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Report From Africa
The Moral Lights Around Us
What is the Bell System?

The Bell System is wires and cables and laboratories and manufacturing plants and local operating companies and millions of telephones in every part of the country.

The Bell System is people... hundreds of thousands of employees and more than a million and a half men and women who have invested their savings in the business.

It is more than that. **The Bell System is an idea.**

It is an idea that starts with the policy of providing you with the best possible telephone service at the lowest possible price.

But desire is not enough. Bright dreams and high hopes need to be brought to earth and made to work.

You could have all the equipment and still not have the service you know today.

You could have all the separate parts of the Bell System and not have the benefits of all those parts fitted together in a nationwide whole. It's the time-proved combination of research, manufacturing and operations in one organization—with close teamwork between all three—that results in good service, low cost, and constant improvements in the scope and usefulness of your telephone.

No matter whether it is one of the many tasks of everyday operation—or the special skills needed to invent the Transistor or develop undersea telephone cables—the Bell System has the will and the way to get it done.

And a spirit of courtesy and service that has come to be a most important part of the Bell System idea.
In this issue:

The first two stories are variations on the same theme, played a century apart. "Report From Africa," by Dr. and Mrs. Case, touches just the highlights of their two-month tour of the "awakening continent" early this year — their most vivid impression: the utterly primitive existing side by side with the utterly modern. Symbols: the juju doctor displaying his spells outside the door of the educated prime minister (Ph.D.); the jungle drummer competing with TV.

"The Moral Lights," by Prof. Bernard, plays counterpoint to the underlying African theme: shall violence or due process of law be the method of transforming the ancient unbalance of human rights?

And talking of rights, Bob Case reports two incidents that involved him as the photographer of the African Tour. In South Africa, he was forbidden an entrance visa for the simplest of reasons: he was a picture-taker hence undesirable. In Lambarene, for rather different reasons, he was also forbidden to use his cameras. Indeed, they were locked away, because Dr. Schweitzer is appalled at all the publicity he's getting.

During the doctor's 85th birthday celebration, there was a brief relenting however: Bob could snap pictures for 20 minutes, no more. A BBC team, who'd traveled from England to film the event, didn't even win this concession.

Travel characterizes several other features. "Operation Can Do," for instance, takes us to outer space (by courtesy of Col. Evans and his team — the colonel is a retired AF pilot, used to moving far and fast). The idea: a group of University alumni scientists is put together who could — because they do it now — throw satellites into space.

The "mountain to Mohammed" is illustrated in the Newport story: a Graduate School faculty takes itself all the way to Newport, Rhode Island, twice a week to produce M.A.'s in Government at the Naval War College. The graduates of this unique program (which is under the direction of Dr. Gibb, chairman of the Government Department, Graduate School) hold down Navy assignments all over the world.

Editor's apologies to the World Affairs Council for not crediting them in the spring BOSTONIA as producers of "Decisions 1960," TV program on WGBH.
With the ancient death rate of African tribes around 50 per cent (it's coming down, fast, through modern antibiotics), mother love for those surviving is a poignant thing. Mrs. Case said, “During our two months in Africa, I never heard a baby crying.”

At the foot of Mt. Kilimanjaro, in northern Tanganyika, this man sells papaws. He can gather 350 lbs. a day in the jungle where it grows wild. His take in season: about $10 a day.
FROM AFRICA

PRESIDENT and MRS. HAROLD C. CASE

as told to ALLAN HINDERSTEIN and JOHN WYNN

"What shall I do to get a man of that type?
One who is a 'been to'!
Car-full and fridge-full
What shall I do to obtain a man like that?"

This is a popular West African song in which a girl speaks of her fondest hopes. The English is mangled, but the meaning is clear: a "been to" is one who has been to college, has traveled, and who knows the world. "Car-full" means that he has acquired a car; "fridge-full," that he has a refrigerator. What more could any girl ask?

This song demonstrates the tension which exists in Africa. The tension between the forces of conservatism found in the tribe, the Poro or secret society, the village in the bush with its hereditary chief and council, the folk wisdom and barter economy, on the one hand; and the claims of nationalism, represented by the university graduate, the tools of modern industry, the resources of forest, mine, and river, the currency economy, the western clothes, and the atomic age, on the other hand.

BACKGROUND FOR THE TRIP

In planning our visit to eleven African countries in two months, we spent a year in preparation, with advice from members of the staff of the African Studies Program, conferences with African ambassadors, educators, government agents, students, and with British officials who were visiting or studying in the United States.

It was important that we have accurate information and proper documentation, to comprehend the deep-seated conflicts current on that vast continent, and to reach well-grounded conclusions.

We gained most from our association with Africans. We conferred with them in their offices, homes, schools, colleges, industries, markets. They represented brilliant, but occasionally illiterate, business executives; graduates with advanced degrees from Boston and other outstanding American and British universities; executives of banks, industries, agricultural experimental stations; taxi drivers, people on the

Two Fulani children stand in the middle of their village, in the northern part of Nigeria. The Fulani are nomadic cattle herders — their cows supply clothing as well as food, drink, and fuel.
street, civil servants, prime ministers, cabinet members.

There were several objectives: Dr. Case's primary one was to study the administration of higher education and the problem of teacher training; Mrs. Case held a double portfolio from international organizations: informally, from UNESCO, President Eisenhower's "People to People," and from UNICEF to counsel with the women of Africa concerning their role in emerging countries. The trip was sponsored by the African Studies Program with funds provided by the Ford Foundation.

Dr. Case was the first university official to visit the universities and colleges in African countries to discuss the administrative problems of education. Mrs. Case discovered that there has never been an evaluation, by a woman, of the women's cultural and political organizations or of individual women leaders.

AFRICA AND FREEDOM

Psychologically, the African wants a "place in the sun." He wants to decide his own fate, he wants membership in international organizations. He is likely to believe that all these things—appliances, education, communication—go along with freedom, and are free. A good deal of disillusionment lies ahead for Africans.

So, revise your impressions of a continent made up wholly of pythons and bushmen, of impenetrable rain forests and unexplored valleys, of witchcraft and primitive existence; and consider a continent with the most primitive living and the most articulate scholarship on earth, the most backward witch doctors and the most advanced medical services, black magic and modern psychiatry, pythons and Pasteur institutes, ancient bushmen's paintings and enchanting modern art—all existing side by side.

Two hundred thirty million people, with widely differing cultures, vast geographical separation, many languages, religions, and customs, and occupying twelve million square miles of territory, are emerging. Drawn toward industrialism as moths to a lamp, they are striving in various ways for a new life.

This may be one of the most important decades of this century. In it, the future trend of mankind on this planet may be determined. The decision is now being made, and the issue is whether the democratic societies have the will and the self-discipline, the creativity and energy, necessary to do the things required to win for the world a full triumph of the way of independence and freedom.

But there is an element of tragedy here. The stable, quiescent way of African life is ending. Village crafts are dying out; manufactured goods are cheaper and better. Sewing machines are humming in every African city, but needlework is suffering. Bicycles shorten and improve the pleasure of travel, and trucks are more comfortable and less strenuous than heads for transporting freight. Currency offers a much wider range
some World Health Organization teams, with African assistance, have succeeded in virtually eliminating certain prevalent diseases. Infant mortality is being reduced, although in certain African countries 40 to 50 per cent of the babies still die in their first year, and 60 to 70 per cent die within the first five years. Diet is being improved. More proteins are available, and people are living longer and better. Life is slowly becoming more comfortable, less pain-filled.

But the sober fact is that the old customs are weakening. The city with its vast slums and its tragic unemployment is recruiting young Africans. Western clothes are replacing tribal robes. Cinema houses are crowded by Africans who see American-made motion pictures with violence, sex, and sordidness as their principal themes and who conclude that "This is the United States." The machine is winning over handcraft, and the hospital is replacing the witch doctor. The old days will never return.

THE VACUUM, AND EDUCATION

No thoughtful person can ignore Africa—because first, its size, one-fifth of the earth's surface, larger than China, India, and the United States of America combined.

Second, it has vast natural resources: iron, copper, uranium (one-half of the entire world's source), cobalt, nickel, rubber, diamonds, gold, oil, water-power (Volta River, Kariba Dam) on which every nation and individual now depends. The largest undeveloped natural resources on this planet are in Africa.

Third, its rapidity of change. Five years ago, three-fourths of the population of Africa received decisions handed down by London, Paris, Brussels, Lisbon—only Ethiopia, Liberia, Libya, Republic of Morocco, Sudan, Tunisia, and the Union of South Africa were free of external rule. Now, among others, the fol-

If you overlook the gown and rakish cap in the far right picture, these three young men could be studying in a lab or library on an American campus. Yet all three, virtually months ago, lived in a primitive tribal culture. The microscope viewer is at the University College of Addis Ababa; the library duo, at the University of Nigeria.

of choice for commodities than barter. The comfort of a night's sleep on a good mattress defeats all arguments for traditional rest on reeds and straw on the ground. In this movement, the tribal chief is becoming a civil servant who collects taxes from each hut in his village. He is losing out as an hereditary ruler who leads his tribe on lion hunts.

To be sure, there are important gains. Disease is decreasing, and
lowing are on the way to, or have already achieved, independence from colonial domination: Sierra Leone, Ghana, Nigeria, the Belgian Congo, Guinea, Rhodesia, and Kenya.

Fourth, its human resources. The real potentiality of Africa does not lie in its mineral deposits or its forests, nor in its waterpower, but in its people—young people at that.

In this breathless moment of social change, a vacuum of serious import and large proportions is being created. The old ways are becoming bankrupt because they have not provided the things young Africa wants. They have not produced income for cars, modern houses, satisfactory education, the respect of other nations, or political independence. So they are being repudiated.

Still, juju continues. Bones, bits of hair, monkey heads, snake skins, chemicals for potions can be purchased in any native market. Secret societies claim the loyalty of all tribal members. Animism and Islam and Christianity struggle for the minds and loyalties of the people.

However, education is respected and sought more universally than any other modern influence; and the quality, kind, and philosophy of education will shape Africa’s future. Whoever guides the mind, will fashion the nation.

It is too late to try to formally educate rank-and-file African adults, more than ninety-five per cent of whom are illiterate. Instead, we should assist in the establishment and use of new instruments of communication, the picture, radio, television. Thus, the meaning of independence, the responsibilities of citizenship, ways to sanitation, personal health, better foods, improved agriculture, animal husbandry, and many other important subjects can be taught to illiterate people, at low cost, by modern electronics.

Elementary education is the key to the future for every African country. The extension of the well-equipped teacher, the multiplications of teacher training, the recruitment of qualified Americans to strengthen teacher education, must be one of our concerns. The standard maintained and the prevailing philosophy of elementary education will ultimately determine the quality of leadership and the political affiliations of Africa.

Higher education in Africa enjoys excellent standards, but is still much too small in enrollment to provide the number of well-equipped leaders needed.

Fourah Bay College in Sierra Leone is more than one hundred years old. Still, it was granted a charter as a University College in January 1960. That College admits one hundred fifty Nigerians, partly because there are not enough qualified Sierra Leonians to fill all of its places.

Louvain University in Leopoldville has buildings worthy of any university in the world, a distinguished faculty, and the only atomic reactor in Africa. But the reactor is not used by African students, while places are vacant in the institution, because in all of the Belgian Congo, there are so few graduates of secondary institutions.

The University College in Salisbury will be four years old next September. It enrolls 335 students, only 31 of whom are Africans. Its facilities are excellent. Its standards are very high. Its influence is notable.

The rites of beauty are ancient: this Liberian mother uses mud, as her tribe always has, to decorate her body at a Christmas celebration.

This happy woman is a leper at Dr. Schweitzer’s colony in Lambarene. The custom is for the entire family to accompany the patient: all work around the colony; all help care for the victim under the Doctor’s direction.

A PROPOSAL FOR HIGHER EDUCATION

How can we help quickly, and dramatically, in the area of African higher education? Here is one idea:

- Russia has proposed to the world that it will build a “free university”
for 4,000 students from Africa, Asia, and Latin America. This could be a propaganda victory for the Soviets.

- There are more than 1,900 colleges and universities in these United States. Unlike the Russian proposal of a future fulfillment, these well-established, accredited institutions could help to meet an emergency educational need in Africa and at the same time produce a propaganda victory for the West. I suggest that each institution agree to accept two African students for full-time study, each with tuition, board, and room provided by the college, for a period of up to four years.

- The plan could become effective in the fall of 1961. By careful cooperation between public and private agencies and selection of mature well-qualified Africans, the plan could begin next fall, grow as rapidly or as slowly as conditions warrant, and students are available. Emphasis should be placed on advanced training at graduate or professional level. Within a few years such a scheme would produce leadership needed there, and create warm friendship here. Details including plans for applying, evaluation of educational credentials, establishment of a committee of Americans, joined by Foreign Service officers, to interview candidates in Africa, will follow. The effect on African countries and world peace within a decade would be phenomenal.

THE PARADOX THAT IS AFRICA

I prefer to call it “paradoxical Africa,” not “darkest Africa.” Regularly scheduled planes of latest design, with excellent multi-racial crews, connect all principal cities. There are bush trails below, but the skyways are well charted and traveled. However, the airport at Dakar is next-door neighbor to thatched-roofed rondes or huts, where half-naked women do back-breaking work. At Kano, in northern Nigeria, on the edge of the desert, and the

Alongside a road in Sierra Leone, these women wash their clothes, and themselves. They probably shouldn't: the water is infested by a parasite from snails, which attacks the human liver.

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caravan route, the emir long since ordered a trumpeter to mount a camel and blow a warning blast, so that women would not be endangered by being seen by strangers.

One never walks here without a stick to kill a snake."

This is a striking analogy — certainly, Africans are moving at a dangerous pace, around uncharted political curves, on undeveloped economic bush trails. They lack enough educated leadership. They are risking much. But they are determined. The magic word is independence. They say, "We are finished with a horse-and-rider civilization. We refuse to be ridden any longer."

One delightfully ironic incident in this regard we will never forget — it points up the double life of African leaders. In Sierra Leone, we were guests of Dr. and Mrs. John Karefa Smart, whom we had known since 1947, when he was a student in Edinburgh and we were American leaders in a world conference in Oslo. Dr. Smart, a Sierra Leonian, is a graduate of McGill University School of Divinity; he is now a member of the Prime Minister's Cabinet, as the Minister of Mines, Forests, and Labor.

We talked of world affairs, African nationalism, the obsession with independence on the part of leaders of Sierra Leone, and the scheduled Constitutional Conference to be held in London in February 1960. Dr. Smart reminded us that the new air-conditioned hotel under construction in Freetown is scheduled for completion in time for the independence celebration. The discussion was informative, sophisticated, and inspiring. Suddenly Dr. Smart said, "Please excuse me. This is a dance of my tribe."

He left the group seated around a table, joined the dancers, and, dressed in his tribal robe, danced with the abandon of a true member of his African tribe. The rhythm of the drums ceased, the music stopped, the dance ended, and Dr. Smart returned to our table, seated himself, and began the conversation about political freedom in the modern world, precisely where he had left off.

He had illustrated one of the problems of Africa and had demonstrated an important prospect for success among emerging nations.

The hope is that John Karefa Smart — doctor, minister, statesman — who talks about the philosophy of independence one moment and dances with his tribe the next, and Professor Philip Gbeho of Achimota School in Accra, who writes an anthem of faith and who understands why secular language has replaced his inspiring words, illustrate the human bridges that span the chasm between old ways and new ones, and provide spiritual qualities for national health.

ON WOMEN IN POLITICS, THE ECONOMY, AND TV

Speaking of African women in politics, The Federation of Women newly formed in Sierra Leone will come into its own in 1961. All political groups, religious groups, social workers, nurses, are represented in the Federation.

Here's the way Mrs. Case described its agenda for this year. Here's what the women will discuss:

- How do you keep a compound clean? This is a woman's task whether it is trying to keep my big house all polished up, or the women in Africa dusting out their compound.
- How much is too much education for a woman? This is what they are going to discuss over there — it is what we have been discussing over here for years.
- How do you get the good news around as fast as you get the bad news around? That is a wry commentary on all human communications.

Describing the work of the Federation reminded Mrs. Case that they are planning the first conference of African women in July of this year in Ghana — the first such conference ever.
We would like to offer some observations on economic problems here: No one knows all about all of Africa. Experts usually begin by limiting the areas or range of their authoritative information. For Africa is not a nation, nor is it likely to become one at any foreseeable time. It is a conglomerate of emerging peoples. They have inter-tribal and intersectional hostilities. They speak more than 500 languages or dialects. In many sections they still lack a viable economy, and a majority of Africans live in primitive conditions at a subsistence level.

We are witnessing an all-out effort on the part of the small nations to raise their living standards, to achieve freedom from colonial powers, to manage their own destinies. Because capital is essential for underdeveloped countries, investment in projects promising recovery of funds, and hence treated as loans, have real worth. Roads in Africa are essential for economic improvement. A hard-surface road in Ghana stimulates economic development to justify its cost.

Harnessing water power can change the economic life of West and Central Africa. Business agreements, with governmental support, through international monetary organizations, but assuring the countries of Africa that they can develop such projects and organize for full utilization of the expected resources, will contribute much to steadiness in African countries.

Vital to this steadiness, of course, is sound communications. In this regard, there is much to do, and little has been done.

Nigeria, for instance, has a new government-operated television station at Ibadan, a city of 750,000. It had been on the air about one month when we were there. I was the first American to appear on that station, to discuss education. Every aspect of that broadcast was at the level of standards of communication in the United States. After the broadcast was ended, I congratulated the crew and staff. The manager replied, saying that my approval meant more than I might know, since not a single member of the station’s staff had ever seen a television set or watched a television program when he began to train them four months before the date of my visit.

WE MUST DISCIPLINE OURSELVES, TOO

1960 may prove to be the turning point in the whole historical encounter between Africa and the West. The torch of true political independence and economic freedom is being carried from hill to hill, across West Africa through Senegal, Gambia, Sierra Leone, Guinea, Ghana, Liberia, and Nigeria, into the vast reaches of the Congo, the vast expanses of Equatorial Africa, and on to South Africa, Rhodesia, Kenya, and Ethiopia.

If we can discipline ourselves to do hard work in behalf of mankind’s future, to act from principle, not out of the demands of expediency; if we can become known because of our absorption with people, not payola; with issues, not hucksters; then we can make an unprecedented contribution to the underdeveloped countries, and in the process, find our own quality of freedom.

In a market in Leopoldville, Belgian Congo, this “elderly” woman “winds” cotton thread on spindles. A woman in her late forties is a rare sight; very few women survive so long.
The Cases helped celebrate the 85th birthday of Dr. Albert Schweitzer at his hospital in Lambarene. Mrs. Case remembered the occasion thus:

"He has remained so alert that he can outtalk you and outwit you in three languages about any subject from the atomic bomb to literature, to clever innuendoes of humor in the international field. This man has no radio, indeed, no anything, he is just on the beam without the props. He is a most human person playing a great human role!"

The nub of Dr. Schweitzer's problem: In Equatorial Africa you have your least creative African, who is so because:

- He lives in heat that's unbearable.
- He has from one to five diseases.

The people who come to Dr. Schweitzer's hospital generally stay from six months to a year and not because they are lazy. Rather it is because Dr. Schweitzer has to help them to recover and then to build up resistance to the enervating heat and their multiple ailments.

Dr. Schweitzer lifts a Revere Bowl presented to him on behalf of Governor Foster Furcolo. Sitting between the Cases, is Mrs. Obermann, widow of a Dutch minister, who has devoted her life to helping Dr. Schweitzer.

### Alumni in Africa

In the eleven countries visited in Africa, the Cases met graduates of Boston University. Said Mrs. Case of these encounters, "What a joy it was to hear these people talk of their association with Boston University. They spoke to the press about it. They are proud and vocal of our University. And what distinguished people they are! In West Africa, when you pick out ten national leaders and they have all studied at Boston University, it is, indeed, motivating."

At a Christmas banquet in Monrovia, Dr. Case poses with some of the members of the newly formed Alumni Club of Liberia. Left to right: Mrs. Julia (Richards) Maddy (SON'59) Maternity Center, Monrovia; Dr. John Mitchell, (SED'51, Grad'53), Club president, Assistant to the Director of Public Information; Dr. Case; Mrs. Bertha (Baker) Azango (Grad'53), Department of Public Information; Mr. Edward G. W. King, Jr. (Grad'59), University of Liberia; Mrs. Flossy (Luke) King (SON'59), Librarian, Government Hospital; and Miss Marcia Washington (SON'59), Assistant Director of Public Nursing.
JUST PRIOR to the Civil War, two moralists supported the principle that all men are born equal, and should have equal opportunity and equal rights. One, though, was an extremist, who chose a path that led to violence and bloodshed. The other, a moderate, believed with all his soul in constitutional processes. One was John Brown, the other, Abe Lincoln.

The parallel for today is striking. Kenneth Bernard, professor of history at CLA, points up some of the implications in these opposite positions. His essay is adapted from a paper read at the Recognition Dinner of the Committee on Augustus Howe Buck Scholars.

One hundred years ago a tall, bearded man, wounded in body but not in spirit, sat in a prison cell writing letters. The letters were serene and confident. They gave no hint that the man was soon to be hanged. But hanged he was, on the second day of December, 1859, maintaining to the end that he had done no wrong.

His friends, who elevated him to a sort of sainthood, approved his motives, if not his deed, for the fundamental issue at stake was, in their minds, clear — the issue of human equality and human dignity. Utterly sincere, these friends numbered in their ranks such prominent individuals as the philosophical moralist, Ralph Waldo Emerson, and the moralist agitator, Wendell Phillips. In their sincerity, they could justify or at least excuse a lawless act on moral grounds.

Thus the paradox which sometimes appears in the fabric of history — a high moral ground leads its advocates to engage in words and deeds which lead to controversy, conflict, and bloodshed. In this instance, so complex a problem in the American social scene as slavery — woven there through two hundred years of development — became a simple matter of right and wrong. Resort to a “higher law than the Constitution” led to violence in language and in deed and to the execution of John Brown.

There were, however, men of more moderate views, and of greater understanding. These men saw that the slavery problem was not as simple as it appeared to Brown and his supporters. They saw that slavery was at odds with that principle of the Declaration of Independence that all men are created equal, and that it was a moral wrong. They could also recognize what the Constitution of the United States sanctioned, that slaves were property, and that the law protected such property. Furthermore, these men had some appreciation of the problem of race and the social control of those unfortunates, the Negroes in bondage. They saw the complex American dilemma as involving much more than just the matter of a simple right or wrong.

Of such men was the prairie lawman from Illinois, Abraham Lincoln. Lincoln did not approve of John Brown. He conceded that the man had great courage and rare unselfishness, but added “... no man, North or South, can approve of violence or crime.”

But Lincoln, like many others, was profoundly disturbed by the trend of events one hundred years ago. He saw a house divided against itself; and he saw a tendency not to his liking — a tendency toward making slavery national and permanent. This tendency, with its encourage-

THE MORAL LIGHTS AROUND US
Some observations on Honest Abe and the American crisis a century ago

BY DR. KENNETH BERNARD
Professor of History, CLA

BOSTONIA, Summer 1960
to slavery. Until that time, slavery had been a minor question with him, for he had always believed that it was "in course of ultimate extinction."

On the evening of October 16, 1854, Lincoln spoke before a large audience in Peoria, Illinois. The speech was a landmark in his career. It revealed a new Lincoln. He spoke with great earnestness, for the first time facing directly, and discussing more fully the entire question of slavery. No speech of Lincoln before this had shown such depth of thought, such vigor of expression, or such seriousness of purpose.

The depth of feeling and real concern are revealed in this passage from that speech:
"This declared indifference, but, as I must think, covert real zeal for the spread of slavery, I cannot but hate. I hate it because of the monstrous injustice of slavery itself, I hate it because it deprives our republican example of its just influence in the world, enables the enemies of free institutions, with plausibility, to taunt us as hypocrites, causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty — criticizing the Declaration of Independence — and insisting that there is no right principle of action but self-interest."

But, you might ask, did a man who spoke so emphatically in 1854 show no interest in the matter previous to this time?

Although slavery was not foremost in his thoughts before this, there were times when it troubled him and there were occasions when he spoke out.

In his twenty-eighth year when he was a sophomore in the Illinois State Legislature, he went out of his way to put himself on record, publicly, with regard to both slavery and abolition. When the Legislature passed resolutions highly disapproving of the formation of abolitionist societies and of their doctrines, and affirming the sacred right of property in slaves, he, with a colleague, entered a formal protest:
"They believe that the institution of slavery is founded on both injustice and bad policy; but that the promulgation of abolitionist doctrines tends rather to increase than to abate its evils.
"They believe that the Congress of the United States has no power, under the Constitution, to interfere with the institution of slavery in the different states."

In the following year, a year marked by mob violence in his own state and elsewhere, Lincoln gave a lecture in which he expressed a viewpoint which, while cautious, clearly anticipated his later reaction to John Brown:
"Let reverence for the laws be breathed by every American mother, . . . let it be taught in schools, in seminaries, and in colleges; . . . let it be preached from the pulpit, proclaimed in the legislative halls, and enforced in courts of justice. . . . There is no grievance that is a fit object of redress by mob law."

When a member of Congress (1847-49) Lincoln voted "at least forty times" in favor of the principle of the non-extension of slavery. Whenever he came into actual contact with the institution, he was disturbed. His innermost feelings on it are expressed in a letter to a friend in his own native state of Kentucky:
"I confess I hate to see the poor creatures hunted down, and caught, and carried back to their stripes, and unrewarded toils; but I bite my lip and keep quiet."

But beyond this, what were Lincoln's specific views on the question which had the power of making him miserable? His position, emphasized again and again in countless speeches in the six years from 1854 to 1860, was essentially this: Slavery was morally wrong, and it was contrary to our highest ideals as expressed in the Declaration of Independence. But slavery, already here when the country was formed, was of necessity recognized in the Constitution. Slaveholders, therefore, had certain Constitutional rights to their property in slaves, and the Congress had no right to interfere with slavery in the states where it already existed. But Congress had the right and duty to prevent the spread of slavery into new territories, and by not allowing it to spread but confining it within limits, we could look forward to its ultimate extinction.

This was Lincoln's main point of emphasis: the prevention of the spread of an evil thing, and its ultimate extinction.

But how was it to be extinguished?
"Can we, as a nation," he asked, "continue together permanently — forever — half slave, and half free? The problem is too mighty for me. May God, in his mercy, superintend the solution." So he wrote in 1855.

Lincoln himself did not believe in complete racial equality as it is understood today. (For this he is sometimes criticized by historical writers of the liberal persuasion. Evidently they feel that the nineteenth century prairie lawyer, who was born in a slave state, who matured in a border area, and who, by growth and development, became a great man and statesman should have manifested an enlightened up-to-the-minute position on the race question. This position would, of course, bear a striking similarity to their own!)

In his own words, Lincoln said:
"I have no purpose to introduce political and social equality between the white and black races. There is a physical difference between the two, which, in my judgment, will probably forever forbid their living together upon the footing of perfect equality; and inasmuch as it becomes a necessity that there must be a difference, I, . . . am in favor of the race to which I belong having the superior position."
When the Civil War engulfed the country, the fundamental issue at stake, as Lincoln saw it, was the preservation of the Union and the vindication of the principle of democratic self-government.

"This is essentially a People's contest. On the side of the Union, it is a struggle for maintaining in the world that form and substance of government whose leading object is to elevate the condition of men...."

If the Union were broken, this nation "conceived in liberty, and dedicated to the proposition that all men are created equal" would fail, and democracy everywhere would be the loser. The issue Lincoln made clear at Gettysburg on November 19, 1863. This war was being fought "that government of the people, by the people, for the people, shall not perish from the earth."

But the Civil War was also concerned with the question of slavery, for, after all, slavery was a fundamental cause of the dissension which had brought on the war. As the sentiment for emancipation increased in the North, President Lincoln gave it much thought. He, too, wished all men to be free. It was on his mind day and night. More so than any other problem.

He hoped for a gradual form of emancipation. He recommended compensation by the Federal government for slaveholders in states that would adopt such a plan, he appealed to the leaders of the loyal slave states to act in this direction, and he urged an amendment to the Constitution providing for it. He even considered the possibility of colonization, and took preliminary steps to have such a project investigated and to interest prominent Negro leaders in it.

There was, however, little favorable response to these proposals; instead there was the continuing demand for direct and immediate action. In the early summer of 1862, the President decided to act when the right time came. The right time came in September of that year, after the Southern army had been forced back into Virginia following the bloody battle at Antietam, in Maryland. On September 22, Lincoln issued a preliminary Emancipation Proclamation, which was followed by a final Proclamation on January 1, 1863. As Lincoln put it, "The moment came when I felt that slavery must die that the nation might live."

This momentous step, affecting nearly four million Negroes held in bondage, Lincoln took by virtue of his position as Commander-in-Chief of the Army and Navy. Only as a war measure, designed to weaken the enemy and aid the cause of the Union, would such a step be warranted, for the American Constitution gave the President no authority to act otherwise.

The Proclamation was in accord with his own sentiment, yet Lincoln, with his scrupulous regard for the propriety of his actions as President, wanted to make it clear that he had no right to make his personal feelings the basis of official action. He said on April 4, 1864:

"I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel. And yet I have never understood that the Presidency conferred upon me an unrestricted right to act officially upon this judgment and feeling."

Although it did not free all slaves at once, for it applied only in areas still in rebellion, the Emancipation Proclamation was a high point of the Civil War. Lincoln considered it the central act of his administration and the great event of the nineteenth century. It became a beacon light in human progress. It was the beginning of the end of slavery in the United States; it changed the whole nature of the war and made it, at least in large part, a crusade for human freedom. As such, it gave hope and encouragement to those interested in freedom everywhere, and it heralded Abraham Lincoln the Great Emancipator.

As time went on, the extreme moralist who ignored the Constitution and the law, remained a highly controversial figure in our history; no one quite knew what to do with him or where to place him.

When the Dictionary of American Biography was published (1928-44) John Brown rated six columns. A month ago, the centennial of his attack on Harpers Ferry was duly "observed," but not "celebrated." Even so, the "observance" received considerable publicity. A northern newspaper commented on the paradox of his idealistic goals and ruthless methods, while a southern newspaper, deprecating the violence at Harpers Ferry, employed rather violent language. They called Brown a "murderous maniac" whose "story has been so distorted that millions of misled Americans still vaguely count him among their folk heroes..." and ignorant people still are mumbling that 'his truth goes marching on'!"

On the other hand, the prairie lawyer of moderate views, willing to accept a lesser evil to avoid a greater one and willing of necessity to tolerate the evil of slavery yet a while longer (even to the year 1900), grew in stature. The wisdom of his policies became more and more evident to men everywhere.

As Carl Sandburg said, "Not often in the story of mankind does a man arrive on earth who is both steel and velvet, who is as hard as rock and soft as drifting fog, who holds in his heart and mind the paradox of terrible storm and peace unspeakable and perfect. Here and there across centuries come reports of men alleged to have these contrasts. And the incomparable Abraham Lincoln, born 150 years ago...is an approach if not a perfect realization of this character."
University graduates involved in space-probing take part in the hypothetical OPERATION

The area appears to be desolate and void of human life. The domed-shaped blockhouse sits bleak, but with an interior of feverish activity. Nearby, spewing fumes and gases, poised for flight, is a marvel of man's ingenuity in the quest for the understanding of the unknown.

Inside the blockhouse the situation is tense. In the myriad of instruments, TV scanners, and other complex electronic devices, are determined men whose faces reflect their anxieties and hopes for another successful penetration into the depths of space. The countdown is underway.

"Ten...nine...eight...seven... Hold!" The announcement confirms: "The time is T minus seven seconds, and holding."

It was only two years ago when Stanley Blumenstein left CLA. Since 1958 with Space Technology Laboratories, Inc., Los Angeles, he has been a member of the developmental team for the inertial guidance system for the Atlas ICBM missile.

Arthur Hill, GBA'57, technical director of Operation Can Do, is the assistant to the president of the Mitre Corporation, Bedford, Mass. He was formerly associate to the technical director at the Massachusetts Institute of Technology, where he also served in the Lincoln Laboratory on the SAGE system program.

Editor's note:
The people and their current positions are real; the situation is hypothetical, but based on valid qualifications of the individuals.

The team who produced "Operation Can Do": Bradford Evans, Donald Caire, Joseph Formica.
The clock turns back to the summer of 1960 to a gathering of professional and searching minds. In a conference room, dwarfed by the towering shadows of Boston University, sit a small group of technically trained individuals. One of them speaks:

“Ladies and gentlemen, please allow me to introduce myself as Arthur Hill, CBA'57. And if you will take a moment to introduce yourselves to each other and mention your educational background, you will realize that we are all Boston University alumni. This is not by coincidence, but by design.”

William Batch, Grad'52, is a member of a team in the Mitre Corporation's human factors department which is specifically concerned with improving the systems' effectiveness through the integration of their human factors.
"But, Art, why just University alumni?" queried James V. Hickey, CIT'57, who had just arrived from Los Angeles.

"This may seem to be most unusual, but the government has theorized that, in the event of an emergency, a design study group could be selected on short notice to lay groundwork for space probe and other satellite systems," replied Hill, the technical director for the project. Continuing, "Washington has contracted Boston University to select the individuals who will carry out this experiment, and you are it, as you have guessed by now."

Arthur Hill is currently serving as the assistant to the president of the Mitre Corporation (originally sponsored by Massachusetts Institute of Technology) in Bedford, Massachusetts. Mitre's major activity is to act as a system engineer in support of government agencies, primarily on matters related to aerospace.

"The objective of 'Operation Can Do,'" went on Hill, "is to place a satellite in orbit which will serve a multi-purpose role; primarily, to collect weather data, test communication techniques, and to analyze satellite propulsion sub-systems."

"And our mission?" asked Margaret Caldwell, PAL'53, to whom satellite operations are not new, being employed at Cape Canaveral, Florida, with the RCA Corporation.

"Our job is to write an operations plan which will establish the design and development criteria of a prototype vehicle with the purpose of fulfilling the aforementioned objective," answered Hill.

"Now," he continued, "our first order of business is to name the working panels, which each of you will head according to your respective field of specialization. Here's a list of the panel assignments, their functions, and a brief description of your current position for the benefit of your colleagues:"

**PHYSICS PANEL**
Russell W. Corkum, CLA'49
Determination of satellite trajectory, orbital requirements.

**1ST STAGE LAUNCH PANEL**
James V. Hickey, CIT'57
Determination of 1st stage launch system and stage separation.
Aeronautical engineer, Douglas Aircraft Company, Santa Monica, Calif.

**2nd & 3rd STAGE PROPULSION SYSTEMS PANEL**
Paul B. Cavanagh, CIT'56
Specifications for 2nd and 3rd stage propulsion systems.

**TELEMETRY PANEL**
Margaret Caldwell, PAL'53
Satellite data acquisition and recording.
Film reader-computer, RCA Corp., Cape Canaveral, Fla.

**INERTIAL GUIDANCE PANEL**
William F. Donovan, CLA'51, Grad '52
Seymour Bloom, CLA'57
Criteria for self-contained inertial guidance system.
Member of the technical staff and the airborne electronics group, Space Technology Laboratories, Los Angeles, Calif.; computer programmer, Los Angeles Division, North American Aviation, Inc., Los Angeles, Calif., respectively.

**ELECTRONICS PANEL**
Apollo C. Bougas, CBA'53
Determination of satellite electronics requirements.

Dr. Louis Monchick, CLA'48, Grad '51, '54, is now with the Applied Physics Laboratory of the Johns Hopkins University in Silver Spring, Maryland.

Seymour Bloom, CLA'57, has a unique job as a programmer for the IBM 709 computer for the Los Angeles Division of North American Aviation, Inc. He takes raw information concerning problems and solves them through computer operations.
TRACKING PANEL
Saul I. Gass, Ed'49, Grad'49
Establish criteria for world-wide tracking system; receive and reduce tracking data.
Senior mathematician in charge of computer techniques for Project Mercury, IBM Space Computing Center, Washington, D.C.

LOGISTICS PROGRAMMING PANEL
Bernard Rapkin, CIBA'51

DATA REDUCTION PANEL
Stanley Blumenstein, CLA'58
Determine computation and data reduction requirements.
Computer programmer for the computation and data reduction center, Space Technology Laboratories, Inc., Los Angeles, Calif.

WEATHER STUDY PANEL
Albert V. Carlin, CLA'37, and Mrs. Eleanor (Eddy) Carlin, Grad'37
Determine weather data requirements, analysis, and recording.
Chief, training section, and engineering aide, respectively, U.S. Weather Bureau, Washington, D.C.

SATELLITE DESIGN PANEL
William E. Brindley, CLA'49, Grad'50
Design criteria for satellite.

PROPELLANTS PANEL
Louis Monchick, CLA'48, Grad'51, '54
Consideration of solid and liquid fuel propellants for all stages.
Research chemist, applied physics laboratory, Johns Hopkins University, Silver Spring, Maryland.

"Tracking" the man-in-space is the job of the IBM Space Computing Center in Washington, D.C., where Saul I. Gass, Ed'49, Grad'49, plays a key role. As senior mathematician in Project Mercury, he is in charge of computer techniques simulating the flight of the Astronaut in space.

Member of the technical staff and advanced design department, Mitre Corporation, Bedford, Mass.

LAUNCH OPERATIONS PANEL
Jacob H. Jurmain, Grad'55
Establish launch operations requirements.
Associate manager, vehicle test and evaluation dept., Space Technology Laboratories, Los Angeles, Calif.

"You are the key people, but as you will probably need assistance in other areas, you are free to recruit for your panels as you see fit," added Hill.

"With these responsibilities in hand, we have one more gap to fill,"

BOSTONIA, Summer 1960
The University did itself doubly proud in '37 when Eleanor Eddy, Grad, and Albert V. Carlin, CLA, received their degrees. Now married, they perform important meteorological work for the U.S. Weather Bureau in Washington, D.C. (U.S. Weather Bureau photo)

that of coordination and government facilities. I would like to introduce Colonel John W. O'Neill, CIT'40, of the Air Force, and our project liaison officer.

"Thank you, Art. My job will be to coordinate your activities with the government and to assure that the necessary government-furnished equipment and facilities, such as Cape Canaveral and Vandenberg Air Force Base, will be earmarked for this project," remarked the Colonel, adding, "I'll discuss the details with you in your panel meetings."

Col. O'Neill is presently assigned as chief of plans and operations of the Air Force Ballistic Missile Division in Los Angeles, California. He had earlier served as comptroller of the Air Force Missile Test Center at Cape Canaveral.

The group's attention turned back to Art Hill, as he resumed, "One last thought. And this is something that might concern us in the future. Here at Boston University is a sophomore you'll all recall. Back in 1958, airman Don Farrell made a major contribution to the nation's man-in-space program when he spent a week inside a simulated capsule. Now, there is a possibility that we will be given a follow-on study in just this area."

"And I suppose that Farrell is the one you have in mind to man the capsule, if we should undertake the study?" asked one of the panel members.

"Right," replied Hill, "and he'll be a brother alumnus by then, also an aeronautical engineer, as he is enrolled in CIT. And to support Farrell's role in such a program, we have Bill Balch, Grad'52, who will be able to handle the capsule environmental considerations. He is with us at Mitre, serving in the human factors department.

"Well, folks, that's about it for the group as a whole. But before we break off to our respective study group panels, why don't we take a coffee break? And on the way out, please pick up a copy of Guide Lines which will explain in detail what is expected of your panel."

... and that is how it all began.

After months of intensive study by this unique team of Boston University alumni, followed by many more months of research and development, this is the result, be it a satellite in orbit, or a man in space:

"We are resuming the countdown at T minus seven seconds."

"T minus seven . . ."

"Six . . ."

"Five . . ."

"Four . . ."

"Three . . ."

"Two . . ."

"One . . ."

"ZERO!"

BOSTONIA, Summer 1960
FACTS AND FIGURES, AS POETS REMIND US, TELL ONLY PART OF THE TALE—
PARTICULARLY IS COMMENCEMENT

A matter of Heart

Numbers tell some of the story: 2,394 degree winners; 147 honors graduates; 5,000 alumni flocking back to reunions, and to a 10-tier cake, 8 feet high that used up 600 eggs and 100 lbs. of flour; 3,000 miles traveled to "re-une" (by Mrs. Charles Woodworth, Class of '10, from Walla Walla); 70 years out (Mrs. Mary Dearing, Class of '90); 8 children cheering for daddy (William Hagerty, a professor at B. C.) who won his Ph.D.; and $3,000,000 received throughout the year — over a million of it from alumni for the first time.

But numbers are inadequate things. The commencement story is not best told by them — commencement is a matter of the heart.

It's a matter of young men considering the mess we oldsters have made of things, and accepting the challenge with the courage only youth knows.
It’s the serenity and special grace that’s granted to young women, graduating.
It's the awe in parents' eyes, and the sigh in their hearts to be close to their little ones, now weaned, and the affection that leans forward for the congratulatory kiss.

It's the excitement in the gallery, and the pursuit of further study in every spare moment.

BOSTONIA, Summer 1960
It's the challenge personified in those who return to be honored for singing and scholarship, for their achievements in journalism and government and diplomacy and religion.
More University People
"Twenty-five years is a pretty big chunk out of any man’s life," stated Daniel L. Marsh the year he passed three score and ten and brought to an end a quarter century of service to Boston University.

It had been a busy chunk: the University sustained its most furious growth under his guidance. In the past quieter ten years, as chancellor, he has been able to watch, from his third-floor aerie on Bay State Road, the flowering of many of his ideas. By way of saying Happy 80th Birth-
day, BOSTONIA asked for a Marshian comment from his elevated position. He wrote us as follows — a moving document we think:

"I still stand resolutely by these governing principles namely:

"To maintain a spirit of grateful appreciation of all who preceded me in making Boston University great, and of loyal support of all who follow me in keeping it so.

"In faith and courage, to dedicate all my abilities to the carrying forward of the high academic standards and ideals of the founders.

"Remembering that Boston University, during the first hundred years of its existence, had been housed in old second-hand buildings, scattered ‘all up and down the whole creation,’ we resolved, by all that was sacred, to acquire a new home for this worthy institution. So a new campus was acquired, beautiful for situation, where the scattered diversity could be assembled into a university, physically as well as academically. Before a single building was designed, we adopted an overall plan for campus development. The architectural motif for the whole campus was perpendicular Gothic, modernized and strengthened. Such architecture lent itself to buildings both educationally serviceable and also beautiful — buildings which would help to stimulate pride, loyalty, and enthusiasm for the University. We determined to establish in the heart of Boston, the cultural capitol of America, educational opportunities for worthy young people, with no discrimination on account of sex, race, color, creed, or social status.

"Those persons who for one hundred and twenty-one years have helped to make Boston University what it is, may humbly and truthfully take up and make their own the words which George Washington uttered at the close of the Constitutional Convention, to wit: ‘We have raised a standard to which the good and the wise can repair; the event is in the hands of God.’"

PB
SHULMAN:
A bench for the lady

"We can't have a woman represent us in court!" was the only reply Judge Sadie Lipner Shulman heard when she announced her ambition to become a court lawyer. But her determination arose at an early age: "When I was eight years old my parents took me to visit their home town in Europe—Lublin, Poland. Upon meeting my uncle there, I found him sitting and writing surrounded by a huge desk piled high with books and papers. It was at that moment I first decided to become what he was... a counselor-at-law." And she did, and more.

Judge Shulman's uncle would be proud of her record as: first woman to receive a commission as a judge in New England; first woman to preside in a court in Boston; assistant corporation counsel for the city of Boston; president of Boston University Law School Alumni Association; and first president of the Business and Professional Women's Republican Club of Massachusetts.

Currently serving as secretary-treasurer of the Municipal and District Court Judge Association of Massachusetts, Judge Shulman is admitted to practice before the United States Supreme Court and the United States District Courts. Her specialty in legal matters is domestic problems—adoptions, divorces, and the like. She is married to Charles Shulman, well-known attorney, former State Representative and former Assistant Attorney General of Massachusetts. (This reporter was jovially informed by Mr. Shulman, "I was your representative—in Ward 14—before you were born!")

Judge Shulman declares, "I love my profession. And I'm indebted and grateful to Boston University for having accepted me as a law student. When my son Herbert (now president of the Tri-State Container Company at Elizabethton, Tennessee) graduated and went into business, I adopted the School of Law as my second child."

Her gratitude? In 1953, she established the "Judge Sadie Lipner Shulman Scholarship" at the School of Law with the income going to assist needy and deserving women students. Moreover, on March 24, 1960, President Case and Dean Hettrick jointly announced: "A gift of $25,000 to establish a women's study and lounge in the new Law Center, to be located on the Charles River Campus, has been presented to the University by the Hon. Sadie Lipner Shulman, judge of the Municipal Court of the Dorchester District of Boston. These quarters will provide a center where women students can gather for study and discussion in an informal atmosphere."

At a luncheon by the Massachusetts Association of Women Lawyers on April 6, 1954 in honor of its past presidents, the following appeared in its program referring to Judge Shulman who was president 1922-1923. Its meter might be flawed, but its sentiment is not:

Beauty and brains are here entwined
A charming person—a brilliant mind
An enviable reputation—none can begrudge
And with this all—an Honorable Judge.

WB
John V. Ballard, CBA'51, has come up with a plan that could increase the sales of United States Savings Bonds by a possible $3,500,000 annually. His idea: an option that would permit taxpayers to receive their refunds in the nearest equivalent of savings bonds. Financial editors in New York have given excellent press to the Ballard plan.

Although the ever-widening gap between bond sales and cash-ins has been one of the biggest headaches in managing the national debt, the U.S. Treasury has remained cool to the idea. Their primary objection seems to be the difficulty of administering such a program. Not only would they have to issue both bonds and a check for the remainder; they would also have to mail the option form with each tax form, requesting information as to how the taxpayer wants his refund (when applicable) and whose name should appear on the bonds. A second Treasury objection is that the taxpayer might resent such sales pressure and become antagonistic toward all savings bond sales.

But Ballard remains undaunted. He counters the problems of administration by noting that the increased bond sales would more than underwrite clerical expenses or the more widespread use of automated methods of processing the returns. With regard to the sales pressure resentment, Mr. Ballard says, "My idea is merely a form of payroll savings for those taxpayers who choose to use their refunds to purchase bonds. At a time when over half of the nation's taxpayers receive an annual refund of $103, we could do both ourselves and our country a favor by accepting this plan."

John Ballard is not really an amateur in finances. As the assistant treasurer of a medium-sized oil company (Maracaibo Oil Exploration Corp., 25 Broad Street, New York, N. Y.), his ideas, especially on economic matters, command respect. Nor is his crusade unprecedented. Back in 1942, one Beardsley Ruml ran into six months of unfavorable consideration before he took his pay-as-you-go income tax plan to the public—and won. The plan was adopted not only in the United States but in several foreign countries as well.

Perhaps private citizen John Ballard may win, too.

ES
HAMiLTON:

Man on the move

If anyone on the Boston University campus back in the late twenties asked—and someone frequently did—“Where’s Bill Hamilton?” the answer was likely to be “Don’t know for sure. I know where he was ten minutes ago, but he’s probably been three other places by now.”

In fact, a story which may or may not be true has it that any student observed to be moving faster than William E. Hamilton, Class of 1930, was certain to draw the immediate interest of the track coach.

Members of the General Motors public relations staff, of which Mr. Hamilton is coordinator, can vouch for the fact that the passage of thirty years has not noticeably affected the Hamilton speed. If anything, his apparent ability to be in more than one place at the same time has increased since his college days.

A fairly typical recent week’s schedule found him making a speech at the General Motors Technical Center in Warren, Michigan on Monday, attending a meeting of GM’s Public Relations Staff Planning Committee in Detroit on Tuesday, attending meetings of the Automobile Manufacturers Association in New York Wednesday night and Thursday, and conferring with an editors’ group in Washington, D. C. on Friday. In between these sessions he took care of dozens of staff matters both “on the road” and in his offices in the General Motors Building in Detroit.

“A rewarding by-product of being on the move so much,” Mr. Hamilton observes, “is that every now and then I run into a classmate or two whom I haven’t seen in years.”

His responsibilities leave him few leisure hours, but he finds time for an occasional round of golf, at which he is considerably better than a duffer but not exactly a threat to Sam Snead.

His administrative abilities have been recognized in assignments during his public relations career to important special projects including the General Motors Motoramas; direction of the General Motors Parade of Progress, a traveling science show; and the Train of Tomorrow, an “idea” passenger train designed and built by General Motors. Mr. Hamilton directed the tour of this train through the United States and Canada from 1947 to 1951.

“I think the Parade of Progress was as stimulating an assignment as I have ever had,” Mr. Hamilton recalls. “The parade was manned by a crew of sixty college graduates who did everything from driving the special busses which transported the show to putting up the show tents, contacting the newspapers and radio stations in the cities where the show was held, and presenting the show itself.”

Many men now holding responsible positions in General Motors trace their start to the Parade. Incidentally, Mr. Hamilton is one of approximately fifty Boston University graduates—some of whom started with the Parade—who now work for General Motors.

Mr. Hamilton resides in Detroit and is married to the former Ethel Mack. They have a son, William Jr., who is a member of the General Motors photographic staff, and a daughter, Judy, a sophomore at Radcliffe College.
KNOWLES:
It's never too late to learn

“When our grandfathers finished their education, it was possible that they had all the knowledge they needed for the rest of their lives. Now, because of the pace of changes in the world, the average adult must continue his education after his basic schooling is completed or he soon becomes obsolete. What does this create? A need for adult education.”

Thus, Malcolm Shepherd Knowles, joined the Boston University faculty six months ago just because of this need. Despite his mild-sounding title — associate professor of education — he wears many hats. His largest: responsibility for developing the first graduate curriculum in adult education to be offered by any institution of higher learning in New England. Another of practically the same size: general consultant in adult education to the total University.

“Adult education is a term we use to describe the concept that learning is a continuous process,” states Professor Knowles (who practices what he preaches: A.B. cum laude, Harvard University, 1934; M.A. in Education, University of Chicago, 1949; his recently completed dissertation, “A History of Adult Education in the United States,” presented at the University of Chicago, fulfills the Ph.D. requirements in time for August commencement).

Continues Professor Knowles: “The great teachers of the world, Socrates, Jesus, Isaiah, were teachers of adults, not children. But as a distinct field of study and practice, adult education is a relatively new area — the first graduate course in it was given in 1929 at Columbia University’s Teachers College; the first doctoral degree was awarded in 1935. We might define the term this way: any organized learning activity engaged in by persons whose principal occupation in life is not attending school.”

President Case listed four major functions for Professor Knowles:
To serve on a faculty-administrative committee which will conduct further studies leading to “a wise revision and expansion” of Boston University’s policies and programs in continuing education.
To coordinate programs and services in the Schools and Colleges of Boston University in order to develop better leaders and educators of adults.
To assist selected University departments toward new understanding of their role in meeting the needs of adults in institutional and community settings.
To assist the University in finding outside support for new educational and research programs and projects in the adult education field.

Boston University is believed to be the first university in the world to have a consultant in adult education. Professor Knowles is available to any unit of the University which wants help in educating adults. According to him, “The goal is to enable Boston University as a total institution to render the maximum service that its resources permit to its community.”

Professor Knowles is uniquely fitted for his new role. Items: author of Informal Adult Education, How to Develop Better Leaders, Introduction to Group Dynamics; former executive director, Adult Education Association of the U.S.A.; former executive secretary, Central YMCA of Chicago, largest educational Y in the world.

The two Knowles children are Eric, 18, and Barbara, 13. Gardening is the professor’s hobby.

EG
Miller: 
Like an animated machete

Julius Sumner Miller is an instructor of physics at El Camino College, California, and conducts an off-beat science program titled "Why Is It So?" on KNXT, Channel 2 in Los Angeles. He worked in philosophy, mathematics, and theoretical physics at the University; was a one-time holder of a Carnegie grant; studied with Albert Einstein at the Institute for Advanced Studies.

But what is more dramatic than the distinctions held by Professor Miller is the method by which he chooses to teach physics on his alternate Sunday television program. Stocky, bush-browed, and supercharged, he turns on the current and whacks away at the viewer’s mind like an animated machete; the viewer learns, dramatically, from toys: “energy” takes on meaning from a candle lit in the boiler of a toy boat or from a billiard ball sent streaking down a home-made runway.

The main reason for the methods used by Professor Miller: one of his many hobbies is the physics of toys. In toys the noted science instructor sees all the principles of physics and an easy method of understanding these principles.

Between times he is a stormy advocate for a complete overhauling of our educational system. When he gets on the subject his eyes flash, his voice thunders, and he pounds the table. Unless something is done about it, he feels, the future of the United States is lost.

Miller says, “We have reared a generation of intellectually lazy, illiterate, picture-reading, mathematically incompetent, culturally lacking boys and girls.”

When Russia sent aloft the first Sputnik in October, 1957, the nation was shocked almost into panic. There were stern warnings that we must take up the slack in education, particularly in science, on an emergency basis, to meet the Soviet threat. It is Miller’s belief that nothing will come of the warnings, that we have already settled back complacently.

If we are to throw off our present intellectual confusion, Miller thinks we must write off the present high school generation and start fresh with the first graders. He estimates the task will take a generation.

Recognized as one of the nation’s foremost physics demonstrators and science lecturers, Professor Miller has been the creator of many articles in science journals. Some of the more noted journals are American Journal of Physics, School Science and Mathematics, and Scientific Monthly.

Aside from his many notable achievements, Professor Miller never neglects to point out with pride that he possesses the largest collection of Einstein memorabilia in existence today.

BOSTONIA, Summer 1960
1887: Year of Violence, Dr. Robert V. Bruce, Assistant Professor of History, College of Liberal Arts and Graduate School. Bobbs-Merrill Co., Inc., New York, 1939.

1887 is the year that produced the Great Railroad Strike, which marked the beginning of the organized labor movement in the United States. Dr. Bruce explores with uncanny realism the violent events of that era like the Baltimore and Ohio strike and the riots in Pittsburgh, against the Pennsylvania R.R.

The causes of this Great Strike, says Dr. Bruce, were: "Endemic violence, economic distress, employer arrogance or lack of understanding, the birth pangs of a new age, the precipitant of idle men and boys, the spreading of excitement by rail, and by sensational news stories."

Maurice Dolier of the New York Herald Tribune, in his review of Dr. Bruce's book, says: "It should be placed in nomination for the Pulitzer of the National Book Award." He also noted: "Bruce is not only a good historian — zealous in research, expert in the organization of his material, seeking out motives and consequences — but a good writer, with a crisp and colorful narrative style."

Dr. Bruce is also the author of the much discussed book, Lincoln and the Tools of War, which, since its publication in 1956, has been widely praised by Civil War authorities.


This book is designed for the classroom teacher, for the music teacher, or for anyone else interested in helping children express their innermost emotions through music. It stresses methods for creating a receptive climate for music in classrooms or homes, and encourages creativity in the child through rhythm experiences, melody making, and listening adventures.

According to Dr. McMillan, "Children should be given the opportunity to express themselves in music." She says, "It is perfectly natural for a child to want to sing about the things... he is thinking and feeling."

Dr. McMillan places emphasis on individual child growth and development through the mode of music. She explains that at all times we — teacher, specialist, consultant, supervisor, and parent — need to be highly concerned with children's growth and maximum self-realization through music, since, in the children's eyes we are all their teachers.

"With rare exceptions, children can learn to sing. Like reading, writing, and drawing, singing is a learned behavior, not an inherited gift."


"We planned this book by way of developing an inter-disciplinary approach to some of the major problems affecting all men," says Dr. White. "There is a great need for inter-disciplinary communications. Anthropologists, psychologists, historians, humanists, and philosophers all should share their ideas with people in communications."

The volume is composed of essays contributed by leading thinkers of our era, viz., Margaret Mead, Eric Fromm, Kurt Riezler, George Orwell, Karl Jaspers, Franz Newman, C. Wright Mills. Organizing the essays into a coherent unity was the task of Dr. White and his two co-editors (all of whom have written chapters, incidentally).

"Irrespective of culture or nationality, modern man is affected by anxiety and identity," explains Dr. White. "As anxiety sets in, we tend to lose our identity." Faced with this problem, the book in part discusses the survival of man in our massive and complex society.


Forty of the leading practitioners and theorists in the field of public relations have contributed to Dr. Stephenson's latest book. Three of them: Dr. Otto Lerbinger (Employee Communications), Dr. Edward J. Robinson (Applying Psychology), Professor Albert J. Sullivan (Company Literature) — all of the SPRC faculty.

Others:

Law and Medicine, William J. Curran, Professor, School of Law, School of Medicine; Director, Law-Medicine Research Institute, Little, Brown and Company, 1960.

Psychology of Religion, Paul E. Johnson, Professor, School of Theology, Abingdon Press, 1959.

Delinquent Behavior, Principles and Practices, William C. Kvaraceus, Professor, School of Education, and William E. Ulrich, Professor Emeritus, School of Medicine, Education Association of United States, 1959.

Chaucer, Modern Essays in Criticism, Edward Wagenknecht, Professor, College of Liberal Arts, Oxford University Press, 1959.

BOSTONIA, Summer 1960
The Faculty Goes to This Classroom

Government professors from the Graduate School make the 75 mile trek weekly for the Newport M.A. program.

"This is a faculty of dedicated men," related Commander William J. Kotsch, as he described the International Relations Program conducted by Boston University at the Naval War College in Newport, Rhode Island.

From Back Bay to Narragansett Bay, six Boston University professors drive seventy-five miles to this institute of higher learning to instruct a graduate program in political science. Their primary objective is to provide intensive study of the theory and practice of international relations, the nature of the nation-state system, and the different concepts of national strategy. The courses allow War College staff officers to obtain a Master's degree in Political Science-International Relations. According to Professor Hubert S. Gibbs, chairman of the Department of Government at Boston University, "The students contribute most significantly to the course, not only by their high intellect, but also by their broad and varied past experience."

"Education is the greatest enemy of Communism," stated Averell Harriman in his well-known book, Peace with Russia, one of the course readings. In carrying out its program, the faculty applies this theme, and, as a result, offers courses in International Organization and Law, Soviet Government and Foreign Policy, American Foreign Policy, and others of a profound and far-reaching nature.

Sitting around a horseshoe-shaped table, with the backdrop of an eight-by-ten-foot world map, the twenty Navy, Marine, Army, and Air Force officers and faculty probe the issues involved in today's international problems. With the scent of hot coffee and pipe tobacco permeating the carpeted conference room, the atmosphere lends itself to maximum participation by the members of the class. As one student remarked, "This atmosphere is conducive to the free exchange of individual ideas. And it certainly does not hinder occasional disagreement which we feel is healthy."

The scene may appear to be casual; the program is not. When signing up for this course, an officer must be fully prepared to meet the challenge that lies ahead of him. The course is not "instead of" his everyday work responsibilities, but "in addition to." For an average of a year and a half, during which thirty hours of semester credit are earned toward the M.A. degree, these students put in approximately four to five hours of outside preparation for each hour spent in the classroom. Multiply this by six credit hours each semester, plus the number of working hours each week, and you will have an extremely busy military officer-student. And the wives are enthusiastic about the program, too!

It is obvious that the officers are not to be intimidated by the amount of work and responsibility they must face up to, for the enrollment in this Boston University program is constantly growing. "Thirty-four officers have earned their degrees," commented Lieutenant Commander M.
T. Pitz, Program Liaison Officer, "and a total of sixty-four officers have studied under the program since its implementation in 1956." It was that year when the course was founded by Professor Andrew Gyorgy of the University's Department of Government.

Not only is the enrollment on the increase, but the scope is being expanded. As recently approved by the president of the Naval War College, Vice Admiral Stuart H. Ingersoll, and Dr. Edward K. Graham, dean of the Boston University Graduate School, as of June first this year, the number of courses will be increased to three each semester, as compared to the two presently offered. This expansion will permit a greater number of officers to be accepted who are on the waiting list.

As an example of the benefits derived from the program by former students, a letter from James L. O'Sullivan of the American Embassy in Malaya, states, "I am particularly pleased with the number of times I"
have been able to draw upon my reading in the Russian field and the work I did on Outer Mongolia."

And an Army colonel commented, "If we had had a large number of officers educated in the field of political science fifteen years ago, the outlook today might be different."

It is the consensus of the students that today there are no longer purely military decisions; such decisions now have political, economic, and social aspects.

What are the future implications of the program? Through the efforts of a dedicated Boston University faculty, many of our military officers are receiving invaluable training in the broad areas of social science, and are being prepared for positions of great responsibility in the interest of national security. Instead of merely theorizing about the "training for foreign service," the University's M.A. program at Newport has actually established a vital connection between the classroom and the reality of practice in diplomacy and national defense.

FOOTNOTE: This story was researched and written by Bradford Evans, Joseph Walker, Paul Graffey, Louis Kochman. Pictures by H. Robert Case.
In 1985 a large representation of alumni will gather on the first floor of the Student Union Building on the Charles River Campus. It will be a special occasion: the 25th anniversary of their graduation in the year 1960. As many of these former classmates reunite for the first time since their Commencement Day, memories will refocus on many bygone events, but most of all on one big year, '59-'60. For it was a special year in many respects. And the common bond between the alumni returning from all of the University's Schools and Colleges will turn quickly to the highlights and brilliant athletic victories of their senior year.

The campus heroes of the very same span will return too, and suddenly it will appear again. It was still 1959, but as the new class of seniors returned to school, they were to witness the Terriers 75th football season.
Though the anniversary celebration did not climax in a New Year’s Day bowl game, there was little difference in the amount of jubilation when on November 14 the Terriers met Boston College at University Field. There were few seats left for the occasion and Head Coach Steve Sinko marked his third year at the reins with a triumphant Homecoming Game victory, 26-7.

A senior-dominated eleven, they all were superb. From little quarterback Emo DiNitto and his pint-sized companion in the backfield, Paul Cancro, who split the halfback assignments with Hugo Bolin, to end Pat McCue and captain and guard Len Pare. All but McCue were to receive degrees from the School of Education. Quiet-spoken Patrick, who spent most of that memorable day in the Eagles’ backfield dumping their runners, was a CLA scholar.

Before the great victory could be completely digested it was winter, and before the first snow covered Bay State Road a CIT senior was turning the campus’ interest to another front. Montreal-born Bob Marquis added both glitter and brilliance to the University’s hockey in his first two varsity years. But they could not compare to his final campaign.

The Marquis of Commonwealth Avenue, as he was so titled, became the new all-time scoring champion of the University. With two first-team All-America certificates to his credit, the handsome, black-haired Frenchman personally backboned the Terriers into the national collegiate championship which had appropriately enough been set for the Boston Arena under Boston University auspices.

Vivid flashbacks will long recall the underdog Marquis-led Scarlet sextet opposing Denver University, “the greatest college hockey team ever assembled.”

With 18 former Canadian junior league imports in Pioneer uniforms the contest raged for the entire 60 minutes before the richly depthful visitors prevailed, 6-4. A few hours after this all-out effort Coach Harry Cleverly had to redress his team for the consolation game against St. Lawrence. Digging still deeper into their supply of intestinal fortitude the Terriers came from behind with Mesier Marquis getting strong accompaniment from other seniors, Billy McCormack of SED and slim defenseman Pat Enright who attended CBA, to capture the Eastern Championship from St. Lawrence University, 7-6.

For his gallant efforts in one of the University’s most successful hockey seasons Marquis was selected Athlete of the Year and permanently chronicled in the Boston University News for all to recall.

While a 19-year-old sophomore was monopolizing the headlines and lead stories each Sunday morning in papers across the world during the winter and spring of 1960, a senior trackman worked diligently and occasionally stole the spotlight from his young and ubiquitous teammate.

John Lawlor, the CLA senior weightman from Dublin, did have much in common with the talented high jumper John Thomas. Both wore crowns. Lawlor was the national college hammer-throwing record holder both indoors and outdoors. So was Thomas, but the latter stretched his leaping accomplishments to gain world recognition while the Irishman’s efforts were to escape renown except on the campus level and in his native Eire.

The pair went unbeaten in the spring of 1960 and the trail appeared to lead to the Colosseum in Rome where the Olympic games were scheduled later in the year.

The athletic accomplishments of 1960 would be remembered vividly not only by the proud graduating class which closely supported and cheered the triumphs, but by all alumni. For the rewards of success which are amassed are, in the end, the undergraduates’ gift to the alumni which had made it possible for them to attend the great University.

Through these proud moments an omnipresent spell is cast that pervades the students of all the Schools and the alumni as well. While school spirit is generated on the campus the University’s graduated members are able to closely identify with their Alma Mater no matter where they may be. Together in times future they could all recall as one the great year, 1960, which became legend in its own time.
According to Hank Freniere, Ed '52, assistant director of alumni affairs, Boston University clubs have been booming this year. Activities range from banquets to band concerts. Here are some highlights.

HARTFORD CLUB
Jan. 14 — Sports Night at the Hotel Bond. Many outstanding high school football players and their coaches were invited to dinner to meet the Boston University coaches.

May 17 — Bill Muir elected the new president. Dan Finn, Manny Weeks, and Hank Freniere gave their patented presentation, "Operation Handshake."

EVERETT-MALDEN-MEDFORD CLUB
Jan. 25 — Edward J. McCormack, Jr. spoke on "The Duties of the Attorney General" at the Kemwood Restaurant in Malden.

May 24 — Entertained by the "Tipplers" octet from Sigma Phi Epsilon fraternity and Walt Disney's "Nature's Half Acre" at the annual spring banquet at the Colonial Country Club in Lynnfield.

NEW YORK CLUB
March 4 — Sports Night held at Academy of Science.

Guests included:

Coaches: Sinko, Mazur, Kopp, Raymond, and Flanagan;

Athletes: John Lawlor and John Thomas.

April 6 — Dr. Harold C. Case spoke on his trip to Africa at the Club Banquet (held also at the Academy of Science).

May 26 — Honorable William E. Powers, Supreme Court Judge of Rhode Island, was the guest speaker at the annual banquet.

WORCESTER WOMEN’S CLUB
June 2 — The 1812 House in Framingham was the scene of the annual banquet. "New Wine for an Old Bottleneck" — (subtitle, "Preserving old values in times of rapidly changing designs in liberal education") was the topic by speaker Dean Edward Graham, CLA.

QUINCY CLUB
Feb. 24 — Dr. T. Vincent Corsini, MED’25 elected new president. Alumni President Dan Finn explained model of the new campus.

CHICAGO CLUB
March 11 — Watched John Thomas break world’s record jump — at 7’2½’’ — at the Chicago Daily News Relay Games.

PROVIDENCE CLUB
May 4 — Annual Spring Dance at University Club of Providence. Guest Speaker, Dr. Gerald Hawkins, associate professor of astronomy at CLA, spoke on "The Astronauts."

Harry Case, SPRC’51 elected president.

LOWELL CLUB
May 21 — Annual spring banquet at the Blue Moon Restaurant. "What's Going on at Boston University" was the talk given by Manny Goldberg, director of University News Bureau.

NORTH SHORE CLUB
April 24 — Sponsored a band concert by the University Symphonic Band at the Lynn English High School.

May 24 — Dean Edward Graham, CLA, was the main speaker at the Annual Spring Banquet at the Hotel Edison in Lynn.

VARSITY CLUB
March 10 — Awards were presented to athletes and coaches on Mid-Winter Sports Night Banquet at the Hotel Fensgate.

BOSTONIA, Summer 1960
FAMILY ALBUM

Members of the University family on the Charles, and all around the world.

FRIEND OF INDIA

World traveler, authoress, photographer, lecturer, and collector of Indian Art—all these terms serve as synonyms for Miss Lillian Bischoff, associate professor of public health at the University's School of Nursing.

Professor Bischoff came to the University eighteen months ago from her post as Nursing Consultant to the Indian government, a position which she had held for six and one-half years. While in India she was associated with the College of Nursing in New Delhi, where she lectured and acted as external examiner. During her tour of duty with the government, she also was instrumental in establishing a publication on public health for an All-India Nursing Committee.

IN MEMORIAM

Dr. Edward Ray Speare of Newton Centre died on April 9 at the age of 87. Businessman, churchman, and financier, Dr. Speare served as a trustee of the University for more than fifty years and was treasurer from 1925 until his retirement in 1954.

The deceased leaves a daughter, Mrs. Lucius Thayer of West Newton and a son, Albert of West Newton.

Acclaimed by Boston University as the "dean" of college and university bursars in the United States, Walter Clark James, age 68, of Wollaston, Massachusetts, died on April 9. A graduate of the College of Liberal Arts in 1915, Mr. James served as bursar at the University for 33 years. Prior to his retirement in 1957, he was research assistant in the planning and development department of the University.

He leaves his wife, Mrs. Ada Taylor James, of 112 Sherman Street, Wollaston, who was a college classmate; a daughter, Mrs. Priscilla James Johnson, of Westwood, and a son, Philip Nickerson, of New York City, New York.

The Reverend Dr. William R. Leslie, Theol'12, Boston University Trustee, died June 22.

NEW EDITOR, BUDDING NOVELIST

Elizabeth A. Harvey (SPRC'59) was recently named national and special projects editor of the University's News Bureau after serving as a staff reporter since her graduation last June. Miss Harvey covers developments at the Medical Center and Massachusetts Memorial Hos-

CLASS NOTES has always been the most popular department of BOSTONIA, but frankly—just because there's never enough space—it's never been a complete reporting job. Here's what we've done, then, in order to circulate all the notes we receive, which we've never been able to do before: We've asked the alumni secretary of each School to distribute separately, several times a year, the information that flows in constantly from every class. Look for the first "issue" in a few months.
Pitals, in addition to coordinating publicity for various conferences, conventions, and other events of interest to the University. Her interest in medical writing stems from her father, a practicing physician. On busman’s holidays she works on the manuscript of her first novel.

**PRESIDENT, NATIONAL COUNCIL OF CAMP FIRE GIRLS**

“It gives me an opportunity to work with youngsters in the development of attitudes and interests as they grow into adolescence,” commented Dean Elsbeth Melville when interviewed as President of the National Council of Camp Fire Girls. Dean Melville is not only Dean of Women for the more than 4,000 coeds at Boston University, but she also helps to provide leadership and guidance for Camp Fire Girls.

When a Latin teacher at Westbrook Junior College in Portland, Maine, Dean Melville was first asked to serve on the Camp Fire Council. Feeling that each of us is obligated to support community activities, Dean Melville accepted. She has been active ever since—a span of twenty years.

Now, as National Camp Fire President, she will be keynote speaker at this fall’s meeting in November, which will celebrate the Golden Anniversary of the Camp Fire Girls.

The enthusiastic glances in this picture are between energetic Camp Fire Girls and Elsbeth Melville, their National President, who has contributed her untiring resources to young Camp Fire Girls for the past twenty years.

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<th>&amp;nbum; Largest in Assets</th>
<th>Largest in Holdings of Government-Guaranteed Loans</th>
<th>Largest in Cash and Securities</th>
<th>Largest in Guaranty, Surplus and Reserves</th>
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BOSTONIA, Summer 1960
Luis O. Reyes (SPRC'58) of Manila keeps busy; he is employed by the American International Underwriters in the Philippines as public relations officer, lectures as a professor at the University of Santo Tomas. His spare time activities include the offices of public relations manager for the Philippine Association of the Deaf, and consultant to National Advertising Philippines, Inc.

Saleh Abdullah Sugair (Grad'57) presently acting head of the Legal and Political Department of the Ministry of Foreign Affairs of the Saudi Arabian government, was a government major while here at the University. In addition to this post, he has also served his native land as a member of the Saudi Arabian delegation to the United Nations 13th General Assembly in 1958, and as 3rd Secretary in the Political Department of the Royal Court in Riyadh.

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CO. 7-2100, Ext. 573
Dr. C. E. Munoz MacCormick (Med '30), presently the medical director of the Auxilio Mutuo Hospital in Puerto Rico in charge of all professional, technical, and administrative responsibilities, received from the University an honorary Doctorate of Science in 1947, and has been honored with the degree of Diplomate in Otolaryngology, the field devoted to study of diseases of the ear and larynx.

Saied Ewies, Ph.D. (Grad '56) returned to his homeland, Egypt, to lecture in the Cairo School of Social Work. Since then, he has served as director, Crime Research Section, National Institute of Criminology, in Cairo. His duties include director of training and investigations at the Institute, where he is considered an expert in the field of juvenile delinquency.

When Fidel P. Galang, Th.D. (Theo '54) returned to the Philippines after receiving his doctorate at the University, he served first as pastor and then as district supervisor of the South Tarloc area of the Methodist Church. His present responsibility is that of translating the Bible into the Pampango language. His next job; translating both the Old and New Testaments into the eight major languages of the Philippines.

1960 FOOTBALL TICKET APPLICATION

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Club Affiliation: 

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