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## Gaylord Nelson: governor of Wisconsin.

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1988

Gaylord A. Nelson was born in Clear Lake, Wisconsin on June 4, 1916. He received a B.A. degree from San Jose State College in California in 1939 and an LL.B from the University of Wisconsin in 1942. He served in the state senate for 10 years, was Governor for four years, and represented Wisconsin in the U.S. Senate for 18 years. He is presently Counselor of the Wilderness Society.

During his career, Gaylord Nelson's contributions to the state and the nation have been substantial in the fields of social and economic policy, education and foreign affairs. He has provided leadership at the state and national level in the fields of environmental and resource management and protection. He continues as a national leader in these fields in his present position as Counselor of the Wilderness Society.

His role in establishing environmental issues as permanent parts of the nation's political agenda has been an historic one. In serving to protect and maintain our quality of life through a healthy environment, Gaylord Nelson has been the forerunner of a new era of political leadership and concern in America.

As a policy maker at the national, state and local levels, he has emphasized the need for strong policies in support of resource conservation and management, land use planning, pollution control, and environmental education. It was his belief, long before environmentalism became a fashionable activity within political circles, that there are no domestic issues more important to America in the long term than those involving our biosphere. In a letter to President Kennedy in 1963, urging him to make a nationwide conservation tour, Nelson cited the nation's dwindling natural resources and blamed much of the problem on the lack of political leadership. He wrote, "This is a political issue to be settled at the political level, but strangely politicians seldom talk about it."

In his 40 years of continuous public service, Gaylord Nelson has insured that politicians talk about environmental problems. Today, these issues have an on-going place in our political dialogue and "environmentalism" has become a broadly-based, non-partisan political and social movement.

Gaylord A. Nelson was also the founder of "Earth Day," a national environmental teach-in which involved millions of Americans on campuses throughout the United States. People from all walks of life showed that peaceful demonstrations could be an effective vehicle for a continuous national dialogue over the health of the world. Nearly twenty years later, the tradition of "Earth Day" continues.

Gaylord Nelson's legislative accomplishments in the environmental area have provided innovative approaches to problems of concern to all of society. As Governor he provided leadership in the following:

1. The Outdoor Recreation Act Program (ORAP), a dramatic new program to spend \$50 million for Wisconsin resource programs, financed with a 1¢ tax on cigarettes. This provided for new programs and substantial expansion in existing programs as follows;
  - a. Parks and forests: 145,000 additional acres
  - b. Fish and game preserves: 460,000 acres
  - c. Tourist information centers
  - d. New lakes as a part of the federal small watersheds projects
  - e. Greatly expanded use of conservation and scenic easements to protect 3000 miles of scenic beauty along highways, to protect trout streams, wetlands and scenic vistas
  - f. A study of the south shore of Lake Superior to protect its beauty
  - g. Three conservation youth camps
  - h. State aids to urban areas for acquisition of parks and open space; state aids for recreational development of county forests
  - i. A new state agency--the State Recreation Committee, chaired by the Governor--to continually plan for the wise use and management of the state's resources and to develop the plan for each biennial budget for ORAP.

In modified form, investment in Wisconsin's stock of natural resource capital assets continues today.

2. Making the County Forest crop program a permanent part of the Wisconsin public forest system. If Gaylord Nelson had not provided leadership, much of this 2.3 million acres of splendid forests which grew out of the ashes of the destructive logging era of a half century earlier would have been lost as a public resource.
3. Increasing funds to provide public access to lakes and streams.
4. Undertaking the first state-wide study and classification of Wisconsin lakes.
5. Creating a Department of Resource Development which in addition to economic development responsibilities had responsibilities for comprehensive state-wide land use, resource and recreation plans. Wisconsin became one of the first states in the nation to begin a process of comprehensive planning.

6. Making the proposal to establish the Apostle Islands National Lakeshore made to the Secretary of the Interior, Stuart Udall. The idea was warmly received. The process of planning began which resulted in Congressional approval in 1969.
7. Greatly expanding the role of the Natural Resource Committee of State Agencies. As a result of his personal involvement, a natural resource legislative agenda was set for the decade; much of his agenda has since become law.
8. Creating sub-state regional planning commissions in the Wolf River Basin, Southeastern Wisconsin, Northwest Wisconsin, etc. The commissions were charged with preparing land use and resource use plans in their regions. Since then commissions have been formed which blanket all but 5 Wisconsin counties. At both the state and regional level the planning work has had significant impacts on improving the use and management of land, water and other natural resources.
9. Establishment the first comprehensive study of the state tourism industry and the importance to the tourist industry of using natural resources wisely and protecting scenic beauty.
10. Revitalizing and strengthening the "Wisconsin Idea", which brought the resources of the university to bear on the resource and environmental problems faced by the state. More than 20 faculty from ten academic departments and numerous Extension faculty were directly involved in state resource and environmental programs and in the Department of Resource Development's comprehensive planning activities. A number of the employees of the Department eventually became University faculty members. (See The Wisconsin Idea: A Tribute to Carlisle P. Runge, University of Wisconsin Extension, 1981, attached)

Gaylord A. Nelson was also mindful of the needs of education. The building programs of the University were accelerated by a full two years and some \$58 million in state funds were authorized for higher education building, compared to only \$39 million in the previous ten years. Faculty were given a 24% salary increase. Minimum pay for grade and high school teachers was raised. The state's share of local grade and high school costs was raised from 20% to 25%, providing an additional \$30 million per year to hold down property taxes. A new five million dollar student loan program was enacted and funds for vocational education quadrupled.

Contributions in the environmental and education arenas along with numerous other successful legislative initiatives of the Nelson state administration were characterized by historian H. Russell Austin in The Wisconsin Story as the "most impressive of any in roughly a half century of the state's history."

Gaylord Nelson's environmental concerns continued in the United States Senate. He authored or sponsored environmental legislation in every congress from 1963-1980. Some of his accomplishments are enumerated below:

1. Authorization of the Apostle Islands National Lakeshore and the St. Croix National Wild and Scenic River
2. Introduction of the first legislation to control strip mining
3. Bans on the use of DDT, 2,4,5-T, phosphates in detergents, and fluorocarbons in aerosol propellants
4. Warnings about the energy crisis well in advance of the OPEC oil embargo. Development of alternative energy sources and mandatory automobile fuel efficiency emission standards.
5. Co-authoring of the Wilderness Act, the National Trails and Wild and Scenic Rivers Acts, the Environmental Education Act, the Alaska National Interest Lands Conservation Act, The National Environmental Policy Act, The Everglades National Park Act and the Marine Pollution Control Act.
6. Establishing Operation Mainstream and Green Thumb to employ the elderly unemployed in conservation projects.

In the exercise of leadership Gaylord A. Nelson was able to marshal the resources of government to support environmental programs, to provide a bridge between often-clashing political and ideological views, to elevate our vision beyond the expediency of the day, to draw on the scientific and intellectual resources of the university, and to increase our awareness of the need to deal with the earth in a sensitive way.

# U. W. NEWS

File [Governor & U. W.]

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

1/5/59 rt

MADISON--The University of Wisconsin faculty voted Monday night to "make no changes at this time in the group health insurance plans available to its personnel...because of the likelihood of participation by the state in this area."

The action came on the recommendation of a special "Ad Hoc" Insurance Committee which reported to the faculty on the current developments in Blue Shield coverages.

Many University employees have Blue Cross hospitalization coverage and Blue Shield-Wisconsin Physicians Service surgical coverage. Blue Cross is now offering surgical coverages either through the Milwaukee County Blue Shield organization or through a private company it has established, the committee reported.

"Bi-partisan interest in the type and cost of health insurance available to state employees has increased in the last six months," the committee reported.

"Gov. Gaylord Nelson has specifically stated that he 'will recommend and support legislation to provide...participation by the state, as the employer, in the cost of the premiums for a comprehensive plan of health insurance for state employees.' There is good reason to believe that the Legislature is also favorably inclined toward such participation by the state."

The committee urged the faculty to "place itself on record with regard to some of the important features to be included in the specifications for such a health insurance plan," and on the committee's recommendation the faculty voted:

"That the University indicate to the appropriate legislative committee its desire for state participation in the cost of health insurance..."

"That the University support a liberalization of the present disability income protection for Civil Service employees; and

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add one--health insurance

"That the state provide insurance against liability incurred by its employees in the performance of their duties."

Specific recommendations as to the nature of the health plan, adopted by the faculty, included:

1. Emphasis on the need for a high maximum amount of coverage.

"Extremely costly medical bills are disastrous to the individual, but are relatively infrequent and therefore inexpensive to insure against, as compared to the more frequently occurring smaller claims," the committee explained.

2. Coverage of an all-risk nature rather than scheduled benefits only.

3. Coverage which begins immediately upon employment rather than after a waiting period. "Illnesses are not less costly because the individual is new to his job," the committee pointed out.

4. Continuation of the retiring employees in the state group.

5. Recognition that the state employees have varying requirements as to first dollar coverage, but each needs coverage against extreme losses. "The state might best serve all employees by regarding its contribution as applying to the insurance covering the top dollar losses, and arranging several alternatives as to the accompanying basic coverage from which the employee may choose," the committee suggested.

6. A request that a low rate of coinsurance, say 10 per cent, be utilized in connection with this major-medical portion of the health policy. "This should act as a deterrent to excessive charges, yet keep the insured's liability at a low level," the committee reported.

In other actions Monday, the faculty accepted the annual reports of its Kemper K. Knapp Fund Committee and its Committee on Student Conduct and Appeals, approved a new course leading to the degree Bachelor of Science, and heard a preliminary report of its Special Committee to Study Academic Standards.

ANOTHER PROBLEM THAT MAY RETURN for faculty consideration is the "1960 clause," which provides that no fraternity or sorority "which has in its national or local constitution or pledge instructions a discriminatory clause shall be approved by the University after July 1, 1960." There is pressure from some of the fraternities to delay enforcement, and some sentiment among those of the faculty who have been close to this situation to delay it at least until September, 1960, to enable organizations having national meetings during the summer of 1960 to attempt correctional actions that summer.

UNIVERSITY ADMINISTRATORS are still optimistic about receiving an adequate 1959-61 operating appropriation. They will continue to push for the salary adjustments recommended in the University's request. Gov. Nelson has indicated that he will recommend sufficient funds to carry on present programs and allow for higher prices and enrollments; that he favors an even higher increase in "fluid" research funds than the University asked, and recognizes a commitment to improve Agricultural Extension; that he is aware of the critical space situation at the UW-Milwaukee.

THE FUTURE OF THE UNIVERSITY is a topic of general discussion by the Regents who have set up a committee headed by Regent George Watson to look in on it. In answer to Regent request, the administration suggested a number of questions bearing on the subject. Now the Regents have asked the administration to suggest some answers. This is a little more difficult. Try your hand at these:

Is there an enrollment figure above which the University cannot go without serious risk of impairing quality, and changing the basic character of the institution? If so, what is that figure for the whole University, for Madison, for Milwaukee?

Is there a rate of growth which the University cannot exceed, in one year or five years, without serious consequences? If so, what is that rate?

As enrollment grows, where can the University best absorb the increasing numbers--in Madison, Milwaukee, at existing Extension Centers, by opening new Centers, or by a combination?

As enrollment grows, to what extent can and should the University change methods (greater use of lectures, TV, etc.)?

As enrollment grows, how can we handle the larger load with maximum economy and efficiency, without sacrificing quality?

These questions are just a start--there are many more. But your dean is attempting some answers. If you have an idea, give him a note--but soon!



# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

1/23/59 mcg

RELEASE:

Immediately

MADISON, Wis.--At the request of Gov. Gaylord Nelson, Pres. C. A. Elvehjem of the University of Wisconsin has named a committee of four UW professors to study the effect of the present tax structure--and various alternatives--on the people of the state.

The committee members, all possessed of expert knowledge of tax problems, are Profs. Harold Groves, economics, and W.D. Knight, commerce and business research, co-chairmen; Prof. Clara Penniman, political science; and Prof. Robert Lampman, economics.

Prof. Groves is nationally recognized as an authority on public finance and on tax systems around the world. He served in the Wisconsin Assembly in 1930-31 to write the state's unemployment insurance law and other measures; on the State Tax Commission in 1931; and in the State Senate from 1934 to 1936. He has been chief of staff of the committee on intergovernmental fiscal relations of the U.S. Treasury, a member of the research staff of the National Committee for Economic Development, and director of the National Bureau of Economic Research.

In 1955 Prof. Groves was a member of the Governor's Committee on Revenue Resources and from 1955 to 1957 he supervised the study of tax administration in Wisconsin which was financed by a Rockefeller Grant. Among his publications are "Financing Government," "Federal, State, and Local Government Fiscal Relations," "Production, Jobs, and Taxes," "Postwar Taxation and Economic Progress," "Comparative Tax Systems of the World," and "Trouble Spots in Taxation."

Prof. Knight, director of the University's bureau of business research and service, has been consultant to many Wisconsin legislative bodies and government

-more-

Add One--UW Tax Study Committee

agencies and to groups seeking to improve Wisconsin business and industry. A native of Beloit, he earned his bachelor's degree magna cum laude at Beloit College in 1938 and then went to the University of Michigan for his master's degree in 1940 and his doctorate in 1946. His doctoral dissertation was a study of what 40 Wisconsin cities had done to attract industry. In 1950 he was named research director for the exhaustive study of the Wisconsin tax structure, in 1955-56 he was adviser to the governor's committee on revenue sources, and during Gov. Vernon Thomson's term in office he served as his financial adviser. His experience in industry includes work in finance for Fairbanks, Morse and Co. and for the Taylor Freezer Corp.

Miss Penniman wrote her doctoral dissertation on state income tax administration and co-authored a book on the same subject to be published this year. She worked for 10 years in the budget and account division of the Wisconsin State Employment Service before enrolling at Wisconsin to earn her bachelor's and master's degrees, and at the University of Minnesota for her Ph.D. She is former president of the Madison League of Women Voters and a present member of the state board. She is president of the Wisconsin chapter of Phi Kappa Phi and treasurer of Phi Beta Kappa, both national honor societies. A member of the University political science faculty since 1953, she now holds the rank of associate professor.

Prof. Lampman, one-time consultant to the governor of the state of Washington on tax matters, and to the Seattle school district on tax problems, is a native of Wisconsin who earned both bachelor's and Ph.D. degrees at the state university. He was a member of the University of Washington faculty from 1948 to 1958, with periods of leave to teach at the American University in Beirut and to work with the National Bureau of Economic Research on a Carnegie Fellowship. He is the author of numerous articles on income distribution and a soon-to-be-published book on the distribution of wealth. He joined the Wisconsin faculty as an expert in public finance in the fall of 1958.

For Gov. Nelson's reactions to  
criticisms about the Tax  
Committee he appointed, see  
[Tax Impact Study]

Feb. '59

# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

5/1/59 jfn

RELEASE:

8 p.m. Friday, May 1

MADISON, Wis.--(Advance for 8 p.m. Friday, May 1)--Robert H. Fleming and Walter G. Hornaday, Washington news correspondents, and Howard Teichmann, New York playwright and producer, received citations for distinguished service in journalism Friday evening at the banquet climaxing the 1959 Journalism Institutes at the University of Wisconsin.

Honors were conferred on the three Wisconsin journalism alumni at the Loraine Hotel banquet by Dr. Fred H. Harrington, University vice president of academic affairs. Prof. Ralph O. Nafziger, director of the School of Journalism, read citations to the trio, recommended by the journalism faculty.

Fleming, Washington correspondent for the American Broadcasting Co. since 1957, was cited as a "newspaperman's newspaperman who brings to the TV screen the highest standards of the fourth estate."

Hornaday, chief of the Washington bureau of the Dallas, Tex., Morning News since 1944, was cited for "noted work as a writer in the field of public affairs."

Teichmann, author of the Broadway hits "The Solid Gold Cadillac" and "The Girls in 509," was cited as an "outstanding playwright and producer who has charmed millions with stories that typically assign key roles to newspapermen."

[Gov. Gaylord Nelson] was principal speaker at the banquet, climaxing the institutes attended by nearly 200 newsmen from the Midwest.

Fleming, former Madison and Milwaukee newspaperman and former chief of the Chicago bureau of Newsweek magazine, was described in his citation as typifying "the home town boy who makes good in the big city in a way that reflects the

-more-

add one--journalism citations

highest credit on your profession and your alma mater."

Fleming was born in Madison and received his UW journalism degree in 1934.

Hornaday, who received his Wisconsin journalism degree in 1913, was hailed as "part of the warp and woof of Texas journalism since 1914." Noted for his writing of state and national politics, he has reported virtually every Democratic and Republican national convention since 1928.

The son of a widely known Texas newspaperman and journalism teacher, he became chief political writer of the Dallas Morning News in 1938. Previously he served on the editorial staff of the Minneapolis Journal, Austin, Tex., Express, and Dallas Evening Journal.

Teichmann, who received his UW journalism degree in 1938, was cited for his "'solid gold' display of wit and integrity under Broadway's bright lights." Prior to writing his New York hits, he had been radio script writer for the Mercury Theater of the Air and editor in the overseas branch of the Office of War Information.

He wrote the famous CBS-TV show, "They Live Forever," immortalizing the four chaplains who died when the U.S.S. Dorchester was sunk. For the past 15 years he has also been teaching dramatic writing at Barnard College.

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It is with both pleasure and pride that I introduce tonight's speaker--a young man with a great future and a heavy burden.

The burden, you all know, is the responsibility of guiding this state through what may be the most critical years of its history. The great future is assured, I believe, because he comes to these responsibilities well equipped to meet them--to turn problems into challenges, to meet them with insight and vigor, and to draw from them new glory for this state--and incidentally, for his statesmanship.

Gaylord Nelson was born 42 years ago at Clear Lake, a little village in Polk County that even today counts its population at somewhat less than 700. He is the son of a country doctor who served his community's health needs for almost half a century before his death last June.

It might be said that Gaylord is out of political stock. His mother's grandfather and grand-uncles were in the determined band of 53 who met in the little white schoolhouse in Ripon in 1856 to found the new Republican party and one of these forebearers has been credited by some with writing the platform of the new party. All of them were staunch Lincoln supporters.

But by the time Gaylord was born, his parents were among the stalwart supporters of the Wisconsin Progressives and by the time this youngster had earned the nickname "Happy," he was learning Progressive principles while perched on the knees of his doctor-dad.

Gaylord was educated in the public schools of his community, went to San Jose State College in ~~San Francisco~~<sup>California</sup>, and received his Law Degree from the University of Wisconsin. On the Badger campus he was a member of that group of Young Progressives who have, in recent years, done so much to enliven and strengthen the Democratic party in this state.

At one point of his campus career he was president of the University Progressive Club and a member of the youth committee of the Progressive State Central committee.

Within a week after receiving his Wisconsin Law Degree in 1942 he was in the Army. In typical Army fashion, the young lawyer was soon made a sergeant in the Medical Corps at Fitzsimons General Hospital in Denver and then was sent to Officer's Candidate School.

As a second lieutenant in the Quartermaster Corps, serving in Pennsylvania, he met another fresh second lieutenant, Carrie Lee, of the Army Nurse Corps. But it was in Okinawa where Nelson, then a Captain and company commander, and the lieutenant again were brought together by the fortunes of war, and the proposal that culminated in a marriage later in Madison was made.

But before the culmination, Gaylord returned to Clear Lake in 1946. This was the year that Young Bob La Follette, having finally decided to return to the Republican party, made his unhappy race for the Senate against a young Appleton judge named Joseph McCarthy. To help his campaign, a number of young progressives joined Young Bob in a return to the Republican party and Gaylord filed as a Republican candidate for the assembly and nearly made it--lost by only 100 votes.

Many of you may recall the confused and disheartened state of many of our young idealists at La Follette's defeat. The ranks of the Progressives had been disintegrating and there was uncertainty in the minds of young liberals in Wisconsin as to whether to seek their political fortunes as a liberal wing of the Republican party or to join in a move to liberalize and invigorate the Democratic party.

In the 1948 elections--just ten years ago--Gaylord Nelson, by then a Madison attorney, threw in his lot with the Democrats as candidate for the State Senate with these words:

"I am proud to join Carl Thompson, Democratic candidate for governor, and Horace Wilkie, our party's candidate for Congress in this district, in the job of building a truly progressive Democratic party in Wisconsin."

He was elected--then re-elected in 1952 and 1956, and has served as both floor leader and assistant floor leader for the Democrats in the Senate.

During his years as a State Senator the respect for his integrity and vision grew constantly--among both Democrats and Republicans. I have heard Legislators who were bitterly opposed to Nelson's point of view praise, in the highest terms, his basic soundness, his honesty, his forthright manner. "He is a real opponent," one Republican leader has said. "The toughest, yet the most considerate."

For Governor Nelson is a man of ideas and principles, and he considers the political arena as a testing place for the soundness of the ideas held and practiced by the contending parties.



The Milwaukee Journal has pointed out that the most singular thing about the way Nelson conducted his gubernatorial campaign was the way he persistently, thoroughly, and constructively raised only those ideas and issues which were pertinent to the duties of the governor.

He likes all sides of an idea argued, and has been known to take the part of "devil's advocate," just to assure thorough discussion.

He is the first man elected governor of this state in my memory who might accurately be termed an "intellectual." He has an unerring sense of values with which he tests ideas. He has a frankness and a willingness to go on record which is rare in the makeup of successful politicians. He is honest always. He never attempts to delude anyone---including himself.

I think you might consider him a shy man. I have been told that the "good-fellow-well-met" attitude of the office-seeking politician is a difficult posture for him to assume. I have a hunch that many of the social and ceremonial functions of the governor's office may be considerably more trying for him than such major problems of state as balancing the budget.

I had the happy occasion to spend a day watching Gaylord at work last week during the hearings on the budget for the University and the State Colleges and I think that every citizen of the state, regardless of how he voted in the last election, would have been pleased with the way he conducted this part of the State's business.

I have been a member of the University's Board of Regents for almost two decades now, and I have gone with my hat in hand to budget hearings before many governors. I recall one, for example, some years ago, when the most pertinent question asked by the then chief executive was:

"How many typewriters do you have at the University?"

In contrast, our current governor-elect sought out trends and tendencies in the budgets, related dollars to goals, and saw budgets for what they are if they are well-prepared, plans for achieving long-range programs.

He examined into such things as the balance of University functions--a prime requisite for a great institution--and linked the financial programs suggested and methods of achieving such balance.

He showed an obvious concern for the excellence of programs supported by the state and seemed particularly interested in quality. He related the cost to the citizen and the benefit to the citizen.

I have given you this personal evaluation of the governor-elect only because I think it might help you interpret what he has to say tonight.

I am proud to present the 34th Governor of Wisconsin--

The Honorable Gaylord A. Nelson.

DRAFT (TAYLOR) LETTER FROM [GOV. NELSON] TO PAT O'DEA

Dear Pat:

Carrie Lee and I would appreciate your extending to alumni and friends on the West Coast our most sincere thanks for their gracious hospitality before and after the recent unpleasantness in the Rose Bowl.

I am not sure that Carrie Lee ever will get over meeting the legendary Pat O'Dea whose name and fame have come down through Badger football history and remain today as bright as ever.

When alumni, so far from the campus, find importance and enjoyment in marking, each year, the founding of the University, it is quite evident that Wisconsin gives her graduates a bond which is both lasting and good. I like to think that this bond is our common devotion to public service.

Some years ago a graduate student at the University sampled a cross-section of our alumni and compared this sample, in civic and political responsibilities assumed, with a national survey made of a sampling of graduates from all colleges and universities in the country. Wisconsin students, in this sample, were measurably more active in politics, civic improvement work, and the like. They were more likely to vote regularly and to join action organizations.

If this sample accurately reflects an attitude our alma mater builds in its students, we can say with pride that Wisconsin has given us a most priceless gift, devotion to the welfare of our fellow men.

My best wishes for a pleasant Founders Day Dinner.

DRAFT (TAYLOR)

Information for possible use by Gov. Nelson (in Appleton Founders Day Address

I. THE UNIVERSITY IS GROWING IN SIZE AND IN USEFULNESS.

The University has entered an expansion period unlike anything it ever before experienced, prompted by the twin challenges of increasing enrollment and the explosive expansion of knowledge.

1. This year's official fall enrollment throughout the University system totalled 25,492--the highest in its history. Of these 18,167 are on the Madison campus, 5,369 at the University of Wisconsin-Milwaukee, and 1,956 at the eight Centers in Green, Kenosha, Manitowoc, Marinette, Menasha, Racine, Sheboygan and Wausau.

Based on the birth rate increase--youngsters already in elementary and high schools--and the increasing percentage of college-age youngsters going to college, University statisticians predict that by 1970 the Madison enrollment will reach 31,000, the Milwaukee students will go up to 12,000, and the Extension Centers to 4,000. And these are minimum estimates--about a fifty per cent enrollment increase in the next decade. Some authorities place the increase to be expected nationally at 70 per cent.

2. The expansion of knowledge, while harder to measure statistically, is just as real and just as challenging as the enrollment increases for the University. It multiplies and expands the courses, increases the need for adult education and refresher work, and has ~~had~~ a marked impact upon research. To cite a single example: ten years ago atoms were the concern of the physicist. Today radioactive isotopes are used in almost all the branches of the natural sciences, and the terror of the atom bomb figures in all the social sciences from psychology to economics.

One way of showing statistically the impact of expanding knowledge is through the research budget of the University. Back in 1930-31 it was a little more than \$300,000. Last year it was nearly 13-million. In the past decade alone, budgeted expenditures for research tripled. It is interesting to note that back in 1930-31 the state supplied a third of the University's budgeted research funds. Last year the state's contribution was down to 27 per cent.

## II. THE UNIVERSITY'S PREPARATIONS FOR THE FUTURE.

It is the University's intention to maintain and improve the quality of what it does while expanding to meet the challenges of higher enrollments and expanding knowledge. To do this will require maintaining and improving faculty quality while increasing faculty size almost 50 per cent, and a building program which will increase the University's useable space by about the same ratio.

1. Attracting and holding a capable faculty will become more difficult as time goes on, for the current nationwide shortage of competent scholars and teachers will grow more serious as enrollments throughout the country increase. Wisconsin must be able to meet the competition. It has some built-in assets: a strong Graduate School which will provide a good supply of "home grown" teaching talent; attractive research opportunities; a reputation for freedom and for faculty voice in University operation. Its weakest point is its salary structure. Among the Big Ten this year, Wisconsin's professors' salaries are in 6th place, associate professors are 7th, and assistant professors are 8th.

As you may know, my budget, on which the Legislature refused to act, would have provided a 12 per cent average salary increase for the faculty. That would not have placed our University salary averages anywhere near the

top in the Big Ten, but it would have been a move up the ladder. The Republican budget calls for a 4 per cent increase next year. And, unless my information about what other states are doing for their universities is in error, Wisconsin is going to take another step down the salary ladder.

2. Although if you have visited the campus lately you may have come away with the feeling that the University's building program for the future is well under way, there is some lag in this area, too. Again finances are a major problem. Much of the recent building activity has been in dormitories and similar self-supporting activities, or financed through gifts and grants. Only limited construction has been possible through the borrowing technique we inherited from the previous administration.

Currently under construction on the Madison campus are some three million dollars' worth of buildings. These include additions <sup>to</sup> ~~the~~ Service Memorial Institute which houses the Medical School, the Law Library, the Enzyme Institute, and several minor agricultural campus buildings. Architects have plans on the boards for another 17-million dollars' worth of buildings, and additional structures estimated at 10-million dollars are in the preliminary planning stage.

# U. W. NEWS

10/7/60 hd

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE: Immediately

MADISON--Gov. Gaylord Nelson will be quizzed by 50 or more Wisconsin high school journalists at an Oct. 15 press conference in Madison.

The mass interview will highlight the 33rd annual Wisconsin High School Editors' Conference on the University of Wisconsin campus. The one-day conference is expected to attract more than 500 student editors and advisers.

The governor's press conference is a "first" for the annual conclave.

A group of top student reporters, one chosen by each adviser to represent his school, will interview the governor at 10:40 a.m. in Journalism Hall. Earlier, Gov. Nelson will welcome advisers and delegates at the opening convocation in the Wisconsin Union Theater.

A lively series of questions and answers is expected at the governor's press conference. Afterward, the students will write news accounts of the session. The news stories will be judged for quality by conference officials, and three winners will be named. First prize will be a rotating silver cup.

Mr. and Mrs. Fred Kildow of Minneapolis, associate editors of Scholastic Editor magazine, will be guests at the conference. Kildow is director of the National Scholastic Press Association. The couple will be honored by advisers for their many years of leadership in high school journalism.

Keynote speaker at the convocation will be Clarence W. Hach, chairman, of the English department at Evanston, Ill., Township High School. Hach is a past president of the National Association of Journalism Directors and co-author of the high school text "Scholastic Journalism."

-more-

add one--high school editors

The conference is sponsored by the UW School of Journalism in cooperation with the Wisconsin Journalism Teachers-Advisers' Council (WJTAC), headed by N. C. Huckaby of the Delavan-Darien High School. WJTAC members will hear a report on proposals for a 1961 Summer Sessions workshop on high school journalism. James A. Fosdick, chairman of the School of Journalism Extension Services, will give the report.

Opportunities for work in journalism will be discussed at a career panel entitled "So You Want to Be a Journalist." The panel will cover daily and weekly newspapers, magazines, advertising, public relations, radio and television, high school teaching and advising, and professional preparation.

Speakers will include Prof. Ralph O. Nafziger, director of the School of Journalism, Carl Zielke, manager of the Wisconsin Press Association, and others. The panel and other sessions will be held at the Wisconsin Center.

A series of conference and critical sessions on specialized areas of journalism will be moderated by University staff members, high school advisers and professional specialists.

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*Gov Nelson*

# NOTE

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

June 6, 1960

TO DEANS AND DIRECTORS:

Governor Nelson's office supplied me with copies of his recent speech at San Jose in which he outlined some of his ideas about higher education, and I thought you might be interested in the attached copy.

--Robert Taylor  
Assistant to the President

EXECUTIVE OFFICE RELEASE

MADISON, WISCONSIN

FOR RELEASE ON DELIVERY, 10 A.M.  
TUESDAY, MAY 3, 1960

60-257

GOVERNOR NELSON'S FOUNDER'S DAY ADDRESS: SAN JOSE STATE COLLEGE

On the occasion of this observance of the founding of San Jose State College, it is appropriate that we should consider the place and character of higher education in the emerging future of American life.

We have built in this country an educational system of which we can in good conscience be proud. The progress that we have made is brought home to me strikingly as I look at this campus, so different and so much larger than it was when I was here only a little more than 20 years ago. I must confess to a feeling of nostalgia for San Jose the way it was, but I know--particularly from my own experience as Governor of Wisconsin--that the need for higher educational facilities is great, and that neither sentimentality nor penuriousness can be allowed to stand in the way of the expansion we must have. It is the task of American leadership, both educational and governmental, to move forward.

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Despite all we have done, the need outstrips our accomplishments. We live in a perilous world, confronted by an increasingly powerful and implacable competitor. The Soviet economy is growing at the rate of about 6% a year; our own economy has been growing at a rate of less than 3%. One of the most urgent tasks of responsible American statesmanship, both governmental and economic, is to close this gap.

Moreover, the Soviet Union, which has a managed economy not beholden to the desires of voters in free elections, can invest its national savings in any fashion it chooses. It has chosen to devote much of its increased capital to such national purposes as education and the expansion of heavy industry.

We must strive continuously to understand our place in the contemporary world. If our country is to remain a first-class power, and the head of the free world, it must give increasing support to those factors which lead to national strength. Of all these factors, none counts for more than higher education.

Our colleges and universities perform indispensable services. They preserve and transmit, and above all, enlarge the nation's stock of knowledge. They carry on much of the nation's scientific research. They conserve and transmit to up-coming generations our cultural heritage; without the humanities our lives would be poor indeed. The burgeoning social sciences offer increasingly promising solutions to the problems of social organization.

Our institutions of higher learning supply a large proportion of our most skilled personnel: our teachers, our doctors in the various medical sciences, our engineers, economists, agricultural specialists, accountants, and many other trained people who are essential for our sort of civilization. They train a large proportion of our political leadership and most of our private group leadership. The business community and the labor movement absorb vast numbers of educated men and women. In fact, educated people have always been

in short supply, and this is as true today as ever in the past. For while we have more college graduates today than ever before, we also have greater need for them than ever before.

I think that our citizens and taxpayers recognize this need for more higher education. Like any other governor, I hear a great deal from those who want their taxes reduced. But when people understand the relation between taxes and education, it has been my experience that they recognize the value of education and are willing to pay for it.

Higher education is going to continue to cost more and more. Projections of future college enrollments are as frightening as they are encouraging. Enrollments in degree-granting colleges in Wisconsin now are larger than the total high school enrollments there 40 years ago. More than 75% of the parents of present Wisconsin college students did not, themselves, graduate from college, and a third did not even graduate from high school.

This higher proportion of college attendance is compounded by the so-called population explosion, and I will not presume to belabor this point in California; it is problem enough in Wisconsin.

Some people argue persuasively that the answer to expanding enrollments is to keep more students out of colleges and universities, to require more exacting entrance examinations and higher high school scholastic records. This has not been the tradition in Wisconsin, and I think it would be an unfortunate departure from American concepts of equality of opportunity to deny students at least a chance at higher education. In my opinion, it is doubtful whether our testing methods are reliable enough to predict the success of high school students in their college years. Students who do badly in high school often acquit themselves well in college, and vice versa. I do not think keeping students out is the answer.

The next financial question is whether additional money should come from higher tuition fees. I believe that any appreciable increase in fees would

would have the effect of keeping qualified and promising students out of our institutions for economic reasons, a shameful waste of one of our most precious national resources. I am afraid that the burden of higher education must remain with the general taxpayer.

I have been greatly concerned with the problem of wasted talent. It is appalling that so many of our best young people are unable to secure college education because of financial reasons. I suspect that the most important reason for the rapid progress in education in Russia is simply the fact that they are less wasteful of potential talent than we are. One of the programs which I urged most strenuously was an enlargement of Wisconsin's scholarship and loan program. I didn't get all I wanted in this program--one house of our legislature is of another political persuasion--but we made progress and I hope we shall make more.

I have talked so far about needs, but it is not enough that we should expand our institutions of higher learning and the educational opportunities we offer our young people. We must do something about the quality as well as the quantity of education. Robert Frost said recently that "A lot of people are being scared by the Russians into hardening up our education or speeding it up. I am interested in toning it up." So am I.

There are many things that affect the question of quality in education--the attitudes of students toward learning and study, the devotion of teachers, the interest of parents, the availability of books, and of course, money. But the very first requirement, if America is to enjoy the best fruits of higher education, is that our colleges and universities must be absolutely free to seek the truth without hindrance. Our professors and our students must be guaranteed a full measure of academic freedom.

A proposition is not true because a government or a political party or any other authoritative body so declares. We have no official truth, no legally constituted orthodoxies of belief. The case for academic freedom is the same

as the case for freedom of speech in general. It is well to recall the words of John Stuart Mill in his essay On Liberty:

"If all mankind minus one were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind. Were an opinion a personal possession of no value except to the owner; if to be obstructed in the enjoyment of it were simply a private injury, it would make some difference whether the injury was inflicted only on a few persons or on many. But the peculiar evil of silencing the expression of an opinion is, that it is robbing the human race; posterity as well as the existing generation; those who dissent from the opinion, still more than those who hold it. If the opinion were right, they are deprived the opportunity of exchanging error for truth; if wrong, they lose, what is almost as great a benefit, the clearer perception and livelier impression of truth, produced by its collision with error."

That is the rationale of academic freedom. Our teachers must be free to pursue the truth, and to enjoy security of tenure while so engaged, because it is only through free inquiry and the competition of ideas that we can have any confidence in the results of the quest. We have no reason to fear the results of free inquiry. Freedom of the mind is a counsel of strength, not of weakness. It is an indispensable element of our national greatness. Freedom of research has prolonged life and eased some of its pain; it has brought technology to its present peak of productiveness and inventiveness; it has given us valuable insights into human nature and into the character of our social institutions and problems; it has vastly improved our governmental processes. More than any other single thing, the free, inquiring mind is our best hope for a better future, not only for us, but for all mankind.

Students are equally committed to the educational enterprise, and they, too

are entitled to full academic freedom. We serve our youth, and our country, badly, if we demand that students conform to some pattern of orthodox belief. The college years are above all else the time for the student to question, to probe, to investigate, to speculate, to weigh and compare competing values and institutions. He is not and should not be expected to be a mindless robot. And if he is not to be short-changed, the college student is entitled to counsel with professors who are free to speak their minds about the truth as they see it.

Students should be free not only to read and ponder and study, but also to translate their ideas and commitments into action, within the law. It is proper I think, for students to demonstrate their belief in the Equal Protection Clause of the United States Constitution. It is deplorable that students should be arrested by the police for exercising the ancient American privilege of stating to the general public their views of such public questions as the right of all people, regardless of race, to equal and fair treatment in places of public accommodation by means of peaceful public processions.

It is equally deplorable that Congress attached to the student loan section of the Defense Education Act of 1958 a requirement that the student must execute an affidavit disclaiming certain beliefs, activities and memberships. I do not believe that students should be forced to sign a declaration of loyalty in order to obtain aid; vast numbers of people, in many walks of life, receive assistance from the federal government without oath requirements of any sort. Students justifiably resent being singled out for invidious treatment, as if they were special objects of suspicion. It is bad enough for students to be required to plead "not guilty" before any evidence of guilt has been produced. But it is wholly indefensible that students should be required not only to proclaim their loyalty, but also to assert in the next breath that they are not disloyal, and in addition, to be required to commit themselves regarding beliefs, associations and supports which are couched in such vague and imprecise terms that no one can

quite be sure what he has sworn to. This requirement subjects needy students to imputations of distrust and suspicion. It runs contrary to the normal presumption of innocence which is deeply rooted in American jurisprudence. It also runs against the American grain. Furthermore, the disclaimer affidavit serves no useful purpose, since it would not deter the disloyal from taking benefits under the statute by signing. Only an occasional high-minded student will decline to sign on grounds of principle, thus defeating the basic purpose of the statute, which is to extend the benefits of education.

A bill is now pending before Congress which would repeal the disclaimer affidavit section of the National Defense Education Act. I hope it will pass. It casts an invidious slur upon our educational community. It bespeaks a lack of confidence in our young people. It has stirred up enormous resentments in the educational world. I repeat that the single most important element of American strength, including strength in defense, is freedom, freedom for the human mind, freedom for students, freedom for those who investigate the nature of man, his institutions and his beliefs. The disclaimer affidavit is not consistent with the requirements of this freedom. In the words of the Board of Regents of the University of Wisconsin: this provision is "suggestive of a trammeling of inquiry by subjecting thoughts, research, and learning to political restrictions, . . . contrary to the sound principles of academic freedom upon which the leadership of the University of Wisconsin, in independent research and in scholarly learning, has been grounded."

My second general observation about quality is equally fundamental. We should never forget the ancient maxim that true education is concerned with the whole man. We must beware, especially in these days of increasing specialization, of an over-emphasis in our colleges and universities upon a vocational approach to education. Of course our society needs doctors, engineers, pharmacists, architects, accountants and kindergarten teachers. Nevertheless, we must never lose sight of the fact that all of these specialists are also



citizens, neighbors, husbands, fathers--fully functioning human beings. Our specialists, like the rest of us, need education in the fine arts and social sciences, in those disciplines which are concerned with the good, the true and the beautiful. A high culture cannot rest upon the foundation of widespread cultural ignorance. Our students must be more than vocational specialists: they must be encouraged to study history and philosophy, the fine arts and creative literature in order to understand those distinctive qualities of our culture which make life interesting and meaningful.

I cannot state this too emphatically. It is our ideals, our religions, our law, our cultural consciousness and our ethical principles that constitute our strength in the world.

There is a dangerous tendency in America to lose faith in these things, to abandon hope in the human spirit as the way to peace in the world. We have lost confidence in ourselves and replaced it with confidence in the hydrogen bomb. Many of our best minds are devoted to planning coldly and coolly for the destruction of civilization and the extinction of life, in the name of defense. Our schools are exhorted to turn out more scientists to build better missiles and bigger bombs.

Most of our citizens, I am sure, believe that these bombs and missiles will never be used; we must believe this if life is to remain tolerable. The meaning of defense has changed; it no longer means the power to repel an enemy; it means the power to destroy him while he destroys us. Defense is good only so long as it is never used.

Defense is not the way to peace. It offers at best a stalemate which gives us time to try to achieve peace. This is the important task: to try to reach the minds of those men everywhere who want peace, to match our ideas and our beliefs against theirs, to convince others that we believe and that they should believe in human dignity, in human speech, in freedom and in civilization.

The candidates for public office who earnestly desire peace and are resolve

to pursue it with fresh ideas and in good faith are those who deserve our votes. This is the first responsibility of our political leadership.

It is also the responsibility of education. Our colleges and universities must be free to engender the spirit of free inquiry. They must impart the knowledge, and the appreciation of its value, that has been accumulated through the centuries and which constitutes civilization. Without this understanding, we are no more than barbarians armed with the destructive power of the gods.

Never before has the task of education loomed so large. We need education to enrich our own lives and to save the lives of all of us.

DRAFT (Taylor) FOUNDERS DAY ADDRESS BY GOV. GAYLORD NELSON AT  
SAN JOSE STATE COLLEGE, MAY 3, 1960

"THE TRADITIONAL PROGRESS"

(To Follow Personal Reminiscences)

The development of San Jose from normal school, to teachers college, to state college, and for the past fifteen years to expanded graduate offerings not unlike those of a university, is typical of the development of public education throughout the country.

Except that these things seem to have come first at San Jose.

My own state currently is developing educational miseries not unlike those suffered and--to a considerable extent--cured in California. We frankly look to California for leadership in many of these things, and admire much of what we see.

But I, for one, do want to be counted among those wailing the woes of higher education. True, the challenges to our nation's colleges and universities are great ones.

The tremendous enrollment increases ahead and the "explosive expansion of knowledge," will put all of them to the test. But these challenges are not unlike those faced before and are not incapable of solution.

If we want, badly enough, to solve them.

It has become the popular pastime of admirals, business executives, and others with faint claim to authority in the educational field to stand on a mountain-top and proclaim pet--or perhaps I should say pat--solutions to the problems of higher education. Today I join them with some of the same lack of qualifications, but perhaps less certainty that my suggestions are the only acceptable ones.

I first thought that a descriptive title for my remarks might be "The Way the Wind Blows," but the double meaning available in that phrase uttered by a politician makes it unfit for an occasion such as this. Therefore I have selected one that means absolutely nothing: "The Traditional Progress."

By combining the two, however, my premise is revealed: The people of our nation, as they always have in time of crisis, will solve the problems of higher education while much of our leadership is still talking about them, by doing what is necessary to give future generations more benefits than they, themselves, have had. This, to a considerable extent, has been the tradition of progress in our nation.

And it takes no keen perception to see this process at work in higher education today.

Enrollments in degree-granting colleges in Wisconsin are now larger than the total high school enrollments were there 40 years ago. More than three-quarters of the <sup>parents of</sup> present Wisconsin college students did not, themselves, graduate from college and more than a third of them didn't graduate from high school.

The figures are probably about the same for the nation as a whole.

No farsighted leader suggested a decade ago that what our country needed was more babies. The people just went ahead and had them. As a result, for each 100 people 18 to 21 years old last year there will be 162 by 1970. And while last year 65 out of a hundred finished high school, at the rate we're going now 81 out of a hundred will be finishing high school by 1970. Wisconsin, I might say, already has reached that proportion. It further appears that for every hundred high school graduates going to college now, there will be at least 125 in 1970. And...to finish with these projections from the U.S. Office of Education...students are staying in college longer. For every 100 graduate students last year there will be two-hundred in 1970.

There are all sorts of ways in which the challenges of the future can be stated statistically, but I like those figures because they indicate the twin nature of the challenges, expanding enrollments and expanding knowledge. More students and longer educations.

Now if you were familiar with the current struggle in my state to solve the problem of taxation, you would understand why I might indicate that the most important factors in meeting the challenges of higher education are basically fiscal.

It almost seems, back in Wisconsin, that with enough money we could do almost anything that needs doing. I know this isn't true, but many of our problems of higher education boil down to the simple problem of more money.

We need it to build the classrooms, the laboratories, and the libraries for the additional students;

We need it to hire additional faculty members;

And we need it now to raise the standards of faculty pay to the point where we attract to teaching and research the best young minds we have.

The National Education Association recently reported that though we have made considerable progress in salary improvement in the past five years, less than one out of ten of the faculty members in our nation is receiving an academic salary of more than \$10,000 a year, and a quarter of them are getting less than \$5,600.

And while teaching the young has always been the most demanding of professions, it has become and will continue to be more and more difficult as mankind's knowledge expands and the pace of that expansion continually quickens.

I'm sure that in a college community I'll get no arguments about the need for better financial support. It has been my experience that even in periods of declining enrollments educators can produce what appears to be sound reasoning for budget increases.

However, it is in the area of finding such additional financial support that we may have some differences of opinion. Let me give you my three magic steps:

First--we must, in higher education, increase the financial/<sup>support</sup>for important things by decreasing it for the unimportant and outmoded, and improve efficiency and economy wherever such improvement is possible.

Second--we must, as taxpayers, increase the amount of money we pay through taxes to provide general support for the expansion of higher education.

And third--we must, as alumni, start considering more seriously, the debt we as individuals owe the school that gave us our start, and increase our voluntary gifts to alma mater.

Let me take these three points up in that order. I have several more points--steps I think we should not take--and I may add them later, if your patience holds out.

There was a time, and not too long ago, when a man took his life in his hands if he went into a college and talked about cutting educational costs, raising efficiency, and doing away with the unnecessary. These were unpopular subjects because there has been strong and, for the most part, justified feeling among professors and administrators that long-established traditions should not be upset, that educational output shouldn't be measured in the same terms as factory output, and that there could be no such thing as a truly efficient educational institution as measured by commercial standards.

The unpopularity of such talk was heightened by the people who were doing the talking. They were, to a great extent, unfamiliar with the operation of a college, and in some cases were efficiency experts or management consultants, fresh from the factories, hired by trustees or imposed by state administrations, to "look into" the efficiency of educational institutions.

It did not take long to discover that surveys and studies imposed from the outside could not be effective. They were costly, the outsiders in most cases were not familiar with the problems of education, and they met resistance at almost every step of the way from the professors. For, to be realistic about it, many of the professors knew a great deal more not only about educational procedures but also about management problems than did those who were brought in to do the studies.

But then some wise soul hit upon the obvious. Gathered at our educational institutions are experts in education and management who are accustomed to attack problems with research and impartiality. Let's interest them, he suggested, in studying their own problems.

You are familiar, I am sure, with the result. There are few colleges today which have not recently improved their own efficiency and effectiveness, and perhaps even instituted some major economies, as a result of such self-study. <sup>And,</sup> ~~But,~~ in another educational tradition, our colleges have banded together to study each other in groups, to exchange data, and to search out the ways they could complement each other's work.

The Foundations got into the act and supported many of these cross-boundary studies...the Big Ten institutions back in the midwest have a lively inter-institution study going, thanks to help from a Carnegie grant.

Foundation help also has been forthcoming to support studies of new educational techniques--such things as using television to handle larger classes or to increase the effectiveness of teaching and demonstration. The Ford Foundation has given the University of Wisconsin \$625,000 for one state-wide educational improvement study.

I am confident that out of such research and cooperative work will come many ways of doing the educational job better, more economically, and more effectively.

However, I am just as confident that despite these efforts, more money will be needed--much, much more money. I will not bore you with the traditional proof that we can afford to spend it--the statistics which show we spend more money for such things as chewing gum, booze, cosmetics, and horse races than for higher education.

But I do want to call to your attention that George Gallup has found in his surveys that, believe it or not, the people want to pay more taxes for the support of education and scientific development. As he put it:

"If the reason for the tax boost were to catch up with Russia in science and the missile race, the public feels that such a stand would help rather than hurt a presidential candidate."

In this connection, Walter Lippmann recently reported that "we have fallen behind (the Soviet Union) and are not holding our own in terms of national power, in over-all military capacity, in the competition to pioneer in outer space, in the comparative rate of economic growth, and in education" which he called "the life-giving principle of national power."

The Soviet economy is growing at a rate which he estimated at 6 per cent per year. Our economy has been growing at a rate of less than 3 per cent. The U.S.S.R. will use most, not all, of its increase for national purposes such as education. We, on the other hand will use the greater share of our increase for private purposes, for the making of consumer goods and the factories and facilities connected with the making and use of consumer goods.

Lippmann substantiates these assertions with data from a number of sources and adds this quotation from the recent testimony of Allen Dulles, based on the findings of the Central Intelligence Agency:



"The major thrust of Soviet economic development and its high technological skills and resources are directed toward specialized industrial, military, and national power goals. A major thrust of our economy is directed into the production of the consumer type goods and services which add little to the sinews of our national strength. Hence neither the size of our respective gross national products nor of our respective industrial productions is a true yardstick of our relative power positions. The uses to which economic resources are directed largely determine the measure of national power."

Those were Mr. Dulles' findings and opinions. I can only reiterate that in great measure, our national power stems from our educational institutions, the research they perform, the trained people they turn out.

Although I do not hold up the Soviet Union as an example we should emulate, we must consider Russia as our primary competitor, and I submit that it is to our mutual advantage that we compete in the sphere of the mind, rather than by exchange of hydrogen-bomb missiles.

This we can accomplish by channelling a greater percentage of our resources into education, both through taxes and--if you still recall my third step, through voluntary gifts to the institution which gave us our start.

Those of us who attended public institutions of higher education paid in full around 20 per cent of the cost of that education--or less. Those of us who attended private ones paid up to 50 per cent, in some instances. But none of us paid the full cost, and that is as it should be. Society as a whole, as I pointed out a moment ago, is the major beneficiary of higher education, and it is right and proper that society should stand, through common effort, a major part of its cost.

But for those of us who have advanced as a direct result of our educations and can measure, to some extent, the financial gain our educations have provided,

there is an ample opportunity--or in political terms a crying need--for us to assume voluntarily the repayment of that debt with interest.

Those of us whose debt is to a public institution often excuse ourselves from gifts on the ground that we, as taxpayers, support public institutions. At best, we are only half right. Less than half of the operating costs of the University of Wisconsin, the institution with which I am most familiar because its center is just a mile from my office and its problems are stacked high on my desk, are paid by state tax funds.

Among the hopeful things about the future is the growing support of our institutions, both public and private, by the voluntary gifts of their alumni--unrestricted gifts wherever possible--funds which can be used as venture capital to start new programs and expand breakthroughs.

A gift dollar without strings attached, my educator-friends tell me, is worth five that are bound with restrictions. Unrestricted gifts can provide the real power for progress that our colleges and universities sorely need in the face of the challenging future.

Now you have all been very patient with me thus far, and I will reward you with just two further steps--these are the promised steps which I think we should not take in preparing for the years ahead.

Both involve tried and true educational traditions.

First--while I'm in the fiscal mood--is the tradition of free public education.

Second is the tradition of diversity and balance.

There are some people today who would solve the problem of financing higher education by loading it on the people too young to vote--the students. Their proposals are all nestled in happy plans for loans and scholarships to help those who can't afford to pay the full cost. But those who advocate high fees must be aware of the unworkability and high cost of their proposals. They have worked out all the other accounting details.

Of some pertinence to the figures I am about to give you is the fact that it costs the National Merit Scholarship system, a privately endowed organization, approximately \$107 to administer each of the awards it makes--that's more than \$100 lost in overhead costs before a student gets inside the door of an educational institution. Multiply that by the number of students who would need help if a high-fee system were installed, and you see the economic absurdity of such proposals.

How many such students would there be?

Let me point out what has happened at one of the best private schools, Harvard. Richard C. King, Harvard's assistant director of admissions, has said that "There is an increasing strain on any family with an income below \$10,000 which does not receive gift aid. Below \$6,000 or \$7,000 it is impossible for the boy to attend Harvard, even if he borrows to the limit." Harvard has reported that "In the class of 1955 the median income of families whose sons were admitted but denied aid was \$6,300. With the class of 1960 it rose to \$10,700; with 1962 it was \$11,800. Although this group is considerably richer than it was seven years ago, fewer of these students find it desirable to come to Harvard."

Although nearly one of every three high school graduates in Wisconsin indicates a desire to attend college, almost one-third of the students who rank in the top quarter of their classes do not share those aspirations. Dr. J. Kenneth Little, after a study of all last year's high school graduates in Wisconsin, reported to the Coordinating Committee on Higher Education in Wisconsin that "lack of financial means is a significant and deciding factor among individuals who wanted to but did not attend college." He called lack of finances "the major deterrent" expressed by both students and their parents. In addition to the current \$220 fee for Wisconsin residents

and \$600 for out-of-state students, each student invests something between \$1,000 and \$2,000 a year for his room, board, and other incidentals at the University. When Dr. Little asked how much money the family could contribute toward college expenses, if they were to go to college, 35 per cent of the top high school graduates in our state reported less than \$500, 63 per cent reported less than \$1,000. While per capita incomes in Wisconsin have increased about 50% in the past ten years, fees for University students have increased 100 per cent.

It is my feeling that we have gone about as far as we can go in shifting costs to the students. We already have risked making the purse of the parents rather than the brains of the youngster our primary college admission qualification.

My second point bears some relationship to the first, for it is a warning against a growing trend toward conformity both among our institutions of higher education and within them.

The campaign for uniform high fees is typical of the conformist pressure. The strength of American education has been in its diversity. We have had low fee and high fee colleges, high admission standard and low admission standard colleges. We have had colleges whose major support has been from private sources, others whose funds come in great measure from municipality or state appropriations. We have had small colleges and large universities. We have had technical institutes and liberal arts colleges. And in each of these categories we have had many shades in between.

Just as individuals differ, so also do their educational needs vary. What's best for my youngster may be worst for yours.

And as important as preserving this diversity among institutions is the maintenance of balance within them. My speech, in one portion at least, has been typical of the harangues which are popular these days...a recitation of

our need to meet Russian competition with emphasis on scientific progress.

This is the sort of talk that is prompting a trend toward imbalance in our educational institutions. True, we must hold our place in the science of rocketry. But if we don't work out better ways of living together peacefully, the only alternative will be a test of rockets--against each other.

Billions of dollars are being channelled into science these days and large proportions of these funds are finding their way into our educational institutions through grants, contracts, and similar research and instructional support.

I do not ask that such investments be curtailed. But I warn that it will take a lot of effort to match them in the fields of the humanities and social sciences, the fields we look to for guidance in improving relationships among people, among institutions, and among nations; the fields which help us establish sound values; the fields which are the real hope for leadership toward a peaceful world.

I read the other day that Werner Von Braun thinks we will be able to land a seven-ton payload on the moon and bring back moon dust to earth for closer inspection by 1968 or 1969.

Any nation that can do that should be able to work out the problems of higher education that we foresee today. So let's shoot for the moon in education, too. It's my hunch that the people have already figured out how we will reach it.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

5/10/60 fc

RELEASE:

Immediately

MADISON--The role of the United Nations in the 1960's will be the main subject of discussion at the Governor's Conference on the UN Friday, May 13, on the University of Wisconsin Campus.

Some 200 Wisconsin residents are expected to participate in the one-day session in Memorial Union Great Hall and the Wisconsin Center.

Gov. [Gaylord Nelson] will speak on "The New Role of the UN" at 9:45 a.m. in Great Hall. At 10:45 the Rt. Rev. Msgr. Paul F. Tanner, general secretary of the National Catholic Welfare Conference, Washington, D. C., will speak on "The Challenge and Responsibility of the U. S. in the UN."

At 1:30 p.m. in Great Hall, Francis O. Wilcox, assistant secretary of state, will speak on "The UN and the New Africa." The evening speaker is Paul G. Hoffman, director of the UN Special Fund. Hoffman will speak at 7:30 p.m. in Music Hall auditorium on "The U.S., the UN and Economic Development."

Also on the conference program are workshops on four special UN agencies: the Food and Agriculture Organization, International Labor Organization, United Nations International Children's Emergency Fund, and the World Health Organization.

Officials from each of these agencies will attend and conduct the workshop sessions.

The conference is sponsored by the Governor's Committee for the United Nations and the University of Wisconsin Extension Bureau of Government.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

5/2/60 jfn

RELEASE:

Immediately

MADISON--Gov. Gaylord Nelson and Philip Kuehn, candidate for the Republican gubernatorial nomination, will hold press conferences with editors attending the 1960 Journalism Institutes Friday and Saturday, May 6-7, Prof. Harold Nelson of the University of Wisconsin journalism faculty announced Monday.

Kuehn will meet the editors at 8:45 Friday while Gov. Nelson will answer questions at 9:30 a.m. Saturday. Prof. Nelson, who heads the committee planning the editorial seminar at the institutes, said Jack Olson, also seeking the GOP gubernatorial nomination, was unable to arrange his schedule to take part.

An estimated 150 persons are expected to participate in editorial, advertising and circulation seminars at the two-day institutes.

George Romney, president of American Motors Corp., will address the institutes luncheon Friday at the Wisconsin Center. George B. Ferguson, editor-in-chief of the Montreal, Can., Star, will deliver the institutes public lecture at 1:45 p.m. Friday in Room 19, Commerce Building.

Carlos Quirino, of the Philippines, president of Pan-Asia News Alliance, will address the institutes banquet at 6:30 p.m. Friday at the Loraine Hotel. Wilbur N. Renk, Sun Prairie, former president of the UW Board of Regents, will present citations for distinguished service in journalism at the banquet.

William McCall, United Press International vice president and general manager for Latin America, will address a Saturday luncheon at Trois's of UPI Wisconsin newspaper editors, meeting concurrently with the institutes.

The institutes are sponsored by the School of Journalism, School of Commerce, University Extension Division, and Department of Agricultural Journalism, in cooperation with the Wisconsin Daily Newspaper League, Wisconsin Daily Newspaper Advertising Executives' Association, Madison and Milwaukee Advertising Clubs, and Wisconsin Daily Newspaper Circulation Managers' Group,

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The major emphasis in the University's request was on an improvement program designed to remedy current deficiencies and to gear its central campus, its Milwaukee branch, and its eight extension centers for the impact of enrollments and the explosive expansion of knowledge which are immediately ahead.

Every project the University has suggested, in this category, would enhance its offerings and its utility. I hope that many of the improvements I was forced to delete from the budget can somehow be supported from the growing gift funds the University is attracting. Should the legislature find it possible to provide financing for any of them, their inclusion would meet with my approval.

The Executive Budget includes only those University improvement items aimed at remedying the most pressing current deficiencies. This amounts to an increase of \$700,000 in the first year of the biennium, and an additional \$700,000 in the second year.

Instructional improvements thus made possible would broaden the freshman and sophomore course work in Extension Centers, particularly those whose physical plants have been enlarged, at local expense, enabling the offering of laboratory courses, for example, which could not be accommodated before the new Centers were built. The Centers, the Milwaukee Campus, as well as the Madison Campus libraries also are provided limited aid toward meeting the most glaring deficiencies in books and staff. Some improvements are provided in clerical help throughout the University system, so that the faculty members can be freed from routine tasks to spend more time on instruction and student counseling. There is also provision of two professional counselors for the University, to bolster a serious weakness in this area, and for



mechanization of student records to improve their efficiency and to avoid the necessity for major clerical help additions for admissions, course scheduling, and grade computations as student populations rapidly increase.

So long as I can remember there has been criticism of the University's extensive use of graduate assistants for undergraduate teaching, and this budget makes some progress toward reducing some of the major disadvantages of this very economical system by providing a measure of senior faculty supervision of teaching assistants. In an effort to improve upper-level instruction, the budget begins correction of a trend toward deterioration which dates back many years during which the instruction of additional enrollments was financed, in effect, by reducing the quality of instruction of all students at the University.

Among the methods used to teach additional students during this period was the hiring of part-time teachers, many of whom were able to work at low rates because their other jobs paid good salaries. The handicap has been that their other jobs, in some cases, also have made full-time demands on them, thus reducing to a minimum the time these part-time teachers could spend on class preparation, student conferences, and similar vital teaching functions.

The University's request for research improvement was based mainly on the need for balancing the tendencies of outside donors to support some types of research and not other types. Although we could not include all University requests in our Executive Budget, we have placed what funds we believe the State can afford into categories that will make them available for this balancing--summer research support and the fluid research funds of the Graduate School, both available on application for any discipline. A minor contribution is made to agriculture, engineering, and education funds for programs specifically

designed to benefit this state. It should be stressed that though the state contribution to the University's research support is less than a fifth of the University's expenditures for research, this is the vital fraction; for gift, grant, and contract funds would not be forthcoming in anything like their current rate without Wisconsin's traditional basic state research support.

Most of the improvement in Extension and public service programs advocated by the University can be financed from earnings in those areas, but a start is made in the Executive Budget on a program to provide in Milwaukee the same level of adult education services long available elsewhere in the state, and there is some encouragement in our budget for progress in agricultural extension work.

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# U. W. NEWS

11/17/61 ww

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE: 2 p.m. Sunday, Nov. 19

KENOSHA, Wis.--(Advance for 2 p.m. Sunday, Nov. 19)--Warning that in the next 10 years there will be more than 90,000 young people in Wisconsin who want to attend the state's institutions of higher learning, Gov. Gaylord A. Nelson Sunday praised the people of the Kenosha area for building the million-dollar University of Wisconsin freshman-sophomore center here.

Gov. Nelson was the main speaker at the dedication of the newest of the UW's eight centers throughout the state. The building, located on a 35-acre campus on the edge of Kenosha, was opened to the 450 students this fall.

"We will have to build classrooms and laboratories and dormitories for 4,000 to 4,500 students every year," he said--the equivalent of a whole new campus the size of Whitewater State College.

Referring to the long effort of the citizens committee of the city and county of Kenosha to raise money for the building, Gov. Nelson said:

"It has been a long, hard task, with many disappointments, to build this new center, but this building stands as a monument to an enlightened citizenry and every youth educated here will be a reminder of your foresight."

UW Pres. Conrad A. Elvehjem reminded the persons attending the dedication ceremony that the Kenosha Center is the third such building dedicated in less than two years. The other two were at Wausau (March, 1960) and Menasha (October, 1960).

"With the spectacular demands by today's young men and women for higher education and with counter-balancing demands of society for that knowledge," Pres. Elvehjem said, "the University has come to depend more and more upon the center program to keep up with the education needs of the entire state."

-more-



Add one--Kenosha dedication

Staffing such buildings with the best faculty and equipment, he pointed out, will require the constant financial support of the people.

L. H. Adolfson, dean of the UW Extension Division which administers the eight centers, said, "This building will improve almost beyond measure the ability of the University and the community to render excellent educational services to the youths and adults of the Kenosha area."

He said such buildings proved that "you can create a climate of learning in the virtual absence of typical collegiate surroundings provided you have able teachers and eager students."

Approximately 300 persons attended the formal invitational ceremony in the Fine Arts Room of the new building on Washington Road. Hundreds more toured the building during the open house that followed.

The two-story, "L"-shaped structure was paid for by the citizens of the city and county and "turned over" to the University Sunday.

B. C. Tallent is director of the Kenosha Center.

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# WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

4/23/62 jfn

RELEASE:

Immediately

MADISON, Wis.--The State Coordinating Committee for Higher Education will meet Friday and Saturday, April 27-28, on the Wisconsin State College campus at Oshkosh, Secretary Arthur E. Wegner reported Monday.

Gov. Gaylord Nelson is scheduled to address the committee at 11 a.m. Friday. Meetings will begin at 9 a.m. Friday and Saturday in Room 202, College Lounge, Reeves Memorial Union (748 Algoma Blvd.).

Other agenda items include reports on county teachers colleges, physical facilities survey, and integration of building priorities for the University of Wisconsin and State Colleges.

A public hearing on post-high school higher educational opportunities in Wisconsin will be held at 3 p.m. Thursday in the College Lounge. The hearing will be held by a subcommittee of the Coordinating Committee which has been studying the future of county teachers colleges.

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MADISON NEWSMEN: Jack Newman will be driving to Oshkosh, leaving about 6:30 a.m. Friday and returning Saturday afternoon. If you need a ride, please phone by Wednesday.

# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

9/14/62 jl

RELEASE:

Immediately

MADISON, Wis.--While expressing general approval of most recommendations for improvement of higher education in Wisconsin outlined by Gov. Gaylord Nelson in his spring address to the Coordinating Committee on Higher Education, the UW regents Friday disagreed sharply with several of Gov. Nelson's proposals.

The regent reactions were given at the request of the Coordinating Committee and came in approval of a report drafted by the University administration.

In answer to Gov. Nelson's suggestion that enrollment at Madison be limited, the regents replied that it "would be a major educational mistake, for example, to eliminate or sharply reduce freshman and sophomore enrollment in Madison

The regents pointed out that the UW in Madison "has developed as a total institution, effectively combining underclass, upperclass and graduate instruction, liberal and professional education, research and public service. The University believes that this balance must be maintained."

It was pointed out that undergraduate enrollment will show larger percentage increases in Milwaukee and the Extension Centers than in Madison, but that "artificial and arbitrary limits" on enrollment are not needed.

Growth in research programs, increased public service activities, and soaring enrollments "have created problems of physical plant planning on the Madison campus," the regent report continued, but "these problems can be solved effectively and economically, by efficient use of land, by high-rise construction, etc."



-more-

Add one--regents to Nelson

"The overall Madison campus plan which has been approved by the regents shows that this can be done without destroying the traditional beauty of the campus or the educational values for which the University is famous," the regent report stated.

Looking to the future, the regents said there will be strong public demand for four-year university programs in thickly populated parts of the state, in addition to those of Madison and Milwaukee, such as in southeastern Wisconsin. "It is too early to locate such additional University four-year programs at the present time; and there is need for further study of this problem," the regents' stated.

Commenting on Gov. Nelson's proposal for central processing of applications for admission to state-supported institutions, the regents pointed out that "our problem on multiple applications relates mainly to institutions outside the state," adding that central processing and guidance would increase not reduce costs and "would interfere seriously with the student's free choice of institutions." The regents also deemed "unwise" the governor's proposal to limit by quota the number of out-of-state undergraduate students who could be enrolled at any time.

In reply to Gov. Nelson's proposal for "full, year-round programs in all state-supported institutions of higher learning," the regents declared that the University has long had a "strong summer program, one of the strongest in the country."

The UW regents pointed out that the University has been exploring various ways of handling the problem of increasing undergraduate enrollments, including greater use of Saturday, early morning, and evening hours, summer programs at Centers, and lengthening terms.

"When the full impact of the heavier enrollments is felt after 1965, the University may want to consider some form of trimester system," the regents pointed out. "Careful examination of trimester programs elsewhere, however, has led us to feel that these would be costly to the state; and they would not mean a relative decrease in the additional staff needed for higher enrollments."

Add two--regents to Nelson

The regents said that, along with Gov. Nelson, the University is "concerned about the possible damage that may be done to faculty research by increased enrollments and year-round classes."

They pointed out that "faculty research is not dispensible; it is of critical importance to the republic. Obviously the University of the future must provide additional faculty time for research. Thus the increased enrollments will mean extra staffing, for regular sessions and whatever additional summer programs are deemed advisable."

The regents agreed with Gov. Nelson that maintenance of a faculty of high caliber depends on an adequate salary schedule.

"This has been the University's worst year so far in terms of outside pressure for our staff, and difficulties in recruiting high quality faculty members. Every indication is that the situation will get worse," the report added.

In their report, the regents stated full agreement with Gov. Nelson that some method of financing construction other than that now existing must be devised. Wisconsin is the only Big Ten state which prohibits legal borrowing for capital construction.

"As Gov. Nelson says, the need for additional facilities is a desperate one," the regents stated.

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Dear Mr. Bierwagen:

President Harrington and I have both had an opportunity to think through the points you made in your letter of August 6, and he joins me in thanks for your ideas on these matters.

We are convinced that the University can play a greater role in advancing the economy of the state and President Harrington has indicated that he hopes this will be one of the major thrusts of his administration. We share with you the conviction that the University's quality, programs, and facilities affect the economy, the cultural life, and to some extent even the population types in the state. And because of the benefits to the state the University provides, the Regents of the University and the Coordinating Committee for Higher Education have advocated a progressive reduction in reliance on fee income for its support, which undoubtedly will result in the need for a higher proportion of tax support.

To comment on some of your suggestions in more detail:

1. Expansion of engineering and technology offerings in Milwaukee.

The University favors such expansion, and while it will be costly, long-range University planning anticipates a major technological center with research facilities and graduate work in the Milwaukee area.

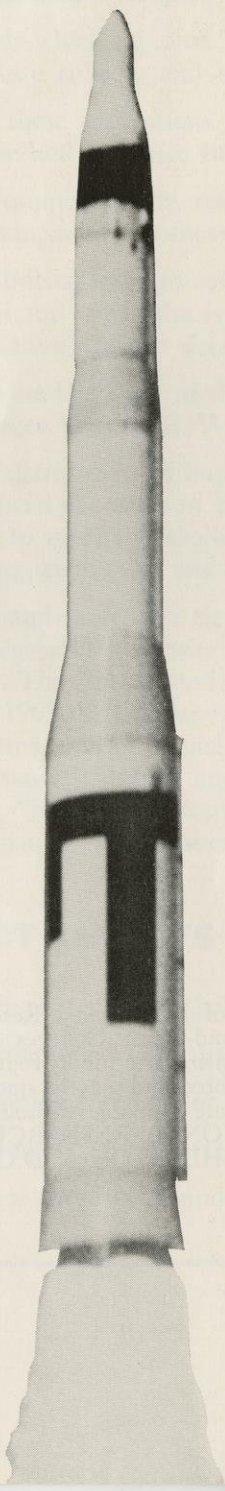
2. Evening classes at the graduate level. A gradual build-up of such offerings is anticipated, but the sort of opportunities you have indicated really are needed will require installations and a faculty that will take some years to develop.

3. Refresher courses in the new technology. The University feels it could staff more special non-credit courses in technological areas than it now does in Milwaukee. While these may not meet the need for graduate credit which you have sensed, they might do much to keep your personnel at the forefront of developments in their fields. These non-credit classes have the advantage of no fee differentials, so that the problem of paying out-of-state fees would not here apply. To establish new courses of this type requires only the availability of a competent instructor and the willingness of a group of workable size to take the same course at the same time and to pay what amounts to the cost of the course.
  
4. The out-of-state fee. Last September, Robert L. Koob, your director of public affairs, brought to the late Pres. Elvehjem's attention the fee problems encountered by your employes who wished to take graduate courses before they met the legal requirements for state resident fees which are, as you describe them, "archaic." The University reports that some young people who were born in and have never left the state are caught by the intricacies of this law as "out-of-state" students. The University attempted a change in the law at the last Legislative session--and at several sessions earlier. It will make another attempt at modernizing it in the next session and, I am sure, will appreciate your support.

I want to assure you that President Harrington and I join in your desire to keep University of Wisconsin graduates in the state and attract to our state outstanding talent from throughout the country. We share your enthusiasm for progress and your desire to have the University play a more significant role in Wisconsin's advancement. I am enclosing a pamphlet

on this general subject which President Harrington supplied that you might find interesting. The study with which this report is concerned indicated that "almost one-fourth of the (Boeing) company's employes reported they had completed at least one college course after going on the payroll."

Sincerely,



*How American Industry  
Benefits From Higher Education  
a case study*

# **PARTNERS IN PROGRESS**



*Association of State Universities  
and Land-Grant Colleges*

*State Universities Association*

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BUSINESS derives many practical benefits from its relationships with institutions of higher education.

One American company—Boeing—offers clear proof of this assertion.

A study which explored The Boeing Company's contacts with public and private colleges and universities discloses:

- That these institutions contribute importantly to pre-employment education and in-service training of Boeing personnel.
- That campus faculty, research facilities and studies are valuable aids to the company in problem-solving.
- That Boeing looks to colleges and universities as key suppliers of the technical and administrative manpower it needs to fulfill its role as one of the nation's largest defense contractors.

These are but a few of the benefits pinpointed in research conducted by Professor Weston C. Wilsing of the University of Washington.

The relationships of business and education will assume an increasingly crucial character in the days ahead, as the United States moves forward to meet the challenges posed by social and political change, advancing technology, and unprecedented competition for markets.

More and more, the alert businessman will find himself turning to the college and university for the people and ideas indispensable to progress. The Boeing study corroborated this. It showed, for example, that by 1965 the company would like to have 69 per cent of its newly hired managerial personnel possess at least a bachelor's degree, 15 per cent a master's degree, and one per cent a Ph.D. "This," the study explains, "represents a considerable increase over the present staff and the company's 1961 requirements."

## **DIRECT BENEFITS**

In the Boeing study such benefits were analyzed in this order:

- Contributions to the pre-employment education of employes.
  - Use by the company of campus facilities.
  - Off-campus services of college personnel.
  - Joint or cooperative undertakings.
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The study findings underscore the importance of collegiate instruction in the preparation of employes for the highly technical aerospace industry of which Boeing is a part.

Analysis of employe classifications revealed that 98 per cent of engineers and scientists, 95 per cent of Boeing executives, 82 per cent of supervisors, and 68 per cent of general office personnel had some college training before joining the company. The proportion with college degrees was 87 per cent for executives, close to 60 per cent for supervisors, and about 23 per cent for general office personnel.

Of all employes with college backgrounds, 60 per cent had received part or all of their education in state universities; 31 per cent in private colleges or universities; and 27 per cent in other public colleges. (The figures total more than 100 per cent because many individuals attended more than one type of institution.)

Engineering and technical education predominated.

The Wilsing research team concluded that, at Boeing, executives and supervisors benefit most directly from college preparation; that engineering-technical schools make by far the largest contribution to pre-employment instruction; that Boeing will look increasingly to the colleges for pre-service education of its personnel; and that engineering-technical education will continue to be dominant at Boeing for at least the next five years.

The Boeing Company enjoys significant benefits from colleges and universities in the use it makes of their faculty and facilities for upgrading its employes through in-service training, by obtaining assistance in solving company problems, and through the recruitment of personnel.

Almost one-fourth of the company's employes reported they had completed at least one college course after going on the payroll.

Initial or additional academic degrees were acquired by more than six per cent of the engineers-scientists, four per cent of the supervisors and general office workers, and three per cent of the firm's executives, after their employment by Boeing.

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About eight per cent of the employes said they were enrolled in a regular college course at the time they were surveyed, most of them in state universities. About one-third of these were working toward graduate degrees for which financial support was provided by Boeing.

Another important feature is the use by business of campus facilities for courses designed expressly for business and industry. Such courses usually are shorter in duration than regular collegiate courses, carry no credit and are tailored to specific needs of business. Management development seminars are an example.

Of the Boeing personnel interviewed, 29 per cent of the executives, almost 12 per cent of the supervisors, and approximately five per cent of the engineers-scientists said they had participated in such programs during the years 1956-60.

In many instances the company turned to various educational institutions for assistance in solving problems through assigned research projects. In addition, extensive use was made of library facilities, laboratories, research bureaus, and similar resources.

Recruiting activities also were studied. Results showed that while state universities accounted for only 54 per cent of the campuses visited by Boeing recruiters in 1959-60 in search of engineering talent, they accounted for 68 per cent of the interviews conducted, 73 per cent of the jobs offered, and 73 per cent of the students hired.

During the period studied, 70 per cent of Boeing's consultants came from centers of higher learning. Of the 104 consultants under contract during the 18-month period ending March 31, 1961, 36 came from private colleges, 36 from state universities, 29 were non-college-affiliated and three were associated with foreign colleges or universities.

Other services of faculty personnel included teaching in plant training courses, participating in the Boeing summer sessions for college personnel, and carrying out special assignments not included in the regular summer program.

The final type of direct benefit evaluated consisted of joint or cooperative undertakings such as the international plasma physics

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conference co-sponsored by the University of Washington and Boeing. In the list of such activities were career conferences, exhibits, speeches by company personnel before student and faculty groups, co-sponsorship of technical society events, and other projects, the great majority of which were conducted in conjunction with state universities.

## **INDIRECT BENEFITS**

Some of the important indirect ways in which higher education helps business and industry are these:

- Serving as a cultural and recreational center.
- Assisting in attracting and retaining employes from other areas.
- Contributing toward a more competent business community.
- Contributing toward civic improvement.
- Serving as a discoverer, disseminator, and storehouse of knowledge.

A projected total of 35 per cent of Boeing employes said they attended or participated in some form of campus cultural, recreational or athletic event during 1960. A "very high" 63 per cent of executives, 55 per cent of supervisors, 48 per cent of engineers and scientists, and 46 per cent of general office workers were involved in such activities. Of the events which attracted Boeing personnel in 1960, more than three-fourths were held on the campuses of state universities.

The proximity of colleges and universities to the company serves to draw and hold employes.

Ninety per cent of The Boeing Company's supervisors, more than 80 per cent of its executives, engineers, scientists and general office employes, and 70 per cent of its hourly workers said that the nearness of institutions of higher education contributed to their job satisfaction.

Three out of four Boeing executives and supervisors told the researchers that they placed a high value on the nearness of schools of higher learning as a source of education for their children and other family members.

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About three out of ten Boeing employees—on a projected company-wide basis—thought that relationships between the colleges and the company were excellent. More than one half thought they were good; 15 per cent described them as fair; and only three per cent characterized them as poor.

The study attempted to probe any problems or frustrations which might exist in these relationships. It also asked for suggestions for improving the relationships.

Problems or suggestions directed at the company related primarily to these areas:

- Encouragement of additional college study, guidance both before and during training, and recognition in some tangible way upon its completion.
- Expansion or improvement of the company study program.
- Attitudes of some toward college instruction and difficulties in arranging work-shift adjustments.
- Encouragement and information regarding the use of college facilities and talents in the solution of Boeing problems.

The major recommendations directed at colleges were to expand night school programs and remove restrictive regulations relating principally to extension classes. Specifically, employes thought that night school should offer a broader range of subjects, that graduate credit should be given, and that various prerequisites and regulations, such as residence requirements, the length of time that credits are honored, etc., should either be relaxed or re-examined in the light of their needs.

Professor Wilsing's study was the first of several of its type initiated by the Joint Office of Institutional Research on behalf of the members of the Association of State Universities and Land-Grant Colleges and the members of the State Universities Association.

Future studies will inquire into other aspects of the relationships between business and institutions of higher education.

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# Members of the Association of State Universities and Land-Grant Colleges and the State Universities Association

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## ALABAMA

Alabama Agricultural and Mechanical College  
Auburn University  
University of Alabama

## ALASKA

University of Alaska

## ARIZONA

Arizona State University  
University of Arizona

## ARKANSAS

Agricultural Mechanical and Normal College  
University of Arkansas

## CALIFORNIA

University of California

## COLORADO

Colorado State University  
University of Colorado

## CONNECTICUT

University of Connecticut

## DELAWARE

Delaware State College  
University of Delaware

## FLORIDA

Florida Agricultural and Mechanical University  
University of Florida  
Florida State University

## GEORGIA

Fort Valley State College  
University of Georgia  
Georgia Institute of Technology

## HAWAII

University of Hawaii

## IDAHO

University of Idaho

## ILLINOIS

University of Illinois

## INDIANA

Indiana University  
Purdue University

## IOWA

Iowa State University  
State University of Iowa

## KANSAS

Kansas State University  
University of Kansas

## KENTUCKY

Kentucky State College  
University of Kentucky

## LOUISIANA

Louisiana State University  
Southern University

## MAINE

University of Maine

## MARYLAND

University of Maryland  
Maryland State College

## MASSACHUSETTS

Massachusetts Institute of Technology  
University of Massachusetts

## MICHIGAN

Michigan State University  
University of Michigan  
Wayne State University

## MINNESOTA

University of Minnesota

## MISSISSIPPI

Alcorn Agricultural and Mechanical College  
Mississippi State University  
University of Mississippi

## MISSOURI

Lincoln University  
University of Missouri

## MONTANA

Montana State College  
Montana State University

## NEBRASKA

University of Nebraska

## NEVADA

University of Nevada

## NEW HAMPSHIRE

University of New Hampshire

## NEW JERSEY

Rutgers, The State University

## NEW MEXICO

New Mexico State University  
University of New Mexico

## NEW YORK

Cornell University  
State University of New York

## NORTH CAROLINA

Agricultural and Technical College of  
North Carolina  
University of North Carolina  
North Carolina State College

## NORTH DAKOTA

North Dakota State University  
University of North Dakota

## OHIO

Miami University  
Ohio State University  
Ohio University

## OKLAHOMA

Langston University  
Oklahoma State University  
University of Oklahoma

## OREGON

Oregon State University  
University of Oregon

## PENNSYLVANIA

Pennsylvania State University

## PUERTO RICO

University of Puerto Rico

## RHODE ISLAND

University of Rhode Island

## SOUTH CAROLINA

Clemson Agricultural College  
South Carolina State College  
University of South Carolina

## SOUTH DAKOTA

South Dakota State College  
State University of South Dakota

## TENNESSEE

Tennessee Agricultural and Industrial State University  
University of Tennessee

## TEXAS

Agricultural and Mechanical College of Texas  
Prairie View Agricultural and Mechanical College  
University of Texas

## UTAH

Utah State University  
University of Utah

## VERMONT

University of Vermont

## VIRGINIA

Virginia Polytechnic Institute  
Virginia State College  
University of Virginia

## WASHINGTON

University of Washington  
Washington State University

## WEST VIRGINIA

West Virginia University

## WISCONSIN

University of Wisconsin

## WYOMING

University of Wyoming

Dear Congressman Inouye:

I have expressed Wisconsin's gratitude to the Regents of the University of Hawaii and to Governor Quinn for the release of Dr. Harrington, but I would like to extend to you, my only acquaintance in Hawaiian government, my deep respect for the statesmanlike attitude and generosity of those who saw our greater need and sacrificed their advantage.

Dr. Harrington was the choice of our late President Elvehjem as the man who could best guide the University in his absence. On President Elvehjem's sudden death the University Committee of the Faculty, the Deans, and the Regents agreed, unanimously, that Dr. Harrington must be given the opportunity to carry forward the University progress which he, as vice president, had helped President Elvehjem to initiate.

Since from this distance I have no way of determining those who aided us in securing Dr. Harrington's release from his commitment to the University of Hawaii, I would consider it a personal favor if you would extend to all who helped, Wisconsin's heartfelt thanks.

DRAFT (T) LETTER FROM GOVERNOR NELSON

Mr. Herbert Cornoelle  
President of the Board of Regents  
The University of Hawaii

Dear Mr. Cornoelle:

The Regents of The University of Wisconsin have formally and publicly voted their appreciation to the Regents of The University of Hawaii for the release of Pres. Fred E. Harrington, but I wish to add my personal thanks to you for your efforts to help us in our hour of great need.

The judgment which led your board to the selection of Dr. Harrington was matched only by your generosity in recognizing the seriousness of our situation and the unique ability Dr. Harrington has to guide our institution in the critical era just ahead.

As you may know, The University of Wisconsin administration was in the midst of its preparation for the most crucial budget in its history when President Elvehjem died. The case the University can make before the next Legislature may well determine the progress and the quality of our University for many years to come. The need for administrative continuity at this point was unprecedented. The recognition of Dr. Harrington as the only person who could provide this continuity was unanimous among the University Committee of the Faculty, the Deans, and the Regents of the University.

We will long remember your kindness and courage in releasing Dr. Harrington to us, and we shall strive to return your kindness in every way.

**DRAFT (T) LETTER FROM GOVERNOR NELSON**

**Dear Governor Quinn:**

Wisconsin sincerely appreciates Hawaii's kindness in releasing Dr. Fred H. Harrington from his commitment to The University of Hawaii so that he could accept the presidency of The University of Wisconsin.

The death of Pres. Conrad A. Elvehjem came at an extremely critical time for our University and State. Lack of administrative continuity at this point could have proved severely damaging to the future development of the University and to this State which depends heavily upon it.

Never in Wisconsin's history has there been such agreement upon a single man as the only possible choice for our University's presidency. It was only after the University Committee of the Faculty, the Deans, and the Regents unanimously urged him that Dr. Harrington allowed the Regents of the University to ask of Hawaii's regents the release which they so graciously granted.

The State of Wisconsin is deeply indebted to the State of Hawaii. We hope that in some way soon we can repay, at least partially, this debt.

Bob

Address by

GOV. GAYLORD NELSON

FILE

**Joint Meeting**

- ★ COORDINATING COMMITTEE ON HIGHER EDUCATION
- ★ UNIVERSITY OF WISCONSIN BOARD OF REGENTS
- ★ STATE COLLEGE BOARD OF REGENTS

**OSHKOSH STATE COLLEGE**

**April 27, 1962**





I have asked to speak to this joint meeting of the Coordinating Committee on Higher Education, the State College Board of Regents, and the University of Wisconsin Board of Regents because I believe that unprecedented challenges demand unprecedented steps.

All of us who share a deep concern over the education of our children face an impending crisis of unparalleled magnitude. You who have been chosen to guide our state's higher education policy must shoulder much of the responsibility for meeting this crisis.

I am here to offer all the help and support I can muster. I have a number of specific proposals which I want to present for your immediate consideration and evaluation, and for such early action as you may deem essential to assure every Wisconsin student of an opportunity for higher education.

The crisis that confronts us can be described in very simple terms. This year, our state college and university enrollment totalled 48,700. Even by the most conservative estimates, enrollment in the next decade is expected to increase by an annual average of 4,500 -- equivalent to adding the student bodies of two entirely new state colleges with each passing year. By 1972, we expect an enrollment of 93,500, compared to the 48,700 enrolled in 1962. These 44,800 additional students will require all the teachers, buildings and books equivalent to adding 20 completely new state colleges in just ten years.

This is an immense task. But against it, we must measure the education of our youth, which is society's most important responsibility. I believe we can meet the challenge if we have the imagination to act and the courage to take bold steps.

We have met challenges before. Between 1952 and 1962, university and state college enrollments in Wisconsin doubled, increasing from 24,300 to 48,700. Faculties responded by increasing their workloads. Administrators converted idle space to classrooms. The Boards of Regents and the Coordinating Committee have done outstanding jobs in analyzing problems and working out solutions.

We in state government have tried to match your dedicated efforts.

Since 1959, we have cut a full two years off the time lag in construction of state college and university buildings.

In less than four years, we have spent or authorized \$58 million from state financed sources for higher education buildings, compared to only \$39 million in the entire ten-year period between 1949 and 1959.

Since 1959, we have also succeeded in raising faculty salaries by 19%, with another 5% authorized starting July 1.

Finally, we have increased the state's student loan fund from \$376,000 to \$876,000 in 1960 and to \$5,876,000 as of today.

I am pleased that these achievements are part of the record of the present administration, but the important thing is that, working together, we met the challenge of an enrollment that doubled between 1952 and 1962. We not only met this challenge, but emerged with a university of untarnished international reputation, with a state college system that grew during this decade to become one of the best in the nation, with vastly expanded extension and vocational systems, and with a new university in Milwaukee that is already assuming the educational stature worthy of service to our largest metropolitan area.

X We did more than this. We also revived the famed "Wisconsin Idea", which had lain semi-dormant since the LaFollette days. We not only revived the idea of a university and government partnership to solve the problems of our state; we expanded the partnership to include the State Colleges as well. Since taking office as governor, I have enlisted the help of university and state college faculty experts on sixteen productive committees. They have offered their skills on such basic problems as tax revision, installment sales, dairy marketing, state planning, resource development, civil defense, migratory labor, eminent domain, constitutional revision, highway safety, pesticides, forest crop law revision, and disposition of the Bong Air Base. State College and University experts have contributed much to the solution of all these problems.

While we have joined in successfully meeting the challenge of the past decade, however, this is no reason for complacency in facing the challenge of the next decade. And again, enrollment figures best prove my point:

Between 1952 and 1962, state college and university enrollments did double; but the numerical increase was only 24,400, which is equivalent to less than ten new state colleges. Between 1962 and 1972, enrollments are expected to increase by 44,800, which is equivalent to 20 new state colleges. Thus, the enrollment problem we face in the next ten years is more than double the problem we solved in the last ten years.

It is not a challenge of enrollments alone. It is also a question of buildings, faculties, and increases in operating costs.

In 1952, state government paid \$19 million of the operating costs of our university and state colleges. In 1962, the state is paying \$41 million. Thus, while enrollments increased 100%, state costs increased almost 120%. By 1972, as I have indicated, enrollments are expected to rise another 92%. On the basis of conservative estimates, however, state costs are expected to increase by \$47 million, or another 115%. These figures reflect nothing more than the cost increases affecting every other segment of our economy.

The construction of needed buildings poses an even greater financial hurdle. Based on the use standards recommended by the Coordinating Committee, the university and state colleges have now submitted their building requirements through 1969. These requirements, coupled with projects already authorized, come to a total of \$223 million. This is  $1\frac{1}{2}$  times the total replacement value of all

state college and university buildings in use in 1961! And these existing structures were built and financed over a span of more than a century, while the \$223 million in requirements are for a span of just eight years.

The impact of these building requirements can also be shown by the effect they will have on debt service for building bonds. In 1962, this debt service--paid out of tax dollars--costs us \$1.8 million. In 1972, given the proposed building program of the university and state colleges, the debt service will cost us \$18 million a year, or ten times our current outlay.

While the problems that confront us in enrollment, operating costs and new buildings are staggering, the challenge of providing faculty is even more crucial. There simply are not enough potential teachers now enrolled in America's graduate schools to meet the demands of the next decade. In addition, we are losing an increasingly larger share of the potential teachers we do have to full-time research projects financed by the federal government or private industry. Even if these factors could be overcome, moreover, we would still have the problems of retaining present faculty members in a competitive economic society, replacing faculty lost through death or retirement, and recruiting additional faculty of the high quality demanded by our superior educational standards.

Confronted with these massive obstacles, the present teaching faculties at the state colleges and university have done an outstanding job. While student enrollments increased 100% between 1952 and 1962, our total faculty rose from 2,000 to 3,300--or only 65%. Even if this ratio is maintained over the next decade, however, we will still have to add 2,100 teaching faculty members by 1972, which is more than our entire state college and university teaching faculty just ten years ago.

The facts I have presented delineate a crisis of the first order. Unless we act, and act now, we will witness two tragic consequences in a handful of years. We will see the steady deterioration of Wisconsin's traditional standards of higher education; and at the same time, we will see our state colleges and university forced to deny educational opportunities to qualified Wisconsin students.

This crucial situation demands that we get maximum returns for every dollar spent on education. It demands that we adopt constructive economies throughout our higher education system, and that we initiate immediate and drastic changes of administration to assure optimum use of the system we already have. If we are to provide educational opportunity for all, we must get the most out of every laboratory and every classroom.

I am here to offer you a series of suggestions. Some are extensions of programs you yourselves have already initiated. Others are ideas I have advocated before. Still others are entirely new. All are products of detailed evaluation.

Among these suggestions are several proposals that are controversial. Changes always bring controversy. But such controversy should not limit our exploration of the problem. I believe we must have the most comprehensive program we can devise, and that we must use every innovation that will be helpful in meeting the impending crisis in higher education. I hope you will give each of these suggestions careful and open-minded consideration, and then join in an all-out effort to implement every proposal which you can support in good conscience.

1. Scope of Coordinating Committee: The Coordinating Committee for Higher Education, although organized only seven years ago, has already amply demonstrated its worth. It has stimulated cooperation among private and public colleges and universities, produced space utilization studies that have resulted in definite efficiencies, and demonstrated national leadership in resolving to hold down student costs.

In the last legislature, the Coordinating Committee's responsibilities were increased by adding representation from the County Colleges. I believe that the scope of the Coordinating Committee should be further expanded to include representation from Adult and Vocational Education, so that the committee can provide leadership in coordinating the state's entire system of post-high school education.

2. Vocational and Adult Education: If we are to match the rapid advance of automation and technology, if we are to meet the needs of a state population that is steadily shifting from rural to urban areas, and if we are to provide skills for the workers who are migrating to our major cities from other states, we must recognize vocational and adult education as a major function of our higher education system in Wisconsin. I suggest that the Coordinating Committee conduct a comprehensive study of this function and propose whatever changes are appropriate to strengthen our state programs for vocational and adult education.

3. Coordinating Committee Staff: The Coordinating Committee now has no permanent staff. Its staff direction is divided between one university and one state college representative. If the Coordinating Committee is to carry out its full statutory functions, I believe it must be given a permanent staff and director accountable directly to the committee.

4. Long Range Planning: The Coordinating Committee has already produced a series of policy statements outlining specific objectives of higher education programs in Wisconsin. These policy statements require refinement and expansion to develop a comprehensive, long-range plan that will serve to guide the development of our entire educational system. This plan should include the optimum size of each existing institution, the location of such additional state colleges and extension centers as are deemed necessary, and the major educational roles of the various institutions in our system. The plan should eliminate duplication where feasible, assure adequate diversification to fulfill state needs, and promote maximum individuality in the character of the several institutions.

5. The University: The Coordinating Committee has adopted a policy of concentrating graduate and professional training at the University of Wisconsin. While graduate enrollment continued to rise at Madison this year, freshmen enrollment actually dropped 4%. This changing emphasis at Madison makes sense at a time when graduate enrollment is predicted to double in eight years, and when the University's role as the state's educational research center is steadily expanding. We must recognize the fact that there are obvious physical limits in the size of the University at Madison. Additional land acquisition is extremely expensive. For example, it will cost \$400,000 just to purchase the site for the new administration building. This question should be carefully evaluated to determine what the logical limit to the size of the University should be.

6. The State Colleges: In the future, the State Colleges will be required to educate a major share of the increase in undergraduate enrollment. Because the colleges are strategically located throughout the state, they can offer education at closer range and lower cost to the student. Because they are located in smaller communities, construction costs are generally lower than in Madison and additional land is often available at a fraction of the costs in Madison. The State Colleges must be prepared to assume a much greater responsibility for the increase in undergraduate enrollment.

7. The University of Wisconsin-Milwaukee: In the last four years, we have put forth a major effort to development of a high quality university at Milwaukee. We have done relatively more to increase the faculty and physical plant at this institution than at any other higher education facility in the state. These special efforts must continue unabated. This institution must develop its physical plant and all other facilities rapidly if we are to accommodate the higher education needs of the Lakeshore area. Among other things, I believe that high priority must be given to a large appropriation specifically earmarked to improve the UW-Milwaukee library. This item should be in the next budget.

8. The Extension Centers: A long-range plan to bring higher education opportunities within range of all Wisconsin students may well require revision of traditional policies regarding our extension centers. This is especially true in areas where an extension center might be centrally located to serve a number of surrounding communities which are unable to finance individual centers of their own. In the past, new extension centers have depended on local demand and local financial ability. Given the need for rapid and orderly development of the extension system, it is doubtful whether the state can expect local communities to do the job alone. I believe that the whole extension center policy ought to be reviewed, including the possibility of state participation in financing construction as well as operating costs.

9. The Southeastern Wisconsin Area: The University of Wisconsin-Milwaukee's daytime operation is designed to serve commuting students. Its evening program plays an important role in

providing continuing adult education for our largest metropolitan area. However, there are physical limitations to the expansion possibilities at the Milwaukee campus. The tremendous population growth in this part of the state indicates that careful study should be given to the need for a new state college to serve the southeastern Wisconsin area. This should be considered in conjunction with the expansion potential of the fine new extension center at Kenosha and the new center planned for Racine.

10. Teaching Assistants: With the shifting emphasis to graduate training at the University, it would seem advantageous to develop a cooperative program whereby graduate students at the University could obtain teaching assistant experience at the state colleges and extension centers. As the colleges and extension centers grow, they will provide increasing opportunities for experience as teaching assistants. At the same time, the university graduate students would help alleviate the faculty staffing problems at the State Colleges and Extension Centers.

11. Faculty Research: With the same shifting emphasis, special efforts must be made to utilize the full talents of state college and extension center faculties for research projects. Since the vast majority of research projects are assigned directly to the university, it would be worthwhile for the university to explore special programs to assure maximum use of college and extension personnel in research efforts.

12. Graduate Programs in Teacher Training: Wisconsin's public schools increasingly require that their teachers return to college for postgraduate training. The State Colleges, as the primary teacher training institutions, should expand their facilities and staff to serve this need.

13. Electronic Teaching Aids: The shortage of teachers in the decade ahead means that we must make the most of modern technology if we are to avoid further increases in the student-teacher ratio. Television lectures by recognized authorities offer one answer for certain courses. Our efforts in this direction should be spurred by the recent passage of the \$32 million federal program offering matching funds for development of educational television facilities.

In addition, the optimum use of modern audio aids can further lighten the load on teaching faculties, especially in the area of language instruction.

14. Part-time Faculty: I also believe that both the colleges and the university should consider greater use of part-time faculty. There are many exceptionally qualified professional people with advanced degrees and a wealth of experience who could be employed to teach. In the past, the talents of these people have generally been used only as a last resort. In certain disciplines, the use of part-time experts might be made an established practice, thereby helping to further relieve the expected shortage of full-time faculty.

15. Faculty Salaries: In the long pull, the quality of the University and State Colleges is determined by the quality of the faculties. To some, faculty salaries may seem like an easy place to economize; but such economy can erode high calibre instruction in a handful of years, and experience demonstrates that it often takes decades to recover from this erosion.

In order to retain the best of our present faculty and to attract superior additional faculty, we must offer salaries that are competitive with those paid at higher education institutions throughout the nation. In the mid-1950's, we lost ground. Since 1959, we have made efforts to regain our competitive position. As I have noted, we have approved faculty salary increases totalling 24%. But we are still low on the scale. We are still losing outstanding faculty members and some of the most promising recruits to higher-paying institutions in other states. I am sorry that the legislature did not approve the 10% per year faculty salary increases I recommended. I know that the Boards of Regents and the Coordinating Committee fully recognize the urgency of providing competitive salaries and that you will continue your efforts to assure adequate increases.

X 16. Central Processing of Applicants: It seems to me that all applications for enrollment in state-supported institutions of higher education should be processed centrally to assure that both the student and the state gain the greatest value from our educational investment. This will avoid multiple applications. It will permit guidance of students to the institution that can best meet their particular educational aspirations. It will give us a more accurate basis for determining faculty requirements at the respective institutions. It will permit us to consolidate literature describing opportunities at our various schools.

This program is not intended in any way to restrict the student from applying for admission to the institution of his choice. It is designed for efficient processing and better guidance. Since it would cover all state institutions for higher education, program policy should be vested in the Coordinating Committee.

17. Longer School Year: Since early 1959, when I first advocated a longer school year for Wisconsin institutions, other states have successfully instituted such programs. The University of Pittsburgh began a trimester program in September, 1959. Pennsylvania State University began operating a four-term program this year. Michigan State University at Oakland has instituted a trimester plan. The University of Michigan has started a modified trimester plan.

Oshkosh State College has developed a twelve-week summer program which will be instituted this year as a pilot project to determine the feasibility of longer summer sessions in the other colleges. The University of Wisconsin has a faculty committee

which has been studying extension of the school year at that institution.

I propose that immediate steps be taken to institute full, year-round programs in all state-supported institutions of higher learning. This will promote maximum use of costly buildings and facilities. It will mean a relative decrease in the additional staff needed for higher enrollments. It will enable students to complete the normal undergraduate program in three years, thereby speeding the turnover in enrollment. This program should be instituted before the major problem of enrollment arrives in 1964-1965.

18. Leaves for Faculty: At the same time that this program is adopted, a system of paid leaves for faculty members should be developed to assure continuing opportunities for periodic study and research. The full-scale calendar operation of our university and state colleges should not be permitted to interfere materially with the time granted faculty members for individual scholarship.

\* 19. Initial Enrollment: Enrollments at the university and state colleges traditionally decrease from the fall to the spring semester. This year, for example, the university experienced a 6.7% decrease and the state colleges a 7.2% decrease. On this basis, full staffing for the fall semester obviously means over-staffing for the spring semester, thereby leading to unnecessary costs. I propose that the Coordinating Committee establish a policy designed to balance the entrance of beginning students among the terms. This plan is a necessary part of the full-year school program.

*Non-residents*  
20. The University of Wisconsin has graduate schools of international reputation. To maintain this standard of excellence, it is essential that we have a broad representation of quality students from other states and nations.

But we also recognize that the first obligation of this state is the education of its own citizens. Therefore, we must face up to the problems caused by non-resident enrollment at the undergraduate level on the Madison campus. In the past 13 years, undergraduate enrollment at Madison has undergone a sharp increase in both the number and the percentage of non-resident students. In 1949, the Madison campus had less than 2,000 non-resident undergraduates, comprising 13% of the undergraduate enrollment. In 1962, the Madison campus had more than 3,900 non-resident undergraduates, comprising 26% of the undergraduate enrollment.

I propose that the University Board of Regents establish policies on non-resident enrollments. I believe it would be unwise to limit graduate enrollment in any way, but would suggest that the University Board consider limiting non-resident undergraduates to 20% of the total undergraduate enrollment at Madison. I advocate this only if absolutely necessary to assure adequate educational opportunities for our own residents. *N*

*Legisl may make "tragic willy-willy" limitations*



21. Assignment of Class Schedules: Until recently, scheduling of courses has been left partly to the convenience of the individual student. Obviously, selection of courses must remain the student's right. However, I believe the time has come when efficiency demands that scheduling be the full responsibility of the institution.

La Crosse State College has demonstrated creative leadership in instituting central assignment of class schedules. This prevents students from selecting unnecessary courses solely on the basis of convenient hours. It avoids excessive enrollment in classes held at popular hours, as well as inefficiently small enrollments in duplicate classes offered at unpopular hours. It permits an even distribution among all students of both popular and unpopular class hours. It allows more efficient scheduling and fuller use of both faculty and facilities. At the same time, it is flexible enough to assure students that their scheduled classes will not interfere with their part-time work or other responsibilities. I would suggest that the La Crosse program be evaluated and adapted to the needs of all our state institutions of higher learning.

22. Curriculum Determination: A complete, well-rounded curriculum in our institutions of higher education is necessary to assure high calibre education. However, I believe there is a point at which course diversification within an institution becomes extremely costly and inefficient. I believe that a careful re-evaluation of all course offerings would be extremely valuable. It also may be advisable to review the size of different types of undergraduate classes to determine if some policy guides are desirable.

23. Accelerated Courses: I believe that the Coordinating Committee should fully explore the possibility of Wisconsin high schools offering beginning college courses to superior students. Especially in the fields of advanced mathematics, English and the sciences, such courses could enable many students to enter the university and state colleges with advanced standing, thereby speeding their undergraduate training and eliminating their enrollment in certain freshman courses where overcrowding threatens them most seriously. Wisconsin's tradition of high quality secondary education suggests a distinct potential in this area.

24. Student Fees: Because they attend facilities that are part of the University of Wisconsin, students at the extension centers currently pay university fees, which are higher than state college fees. I believe that uniform fees would be more equitable at these institutions.

25. Legal Borrowing for Buildings: Wisconsin is the only Big Ten state which prohibits legal borrowing for capital construction. Although special corporations have been used to prevent a complete breakdown of the building program, our massive future requirements simply cannot be met through this cumbersome,

costly method. My proposal to amend the constitution was defeated by the past two legislatures, but I believe such a proposal again should be introduced and strongly supported by the Regents and the Coordinating Committee. I was pleased to see that the President of the University Board of Regents publicly endorsed the principle of general obligation bonds in a recent statement. I hope that all of you will join in supporting passage of legislation that will open the door for legal state borrowing to construct the educational facilities Wisconsin so desperately needs.

26. Student Loans: We cannot assure educational opportunities for all qualified Wisconsin students unless we are willing to provide financial help for those who cannot afford such opportunities on their own. To meet this need, the last legislature at my request increased the state's student loan program by \$5 million, making it one of the largest in the entire nation.

The result has surpassed all of our forecasts. Although the \$5 million fund has existed for only seven months, more than four times as many students have obtained state loans to continue their education this year than in the entire 1958 school year. While this has proved the need for the student loan program, however, it also means that a fund we originally expected to last for at least ten years will be exhausted in another two or three years. I therefore believe it is important for the Coordinating Committee and the Boards of Regents to support measures to increase this fund in the next legislative session.

\* \* \* \*

The challenges which lie ahead in higher education will make increased demands on every Wisconsin citizen, from the taxpayer to the educator to the students themselves. However, the main burden lies with you who have been delegated the specific responsibility for directing the state's program of higher education. In your determination to face the problem squarely lies our real hope that this massive challenge will be met successfully.

*We have failed to convince public of  
urgency of this problem.  
Large media to present dimensions.*

TABLE I  
ENROLLMENT TRENDS

<u>Year</u>	<u>Enrollment</u>	<u>Increase over 1951-52</u>
1951-52	24,300	
1961-62	48,700	24,400
1971-72	93,500	69,100

TABLE II  
STATE SHARE - OPERATING COSTS

	<u>1951-52</u>	(In Millions) <u>1961-62</u>	<u>1971-72</u>
Costs Related to Instruction	\$13.1	\$31.4	\$72.2
Costs for Research, Public Service, etc.	<u>5.6</u>	<u>9.3</u>	<u>15.4</u>
Total Operating Costs	\$18.7	\$40.7	\$87.6

TABLE III  
NON-RESIDENT STUDENTS  
University of Wisconsin - Madison Campus

<u>School Year</u>	<u>Number of Non-Resident Undergraduate Students</u>	<u>% of Non-Resident Undergraduate to Total Undergradu- ate Enrollment</u>
1948-49	1995	13.1%
1950-51	1800	15.5%
1957-58	2338	19.2%
1958-59	2589	21.0%
1959-60	2987	23.1%
1960-61	3619	25.9%
1961-62	3903	26.1%

TABLE IV

## ENROLLMENT PROJECTION BY INSTITUTION

<u>Institution</u>	<u>1952</u>	<u>1962</u>	<u>1972</u>
<u>University</u>			
Madison Campus	14,020	20,118	31,395
Milwaukee Campus	2,938	7,282	15,369
Centers (Total)	(884)	(2,594)	(5,739)
Wausau	117	394	888
Kenosha	160	448	987
Racine	254	429	744
Green Bay	112	490	1,209
Marinette	27	64	153
Sheboygan	77	173	353
Fox Valley	70	429	1,058
Manitowoc	67	167	347
Total University	17,842	29,994	52,503
<u>State Colleges</u>			
Eau Claire	739	2,217	5,003
La Crosse	924	2,042	4,109
Oshkosh	687	2,842	6,796
Platteville	708	2,018	4,444
River Falls	599	1,680	3,702
Stevens Point	691	2,104	4,755
Superior	774	1,436	2,649
Whitewater	654	2,586	6,180
Stout	708	1,652	3,359
Total Colleges	6,484	18,577	40,997
Grand Totals	24,326	48,571	93,500

Projection to 1972 assumes the same percentage growth for 1962-1972 as occurred from 1952-1962.



TABLE IV

DEVELOPMENT OF FISHING VESSEL FLEET

Category	1950	1955	1960
<b>Commercial</b>			
Total	1,200	1,300	1,400
Inshore	800	850	900
Offshore	400	450	500
<b>Recreational</b>			
Total	1,000	1,100	1,200
Inshore	600	650	700
Offshore	400	450	500
<b>Total</b>	2,200	2,400	2,600
<b>State by State</b>			
Alaska	100	120	140
California	200	250	300
Florida	150	180	210
Georgia	100	120	140
Hawaii	50	60	70
Illinois	80	100	120
Indiana	70	85	100
Iowa	60	75	90
Kansas	50	60	70
Kentucky	40	50	60
Louisiana	30	40	50
Maine	20	25	30
Maryland	15	20	25
Massachusetts	10	15	20
Michigan	90	110	130
Minnesota	80	100	120
Mississippi	25	35	45
Missouri	70	85	100
Montana	60	75	90
Nebraska	50	60	70
Nevada	40	50	60
New Hampshire	30	40	50
New Jersey	20	25	30
New York	15	20	25
North Carolina	10	15	20
North Dakota	90	110	130
Ohio	80	100	120
Oklahoma	70	85	100
Oregon	60	75	90
Pennsylvania	50	60	70
Rhode Island	40	50	60
South Carolina	30	40	50
South Dakota	20	25	30
Tennessee	15	20	25
Texas	10	15	20
Utah	90	110	130
Vermont	80	100	120
Virginia	70	85	100
Washington	60	75	90
West Virginia	50	60	70
Wisconsin	40	50	60
Wyoming	30	40	50

Information for 1970 reflects the same percentage growth for 1960-1970 as occurred from 1950-1960.

Nelson, Gaylord

FILE

Senator Gaylord Nelson  
404 Senate Office Building  
Washington, D. C.

No. 64-16

"The Importance of Dissent in a Free Society"

University of Wisconsin Symposium, Madison, Wisconsin, 8 p.m., Feb. 17, 1964

I feel a great sense of responsibility in speaking to you on a topic such as "The Importance of Dissent in a Free Society." This is a subject on which anyone interested in politics and government has strong convictions -- and strong contradictions.

The pages of American history books are filled with glowing tributes to the great dissenters of the past -- and yet as I read up on some of them in preparation for these remarks, I couldn't help but think how much better we like them now that they are dead.

For a dissenter's role is a painful one -- both for the targets of his wrath and for the dissenter himself. It is no fun to stand before the public with a carefully polished program and have it shot full of holes by some loud mouthed critic who you are sure doesn't know what he is talking about. Dissenters make a free society seem less comfortable, somehow.

But it is also no great fun for the dissenter, because as delightful as it may seem to throw snowballs at a tall silk hat, society rarely loves the man who stirs up trouble. Most people like things orderly and neat. The man who dares to dissent usually pays a heavy price. Even when he is proven right, he often does not win his recognition until the history books are written long after he is gone, and if he is proven wrong, he and his namesakes face a lifetime of humiliation.

If dissent is so painful, to both society and to the dissenter, then why do we have it?

The answer, it seems to me, is that we have no choice. Dissent is part of democracy. In fact, it is the forge in which democracy is made.

In order to understand the importance of dissent in a free society, we must understand the nature of democracy itself -- how it works; what its strengths and weaknesses are; why we chose it as the best way to conduct our affairs.

Now I realize that the minute I begin to talk of democracy, I will run into dissenters. We have some people loose in this country today -- probably even in this room -- who insist that this great free land of ours, the land of Washington and Jefferson and Jackson and the two Roosevelts -- is not a democracy at all. I have never understood exactly what they had against the word "democracy" but I suspect it just sounds like too many people to them.

Webster's Unabridged Dictionary defines democracy as:

"government by the people; a form of government in which the supreme power is retained by the people and exercised either directly or indirectly through a system of representative and delegated authority periodically renewed, as in a constitutional representative government or republic."

Webster goes on to say that "in modern representative democracies such as the United States and France, the governing body comprises the qualified voters and the basic principles of government are majority and plurality rule and popular sovereignty."

(You can see already the importance of dissent. If I hadn't been worried about being challenged on that word, I wouldn't have bothered to look it up and probably would not have known what I was talking about.)

This definition outlines the strengths and weaknesses of democracy clearly. Democracy, says the dictionary, is based on the principle of majority rule. But it also says democracy is based upon popular sovereignty and it says that the supreme power is delegated and periodically renewed.

The people, every one of them, are still sovereign even when they are not a part of the ruling majority. And knowing that the power must be periodically renewed, those who are not in the ruling majority are striving constantly to make certain that in the next test of strength, they will rule.

One of the hardest things to accept is that this process never ends. The public figure who has just won the reins of leadership after a long and difficult struggle is soon made aware of the fact that the struggle begins anew the day he takes office -- and never ends. Of course it doesn't, for when the struggle between the temporary majority and the temporary minority ends, democracy also ends.

These are truths most Americans accept. I hardly need dwell on them. This is the system we all have heard glorified ever since we were children.

But what we may not have emphasized so much is that while this is a glorious system, it also is a very fragile one.

Democracy expects an awful lot of people. It is based purely and simply on the belief that men are capable of managing their own affairs -- that they will use their powers of reason, that they will educate themselves, that they will realize that no one has a monopoly on truth, that no man has a corner on all the experience of the world, and that men arrive at truth and wisdom by picking and choosing from the alternatives offered to them.

To put it another way, democracy is threatened by ignorance, and I would say there are two kinds: There is the unintentional ignorance of the illiterate man who simply does not know anything of the world about him and is unable to learn, and there is what you might call the intentional ignorance of the person who has been exposed to learning but for some reason of prejudice or selfishness or fear refuses to listen to the facts.

And democracy is also based on a set of rules, so it is constantly threatened by the people who refuse to play by the rules. A people who believe in popular sovereignty delegated to representative authority must take care never to surrender the reins of power to someone who doesn't believe that this authority must be "periodically renewed."

I think this tells us what we need to know to understand and appreciate dissent.

Dissent is simply the never ending give and take by which the voice of the sovereign public is expressed. It is the test, it is the measuring stick, of majority rule. When the ruling majority cannot stand the test of dissent, the responsibility for ruling passes to a different majority.

We cannot silence dissent. But we can insist that it be responsible; that it be based on reason and not on ignorance; and that it follow the rules of our democratic society.

I know of no better way to understand the importance of dissent in our society than to study some of our dissenters of the past. In Wisconsin, I think any such study must begin with Robert M. LaFollette, Sr., old Bob, probably the most famous and widely respected son of our state.

I think that there is a tendency for all of us to think of dissenters as mere hecklers; as spoilers; as members of a wrecking crew. Certainly there are such persons in our society, and there always will be. They too are a part of democracy. But the great dissenters of history were not spoilers, they were creators; they were not wreckers, they were builders. They didn't fight merely for the sake of fighting. They had a goal, a mission, a lofty purpose.

Old Bob LaFollette was no saint. If you had lived through his era you might have loved him at times and hated him at others. He was a man of single minded purpose. He defied and repudiated his own political party. He turned on men who thought they were his close political allies, and he didn't call them misguided statesmen. He called them thieves and robbers. He fought most of the great men of his time -- even great progressives such as Theodore Roosevelt and Woodrow Wilson. He opposed World War I; he helped to torpedo the League of Nations. He was censured by the Wisconsin legislature and by the institution which he had done more to help than any other man -- the University of Wisconsin.

Bob LaFollette was a noisy, implacable, infuriating, disagreeable dissenter.

But Bob LaFollette also saved the State of Wisconsin from the almost dictatorial rule of a handful of railroad and lumber barons. Almost single handedly, he smashed the power of corrupt political machines -- first in Wisconsin and then all across the nation -- by radical reforms such as direct nomination of candidates by the people. He reformed the tax system which was the basis of the wealth and power of a few favored corporations. He originated the progressive income tax, which soon spread to other states and to the Federal government.



He originated the system of public commissions to regulate utility rates. The Dictionary of American Biography says that "regulatory commissions, advocated by him ... rebuilt his state and to some extent changed the whole aspect of American government."

More than anything else, LaFollette believed in the importance of educated experts, to apply scientific wisdom to public problems rather than selfish vested interest. He established the Wisconsin Idea which brought economists and scientists of all types into public service.

By fighting the established order (which was selfish and corrupt); by believing in democracy and having the faith to put it to the test; by fighting on for lofty goals long after other men had given up in despair, Bob LaFollette built in Wisconsin a model commonwealth which is still studied today by scholars in government.

He used the right of dissent -- and made democracy work.

As I said, the pages of history are filled with the names of great dissenters.

Susan B. Anthony got mad when they wouldn't let her speak at a temperance meeting in 1852, even though she was in favor of temperance, because she was a woman. This led to the crusade for women's suffrage. (It also led Susan to abandon dresses for long bloomers for a while but she finally went back to skirts because the audience was so fascinated by her costume that it didn't listen to her words. She learned a great truth in this way. She said, "I learned the lesson then that to be successful, a person must attempt but one reform.") She was convicted in a court of law for voting in Rochester, New York, but refused to pay her fine. She said that courts and laws meant nothing to her if they conflicted with what she thought was right. She was booed wherever she went, pelted with eggs and villified in the press. But before she died women were voting in four states and a movement had begun which would never stop until it was victorious everywhere.

William Lloyd Garrison, son of an intemperate sea captain, crusaded as an editor against intemperance, lotteries, sabbath breaking and war. He was a rather rigid and self-righteous man. But Garrison was one of the first to demand immediate and complete emancipation of the slaves, and we are just beginning to appreciate today the full significance to America of the movement which he helped to set in motion. He was sued for libel, found guilty and imprisoned, but his spirit never faltered. He wrote what must always stand as the creed of the dissenter -- "I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch -- and I will be heard." He was irrepressible, uncompromising and inflammatory. The state of Georgia offered a \$5,000 reward for his arrest. He was seized in Boston by a mob with a pot of hot tar and was dragged through the streets by a rope around his neck -- but was saved by the personal intervention of the mayor. He decided the churches weren't doing enough against slavery and denounced them as "cages of unclean birds, Augean stables of pollution." His closest followers despaired of working with him. He hurt his own cause with his fanaticism. But he ignited the flame of a righteous cause and kept it aloft at a time when it had few champions. He made certain that he was heard.

The patron saint of American dissenters will always be Thomas Jefferson. A study of his life will doubtless show that he, like almost everyone in our history, may have had strong personal as well as philosophical reasons for advocating the lofty causes which he espoused. But throughout the formative years of our country's history, he fought for the rights of the people, for freedom even for unpopular ideas.

Realizing that democracy was a human institution with all the fallibility that that implies, Jefferson realized that democracy must always be changing as it was tested against the results of actual experience. Basic as this idea is, it is always distasteful to those who are favored by the existing situation.

Jefferson said that constitutions must not be treated "like the Ark of the Covenant, too sacred to be touched."

He said, "I am certainly not an advocate for frequent and untried changes in laws and constitutions. I think moderate imperfection had better be borne with ... But I know also that laws and institutions must go hand in hand with the progress of the human mind ..."

"As new discoveries are made, new truths disclosed, and manners and opinions change with the change of circumstances, institutions must advance also and keep pace with the times."

As I said at the outset, dissent seems nicer when you look back on it in history. But the dissent which means something in our lives and something to the future of our nation is the dissent we live with today. What is the state of the art of dissent today?

My personal feeling is that we have a serious shortage of vigorous, creative, constructive dissent today. I am inclined to attribute it to two things -- the comparative prosperity of America at home, the sheer comfortableness of American life today, combined with a deep concern about our security in an age of nuclear weapons which could destroy civilization in a matter of moments.

Most Americans are reluctant to criticize -- or to accept criticism of -- American society today because:

1. We've never had it so good, and
2. We don't want to give aid and comfort to a ruthless enemy which we suspect will destroy us the first chance it gets.

This, of course, is an unfortunate situation. We have had called to our attention recently that even in the midst of this unparalleled American prosperity, 35 million Americans live in poverty, and the technological advances which bring riches to some bring obsolescence and unemployment and heartbreak to others. We know or we ought to know that we are not facing up to many of the real problems of our society.

Our leading political parties -- with some notable exceptions -- are pretty much committed to a middle of the road position. Political platforms are in danger of becoming something like televised soap commercials -- catchy but inoffensive, shallow but capable of appealing to enough of our new mass audience to sell the product. A handsome appearance is a candidate's most valuable asset. And there is one thing he must never forget: Don't lose your temper and don't appear too critical of anybody. And be careful with the makeup.

The result of course is a degree of conformity -- in social customs as well as in politics -- which does not seem to be healthy.

Fortunately we do have a few standup comedians who will fight this trend. We have a few daring and soon to be discontinued television programs. We have courageous authors such as Michael Harrington and Jessica Mitford, and we have someone named Malvina Reynolds, who wrote the song about the little boxes on the hillside, which says:

"And the people in the houses  
All went to the university  
Where they were put in boxes  
And they come out all the same."

"And the children go to summer camp  
And then to the university  
Where they're all put in boxes  
And they come out all the same."

There is one area, of course, in which a lifetime of courageous dissent is reaching a climax, and that is in our great civil rights movement.

Not only does this great groundswell of social protest seem destined now to right a wrong which has existed in our country for hundreds of years, but the movement itself has served as a proving ground for what this nation needs more than anything else -- courageous, experienced, individual leaders.

In almost every state and every major community of the nation today, there are tough, educated young men and women who have learned how to organize to fight for a noble cause, and how to make the voice of dissent heard even in a comfortable and cautious land.

Of course this great movement is stirring counter movements, and much of your symposium is going to be devoted to a discussion of the civil rights revolution and its side effects.

You will hear from two of the most formidable opponents of the most significant social revolution of our time -- the John Birch society and the Southern segregationists.

I need not tell you that I disagree almost 100% with these two groups. I consider both the doctrines and the techniques which they advocate to be contrary to my concept of Americanism.

But I have no objections and no fears as you listen to them. Unlike some of the John Birch society members who disrupt meetings by heckling speakers, who try to intimidate people by telephoning them in the middle of the night, and unlike the purest champions of Southern white supremacy, the hooded night riders of the Ku Klux Klan, we have no fear of open debate. We are willing to extend the American right of free and open dissent even to those who would deny it to us if they had the chance.

In fact, rather than dissuade you from listening to these spokesmen, I would encourage you to listen extra carefully and to read as widely as you can in their official journals. Look to see what their lofty purpose is. Scrutinize their commitment to the democratic ideals of our country. Use your powers of human reason to evaluate their slogans and their rallying cries.

For instance, the founder of the John Birch society, Robert Welch, aims the full force of his movement at the international Communist conspiracy, which he contends has dominated the policies of American government for the last 30 years or more and infiltrated our churches, newspapers, magazines, radio and television stations. Now obviously this boils down to a basic question of fact. Either the principal leaders of our country, and of our churches, and our news media are or are not Communists. Mr. Welch claims special abilities to decide this question. He states in the Blue Book of the John Birch Society, "I have a fairly sensitive and accurate nose in this area."

He identifies as Communists or pro-Communist or unceasing helpers of Communists such prominent Americans as Dwight Eisenhower, his brother Milton Eisenhower, John Foster Dulles and Chief Justice Earl Warren.

Mr. Welch has been so candid, and his pungent remarks have drawn so much rebuttal, that the John Birch society has taken the position that his remarks do not necessarily represent the views of society members.

So I would urge you to read the writings of other top leaders of the society, such as Dr. Ravilo P. Oliver, professor of classical languages and literature of the University of Illinois, a member of the council of the John Birch society which the Blue Book identifies as having "absolute and final authority" to choose the head of the society.

It was Dr. Oliver who wrote recently that the late President Kennedy was a stooge of the Communists, that he "subverted and sabotaged the nation's defense," and that he was eliminated by his Communist friends because he "was falling behind a scheduled date for the effective capture of the United States."

I urge you to approach your other speakers in the same vein. Read their writings; listen to their words; seek to determine their lofty purpose; try to interpret the meanings of their slogans.

Test their commitment to the principles they espouse by studying their record of performance.

I am sure the champions of racial segregation will tell you that there is no trace whatsoever of bigotry or racial hatred in their acts. It should be easy for some man who really feels this way to demonstrate, in word or deed, his compassion for the Negro.

If it is their position that they want to do everything that can be done to help the Negro, but they want the state rather than the Federal government to do it, then let them tell you what their states have done and are doing.

If like the great dissenters of the past they cite the lofty principle of Constitutionalism, let them tell you what they are doing to implement that section of the Constitution which says "no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Let them square their solemn belief that education is the responsibility of the state with the fact that they are closing the schoolhouse doors rather than

than open them to colored Americans; let them justify the situation in a Virginia county within an hour's drive of the nation's capital where colored children have had no public school to go to now for three long years.

Of all your speakers the man I envy least is the one who must make a case for the doctrines of Karl Marx. He too should be listened to carefully, but consider his handicaps.

He must defend a theory which assured us, more than half a century ago, that the capitalistic democracies were doomed by the immutable forces of history; that they would be overthrown by workers' revolutions; and that in the place of our decadent democracies would be established a true people's government which would gradually wither away until the emancipated workers would live in a kind of stateless utopia.

Well, test that theory against the written record of the past half century. The fact is that the capitalistic democracies did what Karl Marx insisted they could not do: They rose to meet the challenges confronting them, they made the democratic reforms that made revolutions unnecessary, and they are stronger and more democratic today than ever before. Meanwhile, the greatest economic problems, the greatest pent up demand for revolution, the most tyrannical government, the most severe deprivation of freedom, is in those very Communist countries where Communism gained a foothold because democracy was not allowed to work.

Your willingness to listen to the voices of dissent is in the finest tradition of American democracy. If you are willing to work at making democracy successful, you cannot help but gain by such listening. But remember if you will the fragile nature of this great democratic society of ours. Remember how much it counts on your maturity, on your wisdom to read and think and reason, on your willingness to fight for those principles which you deem vital, and on the commitment of all of us to play by the rules. Remember how we can lose this free society -- as it has been lost in other lands -- if you and others like you take the easy way out and either refuse to listen to dissenters or march off in lockstep, unthinking, with the first one who comes along. Think of these things, and I hope you will realize the great responsibility which our free society places on all of us.

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# U.W. NEWS

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706

Telephone (Area Code 608) 262-3571

Release:

Immediately

1/11/66 rf

MADISON, Wis.--Two hundred and fifty students, four faculty-staff members, and a U.S. Senator will be initiated into membership in the University of Wisconsin Madison chapter of Phi Kappa Phi, national scholastic honor society, at the annual initiation ceremony at 3 p.m. Sunday, Jan. 16, in the Wisconsin Union Theater on the Madison campus.

President Emeritus Edwin B. Fred of the University will receive the first national merit citation of Phi Kappa Phi at the ceremony. Dr. Fred, who was nominated for the award by the Wisconsin chapter of the society and selected by the national officers, served as 12th president of the University from 1945 until his retirement in 1958.

Initiated into honorary membership of the society will be Wisconsin's Senator [Gaylord Nelson] and UW faculty-staff members Neil Cafferty, vice president for business and finance and trust officer; Prof. Julius Weinberg, philosophy and Humanities Research Institute; Prof. Louise Young, home economics; and Prof. Reid Bryson, meteorology.

Sen. Nelson is scheduled to deliver the major address at the ceremony on the subject, "Scholarship and Public Service."

Of the 250 students elected to the society, 170 are seniors and 80 are juniors. Election to the society is on the basis of scholarship, extracurricular activities, and faculty recommendations as to character, leadership, and general good citizenship.

add one--Phi Kappa Phi

Students elected are:

Patricia Guile, Antigo; Michael Liethen, Barbara Dafoe, Judith Hart, and Robert Ochiltree, all of Appleton; Clifford Tomfohrde, Arpin; Dennis Fisher, Sandra Prothero, and Barbara Wenban, all of Baraboo; Edward Jesse, Elizabeth Taylor, and Gloria Paulson, Barron; Mary Sustman, Beaver Dam; Stanley Fry, Boscobel; Jeanette Neitzel, Bowler; Judith Berkholtz, Brillion; John Boyes, and Daniel Kailing, Brookfield; Jane Roberts, Brooklyn; Carolyn Meise, Cleveland; John Stichman and Kurt Marshek, both of Clintonville; Allen Booth, Cuba City; Mrs. Karen Alvord, Cudahy; Margaret Knight, Dalton; Elaine Erickson and Roger Schwebs, both of De Forest; Michael Hutjens and Judith Schink, both of De Pere;

John Rowe, Dodgeville; Richard Arnold, and Ann Hagen, Eau Claire; Samuel Cohen, Edgerton; Jean Kitzmann, Eland; Carol McCool, Elkhorn; Thomas Peterson, Ellsworth; Donald Nelson, Elm Grove; Layton Ridders, Fond du Lac; Ruby Peterson, Frederic; John Garske, Glenwood City; Mary Daniels, and Steven Hartman, Green Bay; James Krzeminski, Greenfield; Robert Gottsacker, Hartland; Stephen Reed, Hartford; John Ebbott, Helenville;

David Feingold, Robert Holt, Kenneth Feldman, Kathleen Harker, Mary McCarten, James O'Connor, Sharon Olson, Ellen Trachsel, and Charlene Coutre, all of Janesville; Robert Chalice, Carol Watson, and Gerald Perona, all of Kenosha;

Dennis Merritt, Kewaunee; Thomas Stiefvater, Kiel; Jacqueline Berben, Kimberly; Barbara Backus (454 Woodside Ter.), Anna Fredenslund (501 Eagle Hts.), Gail Marie Haberman (701 Huron Hill), Mary Huseby (2900 Waunona Way), Mrs. Joanna Klein (2334 Allied Dr.), Richard Meier (521 Piper Dr.), Kathy Myers (3210 Oxford Rd.), Mrs. Mary Ann Opelt (1011 Homer St.), James Schlatter (1143 Amherst St.), Mrs. Linda Sorenson (1493 Carver St.), Marcia Stahmann (939 University Bay Dr.), Susan Thiede (4825 Bayfield Ter.), Janet Westing (1107 Wellesley Rd.), Jean Andrews (1112 W. Johnson St.), Mrs. Evelyn Olson (921 University Bay Dr.), Michael Figler (220 N. Meadow), Robert Forbes (8 W. Gilman),

add two--Phi Kappa Phi

Patricia Hansen (4321 Upland Dr.), Michael Fiantt (444 W. Main), Kay Heggestad (509 S. Mills), John Leonard (6219 Countryside La.), Ronny Lubcke (2213 Simpson St.), Donna Marshall (4718 Fond du Lac Trail), Robert McNowen (526 Algoma), Marianna Monk (2601 Dahle St.), Mrs. Marilyn Myers (104 S. Brooks),

David Penn (114 Vaughn Ct.), Laurance Pierce (3522 Concord Ave.), Mary Porter (1710 Baker Ave.), Robert Reznicek (1245 Morrison Ct.), Robert Roden (3330 Tallyho La.), Mrs. Sherwood Schwalbach (205 E. Washington Ave.), Mrs. Judith Smotkin (625 Skyview Pl.), Janet Spector (810 Cabot La.), James Stinger (1715 Kendall Ave.), Allan Topp (3014 Harvard Dr.), Herbert Wang (3999 Plymouth Cir.), Donald Zillman (408 N. Henry St.), Frederick Carstensen (251 Langdon St.), Steven Cox (306 W. Sunset Ct.), and Mrs. Ruth Doss (45 N. Orchard), all of Madison;

Michael Garey and Barbara Raeuber, Manitowoc; David Goose, Marquette; Bruce Krueger, and Sheryl Peters, Marshfield; Helen Larson, Mauston; Kenneth Piper, Menomonee Falls; Carl Giesler, Sharon Ripp, and Mary Magnuson, all of Middleton;

Steven Boettcher (4520 S. Lenox), Mardie Kaufer (4839 N. Elkhart), Mary Koch (1745 N. Hi Mount), Bruce Schultz (1800 Popular), Kay Smith (717 S. 28th St.), Daniel Anderson (2475 S. 8th St.), Barbara Balkansky (5155 N. Santa Monica), Lou Ann Bardeen (1601 N. Farwell Ave.), and Sue Biller (6737 N. Santa Monica), Clive Frazier (5507 N. Lydell Ave.), Janet Hindin (430 E. Hampton Rd.), Kathleen Koge (3002 N. 61 St.), William Nasgovitz (3713 N. 87), Carol Pritchard (5526 N. 42),

Alice Robinson (6601 N. Bethmaur La.), Phyllis Tribbey (7533 N. Bell Rd.), Elizabeth Weiss (3303 N. Sherman Blvd.), Jeffrey Zink (2725 S. 44), Diane Cohen (3251 N. Maryland), Patricia Cook (5001 N. Palisades), Kathleen Creighton (4340 W. Eggert Pl.), Robert Czubkowski (2974 S. 102), and Neil Eisenberg (3901 N. Lake Dr.), all of Milwaukee;

John King and Malcolm Burdick, both of Milton Junction; Tom Ivey, Mineral Point; Charles Ellestad, Monona; William Zellmer, Montello; Diane Kjervik, Mount Horeb;

-more-

add three--Phi Kappa Phi

Jerry Klein, Paul Mennes, and Jan Pollnow, all of Neenah; Lowell Schoengarth, Neillsville; Eric Jakel, New Berlin; Mary Jo Freitag, New Glarus; Gay Wallace, Norwalk; Nancy Cochran, William Cowen, Christine Nelson, Lester Schmoll, Joan Fries, and Janet Gomoll, Oshkosh; Raymond Evers, Plymouth; Roberta Alder, Port Washington; Bonnie Dibble, Russell Brauning, Nancy Myrvold, Patricia Niess, and John Phillips, all of Racine; Louis Jung, Randolph; Harmie Schilf, Ripon;

Linda Baumgarten, Rock Springs; Barbara Vetter, Rothschild; Dennis Schultz, Seymour; Diane Wasserman and Kathryn Eggert, Shawano; John Ruppenthal, Lloyd Wittstock, John Kroos, and Wendy Walthers, all of Sheboygan; Raymond Degner, Shell Lake; Norman Marks, Shorewood; Jon Ronning, Star Prairie; Harold Randecker, Stoughton; Lu Ann Closser, Suring; Mildred North, Verona; Betty Forrester, Walworth; James Kuth, Waterford; Gail Parshall and Richard Cahill, Waukesha; Donald Winkler, Waupaca; Andrea Miller, Carol Blackford, Ronald Borchardt, Nancy Klemm, and Thomas Tinkham, all of Wausau; Sharon Guten and Karlynn Schmidt, both of Wauwatosa; William Jasperson, Wisconsin Rapids;

Thomas Rendall, Boulder, Colorado; Marie Burns, Orlando, Florida; Madelon DeYoung, Western Springs, Ill.; Patricia Huntsman, East St. Louis, Ill.; David Simon, Bonnie Strauss, Burton Weltman, Janet Weatherwax, Alan Greene, and Eleanor Hanauer, all of Chicago, Ill.; George Crapple, La Grange Park, Ill.; Patricia Plecas, Thornton, Ill.; Barbara Pettersen, Palatine, Ill.; Annette Hendry, St. Charles, Ill.; Richard Kammer, Freeport, Ill.; James Keefer, and Michael Minkoff, Mt. Prospect, Ill.; Dianne Smith, Elgin, Ill.; Nancy Eagle and Joan Friedland, both of Evanston, Ill.; Nancy Williams, Kankakee, Ill.; Karl Reichardt, Rock Falls, Ill.; Justin Zivin, Lincolnwood, Ill.; James Baum, Highland Park, Ill.; Arline Hersch, Gary Indiana; Mary Fitton and Linda Mokrejs, both of Cedar Rapids, Iowa; Barbara Lamb, Des Moines, Iowa; Ellen Spathelf, Edgewater, Md.;

-more-



add four--Phi Kappa Phi

Mary Buhamel, Dedham, Mass.; Carol Swanson, Lincoln, Mass.; Linda Sirkus, St. Louis, Mo.; Stephen Wexler, Hackensack, N.J.; Margaret Waletzky, Princeton, N.J.; Susan Steiner, Great Neck, N.Y.; Roberta Ernstoff, Belle Harbor, N.Y.; Bernadine Gerard, Bethpage, N.Y.; Lucille Gluck, Brooklyn, N.Y.; Nancy Gow, Glen Cove, N.Y.; Richard Hays, West Point, N.Y.; Susan Kolko, Rochester, N.Y.;

Ronnie A. Littenberg, Carol Schutz, Christopher Horton, and Susan Levine, all of New York City; Ruth Lerner, Flushing, N.Y.; Ruth Valentine, Northport, N.Y.; Jane Jacob, Ann Arbor, Mich.; Charles Friedman, Cleveland, Ohio; Catherine Mack, Lima, Ohio; Harold Mast, Wooster, Ohio; Susan Hunt, Tulsa, Oklahoma; John Boyle, Scranton, Pa.; Virginia Hagelstein, Erie, Pa.; Marcia Smith, Arlington, Va.;

Peter Fernandes, Subryanville, British Guiana; Dunson Cheng, Kowloon, Hong Kong; and Othman Shemisa, Benghazi, Libya.

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# U.W. NEWS

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706  
Telephone (Area Code 608) 262-3571

Release:

1/12/66 bas

Immediately

MADISON, Wis.--More than 250 students and faculty members of the University of Wisconsin will be honored in a special ceremony of Phi Kappa Phi, national honor society, Sunday (Jan. 16) at 3 p.m. in the Wisconsin Union Theater.

UW President Emeritus E. B. Fred will be presented the society's first national distinguished service citation by Theodore Zillman, assistant to the University's vice president of business affairs and national vice president of Phi Kappa Phi. Dr. Fred was nominated for the award by the local chapter and selected by the national officers.

Four University faculty members will be presented honorary membership to the society during the program. They include Louise Young, home management, who will be introduced by Prof. Emma Jordre, Phi Kappa Phi recorder; Reid Bryson, meteorology, introduced by Prof. Paul Jones, Phi Kappa Phi secretary; Neil Cafferty, vice president for business and finance and trust officer, introduced by Assistant Dean Kenneth Shiels, Phi Kappa Phi president emeritus; and Julius Weinberg, philosophy, introduced by Prof. Clay Schoenfeld, Phi Kappa Phi president.

U.S. Senator Gaylord Nelson, who will deliver an address on conservation during the program, will also be presented an honorary membership to the society. He will be introduced by Prof. James McCamy, Phi Kappa Phi vice president.

For the first time this year a student member of the society will preside during the ceremony and introduce the student initiates. He is David Knox, a University senior and president of the Wisconsin Union.

-more-

Add one--Phi Kappa Phi

Some 250 juniors and seniors at the University will be initiated during the program. They were selected on the basis of outstanding scholastic and community service achievements.

Parents, friends, and the public are invited to attend the ceremony in the Union Theater.

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# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release:                   Immediately

6/10/66   jb

MADISON, Wis.--A salute to Wisconsin educators and a University of Wisconsin research facility for their leadership in updating education was given by U.S. Sen. Gaylord Nelson (D-Wis) Friday.

"You are on the frontier in education, engaged in the most important and most exciting effort of our time," he said.

The senator addressed the school planning group at the UW Research and Development Center for Learning and Re-Education seminar.

"Any snail's pace of improvement simply will not do in the age of the Gemini," Sen. Nelson declared. "The need for change is based not only on the need to find ways to train more astronauts, or more nuclear physicists, or more doctors. Even more acute is the need to find ways to reach all our citizens, not merely the better prepared. In these areas, you in Wisconsin are taking the lead.

"If the American dream is to be realized, ways to provide education for those who were once paid scant attention must be found. We know that education is the best investment we can possibly make with our dollars as well as with our people. Human talent is our most precious resource.

"The riot photos on the front pages of our newspapers detail more forcefully than words the price that is paid in stunted lives and lost potential because of our inadequate educational efforts, our inability thus far to meet the educational challenge of the 20th century."

-more-

Add one--R and D

The idea of setting up research and instruction units within the schools themselves where new ideas can be tried out in a realistic manner, such as devised by the UW center, "seems to me to demonstrate precisely the kind of innovation needed to bring the classroom and the university closer together, to break down the walls which have for too long separated the academic and the practical educator."

The national leadership which the University of Wisconsin has provided in education to meet the changing needs of today is something all Wisconsin can take pride in, the senator said.

Dr. Fred Harvey Harrington, president of the University, said the UW "is proud of its record of working with state agencies, to better serve the people of the state." He declared:

"From these agencies, the University gets strength, and it is our aim to help them in research, teaching, and service. We are most aware of the intrinsic values of educational research, and have made great progress in the past decade."

William C. Kahl, who will become Wisconsin's superintendent of public instruction July 1, said research and development is a most fruitful cooperative effort.

"This is the way to find the answers in the areas that need improvement in our schools," Kahl said. "We are in a world characterized by change, and learning processes must keep up to date, must stay in tune with the times. We must now devise means of better communicating the new findings of research to the teacher in the field, so that new knowledge might be put promptly to practical, effective use."

Participating in sectional sessions were:

Harris E. Russell and John Prasch, Racine; Frank N. Brown, Chester W. Spangler, and Archie W. Buchmiller, State Department of Public Instruction;

Add two--R and D

Robert D. Gilberts (cq), Madison; Norris M. Sanders, Manitowoc;  
William H. Ashbaugh and Frisby D. Smith, Milwaukee; R.J. Krogstad, State Board  
of Vocational and Adult Education; Paul M. Loofboro and Eugene Lynch, West Bend;  
Fred R. Holt, Janesville; H.C. Weinlick, Wisconsin Education Association;  
Prof. R. W. Fleming, Drs. James C. Stoltenberg, and J. C. Ferwer, University of  
Wisconsin; Max R. Goodson, Herbert J. Klausmeier, Milton O. Pella, Arthur W.  
Staats, Frank B. Baker, Wayne R. Otto, Jack Dennis, David H. Ford, and George T.  
O'Hearn, of the center staff.

The following, all members of the center's policy board, served as roving  
consultants to the section gatherings:

Leo R. Hilfiker, State Department of Public Instruction; Drs. Lee S.  
Dreyfus, John Guy Fowlkes, Burton W. Kreitlow, and Henry Van Engen, University  
faculty.

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# feature story

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Immediately

7/19/72

Release:

By MARK P. McELREATH

MADISON, Wis.--Some American scholars still hesitate to work with Chinese scholars for fear of being labeled a communist in this country, according to a Wisconsin professor negotiating with the People's Republic of China (PRC) to establish a scientific exchange program this fall.

Prof. Albert H. Yee, 43, a third-generation American who had relatives killed in the Chinese communist revolution in the early 1950s, and who lately, as an educator, has been corresponding with dozens of U.S. scholars about a Sino-American exchange program, commented:

"Even today there are scholars who are afraid to make contact with Chinese scholars for fear of being called a communist."

Ever since the Chinese initiated ping-pong diplomacy in early 1971, the University of Wisconsin-Madison professor has been making arrangements for the "Sino-American Educational, Cultural, and Scientific Exchange" session of the American Psychological Association convention this September in Honolulu, Hawaii.

"I knew when the ping-pong games began that we were about to abruptly change our attitude toward the Chinese, and I wanted to learn more about the ways of the Chinese today. Wisconsin Senator (Gaylord Nelson) helped me make appropriate contacts with the State department and the Nixon administration. I eventually contacted the PRC embassy in Canada to get visas for American scholars and to ask Chinese scholars to attend the Hawaii meeting."

Add one--CHINA

PRC representatives have been very cordial, Yee explained, but he does not know if Chinese scholars will be able to attend the psychologists' meeting this fall or if the American scholars he has contacted will be able to go to China.

Yee insists scientific exchange programs are important ways for nations to understand each other:

"One of the finest grassroot exchange possibilities between two nations who have long been isolated from each other is for their scholars to begin working and studying together.

"There are military exchange programs among allies and military competition among enemies perpetuating military institutions in this world. To counter this, countries should send to each other representatives of their medical, academic, agricultural and other non-military institutions.

"When you exchange a pair of such representatives or exchange scholars, you go a long way toward changing notions about so-called enemies."

A professor of curriculum and instruction, Yee is most interested in studying the Chinese educational system. He says both countries stand to gain from knowing more about each other's way of educating its people. As examples, Yee said aspects of the way Chinese work and play in groups could be profitably applied to American institutions, and the English phonetic approach to language could be effectively used by the Chinese.

Yee is interested also in correcting what he calls America's "perceptual myopia" in seeing the reality of today's China:

"Present-day trade and relations anticipated with the People's Republic of China certainly make it important that we understand Asians. Americans have oriented themselves so strongly to Europe that they have ignored Asia, despite our mistakes and tragic involvements there over the years. Who knows what changes in history there might have been if American public opinion and decision-makers had not underestimated and misunderstood Asians.

"America must prepare itself for the new era of cooperation and mutual involvement in the Pacific that has just begun."

Yee also has organized a session titled "Cross-Cultural Aspects of Social Interaction in Education" for the 20th International Congress of Psychology, meeting Aug. 13-19 in Tokyo, Japan. He hopes to visit China at that time.

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# UW news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

10/16/72 jb

MADISON--U.S. (Sen. Gaylord Nelson) (D-Wis) will be keynote speaker and appear in a consultative resource role at the 45th annual Wisconsin High School Editors' Conference at the University of Wisconsin-Madison Oct. 21.

Three hundred student staff members of prep publications and their teacher-advisers are expected to attend the Wisconsin Center-based program.

Departing from its traditional format of "how to do it" sessions for the young journalists, the conference this year will focus on the discovery and advancement of public affairs reporting. Newsmen from daily newspapers will consult with participants on the "why, what, and how" aspects of their work with emphasis on localizing published evidence so as to assure its appeal to and utility for student readers.

A "showcase" panel of student editors will bring evidence of their public affairs reporting skills before an opening assembly of all participants. Consultants will criticize their work.

Resource personnel drawn from public agencies who will confer with participants on problems of identifying and gathering information will include representatives of the Wisconsin State Employment Service and the Wisconsin Council for Consumer Affairs.

A special session for editors will cover problems of reflecting public affairs in the school yearbook.

Add one--conference

Special sessions devoted to environmental, educational, and political reporting will be conducted by UW journalism faculty members, along with a key session on prior restraints to publication and freedom of the high school press. Three high school principals will appear as consultants on issues probed in this session.

Awards for outstanding high school newspapers and yearbooks will be presented, and outstanding editors and advisers will receive special honors.

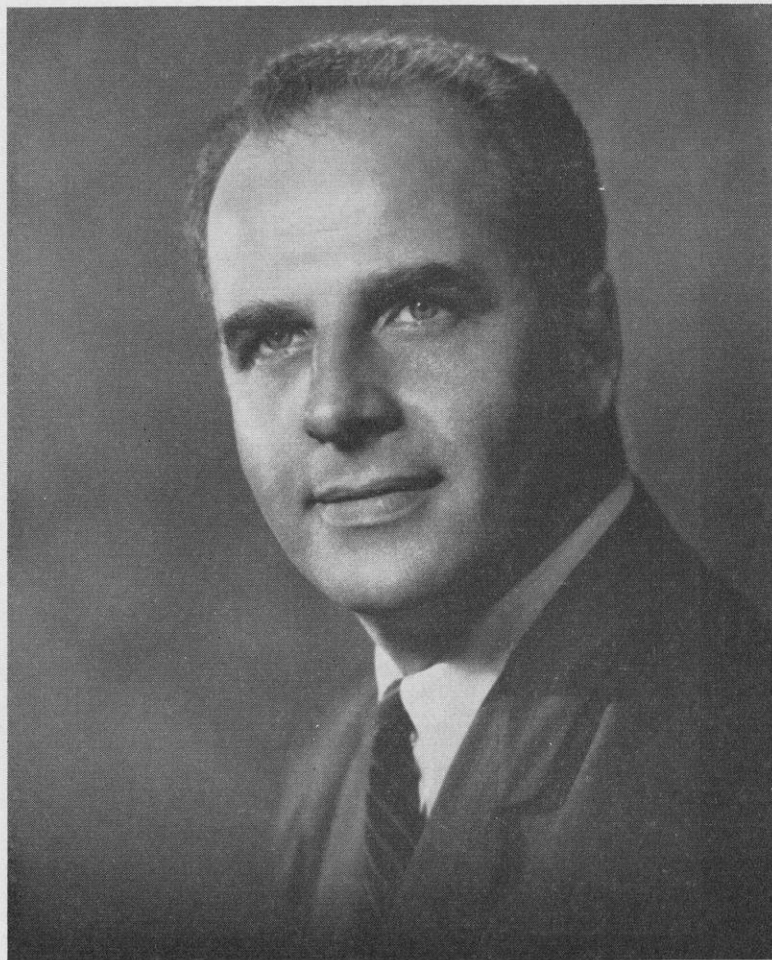
The program will conclude with a sequence of small group "huddles" in which qualified critics discuss recent issues of publications with students and advisers.

The conference is sponsored by the UW Extension's department of journalism and mass communication and the Wisconsin Journalism Teacher Adviser Council. The UW School of Journalism and Mass Communication is a cooperating sponsor.

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STATE

*"Pix" file*



GAYLORD A. NELSON, '42, GOVERNOR OF WISCONSIN 1959 — *"Pix"*  
*Geo Ruckards has proof of this Pix*



**Gaylord Nelson**

WI .Week 12/14/88

## Nelson honored

Former Governor and U.S. Senator Gaylord Nelson was honored last Friday as UW-Madison's Centennial Alumnus in a ceremony at the Elvehjem Museum of Art.

Last year, in conjunction with its 100th anniversary, the National Association of State Universities and Land Grant Colleges chose to honor one graduate from the land grant institution in each state.

Recipients were to be "individuals of outstanding character and a credit to their professions and communities." Of the 10 UW-Madison alumni chosen as meeting those criteria, Nelson was selected.

In presenting the award to Nelson, UW-Madison Chancellor Donna E. Shalala said his "life and career define the qualifications for that honor.

"Gaylord Nelson personifies not only the very best of what land grant universities have to offer, but also the outstanding legacy of the Wisconsin Progressive tradition," she said.

In his 40-year public service career, Nelson has been a national leader in the fields of social and economic policy, education and foreign affairs.

His contributions have been especially evident on environmental issues. He sponsored legislation that created the Apostle Islands National Lakeshore Authority, the Wilderness Act and the National Trails and Wild and Scenic Rivers Act, among others; he introduced the first legislation to control strip mining; and he was influential in efforts to ban the use of many toxins, including DDT. He also founded "Earth Day," a national environmental teach-in.

Nelson, 72, was born in Clear Lake, Wis., received his law degree from UW-Madison in 1942. He was a state senator for 10 years, governor for four years and a U.S. senator for 18 years. He currently is counselor of the Wilderness Society. ■

## Sabbaticals are approved

WI .Week 12/14/88

The University of Wisconsin System Board of Regents Friday approved one-semester and academic-year sabbatical leaves for faculty members throughout the UW System during the 1989-90 academic year.

UW-Madison faculty members granted sabbaticals and their departments are:

Mark Cook, Poultry Science; Glenn Fuguitt, Rural Sociology; Suzanne Pingree, Agricultural Journalism; Mary Robertson, Physical Education and Dance; Bruce Breckenridge, Art; Sara Tarver, Rehabilitative Psychology and Special Education; Gary Davis, Educational Psychology; Michael Apple, Curriculum and Instruction; Jack Damer, Art; Gretchen Schoff, Engineering; Paul M. Berthouex, Civil and Environmental Engineering; Kenneth Potter, Civil and Environmental Engineering; Patricia Mansfield, Family Resources and Consumer Sciences; Peter Cartensen, Law; Dustin Cowell, African Language and Literature; Gary Feinman, Anthropology; T. Douglas Price, Anthropology; Robert Kowal, Botany; Thomas Farrar, Chemistry; Edwin Black, Communication Arts;

Terry Wiley, Communicative Disorders; David Granick, Economics; W. Charles Reed, English/Linguistics; Eric Rothstein, English; James Burt, Geography; David Woodward, Geography; John Valley, Geology; Charles Bentley, Geology; Valters Nollendorfs, German; John Barker, History; Robert Hawkins, Journalism; Robert Drechsel, Journalism; Douglas Zweizig, Library and Information Studies;

Michael Voichick, Mathematics; David Griffeath, Mathematics; James Kuelbs, Mathematics; Edward Fadell, Mathematics; Samuel Jones, Music; Tyronne Greive, Music; Elliott Sober, Philosophy; Donald Reeder, Physics; Vernon Barger, Physics;

Virginia Sapiro, Political Science; Joseph Newman, Psychology; Niels Ingwersen, Scandinavian Studies; Bert Adams, Sociology; Muhammad Memon, South Asian Studies; James Moy, Theatre; Leonard Passano, Zoology; Paul Bach-y-Rita, Rehabilitation Medicine; James Westgard, Pathology and Allied Health; Marc Hansen, Family Practice Medicine and Pediatrics; Michael Collins, Veterinary Medicine and Pathology. ■

## Fulbrights named

WI .Week 12/14/88

Eighteen University of Wisconsin System faculty have received awards under the Fulbright Scholar Program to travel, lecture, consult, and conduct research abroad in 1988-89.

UW-Madison faculty who received the award and their departments are:

Bruce F. Benz, Botany; James C. Riddell, Anthropology; Raymond A. Young, Forestry and Textiles; W. Lee Hanson, Industrial Relations; Michael S. Adams, Environmental Studies; Robert B. Howell, German; Edward B. Churchwell, Astronomy; Edward V. Schten, Governmental Affairs; Marna J. King, Theater and Drama; Robert Skloot, Theater and Drama. ■

# UW news

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

12/8/88

## NELSON TO BE HONORED AS UW-MADISON'S CENTENNIAL ALUMNUS

MADISON--Former Governor and U.S. Senator Gaylord Nelson will be honored Friday (Dec. 9) as University of Wisconsin-Madison's Centennial Alumnus.

Nelson was selected to receive the award in conjunction with the 100th anniversary of the National Association of State Universities and Land Grant Colleges. One person from each state has been similarly honored by that state's land grant institution.

UW-Madison Chancellor Donna E. Shalala will make the presentation at a reception from 4-6 p.m. at the Elvehjem Museum of Art, 800 University Ave.

In his 40-year public service career, Nelson has been a national leader in the fields of social and economic policy, education and foreign affairs.

His contributions have been especially evident on environmental issues. He sponsored legislation that created the Apostle Islands National Lakeshore Authority, the Wilderness Act and the National Trails and Wild and Scenic Rivers Act, among others; he introduced the first legislation to control strip mining; and he was influential in efforts to ban the use of many toxins, including DDT. He also founded "Earth Day," a national environmental teach-in.

Nelson, 72, was born in Clear Lake, Wis., received his law degree from UW-Madison in 1942. He was a state senator for 10 years, governor for four years and a U.S. senator for 18 years. He currently is counselor of the Wilderness Society.

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-- Steve Schumacher (608) 262-8289

Nelson, Gaylord (line)



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> Release

# UNIVERSITY COMMUNICATIONS NEWS RELEASES

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FOR IMMEDIATE RELEASE  
4/12/02  
UPCOMING EVENTS AT THE UNIVERSITY OF WISCONSIN-MADISON

## News and Events

- International biotechnology ethics forum planned
- UW-Madison event grows understanding of agriculture
- Geology museum holds open house
- Out and about week events planned
- Earth Day discussion to feature Gaylord Nelson

### INTERNATIONAL BIOTECHNOLOGY ETHICS FORUM PLANNED CONTACT: Karin Borgh (608) 277-2508

## Media Resources

MADISON -- Ethical issues in biotechnology, including controversy and debate about cloning and stem-cell research, headline the first International Bioethics Forum Friday, April 26.

"Defining Life, Changing Life, Owning Life" is the theme for the conference. Forum sponsors include the BioPharmaceutical Technology Center Institute, Promega Corp., the University of Wisconsin-Madison and the Wisconsin Alumni Research Foundation. Speakers include:

## Services

-- R. Alta Charo, UW-Madison, Law School, and Antonio Regalado and Lori McGinley, staff reporters, Wall Street Journal, "How Did We Get Here?";

-- Kevin T. FitzGerald, Georgetown University, Catholic Health Care Ethics, and Q. Todd Dickinson, Howrey Simon Arnold & White, former director of the U.S. Patent and Trademark Office, "Owning Life";

-- James Thomson, UW-Madison, "Changing Life."

The forum will be held at the BioPharmaceutical Technology Center, home to BPCI and Promega Corporation. Friday afternoon discussion topics include faith and biotechnology, intellectual property issues, genetically modified organisms, how science becomes news, human subjects in biomedical research, animal cloning, and the public/private interface of science.

"We need to do all we can to ensure that the interested and affected segments of society can gain access to information - and to the debates - over the future course of biomedical research," Chancellor John Wiley says. "This forum is a much-needed platform for serious examination of some of the key issues we face."

Carl Gulbrandsen, managing director of WARF, agrees: "There is a need to foster thoughtful discussion about scientific advances and their implications for society. This forum provides an excellent opportunity to offer the public a venue for exploring these issues."

The Bioethics Forum, open to the public, costs \$65. Pre-registration is encouraged, but walk-ins are welcome. The program will begin at 9 a.m. and conclude with a reception at 4:30 p.m. In addition to the full-day forum, participants have the option of engaging in laboratory experiments Thursday afternoon and Saturday morning at the BTC. High school teachers may register for a two-day workshop, spending Friday at the forum and Saturday in the lab.

BTC, 5445 E. Cheryl Parkway, is in Fitchburg Center, off of South Fish Hatchery Road, about 2 miles south of Highway 12-18.

For information, call (608) 273-9737 or see: <http://www.btc.org>.

UW-MADISON EVENT GROWS UNDERSTANDING OF AGRICULTURE  
CONTACT: Rebecca Smith, (608) 263-9298, rsmith@bus.wisc.edu;  
Leanne Ketterhagen, (608) 232-0253, lketterhagen@students.wisc.edu

MADISON -- More than 900 Madison-area third-, fourth- and fifth-grade students will gather at the University of Wisconsin-Madison Tuesday, April 23, for "CALs Day for Kids."

The event will be at the UW Stock Pavilion, 1675 Linden Drive, 9 a.m.-3 p.m. Hosted by the College of Agricultural and Life Sciences Student Council, the event will provide hands-on activities, face-to-face interaction with animals and colorful displays aimed at teaching children the importance of Wisconsin's agriculture industry.

"CALs Day for Kids lets students experience firsthand the agricultural advances occurring on campus in a fun, exciting environment," says Mike Copas, CALs Student Council vice president and event coordinator. "They'll learn from college students and the stations specifically designed to easily explain important elements of agriculture and science."

Elementary students will visit more than 15 stations, all of which have been developed by CALs student organizations. The stations range from a quarter-scale tractor exhibit to a food pyramid game, and will include animals such as calves and chicks. Additionally, CALs students will demonstrate simple approaches to important topics such as milk and cheese production, horticulture and genetics.

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GEOLOGY MUSEUM HOLDS OPEN HOUSE  
CONTACT: Klaus Westphal, (608) 262-2399, kwwestph@facstaff.wisc.edu

MADISON -- Take an illustrated journey to the planets and stars above Madison, discover the odd-looking animals that roamed the Earth before the dinosaurs and dig into a pile of free rock samples during the University of Wisconsin-Madison Geology Museum open house Sunday, May 5.

An annual tradition, the geology open house is a free, family event intended to showcase the treasures of one of the country's finest small geology museums. Located in Weeks Hall, 1215 W. Dayton St., the open house is an opportunity to see the museum's exhibits of rocks, minerals and meteorites; to walk through a model of a Wisconsin limestone cave; and to behold the skeletons of a mosasaur, mastodon, saber-toothed cat and the flying reptile Pteranodon.

The program, 1-5 p.m., will include a slide presentation on "Ceratopsians - The Horned Dinosaurs" by Chris Ott, UW-Madison's dinosaur program supervisor.

Throughout the afternoon, visitors can watch museum staff restore fossil bones, including those of the three-horned dinosaur Triceratops. At 2:30 p.m., children can dig into the free rock pile and take home specimens for their own collection. At 2:45 p.m., learn about the museum's rarest specimens in "The Museum Quiz," presented by museum director Klaus Westphal.

For more information, contact Westphal, (608) 262-2399, kwwestph@facstaff.wisc.edu.

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#### OUT AND ABOUT WEEK EVENTS PLANNED

MADISON -- Robyn Ochs, a nationally renowned scholar and speaker on bisexuality, will kick off the 2002 Out and About Week Friday, April 19, with a pair of lectures.

Ochs's free talks are part of a number of campus lectures, workshops and performances organized in observance of the week, which runs April 19-27.

Out and About Week is designed to increase the visibility and understanding of gay, lesbian, bisexual, transgender and allied communities at UW-Madison, while providing ways for all communities, gay and straight, to meet and interact with each other in positive social and educational spaces.

Ochs will speak on "Creating a Both/And Identity in an Either/Or World" at noon Friday, April 19, Campus Women's Center, Memorial Union, 800 Langdon St. Her second session is "Bisexuality, Feminism, Men and Me" at 4 p.m. Friday, April, 19, 2080 Grainger Hall, 975 University Ave.

All Out and About Week events are open to the public and free, unless otherwise noted. Other highlights include:

--A safe sex workshop, conducted by Sex Out Loud, at 7 p.m. Sunday, April 21 in Memorial Union (check TITU).

-- A poetry slam with New York-based poet Alix Olsen at 7:30 p.m. Wednesday, April 24, 109 Union South.

-- A LGBT activism panel discussion at 6 p.m. Thursday, April 25 in 272 Bascom Hall.

-- The LGBT End of the Year Celebration and graduate reception at 7 p.m. Friday, April 26 in Memorial Union (check TITU).

-- The LGBT Out and About Dance at 8 p.m. Friday, April 26 in Memorial Union's Great Hall. Cost: \$3.

For more information, contact Lesbian, Gay, Bisexual, Transgender Campus Center, (608) 265-3344, [lgbtcc@mail.studentorg.wisc.edu](mailto:lgbtcc@mail.studentorg.wisc.edu), or the Ten Percent Society, [execs@tps.studentorg.wisc.edu](mailto:execs@tps.studentorg.wisc.edu). For a full calendar, see: <http://tps.studentorg.wisc.edu/TPS/oa2002/default.html>.

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#### EARTH DAY DISCUSSION TO FEATURE GAYLORD NELSON

MADISON - Thirty-two years after he founded Earth Day to raise public awareness about environmental issues, Gaylord Nelson is still a resolute voice for the earth.

Nelson will join several University of Wisconsin-Madison faculty members on the eve of Earth Day in a free public panel discussion at 7:30 p.m. Thursday, April 18, at the Pyle Center, 702 Langdon St. Their topic: "Environment, Population, Sustainable Development: Where Do We Go From Here?"

As a Wisconsin state senator and governor, Nelson drew attention to issues of land protection, wildlife habitat, and environmental quality. As a U.S. senator, he championed landmark laws including the Wilderness Act, the National Trails Act, the National Wild and Scenic Rivers Act, and the National Environmental Education Act. He also introduced bills to mandate fuel efficiency standards in cars, control strip mining, ban phosphates from detergents, and prohibit use of the pesticide DDT and the defoliant 2,4,5-T.

Nelson, now 85, is perhaps best known as the founder of Earth Day. Millions of Americans participated in the first observance on April 22, 1970. Today, Earth Day is an annual event nationwide.

Since leaving the U.S. Senate in 1981, Nelson has campaigned for environmental stewardship as a counselor for The Wilderness Society. He advocates protecting America's national forests, parks and other public lands from development. He also calls for population control and environmentally sustainable development.

His efforts have earned widespread admiration, affection and acclaim. In 1995 Nelson received the Presidential Medal of Freedom, our nation's highest civilian honor.

For information about the panel discussion, call (608) 263-5599.

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