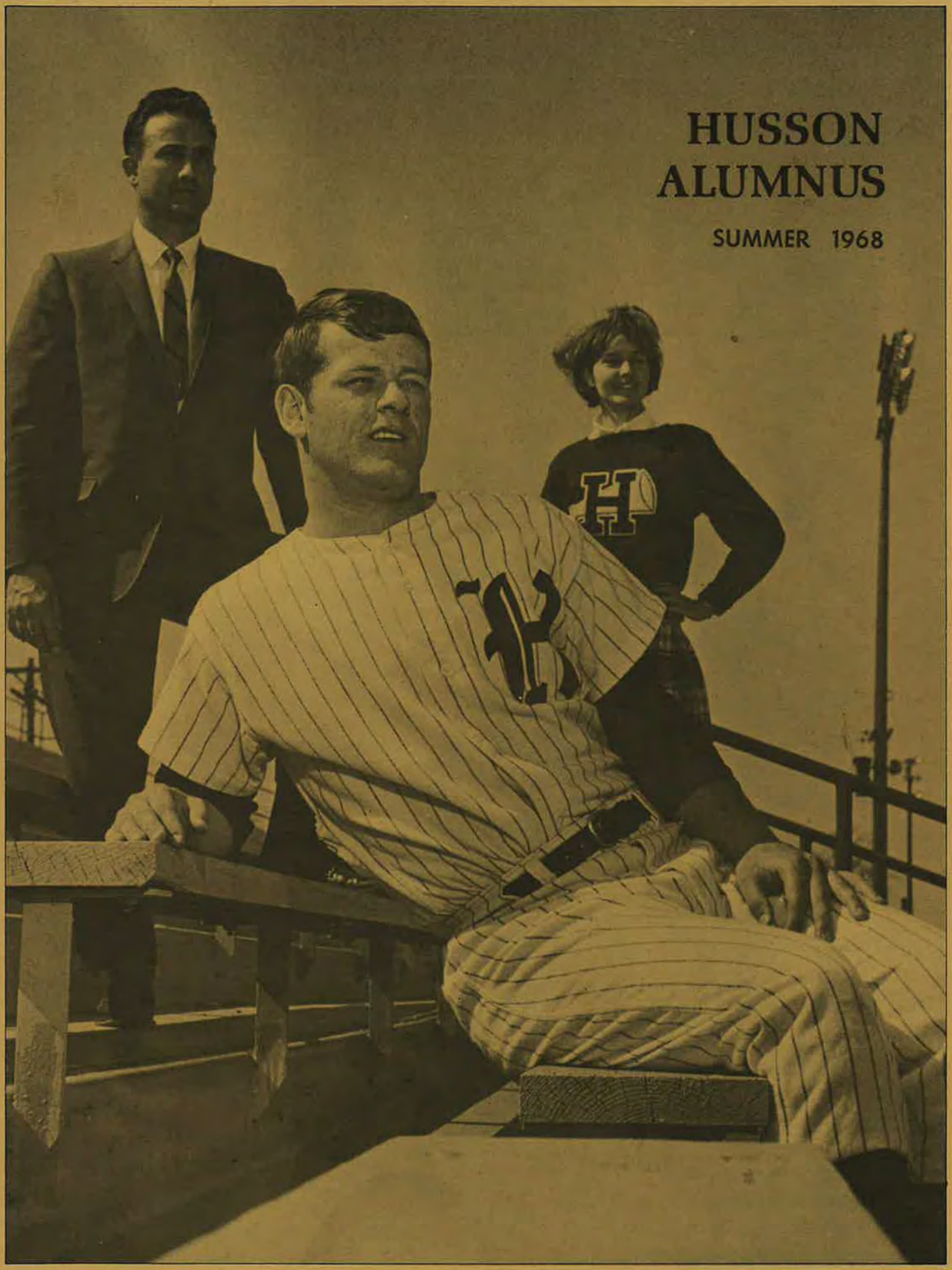


HUSSON ALUMNUS

SUMMER 1968

HUSSON ALUMNUS

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Among the dramatic changes at Husson College are those taking place on the playing fields. And the people involved in the transformation are vital to the growth of the College. Athletic Director Del Merrill, freshman pitcher Ron Soucie of Brewer, and freshman cheerleader Julie Anderson of Dover-Foxcroft are among the many who are taking part. That story is told in this issue of HUSSON ALUMNUS.

Playing Fields Yield Talent

. . . and teams record banner year all around

When Chairman of the Liberal Studies Department Dick Cohen told Massachusetts alumni recently that "the College intends to supplement business subjects with studies in the arts, sciences, and humanities" he quite succinctly illustrated the evolution of a small business school to a full-fledged college.

And short of earning a degree and a good-paying job, most grads are happy to admit that the playing fields offered some of their most pleasant moments on campus.

Names such as Faalepo, Caston, Soucie, and Ambrose are new to the Husson College sports picture. All have set or will establish new performances, and their names will surely be added to a celebrated list of Husson athletes. But this new breed is fortunate because they symbolize a change on the varsity sports scene that come September will be complimented by the glitter of a shiny athletic complex on the new campus.

The shift started in late 1967 when the soccer team paced by Faalepo Faalepo of American Samoa and Burt Phornbhiboon of Thailand led the team to a smart 8-2 season. And a basketball coach who acted more like a Mississippi gambler followed suit.

Del Merrill selected only freshman and sophomores for his basketball roster, a move that raised the eyebrows of colleagues who might elect more experienced players. But the young Braves hustled and muscled their way to a 16-6 won-lost record, the best Husson mark since the 1960 season. Led by Capt. Al Caston of Chicago (19.3 points per game), Merrill got a sterling performance from sophomore Dick Giroux of Lewiston, and the backcourt was the best in the league with double sparkplugs Donnie Meyers of Long Island, N.Y., and Johnnie Sinclair of Waterbury, Conn.

Soon after came the retirement of Del from basketball coaching. The announcement was predicated by mounting responsibilities that will peak in September when Del becomes chairman of physical education and director at the new campus. The coach who for 19 years never had his own gymnasium can bask in the knowledge that a 2400-seat gym and swimming pool await a student body numbering 1400.

To fill the gap left by Del will be a pair of high school coaches with A-1 records named Bruce MacGregor and Keith Mahaney. McGregor, a native of Fairfield, Conn., inherits a bundle of basketball talent. Over nine seasons at Reading Mass., High School, he piloted cage teams to a 90-20 record. His last two teams went to semi-final berths in the Eastern Massachusetts tournament. Bill graduated from Springfield College.

— Continued —

Braves Close With 14-8 Mark



Seated, left to right: Bernard Grenier, Lewiston; John Baretta, Kensington, Conn.; Terry Bergeron, Farmington; Merrill Sergeant, Pamona, N. Y.; Terry Vecchio, Cranston, Rhode Island; Leonard Salvo, Florham Park, N. J.; James D'Agostino, Waterbury, Conn.; Robert Bishop, Presque Isle; James Arnau, New Rochelle, N. Y.; Richard Morano, Waterbury, Conn.; Randy Murphy, Mattawamkeag; Standing, left to right: Coach Del Merrill; Lynn Bailey, So. Portland; Lynwood Wadleigh, Old Town; John Luchkowec, Carmel, N. Y.; Keith Brown, Schenectady, N. Y.; William Baum, Buffalo, N. Y.; Jerry Trask; Winterport; Ronald Soucie, Brewer; John Sinclair, Waterbury, Conn.; Assistant Coach T. J. Anderson.

And Maine sports fans who can read or listen know Keith Mahaney, one of the most precocious schoolboy and college basketball players in the state's history. Keith starred at Fort Fairfield High School, then established several records at the University of Maine. He has coached at Boothbay Regional High School nine years, and at Husson will coach freshman basketball and varsity golf.

On the links Keith's team will be paced by lanky sophomore Rick Ambrose of Orono, a precise shotmaker who blistered par all season and wound up with seven victories in as many matches. Medalist in the NAIA District Playoffs, Rick in early June represented the College at Bemidji, Minnesota, during national college tournament competition. The Husson team finished third in the district.

Ron Soucie apparently is a story by himself.

Again Ron was a schoolboy standout at John Bapst High School in Bangor. Although he was not eligible until mid-year because he transferred from Holy Cross, Ron acted like the sophisticated athlete that he is by practicing with the basektball team and dressing for each game although he had the frustration of not being eligible to play.

At the semester turn he became eligible, played sparingly though effectively, but unleashed his potential the second time he took the mound in baseball. He turned in a no-hitter, striking out a record 23 batters.

Ron continued that pace, winning eight without losing and recording 146 strikeouts over 72 innings. His earned run average was a crisp 0.75.

Paced by Soucie's rubbery left arm and the hitting of veterans Bill Baum (.418) of Buffalo, Jim D'Agostino (.325) of Waterbury Conn., and Lennie Salvo (.313) of Florham Park, N.J., the baseballers closed with a 14-8 record. That raised Del Merrill's 14-year mark to 124-57.

And to top the season the Braves cut down New Haven College 4-2 in the opener of the NAIA District Playoffs to offset two season losses to that school. Husson was eliminated from the tourney by Quinnipiac, 5-0.

A great horseman has said that he can always recognize a winner by the horse's performance in the home stretch. Husson College athletic teams apparently have made the turn, and how they will fare in the stretch drive rests with the new breed.

What Is Accreditation?

Second only to talk about the new Husson campus is the current discussion about regional accreditation.

Since 1957, Husson has enjoyed National Accreditation by the Accrediting Commission for Business Schools—an agency recognized by the United States Office of Education to grant accreditation to specialized institutions such as Husson. This commission defines Husson as a Senior College of Business which is one of three such institutions in the United States to enjoy this status.

WHAT IS ACCREDITATION?

Accreditation is unique to the United States, having no counterpart in any other nation. It was not until the turn of the century that the accrediting movement came into being when certain agencies and associations set up standards for evaluating professional training—such as medicine, law, architecture, engineering, music, and teacher training. In fact, accreditation has been responsible for refining and upgrading all areas of professional training.

THE NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, INC.

The New England Association of Colleges and Secondary Schools, Inc., one of six Regional Agencies in the United States, became primarily interested as an accrediting agency in 1927. It was not until 1952, however, that the New England Association voted to exercise "jurisdiction over the formulation, maintenance, and enforcement of standards of admission and continued membership of its groups within the association."

Briefly stated, the requirements for regional accreditation are:

> No institution which is operated for profit is eligible nor is an institution not governed by a board of trustees. Any application for membership is judged by certain stated criteria: (a) the effectiveness of the curriculum within the framework of the institution's objectives; (b) the preparation and experience of the faculty; (c) the caliber of its admission requirements; (e) the adequacy of its physical plant; and (f) its financial endowment and revenue.
>
> Among the more specific requirements, a member institution should (a) be sound financially and have been in operation for at least three years; (b) demand for admission satisfactory completion of preparatory courses in an approved school; (c) require for graduation the equivalent of 120 semester hours or four years of college work as evaluated at present; (3) have a guidance and counseling program for determining the aptitudes and ambitions of its students; (e) provide a well-regulated program of such extra-curricular activities as are necessary to meet the cultural, social and physical needs of its students; (f) provide and maintain adequate classrooms and lecture halls, laboratories and apparatus and professionally administered library, with sufficient space for both study and leisure reading; (g) provide satisfactory medical equipment and staff; and (h) show evidence that its graduates are equipped to enter recognized graduate schools. (Blauch—Accreditation in Higher Education)

Realizing the limitations that are imposed by a proprietary structure, the officers of the College corporation, in 1963, agreed on a different course. With the approval of the Internal Revenue Service and the State of Maine, Husson became a non-profit educational institution governed by a Board of Trustees.

Thus the door was opened (1) to provide greater opportunity for growth in scope and depth; (2) to offer a balanced undergraduate program leading to a Bachelor of Science degree or an Associate Bachelor of Science degree; (3) to move toward a campus that would give the student an academic environment comparable to that of other colleges and universities; (4) to have funds—once used for taxes—available for curricular expansion, library facilities, fellowships, scholarships, improved instructional procedures, research, and sabatticals; (5) to become eligible for participation in programs sponsored by the Federal Government and philanthropic organizations and foundations.

With the change of the financial structure also came the opportunity for the College to seek accreditation by the New England Association of Colleges and Secondary School, Inc.

During the spring of 1967, a self-evaluative study of the College was compiled. In February of this year, the Commission on Higher Education for the New England Association notified the College that it had been accepted in the following category:

> Husson College is affiliated with the New England Association of Colleges and Secondary Schools, Inc. in the category of Recognition of Candidacy for Accreditation. Candidacy is not Accreditation.

Recognition of Candidacy is a temporary status attesting that the Commission on Higher Education of the New England Association considers Husson to be offering its students, on at least a minimally satisfactory level, the educational opportunity implied by its objectives.

Recognition of Candidacy is a new category created in 1966 by the New England Association for insituations working toward accreditation. It is granted for a five-year period.

In the interest of broadening its services to its students, its alumni and the academic community, Husson has approached the New England Association for the following reasons: (1) to ensure continued academic quality, (2) to facilitate transfer of students both on the undergraduate and graduate levels, (3) to promote further the professionl stature and integrity of the College.



A Special Report

The Plain Fact Is...

...our colleges and universities "are facing what might easily become a crisis"

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—McGEORGE BUNDY
President, The Ford Foundation





A Special Report

A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▸ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▸ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▸ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

> ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.
>
> —*A university president*

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▶ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▶ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▶ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▶ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▶ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▶ *From a small liberal arts college in Ohio:* "We are on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▶ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▶ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▶ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▶ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than $2 billion a year for capital expansion.

▶ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▶ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▶ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly $4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▶ Endowment funds have more than doubled over the past decade. They're now estimated to be about $12 billion, at market value.

▶ Federal funds going to institutions of higher education have more than doubled in four years.

▶ More than 300 new colleges and universities have been founded since 1945.

▶ All in all, the total expenditure this year for U.S. higher education is some $18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money .... The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about $4 billion in 1956 to $12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over $18 billion for their current operations, plus another $2 billion or $3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

▸ Student enrollment is now close to 7 million—twice what it was in 1960.

▸ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

▸ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

▸ About 20 per cent of the financial "growth" during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other "industry," be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: "When you get a hundred kids in a classroom, that's not education; that's show business."

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than $4 billion during the four-year period between 1966 and 1970. They must find another $8 billion or $10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total $24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total $70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from $24.5 million to $50.9 million—leaving a deficit of $19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only $43 million—leaving a shortage of $27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach $2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

▸ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the $2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*

It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of $15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of $50,000 or more."

▸ **State appropriations:** The 50 states have appropriated nearly $4.4 billion for their colleges and universities this year—a figure that includes neither the $1–$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

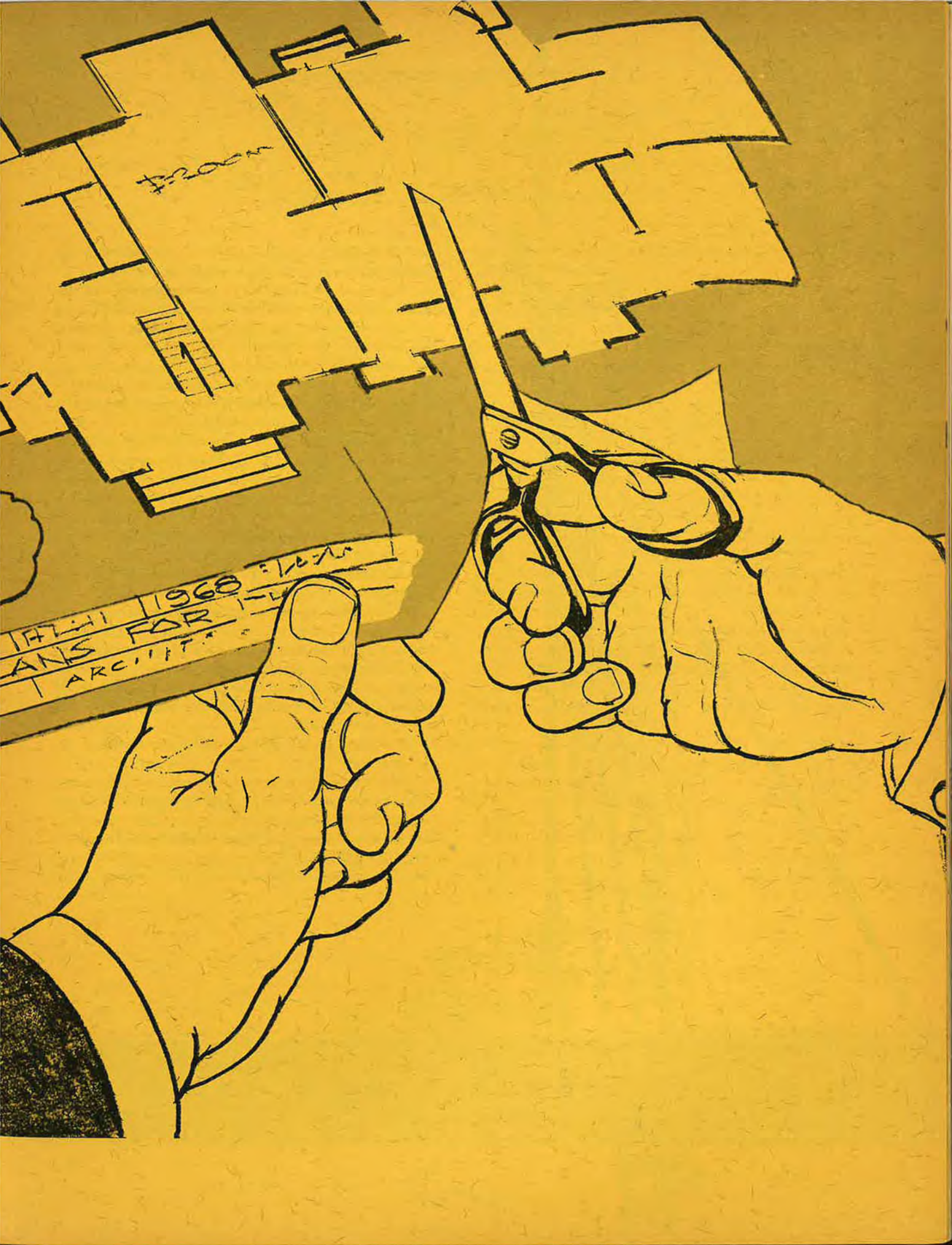
▸ **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated $300 million to education


1968
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in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of $4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the $1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of $61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enrollments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

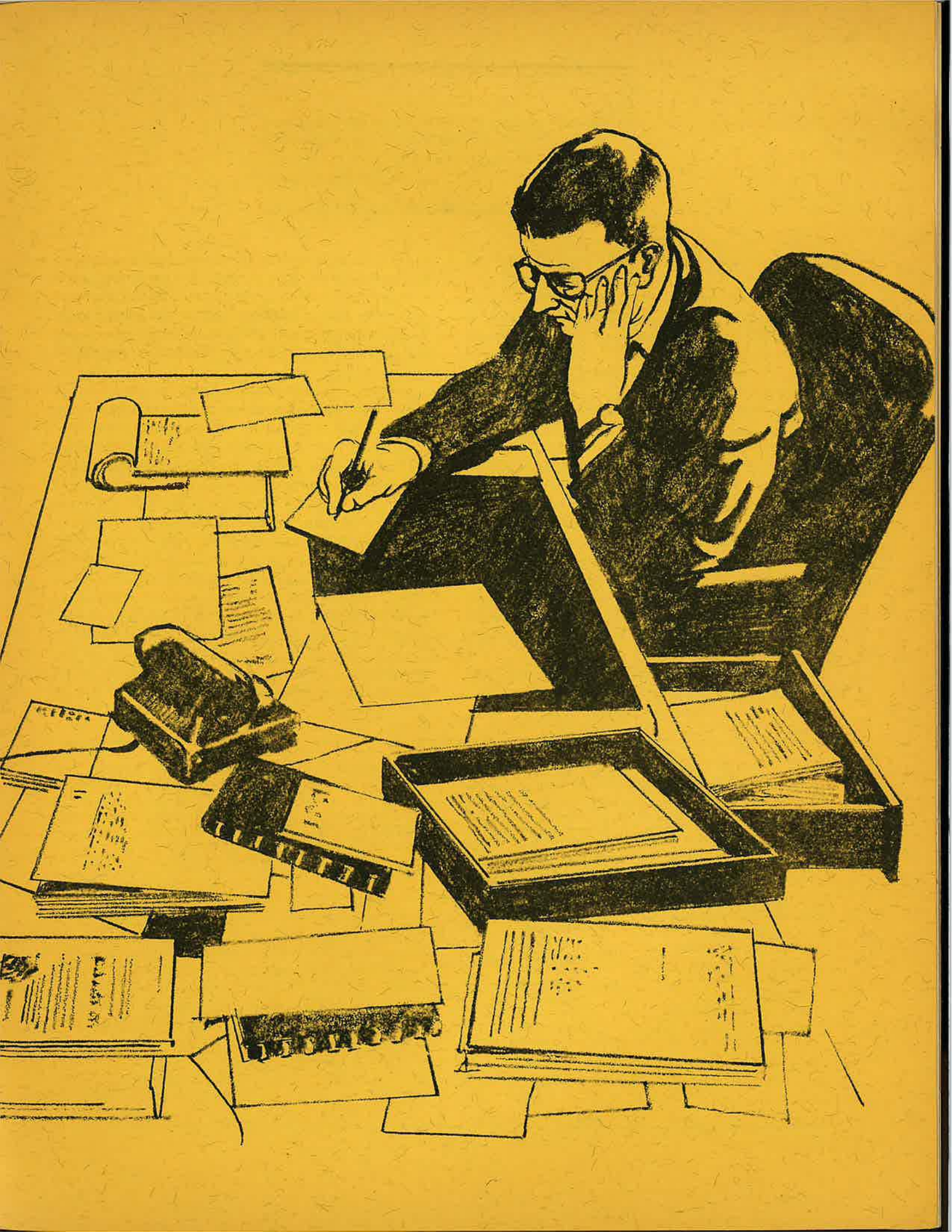
IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

▶ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

▶ How can we provide every youth with as much education as he is qualified for?

▶ Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

▶ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▶ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▶ 59 per cent of persons with incomes of $10,000 or over do not think higher education has financial problems.

▶ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

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

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Husson College, Too, Has a Whole New Set of Problems

By Priscilla Clark ('48)

Vice President
and Treasurer
Husson College

The Plain Fact Is . . . the financial problems in higher education as described in the 1968 Moonshooter Report are of concern to all institutions, including Husson College.

Without benefit of endowment funds or public funds to help meet operating expenses, Husson College has adhered faithfully to its long-established policy of providing quality education at the lowest possible tuition rate. However, changing times and changing concepts of quality education have been major factors in the unprecedented expansion which Husson College has experienced in recent years. In "Chief's" own words, this period of rapid expansion has created "a whole new set of problems to be solved." Husson College, like its sister institutions, is bigger, more complex, and more expensive to operate. Its present day operation requires more of everything—more academic offerings, more students, more services, more faculty and staff, more buildings and more money.

Moonshooter discusses extensively the cause and effect of this period of rapid expansion and also suggests some possible solutions, but the ultimate answer, or answers may be years away. In the meantime, no college, Husson nor any other can in good conscience turn its back on the "knowledge explosion" and burgeoning enrollments. Colleges and universities, notwithstanding the current financial dilemma, must continue, and even intensify, their efforts to provide quality education to American youth. To do otherwise could spell disaster for this country and possibly for the world.

Moonshooter paints a rather dismal financial picture of higher education, but perhaps the old adage that "New England was built out of codfish . . . that and hard luck" may well be applied to higher education. It is indeed a rare institution which has not experienced periods of financial difficulty, but codfish seems to have prevailed over hard luck and the colleges have survived and have grown into the most effective system of higher education in the world.

Although today's financial situation may not be as desperate as it appears, the years ahead surely will place even greater demands upon colleges and universities. The financial problems cannot be ignored nor can they improve without the active interest and support of all elements of society, the ultimate beneficiary of higher education.

The 1968 Moonshooter Report presents the plain facts to its alumni readers. Hopefully it will help alumni, not only of Husson College but of all institutions, to understand some of the serious problems confronting their own alma maters, and to encourage them to take an active part in seeking logical solutions.

Alumni in the News

O. LIONEL POMROY ('39) has been named employee representative for the Maine State Employees Association. His duties include consultations with state employees. "Pom" has served as manager of Pittsfield and Brewer along with a background in many municipal offices.

VERNE L. Mc DONALD ('48) has been appointed director of admissions and financial aid at Champlain College in Burlington, Vt., after four years on the Champlain staff. Most recently he was chairman of the Secretarial Science Department. Verne taught at Montpelier High School for 15 years, and the University of Vermont for 10 years. He and his wife, Jean, reside in Burlington with their three children.

DOUGLAS BLANCHARD ('56) has been appointed to a New York State committee to revise the state office practice syllabus. Doug, an office practice teacher at Warrensburg Occupational Center, also holds a Master's degree from the University of Maine. He and his family are living in Cambridge.

CLYDE F. LeCLAIR ('56), after eight and one half years with the Old Town Police Department, on July 1 becomes chief of police at Falmouth, Me. Selected over 11 applicants for the post, Clyde made his mark at Old Town by moving to second in command under Chief Otis LaBree.

BASIL BOWDEN ('57) has been named assistant principal at George Stevens Academy in Blue Hill. Basil, a faculty member there since graduation from Husson, he teaches four business courses and coaches baseball. He and wife Mabel (Leach) have two boys, Basil Jr., 6, and David, 4.

FLOYD V. LOVEJOY ('59) in May received the Federal Aviation Administration quality performance award for efficiency and accuracy in the performance of his duties at the Augusta Maine Airport. Floyd has been with the FAA since 1960.

HARRY W. CARTER ('60) is with Francis I. duPont & Company, members of the New York Stock Exchange, at the Quincy, Mass. office, and he is anxious to get in touch with alumni in that area. His office is at One Chestnut Street.

EARL C. LIBBY ('60) has been accepted as a participant in an Experienced Teacher Fellowship program in Business Education at the University of Montana. The program will be conducted during the 1968-69 academic year. Earl and his family reside in Westbrook and the Portland School Department has granted him a year's leave of absence for the study.

HAROLD E. HANSEN ('61) has resigned his post as business manager at the Bangor Theological Seminary and has accepted a position as a staff accountant at Dead River Company, Bangor. His wife teaches in the Bangor school system.

GARY F. MAHANY ('62) has been named a special agent for North East Insurance Company. Gary, his wife, and their two children reside at 10 Turner Street, Presque Isle.

JACK LYNCH ('63) has recently left Northeast Shoe in Pittsfield, Me., as administrative assistant to assume newly created responsibilities at the Hathaway Shirt Co. in Waterville, Me., as Director of Sales Service. Jack, Jean, and their 3 children live in Pittsfield.

KEVIN HANLON ('64) has accepted a position of assistant purchasing agent with the Jacobs Manufacturing Company in Elmwood, Conn. He resides in Naugatuck with his wife Marilyn and son Christopher.

KENNETH C. COLLINS ('67) is residing in Mount Freedom, N.J., and is associated with Allied Chemical where he supervises the accounting operations in four plants.

THOMAS HINDLE ('67) has enrolled in a 28-month course in professional photography at Santa Barbara, Calif. Tom's home is Dover, N. H.

JAMES HUNT ('67) has been transferred from the auditing department to operations at the Depositors Trust Company in Augusta.

JEANETTE HUNTER ('68) has joined the staff of Senator Margaret Chase Smith as a researcher of local news.

Pam Morgrage Takes Ice 'Holiday'

Pamela Jean Morgrage, ('65) daughter of Mr. and Mrs. Richard J. Morgrage, 17 Peary Drive, Brunswick, a professional individual member of the United States Figure Skating Association and former member of the Skating Club of Brunswick, Inc., will join the internationally famous "Holiday on Ice" professional skating show on July 1, at their national headquarters in Knoxville, Tennessee.





Aroostook County alumni chapter officers for the coming year are Shirley Fowles of Presque Isle, president; Doris Espling of Caribou, secretary-treasurer; and Emmaleen Lynch of Presque Isle, vice president.

Fourth Homecoming October 18, 19, 20

Alumni will be the first guests to receive the red carpet treatment on the new campus this fall when the Alumni Association sponsors the Fourth Annual Alumni Homecoming Weekend. The three-day event is scheduled October 18, 19, and 20, the peak of Maine's Fall foliage.

Tentative plans call for an off-campus reception and buffet Friday night, October 18. The Bangor Chapter will greet alumni.

After breakfast on Saturday, tours of the new campus will begin at 10:00 a.m. At 11:30 a.m. alumni will gather for lunch in the new faculty dining room in the academic building. This will be followed by the Association's annual meeting and election of officers.

At 2:00 p.m., Saturday, two major athletic events are scheduled for the entire College community. The Husson Braves will face Fort Kent in a soccer match which will be played on one of the new athletic fields. A four-college cross-country meet featuring runners from the University of New Brunswick, Ricker, Maine Maritime Academy, and Husson is slated at the same hour.

Alumni are invited to use golf facilities at the Penobscot Valley Country Club in Orono later in the afternoon for a nominal green fee. At 7:00, alumni will meet at the Country Club for a reception, banquet and dance. A continental breakfast on the new campus Sunday will bring the reunion weekend to a close.

The Alumni Association, in conjunction with the College, encourages every alumnus to make plans now to travel to Bangor for Homecoming. Final arrangements are underway and the Alumni Office will be sending out Homecoming newsletters and reservation forms during the summer.

Already alumni chapters in various cities are organizing delegations to represent their chapters during the weekend. Car pools from some locations are also being planned.

Chapter News

CENTRAL AROOSTOOK

In Caribou, Central Aroostook alumni set aside Friday, April 26, for their annual meeting at the Prestile Motor Hotel. Under the chairmanship of Hugh Hamlin, the Chapter elected officers, discussed Homecoming on the new campus and recalled days past with Clara Swan, Mildred Bradford and Bill Curran. Elected chapter officers were Shirley Fowles, president; Emmalee Lynch, vice president; and Doris Espling, secretary-treasurer.

BANGOR

In May, Bangor, Portland and the Massachusetts-New Hampshire Chapters met for a variety of evening programs.

Bangor's Chapter president, Tony Picard, headed a committee which offered members an evening devoted to informal discussion at Dickerman Hall on campus. For alumni who attended, response indicates that this kind of format will be used again in the near future. Tony is also working closely with the local alumnae chapter of Epsilon Delta in building local membership.

PORTLAND

On the same evening, May 18, Portland held its annual meeting at the Legion Hall in Westbrook for 34 alumni and spouses. In addition to re-electing officers, discussing a constitution, establishing membership dues and discussing a yearly social program, members watched a one act play by students from the College under the direction of drama coach Al Weymouth. Re-elected for a one-year term were Marion Cheney, president; John Barrows, vice-president; Gerard Cote, secretary; and Louis Abbotoni, treasurer. Cleo King and Wayne Holmquist were appointed to author the Chapter's constitution. Rodney Irish accepted an appointment as chairman of the social program.

MASS. - N. H.

The Massachusetts-New Hampshire Chapter drew the largest turnout this Spring with 45 attending on Friday, May 24 at Vallee's Steak House in Saugus, Massachusetts. The business agenda included approval of a constitution, establishment of a Husson student recruitment program in the two-state area, re-election of officers, and discussion of car pools to Bangor for Homecoming in October. The program concluded with a talk on curriculum changes at the College by Professor Richard Cohen, chairman of the Department of Liberal Studies. Clara Swan was guest of honor.

Re-elected officers were Fred Cross, president; Martin McClusky, vice president; Lois Barber, secretary; and Jack Nendel, treasurer. Jack is also heading the committee to organize the Chapter's student recruitment program.

Three Husson College alumni in recent months were decorated for service in Vietnam. At this writing they are reportedly faring well following hospitalization for combat wounds. EDITOR.

1st LT. RAYMOND E. HENRY ('65)

Ray was awarded the Purple Heart and is recovering from wounds inflicted in Vietnam on February 28. While searching for a North Vietnamese brigade command post, his company came under attack and Ray was shot in the chest by a sniper.

S-4C JOHN B. ALDEN ('64)

John has received four medals in Vietnam, including the Air Medal with four oak leaf clusters and the V insignia for combat. He was a helicopter gunner. John is now at Officers Training School in Fort Benning, Ga.

CAPT. ROBERT W. CRANE ('60)

Bob, holder of the Bronze Star and three Air Medals, received the Purple Heart for wounds inflicted in Vietnam. He flew over 40 combat missions.

CAPT. HARLAN D. GREEN ('64)

Harlan in late April was named



an outstanding supply officer in ceremonies at Eielson AFB, Fairbanks, Alaska. He entered the U.S. Air Force in 1964, and his first assignment was at Homestead AFB in Florida. He and wife Diane (Douglas) have one son, David.

A/1C GERALD D. HOXIE ('66)

Gerry is on duty at Udorn Royal Thai AFB, Thailand, where he is attached to the security police. His previous station was Dover (Del.) AFB.

SP-4 ROBERT D. PARKS ('67)

Bob left in late April for a one year tour of duty with the U. S. Army in Vietnam. He is assigned to the Army's new computer system.

AIRMAN RICHARD M. FOX ('67)

Dick has completed basic training at Lackland (Texas) AFB and has been assigned to the Air Force Technical Training Center at Sheppard, Texas. He is a communications specialist.

PFC JOSEPH PETRONE ('67)

Joe is assigned to the 291st Military Police Company at Redstone Arsenal, Alabama. He is residing at 3911 Thomas Road SW, Apt. A, Huntsville, Alabama 35805.

WO CHARLES L. CALLAHAN III ('67)

Charlie received the silver wings of an Army aviator upon graduation from Army Aviation School at Fort Rucker, Alabama. His trainning was centered around fire techniques and tactical maneuvers for helicopters supporting ground troops in combat.

MAJOR ROBERT M. LE PAGE ('64)

Bob recently was promoted to the rank of major at the U.S. Army School Training Center, Fort McClellan, Alabama. He is chief of the military personnel branch. His wife Lorraine (Taylor) assisted Col. Macon Hipp in pinning on the gold leaves, the same ones worn by Bob's father during World War II.

PRIVATE DENNIS P. GARDNER ('67)

Dennis has been assigned to the 4th Armored Division in Germany. He is a parts clerk.

LETTERS

My husband is completing 14 years with the U.S. Coast Guard and we recently returned from two years in Juneau, Alaska. Husson College prepared me for everything but the Alaska phone system. I enjoy the HUSSON ALUMNUS, especially faculty news and progress reports on the wonderful new campus.

Cecile (Richard) Thompson
Class of 1955

Just a short note to say how much I enjoy the HUSSON ALUMNUS. I hope that the publication will be continued and eventually alumni can count on four issues per year. I am presently stationed at Fort Leonard Wood, Missouri, as an instructor. Give my regards to all.

Ed Hadley
Class of 1967

CENTRAL MAINE

As a follow-up to their first annual meeting in December, alumni in the Kennebec Valley region held a husband and wife social at the Holiday Inn in Augusta on April 27 to discuss techniques of building Chapter membership. Tony Pavone, president, made the arrangements.

WASHINGTON

Unrest in Washington, D. C., was the primary reason for postponing the greater Washington, D. C., Chapter meeting which was scheduled May 25. Chapter president Dave Dukes is confident that when tension lessens in the city, alumni will reschedule their meeting this fall.

S. O. S.

The next time you start cleaning out closets and attics please take a moment to look for any items relating to the earlier years at Husson College.

Louise Miller, Director of Special Services, has sent out an S.O.S. for momentos of the College prior to 1940. They will be considered for inclusion in an archives collection that will be placed in the new campus library.

Mrs. Miller particularly would like catalogs, Ledgers, Chieftians, but any folders, pamphlets, or photos will be appreciated equally as much.

Start digging, friends!

CLASS OF 1968

Davis, Michael R.
Gilman, Seth W.
Greene, Brighton L.

CLASS OF 1967

Allen, William S.
Borsello, Angelo U.
Bouchard, James N.
Colerick, Michael
Discepolo, John V.
Foulds, David W.
Gauthier, Mildred G.
Gecewicz, James
Guetti, Bruce A.
Maleski, Daniel J.
Millett, Stephen
Moore, Robert G.
Paliotta, Joseph J.
Pereyo, Ronald J.
Perrin, Carlene
Perry, Margot F.
Prete, Charles J.
Rogers, Charles E.
Rosingana, Aldo
Spencer, Everett D.
Abbott, Wm. W. Jr.

CLASS OF 1966

Baker, Robert L.
Bean, D. David
Boucher, Judith L.
Boucher, John P.
Comeau, Terry A.
Cumming, Sharon M.
Daisey, Janis E.
Di Frederico, Carl
Donovan, John P.
Doran, John F.
Franck, Ronald
Goddard, William R.
Haley, F. Nelson
Hibbard, Gary M.
Hinman, Robert E.
Kanuh, Douglas G
Morris, Wayne P.
Morton, Gerald B.
Myers, Peter H.
O'Connell, John
Poole, Chester W.
Potter, Elvin F.
Predaris, George A.
Predaris, Jon P.
Reed, William E.
Rigley, James J.
Robinson, Alice M.
Rogers, Jane V.
Rotella, Anthony C.
Saba, Leonard J.
St. Cyr, David R.
Silsby, Charles S.
Soper, Maurice
Spooner, Ginita P.
Spooner, Kenneth B.
Vanaken, Carolyn J.
Webber, Lorraine M.
Witham, Eugene C.

CLASS OF 1965

Albert, Ronald J.
Aliberti, Marie
Allen, Richard A.
Apple, Frank M.
Bearce, Charles R.
Bemis, Carleton M.
Bergfors, Stephen
Blaisdell, William B.
Blanchard, Mary E.
Brimmer, George D.
Brown, Carl T.
Browning, Judith A.
Buckley, Phillip D.
Burgess, Sharon A.
Byron, John H.
Campbell, Thomas C.
Canney, Ralph L.
Carter, James A.
Chenard, Alphee A.
Chiarell, Jacqueline
Christakos, Paul M.
Closson, Ilean H.
Cobb, Richard K.
Cole, David O.
Cookson, Eva M.
Cote, Sandra E.
Crockett, Sandra
Davis, Tanya M.
Dicentes, Edward
Doane, Kathryn W.
Doherty, Michael J.
Doughty, Bruce R.
Doyle, Sharon B.
Durost, Lorna J.
Francis, Susan
Frye, Linda M.
Giles, Craig L.
Gilley, Mary E.
Hall, Jeanne E.
Heal, Jessie
Hemmingsen, Edward H.
Henry, Raymond E. Jr.
Henry, Serge J.
Herpher, William G.
Hughes, Robert T.
Jackson, Glendon E.
Johnston, James
Jones, Frederick W.
Jordan, Brian
Keaten, Leland J. Jr.
Kenney, Pamela
Knuble, Aivars E.
Laking, Donna A.
Lambert, Donna M.
Langley, Michael J.
Largay, Thomas F.
Libby, Barry M.
Liscomb, Brenda C.
Lordan, Alison
Maddocks, Chester H.
McCarthy, Rosemary C.
McGaughey, James W.
Mercier, Donna
Mitchell, Sandra W.
Morrison, Darwin A. Jr
Morrison, Nancy J.
Mountain, Harold
Myers, Samuel S.
Newey, Roger F.
Northrop, William B.
O'Connell, David E.
Oliver, Bruce E.
Peacock, Gregory
Pickett, Michael C.
Rannha, Eileen A.
Richardson, David B.
Rundlett, George W.
St. Peter, Claire R.
Senter, Robert L.
Spencer, Jeanne E.
Tingley, James W.
Varnum, Roger F.
Walls, Wayne B.
Wolman, Edith

CLASS OF 1964

Alden, John B.
Allen, Gregory A.
Alpert, Michael H.
Bernard, David J.
Berry, Marguerite L.
Black, Sandra E.
Bohan, Eleanor E.
Boisvert, Ronald
Borah, Karen L.
Bossie, Robert L.
Boulett, Richard H.
Bowden, William R.
Braveman, Norman M.
Breton, James J.
Bridges, Florence L.
Bull, Fred
Campbell, Sandra L.
Church, Patricia A.
Cloutier, Lance K.
Cohen, Daniel A.
Corey, Richard G.
Crandall, H. Richard
Cyr, Daisylene
Davis, Howard L. Jr.
Davis, Thomas E.
Deraps, Careen
Dority, Judy A.
Dow, Milford F.
Drinkwater, Janet
Drotar, Rosemary
Fairfield, George W.
Fessenden, David
Flagg, Bruce H.
Floyd, Patricia
Folson, Cheryl A.
Foss, Brian F.
Frankland, Wayne O.
Gallagher, Ronald
Gasper, Frederick C.
Geagan, Colleen
Gellerson, Michael
Gibbs, Kenneth
Giordano, Bridgett
Gott, Stanley E.
Gould, Selda
Guiggey, Robert M.
Gulliver, Philip R.
Hall, Roger L.
Haller, Winona
Hamilton, George L.
Hansen, James L.
Harkins, Tanya J.
Harrison, Sheila A.
Hatch, Edward L.
Hathaway, John D.
Heller, Josef F.
Hendrick, Sandra
Higgins, Joanne G.
Hodge, Dorothy
Hodges, Ronald G.
Huff, Thomas R.
Ingraham, David A.
Iverson, John E.
Jacobs, Edith A.
Jameson, Gerald W.
Jozefawicz, Nancy
Keyser, Walter E. Jr.
King, Ernestine F.
Kydd, Carolyn V.
Lafrenier, Suzanne
Langston, Michael
Lanigan, Edward P.
Levine, Gerald I
Long, Patricia M.
Luce, Carl R.
Lunn, Hazel
Magee, Michael P.
Marquis, Richard M.
Marston, Myrtie M.
McCurry, Joe B.
McKenna, Michael J. Jr.
McLaughlan, Thomas F.
McLean, Nancy A.
McLean, Roberta M.
McPherson, Henry E.
Merrill, Robert H.
Messer, Merle A.
Michaud, Kenneth E.
Miller, Linda O.
Miner, Gary D.
Minnehan, Patrick
Mitchell, Joyce M.
Moorehead, Irwin E.
Moran, Penny A.
Morse, Carlton L.
Morse, Carolyn M.
Muntimuri, Richard A.
Nelson, Darrell W.
Newbury, Frederick G.
Norwood, Sandra F.
O'Connell, John L.
O'Donnell, Edward T.
Olson, Sandra F.
Page, Brian T.
Palmieri, Richard G.
Patterson, Leroy F.
Patterson, Norman E.
Pelkey, Michael K.
Perreault, N. Ann
Perry, Thomas
Petrie, Wayne M.
Pickering, Sheila A.
Pingree, Phyllis J.
Pratley, David C.
Pratt, William V.
Pray, Millard W.
Preble, Herbert E.
Preble, John H.
Pysynski, Stanley J.
Radomski, M. Suzanne
Reed, Dermont
Reynolds, Larry A.
Richard, Mary J.
Ritchey, Myra W.
Rittal, Jacqueline
Roy, Arthur
Russell, Arthur
Sakellaris, Helen
Scacca, Steven A.
Scheer, Joel R.
Shanley, Thomas D.
Simon, Elizabeth S.
Smith, James
Smith, Sharon L.
Souther, Patricia
Stetson, James
Stevens, Newton
Stewart, Sarah
Stone, Richard
Stratton, Patricia
Strout, Janet M.
Strout, Rebecca M.
Sucy, Kenneth C.
Sutherland, Judith A.
Swett, Gerald E.
Therrien, Robert C.
Ufford, David R.
Webb, Emily L.
Webber, Warren
Whitehead, James H.
Wickett, Lloyd A.
Wilkenson, Donna M.
Willett, Thomas J.
Williams, Gail P.
Wood, Douglas J.
Worcester, Nathan A.
Wright, Ralph E. Jr.
Wyman, Lloyd Robert
Ziegler, Bobbie J.

CLASS OF 1963

Allen, Richard J.
Allen, Robert F.
Allen, Roy F.
Bagley, Mary Ann
Barlock, Julia M.
Barrows, Pamela A.
Beam, Donald L.
Bird, Ralph
Bower, Mary Jane
Bradley, James W.
Bragg, Tekla M
Briggs, Anna
Buntyn, John
Burnett, Nathalie H.
Canney, Wade
Caswell, Andrew L.
Clark, Paula
Clark, Traverse
Cleaves, Diane C.
Clements, Ferne W.
Coleman, Robert K.
Colford, Walter K.
Coston, Helen R.
Cox, John W.
Crouse, Geraldine R.
Cunningham, Charles
Cunningham, Marshall
Curran, Raymond J.
Curtis, Robert T.
Cushman, Billie G.
Daigle, Karl R.
Daley, Stanley H.
Dauphinee, Jon R.
Davenport, Deanna S.
Demko, Christine M.
Donaher, Frances
Donahue, Frederick E
Driscoll, Margaret
Dubya, Norman L.
Dubord, Duane R.
Dumond, Franklin
Dumont, Raymond L.
Dunning, Tyler
Dunphy, Mary J.
Dyer, Dana O.
Dyer, George K.
Evans, Barbara J.
Faucher, John C.
Faulkner, Gloria S.
Flome, Stuart
Floyd, Fred F.
Fogg, Merton
Fraser, Brenda
Frye, Frances L.
Glenn, Brenda C.
Gondek, Richard
Gonzales, Ralph
Goodwin, Elaine
Graham, James H.
Graham, Richard E.
Gray, Ernest L.
Grotton, Victoria L.
Guerette Jacqueline
Guptill, Carolyn
Hagopian, Floyd H.
Harjula, Sally J.
Harnum, Richard B.
Hayes, James F.
Hersom, Virginia
Higgins, Phillip
Hill, Susan A.
Hinchy, Michael R.
Holmes, Frederick E.
Hull, Lee A.
Hunter, Jacqueline A.
Hurd, Vicki
James, Robert O.
Johnson, Wayne
Keef, Lawrence
Kenny, Franklin C.
Kinney, Nancy J.
Knight, Adrienne
LaChance, Ronald
LaFrance, Sally
Largay, John E.
Larrabee, Agnes L.
Lauridsen, Ida A.
Lavorgna, Nicholas J.
Lawrence, Franklin
LeCleire, Stella S.
Lee, Calvin
Leighton, Wesley E.
Leitzell, Joyce L.
Libby, Kenneth E.
Luciano, Jeannie M.
MacPhee, Gerald
Madore, Ralph L.
Magers, Raymond B.
Mahany, Brenda A.
Mallock, Dianne
Marino, Lawrence
Marquis, Frederick A.
Martinez, Steven N.
Maynard, Esther D.
McCurry, Harold
Micelli, Joseph
Monk, John E.
Mullins, William J.
Murch, Frederick A.
Murray, Larry G.
Murray, Robert P.
Newcomb, Bruce B
Nickerson, Carol A.
Partridge, Rodney, Jr.
Perrin, Carlene C.
Phillips, Lois P.
Pinette, Edward G.
Pooler, Peter D.
Powell, Sarah J.
Richardson, James
Ritchie, Lloyd J.
Roach, Nora
Rogers, John J.
Rossignol, Arthur
Roy, Carolyn
Roy, Priscilla
Saltz, Paul R.
Sewall, Starlene A
Shaw, Wm. Bachelder
Shibles, Norine A.
Skillings, Harry
Small, Richard A.
Smith, Reynolds W.
Spencer, Leona E.
Spinney, Dawn
Sprague, Erwin L.
Springer, Theodore
Spritzer, Gary
Stanchfield, Elmer E.
Standish, Sharon H.
Starcher, James M.
Steer, Harold A.
Steeves, Regina S.
Stetson, George A.
Stewart, Frances A.
Sullivan, Barbara A.
Swett, Philip A.
Thomas, Harry
Titcomb, Gordon W.
Torrey, Marilyn D.
Trapani, Myron F.
Turner, Alan N.
Turner, Beverly M.
Warren, Forest
Webb, Gary
Webster, Eva M.
Weddell, Diana
Welch, Charles
Wells, David L.
Wheaton, Donald A.
Whitney, Donald L.
Whitney, George O.
Wibby, Lynn
Williamson, Sandra L.
Worrick, Roberta
Wylie, Carol
Yost, David E.
Young, Betty

CLASS OF 1962

Adams, Ethel J.
Allyn, Carole A.
Ames, Norman
Anderson, Betty J.
Anderson, Judith
Anderson, Ronald
Andrews, Jacqueline
Angotti, Robert D.
Annis, Howard
Ash, James
Avery, Robert E.
Baker, Judith C.
Barker, James M.
Beach, Kenneth
Beal, Linda S.
Beattee, Ruth H.
Bishop, Carole L.
Bower, Bruce R.
Bowley, Edwina M.
Brooker, Joyce M.
Bryan, Sandra
Burr, John H.
Byram, Ray J.
Carr, Bernice
Cazel, Tommie (Mrs.)
Chalmers, James E.
Chandler, Langdon
Churchill, Kenneth
Churchill, Terence
Connors, Judith A.
Crockett, Erlan D.
Crommett, Clyde H.
Cunningham, Deanne
DeGrasse, Joseph
Dickinson, Dianne M.
Dowling, Eleanor
Doyle, John F.
Duffy, Elizabeth
Dumont, Lawrence J.
Dunn, Darl M.
Easley, Betty Ann
Elderkin, Sandra L.
Emery, Robert G.
Folsom, Wayne
Foran, Josephine R.
Fowler, John P.
Fraser, William B.
French, Eldon B.
Gallagher, Betty
Gass, John
Gellatly, Bonnie J.
Hale, Sherill A.
Hall, Marsha
Hamilton, Charles R.
Harmon, John A.
Harvey, Stephen C.
Hashey, Richard C.
Hedstrom, Gary T.
Hennessy, Daniel A.
Hewes, Harold G.
Hildreth, Linwood G.
Hochdanner, Kenneth L.
Hodgkins, Herbert O.
Hunnewell, Beatrice
Inforati, Philip D.
Jackson, Margaret A.
Johnson, Dolores
Johnson, Leslie
Kaplan, Beth M.
Kendrick, Charles
Kennedy, Donna R.
Kidney, Jerry K.
Kinney, Donald E.
Kneeland, Stephen W.
Knox, Margaret C.
LaBarche, Melvin P.
Landry, Cary
Leary, Raymond K.
Leeman, Royal H.
Leen, Lawrence M.
Leighton Paul R.
Libby, Gail J.
Little, Palmer R.
Lord, Charles D.
Madore, Frances R.
Mason, Nancy S.
McClure, James M.
McCormack, Robert B.
McInnis, Gary L.
McPheters, Sylvia J.
Megas, John T.
Michaud, Anne M.
Mills, Sally A.
Mishow, Brenda J.
Mitchell, Judy A.
Morrison, Ralph
Nadeau, Herbert J.
Neal, Arlene D.
Nelson, Richard M.
Noel, Bernard T.
O'Black, Joseph J.
Patterson, Christine G.
Pelkey, Clarence
Perry, Joseph
Polley, Sandra M.
Quimby, Nancy L.
Ramsdell, Linda
Reid, George H.
Robinson, Brenda L.
Rodcliff, Stephen
Rogers, Gerald M.
Rogers, Peter James
Rohrback, Carol Ann
Rolland, Durwin
Roy, Maurice A.
Ryan, John
Sanborn, Eugene
Sanzone, Howard C.
Sargent, Michael K.
Scammon, J. Raymond
Seelve, Vernon E.
Shaffer, James H.
Shaw, Wm. Burton
Shiffler, Hazel M.
Sirois, Sandra E.
Smith, Martha
Smith, Robert F.
Stanhope, William
Stanwood, Loretta
Sylvester, Linda
Talasco, Catherine E.
Thibodeau, Roger
Thurlow, Richard E.
Titcomb, Brenda
Tolman, James
Trask, Paul T.
Vallee, Raymond L.
Varney, Murry, Jr.
Vigue, Robert A.
Vosburgh, Paul V.
Weatherhead, Bonnie L.
Wickett, Merilyn J.
Wight, Conrad E.
Wight, Richard E.
Willey, Harry E.
Williams, Susan A.
Wilson, Mitchell E.
Wood, Linda D.
Woodcock, Eleanor A.
Woods, Donald E.
Wright, Gerald L.
York, Gerald R.

CLASS OF 1961

Babcock, Catherine
Baird, Robert B.
Bates, Ralph
Bean, Keith A
Beaulieu, Frank
Bell, Sharon S.
Black, Barry L.
Bourbon, Robert L.
Brown, Alan
Byard, Sandra C.
Cameron, Gerald
Carroll, Elayne M.
Carson, Robert N.
Chase, Madelaine A.
Church, Keith D.
Cook, Gordon H.
Craig, Jane M.
Cushman, Ronald
Davis, Nelson C.
Deprey, Milton C.
Drew, Kimball S.
Duffy, Charles T.
Eaton, Joan
Elwell, Stephen F.
Emery, Ross M.
Farnsworth, Ann K.
Feck, Charles S.
Fletcher, Gaillellen
Fongemie, Viola R.
Fraser, Jessie L.
Fulton, Carolyn M.
Fulton, Marilyn J.
Gibbons, Lucille A.
Glidden, Duanne B.
Grant, Bertha L.
Grant, Gloria J.
Graves, Robert D.
Gray, Howard R.
Greene, Willard R.
Grindle, Margaret A.
Hahn, Harrison
Hanson, Richard W.
Harris, Bonnie J.
Hawkins, Valerie L.
Herrick, Emery H.
Hollis, L. T.
Honey, Lynda L.
Hurlbert, Velma E.
Iannotti, James J.
Ingraham, Lloyd D.
Jarvis, Ronald
Jenness, Linda L.
Jones, Charles Y
Jones, Dorothy E.
Jones, Sandra
Kelley, David A.
Lacy, Robert M.
Leach, Eileen F.
Leach, Flenyce E.
Lewan, James W.
Leighton, Leroy C.
Mahar, Ralph S.
Mandelbaum, Linda D.
Marsters, Priscilla W
Martin, Robert J.
McKenney, Kenneth O.
McPhail, James C.
Millington, Robert H.
Mooney, James A. Jr.
Morong, Frank G.
Morris, Raymond P.
Morrison, Richard L.
O'Loughlin, Julia E.
Page, Ellen L.
Palmer, Jane B.
Parent, Joanne M.
Parritt, Janet M.
Patterson, Arthur M.
Perry, James E.
Pine, Vincent E.
Pineo, Joyce L.
Pratt, Elizabeth A.
Redman, Sandra M.
Reynolds, Margaret B.
Smith, Beverly J.
Smith, Jeannette N.
Smith, Richard
Snowman, Joan M.
Springer, Estelle P.
Sproul, Carole
Stephen, Roger L.
Stephens, Linda M.
Stewart, James A.
Tainter, Helena M.
Taylor, Ronald D.
Thebarge, Edmund F.
Thibeau, Peter M.
Thibodeau, Natalie F.
Thomas, John H.
Tremblay, Beatrice
Trundy, Frank Jr.
Tufts, Suzenne
Vigneault, Robert C.
Wadleigh, Janice
Ward, John
Webb, David E.
Webber, Eileen L.
Whitney, Linda D.
Wight, Kendrick R.
Wilkins, Lawrence E.
Wing, Sandra M.
Woodworth, Raymond K.
Wyman, Catherine

CLASS OF 1960

Albert, Joseph A.
Alward, Barbara
Appleby, Mildred A.
Arnold, Joan A.
Beaulieu, Joyce E.
Berry, Linda M.
Black, Marie A.
Bouchard, Dudley J.
Boyer, Lorine D.
Bromnels, Alyce M.
Burrill, Beverly N.
Carter, Patricia
Clark, Carolyn A.
Cloud, Patricia L.
Colburn, Paul F.
Crocker, Karen J.
Cunningham, Barbara B.
Currie, Barbara A.
Curtis, Joseph P.
Cyr, Glen A.
Cyr, James
Cyr, Marguerite E.
Descoteaux, Mitchell E.
Dunlap, Donald E.
Emery, Clarence
Erickson, Marieta L.
Farrar, Ann
Gerrish, Sandra E.
Gillespie, Wilfred H.
Goodman, James H.
Gordon, Patricia
Haliotis, Katherine C.
Hanson, Janet A.
Jewett, James L.
Jolicoeur, Bernard
Jones, Jerolyn
Kelley, Charlene C.
Knight, Terry W.
Ladner, Peter W.
Lancaster, Ronald M.
Luce, Dorothy E.
Mann, Robert H.
Martin, Carl D.
Maunder, Nancy A.
McDermott, Thomas E.
McGuire, Paula D.
Medved, Patricia G.
Melgard, Ruth
Michaud, Peter D.
Miller, Karen L.
Monk, Josephine E.
Mullins, Michael D.
Nadeau, Louis J.
Nickerson, Anne L.
Norwood, William A.
Parent, Ann M.
Parent, Ronald L.
Perry, Daniel L.
Ramsdell, Janice D.
Robertson, Shannor B.
Rosebush, Eleanor
Stavely, Gary J.
Somers, John J.
Soucy, Charles B.
Speed, Lorraine
Stern, Marshall
Stone, Doris A.
Sweet, Walter
Talbot, Joseph A. Jr.
Tardie, Gail
Theriault, Robert P.
Trask, Esther M.
Walton, Cynthia
Wiles, Robert A.
Williams, Donald C.
Winship, Donna M.
Wyman, John P.

CLASS OF 1959

Albert, George F.
Archer, Roger
Bates, Hazel P.
Beverage, Sandra E.
Bosworth, Charlotte T.
Brackett, Samuel
Brannan, Judith A.
Brooks, Robert J.
Bryce, Sandra K.
Burton, Janice M.
Carter, Lorraine F.
Chesley, Mildred A.
Clark, Carolyn C.
Clark, Nan
Coffin, Alan J.
Cole, Amy A.
Combs, Alane C.
Cowan, Darryl T.
Crosby, David L.
Cunningham, Pearl
Davis, Thomas P.
Drew, Edward
Dumont, Francis A.
Elsemore, Miles S.
Emmen, Seven
Fournier, Franklin F.
Garcelon, Cecil
Gary, Melanie
Gaunce, Edward
George, Emil
Gerow, Richard
Gormely, William A.
Graffam, Muriel
Graves, James T.
Greer, James F.
Hall, Jeannine G.
Hallett, Joan M.
Haney, Hoyt A.
Hardesty, John B.
Herrick, Florence W.
Hinston, Esther A.
Hobston, Richard A.
Joseph, Tonya L.
Joy, Wayne
Kitchen, Malcolm W.
LaPlante, Robert F.
Lindie, Marjorie E.
Look, Ralph D.
Lord, Dorothy E.
Luce, Roger A.
MacDonald, Shirley
MacKenzie, Eleanor
Martin, Wilfred R.
McDonnell, Donald F.
McKusick, Sharon K.
Merriman, Frank A.
Michaud, Jacqueline
Michaud, Richard A.
Miller, Harold A.
Mitchell, Rachel E.
Moody, Clyde O.
Morse, Norman J.
Newcomb, Linda D.
Oxley, Amy
Parent, Marlene L.
Parsons, Stuart J.
Perrow, Jacqueline P.
Philbrook, Donald L.
Phinney, Celia M.
Picard, Gerald
Pinnette, Richard E.
Piper, Christine M
Poulin, Norbert R.
Pysynski, Andrew J.
Rafford, Gladyce A.
Reynolds, Edward J.
Richards, Alonzo B.
Richards, Valkyrie J.
Rioux, Carol G.
Rioux, F. Patricia
Robinson, Carole A.
Robinson, Ronnie E.
Rouleau, Elizabeth B.
Ruland, Hazel W.
Russell, Pauline
Smith, Roberta G.
Soper, Robert E.
Stanchfield, Marilyn
Stoddard, Barry
Sullivan, Richard J.
Sullivan, Richard P.
Swallna, Patricia A.
Thibodeau, Robertine
Tilden, Robert L.
Torrey, Margaret
Treadwell, Arthur
Turbide, Nora J.
Viola, Judith
Wallace, David L.
Webster, Donna L.
Welch, Eugene M.
Wheelock, Linda L.
White, Andre M.
Whitney, Jane R.
Wilder, Alston E.
Williams, Matthew P.
Young, Doreen A.

CLASS OF 1958

Albert, Charlene
Albert, George J.
Allen, Charles A.
Allen, Robert E.
Austin, Seward
Barclay, Raymond E.
Bassett, Carroll M.
Bennett, Marilyn A.
Bigelow, Donna A.
Bouchard, Richard
Boucher, Norman J.
Bourque, Francis L.
Branscombe, David G.
Brooker, Richard W.
Buck, Nancy
Byers, Richard
Clark, David
Clark, James M.
Clement, Annette B.
Collins, Maurice J.
Conners, William
Cox, Dale
Crane, Charlene N.
Crawford, Donna
Cyr, Alphy W.
Daigle, Jean P.
Daigle, Sandra N.
Dale, Priscilla J.
Durham, Rolford A.
Fitzpatrick, Philip
Flemming, Kathryn
French, Alton D.
Fuller, Mildred
Grady, Croll L.
Grant, Shirley M.
Griffin, Eleanor
Hanscom, Harry E.
Hersey, Thomas E.
Ingraham, James
Inman, Freddie F.
Inman, Juanita A.
Jowdry, Jeffrey W.
Keene, Elsie M.
Kay, Ruth A.
LaGasse, James J.
Langley, Annie C.
Larson, Joan E.
Lynch, Bonita E.
Mace, Ansel J.
Macnichol, David C.
Macomber, Juanita E.
Macpike, Arthur E.
Martin, Conrad
Martin, Ronald F.
Martin, Sandra A.
McFarline, Beverly P.
McNally, Robert D.
McNamara, James L. Jr.
Meade, Wm. Patrick
Michaud, Albin H.
Nadeau, Randolph F.
Nicholson, Harriette L.
Orser, Judy A.
Paradis, Kenneth A.
Pearson, John J.
Pelletier, Ann E.
Pelletier, Charles E.
Plourde, Daniel J.
Plummer, William
Richards, Wayne R.
Robbins, Nancy A.
Robichaud, Robert D.
Rogers, Dustan, S.
Rohrback, Anne
Sawyer, James E.
Spellman, Daniel G.
Stacey, Richard
Torrey, Karen K.
Torrey, Kenneth
Tremblay, Louis I.
Tucker, Charlotte
Vose, Claire B.
Wadman, Wayne R
Wake, Donald
Wedge, Leonard J
Welch, James T.
Welch, Michael J.
White, Gordon B.
White, Maynard F.
Wright, Stewart
Wiley, Roberta
Willman, Amy
Wilson, Carolyn
York, Edna

CLASS OF 1957

Antworth, Keith S.
Babineau, Sandra
Bean, Bonnie G.
Blanchard, Richard D.
Boegli, Wilbur J.
Bonadio, Patricia
Boynton, Robert F.
Bubier, Constance
Callahan, William E.
Clark, Barbara M.
Clark, Lawrence R.
Clark, Leon
Clough, Edith F.
Clukey, Herman B.
Collins, Betty J.
Cook, William W.
Cox, Richard G.
Cronkite, Glennis L.
Curry, Peggy J.
Day, Clarence L.
Doucette, Archie R.
Dowling, Dorothy I.
Dubay, Rose M.
Everett, Anne M.
Everett, Gail
Folsom, Kenneth M.
Foster, Janet M.
Fowler, Edward W.
Frost, Norman
Fuller, Glennis C.
Gaudet, Donald C.
Gorman, Maureen
Goslane, Joan
Hances, Hilda T.
Heal, Sandra A.
Higgins, Donald L.
Hill, Louis P.
Lee, Harry Ellis
Lyons, Thomas R.
MacDonald, Donald H.
MacIntosh, Janet
MacLeod, Wendell I.
McCollar, Paul I.
McEwen, Judith R.
McGraw, Sandra E.
McInnis, Gerald
McKay, Robert J.
Michaud, N. Diane
Millett, Robert E.
Moore, Harold
Nadeau, Alfred
Newman, Carolyn A.
Nichols, Lizzie J.
Nicholson, Madeline E.
Nickerson, Joan C.
Peterson, Prudence
Pinette, Armand
Plourde, Peter J.
Richards, Arthur N.
Richards, Lila A.
Ritchie, Loren H.
Robinson, Donald S.
Russell, Patricia M.
St. Louis, Ronald C.
Scott, Rosalie
Shaw, Audrey K.
Shaw, Carolyn Mae
Shaw, Milford H
Sr. Mary Divine Word
Sr. Mary of St. Grace
Small, Millage F.
Smith, Margaret
Strout, Ellen L.
Strout, Richard K.
Tague, Beverly D.
Tait, Lawrence R.
Theriault, Joseph
Thibodeau, Ann L.
Thompson, Ruth E.
Tibbetts, John
Tracy, W. Ann
Varney, Caroline (Mrs.)
Whitney, John J.
Williams, Norman C.
Wing, Carolyn B.
Wright, Jacqueline P.

CLASS OF 1956

Alward, Robert
Amell, Don J.
Anores, Leo
Arnold, Gayle J.
Beal, Leona G.
Blanchard, Nancy A.
Blodget, Benjamin B.
Bouchard, Mary Ellen
Bradstreet, Sheila
Carroll, Russell D.
Casey, Edward L.
Chasse, Albert J
Chiaravalloti, Bettina

For the Alumni Office, happiness is locating the missing. We would appreciate any information you might have on the residences of these people. Please drop us a note today. Thank you.

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While Mrs. Husson checks his form, "Chief" demonstrates the stroke which brought him his first hole-in-one, recorded March 9 at Lake Dawn Country Club in Fort Myers, Florida.