ultimate cause of justice, he suggested, if the lawyer made specifically clear to why he was objecting, rather than falling back on the legal bromide, "incompetent, irrelevant and immaterial."

Although agreeing that lawyers should do their very best for their clients without violating professional ethics, Justice Miller pointed out that the lawyer, as an officer of the court, has the same obligation as the judge to see that the trial is fair and properly conducted.

Justice Miller was one of five distinguished alumni of the Law School who were initiated into the McNeill Law Society. Others initiated were Senator A. Willis Robertson, '08 (in absentia); J. Vaughan Gary, '15, member of Congress from the Third Virginia District; Justice Harold F. Sneed, '29, of the Virginia Supreme Court of Appeals, and Watkins M. Abbott, '31, member of Congress from the Fourth Virginia District.

Judge M. Ray Doubles, '26, of Richmond's Hustings Court, Part II, who was dean of the Law School at the time, told of the formation of the McNeill Society. Eleven of the thirteen charter members were in the audience. The original thirteen: Royal John Adams Jr., '34, Raleigh, N. C.; Anthony James Baroody, '35, Staunton; James A. Betts Jr., '35, Summit, N. J.; Samuel T. Binns, '34, Richmond; William M. Blackwell, '35, Richmond; Zebulon Vance Johnson Jr., '36, Danville; Max O. Laster, '35, Richmond; Richard McDearmon, '34, Richmond; Cecil D. Quillen, '35, Gate City, Va.; J. Kenneth Dilson, '35, Goochland, Va.; Olin A. Rogers, '34, Richmond; Lewis Solomon Sacks, '34, Richmond, and E. Harold Thompson, '34, Richmond.

The Law School Association will be headed for the coming year by Judge Leon M. Bazile, '10, of Hanover County, Va., who succeeds David J. Mays, '24, of Richmond, president of the Virginia State Bar Association. Richmond's Mayor A. Scott Anderson, '31, was elected vice president; Virginia D. Ivey, '48, executive secretary, and Carie E. Davis, '53, treasurer.


Below: M. Ray Doubles, '26 (left), judge of Richmond's Hustings Court, Part II, stands with four newly elected members of the McNeill Law Society (left to right): Justice Harold F. Sneed, '29, of the Virginia Supreme Court of Appeals; Representative Watkins M. Abbott, '31, of Virginia's Fourth Congressional district; Justice Willis D. Miller, '14, of the Virginia State Supreme Court of Appeals, and Representative J. Vaughan Gary, '15, of Virginia's Third Congressional district.

(Continued on page 25)
Spider Basketeers Succeed Again

By J. EARLE DUNFORD, JR., '48

It's awfully hard to rule out last year's champion when you're sizing up this year's prospects, but frankly no one could see that Les Hooker's basketball team had a prayer in the Big Six and Southern Conference races for 1958-59.

True, Hooker had produced a winner in each of his six previous seasons at Richmond and his '57-'58 team had won the state Big Six championship. But this year it was going to be a different story.

"I'll be Hooker's first losing year," the wise boys said. Some figured he should win five games (one from Randolph-Macon and two each from V.M.I. and Washington and Lee). Perhaps he'd take one or two more.

So, what happened? Hooker had another winning season. The regular campaign produced 11 wins and 10 losses. Toss in the defeat by William and Mary in the conference tournament and it still wasn't a losing season.

Looking back at the material, the pre-season dope was well-founded. Les had only five lettermen back. He'd lost three steady players from last year's team plus two reserves—one of them six-foot-10-inch Terry Litchfield, who'd shown great promise as a freshman. The losses included all-Big Six Roy Peschel, the top scorer on the '57-'58 team and the only man to average more than 10 points a game that year. Gone, too, was Larry Rauppius, a fine rebounder and consistent scorer. Phil Morris, a steady floor man, had graduated and six-foot-eight-inch Wayne Cheek, a reserve, had left college.

To his group of five lettermen, Hooker this season added a green sophomore named Lee O'Bryan, who had never played basketball in high school. That was the squad, except for several rare moments when Les could dig into a shallow bench.

The squad didn't win any championships (on that point the wise boys were right), but it tied William & Mary for second place in the Big Six race after Virginia Tech.

The success of any season, of course, depends on much more than the coach, although it would be hard to dispute that this year was Hooker's best coaching effort at Richmond. The season saw each of the six "regulars" shine at times, but there seemed to be something special in the play of three men that spelled the difference between a winning and a losing season.

One was the return to form of Butch Lambiote, the 6-5 junior from Warwick. As a freshman, Butch was magnificent. As a sophomore, he had some good games but was disappointing for the season. He averaged only 9.7 points a game and didn't even start some games. But this year, the spark was back. He got off to a slow start, then picked up and hit at least 20 points in four of his last nine games.

Another highlight was the inspired play all season of Captain Teryl Willis, the 6-6 center from Valscreen, W. Va. Willis, who as a freshman was so awkward he was nearly laughed off the court on occasion, turned out to be an all-Big Six performer this year. He'd averaged only 9.6 points as a junior. But in his final season, he topped all scorers with 362 points and a 16.5 average.

Lee O'Bryan, the sophomore who was playing ball for the first time, turned out to be perhaps the best sixth man in the conference. O'Bryan, who stands 6-5, wasn't a fabulous scorer (6.6 average) but his rebounding and his hustle saved many a game.

A key to the season is the scoring average for the returning lettermen. Each showed improvement. Willis from 9.6 to 16.5; Lambiote from 9.7 to 13.3; sophomore Tom Booker, from 4.6 to 8.5; junior Carl Stone, from 8.8 to 10.3, and junior Alan Cole, from 5.3 to 12.5.

There were some devastating defeats—most of them away from home. West Virginia, George Washington, William and Mary and Virginia Tech made the Spiders look pretty sick on road trips. But the return matches at the Richmond Arena were different affairs.

G.W., West Virginia and Virginia Tech also scored wins at the Arena, but each was by less than 10 points.

Perhaps the final regular home game was the high point of the season. Playing before the University's class agents, the Spiders put on one of their best performances of the season and edged William and Mary in a thriller, 71 to 66. Lambiote was an inspired ballplayer and scored 23 points. Willis had 14; Cole, 16, and Hooker 11.

If the performance and the score are stressed, the West Virginia game at the Arena should rank as Richmond's shining effort of the season.

The Mountaineers, who drew a full house again, won 64 to 62. But the game must rank as one of the finest ever played at the Arena. The Spiders erased an early eight-point deficit and even held a lead with less than two minutes to go. Willis, using a soft hook shot, eluded West Virginia's big center often enough to toss in 21 points and his final shot with less than 10 seconds to go was missed.

The game was all the more impressive since West Virginia later captured the conference crown again and ended up one of the four top teams in the N.C.A.A. playoffs.

What of next season? Willis graduates and that's a big loss. But everyone else is due back and the freshman team was loaded with some short, but keen, youngsters.

Don't be surprised if the Spiders turn to rachet ball next year.

And, with this year's record to think back on, don't count Hooker's boys out of any race.

---

The Hooker Story in Statistics

<table>
<thead>
<tr>
<th>Season</th>
<th>Won</th>
<th>Lost</th>
<th>S.C. Tournament</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-54</td>
<td>22</td>
<td>7</td>
<td>Defeated in first round by W-Forest</td>
</tr>
<tr>
<td>1954-55</td>
<td>19</td>
<td>7</td>
<td>Defeated in finals by GW</td>
</tr>
<tr>
<td>1955-56</td>
<td>14</td>
<td>12</td>
<td>Defeated in semi-finals by GW</td>
</tr>
<tr>
<td>1956-57</td>
<td>14</td>
<td>10</td>
<td>Defeated in finals by WVa</td>
</tr>
<tr>
<td>1957-58</td>
<td>13</td>
<td>11</td>
<td>Defeated in semi-finals by WVa</td>
</tr>
<tr>
<td>1958-59</td>
<td>11</td>
<td>10</td>
<td>Defeated in first round by W-M</td>
</tr>
</tbody>
</table>

[8]
"If I were sitting here and the whole outside world were indifferent to what I was doing, I would still want to be doing just what I am."
I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who can. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the how of something, and the why.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.

THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.
I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.
AND THERE IS THIS MATTER OF "STATUS."

Terms like "egghead" tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.

PEOPLE ASK ME ABOUT THE "DRAWBACKS" IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are problems, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

THE COLLEGE TEACHER: 1959
TODAY MAN HAS LESS TIME ALONE THAN ANY MAN BEFORE HIM.

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.
THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked.

The results are unfortunate—not only for college teachers, but for college teaching as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.
WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM?

The number of students enrolled in America’s colleges and universities this year exceeds last year’s figure by more than a quarter million. In ten years it should pass six million—nearly double today’s enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

“Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not,” a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. “These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones.”

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

“The staffing problems are the worst in my 30 years’ experience at hiring teaching staff,” said one college president, replying to a survey by the U.S. Office of Education’s Division of Higher Education.

“The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today,” said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a “Retired Professors Registry” to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: “The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to
inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career."

Some hard-pressed administrators find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. "Must the TV technicians take over the colleges?" asked Professor Ernest Earnest of Temple University in an article title last fall. "Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education," Professor Earnest said. The classroom, he argued, "is the place for testing ideas and skills, for the interchange of ideas"—objectives difficult to attain when one's teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

For the long run, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal "driver's license" for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next
few years, it will be a long time before they have traveled
the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry,
consulting firms, and government compete for many of the
men and women who do obtain the degree. Thus, at the
ever time that a great increase is occurring in the number
of undergraduates who must be taught, the supply of new
college teachers with the rank of Ph.D. is even shorter
than usual.

"During each of the past four years," reported the
National Education Association in 1958, "the average
level of preparation of newly employed teachers has
fallen. Four years ago no less than 31.4 per cent of the
new teachers held the earned doctor's degree. Last year
only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the
Ph.D., to which educators are directing their
attention:

- The Ph.D. program, as it now exists in most graduate
  schools, does not sufficiently emphasize the development
  of teaching skills. As a result, many Ph.D.'s go into
teaching with little or no idea how to teach, and make
a mess of it when they try. Many who don't go into
teaching might have done so, had a greater emphasis been
laid upon it when they were graduate students.

- The Ph.D. program is indefinite in its time require­
  ments: they vary from school to school, from department
to department, from student to student, far more than
seems warranted. "Generally the Ph.D. takes at least
four years to get," says a committee of the Association
of Graduate Schools. "More often it takes six or seven,
and not infrequently ten to fifteen. . . . If we put our heads
to the matter, certainly we ought to be able to say to a
good student: 'With a leeway of not more than one year,
it will take you so and so long to take the Ph.D.'"

- "Uncertainty about the time required," says the
  Association's Committee on Policies in Graduate Educa­
  tion, "leads in turn to another kind of uncertainty—
  financial uncertainty. Doubt and confusion on this score
have a host of disastrous effects. Many superior men,
facing unknowns here, abandon thoughts about working
for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in Amer­
ica's colleges and universities hold the Ph.D., more
than three quarters of the newcomers to college
and university teaching, these days, don't have one. In
the years ahead, it appears inevitable that the proportion
of Ph.D.'s to non-Ph.D.'s on America's faculties will
diminish.

Next in line, after the doctorate, is the master's degree.
For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, "... this ancient degree could bring us succor in the decade ahead. ..."

"The nub of the problem ... is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. ..."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universitites have the courage to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more emphasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

Some of the changes being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements."

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offering? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task is not yet been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of machines that think and suspicious of any man who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.
WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most.

Every Tuesday evening for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate midwestern college has centered around Section 3 of the previous Sunday's New York Times. The Times, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in industry without any experience, while about all we can offer them is $5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down $10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short... I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

The dimensions of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-
stantially, while that of the average American has risen by 70–80 per cent."

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries dropped by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, "among the better colleges and universities in the country in salary matters." For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957-58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than $6,015 per year. College instructors earned a median salary of only $4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain. "Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money ($15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every $100 he earned in 1930, the college faculty member earned only $85, in terms of 1930 dollars, in 1957. By contrast, the average American got $175 in 1957 for every $100 he earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a
$70 increase in buying power over 1930. By contrast, the average American is expected to have $127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

"Finding the money is a problem with which each college must wrestle today without cease."

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don’t have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We’re cutting back our library’s book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we’re crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, The Academic Marketplace, "you can be honest and say to the man, ‘Would you be interested in coming at this amount?’ and he says, ‘No, but I would be interested at this amount.’" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least $1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in The Higher Learning, which he wrote in
part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: $50 per month.) “It's our major selling point,” says Oglethorpe's president, Donald Agnew, “and we use it for all it's worth.”

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

_How can the gap be closed?_

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some “waste” may be hidden in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: “The ‘plight’ is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag.” It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.
Some Questions for Alumni and Alumnae

- Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?

- Has the economic status of faculty members of your college kept up with inflationary trends?

- Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?

- Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?

- Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?

- To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?

- Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?

- Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.
ACKNOWLEDGMENTS

Photographs: Alan J. Bearden

This survey was made possible in part by funds granted by Carnegie Corporation of New York. That Corporation is not, however, the author, owner, publisher, or proprietor of this publication and is not to be understood as approving by virtue of its grant any of the statements made or views expressed therein.

The editors are indebted to Loren C. Eiseley, professor of anthropology at the University of Pennsylvania, for his contributions to the introductory picture section of this report.

No part of this report may be reprinted without express permission of the editors.
McNeill Law Society (Continued from page 7)

At the top, Francisco Gil, ’41, of San Juan chats with Law School Association President President Muse (right).

work alone, in my opinion, would be quite a boredom and would place the student into an intellectual straight-jacket which would produce as a graduate an educated aristocrat of the worst sort.

The University of Richmond has always encouraged, fostered and sponsored extra-curricular activities of the highest sort for its students. It is one of these—an honor society—which we salute on this, its Silver Anniversary.

In the early 1930’s, after I had been appointed Dean of the Law School, that I felt there was need in the Law School for a society in which students of high scholastic standing might participate and further their intellectual curiosity. While the lapse of time has dimmed some of my recollection, I do recall conversations I had with two students—William M. Blackwell (a Senior) and Cecil D. Quillen (a Junior). Blackwell, a Phi Beta Kappa from University of Virginia, hoped that the chapter of that society at the University of Richmond might open its membership to honor students of the Law School; and he attempted to procure such a result, but his efforts were unsuccessful. Simultaneously, Quillen, who had had his first year of law at the University of Chicago, together with your speaker made contact with The Order of The Coif to see if a chapter of that honorary law society might be obtained; but we also failed.

It was then decided to organize a local society and this was done. Selecting a name for the society was no problem.

On November 10, 1930, the Law School had lost the most eminent professor ever to occupy a chair on its faculty—Walter Scott McNeill. The memory of his scholarly instruction was still a vivid recollection in those days, as indeed it still is today in the minds of any who had the good fortune—and I may add “fear”—to sit in one of his classes. Even though the students in school in 1934 never had the mixed pleasure above referred to, yet the name “McNeill” and the traditions which surrounded it, were so well known to them that the name “McNeill Law Society” was quickly seized upon as the only appropriate one for an honor society.

Thus in March 1934 was the seed sown for the society. The programs from the first have been the argument of appellate briefs and the presentation of papers upon intricate problems of the law. I am informed by members of the faculty that the same high standard of work is still being done by its members. And as I look at the tall timber in Virginia legal circles who are to be inducted into the Society today—truly one is reminded of the adage “Mighty oaks from small acorns grow.”

—M. Ray Doubles

Alumnae-Alumni Day (Continued from page 2)

At the bottom, Misses Davis and Allen, two brilliant members of the class of 1957, and Miss Rosealind Allen from University under a Woodrow Wilson Fellowship. The Alumni Day and Alumnae Day programs were planned by committees headed by A. E. Haydon, Jr., ’37, and Doris Balderston Burbank, ’50.

While the men are attending the dormitory dedication the Westhampton alumnæ will be conducting their annual business meeting which will follow the Alumnae Hour. The Alumnae Hour speakers will be two brilliant members of the class of 1957, Mary Katherine Davis, College Government president, who studied in Germany under a Fulbright scholarship and Miss Rosalind Allen who studied at the University of Southampton on a Fulbright scholarship. Miss Davis is now in Washington and Miss Allen is continuing her studies at Yale University under a Woodrow Wilson Fellowship.

The Alumni Day and Alumnae Day programs were planned by committees headed by A. E. Haydon, Jr., ’37, and Doris Balderston Burbank, ’50.

Traveling (Continued from page 4)

At the bottom, Misses Davis and Allen, two brilliant members of the class of 1957, and Miss Rosealind Allen from University under a Woodrow Wilson Fellowship. The Alumni Day and Alumnae Day programs were planned by committees headed by A. E. Haydon, Jr., ’37, and Doris Balderston Burbank, ’50.

While the men are attending the dormitory dedication the Westhampton alumnæ will be conducting their annual business meeting which will follow the Alumnae Hour. The Alumnae Hour speakers will be two brilliant members of the class of 1957, Mary Katherine Davis, College Government president, who studied in Germany under a Fulbright scholarship and Miss Rosalind Allen who studied at the University of Southampton on a Fulbright scholarship. Miss Davis is now in Washington and Miss Allen is continuing her studies at Yale University under a Woodrow Wilson Fellowship. The Alumni Day and Alumnae Day programs were planned by committees headed by A. E. Haydon, Jr., ’37, and Doris Balderston Burbank, ’50.

The Alumni Day and Alumnae Day programs were planned by committees headed by A. E. Haydon, Jr., ’37, and Doris Balderston Burbank, ’50.

While the men are attending the dormitory dedication the Westhampton alumnæ will be conducting their annual business meeting which will follow the Alumnae Hour. The Alumnae Hour speakers will be two brilliant members of the class of 1957, Mary Katherine Davis, College Government president, who studied in Germany under a Fulbright scholarship and Miss Rosalind Allen who studied at the University of Southampton on a Fulbright scholarship. Miss Davis is now in Washington and Miss Allen is continuing her studies at Yale University under a Woodrow Wilson Fellowship.
COACH MALCOLM U. (MAC) PITT chats with several of the New York chapter members prior to the meeting. Left to right are Bill Gaines, Al Dickinson, Sid Knipe, and Matty Nathan.

With the Chapters

Tape recordings brought the voices of President Modlin, "old timers" on the University faculty and staff and the members of the campus musical groups to Alumni and Alumnae chapter meetings this spring.

Several of the tapes are available in the alumnae and alumni offices and will be sent to groups in other localities upon request.

One of the largest alumni meetings on record was held in Washington where almost 100 of the old grads assembled at the Naval Gun Factory. Dr. Ralph C. McDaniel, '36, and Coach Dick Humbert, '41, attended from the University. Elwood Coates, '51, president of the Washington alumni chapter, presided over the joint meeting of alumni and alumnae.

There was a large turnout too at Norfolk where the joint meeting was arranged by Alumni President Gordon Haines, '41 and his committee. The visiting speaker was Dr. William T. Muse, '28, dean of the Law School. The meeting was held at the Black Angus Restaurant.

Coach Malcolm U. Pitt, '18, made the trip to New York to be with the Gotham City men who were brought together at the call of President Walter (Bo) Gillette, '40. The meeting was held at the Phi Gam Club.

Wilbur (Bill) Gaines, '29, was appointed chairman of a nominating committee to return a slate of officers at the next meeting to be held in October. (Any alumni in the New York vicinity who have not been receiving notices of the chapter meetings are asked to call any one of the following: Bill Gaines, HI 5-2211; Bo Gillette, MU 6-6470; Matty Nathan, CA 6-0485, and Ralph Moore, CI 6-0500.)

The joint alumni and alumnae meeting in Baltimore was attended by Alumnae Secretary Leslie Booker, '22, and Alumni Secretary Joe Nettles, '30. Charlie Broaddus, '31, presided. Kenneth Black, '39, was chosen to succeed Charlie as president. At the close of the meeting the alumnae went into a huddle to make plans for the reactivation of a Westhampton chapter. Joint activities for the men and women included a family get-together this summer.

At Wilmington the alumnae and alumni in the area got together for a meeting at the Du Pont Country Club. Kenneth C. Bass, '39, presided.

Several Westhampton clubs had spring teas at which the guests were students home for vacation and prospective Westhampton students in the areas. Meetings were held in Newport News, Washington and Suffolk.

Luncheon meetings were held recently by the Suffolk Area Club and the Peninsula Club. The Martinsville Club had a reorganization meeting in February and the Roanoke Club is planning a reorganization meeting this month. The Tidewater Club had a buffet supper in January and is planning a luncheon this month.

Dean Keller went up to New York for a meeting of the club there.

The Richmond Club had a large card party for the benefit of the swimming pool fund in March and recently gave a luncheon and fashion show.

AT BALTIMORE there was a good turnout for a meeting over which Charlie Broaddus, '31, presided. At the close of the meeting the ladies huddled to form a Westhampton chapter. Kenneth Black, '31, is the new alumni president.

VAUGHAN GARY: He "Exalts Honesty and Fair Play"

On February 25 of this year, a Washington news columnist (who keeps a comprehensive biographical file on public figures) published a brief paragraph of birthday greetings to Secretary of State John Foster Dulles, U. S. Senator John L. McClellan, and U. S. Representative J. Vaughan Gary.

Later that day, both the Democratic and Republican members of the House subcommittee on treasury and post office appropriations (J. Vaughan Gary '12, Chairman) delayed the beginning of hearings on the research and engineering activities of the Post Office Department for some unexpected comments arising from the column item.

The ranking Republican member of the subcommittee began by setting forth a brief description of Gary's distinguished career, and he concluded with these words: "I wish to salute him today on the occasion of his birthday anniversary, saluting one who exalts honesty and square play, one of whom we on this subcommittee, one of whom all the Congress on both sides of the aisle can be very proud."

The transcript of the hearing record shows that all the subcommittee members, both Democrats and Republicans, then heaped praise on the Virginia Democrat who serves as their chairman. A veteran of 12 years in the Congress said: "It has never been my good fortune to associate with a finer gentleman." A younger Representative said, "As a new member of this committee, I can truthfully say that our chairman, the Honorable Vaughan Gary, has gone out of his way to be helpful to me as a new member, and has shown the utmost courtesy at all times. It has been a real joy and pleasure for me to be under his leadership."

Old-timers do not recall a similar outbreak of tributes in any published record of House appropriations committee hearings.

When Gary recovered from his surprise, he said that all the remarks were "out of order" but in his comments he added proudly: "We have certainly been successful throughout the years in keeping it a non-partisan committee. We have worked harmoniously together."

Words like "courtesy," "harmoniously," "honesty," and "square play" typify the congressional career of this son of Alma Mater. When the House of Representatives itself.

"He has infinite patience in explaining a detailed bill," a newspaper reporter once observed. "A Member of the House may have come in late during a Gary speech, and will rise to ask a biting and unfriendly question, often one which had already been answered. Gary doesn't succumb to the natural temptation to retort; he appears to be genuinely glad the question was asked, he patiently explains the answer, and he is likely to compliment the questioner for being concerned about the point at issue." Gary's ability, combined with patience and courtesy obviously has paid off in support.

Now 67, this vigorous Congressman keeps himself in excellent physical condition, as he has ever since he won the All-Around Athlete's Medal in his student days at Alma Mater. When the House of Representatives is not meeting, and his duties allow him to be in Richmond, his home, he often can be found at the Virginia Boat Club getting a workout in a fast game of handball. When in Washington he utilizes the House gymnasium, where in a game known as "pad-dle-ball" (a cross between handball and tennis, played with large wooden paddles and a rubber ball) he puts his younger colleagues to shame.

The two Gary children (he is married to the former Eunice Croswell of Gloucester) are both University of Richmond graduates. They are currently living in the New York area, where Carolyn Gary Hugo (Westhampton, '41) is married to the television actor Laurence Hugo, and J. Vaughan Gary, Jr., '54, is an assistant television producer with CBS. Carolyn has two children, a girl and a boy, 11 and 7. "They live in New York in body only," Gary recently told an interviewer. "In spirit, they're really Virginians. More than that, they're Spiders."

SAM CREWS NAMED YOUNG MAN OF YEAR

The Rev. Samuel Crews, '50, has been named "Young Man of the Year" by the Gaffney, S. C., Junior Chamber of Commerce.

Pastor of Bethany Baptist Church, he also is president of the Gaffney Kiwanis Club and has served as chairman of the Red Cross blood program, secretary-treasurer of the Gaffney fellowship of ministers and associate director of the Broad River Baptist Training Union.
JEAN GUTHRIE EDWARDS WINS PR POSITION IN NEW YORK

Mrs. Jean Guthrie Edwards has been named director of public relations and advertising for Long Island Trust Company, Garden City, New York.

Mrs. Edwards was formerly advertising assistant at State-Planters Bank of Commerce and Trusts, Richmond, for four years, as well as editor of the staff magazine, NO PROTEST.

A native of Richmond, Mrs. Edwards is a graduate of John Marshall High School, and Westhampton College, where she received a B.A. degree in English in 1953.

An active member of the American Institute of Banking, she took AIB courses at the University of Richmond Evening School of Business Administration, served as vice chairman of the publicity committee, and attended the national convention held in Kansas City, Missouri, last year.

THE SECOND ALUMNAE COLLEGE

The success of Westhampton College's first Alumnae College assured the establishment of a tradition. This year the day-long series of lectures by distinguished faculty members of the University of Richmond will take place on May 15.

"Variations in Arts and Sciences" is the general theme and leading professors in four departments of the University have been asked to explore their favorite subjects which represent a specific and enduring enthusiasm of the professor.

Dr. Marguerite Roberts, Dean of Westhampton, will open the lecture series with "Hardy's Heroines." Dr. Roberts is an authority on the subject of the late nineteen and twentieth century English novelist and poet and she has an absorbing interest in Thomas Hardy which she will discuss.

Dr. Robert F. Smart, Dean of Richmond College, continues to teach with a particularly lucid and dynamic method that has turned many of his students into expert biologists. In his lecture on "Chemical Control of Life Activities" he will draw illustrations from experiments now being conducted in the biology laboratories of the University.

As head of the Sociology Department of the University and as an active member of Richmond civic and welfare groups, Dr. Edward W. Gregory will speak on one of his favorite subjects, that of population trends in the United States and other countries. His topic, "Will Our Future Population Change Our Way of Life?" will inform us of some of the problems the family will face in adjusting to technological and material developments of the future.

"Music without Words" is the title of the lecture by Dr. John R. White whose talk will include playing and introductory comments to help music speak for itself. Since his arrival at the University in 1953, Dr. White has assembled a superlative staff of musicians and developed a music department among the best in the South.

The lecture series will follow the regular classroom schedule, beginning at 10:30 and ending at 3:30. There will be a charge of $3.50 for registration and the luncheon in the Tea Room.

The committee for Alumnae College is as follows: Mrs. LeRoy E. Brown III, Mrs. G. Mallory Freeman, Mrs. William J. Gaines, Miss Elizabeth Tompkins, and Mrs. R. McLean Whittet Jr., chairman.

NEW ACADEMY NAMES TOONE HEADMASTER

Robert R. Toone, '48, has been appointed headmaster of the new Hanover Academy, a private nonsectarian elementary school which will be opened in September. Plans are for a six-room school building to be located about a mile east of Ashland. The enrollment will be limited to 100 students at first but may be raised in the future.

Before attending the University of Richmond, Mr. Toone attended Richmond public schools and Hampden-Sydney College. He has done graduate work at UR leading to a master's degree in education.

For two years, Mr. Toone served as principal at Sandy Hook Elementary School, Goochland County. He has taught at Richmond's Franklin Elementary School since 1953.

He is a deacon at Second Baptist Church where he also is Sunday school superintendent.

NEW BUSINESS SCHOOL DEAN

The School of Business Administration has a new dean.

He's Dr. W. David Robbins, a 36-year-old Harvard professor who, in the words of President Modlin, is "the man ideally suited to give leadership and vitality to our growing School of Business." He will begin his new duties July 1.

He is expected to join President Modlin in pressing for the early construction of a new building to house the School of Business.

Dr. Robbins, a graduate of North Texas State College, earned his master's degree in business administration at Northwestern University, and his Ph.D. at Ohio State.

In addition to Harvard he has taught at North Texas State, Rollins College and the University of South Carolina.

He has edited several publications and has written a number of articles in the field of business. His most recent article, "A Marketing Appraisal of the Robinson-Patman Act," will appear this month in the Journal of Marketing.

As dean of the School of Business Administration Robbins succeeds Dr. F. Byers Miller, now executive director of the National Association of Bank Auditors and Comptrollers. During the interim, Dr. Herman P. Thomas, chairman of the department of economics, has served as acting dean.
ALUMNI IN ACTION

During his twenty-seven year pastorate of the Second Baptist Church of Germantown in Philadelphia, V. Carney Hargroves, '22, has served as president of the Philadelphia Council of Churches (1947-48), president of the American Baptist Convention (1954-55), and toured Russia on two preaching missions in 1955 and 1958.

He knew from the age of eleven, he says, that God intended his career should be in the Christian ministry.

His interests, aside from his profession, are many and varied. He is a devotee of reforestation (he has an interest in a farm in Norfolk County, Va., not too far from his native Nansemond County), coin collecting, and oil painting.

In addition to his daily reading of the Bible, he finds time for biographies, history, The Saturday Review of Literature, and the New York Times. He turns to the sports page, he says, after reading the first page headlines.

His wife is the former Narcissa Daniel, '22. They have three daughters.

His interest in politics is kept alive by the presence in his congregation of two men whose names are often found in the headlines, Republican Harold Stassen, and Democrat John Morgan Davis, lieutenant governor of Pennsylvania.

Adlai Stevenson and Dr. Hargroves, who voted for Eisenhower in 1956, were classmates at Princeton. Concerning Stevenson in 1959 he says "I personally feel his political philosophy is very much needed in our time and I will vote for him next time."

Speaking out about Russia, Dr. Hargroves said there are more Baptists in that country than in any other except the United States and that the Baptists are the largest Protestant group there. "The Russian people," Dr. Hargroves believes, "are potentially friends of America. They admire American 'know-how,' and since we loaned them no money they have no debtor complex."

As for mankind in general Dr. Hargroves says: "We have discovered ways by which we can blow up the world and destroy all human life in a short time, but we have not yet developed the moral controls that will keep men from doing it."

He speaks nostalgically of his student days and of affection for several of his professors, particularly Gaines, Handy, and Loving.

Dr. Tyler Haynes and Richard (Dick) Walden were among his closest friends.

—James B. Robertson, '48

CAREER SWITCH MAKES NEWS

From a music history major to a career in retailing seems quite a paradox. But for Emily Damerel, '58, it's truth, not fiction.

The sudden switch made news in the Wash-

ington Star when they featured the potential junior executive.

Miss Damerel did not give serious thought to retailing until last spring. But environment and experience had paved the way. For a number of years Emily's father, John E. Damerel, director of personnel for the city of Richmond, had been in the field. In addition, Emily had spent two summers on a department store "college board."

She sought her fortune in Washington last summer because of its proximity to home. After on-the-job orientation in many departments she has been assigned to sub-
teen fashions as special assistant to the buyer.

Although she is following another pro-

fession, her music is not forgotten. At home in the Meridian Hill Hotel she spends her day off lining up clothes for the coming week to the accompaniment of music. And The Star reported that she was anticipating eagerly the season of winter concerts in the nation's capital.

VARSITY GRIDMEN DRUB ALUMNI

The University's men of the gridiron completed four weeks of rugged spring practice March 21st with an impressive conquest of the Alumni in their annual get-together, 40 to 6.

The starting unit for the Saturday affair had J. P. Vass and Ed Wood at end; Bob Buffman and Fred Caravatta at tackle, Frank Vecchio and Bob Sizer at guard and Chuck Boone manning the center post. The backfield consisted of Frank Gagliano at quarterback, David Ames, the returning Tidewater speed merchant, and Carl Stoudt at halfback with Johnny Boggs furnishing the power from the fullback slot.

The contest itself was strictly "no con-
test" from the opening whistle to the final gun as the varsity continually demonstrated its overall superior conditioning and ability to function properly as a well-oiled machine.

From the time the Varsity took the open-
ing kick-off and marched 72 yards for a touchdown, the only question was the eventual outcome of the margin of victory. The Varsity, scoring twenty points in each half, placed no less than six men in the scoring column, David Ames being the leader with three TDs, the most notable being a 53-yard scamper through guard for the first tally of the second half.

Coach Merrick was generally pleased with the complete performance of the Red and Blue and mentioned for special commendation the names of Boone, Caravatta, Ames and Stoudt.

—Bob Gates

WHERE TO FISH? ASK MIKE CATES

Mitchell D. Cates' revised Fresh Water Fishing Map of Virginia may be just the thing a discouraged angler needs when he thinks the fish have called a strike.

The map, the only one of its kind in the state, marks the location of ponds, lakes, creeks and rivers. Mr. Cates, '37, said it also includes the size of the fishing spots, species of fish in each and whether boats are available.

Published in co-operation with the Virginia Commission of Game and Inland Fisheries, the Department of Commerce and the United States Coast and Geodetic Survey, the map also marks highway route numbers to each fishing spot.

It is available from Mr. Cates' office, 1205 East Cary Street, for $1.
Warren A. Stansbury, '44, has been named Roanoke's Outstanding Young Man of 1958 by the city's Junior Chamber of Commerce.

Mr. Stansbury, district manager of the Chesapeake and Potomac Telephone Co. of Virginia, was chairman of the American Red Cross' blood donor recruitment program and a member of the donor's gallon club last year.

The 35-year-old Richmond native went to Roanoke in 1952 as assistant manager of the C&P telephone office there. He was manager of the office from 1954 to 1958. That was the year the father of five also was named father of the year in civic affairs.

Active in a number of civic affairs, he has served as a director of the Roanoke County chapter of the Red Cross, Blue Cross, Roanoke Personnel Association and Roanoke Kiwanis Club.

He also has been vice chairman of the United Fund Drive, director of Junior Achievement, chairman of Business-Industry-Education Day and a member of the Blue Ridge Council of the Boy Scouts of America.

A deacon and former chairman of the finance committee at Raleigh Court Presbyterian Church, Mr. Stansbury is a lieutenant in the United States Naval Reserve.

Mrs. Robert C. Grady proudly describes her husband, the new judge of the County Court and the Juvenile and Domestic Relations Court in Orange County, as 'a typical country lawyer.'

"In each case he can see the human side and be sympathetic when necessary," she explains. "Perhaps his wide experiences and the constant encouragement of an admittedly prejudiced wife increase his understanding of people.

Grady interrupted his college career to work and serve five years in the Army Air Force where he was a Captain, returning to receive his B.S.B. degree in 1949. The LL.B. degree came from T. C. Williams Law School in 1952.

Since then he has held a number of legal positions, including that of special counsel in the Division of Statutory Research and Drafting during the 1954 session of the General Assembly.

He returned to his home town of Orange in 1954, began private practice there, and became active in a number of civic and church organizations. Judge Grady is a member of the Board of Directors of the Orange County Chamber of Commerce and a member of the Official Board of Trinity Methodist Church in Orange.

And, at 37, he is one of the youngest county judges in Virginia.

His activities can be matched only by those of his wife who, besides taking care of six-months-old Charles Ashley Grady, includes among her offices the National presidency of Alpha Sigma Alpha sorority and membership on the Board of Directors of the Madison College Alumni Association.

The Rev. David S. Hammock, '31, has been elected president of the Virginia State Baptist Pastors' Conference for the second time.

Mr. Hammock, who first served as president of the conference in 1950, is pastor of New Bridge Baptist Church in Richmond’s East End.

Since receiving his Master of Theology degree from Southern Baptist Theological Seminary, Louisville, Ky., Mr. Hammock has been pastor of several Baptist churches in Virginia. While at Danville, Buena Vista and Portsmouth, he served as president of the local ministers' conferences.

He also is a trustee of the Virginia Children's Home and was president of the Virginia Training Union Convention in 1951.
Necrology

1913—
Richard L. T. Beale, a farmer who lived in File, died January 14 of a heart attack while hunting near his Caroline County home.

Mr. Beale, a former examiner for the RFC in Richmond, was chairman of the board of deacons of Salem Baptist Church, Sparta, and taught its men's Bible Class for years. He was a former member of the Virginia Baptist Board of Missions and Education and past moderator of the Hermon Baptist Association.

1925—
He was a supervisory ballistician for the War Department at Aberdeen Proving Ground, Md.

1928—
William Singleton Moorefield, 55, assistant secretary of Pollard and Bagby, Inc., died at a Richmond hospital March 2.
Mr. Moorefield was a member of Theta Chi social fraternity at Richmond College.

1931—
Word has been received of the death of Kelly Shumate of Bluefield, W. Va.

John G. Kolbe, Inc.

311 EAST MAIN STREET
RICHMOND, VA.
Phone MI 8-8314

Equipment
FOR THE PRESERVATION AND SERVING OF FOOD
CHINA ★ GLASS and SILVERWARE ★

For Thorough Planning of Your Kitchen, for More Efficient and Modern Operation . . . Call in Kolbe's

Sutherland-BROWN
FUNERAL HOME, INC.
BOULEVARD AND KENSINGTON AVE.
Richmond 20, Virginia

[31]
Frank Cutright, Jr. of Cornwall, N. Y., died of a heart attack February 4 at his home. The 45-year-old English teacher was a member of the faculty of the Monroe-Woodburg School. He also had taught at schools in Lebanon, Tenn., South Kent, Conn., and Stewart Air Force Base. A native of Clarksburg, W. Va., he did undergraduate work at Concord Teachers College, Athens, W. Va., and received his master's degree from the University of Richmond in 1935. He did further graduate work at the George Peabody College for Teachers, Nashville, where he was awarded the Ph.D. degree. A member of Kappa Alpha Order, he studied organ and piano at the Cincinnati Conservatory of Music. He had supplied as organist at churches in the Cornwall area. Mr. Cutright had been president of the Mountainville Methodist Church Men's Club for the past two years.

GEORGE CARLTON HOPE DIES OF HEART ATTACK

George Carlton Hope, '34, of Parksley, former football coach at the University of Richmond, died February 25 of a heart attack at his home. He was 52. Mr. Hope, who was sheriff of Accomack County, attended Fork Union Military Academy before coming to UR. A member of the University's all-time football team, he was captain of the 1933 Spider eleven and was elected guard on the All-State team that year. Mr. Hope also lettered in baseball and basketball. He served as coach at Norfolk's Maury High School for six years, and his football team won the state Class A title in 1939. He was coach at UR during the 1945 season and went to John Marshall High School, Richmond, as director of athletics in 1946. He returned to his Accomack County home in February, 1947, and was elected sheriff that year. During World War II, Mr. Hope had served in the Navy, rising to the rank of lieutenant commander. He was a Mason and a Shriner and a member of Zion Baptist Church, Elks, Lions Club, American Legion and Veterans of Foreign Wars.
HERITAGE...

Patrick Henry spoke here . . .
for liberty.
And on a field at Yorktown
A war ended, and a nation began.
We in this growing region
Inherit a rich past, a rich future.
A spirit of progressiveness . . .
A pride in achievement . . .
And the land and resources
To progress and achieve.
**MEN OF AMERICA:**

**SHIP'S OFFICER**

Live-action shots — aboard S.S. United States.

Great ship sailing when the tide is high,
Manhattan towers against the morning sky.

On a giant liner's bridge you'll find a man

Takes big pleasure when and where he can... Chesterfield King!

Top-tobacco, straight Grade-A, Top-tobacco all the way!

This sun-drenched top-tobacco's gonna mean...

That you're smokin' smoother and you're smokin' clean!

Only top-tobacco, full king-size, For big clean taste that satisfies!

**Join the men who know—NOTHING SATISFIES LIKE THE BIG CLEAN TASTE OF TOP-TOBACCO**

**CHESTERFIELD KING**

© Liggett & Myers Tobacco Co.