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Wisconsin Alumnus

Volume 80, Number 3

March/April, 1979

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The Entangling Web

*Federal Regulation
of Colleges
and Universities*

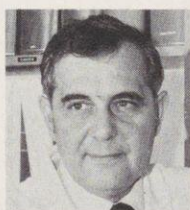


The 19th annual

Spring Women's Day

Sponsored by the
Wisconsin Alumni Association

Charlotte Irgens Spohn '44, General Chmn. • Jeanne Devereaux Kiley '46, Program Chmn.



Top row: Ross,
Carbone, Pound.
Bottom row: John-
son, Suomi.

WEDNESDAY, APRIL 11

Theme: IN PERSPECTIVE

Alumni House • Wisconsin Center • Memorial Union
Registration and coffee: 8:15 to 9:15 AM • Sessions at
9:30 and 10:40

Morning Program—Wisconsin Center (You may
attend two sessions.)

A.) The Great Petroleum Shift

Prof. John E. Ross of environmental studies and agricul-
tural journalism explores the global implications of the

approaching end of "the age of petroleum." The vital ques-
tion: can the carrying capacity of the earth sustain the
demands as we enter the twenty-first century?

B.) The Fight Against Cancer: Has Progress Been Made?

Paul P. Carbone MD, professor and chairman of the
department of human oncology and director of the Wiscon-
sin Clinical Cancer Center, talks about cancer as related
to women. He'll cover progress and challenges, the
resources here at the University, and the newest in
diagnosis and treatment.

C.) Facts, Figures and Fantasies of World Hunger

Dean Glenn S. Pound of the College of Agriculture and
Life Sciences examines the realities of world hunger
against the backdrop of its causes, separating fact from
fantasy in our efforts to conquer it.

D.) The View From Camp Randall

Here is an anecdotal report on the life of the student-
athlete, by Dianne Johnson Ph.D., an assistant director of
athletics. She'll move you along with the student from
recruitment to graduation, outlining the impact of sports
involvement on the student's personality, education and
postgraduate opportunities.

Luncheon—Noon

Great Hall

Afternoon Program—Union Theater

1:05—Greetings by Chancellor Irving Shain.

Then: **The Atmosphere Gets a Physical.** Prof. Vernor
Suomi, director of our Space Science and Engineering
Center, a department which has contributed much to the
nation's space program, tells of the exciting promises
that cause 1979 to be labelled "the year of the planets."
One of these is the Global Weather Experiment, a
"complete physical" for the earth's atmosphere. It's an
international effort involving 160 nations.

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with your confirmation, including parking and departure
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Spring Women's Day

Wisconsin Center, 702 Langdon St., Madison 53706

Here is my check, payable to the Wisconsin Alumni Association, in the amount of \$..... for reser-
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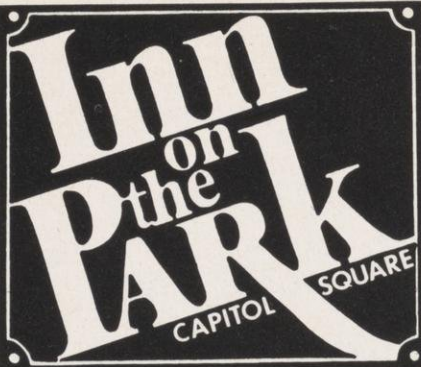
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Guests' names: Guests' choice of sessions: A B C D

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Wisconsin Alumnus

Volume 80, Number 3

March/April, 1979

- 4 The Entangling Web
*A national report on federal
regulations of colleges and
universities.*
- 21 1979's Distinguished Alumni
- 22 Governor Dreyfus '49
- 24 The Slichters Remembered
- 26 Deaths

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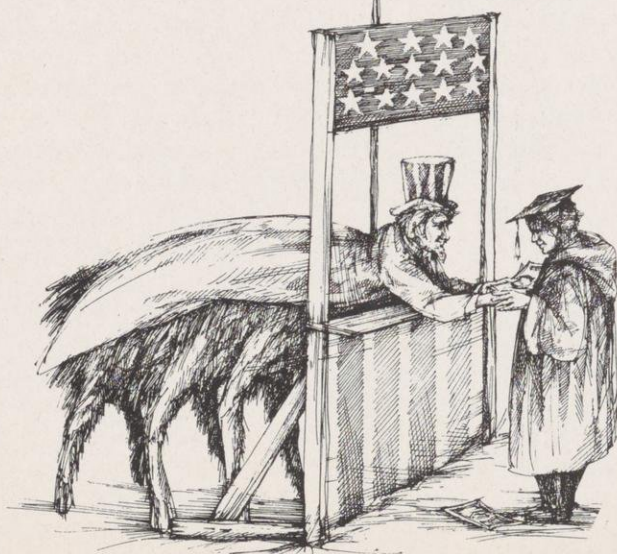
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The Entangling Web

Federal Regulation
of Colleges
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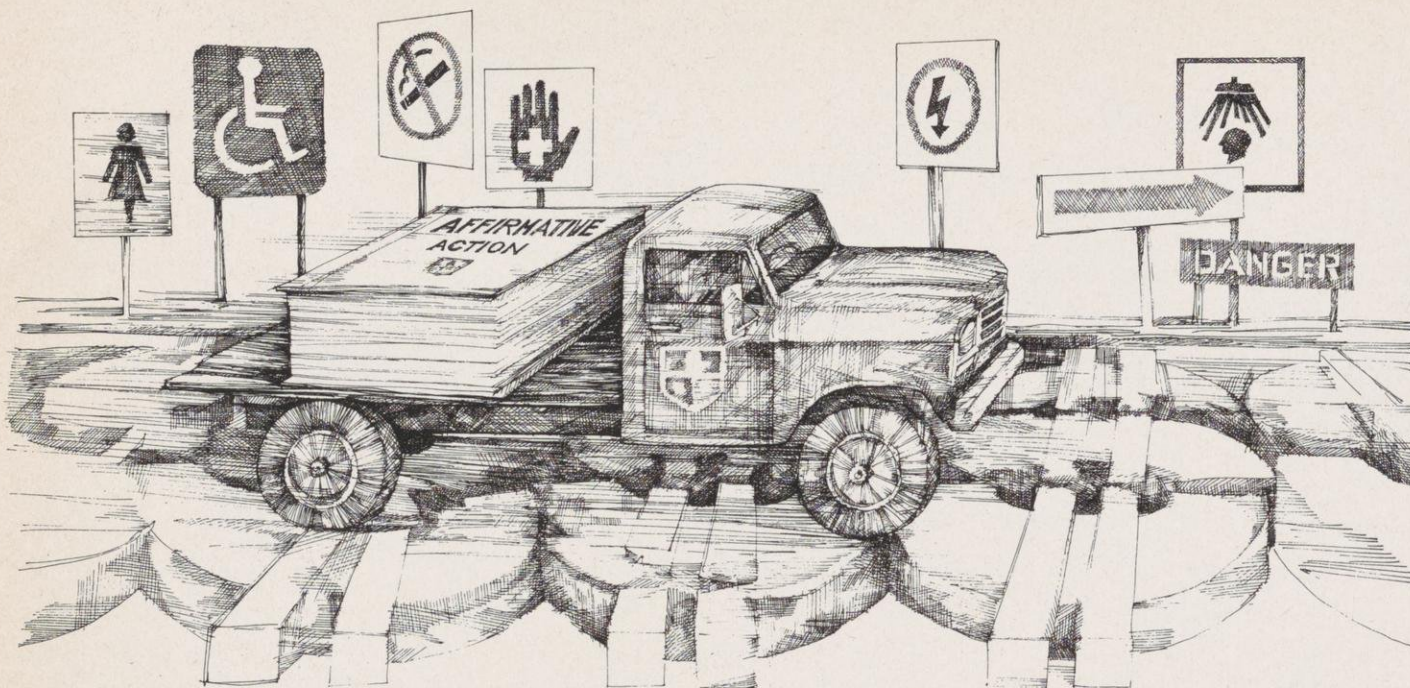


DESCRIBING THE kind of despotism that democratic societies like ours could be most vulnerable to, Alexis de Tocqueville foresaw a government that “covers the whole of social life with a network of petty, complicated rules that are both minute and uniform”—a situation, he warned, that does not break the human will so much as it “softens, bends, and guides it.”

There are those in this nation—and their number appears to be growing—who fear that Tocqueville’s vision is rapidly becoming our reality. They point to the enormous and proliferating body of laws and government regulations now controlling virtually every aspect of human life and behavior. They protest the dollar cost of “over-regulation” (estimated at more than \$100 billion annually), the stifling impact it has on the economy, the bureaucracy and waste which it spawns, and its “basic incompatibility with the democratic processes.”

Once, such complaints came almost exclusively from the business community—the first and most heavily regulated segment of society. No longer. Excessive government regulation is an issue for everyone. And it is by no means a simple issue. Most regulations seek to accomplish worthy objectives—objectives that society has largely agreed upon and expects government to attain. The rub is that as our society has become larger and more complex, so have its aspirations and its problems. Rights come into conflict. Interests clash. Choices must be made, not just between “good” and “bad” but between “good” and “good.” It is through law and regulation that government attempts to solve these problems and reconcile these conflicts.

Following is a special report on federal regulation of American higher education and the impact it has on colleges and universities which now find that they, too, are caught in the entangling web.



“No educational administrator needs to be reminded of the sad fact that federal money means pervasive bureaucratic control.”

IN THE SUMMER of 1977, Nelda Barnes, a 53 year-old school teacher, enrolled in two courses at Converse College in Spartansburg, S.C. She needed the courses to meet state requirements and keep her teaching job.

Mrs. Barnes is deaf. When she had difficulty following the lectures, she asked the college to provide her with a sign-language interpreter. Converse declined, pointing out that the cost of doing so would far exceed the \$210 that Mrs. Barnes paid in tuition.

So Mrs. Barnes sued in federal court under new H.E.W. regulations implementing Section 504 of the Rehabilitation Act of 1973 as amended. The regulations ban discrimination against handicapped persons and stipulate that students shall not be denied the benefits of education “because of the absence of educational auxiliary aids.”

Federal district court judge Robert W. Hemphill ruled in favor of Mrs. Barnes and ordered Converse to provide her with an interpreter. He also expressed considerable sympathy for the college and said: “No educational administrator needs to be reminded of the sad fact that federal money means pervasive bureaucratic control.”

Judge Hemphill was right. No such reminder is necessary these days. The threat of federal control is very real on the nation's campuses. Indeed, it may not be much of an exaggeration to suggest that increasing government regulation, with all of its complicating side effects, is the most serious problem facing American higher education.

Harold Enarson, president of Ohio State University, obviously a man accustomed to dealing with government, claims "the federal presence is felt everywhere in higher education, and federal laws and regulations are changing the academic world in ways that justify our alarm."

Stanford vice president Robert Rosenzweig feels that higher education has lost its "immunity to the burdens" of an increasingly regulated society and says: "Virtually the whole range of public regulatory activity now bears on the university."

The problem is not limited to large universities which receive the lion's share of federal dollars. Every institution of higher learning is affected—large and small, private and public, liberal arts and technical, community colleges and professional schools.

Until 1975, colleges and universities which did not receive direct federal grants were exempt from much of the regulation. Then H.E.W. adopted regulations to enforce Title IX against sex discrimination and declared that a *recipient* institution was an institution that received federal funds indirectly as well as directly. In other words, if one student received one dollar in federal student aid, the entire institution and all of its activities would be subject to regulation. This prompted Nobel prize-winning economist Milton Friedman to observe that the "corner grocer and the A&P are recipient institutions because some of their customers receive social security checks." He added, "No argument is too silly to serve as a pretext for extending still further the widening control over all of our lives that is being exercised by government."

Several institutions have now challenged H.E.W.'s all-inclusive definition of "recipient."

The more than 800 church-related colleges in the United States—many of which have not sought or accepted federal aid—are especially concerned. They fear that "as the state moves in, the church must move out." And recent federal regulations dealing with such sensitive issues as abortion, marital status, integration of the sexes, and religious preference clash directly with the religious beliefs and practices of many of these schools.

Father Ernie Bartell, head of the Fund for the Improvement of Postsecondary Education, notes that "some of the nation's oldest and most fiercely independent colleges and universities were founded as diverse religious institutions." And he worries that "the further erosion of such diversity under additional pressures of governmental regulation might thus be most symbolically disturbing among already beleaguered smaller institutions, many of them church-related and lacking the expensive and specialized expertise to respond and to adapt creatively to the changes implied in federally mandated programs."

The president of Asbury College in Wilmore, Ky., has been outspoken in his criticism of government

interference. He says: "The careful respect by government for the independence of the educational world is long gone. Non-involvement has changed to intrusion, respect to financial and regulatory control. The extent is frightening."

THE EXTENT is indeed frightening. Today there are 34 Congressional committees and at least 70 subcommittees with jurisdiction over 439 separate laws affecting postsecondary education. The number of pages of federal laws concerning higher education rose from 90 in 1964 to 360 in 1976.

And those laws have generated millions of words of regulations. The number of pages in the Federal Register devoted to regulations affecting higher education grew from 92 in 1965 to nearly 1,000 in 1977—a 1,000 percent increase in the quantity of federal regulations with which colleges and universities must comply.

Duke University president Terry Sanford understandably refers to "the avalanche of recent government regulations [that] threatens to dominate campus management."

It was not long ago that colleges and universities were exempt from almost all federally mandated

"If the old catalog still promises to 'educate the whole person,' the institution had better be prepared to prove it."

social programs, even including social security and workmen's unemployment insurance.

Things began to change in the mid-1960's with the adoption of civil rights legislation and regulations, which at first banned discrimination on the basis of race, color, religion, and national origin. Then they went further: non-discrimination alone was not enough—an organization was required to take affirmative action to develop hiring goals for minorities and plans to achieve those goals. Sex was subsequently added to the list, followed by age, and, more recently, by physical and mental handicaps.

In 1969, the National Labor Relations Board rather impulsively extended coverage of federal collective bargaining laws to college and university faculties, thus clearing the way for the faculty unionization movement. (A recent lower court ruling that the faculty at Yeshiva University are supervisors and thus not entitled to collective bargaining rights is now on its way to the Supreme Court.)

Most of these laws and regulations affecting higher education were not aimed specifically at campuses but rather at broad social problems; colleges and

universities were either caught in the backwash or subsequently included by specific Congressional or regulatory action.

In 1974, with the passage of the Buckley Amendment to the Family Rights and Privacy Act, a new stage of regulation began which *was* aimed directly at postsecondary education. The Buckley Amendment granted students access to their educational records, limited access by others (including parents), and required institutions to inform all members of the campus community of their rights and obligations under the act.

After Buckley came a new version of the Health Professions Educational Assistance Amendments which attempted to coerce U.S. medical schools into admitting students from a register established by the Secretary of Health, Education, and Welfare. Then came regulations implementing Section 504 of the Rehabilitation Act of 1973, requiring institutions to make changes in their physical facilities in order to accommodate the handicapped.

The Education Amendment Act of 1976 struck a blow for consumer protection in education. It requires colleges and universities to make known their policies and practices in numerous areas such as financial aid, refunds, and descriptions of facilities, faculties, and educational programs. Institutions may have their various written and spoken statements assessed by the government according to "truth in advertising" standards. In other words, if the old college catalog still promises to "educate the whole person," the institution had better be prepared to prove it—to a federal agency or maybe in court.

In short, there is virtually no aspect of academic life that is not covered in some way by federal regulations. They cover hiring/promotion/firing of personnel (including professors), wage and salary administration, pensions and personnel benefits, physical plant construction and management, record-keeping, admission, financial aid, athletics, fund-raising, research, and even curriculum and educational programs to some degree.

THE ISSUE OF government regulation poses a painful dilemma for much of higher education. On the one hand, educators recognize the need for regulations; on the other, they are appalled and alarmed by their growth and impact on the campuses.

The academic community, traditionally liberal, has favored laws extending rights and benefits and has supported regulations to protect consumers, assure equal opportunity and treatment, and safeguard environment. As William McGill, president of Columbia University, puts it: "No experienced president would think of criticizing a process that has liberated America's minorities, protected our consumers, and pro-

vided a standard of living for American workers unequaled elsewhere in the world."

It has also been pointed out by some observers that colleges and universities were not as assertive as they might have been in providing access to disadvantaged students and assuring equal rights to minorities and women. Most of the progress made in these areas was the result of federal funding and federal regulation. Says one government official, formerly a college president: "Unjustified discrimination in hiring and admission, exaggeration of performance claims for the sake of institutional development, defensive failure of accountability in return for social privilege, and other social sins mark and mar the history of American higher education. Nor has the record of voluntary self-regulation been much more distinguished in higher education than elsewhere."

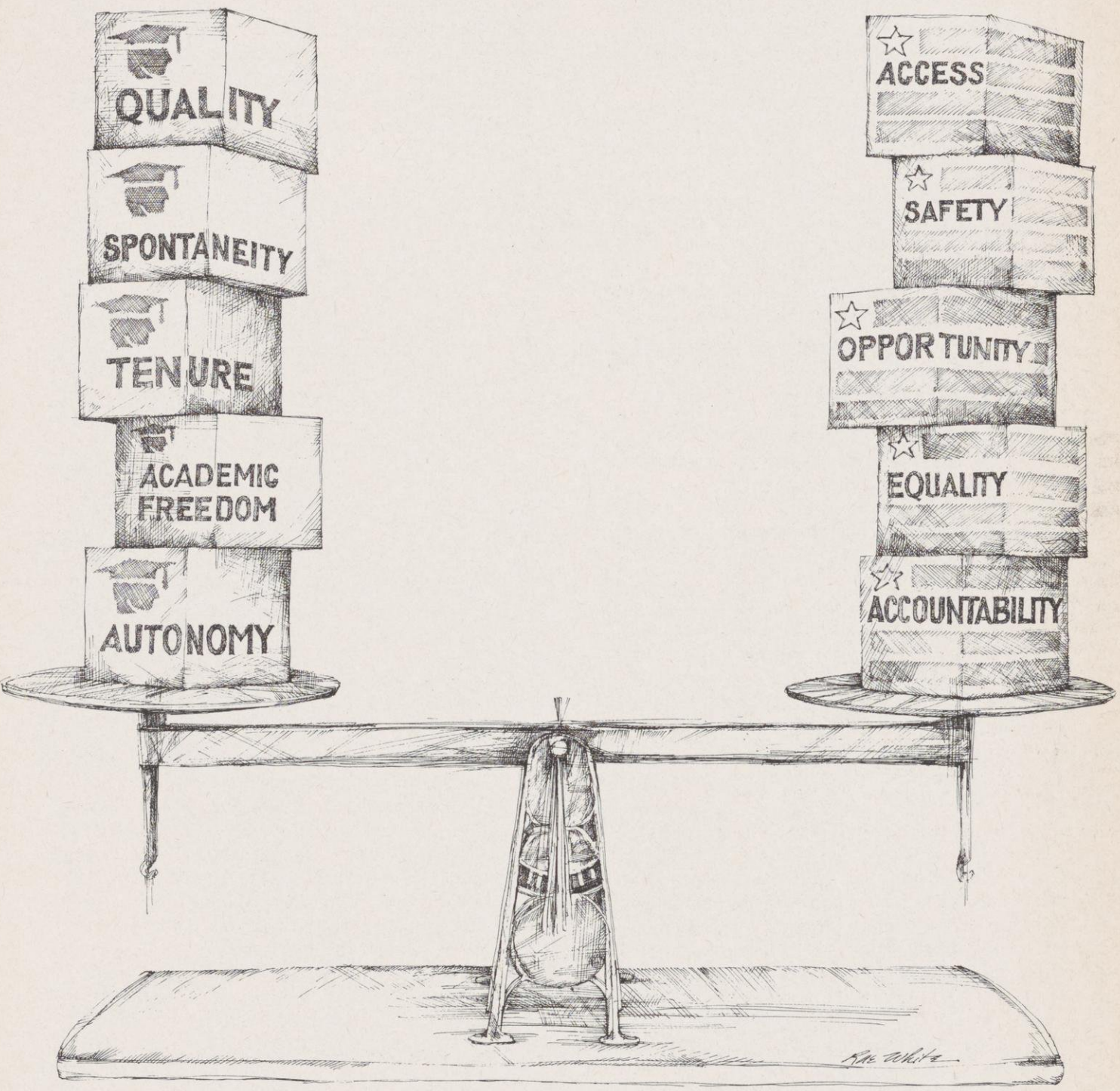
Could higher education have avoided government regulation if it had been more vigorous in regulating itself? Perhaps in some limited areas, replies one college official. But he adds, "I don't think we would have taken major steps at our institution, for example, to accommodate the handicapped. The cost would have been too high, the available dollars too few, and the number who would benefit too minimal."

G. William Miller, chairman of the Federal Reserve Board, says: "Generational regulation is fundamental to any system. It is designed to regulate human behavior and to set certain necessary standards. Without regulations, the free enterprise system would not move on its own to correct social inequalities. Self-regulation is our greatest desire, but can it be done? It is almost impossible because of human behavior and human nature. The need is for good regulations and we must work to make necessary regulations as sensible and workable as possible."

Determining which regulations are "absolutely necessary" and making them "sensible and workable" are extremely difficult tasks.

There is no evidence at present that they can or will be accomplished. Joseph A. Califano, Jr., Secretary of H.E.W., recently issued a warning "against the domination of education by the federal government." And he said: "If I have seen anything made plain in the last year and a half, it is that when

"There is universal recognition on the nation's campuses of the need for laws and regulations to protect the rights of all Americans and assure equal opportunity to all."



programs and dollars multiply, bureaucracies and regulations multiply also; paperwork and reporting requirements multiply; the temptation to interfere, however well meaning, grows. And thus the danger grows that the job we are trying to do with our programs will, ironically, be made even more difficult by the unwieldy requirements and burdensome procedures that these programs bring."

It would be hard to find anyone in higher education today who would disagree with the Secretary.

The president of Harvard certainly wouldn't. A study there revealed that in 1974-75 the faculty spent more than 60,000 hours complying with five federal regulations at a cost of \$8.3 million. This surely had something to do with president Bok's statement to his alumni that "the critical issue for the next generation is not Harvard's survival, but its independence and freedom from ill-advised government restraint."

The president of Berea College would not take issue with Mr. Califano either. Although his entire

"The critical issue for the next generation is not Harvard's survival, but its independence and freedom from ill-advised government restraint."

budget is probably less than a single major federal grant to Harvard, president Willis D. Weatherford figures he spends about one-quarter of his time coping with government regulations and the problems they create. The civil rights legislation, as H.E.W. interprets it, doesn't permit Berea to select its staff and faculty for qualities of "Christian character." Dr. Weatherford laments this and sees "a deadening monotony creeping across colleges and universities in America—a uniformity induced by excess government regulation."

A predecessor of Mr. Califano's also agrees with him. David Mathews, before becoming Secretary of H.E.W. in 1975, said: "The body of higher education is bound in a lilliputian nightmare of forms and formulas." The results, he said, are "a diminishing of able leadership on the campuses, a loss of institutional autonomy, and a serious threat to diversity, creativity, and reform."

Had his tour of duty at H.E.W. altered his perspective and changed his mind about federal regulation? The editors of this report put that question to President Mathews at the University of Alabama. "Not in any way," he replied quickly. "The problem has not diminished at all."

The *problem*, of course, has many dimensions and many aspects and nearly all of them, as educators see it, are negative. Excessive government regulation:

► is produced by bureaucracy, and it gives rise to more bureaucracy—not only in Washington, but on the campuses as well;

► diverts scarce dollars and valuable time of administrators and faculty from important institutional missions to non-productive activity;

► intrudes upon internal decision-making, erodes institutional autonomy, and leads to complicating and costly side effects (such as increased litigation);

► contributes significantly to the deterioration of a long and mutually productive partnership between the federal government and higher education.

BUREAUCRACY is "the mechanism of control," says economist Earl Cheit, "and its intrusion into college and university life has been disruptive and expensive."

The government bureaucrats are the target of much of the anger and frustration felt by college and university officials. And that is at least partly understandable, since bureaucrats, in a very real sense, make more laws than Congress does. "It is government by the non-elected," complains one college professor.

Economist Cheit points out that, typical of bureaucrats, "they require the gathering of useless data; they cause long inexplicable delays; they play 'cat and mouse' games over enforcement; they conduct endless reviews. Sometimes, after periods of indecision, the decisions they do make are uninformed about the educational process. It has apparently come as news to some GS-12's that a library is needed for research."

Examples of the bureaucracy at its business are many, and they range from the trivial and ridiculous to the alarming:

H.E.W.'s battle against sexual discrimination has produced what must now be "classics": The prohibition of father-son banquets and boys' choirs.

Dallin Oaks, president of Brigham Young University, finds himself fighting a sexual discrimination charge which he feels is equally absurd. The Justice Department has threatened suit against the university because it refused to rent a room in an all-male wing of an off-campus building to a female who is not a student. "We cannot believe," Oaks says, "that our proscription against students living with or next to persons of the opposite sex is a sufficient injury to justify interference with the fundamental rights of religious freedom at this church-sponsored university."

One university's very moderate report of a self-study of the impacts of federal regulation contains this statement:

"Demands by government agencies for excessive, irrelevant, and duplicative data are objectionable. . . . Our disquiet stems from investigative offices that

make demands for mountains of data without considering the burdens imposed on the institution." And sometimes those data are not even used by the investigators. The report goes on to describe an investigation in which the records of all students over the past six years were demanded. Negotiation re-

"Bureaucracies thrust past the balance point to produce results that are disastrous to institutions and processes that depend on a balance of principles."

duced the number demanded from 3,000 to 1,400, and the school went to great lengths to make the individual records anonymous. The investigating team did not even take the stack of records with them after their visit. Another agency asked for the same data at least four times for four different investigators.

Last year, the I.R.S. audited the Johns Hopkins University. President Steven Muller says: "We spent literally thousands of hours of staff time answering the same questions for them that we had answered for the General Accounting Office; then they wanted to look at our affirmative action program—information we had already given to the Office for Civil Rights."

Roger Freeman, former White House aide, conducted a random sample of colleges and universities in 1978 and found that more than half had been contacted by a federal agency within the past three years "with a demand to adopt, change, or abolish an operating policy or practice." About three-fourths of all contacts concerned affirmative action.

One costly result of increasing government regulation of colleges and universities is the growth of bureaucracy on the campuses. "Internal bureaucracy," one university official points out, "has grown in order to confront and be complicit with other bureaucracies; procedures have been elaborated; grievances have grown to glut the procedural mechanisms designed to deal with them; and in various ways the management of conflict has become as important inside the university as it has long been elsewhere."

It is this kind of situation which figured largely in the decision of an Ivy League vice president to leave the university. He explained that "being on a campus



"Internal bureaucracy has grown in order to confront and be complicit with other bureaucracies."

isn't much fun anymore; it seemed like we were spending most of our time on affirmative action plans, personnel classification systems, grievance procedures, contract negotiations, legal matters, and mountains of forms and reports from Washington's bureaucracy and, worse, our own."

The University of Georgia recently hired a librarian and, in the process, discovered that affirmative action required 60 separate steps.

Because government agencies do not understand universities or how they work, Robert H. Bork, former Solicitor General of the U.S., suggests universities had better try to understand the nature of bureaucratic government. He offers this insight:

"Bureaucrats are as well-intentioned a group as I have ever seen, but they move according to bureaucratic imperatives of which they are not even aware. We tend to create a new bureaucracy for every principle we wish to enforce. That means every such organization has one principle: health; safety; clean environment; racial equality; sexual equality; whatever. No single principle is fit to live with. At some point, every principle becomes too expensive—in terms of other values—to be pushed further. But most of us would recognize the stopping point much sooner than would an equally intelligent person whose career is defined entirely by the single principle, and so bureaucracies thrust past the balance point to produce results that are disastrous to institutions and processes that depend on a balance of principles."

THE DOLLAR COST of complying with federal regulations is difficult to measure with precision, but the amount is unquestionably large and getting larger. One study estimates that the annual cost to higher education of complying with federal regulations is now more than \$2 billion.

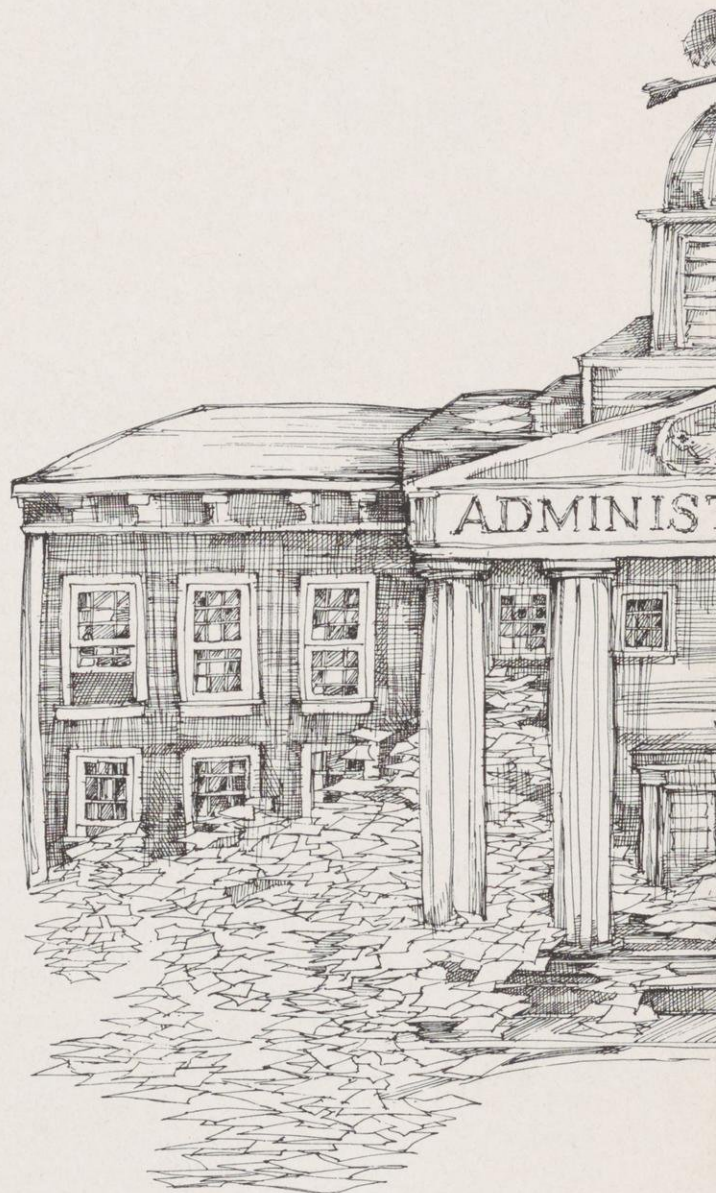
The American Council on Education has done the most reliable study. It examined the costs incurred from 1970-1975 by six institutions complying with 12 federally mandated social programs which were universal in nature (like social security) rather than aimed at higher education (like the Buckley Amendment). The cost for these six institutions in 1974-75 was between \$9 million and \$10 million, and ranged from 1 to 4 percent of operating budgets, and from 5 to 8 percent of tuition revenues. Costs doubled over the five-year period. And, not surprisingly, more than half of the cost went for social security.

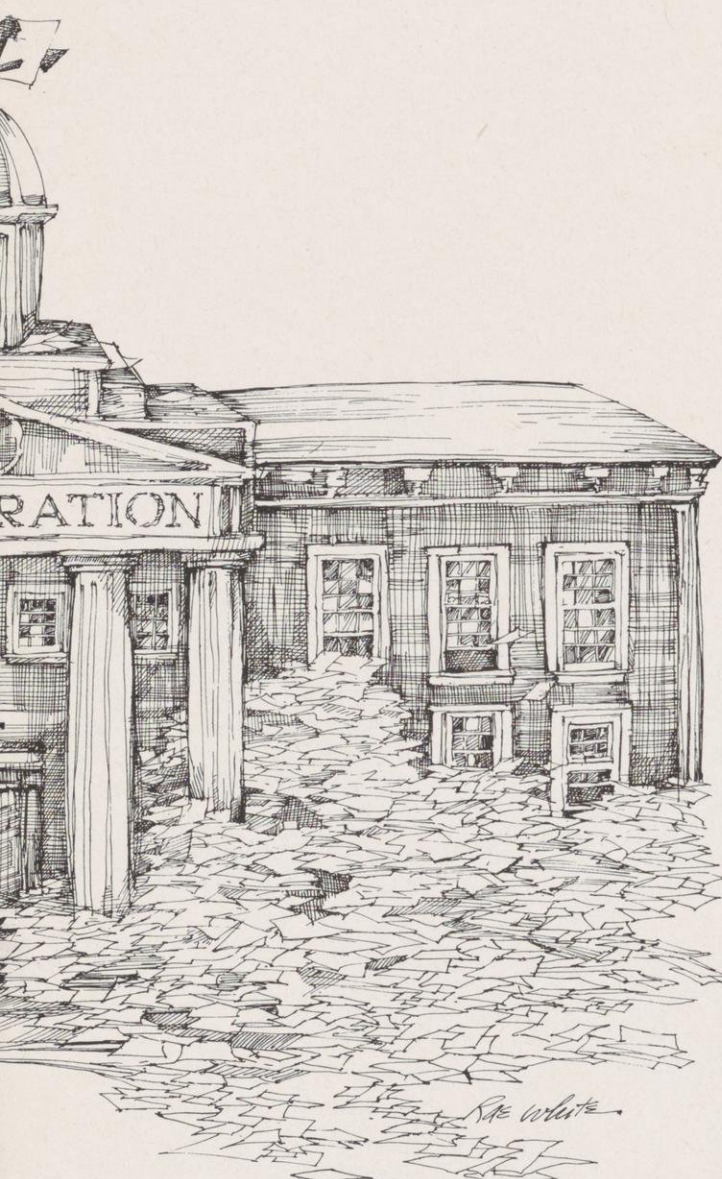
Individual cases indicate how serious the financial problem is:

► The University of Maryland estimates it spent more than \$1 million on a single affirmative action case, including litigation.

► Columbia estimates it spends \$1 million annually just to meet its various federal reporting requirements.

"Bureaucrats make more laws than Congress does. It is government by the non-elected."





► To develop affirmative action plans at the University of California and the University of Michigan cost \$400,000 and \$350,000, respectively.

► Ohio State University estimates it spends \$50,000 annually hauling waste to a landfill site in accordance with environmental regulations, \$250,000 annually to comply with the Buckley Amendment, and \$885,000 over the past two years to meet Occupational Safety and Health Act requirements.

► Duke University's cost-per-student of implementing federally mandated social programs rose from \$58 in 1968 to \$451 in 1975. At Georgetown University, the cost-per-student rose from \$16 in 1965 to \$356 in 1975.

“Higher education’s capital outlays to meet the requirements of the handicapped legislation, OSHA, and environmental efficiency standards could exceed \$13 billion.”

► A study by the Southern Association of Colleges and Schools found the cost of compliance with federal regulations required some institutions to spend as much as 50 cents to administer each federal dollar received. An official at Tufts University claims the school is spending more on compliance than it is getting in federal aid to students.

► Compliance with the new handicapped regulations could cost higher education as much as \$2 billion in capital outlays to modify physical plant. Trinity College in Hartford, Conn., has a 10-member committee surveying what must be done to its 45 buildings. Trinity has already seen \$75,000 added to the cost of a new dormitory as a result of changes to make it accessible to handicapped. Trinity has four handicapped students. George Washington University estimates it will have to spend nearly \$5 million to alter about 8 percent of its plant to meet the program’s requirements.

► Physical plant modifications needed at the nation’s colleges and universities to meet energy efficiency standards and to comply with O.S.H.A. requirements could cost more than \$11 billion in capital expenditures.

As new regulations are written or existing ones expanded, costs are likely to rise. The Office for Civil Rights, late in November, was about to issue guidelines requiring institutions to spend about the same amount per capita on female athletes as they do on male athletes for scholarships and other services. One education association officer estimated this could cost individual institutions from \$62,000 to \$300,000.

“If regulation . . . inhibits intellectual inquiry, if it suppresses the free exercise of intellectual judgment and the responsible exercise of discretion, then the business of the university is concluded.”



There are additional costs which are less visible but no less real. Federally mandated social programs such as retirement benefits or unemployment compensation are increasingly funded from taxes on employment (such as social security taxes) rather than from taxes on income. Over the past 15 years, revenues from employment taxes doubled from 15 to 30 percent of the federal budget, while corporate income taxes declined from 23 to 15 percent. This has two important consequences for colleges and universities:

First, since educational institutions are labor intensive, they feel the brunt of the employment taxes more heavily and pay a disproportionate share of the costs of these social benefits.

Second, the value of an institution's tax exemption is lessened, since it exempts the college and university from income, property, and sales taxes, but not employment taxes.

Recurring proposals for tax reform make educators very nervous, for they realize how disastrous the consequences would be if gifts of appreciated securities were subject to capital gains tax or if the tax deduction for the appreciated value of gifts of property were eliminated; both suggestions are regularly made.

Even without such radical changes, there have been hidden costs for colleges and universities in tax law changes. John Gardner, former Secretary of H.E.W., notes that five increases in the standard deduction in the last eight years decreased the number of taxpayers itemizing deductions from almost 50 percent in 1970 to less than 25 percent today. Charitable organizations, including educational institutions, have lost about \$5 billion in contributions because of the increases in the use of the standard deduction.

Many leaders in higher education have proposed that their burden would be eased if the federal government made funds available to them to defray the costs of compliance. More skeptical and cautious observers, however, point out that such a move would probably increase regulation by making the agencies feel that since they defrayed the costs they had license to regulate even more.

FAR MORE IMPORTANT than the financial costs of excessive government regulation is the price that is paid in institutional freedom and autonomy. The chorus of concern from educational leaders grows louder with each new incursion by government into internal institutional affairs.

In testimony prepared for the Senate Subcommittee on Education, the Ivy League institutions and Stanford declared: "We object to the increasing propensity of the federal government to intrude randomly into the day to day operations of our

colleges and universities and to descend to progressively more trivial levels of the educational process."

Most educators are convinced that academic freedom and institutional autonomy are not generally understood by those who write and enforce regulations. Bureaucrats, it is widely agreed, don't see much difference between a college and a business. A study conducted for the Exxon Education Foundation concluded that bureaucrats write regulations for "hierarchical management systems and not for horizontal collegial systems where authority is shared."

Estelle Fishbein, general counsel at Johns Hopkins, emphasizes the difference by arguing that universities have a special relationship to the First Amendment as custodians of free speech and free thought. "Manufacturers and retail establishments may be regulated and constricted," she says, "yet the business of production and buying and selling can still go on. But if regulation of the university inhibits intellectual inquiry, if it suppresses the free exercise of intellectual judgment and the responsible exercise of discretion, then the business of the university is concluded."

Government regulation has opened the way for another form of restriction of institutional autonomy—intrusion by the courts. The case of *Nelda Barnes versus Converse College* which began this report is one example of hundreds, perhaps thousands, of suits brought against colleges and universities for alleged violations of federal regulations.

A set of briefing papers for postsecondary institutions, published by the American Association of Junior Colleges, concludes that "the range and complexity of federal laws is now such that infractions are not easy to avoid." And to compound matters, as the president of Columbia University points out, the

"The range and complexity of federal laws is now such that infractions are not easy to avoid."

burden of proof, contrary to normal judicial procedure, is on the defendant institution to prove that it is not guilty.

In the absence of clear rules and precedents, the question of compliance is a matter of interpretation. And, ever more frequently, the courts are being called upon to make that interpretation. Many areas (tenure, for example) that have always been decided within the institution are now being decided in the courtroom. The growth of regulation contributed significantly to the fact that litigation in the Supreme Court more than doubled in just ten years.

As a consequence, legal costs at many institutions have skyrocketed. In-house counsel at universities are a growing breed, and higher education law is one of the fastest growing fields in the profession.

The briefing papers sum it up well:

"The present burden is just too much for most colleges and universities. They do not have the requisite batteries of attorneys and other officials. They do not have reserves of reallocable funds. Compliance for them comes slowly and adds considerable cost to their academic programs. They do not have the resources to challenge agencies whose actions are subject to question."

TO UNDERSTAND FULLY the fears and worries of higher education's leaders, one should consider the nature of the federal regulations they must comply with and the impacts that these regulations have on their institutions.

Here are some of the characteristics common to many federal regulations:

- Regulations are usually written to accomplish a worthy objective, such as preventing racial or sexual discrimination or assuring proper accounting of expenditures of government funds.

- They are invariably longer and more detailed than the laws they seek to implement. Thus, Title IX of the Education Amendments of 1972 takes just 37 words to forbid discrimination on the basis of sex, but H.E.W.'s regulations elaborating on that law require 18 triple-column pages of fine print. This gives rise to legitimate concern that the regulators often go further than the Congress originally intended. H.E.W., for example, wrote more than 10,000 words of regulations amplifying on the 45 words in Section 504 of the handicapped legislation. In so doing, H.E.W. transferred to the handicapped almost the entire substance of previously established equal opportunity and affirmative action regulations. It took nondiscrimination principles previously focussing on employment and extended them to such other aspects of the school as admission, housing, academic programs, financial aid, and athletics. And the agency included in its definition of "handicapped" such dissimilar groups as amputees, blind, deaf, mentally retarded, alcoholics, and drug addicts.

- Regulations are often written with other segments of society in mind and simply catch higher education in their broad net. This can be very costly and disruptive. The Employment Retirement Income and Security Act (E.R.I.S.A.) was designed to deal with abuses of private pension funds. Colleges, universities, and most other non-profit organizations, innocent bystanders for the most part, found themselves included under the regulations and were forced to review and revise their pension plans at great expense

"The rules are formulated at the maximum level of enforcement—that is: comply or lose all federal funding."

of time and money. A year or so ago, the Office of Management and Budget proposed regulations to prevent the use of bribes to obtain federal contracts and subcontracts. The regulations would have prohibited contractors from soliciting or accepting gifts from subcontractors, and, in the process, could well have restricted corporate giving to higher education.

► Regulations are too often hastily passed, without sufficient prior consultation with those to be regulated, and even sometimes in secrecy. The Buckley Amendment passed without findings, consultation, hearings, or committee report. Charles B. Saunders, vice president for government relations of the American Council on Education, notes that proposed regulations may "appear without warning in the Federal Register, forcing harrassed educators to drop other duties in the scramble to submit comments before the 30-day period ends." As if to prove that point, the U.S. Office of Education issued this past August, just prior to the start of the academic year, proposed regulations governing the way colleges and universities administer the massive federal student aid programs. The response, reported in that week's *Chronicle of Higher Education*, was swift and vociferous. "The whole thing smacks of a C.I.A. operation," growled one college official. Dallas Martin, executive secretary of the National Association of Student Financial Aid Administrators, complained that the rules "have been kept under wraps," and "because the higher education community has not been involved as it might have been, there are more problems than there ought to be."

► Regulations often overlap (and even conflict), and jurisdiction may be shared by several agencies. John Kemeny, president of Dartmouth, says: "The Department of Health, Education, and Welfare pushed us to do more to attract minority students, while the Internal Revenue Service was questioning us and trying to prove that we were practicing reverse discrimination—leaning over too far to admit minority students." Federal patent policy for inventions is another good example: There is none. Or, more

"In the absence of clear rules and precedents, the courts are being called upon to decide."

accurately, there are many. Although the federal government supports two-thirds of the scientific research in this nation, there is no uniform policy on patents for invention. Over the past three decades separate government agencies have developed some 22 different patent arrangements, ranging from exclusive agreements that give inventors and research institutions first option on all future inventions, to policies that almost automatically turn over inventions to anyone who wants to develop them. In the current controversy over equal pension payments for men and women, institutions are caught between two differing agencies. Women employees have filed grievances with the Equal Employment Opportunity Commission (E.E.O.C.) over the fact that colleges make smaller monthly retirement payments for them than are made for men, because insurance actuaries indicate that the women will live longer. Whatever the merits of the case, a major problem for many institutions is that they do not administer pension programs but subscribe to a national plan which is acceptable to the Department of Labor but not to E.E.O.C.

► The enforcement of regulations affecting higher education is generally an all-or-nothing proposition. The rules are formulated at the maximum level of

"It does make you wonder whether a University of California can continue to exist in this day and age."

enforcement—that is: *comply or lose all federal funding*. This has been called 'the atomic bomb' theory of enforcement. College officials complain that an infraction in one part of an institution can jeopardize the whole enterprise, and that the punishment does not fit the "crime" in many cases.

"THE FEDERAL GOVERNMENT'S treatment of higher education is shocking," says Edward Levi, former president of the University of Chicago and former Attorney General of the U.S. He adds: "They have made demands on institutions that are unfair, unrealistic, and coercive. Their use of leverage to try to correct wrongs of the past is questionable."

Mr. Levi might have had in mind the current struggle between the government and the University of California at Berkeley.

Early last year, investigators from the Office for Civil Rights of H.E.W. began an affirmative action "compliance check" of the institution's 75 departments. They selected nine which they felt should have hired more women based on "availability pools of qualified persons for faculty positions." The inves-

“The basic relationship between the federal government and the research community . . . has begun to deteriorate and come apart so badly that we have reached a point of crisis.”

tigation narrowed finally to two departments: history and art history. And then the present conflict erupted.

In somewhat oversimplified terms, the dispute involves the confidentiality of records, particularly of letters of recommendation solicited in support of job candidates who were not hired. The H.E.W. investigators insist on their right to duplicate the records and take them back to Washington for further study. The University officials insist that the material in the files was gathered on the promise of confidentiality and that, once copied, the material will become part of the government's files and will be publicly available under the Freedom of Information Act.

This past summer the dispute reached an impasse. Administrators at Berkeley tried a compromise: They would *lend* the files to the investigators to take where they wished for as long as they wished, so long as they were kept confidential. The investigators refused, and requested an administrative law judge in the Labor Department to order the university to surrender its files and to order “the immediate cancellation, termination, and suspension” of all fed-

eral contracts held by the university until it complies. Berkeley countered with a request for a hearing in an effort to avoid the loss of the federal contracts which amount to about \$17 million annually. As of the end of this past calendar year, negotiations were continuing, and university officials had not yet given up hope of reaching a compromise settlement.

It must be remembered that nothing so far uncovered in the investigation at Berkeley has demonstrated sexual discrimination—which all university officials heatedly deny. The issue is essentially procedural; it has to do with authority, and territorial imperatives, and, most importantly, who is going to decide who shall teach and what they shall teach. One Berkeley administrator observed: “It does make you wonder whether a University of California can continue to exist in this day and age.”

FOR MORE than 30 years, the federal government and higher education have collaborated to achieve important national goals. This very productive partnership has produced unparalleled scientific and technological accomplishments; it has educated and trained the manpower necessary to manage a complex post-industrial society; it has built the finest and most elaborate system of education in the world and provided universal access to it.

That partnership is now in grave jeopardy. In a hard-hitting speech in Washington this fall, M.I.T. president and former White House science advisor Jerome Wiesner declared: “The basic relationship



between the federal government and the research community, after nearly three decades of the most fruitful partnership, is floundering. Indeed, it has begun to deteriorate and come apart so badly that we have reached a point of crisis that could see the effectiveness of the nation's major research universities seriously curtailed at a time when it sorely needs to be enhanced."

Some observers think that the deteriorating relationship is directly related to higher education's "fall from grace." They point out that the general public has become somewhat disenchanted with colleges and universities because of higher education's own internal problems, its failure to come up with solutions to society's pressing social problems, and the apparent decline in the value of a college degree as highly trained graduates are unable to find jobs commensurate with their education.

It is interesting and perhaps significant that the timing of this loss of confidence in higher education coincided with the dramatic increase in the regulation of colleges and universities by the federal government.

Whatever the cause, the spirit of collaboration has rapidly been degenerating into an adversary relationship at best and open hostility at worst. A number of recent acts by both Congress and the agencies have

widened the rift and created genuine alarm on the campuses. Here are three examples:

► Perhaps the most controversial case was the blatant attempt by the Congress to force medical schools to admit students who had attended foreign medical schools—mainly because they had failed to gain admission to U.S. medical schools. Under pressure from these students and their families, the legislators amended the Health Professions Educational Assistance act of 1965 to provide that the Secretary of H.E.W. would assign each medical school a quota of such students. No student could be denied admission for failing to meet the school's admission requirements. And failure to comply would mean the loss of all capitation funds.

Eighteen medical schools refused to comply and were faced with a loss of federal dollars averaging more than \$500,000 each. After considerable debate, a compromise measure was adopted, requiring medical schools to "make a good faith effort" to increase their enrollment of such students by five percent.

► Last spring, the Office of Management and Budget published proposed regulations and accounting procedures for recovery of indirect costs of federally sponsored research at universities. If finally approved, these new rules would result in a loss to research universities of more than \$120 million. In the

Some Major Legislative Acts Affecting Higher Education

There are a number of federally mandated social programs which are not directed specifically toward higher education, but which, nonetheless, have a significant impact:

- *Social Security Act of 1935*: provides benefits for employees based on institutional and employee payroll contributions.
- *National Labor Relations Act of 1935*: governs collective bargaining of college and university staffs and faculties.
- *Equal Pay Act of 1963*: provides for equal pay and other conditions of compensation for equal work.
- *Employment Retirement Income Security Act of 1974*: governs pension plans, their management, and investment.

Civil rights legislation and executive orders have had a profound effect on the nation and higher education over the past fifteen years.

- *Civil Rights Act of 1964; Executive Order 11246, and Executive Order 11375*: prohibit discrimination on the basis of race, color, religion, national origin, age, and sex, and require organizations receiving government funds to maintain an affirmative action effort.

Several acts affect higher education even though they convey no financial assistance to colleges and universities.

- *Title IX of the Higher Education Amendments of 1972*: provides for equal treatment of women students.
- *Section 504 of the Rehabilitation Act of*

1973: prohibits discrimination against the handicapped and requires institutions to take necessary steps to accommodate the handicapped.

- *Family Education Rights and Privacy Act of 1974*: sometimes known as the Buckley Amendment, it affords to students rights of access to records.

- *Occupational Safety and Health Act of 1970*: sets standards to assure that working conditions are safe and healthful.

- *Education Amendments of 1976*: especially the Student Consumer Education Act of Senator Javits, which makes the government the consumer advocate for students and parents and requires institutions to publish policies and practices and be held accountable for them according to "truth in advertising" standards.

Various laws provide financial assistance to higher education directly or through student grants.

- *The Higher Education Act of 1965*: particularly Title IV which provides federal student financial assistance and work-study programs.

- *Health Professions Educational Assistance Act of 1976*: provides assistance to students.

Also: *the National Science Foundation Act of 1950, the National Foundation on the Arts and Humanities Act of 1965, Public Health Service Act, and International Education Act of 1966*, all of which support academic programs.

Also: *Circular A-21 of the Office of Management and Budget*, which determines how indirect costs associated with research grants will be calculated and reimbursed to institutions.

hope of delaying approval, a number of education associations are establishing a national commission to study the indirect cost question and make recommendations.

► New guidelines issued by H.E.W. last fall pose another threat. The regulations treat the professional fees of salaried faculty physicians as restricted funds which must be deducted from Medicare claims. This would cost Stanford's medical school alone about \$2.3 million.

"It is harrowing," says one university administrator. "These sudden, unexplained, and confusing shifts in policy are wearing us down."

"In brief," says Dr. Wiesner, "universities have been beset in recent years by a barrage of independent and unrelated government actions that, often individually and certainly in the aggregate, have an adverse impact on the health of the university. What we need, and what the country now needs, is regulation of regulation."



Illustrations by Rae White

"What we need, and what the country now needs, is regulation of regulation."

N OBODY IS QUITE SURE how to go about regulating the regulators or unraveling the web that has entangled our institutions of higher learning (and most of the rest of our society).

Thoughtful people make specific suggestions to improve the situation. They urge higher education to document with more precision the consequences of federal regulation, its costs and impacts on institutions, individually and collectively. They plead for consultation between the federal agencies and the institutions and the associations which represent higher education. They ask for a policy of enforcement which includes a range of sanctions graded according to the alleged violation, so that a minor infraction does not "bring down a whole institution." One of the more imaginative suggestions is for "an education impact statement"—comparable to environmental impact statements—to be submitted by agencies along with their proposed regulations. All of these suggestions have as their goal to reduce regulation to a bare minimum and to make that which is absolutely necessary workable and effective.

Some progress has been made. Secretary Califano has succeeded in making the regulatory process at H.E.W. more open, if not less active. And an Interagency Task Force on Higher Education Burden Reduction studied the problem and issued a number of constructive recommendations. Unfortunately, the task force went out of business with its creator, President Ford. Nonetheless, its recommendations have been passed on to the Commission on Federal Paperwork, and there is still some possibility that they will be acted upon. The paperwork commission's recommendations have led to significant reductions in the number of rules and reporting requirements for O.S.H.A. and E.R.I.S.A. President Carter announced this fall the creation of a "regulatory council" with the mandate to slash away at contradictions and redundancies in all federal regulation.

The more pessimistic observers hold out little hope for any significant reduction in government regulation of higher education. Charles Saunders of the A.C.E. is not a pessimist, and he continually calls for less rhetoric and more understanding and cooperation from both sides. Nonetheless, he says: "Don't believe any politician who promises deregulation. We cannot go back to the glorious days of yesteryear. . . . Regulation is here to stay in a growing variety of forms."

Some feel that the only hope for a reduction in regulation lies in a "people's revolt," which they think may be possible soon because of a change in public opinion about the omniscience and omnicompetence of government, perhaps because regulation is now touching millions and millions of individuals in matters of immediate import to them.

John Howard, president of Rockford College, would like to precipitate such a revolt. He urges colleges to "engage in an intensive campaign to bestir their alumni, their students, their students' parents, their faculties, and their local communities to send urgent messages to their representatives in Washington . . . requesting a moratorium on any further tampering with the educational system."

BUT THE ISSUE is greater than "tampering with the educational system." The issue is how a democratic society like ours accomplishes such profoundly important goals as equality for everyone, enough energy, a sound economy, peace, prosperity, and progress.

Revolutions in transportation and communications have transformed the United States into a true "national society." Because of that and because of the largeness and complexity of our problems and expectations, we have turned more and more to government to meet our needs. Not surprisingly, there has been a corresponding shift of power to government and, in the main, to national government.

This has inevitably led to an enormous growth in government, in bureaucracy, in the number of federal laws and regulations—all necessary to cope with the

"Perhaps the overriding question to be considered is how much a free people can expect its government to accomplish and still remain free."

growing demands that we place upon the federal government. In the last major speech he made as Secretary of H.E.W., Caspar Weinberger declared: "In the process of pouring out all of these compassionate and humanitarian blessings, and institutionalizing our social obligations, we have built an edifice of law and regulation that is clumsy, inefficient, and inequitable. Worse, the unplanned, uncoordinated, and spasmodic nature of responses to these needs—some very real, some only perceived—is quite literally threatening to bring us to national insolvency."

The purpose of this report has been to increase the awareness of the alumni and alumnae of the nation's colleges and universities of the proliferation of government regulations and their impact on higher education. It is proper and natural for institutions of higher learning and their graduates to be concerned with the impact of government regulation on higher education, to worry about how to cope with regulations without losing institutional autonomy. But perhaps the paramount question to be pondered by educators, by government officials, by alumni and alumnae is how much a free people can expect its government to accomplish in its name and still remain free.

This report is the product of a cooperative endeavor in which scores of colleges and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization, with offices in Washington, D.C. and Providence, Rhode Island. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without the express permission of EPE. The members are:

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1979 Distinguished Service Award Recipients

for outstanding professional achievement and continuing dedication and service to the University of Wisconsin through alumni citizenship.

To be presented at the Alumni Dinner, Saturday, May 19



Robert F. Draper '37
Ridgeway, Colo.

President and director, Western Community Planners, Inc. Formerly: president and CEO, Hurst Performance, Inc.; EVP and director, Sunbeam Corp.; president, Sunbeam Appliance; chairman, president and director, Oster, Inc.; president and director, Schick, Inc.; VP-marketing, National Presto Industries; executive engineer and sales manager, Regal Ware, Inc.; president, National Housewares Manufacturers Association. Past president and director, WAA. Director, UW-Foundation. Trustee, WARF.



Harlan C. Nicholls '29
Madison

Retired EVP, First Wisconsin Bank of Madison. Owner-operator, Stoughton dairy farm. Instrumental, in 1944, in establishment of UW's Graduate School of Banking. Twenty-five-year board member of UW Foundation, chairman of its Finance Committee, president and treasurer of its Hilldale, Inc., member of its Bascom Hill Society. Forty-two-year member, Four Lakes Council of Boy Scouts of America. Served sixteen years as treasurer, United Way; fifteen on board, Madison General Hospital.



Jane Werner Watson '36
Santa Barbara

Award-winning author of 225 books for young readers. From 1938-59, staff editor and writer, Western Publishing Co. Donor, collection of Indian miniatures to Elvehjem Art Museum. Honors include UW's LHD degree (1975); Government of India Award, Best Book for Neo-Literates (1964); *Los Angeles Times*' Woman of the Year, Literature (1958); and Best Science Book of the Year for Children (1975). Director, UW Foundation and Bascom Hill Society; member, Elvehjem Museum of Art Council.



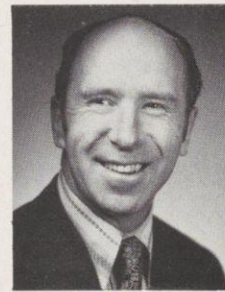
Fannie Turnbull Taylor '38
Madison

Professor of Social Education; coordinator, UW Consortium for the Arts. From 1946-66, director of the Union Theater. Instrumental in establishing Arts Administration Program in School of Business. Former executive, Natl. Endowment for the Arts. Founding member, past director, Association of College, University and Community Arts Administrators. Current directorships include: Elvehjem Museum; Wisconsin Arts Foundation; Union Council; National Guild of Community Schools of the Arts.



Olaf A. Hougén Ph.D. '25
Madison

Emeritus professor, three times chairman of chemical engineering, forty-one years on that faculty. National and international guest lecturer. Co-author of five textbooks and nearly 200 papers. Honors include Norwegian citation (1946) for technical aid during German occupation; Knight of St. Olav Cross (1966); addresses before international and world Congresses of Chemical Engineers; department professorship in his name; membership, National Academy of Engineers. Member, UW Foundation and Bascom Hill Society.



Robert J. Wilson '51
Madison

President, United Bank of Westgate since 1969. Past president of WAA as well as Alumni Club of Madison. Four-letter winner in Badger football and baseball; Wisconsin's MVP and All-Big 10 football player in '47, '48, and '49; catcher for the Detroit Tigers 1954-60. Has served as National "W" Club president; UW Athletic Board member; director, Big Brothers of Dane County; director, Fellowship of Christian Athletes; president, Sertoma Club of Madison, Crusade for Christ. Past president, Madison YMCA. ●



The Chancellor Is A Governor

Lee Dreyfus '49 ran the UW-Stevens Point until he got a better idea.

By Barbara J. Wolff

Lee Sherman Dreyfus '49, '52, '58. For the past decade, chancellor of the UW-Stevens Point. Before that, five years on this campus as professor and finally chairman of speech and radio-TV-film. And a professional platform speaker, and one of the proponents of the University merger plan, and a delegate to China as part of the first academic mission to Peking, and an advisor to college administrators in Vietnam.

Now, as of January first, he is governor of the State of Wisconsin.

He hopes to conduct that office, he tells the interviewer, with a combination of leadership and intellect not unlike Thomas Jefferson and Bob La Follette, each of whom had qualities of "a real Madison-style kid radical. I admire that," Dreyfus says.

Last year, when he announced his candidacy as a Republican, most railbirds gave Dreyfus little chance; also in quest of the GOP nomination was slick, well-financed U.S. Rep. Robert Kasten, who eventually won the party nod in June.

Dreyfus, however, continued his effort, talking tax reform and government spending on a series of junkets around the state in a bus revamped to look like a locomotive. He rejected use of TV spots and put the money into a series of unrehearsed, unedited half-hour video chats. He wore, everywhere and always, a red vest.

Dreyfus not only defeated Kasten

in the September contest, but went on to total the acting governor, Martin Schreiber, in the November general election.

Since then, Dreyfus proposals—some of which he says he "just throws in to test reactions"—have generated intense debate at the already volatile State Capitol. "You need clash," he says. "The clash of ideas is essential to a healthy society."

And clashes have come in abundance in his first month in office, during which Dreyfus: confronted members of the Commission on the Status of Women and threatened to filter the agency through other minority ombudsman councils; cut millions from the UW budget proposal for the biennium and disapproved the building of a school of veterinary science on this campus* (WA, January); called for dorm-free credits instead of tuition reductions at some System campuses, to help sagging residence hall occupancy; told the Department of Public Instruction to concentrate on the quality of schooling and stop fretting about where the money comes from; pushed for a cabinet form of government which would make more state agency heads accountable to him; cut away two-thirds of the funds requested by state courts to fill new positions; asked for decriminalization—but not legalization—of marijuana; asked for mandatory sentencing for pushers of hard drugs; hinted strongly at the need to split the big Department of Natural Resources into two units; called for a return to the twenty-one-year-old age limit on the purchase and drinking of hard liquor. In his State-of-the-State

address at the end of the month he asked for a resolution urging a federal constitutional amendment facilitating a constitutional convention on a single topic: abortion. He has insisted that the legislature pass a revenue bill to deal with the generous state surplus. It did, and the bill he signed includes an eight-week moratorium on withholding taxes.

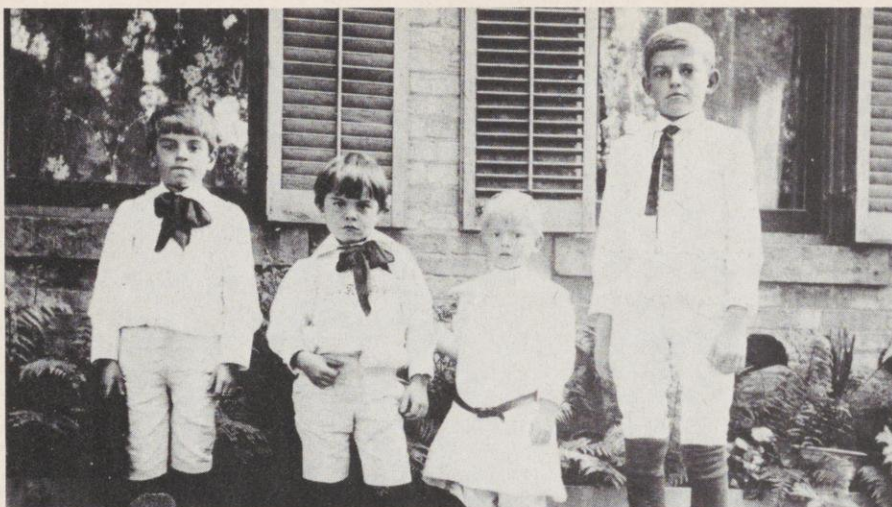
The governor expects to gather lumps for some of his positions. He does not, however, predict criticism for myopia. "I always try to evaluate things by how they're going to look twenty years in the future," he said. "If you have to make a decision, put it in that twenty-year light. Does it have consequence? If not, the whole issue is attached to the ego, and is a short-term deal."

"Ideally, decisions should be made at the conformation of highest information. I feel—and this is very important—that if you have to make a decision you need as much knowledge as you can get; you have to move to where that information is."

Dreyfus apparently likes his information-gatherers on the hoof. Reporters are compelled to attend legislative sessions, speeches and conferences in person because the governor's office issues no press releases or text. He speaks in broadcastese—not unusual for the former manager of WHA-TV and the son of a Milwaukee broadcaster—and he gives the press a workout. Frank Ryan, of UPI, wrote that reporters have thrown away their Bics and are using tape recorders, because "Dreyfus speaks faster than sound." His sentences are short and blunt, engineered to snag wandering attention. He favors active verbs and, more significant, lots of imagery. A favorite is the eagle, used as an embodiment of the pioneer spirit and unfettered American psyche. In his inaugural address he called for "a generation of eagles" with the visionary scope to grapple with the problems of state government. Analyzing that speech for the Milwaukee *Sentinel*, reporter Neil Shively interpreted the phrase as a metaphor for Dreyfus himself. And the governor probably enjoyed the analogy, loaded as it is with broader implications and larger consequences. ●

* The governor has changed his mind on the veterinary school. In his budget address on February 13, he gave the regents approval to submit a plan with a \$28-million cap.—Ed.

Ms. Wolff is finishing her master's thesis in Journalism.



1902: Louis, Allen, Donald, Sumner. The Slaughter girls were not allowed to play with these boys. . . .

A University Family

An old friend recalls the Slichter boys.

By Mark H. Ingraham, Emer. Dean, L & S

When, in about 1920, I was in Dean Charles Sumner Slichter's class in probability, he stressed the work of Sir Francis Galton, the author of *Hereditary Genius*. At that time Slichter could not be sure, but he certainly could have suspected, that the title applied to his family. This article will focus on his sons and their perhaps unmatched connections with the University of Wisconsin.

Dean Slichter, born in 1864, had graduated from Northwestern University in 1885 and in 1886 had been appointed an instructor in mathematics at the University. He had become professor of applied mathematics in 1892. In 1890 he had married Mary Louise Byrne whose parents had come to this country from Ireland.

After Slichter helped establish a statistical basis for Professor Babcock's famous "milk test," he became interested, through Professor King of the soils department, in hydrology. An early result was a landmark paper on the theory of the movement of underground waters, published in 1899. This paper brought many requests for his

Dean Ingraham is the author of the book, CHARLES SUMNER SLICHTER: THE GOLDEN VECTOR, published in 1972 by the UW Press.

services as a consulting engineer both in irrigating arid lands and in advising on city water supplies, notably that of Winnipeg. Much of the field work was done during vacations and on weekends but, of course, his theoretical investigations were a part of his regular research in mathematics.

He started the tradition of excellence in applied mathematics which the department of mathematics has enjoyed throughout this century.

He was appointed chairman of the department in 1906 and brought to it, among others, Edward Burr Van Vleck for whom the Mathematics building is named, and Max Mason, later president of the University of Chicago and of the Rockefeller Foundation. These appointments brought immediate distinction to the department. In 1920 Slichter became dean of the Graduate School.

In 1900 when the Slichters' youngest son, Donald, was born, he already had three older brothers, Sumner H., age eight, Louis B., age four, and Allen M., age two. It was a noisy family, their mother being the only quiet member of the clan and perhaps for that reason the one who regularly got her way. The father's voice, though certainly full and resonant, may not have been as loud as it became in later years with increasing deafness. This

was somewhat before the time when the Slaughter girls, who lived across Frances Street, were not supposed to play with the Slichter boys lest their language become unduly enriched. (The parents were close friends.) Years later—when the sons were being honored—Mrs. Slaughter described them as "the clever little bad boys of our neighborhood."

Perhaps the most glorious year of the boys' lives was 1909–10, spent abroad, with family hikes in Switzerland and a winter in Munich where the father, who was doing scientific work, also appreciated both the music and the beer.

Central to the life of the whole family was Lake Mendota. Their home was only a house or two from the lake, and they had in Woodward's Grove a refuge, Sladshak (*Slad* standing for Sumner, Louis, Allen, Donald) on the shore. (Sladshak, much enlarged, is still in the family with a companion cottage built by Sumner. This family center, cherished by the boys and their children, is now beloved by their grandchildren.)

This proximity of both dwellings encouraged swimming and sailing in summer and skating and iceboating in winter. Louis, in a letter to me, described the relation of the lake to the family discipline: *Of course, father thrashed us sometimes. His weapon was either a slipper or his razor strop. Most often it was because we had gone on the ice when it wasn't safe. He seemed to want to preserve us. Moreover, when any one of us was punished, the other three enjoyed it so much that I guess the total effect was to give more pleasure than pain.*

By the time they went to college with a somewhat less lurid vocabulary and undrowned, thanks in part to the benevolent influence of the parental razor strop, they were clearly marked for eminence.

Lake Mendota was also in 1917 the site of the experiments in which Louis collaborated with Max Mason, who had transferred to the department of physics, in developing instruments for determining the direction of submarines by their sound carried through water. This work was soon transferred to the Naval station in New London. The results were just beginning to be used with effect when World War I ended with Louis, an ensign, directing the installation of the instruments in (I believe, British) ships.

Sumner graduated from the University in 1913, Louis in 1917, and

Allen in 1918. All three were elected to Phi Beta Kappa. Donald graduated with a good record from the College of Engineering in 1922. Sumner stayed at the University to earn his master's degree, then took a Ph.D. at the University of Chicago in 1918. He married Ada Pence, a classmate through high school and the University. Her father had been professor of Railway Engineering here for a decade before the war.

In 1921, Allen married Dorothy Fritch, who graduated that year.

Louis, working under Max Mason, got his Ph.D. in 1922. Four years later he married Martha Buell '22, whose father, Charles, one of Madison's leading attorneys and one of the first residents of University Heights, had graduated from the University in 1878, taking a law degree in 1883. Martha's three sisters had been students at the University.

Donald married Dorothy Doyon shortly after her graduation with the Class of 1928. Her father, Bertrand, had graduated thirty years before, and her mother had attended the University. Her grandmother, Amelia Herrick Doyon, had left a bequest in 1896 to establish two scholarships for undergraduate women. The fund is still intact and still being used.

Their academic degrees were not the only ones the brothers would receive from this University. In 1949, Sumner, then Lamont Professor of Economics at Harvard, received an honorary LL.D. Donald got the same recognition in 1964, while he was president of the Northwestern Mutual Life Insurance Company. Louis, director of the Institute of Geophysics at UCLA, got an honorary Sc.D. in 1967; and Allen, chairman and ex-president of the board of Pelton Steel Company in Milwaukee, was awarded an LL.D. in 1969 by the University of Wisconsin-Milwaukee.

Perhaps this is as good a place as any to contrast the personalities of the four Slichter brothers, all of whom I knew, liked and admired. Their similarities were as striking as their differences. All had a highly developed sense of humor, all were energetic and all had good judgment even if it was sometimes camouflaged by a streak of flamboyant enthusiasm.

Sumner was the most reticent of the four; although full of fun, his humor was not, except in the family, of the same rollicking character as that of his brothers, or of his father. If one had not seen him amusing children, with whom he was quickly at home, one



1957: Donald, Allen, Louis, Sumner. . . . but anyone was proud to know these men.

might think that the burden of holding a distinguished chair at Harvard weighed upon his spirits. But it weighed on him in other ways; he complained that now that he could choose what he would do, his conscience was a harder taskmaster than his previously prescribed duties. His writings, and sometimes his speech, could be a bit pontifical but they were clear, precise and based on thought. He had an eye for newspaper slips such as "Chancellor Day broke his long and welcome silence," and collected amusing stories. His father was more apt to be the subject than the teller of anecdotes.

Sumner traveled widely, but it would be hard from his letters to know where he was and when, since he dated them only by the day of the week and wrote them on stationery he appropriated from various hotels at which he was no longer located, and from different places, sometimes different continents.

Louis was perhaps most like his father in that his humor as well as his thought had an unpredictable quality and the two shared intense scientific curiosity. It was Louis, I believe, who by remote control started the blackboard going up and down in the Sterling Hall lecture room during a talk by a man he considered a charlatan. It was Louis who became intensely interested in the means by which birds find their homes, especially homing pigeons. It was Louis Byrne Slichter who rejoiced in being named after his mother and who kept more family letters and photographs than did his brothers. He had a brilliant mind but did not hesitate to appear foolish when tossing out thought-provoking ideas, whether inspired by his scientific intuition or by a way-

ward imagination. He took his work seriously, but never himself. After the age of seventy he was resentfully disappointed that he was not flown to the South Pole to participate in making geophysical measurements which he had planned. (However, since his death, a promontory in Antarctica has been named for him. He had already had the unusual honor of having the new building of the Geophysics Institute at UCLA named after him during his lifetime.)

Allen appeared the most socially ebullient of this by-no-means-retiring family. He had, however, a streak of self-deprecation, accusing himself, without justice, of being less intellectual than his brothers or his father. I am told that he was extremely popular with the workers of his company, who appreciated his exuberance and his consideration and thoroughly enjoyed their baseball games in which he participated as a second baseman into his seventies.

Donald was a man of wit and wisdom. As mentioned above, all four brothers had good judgment but his was probably the most manifest. His father leaned on him in business matters and left him as executor of his will. The fact that he was both trusted and concerned led to his being called upon to serve cause after cause. His stature as a citizen was recognized early so that he had a long period of opportunities to fill responsible positions, and he grasped them.

What a magnificent quartet of human beings!

As the grandchildren came along—two in each family—the elder Slichters, "Fessor" and "Grandma

continued on page 30

Deaths

Albert Philip Treber '04, Deadwood, S.D. (3/78)

Mrs. A. K. Pierce (Josephine Steig) '07, Whitewater (12/78)

Mrs. R. B. Brinsmade (Helen Steenbock) '08, Madison (1/79)

Mrs. H. N. Legreid (Henryetta D. Sperle) '10, Madison (1/79)

Mrs. Frank Knapp (Lucy Wells Fox [Mead]) '11, Carmichael, Calif. (11/78)

Mrs. Tracy Frances (Huschka) Marsh x'11, Minneapolis (*)

(*) Informants did not give date of death.

Basil Irving Peterson '12, Madison (1/79), administrative secretary of the UW Foundation from its inception in 1945 to retirement in 1959. During this time he helped raise the \$4.5 million to build the Wisconsin Center at 702 Langdon Street. He also served as treasurer of WAA and on the Board of Visitors.

Elbert Blaine Heimbach '13, Milwaukee (*)

Marian Lewis '13, MD, Milwaukee (12/78)

Lloyd Victor France '14, Monroe (1/79)

William Freeman Leicht '14, Mesa, Ariz. (12/78)

Leslie Roslyn Morris '14, Madison (11/78)

Edward C. A. Kraemer '15, Wauwatosa (6/78)

Alan Warren Dunwiddie x'16, Janesville (1/79)

Ralph Edgar Nuzum '16, Viroqua (12/78)

Nathaniel Gifford Preston '16, Monroe (11/78)

Mrs. J. T. Steuer, Sr. (Elsie Dorothy Mayer) '16, Chicago (1/79)

Warren Weaver '16, New Milford, Conn. (11/78)

Warren Oakey '17, Madison (11/78)

Mrs. G. F. Prideaux (Amy G. White) '17, Naples, Fla. (10/78)

Mrs. Wm. Rogers (Charlotte Josephine Galpin) '17, Cleveland (*)

Walter Scott Craig '18, Tulsa (6/77)

Sherwood Wm. Shear '18, Berkeley (2/78)

Mrs. N. B. Francis (Nell Beatrice Place) '19, Janesville (12/78)

Harry H. Hindman '19, Vacaville, Calif. (5/78)

Mrs. Marcus Hobart (Helen Converse Browne) '19, Waupaca (12/78)

Loren Francis Thurwachter x'19, Sun City (4/77)

Thomas Wesley Tuttle '19, Milwaukee (1/79)

Cecile Irma Crandall '20, Milton (12/78)

Mrs. H. S. Huntington (Ella Franzen Hendrickson [Fox]) '20, Princeton, N.J. (8/78)

Morris Gordon (Morris Shapiro) '21, Milwaukee (10/77)

Mrs. H. E. Gunderson (Abbey Erminie Ballard) '21, Oconomowoc (12/78)

(Mr.) Jean Francis Rolfe '21, Onalaska (12/78)

Jesse Wakefield Beams '22, Charlottesville, Va. (7/77)

Robert Harry Christy x'22, Honolulu (6/76)

Carroll Hepburn Owen '22, Millville, N.J. (9/78)

James Robertson Price '22, Chicago (3/78)

Donald Finney Schram '22, Bradenton, Fla. (12/78)

Arno Arthur Wiperman '22, Plymouth, Wis. (12/78)

Burd Joy Riggs '23, Alton, Ill. (6/76)

Helen Marguerite Bohan '23, Dodgeville (12/78)

Romana Sarah Hayes '23, Madison (11/77)

George Brewster Hazen '23, Peoria (12/78)

Ora Clyde Rabbitt '23, Pompano Beach, Fla. (*)

Arle Everette Shearer '24, Visalia, Calif. (*)

Stanley Wilmer Slagg '24, Edgerton (12/78)

Arthur F. Carroll '25, Lewiston, Idaho (10/78)

Julian Charles Francois '25, Belleville (1/79)

Wm. John Harker '25, Whitewater (12/78)

Frank Clarence Stuart '25, Batesville, Ark. (11/78)

Edward Prescott Chandler '26, Tulsa (10/77)

John Rushmore Davenport '26, Winnetka (12/78)

Kenneth Richards Kennedy '26, Knoxville (1/79)

Maysie Sophia (Beutler) Larson '26, Madison (12/78)

John Charles Mayer '26, Naples, Fla. (11/78)

Harry David Cohen x'27, Palm Springs (1/78)

Robert Avery Fulton '27, Corvallis, Ore. (4/78)

Kansas City, Mo. Mar. 21—Donald Peterson, Assoc. Dean, Ag. & Life Sciences

Kenosha/Racine. Apr. 1—Bob Samp MD, Prof. Med. and Educ.

La Crosse. Apr. 24—Engr. Prof. James Skiles

Louisville. Mar. 16—Wis. Singers, Arlie Mucks

Marinette. Mar. 29—UW—System Pres. Edwin Young

Marshfield. Mar. 25—UW—System Pres. Edwin Young

Merrill. Mar. 27—Russ Hellickson, Asst. Wrestling Coach

Minneapolis/St. Paul. Apr. 6—Hockey Coach Bob Johnson

Monroe. Mar. 26—Head Coach Dave McClain

New York City. Mar. 23—Wis. Singers, Arlie Mucks

Philadelphia. Mar. 21—Wis. Singers, Arlie Mucks

Platteville. Mar. 25—Wm. Davis, Assoc. V-C, Cntr. for Health Sciences

Rochester, N.Y. Mar. 29—W.A.D. Kit Saunders

San Antonio. Mar. 18—Emer. Speech Prof. Fred Haberman

Seattle. Mar. 31—Chan. Irving Shain

Sturgeon Bay. Apr. 24—W.A.D. Kit Saunders

Tomah/Sparta. Mar. 19—Sports Info. Spec. Bob Leu

Tucson. Mar. 22—Emer. Speech Prof. Fred Haberman

Viroqua. Mar. 16—Engr. Prof. John Duffie

Watertown. Mar. 22—Dean of Students Paul Ginsberg

Wausau. Mar. 23—Theater-lighting expert Prof. Gilbert Hemsley

Wisconsin Rapids. Apr. 19—Wrestling Coach Duane Kleven

Founders Days

After March 15, as confirmed by clubs by the end of January. Each sends mailings to its membership, giving complete details.

Akron/Cleveland. Mar. 18—Wis. Singers, Arlie Mucks

Atlanta. Apr. 3—Eric McCreedy, Dir., Elvehjem Museum of Art

Baraboo. Mar. 25—Wis. Supreme Ct. Justice Shirley Abrahamson

Beaver Dam. Mar. 29—Arnold Brown MD, Dean, Med School

Beloit. Mar. 27—Wis. Supreme Ct. Justice Shirley Abrahamson

Boston. May 6—Prof. Reid Bryson, Dir., Institute for Environmental Studies

Buffalo. Mar. 28—W.A.D. Kit Saunders

Cedar Rapids. Apr. 20—Otto Breitenbach, Assoc. A.D.

Cincinnati. Mar. 17—Wis. Singers, Arlie Mucks

Columbus, Ohio. Mar. 23—Head Coach Dave McClain

Dallas. Mar. 20—Emer. Speech Prof. Fred Haberman

Denver. Mar. 30—Chan. Irving Shain

Detroit. Mar. 31—W.A.D. Kit Saunders

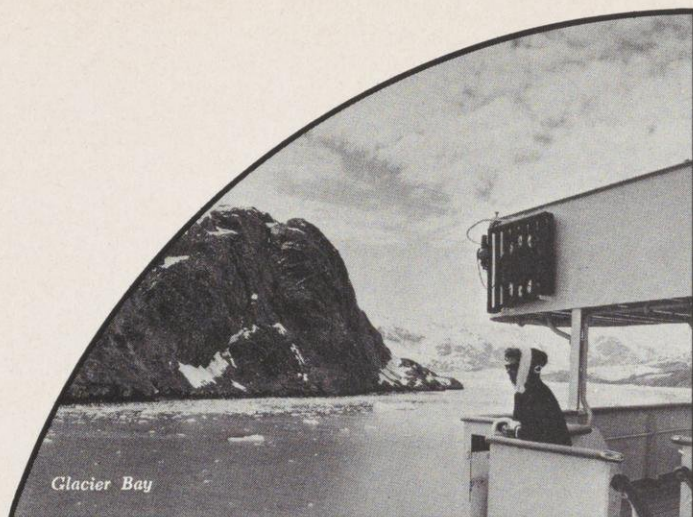
Fond du Lac. Apr. 23—W.A.D. Kit Saunders

Ft. Atkinson. Apr. 4—W.A.D. Kit Saunders

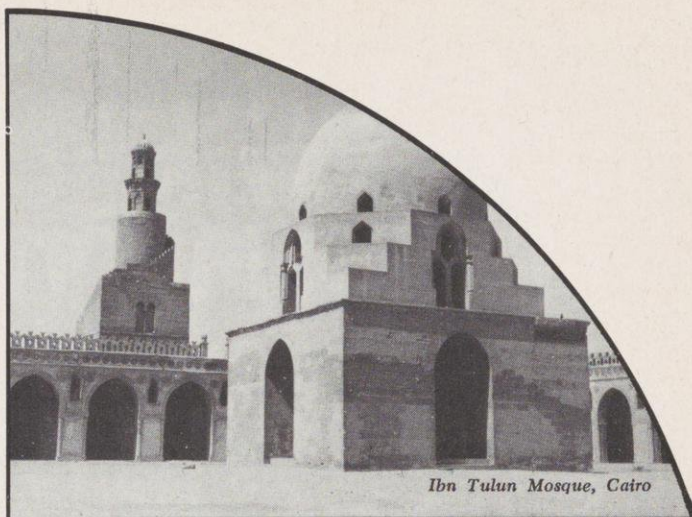
Green Bay. May 9—Arnold Brown MD, Dean, Med. School

Houston. Mar. 21—Emer. Speech Prof. Fred Haberman

Indianapolis. Mar. 16—Chan. Irving Shain



Glacier Bay



Ibn Tulun Mosque, Cairo

Alaskan Cruise

June 16-30

For fourteen days and nights, come along with us through the glories of the Alaskan summer. We'll board the Sitmar Lines' T.S.S. *Fairsea*, with its Italian crew of 500; large, air-conditioned staterooms; three swimming pools and superb continental cuisine. We'll visit seven exciting ports. First, NANAIMO, a colorful Canadian fishing village on Vancouver Island, complete with The Blockhouse, built by the Hudson Bay Trading Company in 1833. Then to VANCOUVER, a magnificent blend of old and new, from settlers' cabins to contemporary skyline and charming boutiques. Then JUNEAU, where the Alaskan goldrush started. Today it's the state capital, site of the famed Russian Church of St. Nicholas, the Red Dog Saloon, and Mendenhall Glacier. There's a Gay Nineties atmosphere to SKAGWAY, the coastal gateway to the Klondike, and here we walk through history. Then we sail into GLACIER BAY; park rangers come aboard to discuss its majesty with us. We'll stop at SITKA, with its onion-domed cathedral, museums and native crafts. And finally, VICTORIA, the city of gardens, for tea and crumpets at the hotel, and British shops for woollens and Spode.

From \$1255 per person, two-per-stateroom occupancy, from San Francisco. Special air fare from more than 100 cities on regularly scheduled flights (from Madison, just \$140.)

Each trip includes our traditional extras: experienced Alumni Holidays' tour directors; hospitality desks in our hotels; welcoming and farewell parties for us Badgers; money calculators, special baggage tags, etc.

Land-of-the-Pharaohs Escapade

September 5-19

Egypt—the gift of the Nile! And we visit it in a spectacular way; we'll have five nights in the Nile Hilton, on the river's bank in the heart of CAIRO. It's next door to the Egyptian Museum, with its 6,000-year-old relics and its riches from the tomb of King Tut. Cairo is a colorful, bustling city of bargain-crammed bazaars, mosques and minarets. Three worlds meet here—the Moslem, the Christian and the ancient.

Then, five nights sailing the Nile, from LUXOR to ASWAN, aboard the Hilton-operated M.S. *Isis*. This one-class ship was especially designed for deluxe river cruising, and provides every conceivable comfort and a maximum of space. We'll visit (at no extra charge) the TOMBS of LUXOR; the VALLEY of the KINGS; KARNAK; THEBES; ESNA; EDFU; KOM OMBO; PHILEA and ASWAN.

Aboard ship you'll watch Egypt glide by through those giant picture windows on all four decks; choose from gourmet menus (including afternoon tea); dip in the pool on the sundeck; dance in the lounge.

Stopping over in London to and from Cairo, we'll have a total of three relaxing nights at the sumptuous London Hilton, in the heart of Mayfair.

We're flying with British Airways, first class, of course, in a 747 wide-bodied jet.

\$1899 per person from Chicago, including all taxes and services except gratuities aboard ship. Price is based on two-per-room/cabin occupancy. No single cabins available.

Send for the full-color brochures with complete details!

Wisconsin Alumni Association
650 N. Lake Street, Madison 53706

Please rush me the brochure(s) on: Alaskan Cruise

Land-of-the-Pharaohs Escapade

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LOOKING FOR A WISE INVESTMENT?

Consider A Life Income Arrangement With The University of Wisconsin Foundation

Each year for the past six years, friends and alumni of the University of Wisconsin have been making life income arrangements with the University of Wisconsin Foundation by joining the Foundation's pooled income fund. They often achieve two purposes by this arrangement: make a donation to a most worthy cause—the University of Wisconsin—and save taxes and increase their spendable income.

To learn how the pooled income fund works, consider the true facts of the case of Bill and Betty Smith (their names have been changed to respect the confidentiality of their gift).

Years ago, Bill and Betty Smith invested in 100 shares of Lakeside Laboratories, Inc. common stock. It cost them \$6.87 per share then. Through merger, Lakeside converted to Colgate-Palmolive, and the 100 shares of Lakeside by means of bonus payments and stock splits eventually became 696 shares of Colgate-Palmolive stock.

Recently, Bill and Betty made a wise investment that **increased** their income from this stock by joining the UW Foundation's pooled income fund. The fund will pay them an annual income as long as either of them lives.

On July 30, 1976, they donated 488 shares of Colgate-Palmolive stock to the fund. On that day the stock's mean value was \$27.63. The gift at fair market value amounted to \$13,481, with a total appreciation of \$12,794. The stock had a dividend rate of 3.2 percent, compared with the pooled income fund earnings of 7.23 percent in 1976.

By donating the stock instead of selling it, the Smiths saved over \$3000 in capital gains taxes, received an immediate tax deduction of \$6,730.52 based on Treasury Tables and the fair market value of the gift on the day it was donated, and **increased** their income by approximately 4 percent over their previous income from the stock.

The Smiths did something else by this gift. They began the "Bill and Betty Smith Fund" for the UW-Madison College of Engineering. When both Bill and Betty die, the assets in the pooled fund are turned over to the College and will provide the University with much needed financial support and assist it in its constant mission of creating a better world.

Bill and Betty Smith have made a wise investment in every way.

For further information, contact:
Timothy A. Reilley
 Associate Director
 University of Wisconsin Foundation
 702 Langdon Street
 Madison, Wisconsin 53706
 Phone: 608/263-4545



Deaths *continued*

- Elsie Amalie Kind '27, Menasha (11/78)
- Vivian Gertrude (Clark) Ray '27, Wauwatosa (6/77)
- Bessie Lindsay Thompson '27, Scio, Ohio (3/78)
- Mrs. E. N. Lee (Merva Jean Wilkins) '28, Evanston (4/78)
- Coletta Mary Batz '28, Milwaukee (12/78)
- Ira Nathan Goff '28, Alfred, Maine (10/78)
- Otto Ellwood Rydell MD '28, Rice Lake (12/78)
- Joseph James Isabella '29, Spooner (12/78)
- Harry Delbert Lapp '29, San Leandro, Calif. (8/78)
- Gerald Charles Ward '29, Winter Park, Fla. (11/78)
- Samuel Enders Warren '29, Houston (*)
- Mrs. O. B. Combs (Mabel Ethel Van Abel) '30, Madison (12/78)
- Robert Kevin Drew x'30, Cedarburg (6/76)
- Joseph E. Cohn '31, Milwaukee (*)
- Sheldon Treseder Gardner '31, Evanston (11/78)
- Walter Hans Lehman '31, Sun City (10/78)
- John Henry Sichling '31, Milwaukee (10/75)
- John Henry Thorp '31, Cheshire, Conn. (9/78)
- Felix Ernest Werblow '31, Oshkosh (11/78)
- Kenneth John Bertrand '32, Univ. Park, Md. (12/78)
- Alfred Benjamin Gerber '32, Sheboygan (12/78)
- Kenneth Lee Sohns '32, Kensington, Md. (9/78)
- Robert Austin Swan '32, Topeka (12/78)
- Alfred Nash Moore '33, Rockford (12/78)
- Mrs. F. M. Schneider (Elizabeth Craig) '33, Hopkins, Minn. (*)
- Sr. Mary Charity '34, Milwaukee (*)
- John Bryant Gillett '34, Berlin, Wis. (12/78)
- Bernard Henry Ailts '35, MD, Abilene (12/78)
- Merton Robert Albrecht '36, Lake Mills (9/78)
- Arnold John Beyer '36, Englewood, Fla. (11/78)
- Fuat Mehmet Halis Eren '36, Istanbul (9/78)
- James Henry Tyson '39, Moses Lake, Wash. (12/78)
- Eli Winston Clemens '40, College Park, Md. (5/78)
- James Kammon Fogo '40, Orange, Calif. (2/76)
- Mrs. H. H. Pierstorff (Linda Griesbach) '40, Delray Beach, Fla. (11/78)
- Mrs. R. R. Webb (Joyce Aldene Wiley) '42, Madison (12/78)
- Mrs. S. Canadeo (Audrey Luella Town) '43, DePere (12/78)

Belinda Louise Dameron '43, Wash., D.C. (*)
 Neilus Ralph Larson '43, Sauk City (1/79)
 Mrs. Jos. Neidinger (Maxine Blanche Fedder) '43, Brooklyn, N.Y. ('78*)
 James Carlton Adams '46, Glenview, Ill. (12/78)
 Richard Ralph Heacock '46, College, Ark. (*)
 Mae Marcus '47, McGehee, Ark. (*)
 Norman Dale Sawyer '47, Waupaca (12/78)
 Lester Arnold Timm '47, San Diego (12/78)
 Paul Ira Fleming '48, N. Riverside, Ill. (7/77)
 Roger Leon Swanson '48, Owatonna, Minn. (12/78)
 Norman J. Komisar '49, Milwaukee (12/78)

Member News will resume in the May-June issue.

John Erlin Kaiser, Jr. '54, Kenosha (1/79)
 Edward L. Oakes '56, Madison (12/78)
 Rowland Richard Evans '58, Aurora, Colo. (12/78)
 Mrs. H. L. Stielow (Judith Lorene Whiffen) '58, Sheboygan (6/78)
 U.S. Rep. Wm. A. Steiger '60, Wash., D.C. (12/78)
 Michael N. Opacich '68, Madison (12/78)
 Stephen Marc Lane '70, Wash., D.C. (*)
 David Edmond Ziegler '75, Milwaukee (12/78)
 Randal Lee Morrow '78, Brooklyn, N.Y. (11/78)

Faculty

Emer. Prof. Hans Gerth, 70, (12/78) Glashuetten, West Germany. An internationally known sociologist, he was here from 1940 until retirement in 1974, with the last three years on leave to take the chair of sociology at Frankfurt am Main.
 Emer. Prof. J. Barry Hayes '14, Madison, (12/78) at age 87. He was on the Extension faculty from 1914-62, and was the state's first extension poultry specialist.

Moving?

For uninterrupted delivery of Wisconsin Alumnus, please advise us of your new address as far in advance as possible.

Name _____

Class Yr. _____

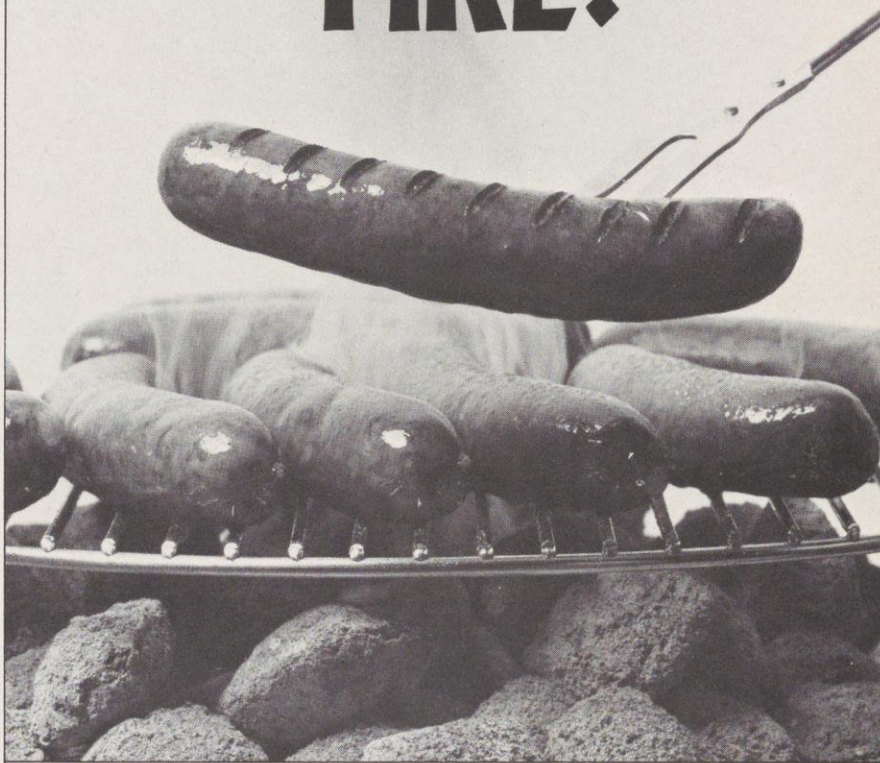
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New _____

City _____

State _____ Zip _____

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For picnics, parties or backyard cookouts, either right out of the box or simmered in beer, butter and onions, there's no better brat. And there's no better way to get them than vacuum-packed, UPS-delivered in an 8 pound box (about 40 sausages). For only \$22 per box (incl. shipping).

So, clip the coupon, fill your Weber with briquettes and light your fire!

Brathaus brats at home.™

Please rush me for \$ _____

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Address _____

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box(es) at \$22 each. Here's my check

Makes a nice gift, too.

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The Brathaus
 603 State Street
 Madison, WI 53703

Slichters, *cont. from page 25*

Cakes," were adored and adoring grandparents. Slichter retired from the deanship in 1934 but for several years continued as a special advisor for research. I have told elsewhere the story of his magnificent services to the University. He died in 1946, and Mrs. Slichter nine years later.

Louis, again involved in anti-submarine research with the advent of World War II, received a Presidential Certificate of Merit and was elected to the National Academy in 1944.

Sumner, at Harvard until his death on September 27, 1959, was recognized as one of the country's leading economists. He wrote voluminously, served as chairman of the U.S. Senate's Advisory Committee on Economic Affairs, and was consultant to almost countless other groups.

After Donald retired from North-

western Mutual's presidency, he became the chairman of its board, paralleling Allen's career with Pelton Steel.

During these years, new Slichters became connected with the University. Marjorie Ann, Allen's daughter, graduated in 1945 and taught in the second semester of that year. Ann, Donald's daughter, graduated in 1954, and four years later married John Pike '53, '59, '64, now managing director of the Wisconsin Alumni Research Foundation (WARF), which Charles Slichter, more than any other man save Steenbock, was influential in founding. And to look forward a bit, both of Sumner's sons, now distinguished scientists, have lectured at the University, and one of his grandsons is a student here.

Engineering Day, May 3, 1957, was dedicated to honoring the "Slichter Boys" and their parents, in spite of the fact that only Donald had an engineering degree. Before this occasion Louis wrote me a wonderful letter to make sure that I, who was to speak of his parents at the dinner, knew enough about his mother to properly emphasize her role. Sumner gave the chief address. Even after the brothers had reached distinction he was still looked upon by them as an admired elder brother whom they referred to simply as "Slick."

Louis retired in 1963 but continued his investigations and work on various scientific committees. He was the only one of the brothers who had to face a long and crippling illness before his death. This was a tremendous strain both emotionally and physically on Martha, upon whom he became entirely dependent. She bore it nobly. He died March 25, 1978.

All four brothers were loyal alumni, but it was in this last period that Allen and Donald, who remained in Wisconsin, were particularly active in University affairs.

Few citizens of Milwaukee were as involved in the development of the UW-M as Allen. He was generous with his financial means, he gave his valuable collection of the books especially rich in Civil War material to its library, and he was one of the most active and astute members of the citizens advisory committee to the chancellor. There were other educational institutions in Milwaukee which he helped personally and got others to help; for example, he was known by the nuns of Mt. Mary College as "St. Allen." He was also active among the alumni of the Madison campus. He chaired the committee for raising money from the Class of 1918 to re-

store the University Bay Marsh, long a cornfield, but now again a wildlife refuge with a ten-acre lagoon. Starting in 1961 he was a member of the board of the University of Wisconsin Foundation until his death on August 10, 1977.

Donald, who succeeded him in that post, was even more active in the affairs of the University of Wisconsin in Madison. He was co-chairman of the committee of the Class of 1922 which raised money for research concerning University Bay. In 1967-68 he was president of the Alumni Association. In 1944 he was elected as a member of WARF, a preliminary step to his being elected a trustee in 1946. (The first step must have rejoiced his father!) In the period from 1960 to 1964 he was the third president of the trustees, following Thomas Brittingham who had succeeded in establishing a four-year limitation on the presidency. When Donald died on October 15, 1978, he had served longer than any other trustee in the history of WARF. Akin to University matters was his service in the late sixties on the Governor's Task Force on Medical Education and his membership on the Board of Curators of the State Historical Society from 1964. He spent the last day of his life at a meeting of this board.

No single quality can exemplify the personalities of such many-faceted men, but I most often remember one trait. They were useful partly because they were interesting, and they were interesting because they were interested. They were interested in their families and their friends, they were interested in the welfare of others, they were interested in organizations, particularly the University of Wisconsin, they were interested in how things worked and they were interested in a whole range of appreciations from the beauty of nature to the taste of cheese and of oysters. I once wrote of Dean Slichter that "seldom in any gathering of which he was a part was there an equally striking individual." This characteristic was inherited and it was multiplied when there were more than one of his sons present.

What a marvelous voyage it must have been when Donald, Allen, and Louis in 1971 secured passage on the Great Lakes ore boat *Armco* for a round-trip of four or five days from Toledo to Silver Bay in Minnesota on the north shore of Lake Superior and return, for they each had such good company! ●

The Job Mart

BS Math, National Central University 1974. MS Statistics-Business, UW 1978. Associate instructor in Mathematics, Indiana University, 1976. Teaching Assistant in Statistics, UW, 1977-78. Graduate work dealing with quantitative methods in business. (Probability, Mathematics, Statistics, Operations Research, Decision Theory, Computer). Member #7901.

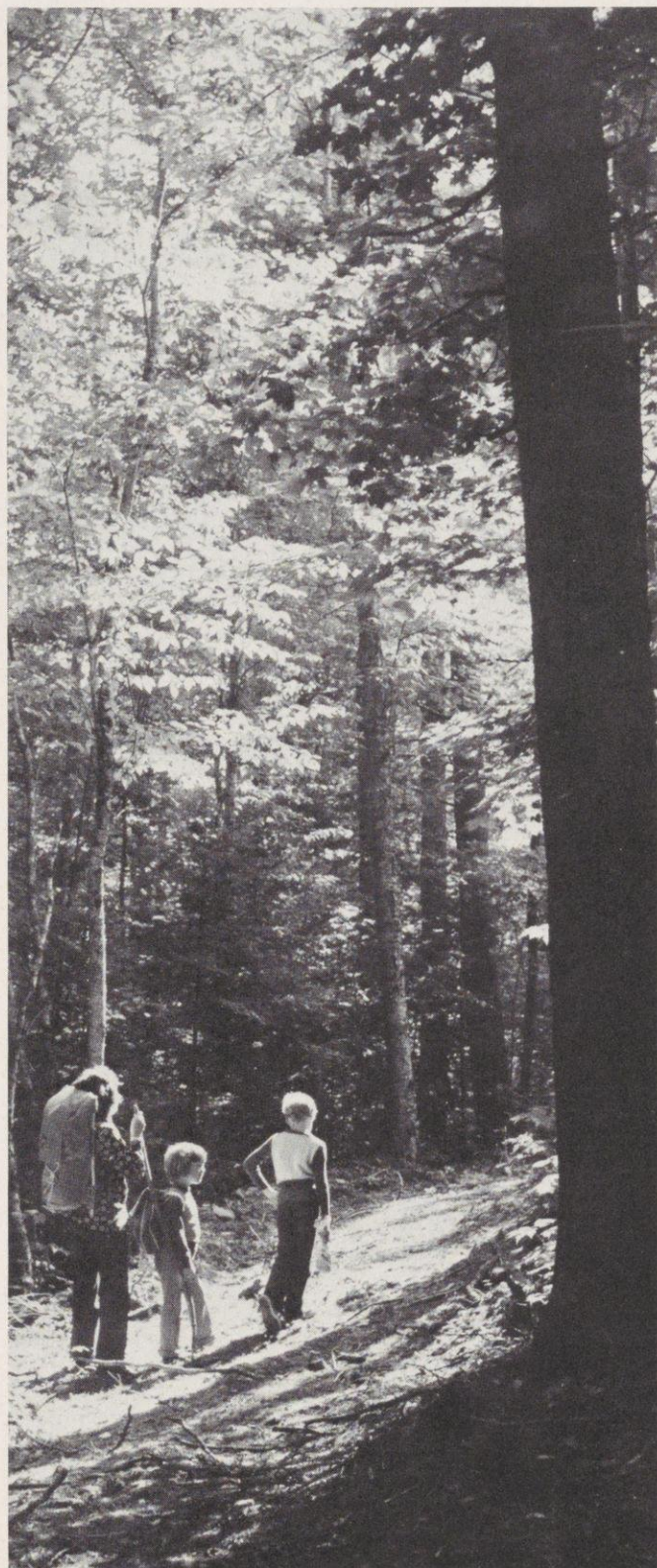
B.S. '75—Interior Design. Lighting-fixture manufacturer's rep last 2½ years. Seeks factory rep position for a lighting or interior furnishings manufacturer in Midwest, Southwest or West. Available now. Member #7902.

BBA '56 (Banking). Eight years as a bank examiner and twelve in virtually all phases of commercial banking. Present assignment includes personal banking and bank marketing. Seeking relocation in southeastern Wisconsin or Fox River Valley. Member #7903.

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CALENDAR

Fri., May 18

- Registration, open house for all classes, Wisconsin Center
- Half-Century Club luncheon; Wisconsin Union
- Alumni seminars
- Individual class receptions and dinners

Sat., May 19

- Registration, open house for all classes, Wisconsin Center
- 25-Year Club luncheon
- Campus bus tours
- Home Ec Alumni breakfast
- Library School Alumni brunch
- The traditional Alumni Dinner in Great Hall, Wisconsin Union. The highlight is, as always, the presentation of our Distinguished Service Awards, the recognition of outstanding seniors, and a concert by the renowned

Wisconsin Singers, all in a *fast-paced* program. The dinner is preceded by a no-host cocktail party in Tripp Commons

Sun., May 20

- Morning open-house for all returning alumni at the Chancellor's Residence, 130 N. Prospect Avenue

* Reunion committees from each class are sending out notices to those members for whom they have current addresses. These should be received by about mid-February. Please keep our office advised of address changes and contact us if you have not received your notice by March 1.

Clip and return

Send me tickets for the 1979 Alumni Dinner, May 19 at 6:30 p.m., @ \$9.50 per person.

Name

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Class

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