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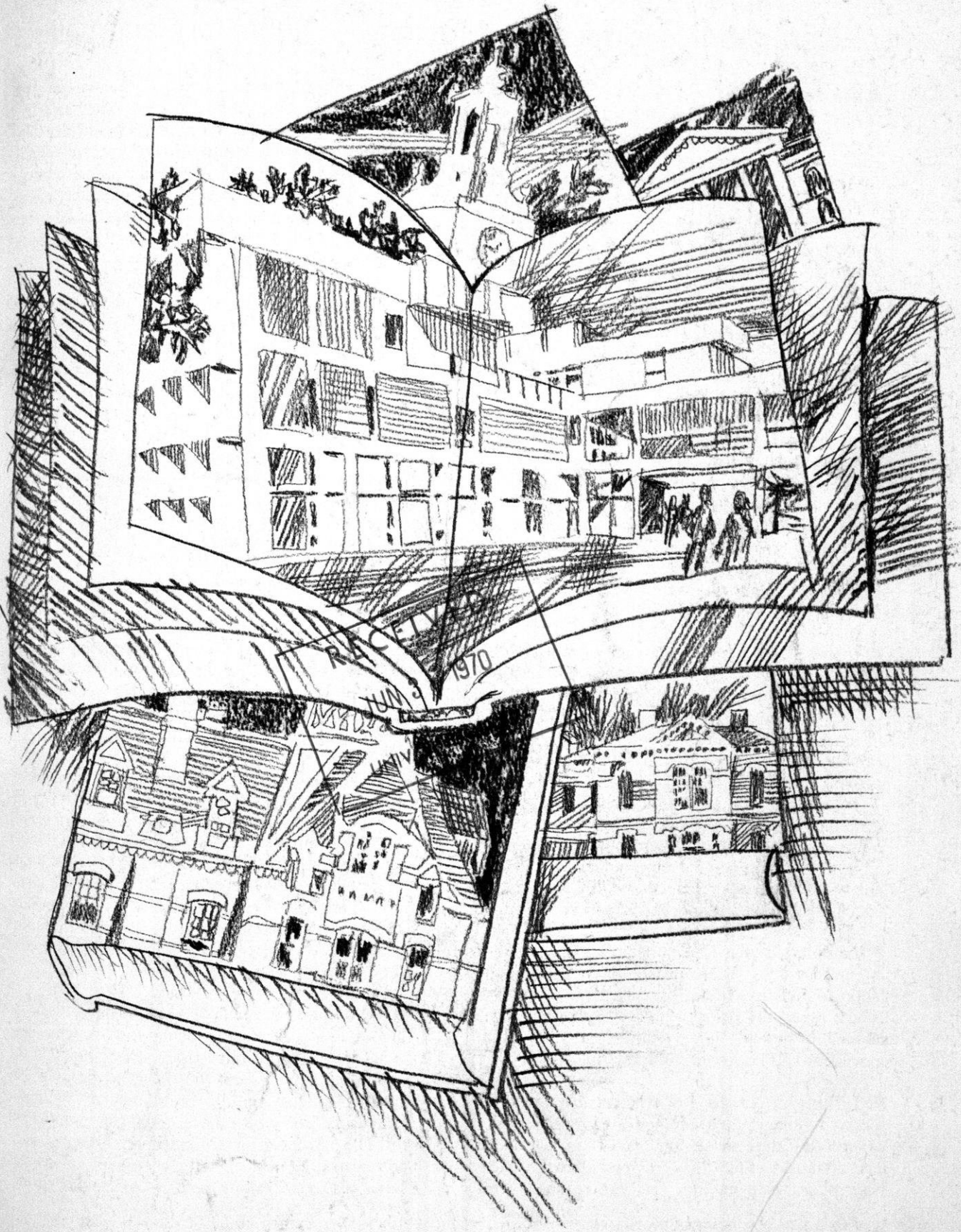
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The National Scene

Reporting on civil rights . . . tuition hikes . . . forecasts of disruption . . . dissent and justice . . . educators and politics

■ **Turning Point?** Over the past two years, the federal government increasingly put pressure on individual colleges and state college systems to end racial bias and provide greater opportunities for minority groups. But then: The top civil rights official in the Department of Health, Education, and Welfare resigned under fire. Congress showed a strong inclination to strip the department of its major administrative weapons against segregation. Vice-President Agnew denounced racial quotas and "open admissions" in higher education. Suddenly there was much uncertainty about how vigorously the Administration would enforce the Civil Rights Act of 1964 on the nation's campuses.

■ **'Universal Access':** Everyone with a fair chance of academic success ought to be able to go to college if he wants to, says the prestigious Carnegie Commission on Higher Education. "Inequality of opportunity must not continue to sap the strength of our nation," the commission asserts in a special report. It calls for "universal access" to higher education and sets a deadline: 1976.

■ **Rising Tuition:** The pressure of inflation on education costs is forcing many colleges and universities, public and private, to raise tuition once again. "We must plan on regular annual increases in student charges over the foreseeable future," says an administrator in the Ivy League, where tuitions are heading for \$2,500 and more a year.

■ **Research First:** President Nixon wants to be sure education programs work before he seeks large outlays of new funds. He has proposed a National Institute of Education "as a focus for educational research and experimentation."

■ **Troubled Science:** American science needs a lot more money to escape mediocrity, warns the National Science Board. It says that a lack of funds, especially from the federal government, is making it difficult for scientists to "respond to new ideas and new opportunities."

■ **Turbulence Ahead:** Amid increasing reports of renewed violence on a number of campuses, many college educators sense that the 1970's will be no less disruptive than the previous decade. "The peak of activism has not yet been reached," one

university administrator told colleagues at a national conference. Others agreed. They said they expected urgent social problems to involve their institutions more deeply in off-campus affairs. Conversations also turned to such issues as the effect of open-admission policies on higher education, the financial plight of institutions, and changes in campus governance and the academic job market.

■ **Campus Dissent:** Colleges and universities have to maintain order; they cannot tolerate "the number and kinds of disruptions that have become commonplace." In making that observation, however, a special panel of attorneys and academic leaders also cautioned that "there is a risk that certain efforts to maintain order may themselves be excessive and may indirectly contribute to disruptions." Institutions should seek "order with justice," said the panel, a commission of the American Bar Association, and guarantee their students the right to dissent.

■ **Recruiting Slowdown:** Business firms are not looking for as many new college graduates as they used to. After a decade of expanding job opportunities, reports the College Placement Council, industry has reduced its campus recruiting this year by 16 per cent for bachelor's degree candidates, 26 per cent for master's degree candidates, and 14 per cent for Ph.D. candidates.

■ **Private Support:** Corporations gave \$340-million to education in 1968, the Council for Financial Aid to Education estimated after a survey of 795 companies. Contributions were 13.3 per cent higher than those of 1966, although the rate of increase showed a decline. Still, said the council, "there has been no lessening of the business community's commitment to underwrite an important share of the voluntary support of higher education."

■ **Campaign Fever:** "We who have been in higher education have a feeling for . . . why there is such a degree of impatience among many in the country," says Edwin D. Etherington. He has decided to give up the presidency of Wesleyan University and seek the Republican nomination for U.S. Senator in Connecticut. Other college administrators and faculty members in several states also are seeking political office this spring.


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February Issue

... It is my considered opinion that this (February *Wisconsin Alumnus*) is the best issue of an alumni magazine for these times that I have read.

Harlan G. Greenfield
Evanston

May I congratulate you upon your February issue of our *Wisconsin Alumnus*. It took courage to print the bad news of the firebombing of our good old "Red", together with the editorials that appeared in the *Daily Cardinal*.

... The thing that puzzles us—those who are not in daily touch with the Campus—is how the faculty and the student body can tolerate the kind of nonsense revealed in those *Cardinal* editorials. We would think that campus opinion would shame those authors to such a degree that they could no longer hold their jobs with the paper.

As alumni who in undergraduate days were taught by such great historians as Turner and Fish, we wonder what is being taught to students like the firebombing editors. We wonder how they can ignore the pride of American accomplishment, the great epic of American conquest of a wild and hostile continent, the participation and struggle and triumph of their ancestors.

We wonder whence came the solution of society's ills by revolution. We are amazed by the ignorance and the immaturity of the so-simple solutions. We could dismiss those editorials as pure nonsense—which they are—if it were not true that many a mentally immature and lazy youth, is tempted to adopt the simple solution of firebombing and revolution. It can become the thing to do—the means of self engrandizement—and grow to dangerous proportion.

If it is true, as Socrates proclaimed, that there are no evil men, only ignorant ones, then our University shares a large responsibility.

It is comforting to know that our University has recognized its responsibility, and that it offers many courses in history, literature, culture and social problems.

However, and this is our suggestion and our concern: certain courses should be required courses, mandatory for all. Among them should be yearly reading in American history—not desultory or permissive, but mandatory. We old timers have seen too much of the human errors of past curricula and present permissiveness. We know that the demand of crude and immature youth to determine its own curricula is pure folly. We are afraid that our children of today, who absorb more "learning" from television than from books; who receive from childhood instant impressions that

(continued on page 28)

... Congratulations. This article carries a vital message to the youth and many others of our country who might read it. I would greatly appreciate permission to reprint it for general distribution.

David M. Gantz '29
President, Wilson Freight Co.
Cincinnati

I was most happy to see the transcript of our interview with Florence Fisher.

Reaction to her appearance was great with our viewers. In fact, months later, my staff still receives letters requesting information about her.

I consider myself a sort of "sentimental alumnus" of the University of Wisconsin, having spent some fine time there in Navy V-12, during World War II.

Thanks to *Wisconsin Alumnus* for helping spread Mrs. Fisher's important message a little further.

Mike Douglas
Philadelphia

The *Green Bay Press Gazette* will publish a special section on drugs ... May we reprint this interview?

James Bartelt
Editorial Page Editor
Green Bay Press Gazette

... (The article) brings to light a common problem that exists in the spans of time as well as the ghetto in the sizzling summertime.

Put down your *Times* and read between the lines. Mrs. Fisher's story belongs in *Wisconsin Alumnus* 'cause it puts your head where it should be at. Thank you David Susskind!

William E. Raphael '68
Edgewater, N.J.

... I only wish this type of bold report could appear in all major news magazines or in current high school and university publications.

Rick Frederick '66
Stevens Point

... It was impressive in its stark honesty and lack of superfluous and extraneous fact. Its impact on my teenage children was profound ... Plainly a case of valid reporting, which does a great service to any subject.

John E. Lenahan '49
Oshkosh

... extremely thought provoking. Are reprints available?

Don J. Kemps
Kiel, Wisconsin

If the demand continues, we will make reprints. Meantime, there are still extra copies of the February issue which we can supply in limited quantities.—Ed.

Letters

The Florence Fisher Story

Every high school and college student should be given the article "The Lady is Back from Hell" (February *Wisconsin Alumnus*) ... It was most apropos when ... a recent raid on the University district resulted in the arrest of 12 people, four of whom were students.

Walter F. Renk
UW Regent
Sun Prairie

... The article ... seemed to me an unfortunate choice. It was a lurid "scare" article, and by featuring quotations from the ex-addict as sub-headings it implied that these were statements of fact. Drug abuse is indeed a serious problem, and we on the campus take it seriously and are trying by education in and out of the classroom to help students make wise decisions, for the good of themselves and society ... To scare (concerned parents) does not help them deal with their children.

F. Chandler Young
UW Vice Chancellor
for Student Affairs

... The article was hard hitting but we have found that this approach—also taken by the students of our College of Pharmacy and by pharmacists of our area engaged in drug abuse education—is the most effective way to reach our audience. In particular, it is most effective in reaching the potential user. As current jargon has it, you have to "tell it like it is."

Keep up the good work. My wife and I thoroughly enjoy your publication.

August P. Lemberger '48
Dean, College of Pharmacy
University of Illinois at
the Medical Center
Chicago

... The article is excellent. Thank you for publishing it.

Sally (Webb) Haug '64
Eau Claire



EUROPEAN- MEDITERRANEAN HOLIDAY

July 9-30

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wisconsin alumnus

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The University

Students Probe Man, Science and Society

Thought-inciting questions are introduced into an experimental undergraduate seminar this semester by Prof. James L. McCamy of the political science department.

The answers will be sought by students participating in the seminar on *Man, Science and Society*. Prof. McCamy's section of the course is titled "Decision-Making Consequences of the Scientific Revolution Upon Public Policy and Administrative Organization."

The special course, one of four offered at request of the students, covers the relationship between science and government and the effect of each upon the other.

Prof. McCamy raised these questions as starters:

"What are the ethical considerations of those who live on the earth and the scientists who make it easier to live here? Do you leave science free to create dangerous as well as beneficial programs or do you control all investigation?"

"Do scientists have a responsibility to avoid research in dangerous areas? Who should make the decisions about our biological future? Does our federal system of government work or can it only work effectively in a time when centralized decisions need to be made? What are the moral obligations of each individual towards the problems of pollution?"

Prof. McCamy said that in the 1940s and 1950s federal money went into nuclear research, in the 1960s it went into the space program and the biological sciences, and in the new decade it would probably go to the environmental and social sciences.

He contended that some localities would not turn away industry for the sake of the environment, if it provides tax income, so governmental intervention is necessary if our environment is to be saved.

Business School, Education, Computer Science Are Grad School's Fastest Growers

The fastest-growing divisions in the University's Graduate School are the School of Business and departments of education administration and computer science.

Since 1965 graduate business students have increased in number from 218 to 451, a 107 per cent increase. Education administration increased from 101 to 275, a 174 per cent jump; while computer science grew from 73 to 180 students, a 147 per cent rise.

The growth in these areas reflects current student interests as well as demands of our society, the department chairmen said.

Associate Dean Edward J. Blakely of the School of Business said the rapid growth witnessed at the UW is typical of growth in business schools throughout the United States. He also noted, however, that much of the growth here reflects the recognized quality in its business education.

The chairman of the department of education administration, Prof. Russell Gregg, said that two things have helped his department's growth: "One is the specialization in our staff, where we can now offer training in program development, finance, computer application, vocational-technical school administration, and others.

"The second reason is financing. More than half of our money this year came from federal sources. As a result we have about 70 students receiving financial aid, such as fellowships."

Prof. Seymour V. Parter, chairman of the computer sciences department, noted that the demand for personnel in his field has gone beyond the need for the technologist: "The computer science field is growing intellectually, so that now we have a demand on the universities to provide highly sophisticated researchers. What we have is a new academic discipline."

Other large departments which have shown significant growth are philosophy, 101 per cent increase; social work, up 54 per cent; and sociology, up 59 per cent.

Smaller departments and programs which have shown high growth rates over the past five years include: public policy and administration, landscape architecture, molecular biology, radiological sciences, education policy studies, urban and regional planning, forestry, statistics, and water chemistry.

Students Seek Careers, Security, Says Sociology Prof

Students today are more career-minded, and lean toward careers with security and service, a noted University sociologist, Prof. Martin B. Loeb, says.

After looking at figures released by the Graduate School which showed that increased enrollment in the areas of business and social services weighed heavily, Prof. Loeb said:

"Students in America are more career-minded than in my college days. Women, especially, are more concerned about a career, rather than just marriage.

"The careers that students today avoid are the ones in which they are alone. They want security. They think in terms of secure, service-oriented occupations. Our young doctors increasingly turn to group practice, for example.

"Students' notion of business has changed. Today they find security in a big corporation, whereas there once were more students inclined to think of business as entrepreneurial."

Referring to what he calls the "Peace Corps syndrome," Prof. Loeb believes that people started thinking more in terms of service careers following Pres. John Kennedy's famous "Ask not . . ." speech.

Prof. Loeb, who is director of the School of Social Work, acknowledged that in his college days stu-

dents attempted to take courses that couldn't possibly aid them in their careers.

"Fewer of today's students care to 'cop out' in this way," he stated. "Instead they demand more courses that will be pertinent in their career fields."

Plan to Franchise? Welcome to the Club

Preliminary results of a study by the Graduate School of Business indicate there are many more franchising systems than previously estimated by the industry.

Prof. Shelby D. Hunt, working with a team of UW marketing experts on a project funded by the Small Business Administration, said:

"In the fast-food area alone we have found 550 different franchising operations, and we are finding more daily." Industry estimates ranged closer to 350 or 400 franchisors.

The study is limited to the so-called "new wave" of franchising: fast-food, convenience grocery stores, and laundry and dry cleaning.

"Although we find that the number of systems is larger, we find, also, that the number of individual franchisees has been exaggerated. The industry estimates there are about 100,000 franchisees, and we find less than half that number," Prof. Hunt said.

"We have also noticed a trend for conglomerates to enter the franchising industry. For example, American Licensing bought Dog and Suds, General Foods owns Burger Chef, and Pillsbury owns Burger King.

"We will get an accurate fix on the extent and trend of involvement of larger corporations in the franchising industry as a result of our research."

The final report is due in the fall.

Prof's TV Tapes Help Youngsters Learn The New Math

Two and two are four; four and four are sixteen; sixteen and sixteen are thirty-two—but don't ask why! "It just is."

That's the way most parents learned their math. And it's why they've been completely confused in recent years as their children come home with the "new math", which appears to be entirely different from the old system.

"Actually the new math is simply a shift in emphasis from the mechanics of computation to an understanding of numbers and their relationships to each other," says mathematics Professor Henry Van Engen, developer of *Patterns in Arithmetic*, a new series of TV tapes to help children learn arithmetic better and faster than in the traditional ways. "It's a wonder anyone survived under the old rote system, which was in reality a matter of memory without understanding," says Van Engen.

Traditional elementary mathematics programs leaned heavily on computation activities—on "doing" arithmetic. The new math emphasizes an understanding of how arithmetic works. With this emphasis it is now feasible to introduce, for example, very simple geometry at the first grade and continue building on that knowledge throughout the elementary grades. Ratio, a concept formerly introduced at the junior high school level, is introduced in the third grade.

Basically, only a few mathematical principles underlie all mathematics whether the student is dealing with geometry, calculus, trigonometry or statistics. Children in the new math programs now learn these basic concepts from the first grade on, and by the time they are in fifth grade they have a firm grasp of geometry and algebra. "Of course, in *Patterns in Arithmetic* we never mention the word "geometry," to fifth graders; we talk about 'mirror images'," the professor says. The work is so much fun for the children that teachers report the children ask



A standing-room-only audience in Human Population Ecology, inaugurated this semester on the Madison campus, hears zoology professor Jack P. Hailman. A wide variety of Wisconsin scholars has been enlisted to teach Zoology 501—not only to point up the threat of over-population and dwindling natural resources, but to suggest the ways by which man, if he hurries, can work to save the world and his species. More than 700 students are carrying the popular study, and administrators say at least 1,000 more would have enrolled had there been enough lecture room and discussion leaders to accept them. The same administrators give much credit to ecology-minded students for the "birthing" and "selling" of 501.



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to do more "mirror images" when they have a choice between this and some other subject.

"Mathematics is a language. As such it is dependent on certain ways to express its ideas. We teach the children to write sentences in math. For example, '2 - n = 1.' That's a mathematical sentence and the children soon learn to find the value of n," he says.

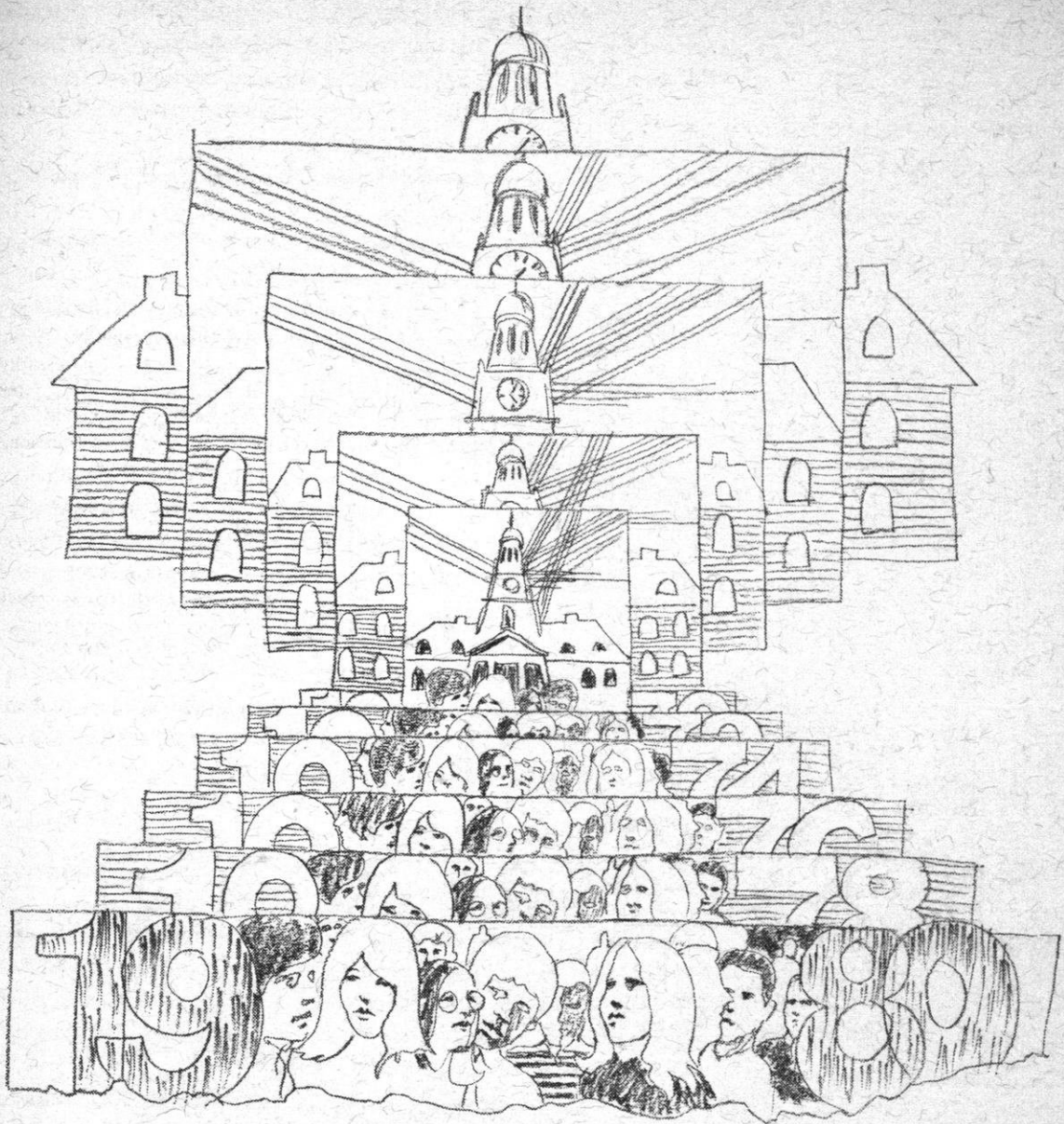
The key ideas in Professor Van Engen's program are the ones incorporated in the majority of new math systems. They include knowledge of sets, number systems, the mathematical sentence, measurement, geometry, number theory, and probability. *Set* is really a system of explaining the relationship of parts to a whole, and it has been over-emphasized to parents, according to Van Engen.

Children learn about the "number line" and the "place-holder" in the new math systems. The place-holder is actually the equivalent of zero to most parents. Zero is in the center of the number line and numbers go on to infinity in either direction from it. To subtract is to move closer to the place-holder if the number is positive.

Such concepts appear to be more than a little strange to many parents who wonder if their child is really learning "arithmetic." Professor Van Engen suggests that parents should ask their children to explain the new math. "There is no better way to learn than to have to describe something. So while the child is attempting to explain his new math to the parent, he will really be getting a clearer grasp of some of the basic mathematics ideas."

Professor Van Engen's *Patterns in Arithmetic* is a form of programmed learning which was field tested in Alabama and Wisconsin with over 9,000 students. It appears to be an especially effective teaching tool. Tests indicated that under this program the children's average gain in understanding of arithmetic was almost double the national average gain in the same period.

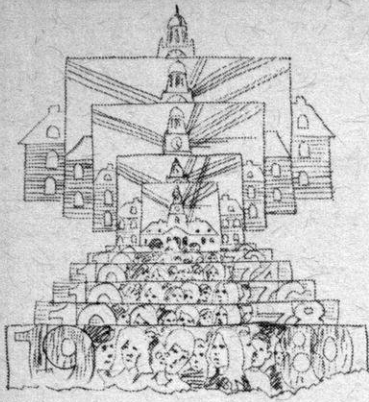
—Harriett Moyer



1980!

In the decade between now and then, our colleges and universities must face some large and perplexing issues

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.



**Campus disruptions:
a burning issue
for the Seventies**

Last year's record	Had disruptive protests	Had violent protests
Public universities	43.0%	13.1%
Private universities	70.5%	34.4%
Public 4-yr colleges	21.7%	8.0%
Private nonsectarian 4-yr colleges	42.6%	7.3%
Protestant 4-yr colleges	17.8%	1.7%
Catholic 4-yr colleges	8.5%	2.6%
Private 2-yr colleges	0.0%	0.0%
Public 2-yr colleges	10.4%	4.5%

1980! BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

- ▶ **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.
- ▶ **More professional staff members to employ**—a projected 1.1 million, compared to 785,000 today.
- ▶ **Bigger budgets to meet**—an estimated \$39-billion in uninflated, 1968-69 dollars, nearly double the number of today.
- ▶ **Larger salaries to pay**—\$16,532 in 1968-69 dollars for the average full-time faculty member, compared to \$11,595 last year.
- ▶ **More library books to buy**—half a billion dollars' worth, compared to \$200-million last year.
- ▶ **New programs that are not yet even in existence**—with an annual cost of \$4.7-billion.

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

1980! BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused \$8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.)

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

- ▶ Of 501 institutions with fewer than 1,000 students, only 14 per cent reported that the level of protest had increased on their campuses over the past 10 years.

► Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

► Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

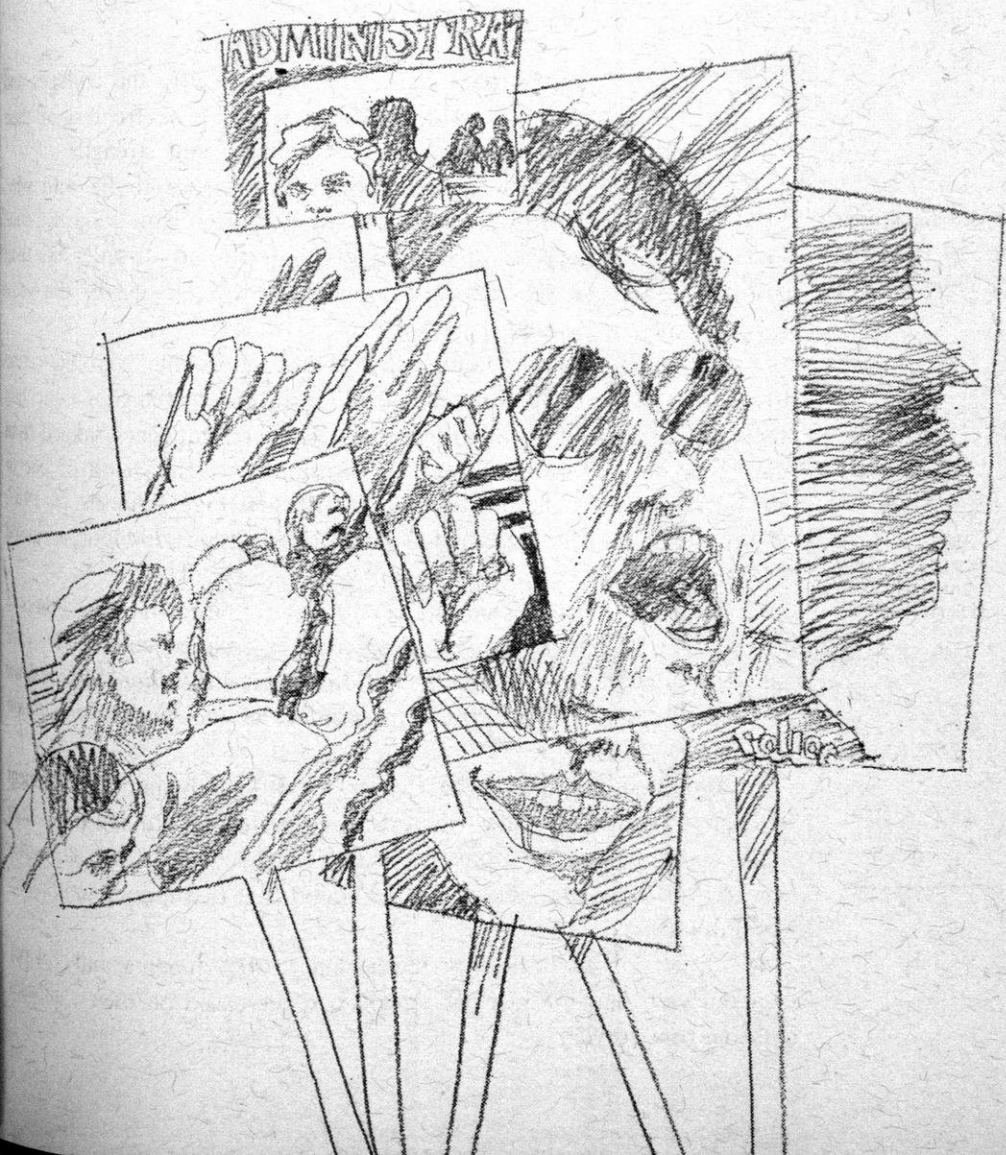
"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."

No campus in any region is really 'safe' from protest



1980! WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

Some ominous reports from the high schools

On the dark side are reports from hundreds of high schools to the effect that “the colleges have seen nothing, yet.” The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders “usually more precipitous,



spontaneous, and riotlike" than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. "I know I may have to eat these words tomorrow," said a university official who had served with the National Commission on the Causes and Prevention of Violence, "but I think we may have turned the corner." Others echo his sentiments.

"If anything," said a dean who almost superstitiously asked that he not be identified by name, "the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

"The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more *reasoned* searches for remedies—although I still cross my fingers when saying so."

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical "Weatherman" faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen's disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been "turned off" by the extremists' violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. "I believe the violence and force will soon pass, because it has so little support within the student body," he told an interviewer. "There is very little student support for violence of any kind, even when it's directed at the university."

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. "Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship," said the master of Eliot House, Alan E. Heimert. "It's as if they were saying, 'The revolution isn't right around the corner, so I'd better find my vocation and develop myself.'"

Bruce Chalmers, master of Winthrop House, saw "a kind of anti-toxin in students' blood" resulting from the 1969 disorders: "The disruptiveness, emotional intensity, and loss of time and opportunity last year," he said, "have convinced people that, whatever happens, we must avoid replaying that scenario."

A student found even more measurable evidence of the new mood: "At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all."



Despite the scare headlines, a mood of cautious optimism

**Many colleges have
learned a lot
from the disruptions**



**The need now:
to work on reform,
calmly, reasonably**

1980! PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities— which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what *The Chronicle of Higher Education* called “a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance.”

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made *ad hoc* concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

“America’s institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

“They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today’s needs but will have its major thrust toward tomorrow’s.”

1980! IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University’s vice-president for public affairs, Steven Muller (“My temperament has always been more activist than scholarly”), put it thus before the American Political Science Association:

“The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

“It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

“Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric

of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . ."

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."

**Can dissent exist
in a climate of
freedom and civility?**



What part should students have in running a college?

1980! THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade.

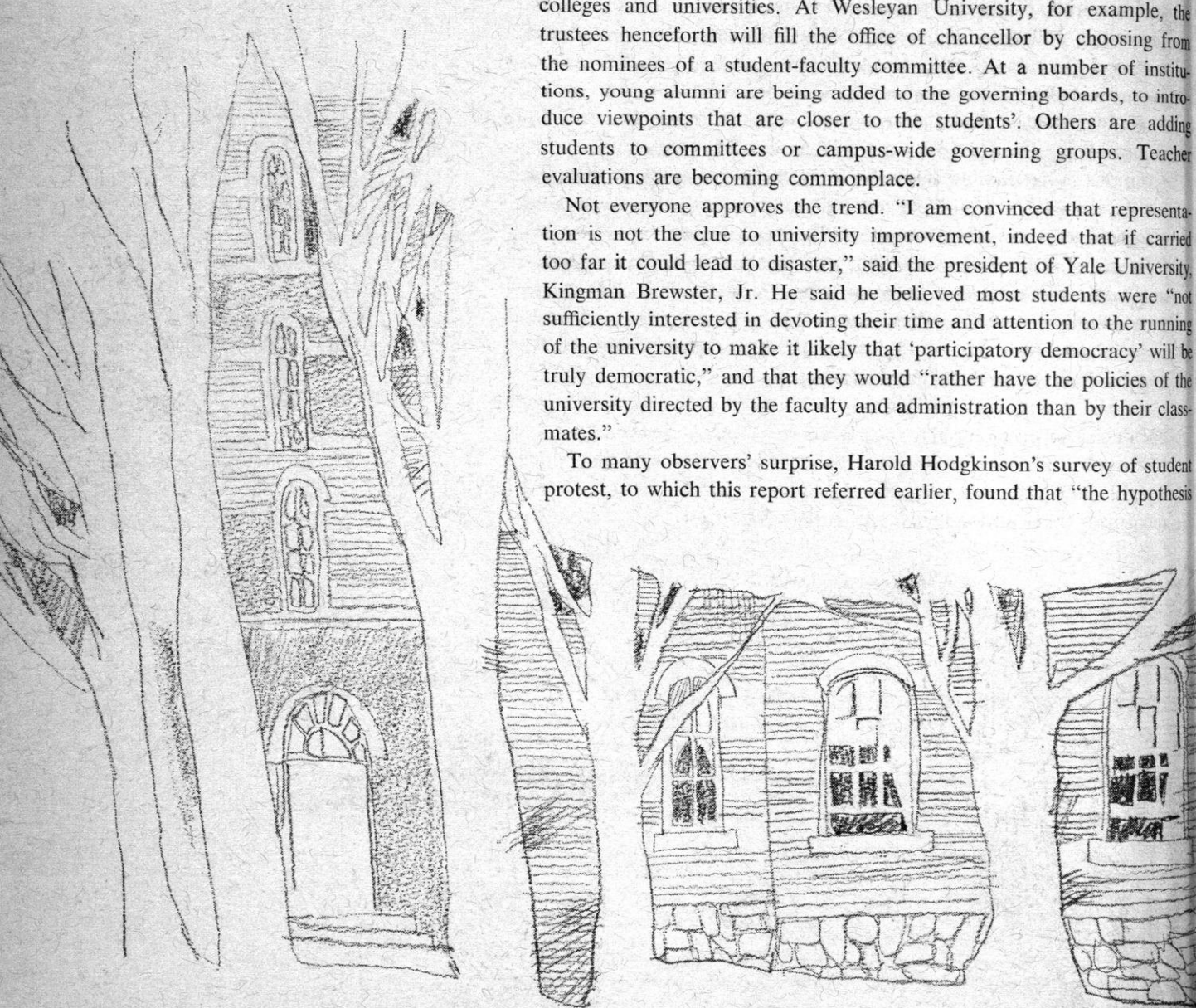
Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

► **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

Trend: Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis



that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

► **How can the advantages of higher education be extended to greater numbers of minority-group youths?** What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

Trend: A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."

What about the enrollment of youths from minority groups?



**Negro institutions:
what's their future
in higher education?**



► **What is the future of the predominantly Negro institutions of higher education?**

Trend: Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

► **How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of non-white students?** Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

Trend: "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

► **What should be the role of the faculty in governing an institution of higher education?** When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

Trend: In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.

But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

**The faculty:
what is its role
in campus governance?**





**Can the quality
of teaching
be improved?**

► **How can the quality of college teaching be improved?** In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

Trend: The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

► **What changes should be made in college and university curricula?** To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

Trend: Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, "evidence is suggesting

that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

1980! BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others—and all the others may become a part of it.

When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

► **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as life-saving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

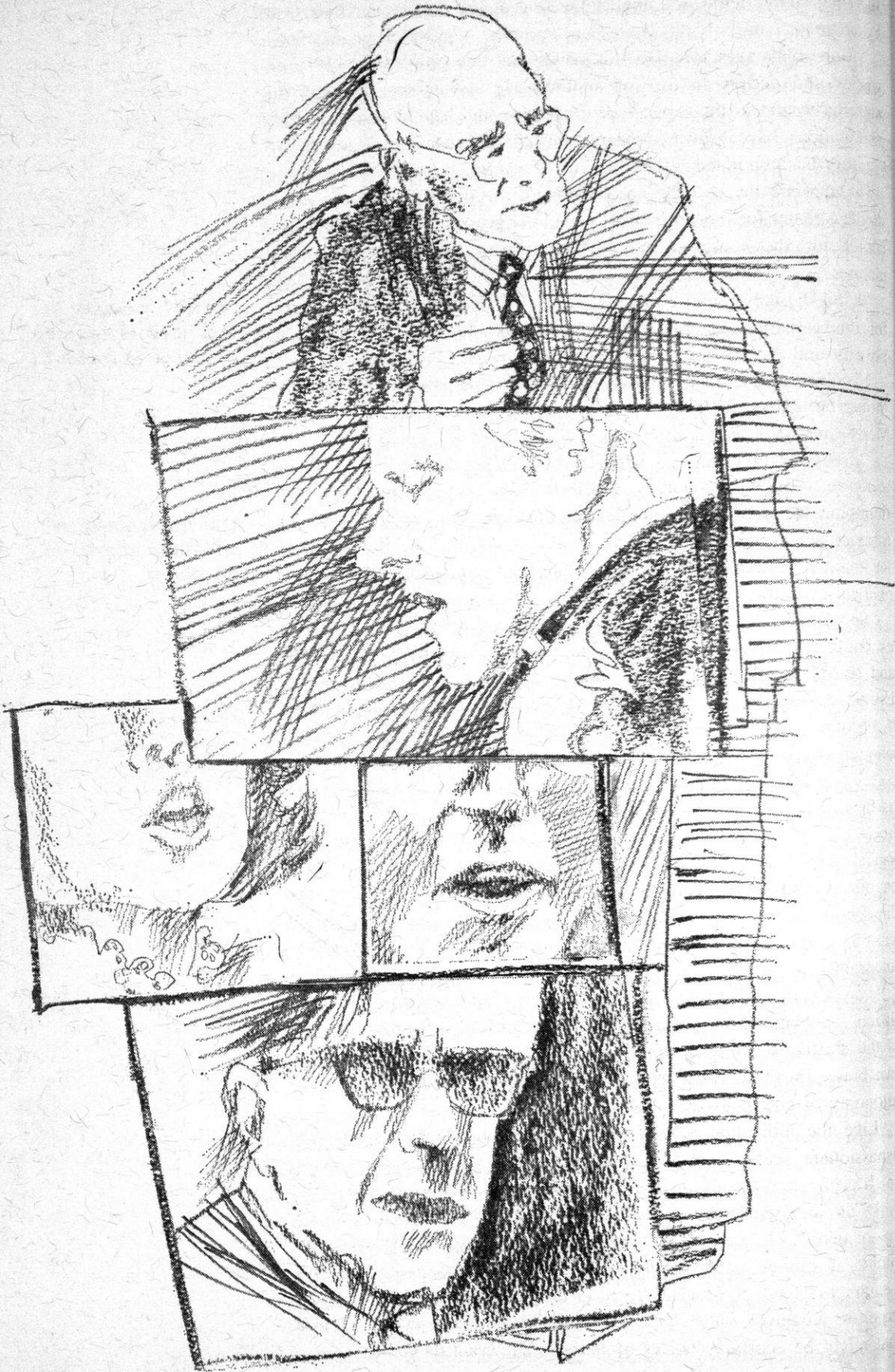
Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association*, for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued

**One great question
will tower above
all others**





the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner. . . .

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

". . . It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

". . . Every scholar who is also an active and perhaps passionate citizen . . . knows the pitfalls of ideology, fervor, and *a priori* truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own. . . .

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.

Should colleges and universities take ideological stands?

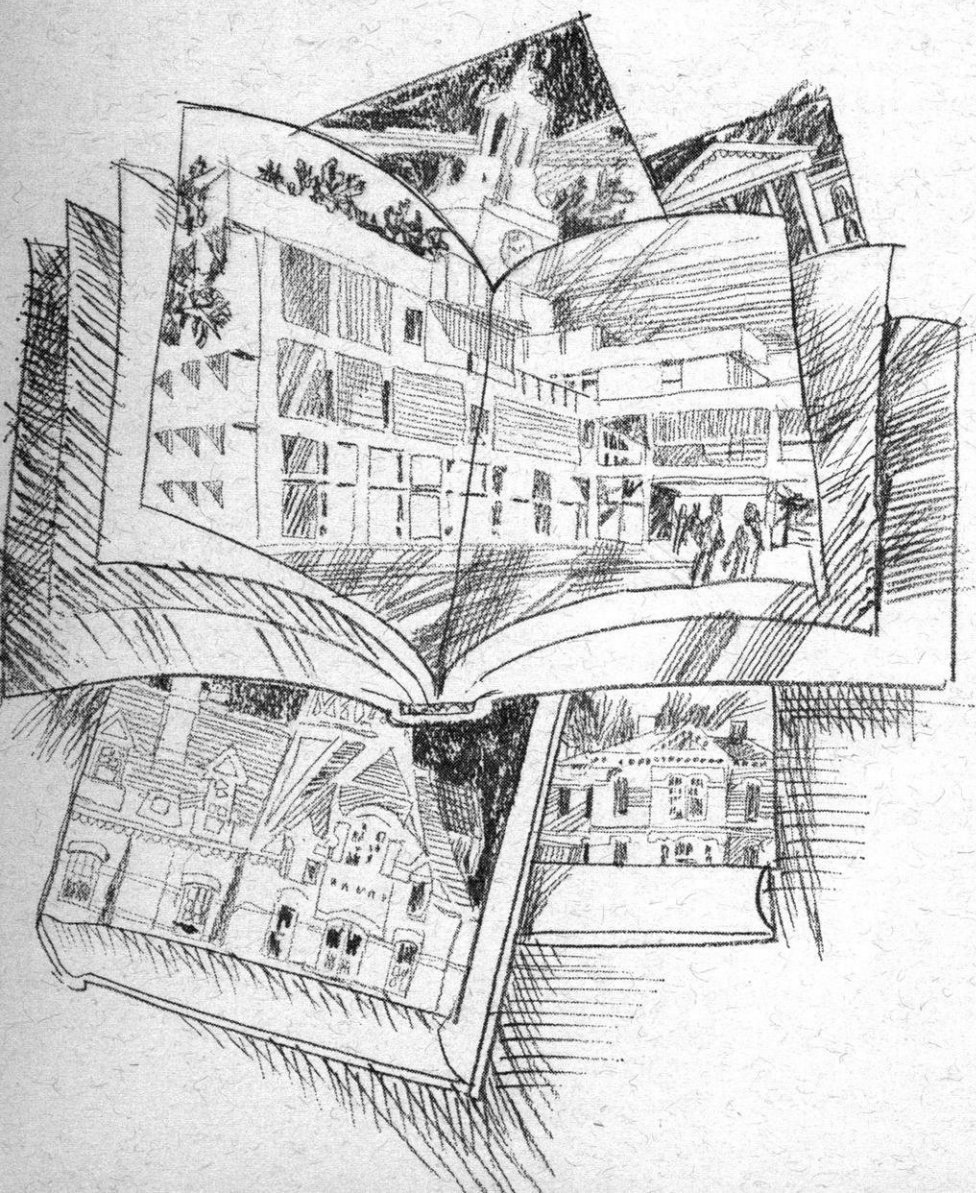


"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

1980! WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

Illustrations by Jerry Dadds



The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization informally associated with the American Alumni Council. The editors, it should be noted, speak for themselves and not for their institutions; and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission.

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WISCONSIN ALUMNI ASSOCIATION

ALUMNI WEEKEND

MAY 15-17

REGISTRATION AT THE WISCONSIN CENTER, 702 LANGDON STREET

Welcoming all alumni, but with special reunions for Classes of 1910, 1914, 1915, 1916, 1917, 1919, 1920, 1925, 1930, 1935, 1940, 1945 and 1915 UW Band.

Headquarters for all classes is Alumni House—Wisconsin Center

**THURSDAY,
MAY 14th**

1:30 p.m. CLASS OF 1910
Campus bus tour from Wisconsin Center

6:00 p.m. CLASS OF 1910
Social Hour
Dinner at 7:00, Madison Club

FRIDAY, MAY 15th

8:30 a.m. REGISTRATION (all day)
Wisconsin Center
OPEN HOUSE (all day)
Alumni House, 650 North Lake Street
11:50 a.m. Carillon Recital
12:00 noon HALF CENTURY CLUB LUNCHEON
Great Hall, Memorial Union
(Class of 1920 induction)
2:00 p.m. Baseball—Michigan State
5:00 p.m. Carillon Recital
5:00 p.m. CLASS OF 1914, 1915 and 1916
Social Hour—Blue Lounge
Wisconsin Center
5:00 p.m. CLASS OF 1925
Social Hour—Alumni Lounge
5:30 p.m. CLASS OF 1919 Social Hour
Dinner at 6:30
Wisconsin Center

5:30 p.m. CLASS OF 1920
Social Hour—Class Picture at 6:00
Dinner at 7:00
Maple Bluff Country Club
5:30 p.m. CLASS OF 1940
Social Hour—Alumni Lounge
Class Picture at 6:30
Dinner at 7:00, Wisconsin Center
5:30 p.m. CLASS OF 1945 Social Hour
Dinner at 7:00
Hoffman's Double-H Steak House
6:00 p.m. CLASS OF 1930
Social Hour
Dinner at 7:00
Madison Club
6:00 p.m. CLASS OF 1935
Social Hour
Dinner at 7:30, Lake Windsor C. C.

SATURDAY, MAY 16th

8:30 a.m. Home Economics Alumni Breakfast
Wisconsin Center
8:30 a.m. REGISTRATION (all day)
Wisconsin Center
OPEN HOUSE (all day)
Alumni House

12:00 noon CLASS OF 1915 BAND
Social Hour and Luncheon
Wisconsin Center
12:00 noon CLASS OF 1917
Luncheon—Wisconsin Center
12:00 noon CLASS OF 1925
Luncheon—Madison Club
12:15 p.m. QUARTER CENTURY CLUB LUNCHEON
Great Hall, Memorial Union
(Class of 1945 induction)
12:30 p.m. CLASS OF 1920
Luncheon—Wisconsin Center
1:00 p.m. Baseball—Michigan
1:30 p.m. CLASS OF 1945 Class Picture
2:00 p.m. CLASS OF 1945 Campus Bus Tour
Leaves from Memorial Union
2:00 p.m. Spring Football Game—Camp Randall
5:00 p.m. Carillon Recital
6:30 p.m. ALUMNI DINNER (all classes)
Great Hall, Memorial Union

SPECIAL CAMPUS BUS TOURS FROM THE WISCONSIN CENTER

10:00 a.m. CLASS OF 1917 Memorial Plaza Dedication—Alumni House
11:00 a.m. CLASS OF 1917—Social Hour
10:00 a.m. Home Economics Alumni Program
Wisconsin Center Auditorium
Crew Race—Wayne State—Lakefront
11:30 a.m. Carillon Recital

SUNDAY, MAY 17th

8:30-11:30 a.m. OPEN HOUSE
Alumni House Lounge

9:30 a.m. University of Wisconsin Foundation
Presidents Club Breakfast, Wisconsin
Center

For Distinguished Service

Each year the Wisconsin Alumni Association honors several of its outstanding members who have distinguished themselves in their profession and at the same time retained and exhibited their loyalty to the University of Wisconsin. Selections are made from the fields of business and industry, communications, sports and entertainment, science, and government.

These are the Distinguished Service Award recipients for 1970. Alumni President Truman Torgerson will present them with their citations at the Alumni Dinner in Great Hall, Saturday night, May 16. ■

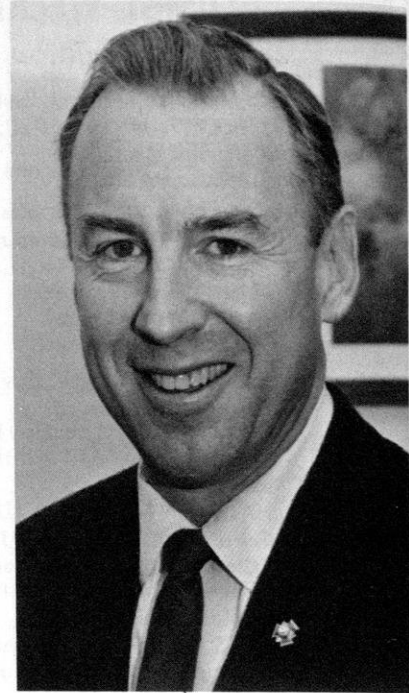
Emily Mead Baldwin BA'28 Wisconsin Rapids

Mrs. Baldwin has been involved with Wisconsin for most of her life. She is the daughter of the late George W. Mead, a pioneer papermaker in the state and a long-time University regent. For the past seven years, she has been a director of Consolidated Papers, Inc., in Wisconsin Rapids, where she makes her home. Interested in academic affairs, Mrs. Baldwin is a trustee of Beloit and Northland colleges, and was formerly on the board of trustees at Carroll college. Since 1967 she has been a director of the UW Foundation, the first woman to serve in that capacity. She is also a member of the Wisconsin Development Authority, a blue ribbon citizens committee appointed by the governor to help further the development of industry in the state. Mrs. Baldwin is also active as a curator of the State Historical Society. She has held the vice chairmanship of the state Republican party and has served as president of the Wisconsin Federation of Republican Women.



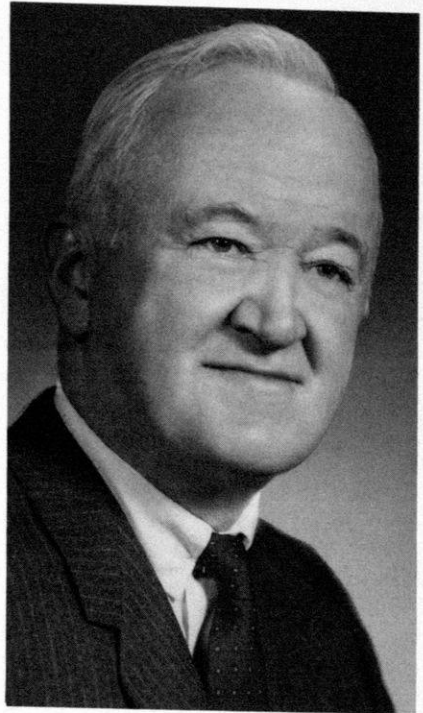
Jenkin Lloyd Jones BA'33 Editor and Publisher, *Tulsa Tribune* Tulsa

Jenkin Lloyd Jones has been associated with the newspaper field since his graduation from the University in 1933, when he began as a reporter on the *Tulsa (Okla.) Tribune*, a paper owned by his father. As a reporter he covered all beats, started a daily column, and at 25 became managing editor. He is now a syndicated columnist as well as editor and publisher of the *Tribune*. Born in Madison, he has travelled widely, both for the military and as a civilian. He was elected president of the American society of newspaper editors in 1956, and the next year received the William Allen White award for excellence in journalism. He is a member of the board of directors of the U.S. Chamber of Commerce and is now serving as the Chamber's 42nd president. He holds professional memberships in the National Press Club, International Press Institute and the Inter-American Press Association.



James A. Lovell, Jr. X'50 NASA Astronaut Houston

James Lovell has logged more time in space than any other man, holding the endurance record of nearly 600 hours. He served on several Gemini flights as well as two historic Apollo missions. Although not a graduate of the University (he transferred to Annapolis after two years) he has maintained his ties with Wisconsin. He holds the rank of Navy captain and has been associated with NASA since 1962. His Apollo 13 mission is his second trip to the moon. His first was as backup spacecraft commander for the Apollo 11 lunar landing. Prior to that, Lovell was part of the first lunar orbit flight. For his accomplishments, he has received many awards, including Distinguished Service Medals from NASA and the Navy, the Gold Space Medal from Greece, *National Geographic's* Hubbard Medal and the Air Force's space trophy. In addition to his regular duties, Lovell serves as special consultant to the President's Council on Physical Fitness.



Arthur W. Mansfield BS'29, MS'37
Head Baseball Coach
Madison

Some 31 years of coaching baseball at the University has made Arthur "Dynie" Mansfield the dean of Big Ten baseball coaches. After his graduation in 1929, he returned to his native Ohio to coach high school football and basketball. Organized baseball beckoned, and he did some playing in the minors and tried out with the New York Giants in the spring of 1931. By 1934, Mansfield was back in Madison as part of the University's physical education staff and became baseball coach in 1940, succeeding Guy Lowman. He has taught physical education and coaching courses since then. Widely known for his contributions to college baseball, he has served as president of the American Association of College Baseball Coaches, where as a member of the group's research committee, he made studies for the improvement of equipment and contributed to the development of the laminated bat. Mansfield has served on the Madison board of education for the past 14 years.

Harold P. Rusch BA'31, MD'33
Director, McArdle Laboratory
Madison

Harold Rusch has held the directorship of the McArdle Memorial Laboratory for Cancer Research since 1946. A Merrill native, he received his MD degree from the University in 1933. After his internship in Madison, he became an instructor in physiology at the UW. Before being named director of the cancer research laboratory, he was chairman of the Department of Oncology. He is internationally known as an authority on cancer research, with an interest centering on cancer-causing agents and factors influencing carcinogenesis. He has been a member of the National Advisory Cancer Council, the President's Committee on Heart Disease and Cancer, and the board of directors of the American Cancer Society. He is also a former president of the American Association for Cancer Research. Dr. Rusch has published over 100 research articles on the subject, and is editor of the journal *Cancer Research*.

Gordon R. Walker BA'26
University Regent
Racine

Gorden Walker, a leading Racine industrialist, has been active in University affairs since his graduation, and is a member of the Board of Regents. A Racine native, he is president and director of Walker Forge Inc. He holds active directorships on several corporation boards, including the Jacobsen Manufacturing company, Wisconsin Metal Products, First Wisconsin Bankshares corporation, and American Bank and Trust company. He also holds the position of vice president of the board of trustees of Racine's St. Luke's hospital. His University activities include membership on the executive committee of the UW Foundation, and a past presidency of the Wisconsin Alumni Association, where he continues to serve as a director. He was also state chairman for the Elvehjem Art Center fund campaign.

Letters (continued from page 4)

are flashed on the screens at home and in the theatre; we fear that they have taken the easy way presented to them in package form. Their facts have been distorted, exaggerated, untrue. On the basis of those facts, they build false argument and reach false conclusions.

Hence, we have editors of the *Cardinal*, who are so sure of their "facts" that they cannot see or respect the opinions of others who have based their policies on a study of all the facts. We have young people who allow themselves to become so frustrated because they cannot get their own way instantly that they adopt anarchy and crime to compel a solution that would destroy the freedom they think they are fighting for.

We alumni—we old-timers—are disturbed because ignorance receives such a play at our University, the very institution that America relies upon to educate our youth. There are today so many good people working to correct inequities and injustices that crop up as society progresses, that we would expect our students to participate and join in the movements for progress. We know that most of our youth are idealists, that they have participated in many movements such as the Youth Corps.

We are disappointed that they seem unable to assume full leadership on campus. We deplore the evidence of immaturity and slavish following of philoso-

phies of government so foreign to the traditions that have made America great.

Lowell A. Leonard '17
Hendersonville, N. C.

. . . In Mr. Mucks' editorial regarding the bombing of the Old Red Gym he states that "somebody has become so frustrated with the continuance of freedom on this campus that he or they are resorting to these desperate measures."

This summed up the situation very well. The University has been attacked in the past for allowing allegedly leftist people to speak; now it's under attack for allowing ROTC and similar programs. In both cases the attackers are people who "know" that they alone are right and that all other viewpoints must be suppressed.

Thank you so much for reaffirming the University's dedication to freedom. May the University always stand for this.

David F. Osgood '64
Indianapolis

Strowig Memorial

A memorial fund has been established in memory of Prof. R. Wray Strowig, counseling and guidance chairman, University of Wisconsin, who died of a heart attack last July 27 at age 49. Dr. Strowig was a member of Phi Delta Kappa, American Psychological Association, and American Personnel and Guidance Association. He was active in divisional affairs of the latter two organiza-

tions. He was also guidance editor, International Textbook company.

The fund's purpose is upgrading and furtherance of counselor education within the overall spectrum of American higher education. It is overseen by a committee of U.W. counselor-educators.

Contributions (tax-deductible), payable to the *Wray Strowig Memorial Fund*, should be sent to:

Wray Strowig Memorial Fund
c/o Dr. David Jepsen
Counseling and Guidance Department
University of Wisconsin
1815 University Avenue
Madison, Wisconsin 53706

Glenn G. Dahlem
Bridgeton, Mo.

Paradise Regained

Help! A year ago you carried a class note about me under the Class of 1921. I let that pass: mistakes do happen. Then I began receiving mail about the 50th reunion of that class. Now, in the February issue, another personal note under the Class of '21.

You see, I was *born* in 1921! I'll settle for the Class of '46, which is bad enough, it seems, looking back 24 years. But please get me out of the Class of '21.

Carl H. Adam '46
Chicago

With apologies, we've corrected all the records, and Mr. Adam is now back in the young set where he belongs.—Ed.

European Tour to be Offered For History Credit

A unique travel-for-credit course for undergraduates will be offered this summer by a faculty couple. The "touring seminar" will visit London, Copenhagen, East and West Berlin, Vienna, Munich, Belgrade, Athens, Rome, Florence,

Mrs. Maryanne Horowitz, a PhD candidate in history, will conduct the tour. She has MAs from the UW and Harvard and teaches Western Civilization at Madison's East high school. The tour guide will be her husband, Ellis Horowitz, PhD, assistant chairman of the University's computer sciences department.

Emphasis of the course will be

of the seminar.

Information and reservations are available from Mrs. Horowitz, at 3211 Humanities building, UW, Madison 53706.

Openings In Holy Land Summer Seminar

There are still a few openings for enrollment in the overseas Seminar in the Lands of the Bible, to be conducted June 17-July 20, Prof. Menahem Mansoor says.

The University travel-study program has been conducted in the cradle of the Christian, Islamic, and Jewish faiths each summer since 1959 by Prof. Mansoor, chairman of the department of Hebrew and Semitic studies, Madison campus.

Though the general emphasis of the seminar is on area study and biblical archeology, the program provides a wide variety of learning and recreational opportunities. The travelers will make field trips to

SUMMER TRAVEL AND STUDY

Geneva and Paris. It begins in London on July 2 and ends in Paris on August 22.

A three-credit exam will be given by the History department next September, covering the history and culture of the places visited.

The trip is open to UW undergrads or graduate students between the ages of 17 and 25 and with a prerequisite of one year of college history.

on cultural history, which interrelates art, literature, society and government.

Cost of the 52 days between London and Paris is \$1764. This covers tuition, lodging, two daily meals, land travel, admission to concerts, museums, operas and plays. Travel to and from Europe is extra. The Wisconsin Student Association is sponsoring a group flight to correspond with the timing

Alumni News

1911-20

Glenn B. Warren '19, recently received the John Fritz Medal for his accomplishments in the engineering field. He was retired as a vice president of General Electric in 1960, where he had been instrumental in the development of steam and gas turbines.

1921-30

V. A. Tiedjens '21, has published a book, *Olena Farm, An Agricultural Success Story*.

Gertrude Erbe '23, assistant professor of music at Illinois state university in Normal, will be retired in August. She joined the faculty there in 1944.

William S. Hobbins '25, was elected chairman of the board and senior trust officer of the American Exchange bank in Madison. He was formerly president of the bank.

Herbert N. Anderson '30, has retired from the engineering department of the Wisconsin Telephone company, where he had been employed for 40 years.

Glen G. Eye '30, was featured recently in a Madison newspaper as one of the state's outstanding educators. He is a professor of educational administration at the University.

George H. Brown '30, was elected a fellow of the British royal television society. He is executive vice president of patents and licensing at RCA, where he has been since 1933.

1931-40

Clyde F. Schlueter '33, was recently elected chief executive officer of Employers Insurance of Wausau.

David G. Welton MD '35, was married to Mary Elizabeth Matthews in Charlotte, North Carolina. Dr. Welton, who is past president of the North Carolina state medical society, is a dermatologist.

Frank Rubini '35, was appointed advisor for a committee on recreational leadership at Montgomery college in Rockville, Maryland. He is assistant director of the Maryland-national capital park and planning commission.

1941-45

Edward W. Jones '41, has been promoted to director of marketing of the building products division of National Gypsum company. Jones, who was general sales manager, is married to the former **Mary Eleanor Dithmar '43**. They live in Buffalo, New York.

Jerome J. Stefaniak '42, has been named director of pharmaceutical operations for Eli Lilly and company in Indianapolis. He was formerly director of the drug firm's Tippecanoe laboratories.

John A. Buessler MD '44, is the new chief executive officer of the medical center and dean of the medical school at Texas Tech university. He will also serve as vice president for health affairs. Dr. Buessler was professor of ophthalmology at the University of Missouri school of medicine before his new appointment.

1946-50

Alvin J. Frisque '48, is the new vice president for divisional research at the Nalco chemical company in Chicago. He was previously director of analytical facilities for the company.

(continued)

Nurse Alumni

plan to attend the breakfast
of the

UW Nurses' Alumni Organization

Wed. May 6 7:30 a.m.

Gourmet Room of the Plaza Hotel

Miami Beach

while you're there for the
ANA Convention.

major cities and archeological sites, meet local inhabitants, and visit with Israel, Arab, Druze, and Christian leaders.

This summer for the first time the days spent in the Lands of the Bible will be prefaced with 10 days of travel-study in Rome, Naples, Pompeii, and Athens. An archeological cruise of the Greek Isles is included.

"Through this extension to two more cradles of Western civilization, participants should find even more understanding of the building blocks from which much of our own civilization was fashioned," Mansoor pointed out.

H. Mike Hartoonian, supervisor of social studies in the Wisconsin Department of Public Instruction, will serve as associate director of the seminar.

In order to insure a close relationship between the group and leaders, enrollment is limited to 35. Persons interested may receive fur-

ther information by writing Prof. Menahem Mansoor, Department of Hebrew and Semitic Studies, University of Wisconsin, 1346 Van Hise Hall, Madison 53706.

Norwegian Culture Will Be Seminar Smorgasbord

The World of the Vikings, a seminar and workshop emphasizing Norwegian culture and modern Scandinavian design, will be held early this summer on Rock and Washington Islands.

This seminar, third in a series, will be held June 14 to 20 at the Chester Thordarson boat pavilion on Rock Island and the Community House, Washington Island. These islands lie just off the "thumb" of Wisconsin's Door county.

The program will include a lecture series by professors Harald Naess and Richard Ringler of the Scandinavian studies department on the *Vinland Sagas*, *King Harald's*

Saga and *Njal's Saga*—folk literature that has influenced Scandinavian culture and American writing in many ways. In the workshop area, professors James and Mathilda Schwalbach of Extension and related art will provide individual instruction in modern Scandinavian design. Public lectures and a number of special films including Kirk Douglas' "The Vikings," will be offered in the evenings. The seminar will conclude with a banquet illustrating the social traditions of the Vikings.

Participants have a choice of facilities ranging from luxury accommodations to excellent camping areas on Washington Island. Tuition, room and board are \$100 per person; \$170 for husband and wife; or \$35 for campers.

For further information, write: Kenneth A. Friou, Community Arts Development, 216 Agriculture Hall, Madison 53706.

Robert L. Peters '48, has published the third and final volume of the *Letters of John Addington Symonds*, (Wayne State university press). Peters is on the English faculty at the University of California, Irvine.

Robert M. Timmerman '48, was appointed a director of American air filter company in Louisville, Kentucky. He formerly served as treasurer and chief financial officer.

John Wick '48, was recently profiled in the *State Journal* as head of Wick Building Systems, Inc., a multi-million dollar business dealing with pre-fabricated homes. His firm is headquartered in Mazomanie, where he started out in farm building construction fifteen years ago.

Gordon E. Brewer '49, was named assistant regional administrator for federal labor-management relations in the Kansas City region for the U.S. Labor department.

Charmion (Bolles) Infelise '50, is an assistant professor of education at San Jose state college in California.

1951-55

Mr. and Mrs. **Richard P. Marsh '51**, are parents of a daughter, Christina. Marsh is vice principal of Pacific high school in San Bernardino, California.

Leslie E. Robinson '52, was recently elected executive vice president of Northern Indiana bank and trust company. He was formerly with the Northern Trust company of Chicago.

Edmund Hobbins '53, is the new president of American Exchange bank in Madison. He was formerly vice president.

Charles F. Kuhlman '53, has been named merchandise control manager in the Florence, Kentucky division of Square D company, an Illinois electrical manufacturing firm.

Ronald S. Kelly '54, was promoted to superintendent of the slaughtering group at the Oscar Mayer plant in Madison.

1956-60

Norman D. Eaton, an air force lieutenant colonel, is listed as missing in action, after his bomber was shot down near the Laotian border. His wife and three sons are living in Alexandria, Virginia.

Mr. and Mrs. **Marvin E. Schiff '60**, are parents of their first child, Suzanne Jill. They live in Westbury, New York.

1961

W. Richard Cantwell has been promoted to associate professor in the modern languages department at Carleton college, Northfield, Minnesota.

1962

Mr. and Mrs. **Abraham Bass** announce the birth of their first child, Joshua David, in DeKalb, Illinois. The baby's mother is the former **Elizabeth Elving '65**. Bass teaches journalism at Northern Illinois university.

James E. Heineke won Connecticut Mutual's national quality award for 1969.

1965

Kenneth B. Kessler has been appointed an account executive in the San Francisco office of Hayden, Stone incorporated, international investment firm.

William C. Kotas was made a supervisor in the midwestern region of Cities Service oil company. He will be in charge of the St. Joseph, Michigan area.

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inn

1966

Gordon C. Mueller has joined the operations and auditing department of American Exchange bank. He had previously been a bank examiner with the state banking department.

James S. Ragus has been promoted to captain in the air force, and is currently serving as a transportation officer at Kelly air base in Texas.

1968

Edward Baumgarten has been promoted to sergeant in the air force. He is a computer programmer at Ent air base in Colorado.

Harold E. Hughes, Jr. was commissioned a second lieutenant in the army upon graduation from OCS at Ft. Sill, Oklahoma.

1960

Susan Elizabeth KROENING and Edwin W. Darby, Key Biscayne, Fla.

1962

Joan Elizabeth MUCKENHIRN and Capt. James Danley Kincaid, Jr, Colorado Springs

1963

Mardine Marie GRINNELL and Robert Alan Stevenson, Madison

1966

Connie Lynn GUELZOW and Thomas Francis Gulash, Beloit

1967

Molly Anne White and Lt. Daniel D. BENKERT, Beatrice, Neb.

Eleanor FRIEDMAN and Mark Sonnenbloch, New York City

Nancy Lee Reno THOMAS '68 and F. Max MEINEL, Madison

Beverly A. POKEL and Arnold L. Friend, Omaha

1968

Margaret K. WEBER and Ernest S. Nylander, Stoughton

1969

Judith Ann BARRETT and Peter JANES '70, Evanston

Paula Jeanne EWALD and Thomas H. Palidar, Madison

Sheryl J. ROGERS and James Main Laurie RUBIN and Buchanan Johnson, Westbury, NY

Jacqueline Schultz and Jon Lisle SEYMOUR, Madison

Edward Lucius WILLIAMSON '00, Sun City, Calif.

Albert Frederick LARSON '02, Sioux Falls, So. Dak.

Theo Elizabeth DONNELLY '03, Milwaukee

Mrs. Charles D. Coburn (Mabel Josephine BRADLEY) '04, Los Angeles

Mrs. George Middleton (Fola LA FOLLETTE) '04, Arlington, Va.

Daniel LEWY '05, Chicago

Mrs. Jennette L. Andrews (Jeannette L. ST. SURE) '06, Minneapolis

John James BALSOM '06, Milwaukee

Mrs. Lawrence Edgar Cochran (Lilla M. POMEROY) '09, Milwaukee

Mrs. H. Phillip Besse (Ocea May METCALFE) '11, Amherst, Wis.

Mrs. McGarvey B. Cline (Mary Martha BUNNELL) '12, Jacksonville, Fla.

Carl John JOHNSON '12, Madison, So. Dak.

Charles Martin MEISSER '12, Madison

Mrs. Wayne William Bissell (Frances Eleanor WITHINGTON) '13, Rockford

Herbert Theodore BURROW '13, Beaver Dam

Abner Elias KOPS '14, Milwaukee

Walter Carl ISENBERG '15, Marinette

Percy B. SHOSTAC '15, Washington, D. C.

Helen Caroline ULRICH '15, Minneapolis

Mrs. Dana Wykoff Walsh (Ella Marie SHOEMAKER) '15, Los Angeles

Harry Gordon WHITE '15, Tyler, Tex.

Walter Charles HAWES '16, Seattle

Leslie MAC NAUGHTON, M.D. '16, Dania, Fla.

Harold Zach BAEBLER '17, Evanston

Gilman Dorr BLAKE '18, New York City

David Eliot DAY '18, So. Laguna, Calif.

William Sydnor GILBREATH, Jr. '18, Detroit

Mrs. Noel J. Hooper (Mary Harlow HUDSON) '18, La Grange, Ill.

Ruth Douglas NOER '18, Morgantown, W. V. in Grinnell, Iowa

Charles W. T. WELDON '19, Milwaukee

Ruth Boyce HERSEY '20, Tampa

Einar Bernhardt OYAAS '20, Lake Wales, Fla.

Richard Wallace BREWER '21, Sarasota

Robert Lyndon HOLCOMBE, M.D. '21, Marine, Ill.

John Paul JONES '22, Milwaukee

Ray Peter LICHTENWALNER '22, Rockford

Robert Whitmore GOSS '23, Lincoln, Nebr.

Frank Bantley LEITZ '23, Kansas City, Mo.

Mrs. George O'Neille Browning (Helen Ida BRUSS) '24, Lancaster, in Blackfoot, Idaho

Helen Edith HAGAN '24, Dayton, Ohio

Karl Edward VORNHOLT '24, Jackson, Mich.

Albert Gayland YOUNG, M.D. '24, Peterborough, N.H.

Carl BARS '25, Le Roy, Ind.

Charles Amos DICE '25, Columbus, Ohio

Howell Jackson WILLIAMS '25, Chatham, N.J.

Mrs. Carlisle Dietrich (Doris CUSHMAN) '26, Tacoma

John Robert GUY '26, Riverside, Conn.

Wilbur Elwood ZEISCHOLD '26, Green Bay

Mrs. Daniel J. Hamerla (Laparda Jean GAETZMAN) '27, Wausau

Mrs. Fanny St. Sure (Fanny HOBBS) '27, Madison

Edward Randall SEARS '27, Preston, Minn.

Paul Donald FELL '28, Independence, Kan.

Glenn KOEHLER '28, Madison

John Erhardt MARTIN '28, Helenville, Wis.

Lorin Lester KAY '29, Richland Center

Anita Alma SCHAEFER '29, Port Washington, Wis.

Donald Hunter KAUMP, M.D., '30, Brighton, Mich.

Mrs. John Marshall (Sally Adeline OWEN) '30, Madison

Edward Everett HOEBEL '33, Madison

Herbert Stanley THATCHER '33, Milwaukee, in Washington, D.C.

Fred Ludwig SCHNEIDER '34, Milwaukee

Mrs. Alton Claren Grorud (Ruth Vivian GEORGE) '35, South Bend

James Coons DOWNING '38, Atlanta

Edwin Charles PICK '38, Madison

Richard Franklin SNYDER '39, Swea City, Iowa

Erwin Julius STENZEL '40, New Berlin, Wis.

Matthew Adam STRAM '40, Manistique, Mich.

Robert Frank RAUH '43, Milwaukee

Mrs. Elihu Winer (Carol KEMLER) '43, New York City

Mrs. Paul Kenneth Hawkins (Catherine Ann WALLMAN) '47, Miami

Benjamin Lincoln MANNY '47, Houston

Robert Belton HOLLAND '50, State College, Miss.

Richard Chester LEISER '50, Madison

William Skeel SPAFFORD '50, Camarillo, Calif.

George Harry ARMOUR '54, Milwaukee

Leo Richard HILFIKER '54, Madison

Robert Charles LARSON '54, Wausau

William Edward HAMMETT '56, Neenah

Sister Mary T. A. Duffy '66, Dubuque

Charles Aaron KOLOMS '66, Chicago, in San Francisco

David Paul TWEDT '66, Madison

Donna Mae TESCH '69, Schofield, Wis.



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Robert C. Burnham '69	Madison	John V. Hovey, CLU '32	Denver	John M. Schmidt '65	Milwaukee
Michael W. Cantwell, CLU '61	Madison	Victor Janka, Jr. '64	Milwaukee	Lloyd Siewers '48	Milwaukee
Dale W. Carnell '66	Milwaukee	Jack G. Jefferds '50	Madison	Carl A. Silvestri '65	Milwaukee
William Chapman '69	Madison	Frederick L. Lawrence '68	Milwaukee	Anthony J. Stracka '54	Madison
Mitchell L. Dack '33	Downers Grove, Ill.	James E. Liebert '68	Hartland	William H. Tarrolly '64	Milwaukee
Roger G. David, CLU '50	Racine	Russell F. Marquardt '55	Philadelphia	James A. Temp '55	Madison
Calbert L. Dings, CLU '48	Charlotte	John F. McGowan '60	Appleton	Fred C. Williams '34	Milwaukee
		Richard E. Nelson '56	Wauwatosa		