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## **Wisconsin alumnus. Volume 59, Number 12 April 1958**

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a view of  
higher education  
in the United States



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April 1958

*WISCONSIN*  
**Alumnus**

# Report of Association Nominating Committee

The Wisconsin Alumni Association's constitution provides for thirty directors at large. Ten of these directors are elected annually in accordance with Association by-laws, their terms of office beginning at the conclusion of the annual meeting of the Association on Alumni Day in June and continuing for three years.

Association by-laws provide that "the president shall appoint a committee of nine or more Association members whose duty it shall be to select candidates for directors at large for the annual election prescribed by the constitution of the Wisconsin Alumni Association. This committee shall select at least fifty per cent more candidates than there are vacancies to be filled."

Your nominating committee, appointed by President John A. Keenan, met in the Memorial Union Building in Madison on February 21, 1958. After checking a list of qualified candidates, your committee selected the sixteen nominees listed below for this year's election.

It is now up to you and your fellow members of the Wisconsin Alumni Association to select the ten candidates who will serve as directors at large for the coming three years. Voting is one of our most valued American privileges, so please mail your ballot TODAY.

*Respectfully submitted,*

## The Nominating Committee

*Melvin Marshall, Milwaukee, Chairman*

*Charles Fenske, Madison*

*William Sficas, Chicago*

*Vince Gavre, Waukesha*

*Mrs. David Jones, Mineral Point*

*Mrs. Fred Burgy, Monticello*

*Willard T. Walker, Racine*

*Mrs. Robert R. Spitzer, Burlington*

*Mrs. Russell Chatterton, Fond du Lac*

*E. F. Clement, Fort Atkinson*

## The Nominees

CHARLES H. BRANCH, '49, Cincinnati. Former director, Wisconsin Alumni Club of Cincinnati; former assistant editor, *Wisconsin Alumnus*; associate copy chief, Stockton, West, Burkhart advertising agency.

GORDON R. CONNOR, '29, Wausau, Past-president of two alumni clubs (at Gogebic Range and Marshfield); former director of National "W" Club; executive Connor Lumber and Land Co. and Underwood Veneer Co.; active in YMCA, Boy Scout work.

MRS. KENNETH D. CURRIER (Eileen Laking, '43), Beloit. President of Wisconsin Alumni Club of Beloit; teaches third grade in South Beloit, Ill.; active in church and community work.

JOHN JAMIESON, '38, Madison, Past-president of Wisconsin Alumni Club of Madison; former secretary National "W" Club; UW golf coach and vice-president Bell and Farrell, Inc. investment firm; former naval lieutenant.

LLOYD LARSON, '27, Milwaukee. Active in local and national alumni work; vice-president of National "W" Club; sports editor of the *Milwaukee Sentinel*.

DON ANDERSON, '25, Madison UW Alumni Club leader with close University connections; publisher of *Wisconsin State Journal*, president of Madison Newspapers, Inc., director of the Badger Broadcasting Company; active in various civic affairs.

ROBERT L. ANGUS, '43, Fort Atkinson. Former president of Fort Atkinson Wisconsin Alumni Club; member National "W" Club; managing editor of *Daily Jefferson County Union*.

GRAFTON H. BERRY, '34, Rhinelander. A founder and former president of the North Woods Alumni Club; active in Rotary, Chamber of Commerce; vice-president and assistant general manager Daniels Mfg. Co. (packing materials.)

# Official Ballot

Clip ballot and mail to Wisconsin Alumni Association, 770 Langdon Street, Madison 10, Wisconsin, in an envelope showing name and address of voter. Ballots must be received at Association headquarters in Madison by June 4, 1958.

## Ballot For Directors-at-Large

—Vote for Ten—

Family memberships may vote as follows. One member may vote with an "x" in the spaces provided on the ballot. The second member may vote by underlining the names of the candidates of his or her choice.

- |                          |   |                          |  |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | DON ANDERSON, '25<br><i>Madison</i>         | <input type="checkbox"/> | MRS. ALBERT MAY, '33<br><i>Racine</i>          |
| <input type="checkbox"/> | ROBERT ANGUS, '43<br><i>Ft. Atkinson</i>    | <input type="checkbox"/> | MRS. WILLIAM MERKOW, '44<br><i>Waukesha</i>    |
| <input type="checkbox"/> | GRAFTON H. BERRY, '34<br><i>Rhineland</i>   | <input type="checkbox"/> | CHARLES O. NEWLIN, '37<br><i>Chicago</i>       |
| <input type="checkbox"/> | CHARLES H. BRANCH, '49<br><i>Cincinnati</i> | <input type="checkbox"/> | PROF. WILLIAM B. SARLES, '26<br><i>Madison</i> |
| <input type="checkbox"/> | GORDON CONNOR, '29<br><i>Wausau</i>         | <input type="checkbox"/> | MRS. JOHN A. SCHINDLER, '28<br><i>Monroe</i>   |
| <input type="checkbox"/> | MRS. KENNETH CURRIER, '43<br><i>Beloit</i>  | <input type="checkbox"/> | MRS. L. V. SPRAGUE, '30<br><i>Madison</i>      |
| <input type="checkbox"/> | JOHN G. JAMIESON, '38<br><i>Madison</i>     | <input type="checkbox"/> | MRS. L. J. WALKER, '30<br><i>Berlin</i>        |
| <input type="checkbox"/> | LLOYD LARSON, '27<br><i>Milwaukee</i>       | <input type="checkbox"/> | JOHN C. WICKHEM, '43<br><i>Janesville</i>      |

MRS. ALBERT E. MAY (Helene Gans, '33), Racine. President of Wisconsin Alumni Club of Racine; former president of University League in Racine, active in school and hospital groups.

MRS. WILLIAM MERKOW (Rosalind M. Daitch, '44), Waukesha. Secretary or treasurer of Waukesha Alumni Club since its founding; Wisconsin Pre-View sponsor; active in civic, music, P-T A groups.

CHARLES O. NEWLIN, '37, Chicago. Former president of Chicago UW Alumni Club; second vice-president, Continental Illinois National Bank and Trust Co., former naval lieutenant; active in scout and church work.

WILLIAM B. SARLES, '26, Madison. Director, University of Wisconsin Alumni Club of Madison; Silver Anniversary Reunion Chairman, Class of 1926; professor of bacteriology and department chairman, University of Wisconsin.

MRS. JOHN A. SCHINDLER, (Dorothy Rickaby, '28), Monroe. Monroe Alumni Club leader; former secretary of Wisconsin Alumni Association, member alumnae advisory committee, Wisconsin Pre-View sponsor; once member of UW teaching staff.

MRS. LINDLEY V. SPRAGUE (Virginia Clement, '30), Madison and Waunakee. Director of Wisconsin Alumni Club of Madison; active in P-TA, League of Women Voters, other Madison groups, and Kappa Kappa Gamma sorority.

MRS. LLEWELLYN J. WALKER (Virginia Shaver, '30), Berlin, Wis. Past-president of Wisconsin Alumni Club of Berlin; Wisconsin Pre-View sponsor; past local AAUW president; active in church, other civic affairs.

JOHN W. WICKHEM, '43, Janesville, Former director of Wisconsin Alumni Club of Janesville; attorney; former army lieutenant; past chamber of commerce president, Jaycee "man of the year," 1954.

**VOTE TODAY!  
DON'T PUT  
IT OFF!**

# WISCONSIN ALUMNI ASSOCIATION

## OFFICERS AND DIRECTORS

### OFFICERS—1957-58

Chairman of the Board: Lawrence J. Fitzpatrick, '38, 5001 University Ave., Madison 5  
 President: Dr. John A. Keenan, '30, 551 Fifth Ave., New York, N. Y.  
 First Vice-President: Sam Ogle, '20, Schuster's Inc., Milwaukee  
 Second Vice-President: Martin Below, '24, Jahn & Ollier Engraving Co., Prudential Plaza, Suite 3015, Chicago  
 Treasurer: Russell A. Teckemeyer, '18, 1 S. Pinckney St., Madison 3  
 Secretary: Mrs. Silas Spengler, '19, 342 Park St., Menasha  
 Executive Director: John Berge, '22, Memorial Union, Madison

### DIRECTORS AT LARGE

Don Anderson, '25, Wis. State Journal, Madison 3; Dr. Norman O. Becker, '40, 104 S. Main St., Fond du Lac; Oscar C. Boldt, '48, 217 S. Badger Ave., Appleton; M. Frank Brobst, '22, 9425 Grindel, Detroit, Mich.; Gordon Connor, '29, PO Box 810, Wausau; John L. Davis, '43, 1228 Tower Ave., Superior; Dean Conrad A. Elvehjem, '23, Bascom Hall, UW, Madison 6; John G. Jamieson, '38, 119 Monona Ave., Madison 3; Mrs. Robert D. Johns, '41, 1514 King St., La Crosse; Walter H. Keyes, '45, 115 S. Ithaca, Sturgeon Bay; Lloyd Larson, '27, The Milwaukee Sentinel, Milwaukee; Katherine McCaul, '25, Tomah; Charles O. Newlin, '37, Continental Ill. Natl. Bank & Trust Co., Chicago; Raymond Peterson, '45, Pres., Wayland Academy, Beaver Dam; James D. Peterson, '18, 135 S. La Salle St., Chicago; Maxine F. Plate, '35, Ambrosia Chocolate Co., Milwaukee; George S. Robbins, '40, Chamber of Commerce, Marinette; William R. Sachse, '50, Security Natl. Bank Bldg., Sheboygan; Mrs. John A. Schindler, '28, 532 22nd Ave., Monroe; Dr. Robert R. Spitzer, '44, Murphy Products Co., Burlington; Frederick N. Trowbridge, 130 E. Walnut, Green Bay; Mrs. L. J. Walker, '30, 179 E. Huron St., Berlin; John C. Wickhem, '43, 19 E. Milwaukee St., Janesville.

### PAST PRESIDENTS

Charles B. Rogers, '93, 95 W. Main St., Fort Atkinson; John S. Lord, '04, 135 S. La Salle St., Chicago 3; Charles L. Byron, '08, First Natl. Bank Bldg., Chicago, Illinois; Earl O. Vits, '14, 635

N. 7th St., Manitowoc; Harry A. Bullis, '17, Chairman of the Board, General Mills, Inc., 400 2nd Ave., S., Minneapolis, Minn.; Howard I. Potter, '16, Marsh & McLennan, 231 S. La Salle St., Chicago; Howard T. Greene, '15, Brook Hill Farm, Genesee Depot; Albert J. Goedjen, '07, 350 Bryan St., R #6, Green Bay; C. F. Van Pelt, '18, Pres. Fred Rueping Leather Co., Fond du Lac; Phillip H. Falk, '21, Supt. of Schools, 351 W. Wilson, Madison 3; William D. Hoard, Jr., '21, W. D. Hoard & Sons Co., Fort Atkinson; Joseph A. Cutler, '09, Johnson Service Co., 507 E. Michigan St., Milwaukee; Walter A. Frautschi, '24, Democrat Prtg. Co., PO Box 1143, Madison 4; Stanley C. Allyn, '13, Chairman of the Board, National Cash Register Co., Dayton, Ohio; John H. Sarles, '23, Knox Reeves Advt. Inc., 630 1st Natl. Soo Line Bldg., Minneapolis, Minn.; Thomas E. Brittingham, '21, Room 251, Del. Trust Bldg., Wilmington, Del.; Willard G. Aschenbrenner, '21, American Bank & Trust Co., Racine; Warren P. Knowles, '33, New Richmond; R. T. Johnstone, '26, Marsh & McLennan, 1300 Natl. Bank Bldg., Detroit; Gordon R. Walker, '26, Walker Forge, Inc., 2000 17th St., Racine; Lawrence J. Fitzpatrick, '38, 5001 University Avenue, Madison 5.

### SENIOR CLASS DIRECTORS

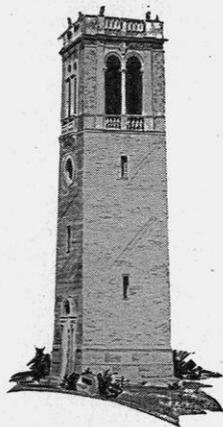
Class of 1955: Mrs. George Wallace Meyer, 1337 Marengo Ave., Forest Park, Ill.  
 Class of 1956: Leslie M. Klevay, Jr., 625 Mendota Ct., Madison.  
 Class of 1957: James G. Urban, Frankenburger House, Tripp Hall, U. of Wisconsin, Madison.

### ALUMNI CLUB DIRECTORS

Chicago Alumnae: Mrs. Marcus Hobart, '19, 621 Foster, Evanston; Chicago Alumni: Raymond J. Ryan, '22, 35 E. Wacker Dr.; Detroit: Irwin R. Zemon, '50, 220 W. Congress; Eau Claire: C. David Bugher, '46, 646 Putnam Dr.; Fond du Lac: Nathan Manis, '38, Cohodas-Manis Co.; Fox River Valley: Donald C. Bradley, '33, Wis. Tel. Co., Appleton; Green County: Mrs. Fred Burgy, '49, 129 Corn Exchange; Kenosha: Mrs. Archibald Naysmith, '29, 502 Sheridan Rd.; La Crosse: Norman Schulze, '31, 206 Exchange Bldg.; Madison: Lauri Carlson, '43, Radio Station WIBA; Milwaukee: A. N. Renner, '48, Marshall & Ilsley Bank; Minneapolis: Marshall Diebold, '25, Northrup King & Co.; New York City: Tom Tredwell, '23, Architectural Record, 119 W. 40th; Northern California: Delbert Schmidt, '38, Employers Mutual of Wausau, 114 Sansome St., San Francisco; Oshkosh: Clifford Bunks, '50, 1425 E. Nevada; Racine: Willard R. Melvin, '47, 1907 N. Green Bay Rd.; Sheboygan County: Nathan Heffernon, '42, 701 N. 8th, Sheboygan; Southern California: Emil Breiktrentz, '05, 1404 Wilson Ave., San Marino; Washington, D. C.: George E. Worthington, '10, 501 N. Oxford, Arlington 3, Va.; Waukesha: David A. Waite, '49, 714 Beechwood Ave.

What do you mean, "experiment"? He caught my brother last week.

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# WISCONSIN Alumnus

Official Publication of the Wisconsin Alumni Association

Volume 59

APRIL, 1958

Number 12

## Articles

	Page
Alumni Association Election .....	2-3
1958 Commencement-Reunion Roundup .....	9
American Higher Education 1958 .....	11
A Blueprint for Educational Planning in Wisconsin ..	46
The University of Wisconsin Tomorrow .....	50
Wisconsin Women .....	52

## Departments

Wisconsin Alumni Club Bulletin Board .....	6
Keeping in Touch with Wisconsin .....	7
Compendium .....	10
Sports .....	53
Necrology .....	55

## Staff

John Berge, '22 .....	Managing Editor
George Richard, '47 .....	Editor
Edward H. Gibson, '23 .....	Field Secretary
Grace Chatterton, '25 .....	Alumnae Editor

## ★ Sidelines

**Cover.** To properly call attention to this month's Moonshooter supplement on "American Higher Education: 1958", we asked Don White, Extension Division art education chairman, to illustrate the theme. The excellent result you have seen. Incidentally, the term "Moonshooter" was designated as working title for this broad-view-of-U.S. education project many months ago, even before sputniks began circling our globe, making moon-shooting a topic of common conversation. The supplement, of course, does not deal with space travel, nor is it particularly scientific in nature.

\*

**How Wrong Can You Get?** Last month, ILS alumnus Jack Rhode was identified with the Westinghouse Corporation in Milwaukee. No such luck for Westinghouse, it turns out—Jack really is with General Electric, same city. And there's a difference.

\*

**Revised Vocabulary.** From the *Michigan Alumnus*, we offer some definitions which you may wish to apply to your favorite bureaucracy:

*It is in process:* So wrapped up in red tape that the situation is almost hopeless.

*We will look into it:* By the time the wheel makes full turn, we assume you will have forgotten about it, too.

*Expedite:* To confound confusion with commotion.

*Channels:* The trail left by interoffice memos.

*To activate:* To make carbons and add more names to the memo.

*Under consideration:* Never heard of it.

*Under active consideration:* We're looking in the files for it.

THE WISCONSIN ALUMNUS, published once monthly in December, January, February, March, April, May, June, July and September, and three times monthly in October and November. (These extra issues are Football Bulletins.) Entered as second class matter at the post office at Madison, Wis., under the act of March 3, 1879. Subscription price (included in membership dues of the Wisconsin Alumni Association) \$2.50 a year; subscription to non-members, \$5.00 a year. Editorial and business offices at 770 Langdon St., Madison 10, Wis. If any subscriber wishes his magazine discontinued at the expiration of his subscription, notice to that effect should be sent with the subscription, or at its expiration. Otherwise it is understood that a continuance is desired.

## Alumni Club

### JOTTINGS

Space limitations prevent more than briefest mention at this time of such interesting Founders Day celebrations as those at

#### Madison

where a leather-bound citation, embossed in gold, was given Pres. E. B. Fred, who will become emeritus president of the University on July 1; and

#### Northern California

where Frank Walsh spoke on Russia's school system and the club commended the splendid job done by Pres. Fred for the University; and

#### Rochester

where the German Club was site for a combination buffet-dance informal in style and enjoyable in nature; and

#### New York

where it was Ladies Night as Bernice Fitz-Gibbon Block was named

"Alumnus of the Year" and made some widely-quoted observations on women in education (see Wisconsin Women, this issue), and UW Dean of Women Martha Peterson was guest speaker; and

#### Philadelphia

where the Germantown Cricket Club provided speaking room for Ivan Williamson, Milt Bruhn, Herbert Weeks and Cy Peterman.

And here's word from two widely-separated points! At Chicago the men continue First Friday luncheons on April 4 and May 2 at Mandel's Men's Grill, and are getting set for the All-Wisconsin Night at the Bismarck on April 9; at Tokyo, Secretary Yumiko Kawashima reports a pleasant meeting with Dean Chandler Young and talks with Prof. John Salter and Bill Mansfield, Dynie's son.

#### FOUNDERS DAY MEETINGS

##### BERLIN

April 15 Edmund Zawacki  
Contact: Charles K. Wildermuth, 114 N. Wisconsin St., Phone: 500

##### FORT ATKINSON

April 28 Conrad Elvehjem  
Contact: E. F. Klement, 101 N. Main St., Phone: Jordan 3-5866

##### PLATTEVILLE

April 16 J. Martin Klotsche  
Contact: Elton S. Karmann, 107 E. Main St., Phone: 2680

##### ST. CROIX VALLEY

April 22 Kurt F. Wendt

Contact: Donald Ward, 708 Second St., Hudson; Irving Sather, New Richmond, Phone: Chapel 6-2431

##### ATLANTA

April 11 Robert E. Steimke  
Contact: Karl Schuelke (Phone: TR 5-4751)

##### CHICAGO

April 9 Conrad Elvehjem  
Contact: Edward Dithmar, 105 W. Adams St., Phone: ST 2-6663

##### SHAWANO

April 17 John Rothney  
Contact: Mrs. Rolland Kuckuk, 148 S. Bartlett St., Phone: 871

## SPECIAL REPORT



Mr. DANTE S. CAPUTO, CLU NEW YORK LIFE AGENT  
at STUYVESANT GENERAL OFFICE (NEW YORK, NEW YORK)

**BORN:** February 10, 1920.

**EDUCATION:** Williams College, B.A., 1942.

**MILITARY:** U.S. Army Signal Corps—Captain, May 1942—May 1946.

**PREVIOUS EMPLOYMENT:** March '47—April '49, Salesman for national meat packer.

**REMARKS:** Progress is the order of every day for former Army Captain Dante "Bick" Caputo. Entering the Army as a Private, he earned his Captain's bars. And only one year after joining New York Life on August 1, 1949, he qualified for the Company's Top Club—an organization composed of sales leaders throughout the United States and Canada. He has qualified for either the Top Club or President's Council each succeeding year. His outstanding record made him eligible for the industry-wide Million Dollar Round Table in 1955, 1957 and 1958. Always deeply interested in his chosen field of life insurance, "Bick" Caputo studied for and earned the cherished Chartered Life Underwriter designation. A sales leader at New York Life, as well as a civic leader in his community—"Bick" Caputo seems destined for even greater accomplishments in his career as a New York Life representative.

## Note

"Bick" Caputo, after nine years as a New York Life representative, is well established in a career that can offer security, substantial income, and the deep satisfaction of helping others. If you'd like to know more about such a career for your-

self with one of the world's leading life insurance companies, write:

**NEW YORK LIFE INSURANCE CO.**  
College Relations Dept. H-5  
51 Madison Avenue, New York 10, N. Y.

# keeping in touch with Wisconsin

## FREEDOM NEEDS EDUCATED PEOPLE

In every business, every industry, every profession, the need for educated people mounts year by year. In a world that becomes constantly more complex, brains are a prime necessity.

That's why you and I have a vital stake in the welfare of the University of Wisconsin. Unless we recognize this responsibility and do something about it, our University will not be able to meet the growing demand for educated manpower. Freedom needs educated people.

Your Association president, Dr. John A. Keenan, has repeatedly called attention to this responsibility. Shortly after his election to the presidency last June he emphasized its significance in these words:

'Most important is getting across to all undergraduates a sense of responsibility to the University—both financial and otherwise.'

In this brief statement Dr. Keenan makes it clear that alumni responsibility is a long-term project that properly begins during student days—and continues as long as we recognize the importance of higher education.

This responsibility is emphasized in the 32-page supplement included in this special April issue. America's future depends on effective leadership in business, industry, and civic affairs. Higher education is one of our best agencies for providing this leadership.

## NEW COMMENCEMENT—REUNION DATES

Commencement, originally scheduled for Friday, June 20, has been moved up to Monday, June 16. Accordingly, reunion events also have been moved up. Here are the highlights of the new 1958 schedule of activities.

Friday, June 13—Eighteenth Annual Half Century Club Luncheon and class dinners for "three" and "eight" classes.

Saturday, June 14—Alumni Day, with annual meeting of the Wisconsin Alumni Association, class luncheons and picnics and annual Alumni Day dinner.

Sunday, June 15—University Honors Convocation and President's Reception.

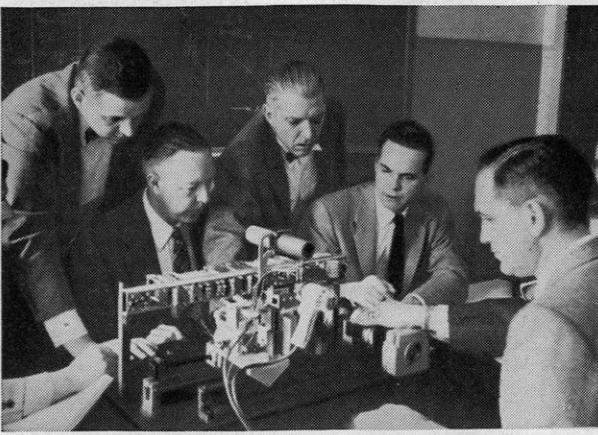
Monday, June 16—Commencement Exercises in the Field House.

## OFFICIAL BALLOT—PAGE 3

This issue brings you the official ballot for electing ten directors-at-large. The constitution of the Wisconsin Alumni Association provides for thirty directors-at-large. Ten are elected each year for three year terms. Please mail your ballot TODAY.

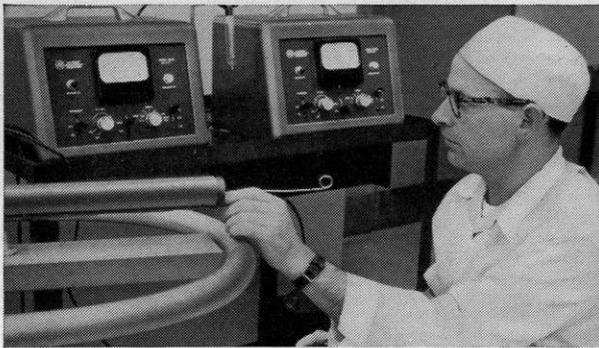


Executive Director

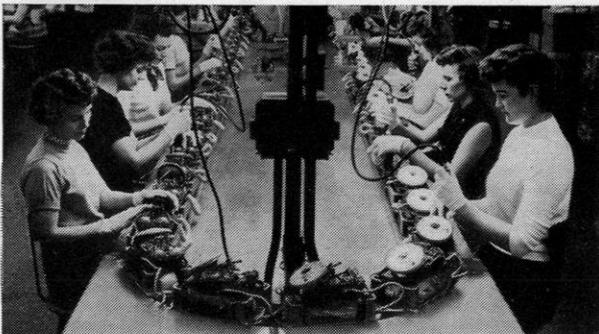


Your professional advancement is accelerated by our company-sponsored self-development programs: our full-time, off-the-job Graduate Engineering Training Program and the Tuition Refund Plan for after-hours college study. Engineers are important to all phases of Western Electric's job as manufacturer, purchaser, distributor and installer for the Bell System.

# Your professional advancement



Western Electric offers real opportunity. Some 55% of the college graduates in our upper levels of management have engineering degrees. And 7,000 management positions must be filled by newly promoted people in the next ten years. Many of these positions will be taken by Western Electric engineers.



Opportunities spring from the work we do. As the Bell System's manufacturing unit, Western Electric is the world's largest maker of communications equipment. We are equipped to produce some 65,000 different parts which are assembled into a vast variety of apparatus and equipment. Add to this our steady, varied defense assignments, and you see why engineering skill gets top priority here at Western Electric.

CHOOSING a company with which to spend your professional life is one of the most important decisions you have to make. Choose carefully, for your professional advancement and rewards depend to a large degree on the opportunities presented you.

Be sure the company itself is growing on a solid foundation . . . doing important work that has a permanent part in the nation's economy and future. Be sure the company offers challenging work and opportunities in your chosen field . . . for you will be happiest and develop faster doing what you like. Be sure the company you choose is "engineering-minded" . . . and has demonstrated an active interest in the development of its engineers.

Before you decide, look around . . . ask . . . compare. You will find all these opportunities at Western Electric.

Opportunities exist for mechanical, electrical, chemical and civil engineers, and physical scientists. For more information pick up a copy of "Your Opportunity at Western Electric" from your Placement Officer. Or write College Relations, Room 1111C, Western Electric Co., 195 Broadway, New York 7, N. Y. And be sure to sign up for a Western Electric interview when the Bell System recruiting team visits your campus.



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# 1958 Commencement-Reunion Roundup

## Timetable

### Friday, June 13

All Day Alumni Registration,  
Union  
12:15 p. m. Half Century Club  
Evening Various Class Dinners

### Saturday, June 14

All Day Alumni Registration  
Union  
9:30 a. m. Assn. Directors Meeting  
11:00 a. m. Alumni Association  
Meeting, Union  
12:30 p. m. Class Luncheons  
All p. m. Sightseeing, boat rides,  
arranged by various re-  
union committees  
6:30 p. m. Alumni Day Banquet,  
Great Hall, with Alumni  
Program including pres-  
entation of "Alumnus  
of the Year" award

### Sunday, June 15

8:00 a. m.  
11:00 a. m. Union Terrace Break-  
fasts for all alumni  
4:00 p. m. Honors Convocation  
Union Theater  
7:00 p. m. Twilight Band Concert  
Union Terrace  
7:30 p. m. President's Reception  
Union

### Monday, June 16

9:00 p. m. 105th Commencement  
Fieldhouse

**WHERE?** The beautiful campus of the University of Wisconsin.

**WHEN?** Friday through Monday, June 13-16, 1958.

**FOR WHOM?** The members of the University's "three" and "eight" classes and all other Badgers who can be on hand.

### HIGHLIGHTS

- Reunions of the Anniversary Classes of '33 and '08, with the spotlight shining brightest on the Golden Anniversary celebrants as they are inducted into the Half-Century Club.
- A variety of other class reunion events planned by class committees, on Friday afternoon and evening and on Saturday.
- The annual All-Alumni Dinner, always a sell-out attraction of Reunion-Commencement Weekend, is scheduled in Great Hall of the Union at 6:30 P. M. Saturday. Reservations should be made early, using the reservation blank on this page. Following the dinner will be the traditional Alumni Day program, featuring presentation of the "Alumnus of the Year" award, and a "hello" to new University President Conrad A. Elvehjem and a "farewell" to President E. B. Fred.

**PARKING AND HOUSING:** The University again will issue special parking permits for certain areas; the Union information booth on Park Street will furnish these permits and information. Housing will not be available this year at University Residence Halls, since the last final examination will be given on Saturday, June 14, in the new accelerated Commencement-Reunion schedule. A list of Madison hotels and motels, furnished by the Madison Chamber of Commerce, appears on this page. Alumni are urged to make their lodging reservations as early as possible.

PLEASE CLIP AND MAIL YOUR ALUMNI DINNER RESERVATION AT ONCE

#### HOTELS

Belmont Hotel  
31 N. Pinckney  
Capital Hotel  
208 King Street  
Edgewater Hotel  
666 Wisconsin Avenue  
Lorraine Hotel  
123 W. Washington Avenue  
Park Hotel  
22 S. Carroll Street  
Vikingtown Hotel-Motel  
4343 W. Belt Line

Hamacher Motel  
5101 University Avenue

Ivy Inn Motor Hotel  
2355 University Avenue

Lake View Motel  
Highways 12, 13 14 W.

Motel Madison  
Highways 12, 18, 51 S.

Motel Mayflower  
Perry Street

Motel Royal  
Highway 30-Box 100

Romdon Motor Court  
Highways 13-14 S.

Spences' Motel  
3575 E. Washington Avenue

#### MOTELS

Arbor Motel  
3313 W. Beltline  
Capitol Motel  
881 W. Beltline  
Cloverleaf Motel  
Syene Road  
Fairview Motel  
3230 Commercial Avenue

Sterling Motel  
901 Applegate Road

Town Campus Motel  
441 Frances Street

Trails End Motel  
Highways 12, 18 S.

Young's Motel  
2800 W. Broadway

## Alumni Day Dinner

Reserve ----- place(s) for me at the Alumni Day Dinner in Great Hall at 6:30 p.m. on Saturday, June 14, at \$3.25 per plate. Check enclosed.

Name ----- Class -----

Address -----

City ----- Zone ---- State -----

Mail your reservation as soon as convenient, not later than June 7, to Wisconsin Alumni Association, 770 Langdon St., Madison 10, Wisconsin.

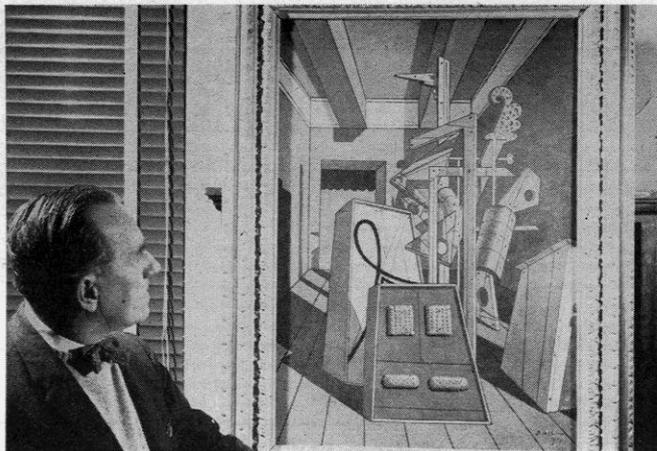
## Compendium

### Wisconsin Center Dedication On April 11

Dedication of the \$2,400,000 Wisconsin Center for adult education will be at 9:30 A. M., April 11, followed immediately by the first annual Wisconsin Center Forum. All alumni are invited to attend the ceremony by the University of Wisconsin Foundation. At this time a "Roll of Honor" giving names of more than 10,000 people who have contributed to the Wisconsin Center Building will go on public view. See March *Wisconsin Alumnus* for a complete program of events in the Forum, which will include talks by world renowned faculty authorities on a variety of subjects ranging from history to satellites.

\*

An important surrealist art work valued at \$10,000 "Metaphysical Interior with Biscuits" by Giorgio De Chirico was donated by Nathan Cummings, Chicago art collector and industrialist, to the University and will be placed in the permanent collection. It was acceptance of this gift that prompted Pres. Fred to publicly deplore the lack of an art gallery on campus where Wisconsin citizens



Prof. John Kienetz and De Chirico

and students might enjoy the UW permanent collection, much of which is gathering dust in storage. The president has begun to push strongly for such a gallery and museum building, which would be financed by gift funds.

\*

A total 21,225 second-semester enrollment on all campuses includes 15,494 students at Madison—up 269 from last year's figure and higher than estimated—4,431 at Milwaukee and 1,300 at the eight Extension Centers. There's a normal drop of about six per cent from the first semester, largely accounted for by midyear graduates.

"Education: Key to Wisconsin's Future"—that's the theme for the Governor's Conference on Education Beyond the High School, scheduled on the campus for April 25-26. The conference, which will be a combination speech-workshop affair, is designed to stimulate interest in the subject on the part of citizens all over the state. Chairman is Allen Abrams of Wausau; the executive committee includes a number of prominent professional educators and lay persons particularly interested in educational matters.

\*

As a feature of the Integrated Liberal Studies program's tenth anniversary, past and present ILS students,

*These firms have helped  
finance "Moonsooter"  
with special advertisements*

**W. D. Hoard and Sons, Inc.**

Ft. Atkinson

**Democrat Printing Company**

Madison

**Oscar Mayer & Co.**

Madison

**Milwaukee Journal Company**

Milwaukee

faculty and parents from on and off the campus will gather April 19 in Great Hall for a banquet that will include Prof. Walter Agard as toastmaster and Prof. W. W. Howells of Harvard as main speaker. Regent Carl Steiger will respond for parents.

\*

Twenty-nine February graduates of the Law School were admitted to the Wisconsin bar in a ceremony February 14 in state Supreme Court chambers.

\*

The University is negotiating for use and ultimate acquisition of the Northwestern University Taylor Lake Surveying Camp near Cable.

*Wisconsin Alumnus, April, 1958*

University of Alabama  
Albright College  
Alfred University  
American University at Cairo  
Amherst College  
Antioch College  
Arizona State College  
University of Arizona  
Arkansas College  
University of Arkansas  
Assumption College  
Augustana College

University of California  
University of California at Los Angeles  
Cedar Crest College  
Chatham College  
University of Chattanooga  
Chestnut Hill College  
University of Chicago  
University of Cincinnati  
Colby College  
University of Colorado  
Columbia University  
Cooper Union

Emory University

Findlay College  
Florida State University  
Franklin College

Illinois Wesleyan University  
Immaculata College  
Iowa State College  
State University of Iowa  
Iowa Wesleyan College

Johns Hopkins University  
Juniata College

Georgia Institute of Technology  
Gettysburg College  
Goshen College

Barnard College  
Baylor University  
Beloit College  
Bowdoin College  
Brandeis University  
Brown University  
Bucknell University  
Buena Vista College

Dartmouth College  
University of Dayton  
Denison University  
DePauw University  
Douglass College  
Drake University

Harvard University Graduate School  
of Business Administration  
Hillier College  
Hobart and William Smith Colleges  
Hood College  
Hope College

Kansas State Teachers College  
University of Kansas  
University of Kentucky  
King College  
King's College

# A View of Higher Education

The *Wisconsin Alumnus* long has interpreted to the University's sons and daughters her needs, her progress and her achievements. We have tried to distill into these pages the essence of Wisconsin—not always an easy task, since there is much to this University of ours.

This month we're calling a brief "time-out" in our preoccupation with Alma Mater so that we may view broadly American higher education as a whole, in all its national diversity, strength, and opportunity.

The following Moonshooter supplement "American Higher Education: 1958" was prepared by a group of alumni editors. More than one and one-third million copies are appearing in more than 150 alumni magazines in this country and abroad; the latter are listed on this page.

Alumni of the nation's very top-ranking universities, including Wisconsin, may look in vain for direct mention of their own institutions. But alongside

nearly every paragraph and photo you will find an implicit checkmark of relevance to the Wisconsin you know and love. For the diversity of your Alma Mater is virtually as wide as that of higher education in America.

Following the 32 pages of Moonshooter, the *Wisconsin Alumnus* has narrowed the perspective with two significant statements. One, from the state of Wisconsin's Coordinating Committee for Higher Education, lists broad principles to guide development of the state's educational resources. The other, by University Regent President Wilbur Renk, examines some specific questions of policy facing the University of Wisconsin.

With the drama of world events lending urgency to the mission of American higher education, it is hoped that these articles will add to the storehouse of information upon which alumni responsibility must be based.

Lafayette College  
Lawrence College  
Lehigh University  
LeMoine College  
Loyola University—Los Angeles  
Lycoming College

University of Nebraska  
University of New Hampshire  
University of New Mexico  
University of North Carolina  
North Central College  
University of North Dakota  
Northern Illinois State College  
Northwood School

Randolph-Macon Woman's College  
Reis College  
Rensselaer Polytechnic Institute  
Rhode Island School of Design  
Roanoke College

U. S. Naval Academy  
Ursinus College  
Ursuline College for Women

Macalester College  
University of Maine  
McMaster University  
College of Medical Evangelists  
Mexico City College  
Miami University—Ohio  
University of Michigan  
Middlebury College  
Mills College  
Millsaps College  
Milwaukee-Downer College  
University of Missouri  
Monmouth College  
Montana State College  
Montana State University  
Moravian College  
Muskingum College

Ohio State University  
Ohio University  
University of Oklahoma

St. Joseph's College  
St. Lawrence University  
St. Mary's University  
St. Mary-of-the-Woods College  
St. Michael's College  
Salem College  
University of Saskatchewan  
Seton Hill College  
Simmons College  
Smith College  
University of the South  
Springfield College  
Sweet Briar College

Vanderbilt University  
Vassar College  
Villanova University

Washington and Lee University  
Washington College  
State College of Washington  
Wayne State University  
Wentworth Institute  
Wesleyan University  
Western Maryland College  
Westminster College  
West Virginia Wesleyan College  
Wheaton College  
Wilkes College  
College of William and Mary  
Williamette University  
Wilmington College  
Wilson College  
University of Wisconsin  
College of Wooster

Pembroke College  
University of Pennsylvania  
Phillips Academy—Andover  
Phillips Exeter Academy  
Portland State College  
Pratt Institute  
The Principia College

University of Tennessee  
University of Texas  
Thiel College  
Trinity College  
Tufts College  
Tulane University



A SPECIAL REPORT

# AMERICAN HIGHER EDUCATION 1958

ITS PRESSING PROBLEMS AND NEEDS ARE  
EXCEEDED ONLY BY ITS OPPORTUNITIES

**T**HIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-





**H**IGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard.

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of \$1,250. But it costs Brown \$2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around \$1,500 a year to get by.

Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than \$7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

**F**ROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. “The professor,” said one college administrator recently, “should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands.”

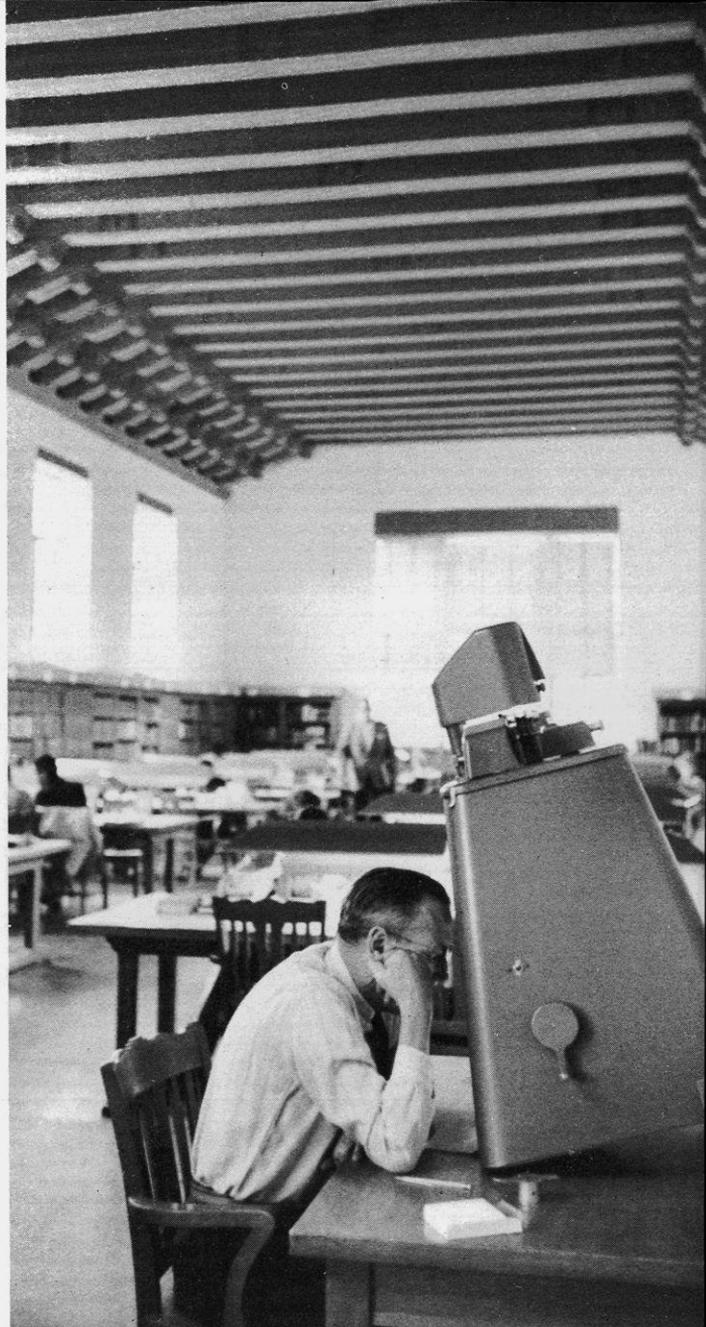
Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. “Where are the creative thinkers?” they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

**T**HESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education’s own offspring; some are products of the times.

But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world’s needs, and hence its diversity.

Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, “American higher education,” at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer “higher education,” and no two of them are alike. Some are liberal-arts colleges, some are



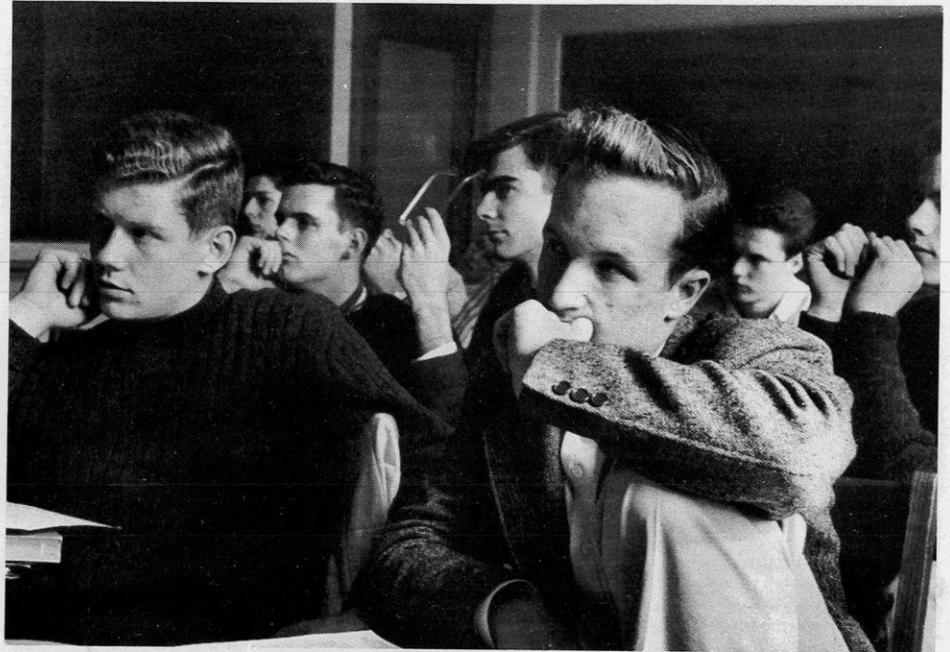
UNIVERSITY OF NEW MEXICO

MILLS COLLEGE

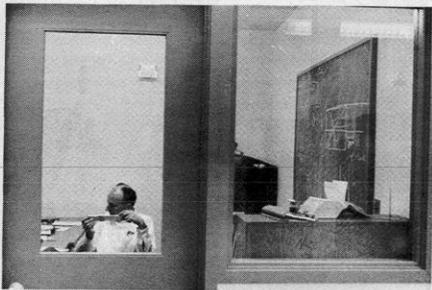




DARTMOUTH COLLEGE



AMHERST COLLEGE



UNIVERSITY OF CALIFORNIA



DEEP SPRINGS JUNIOR COLLEGE

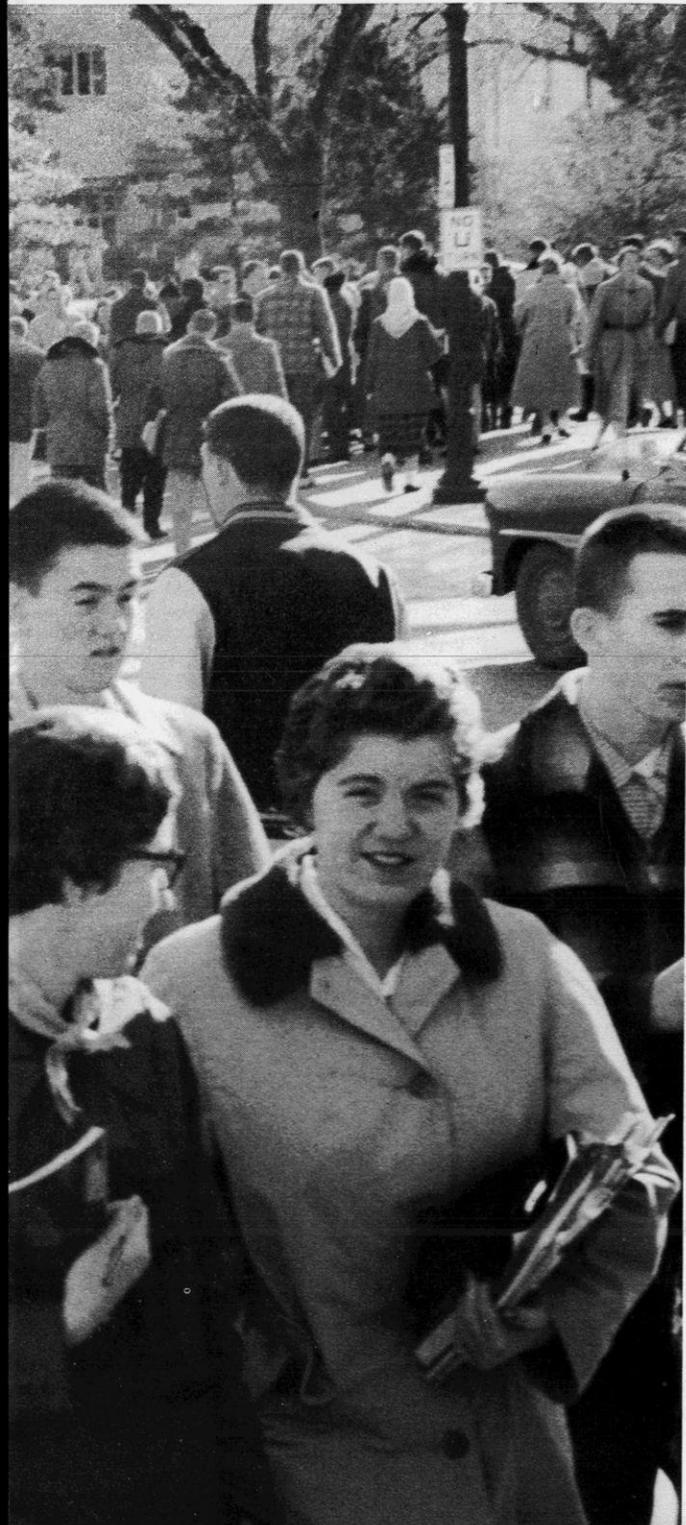
EMORY UNIVERSITY



UNIVERSITY OF KANSAS



**W**ITH growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.



SMITH COLLEGE

vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

**A**MERICAN higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited: to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars

**I**n the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

**N**OW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in the exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with

their professors, they were building a uniquely American tradition of higher education which has continued to this day.

**O**UR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

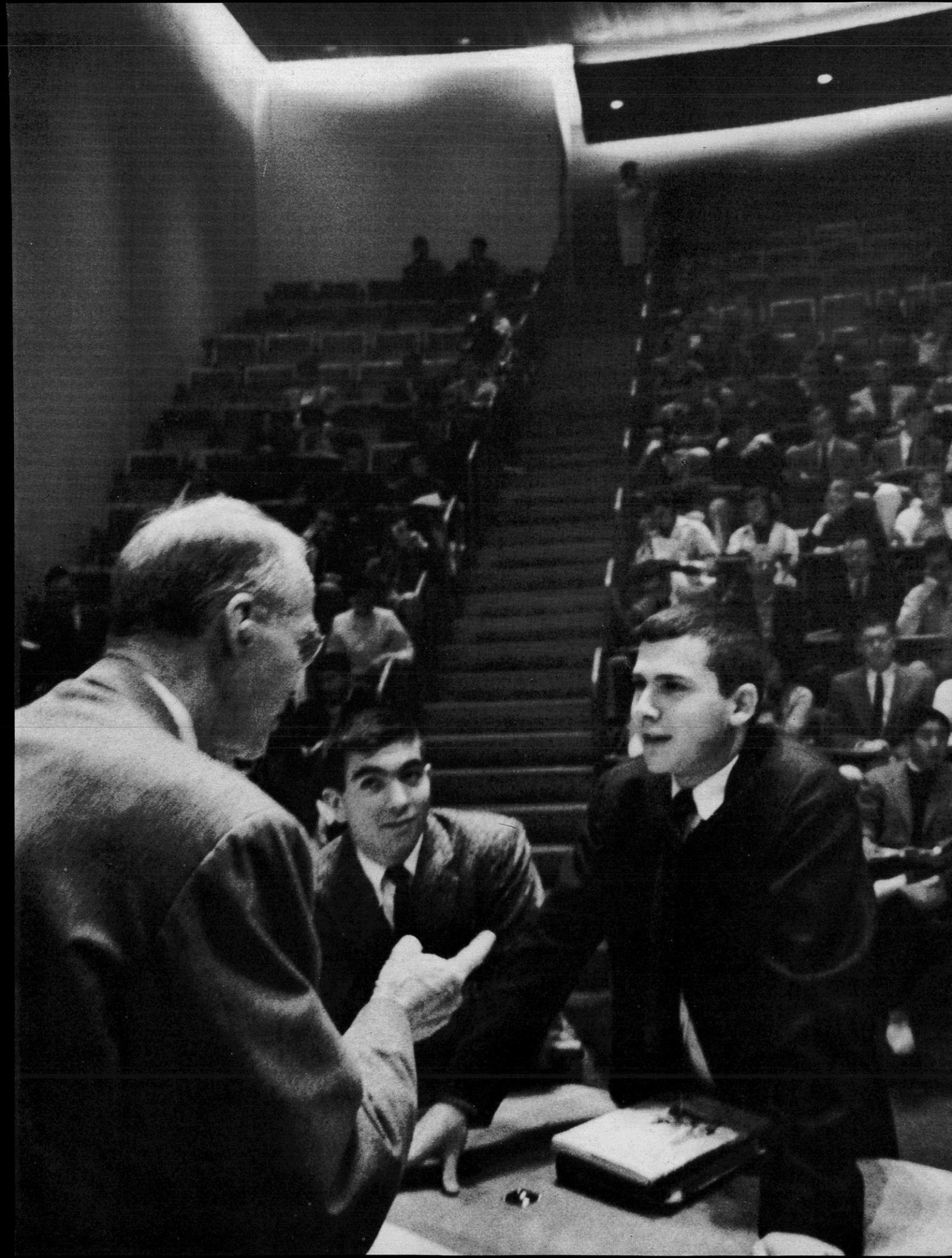
Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

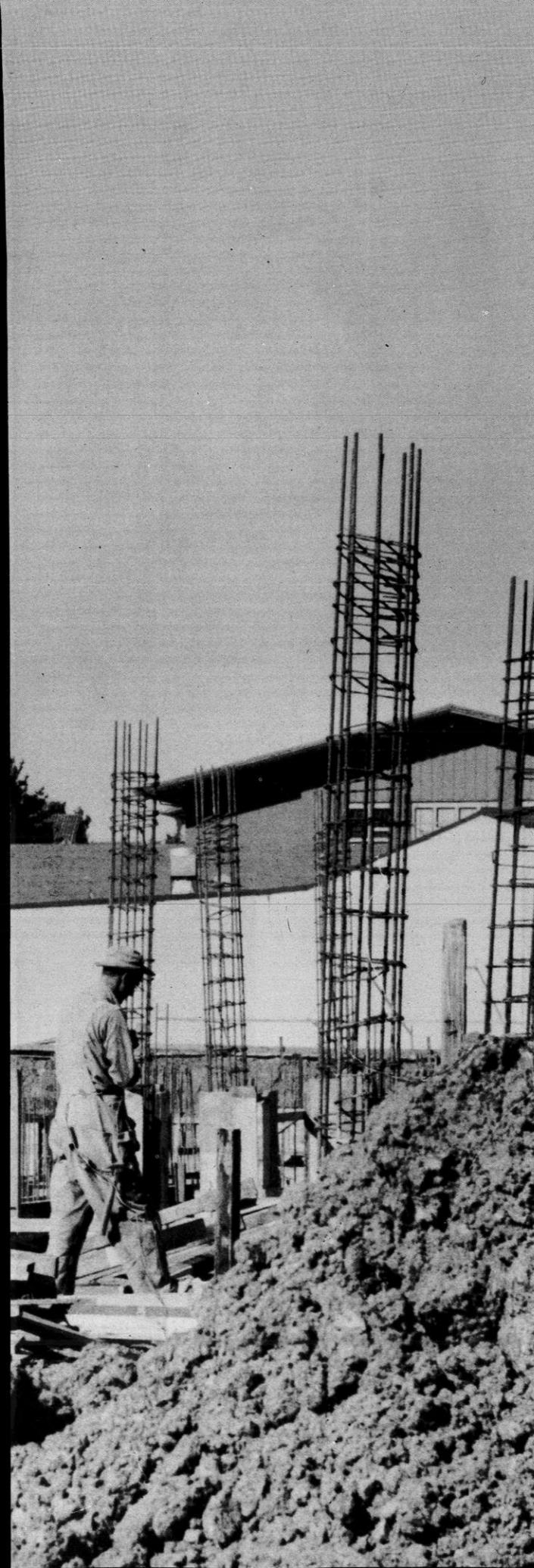
They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will







UNIVERSITY OF CALIFORNIA

To accommodate more students and to keep pace with increasing demands for complex research work, higher education must spend more on construction this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*.”

Like all of the country, California and Californians have some big decisions to make.

**D**R. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built “right away.”

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend \$500,000.

For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan’s president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

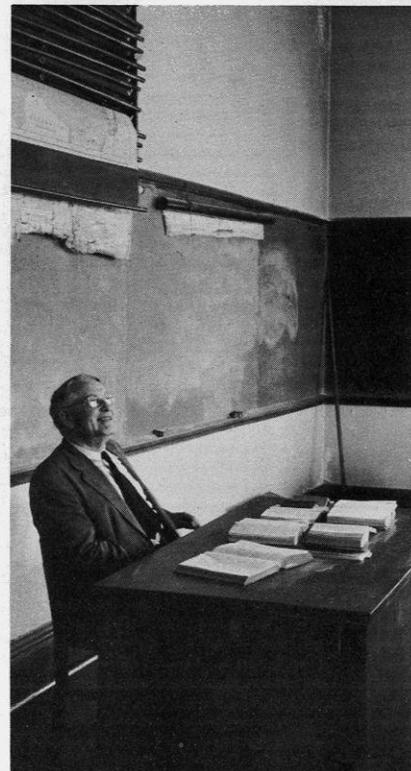
A group of people reached a hard decision, and then made it work. Dr. Chrisman’s hopes have been more than fulfilled.

So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.



UNIVERSITY OF CALIFORNIA

**T**HE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.



WEST VIRGINIA WESLEYAN COLLEGE

Ninety per cent of them replied. In calendar 1958, they are spending \$1.078 billion.

Purdue alone has \$37 million worth of construction in process. Penn has embarked on twenty-two projects costing over \$31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Everywhere in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

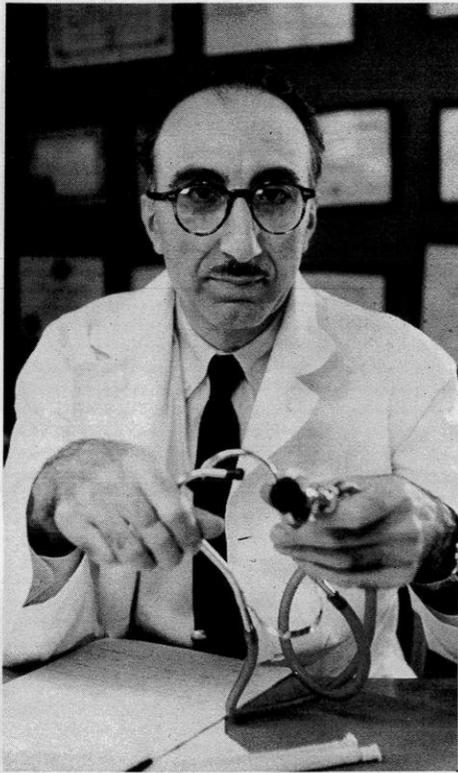
**B**UILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deeper.

Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

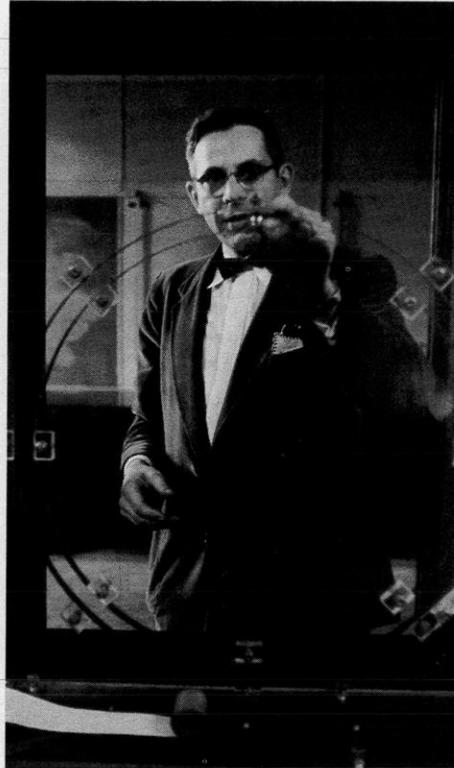
Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

We call upon them to give us space-age weapons and



BAYLOR UNIVERSITY

RENSSELAER POLYTECHNIC INSTITUTE



DARTMOUTH COLLEGE

polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

**A**MERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us—but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over \$5,000. The average salary of a full professor is just over \$7,000.

It is a frequent occurrence on college campuses for a graduating senior, nowadays, to be offered a starting salary in industry that is higher than that paid to most of the faculty men who trained him.

On humane grounds alone, the problem is shocking. But it is not limited to a question of humaneness; there is a serious question of national welfare, also.

"Any institution that fails through inability or delinquency to attract and hold its share of the best academic minds of the nation is accepting one of two consequences," says President Cornelis W. de Kiewiet of the University of Rochester. "The first is a sentence of inferiority and decline, indeed an inferiority so much greater and a decline so much more intractable that trustees, alumni, and friends can only react in distress when they finally see the truth. . . .

"The second . . . is the heavy cost of rehabilitation once the damage has been done. In education as in business there is no economy more foolish than poor maintenance and upkeep. Staffs that have been poorly maintained can be rebuilt only at far greater cost. Since even less-qualified and inferior people are going to be in short supply, institutions content to jog along will be denied even the solace of doing a moderate job at a moderate cost. It is going to be disturbingly expensive to do even a bad job."

The effects of mediocrity in college and university teaching, if the country should permit it to come about, could only amount to a national disaster.

**W**ITH the endless squeezes, economies, and crises it is experiencing, it would not be particularly remarkable if American higher education, this spring, were alternately reproaching its neglecters and struggling feebly against a desperate fate. By and large, it is doing nothing of the sort.

Instead, higher education is moving out to meet its problems and, even more significantly, looking beyond them. Its plans take into account that it may have twice as many students by 1970. It recognizes that it must not, in this struggle to accommodate quantity, lose sight of quality or turn into a molder of "mass minds." It is continuing to search for ways to improve its present teaching. It is charting new services to local communities, the nation, and vast constituencies overseas. It is entering new areas of research, so revolutionary that it must invent new names for them.

**C**ONSIDER the question of maintaining quality amidst quantity. "How," educators ask themselves, "can you educate everyone who is ambi-

**E**XCEPTIONAL students must not be overlooked, especially in a time when America needs to educate every outstanding man and woman to fullest capacity. The students at the right are in a philosophy of science class.



tious and has the basic qualifications, and still have time, teachers, and money to spend on the unusual boy or girl? Are we being true to our belief in the individual if we put everyone into the same mold, ignoring human differences? Besides, let's be practical about it: doesn't this country need to develop every genius it has?"

There is one approach to the problem at an institution in eastern California, Deep Springs. The best way to get there is to go to Reno, Nevada, and then drive about five hours through the Sierras to a place called Big Pine. Deep Springs has four faculty members, is well endowed, selects its students carefully, and charges no tuition or fees. It cannot lose sight of its good students: its total enrollment is nineteen.

At another extreme, some institutions have had to



devote their time and effort to training as many people as possible. The student with unusual talent has had to find it and develop it without help.

Other institutions are looking for the solution somewhere in between.

The University of Kansas, for example, like many other state universities, is legally bound to accept every graduate of an accredited state high school who applies, without examinations or other entrance requirements. "Until recently," says Dean George Waggoner of Kansas's College of Liberal Arts and Sciences, "many of us spent a great deal of our time trying to solve the problem of marginal students."

In the fall of 1955, the university announced a program designed especially for the "gifted student." Its

objective: to make sure that exceptional young men and women would not be overlooked or under-exposed in a time of great student population and limited faculty.

Now Kansas uses state-wide examinations to spot these exceptional high-school boys and girls early. It invites high-school principals to nominate candidates for scholarships from the upper 5 per cent of their senior classes. It brings the promising high-school students to its Lawrence campus for further testing, screening, and selection.

When they arrive at the university as freshmen, the students find themselves in touch with a special faculty committee. It has the power to waive many academic rules for them. They are allowed to take as large a bite of education as they can swallow, and the usual course



**E**VEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.



The “quality vs. quantity” issue has other ramifications. “Education’s problem of the future,” says President Eldon L. Johnson of the University of New Hampshire, “is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place.”

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

**W**HAT is a better educated, more thoughtful citizenry? And how do we get one? If America’s colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst’s students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization’s issues and processes. (But they were not “surveys”—or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls “those superficial omnibus affairs.”)

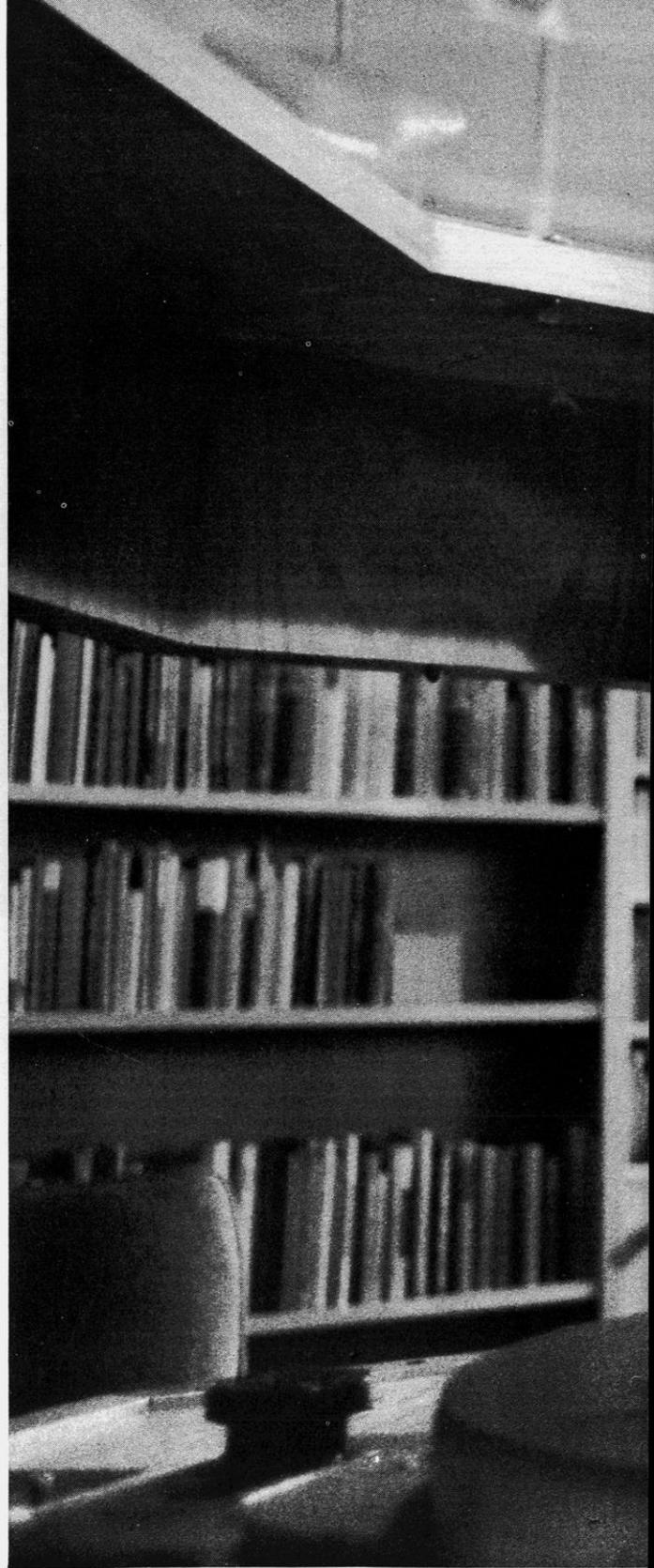
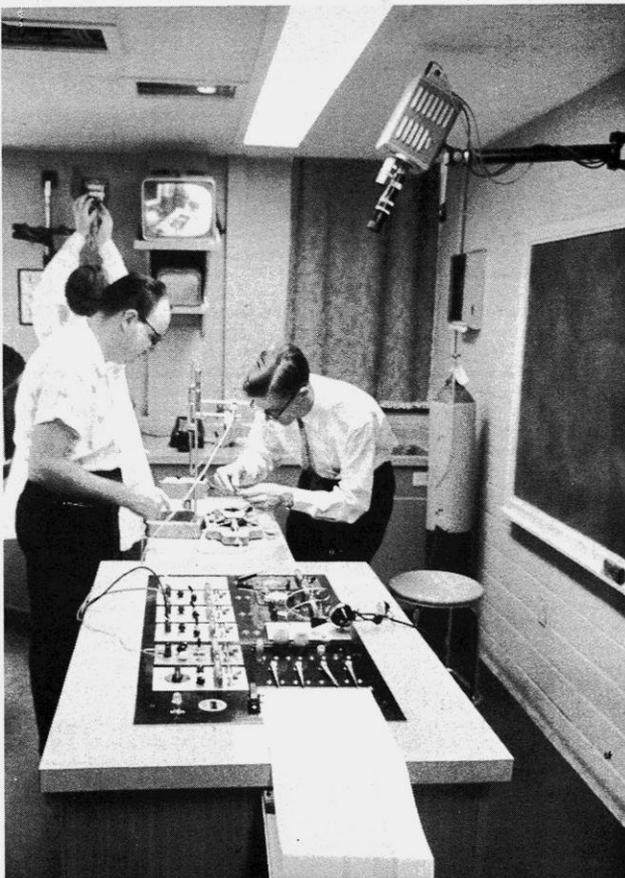
How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a “Hate Arons Silence.”

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

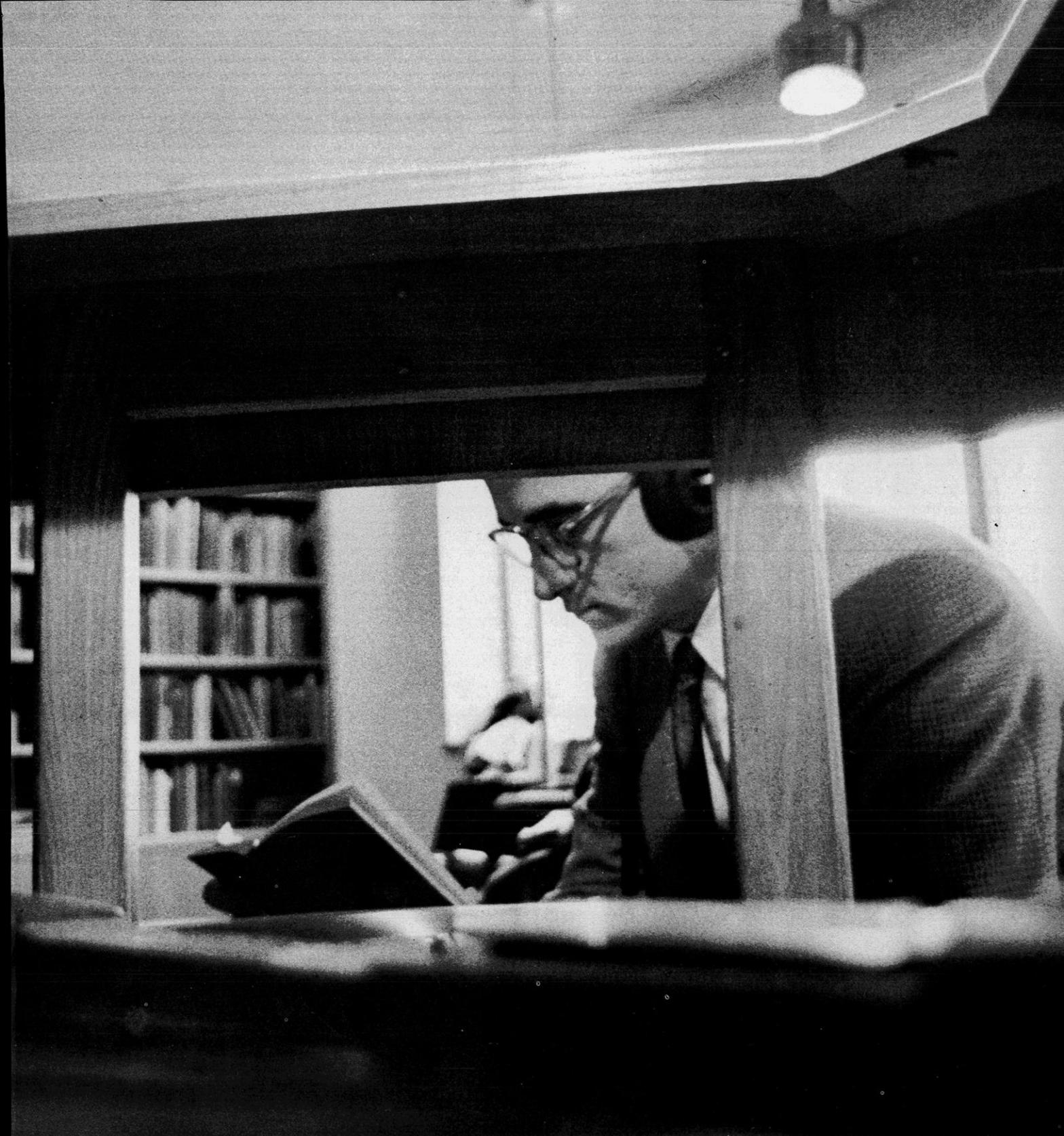
**T**O TEACH them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

**T**HUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

BAYLOR UNIVERSITY



**T**O IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*above*) and television, which (*left*) can bring medical students a closeup view of delicate experiments.



HARVARD UNIVERSITY

To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lecture or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to *help* them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

**A**MERICAN higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

"Democracy's Growing Edge," the Teacher's College

of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for youth.

Many other institutions currently are offering a variety



of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program

such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA



**I**N ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.





**N**ONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching.

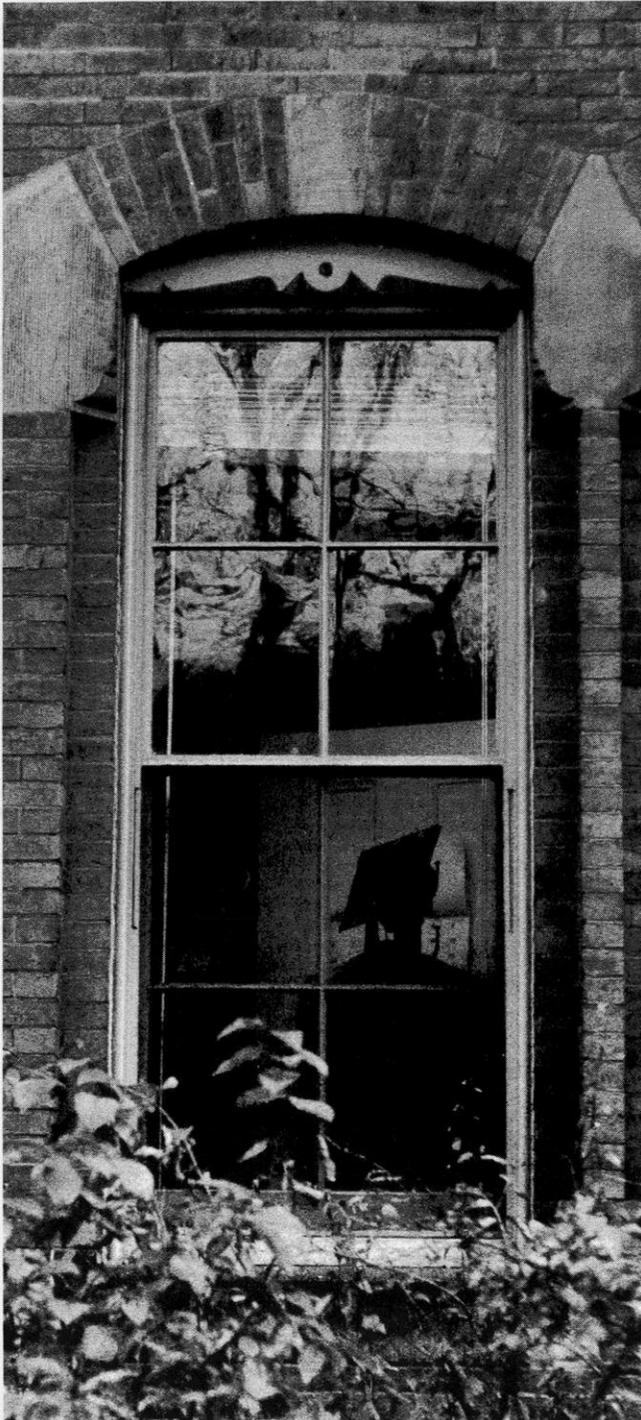
helping to develop Peruvian research in textiles; and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

**T**HUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young. All are brilliant men who have turned down lucrative jobs in business or industry. All have been offered higher-paying posts at other universities.



**E**VERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher. It relies upon him today as never before.

“It’s the atmosphere, call it the teaching climate, that keeps me here,” said one.

“Teachers want to know they are appreciated, that their ideas have a chance,” said another. “I suppose you might say we like being a part of our institution, not members of a manpower pool.”

“Oklahoma has made a real effort to provide an opportunity for our opinions to count,” said the third. “Our advice may be asked on anything from hiring a new professor to suggesting salary increases.”

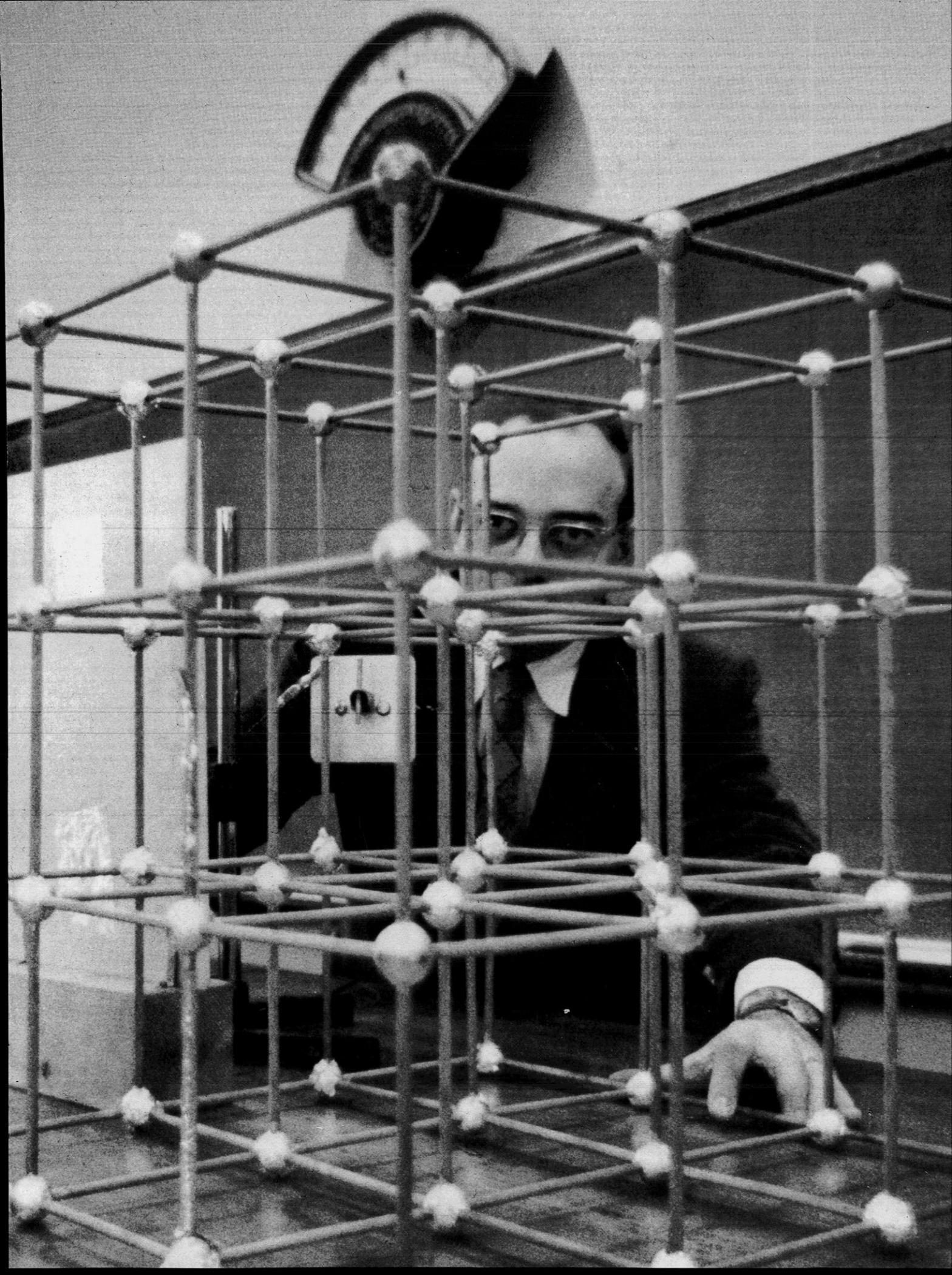
The University of Oklahoma, like many other institutions but *unlike* many more, has a self-governing faculty. “The by-products of the university government,” says Oklahoma’s Professor Cortez A. M. Ewing, “may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty.”

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

**G**ONE is the old caricature of the absent-minded, impractical academician. The image of the college professor has changed, just as the image of the college boy and the college alumna has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year’s study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall,



and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

**D**R. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only “higher bacteria.” Another, however, identified them as little-known organisms usually called actinomyces.

Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master’s degree. But he soon began to devote more and more time to soil fungi and the strange actinomyces. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

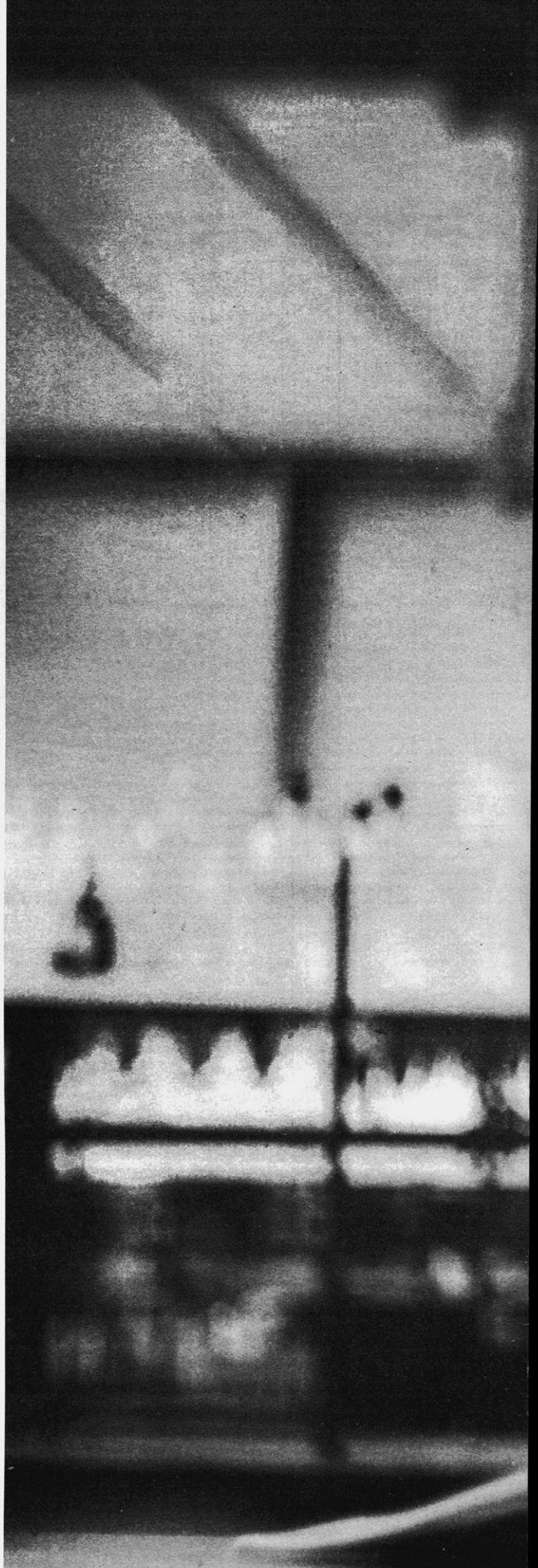
Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

RUTGERS UNIVERSITY



**S**OME research by faculty members strikes people as “pointless.” It was one such pointless project that led Dr. Selman A. Waksman (*left*) to find streptomycin. Good basic research is a continuing need.

OHIO STATE UNIVERSITY





In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomycetes. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhoea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents; they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward the development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-



**T**O FIND the most promising young people of America and then provide them with exceptional educational opportunities: that is the challenge. Above, medical school professors vote on a candidate.



Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

**A**LFRID NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

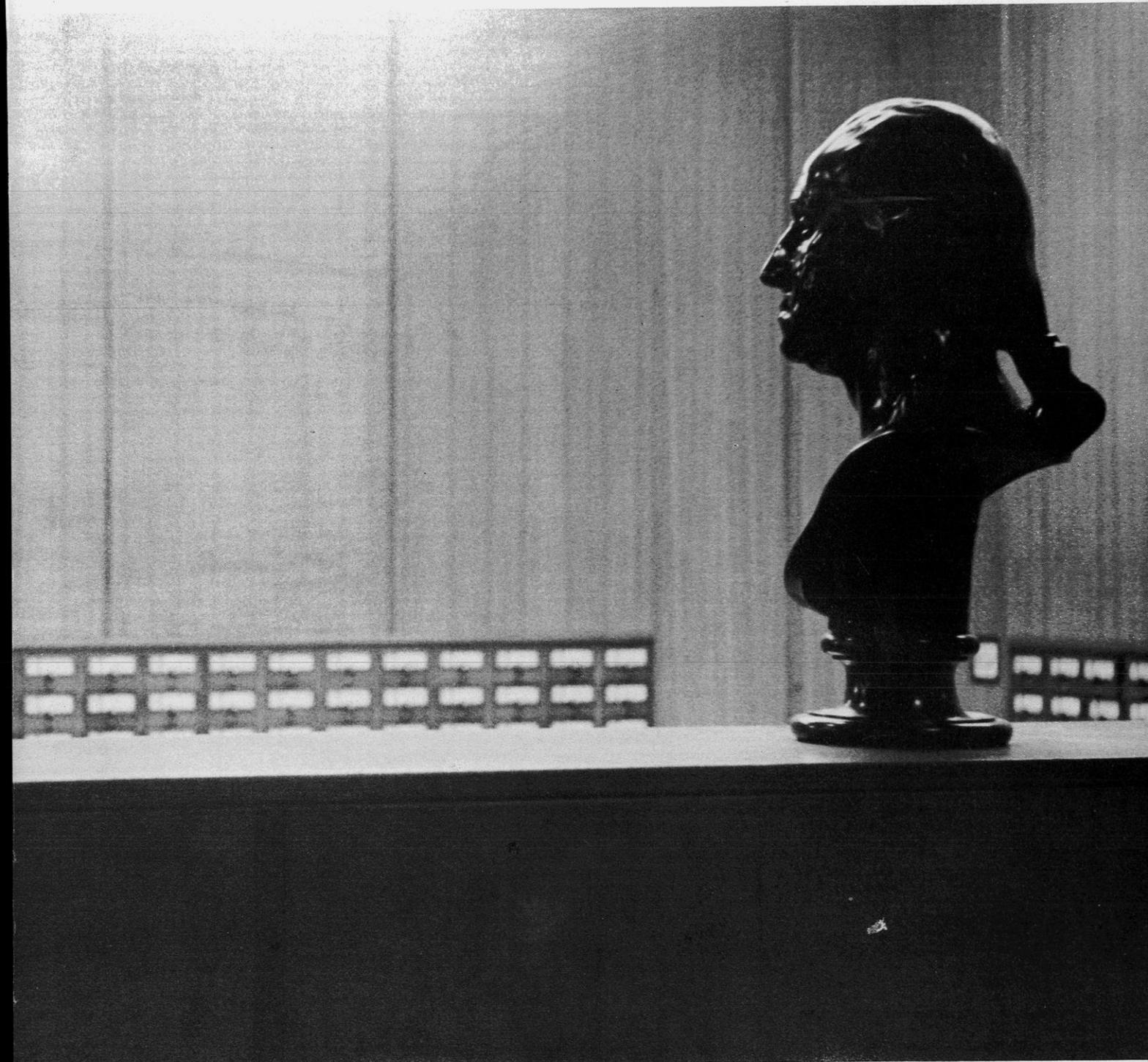
Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the *alumnus*: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an *alumnus*—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.



**E**DUATION of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.



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If you want to know more about what the college crisis means to you, send for the free booklet "The Closing College Door" to: Box 36, Times Square Station, New York 36, N. Y.

This could be the college your child wants to enter in 1967.

It could be any college in the country in another ten years. Or every college, for that matter. It's a sobering thought.

### *Farfetched?*

Not in the least. The blessing of a growing population has brought with it a serious threat to our cherished system of higher education. College classrooms and laboratories are already alarmingly overcrowded by mounting enrollments. Admissions authorities see no letup . . . in fact, expect to have twice as many applicants clamoring at the gates by 1967. Even more critical is the fact that faculty salaries remain pathetically inadequate, and qualified people, dedicated but discouraged, are seeking greener fields, elsewhere.

If this trend continues, the time will come when our colleges will be less able to produce thinking, well-informed graduates. When that happens, American education will face a sad day. And so will our children, our country, our way of life.

But this threat doesn't have to become a reality. You can do your part to keep our system on a sound footing.

### *How?*

By helping the colleges or universities of your choice. With your aid, they can assure us continued progress in science, in business, in statesmanship, in the better things of life . . . for us, and for our children.

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# A Blueprint for Educational Planning in Wisconsin

**I**F IT IS TO BE satisfactory and successful, any coordinated plan for publicly supported higher education in Wisconsin must be consistent with basic American ideals, and related social, economic and political institutions. It must also meet the challenge of changing conditions.

Education at all levels in America has developed as a part of the American desire for a land of opportunity, of freedom and of justice. The value of education has been generally respected and it has been generously supported. The founders of our nation clearly recognized that government based on the majority judgments of all the people could not be successful, nor, indeed, long survive without universal education. As the problems facing government, business and industry have become more complex, the amount of time spent in formal education has increased steadily.

Within the American concept of a state which serves the people, the characteristics of the educational institutions which have arisen are properly quite different from those which have been developed in states founded on the philosophy that people are to serve the state. This belief of the American people in the value of education to the individual and to society has found expression in the founding and support of a wide variety of both publicly and privately controlled colleges and universities throughout our nation. The increasing percentage of young people going to college indicates that the American people believe in the value to the young people of more post high school education.

Within this broad background it is now necessary to plan for the needs of the people of Wisconsin in the field of higher education as they have been affected by two relatively recent changes of tremendous importance.

The first of these changes has been called a technological revolution. Starting slowly many decades ago and proceeding very rapidly during the last twenty years tremendous tech-

nological changes have occurred which have profoundly changed many aspects of our lives, and the future promises still greater changes. Among these changes is an insistent need for more and highly specialized types of education. Larger and larger proportions of college age youth are asking for additional educational training beyond the high school. And more of the college graduates are asking for graduate or professional training. The end is not yet in sight. In addition, there has been a great increase in the demand for adult education, and for a great expansion of research work.

The machine age calls for more highly trained specialists, but even more insistently it calls for the education of the complete man, in order to develop social, economic and political measures which will enable our civilization to survive and enable mankind to enjoy the benefits of technology in peace.

The second great change occurring in the last two decades has been the almost explosive growth in population occurring as a result of a much higher birth rate and a somewhat lower death rate. The demands for post high school education are certain to grow very rapidly because of the great increase in numbers of college-age youth.

If we are to offer high quality educational opportunities to the much larger numbers of young people needing and wanting post high school education, careful planning will be required; planning for the characteristics of the educational programs needed; planning for the best matching of individual abilities and desires with the appropriate educational programs; and planning for the most efficient and economical operation of the educational program.

Such planning is difficult but necessary. It will require study, thought, and consideration by all of our citizens.

Although the prime concern of this committee is with post high school education, the committee clearly recognizes that

*Adopted by Wisconsin's Coordinating Committee for  
Higher Education, these principles will help  
guide development of higher education in the state*

*Educational opportunities beyond the high school should be provided as widely over the state as is educationally and financially sound.*

*Tuition or fees at publicly supported institutions should not be used to control the size and character of their enrollments. The ratio of student fees and tuition to the cost of educating him should continue to be low.*

the planning for post high school education is only one part of the planning of the total educational program of the state. Many changes in organization and improvements in the programs of our elementary and secondary schools have occurred in recent years. Many other changes are in the planning stage. Plans for post high school education must be based upon and correlated with the plans for the elementary and secondary schools. The characteristics and the quality of post high school education are profoundly influenced by the characteristics and quality of the elementary and secondary schools.

In the face of rapidly changing conditions, planning must be flexible and continuous, with changes being made promptly as conditions demand. Also, any detailed plan must be based upon and be consistent with general principles which are accepted by the majority of our citizens.

SINCE ITS organization in 1955, the Coordinating Committee for Higher Education has recognized the importance of its responsibilities in educational planning for publicly supported higher education.

Much time and thought has been devoted to the formulation of the general principles which should guide it in the development of a plan for the "over-all educational programs to be offered in the several units of the University and state colleges" and in the development of recommendations for legislative action resulting from its studies of "the needs of the people of Wisconsin for state-supported higher education" (as the statutes put it).

Relatively early in its deliberation, the Coordinating Committee adopted a report of an *ad hoc* committee on educational policies. The following quotations from this report are pertinent to this discussion:

- The historical functions of the University of Wis-

consin at Madison and of the Wisconsin State Colleges shall be maintained.

- Existing liberal arts programs shall be maintained and strengthened at institutions where these programs are now offered.
- Modification of the liberal arts programs if found advisable shall be the responsibility of the existing boards.
- In the liberal arts and teacher training programs, the educational opportunities shall be extended throughout the state as equally as possible, with recognition that there are special fields of teacher education which must be restricted to a few institutions."

The committee recognized very early in its deliberations that it could not adequately "study the needs of the people of Wisconsin for state-supported high education" without the aid and cooperation of many other individuals, groups, and institutions. To secure such aid and cooperation, the committee:

1. Requested the cooperation of the private colleges and universities, vocational and adult education schools, and county teachers colleges. This cooperation has been freely given.
2. Requested President Edwin B. Fred of the University, and Eugene McPhee, secretary of the state college system, to appoint appropriate joint staff committees for the purpose of studying and reporting on certain problems.
3. Appointed a joint staff to gather and present the necessary factual information upon which wise decisions could be based.

A number of reports from the Joint Staff Committee and the Joint Staff have been presented to the Coordination Committee. Those needing action have been acted upon. The background and research studies have been carefully considered and together with others now in preparation will

*The policy of providing diversified types of educational opportunities beyond high school to match the differences in aptitude, interests, and ambitions of Wisconsin's high school graduates should be continued and expanded.*

*Public support of adult education programs should be continued with closer coordination and correlation of the efforts of the university, vocational schools, and other agencies to improve the programs without greatly increasing the cost.*

*The full development of human abilities and talents requires that counselling and guidance services at all levels of education be strengthened.*

form the basis for the development of a coordinated plan for state-supported higher education.

**T**O AID IT IN the more detailed formulation of plans, the Coordinating Committee has agreed upon the following statements of general principles and believes that these will have the support of most Wisconsin citizens.

***The increasing need for higher education.*** The ever-growing complexity of civilization, the rapid developments in science and technology, and the enlarging role of the United States in world affairs combine to require better and more education for all citizens. Increasing numbers of Wisconsin's youth will wish and need to continue their education beyond high school graduation in order to achieve their maximum personal development. The future of Wisconsin and the nation of which it is a part can best be insured by the continuation and extension of its traditional policy of providing diversified types of educational opportunities for the able and ambitious high school graduates who wish to continue their education.

***The need for diversity in post high school educational opportunities.*** The need for an informed and wise citizenry in all walks of life and for trained people in a broad range of occupations, coupled with the important differences in aptitudes, interests and needs of young people require that there be diversity in types of post high school education; diversity in educational objectives; diversity in administrative organization; diversity in the length and content of the programs. Whatever the differences among the several types of educational programs, the students who attend them must be assured an educational opportunity of the highest possible quality.

***The need for adequate counselling services.*** Differences in the aptitudes and interests of young people and the wide range of occupational needs in the state make it important that each young person has wise counsel in the choice of a life vocation and in the selection of an educational course

which will prepare for it. A strengthening of the guidance services at all levels of education is needed.

***The need for private institutions of higher education.*** Wisconsin's private institutions of higher education have given distinguished service. These colleges and universities will continue to make valuable contributions to the education of the young people of Wisconsin and elsewhere. Wisconsin needs strong and vigorous institutions of this type. Because of differences in emphasis and program, the presence of these schools extends and enriches the educational opportunities available to Wisconsin youth. The adequate support by the citizens of the state and nation of the private colleges and universities is vital to the perpetuation of a strong, diversified program of higher education.

***The need for appropriate geographic distribution of higher educational opportunities.*** The American ideal of equal educational opportunities for all has been important to the growth and strength of our country. Adequate training of each young person in accord with his aptitude and desires will provide the basis for a successful and happy life and make it possible for each to make his maximum contribution to the political, social and economic development of the community, state and nation. The general welfare of the state will be best served by making it possible for any deserving and qualified youth to continue his education to the level of his ability and ambition. Since the major cost of education to the student occurs when the training must be secured away from his home, the welfare of the student and the state will be best promoted by providing post high school educational opportunities as widely over the state as is consistent with sound educational and financial considerations.

***The need to keep educational opportunities open for all youth.*** Public institutions of higher education were established and are maintained because of the traditional American belief in the necessity of an educated citizenry, if the American political, social and economic ideals are to be realized. Fees and tuition have purposely been kept low and should

*To encourage and assist able and ambitious high school graduates who require financial assistance to continue their education to greater levels of competence and usefulness, funds for loans, work programs, and scholarships should be increased.*

*Scholarly activity should be encouraged among faculty members in all disciplines in the state colleges and the university. Organized research programs, however, should continue to be concentrated in the university. Effective college teaching requires that instructors continue to advance their own learning and knowledge.*

continue to supply only a minor portion of the cost. Students should be expected to pay something toward the cost of their higher education and there is justification in charging somewhat higher fees for the more expensive programs. Fees should not be used as an instrument for controlling the size and character of enrollments in public institutions; rather fees should be kept low enough to maintain an open pathway for all.

Even relatively low fees do not place appropriate higher educational programs within the financial reach of all. Other associated costs are high. As a result many gifted and ambitious young people do not secure the education best suited to them. In order to conserve this talent additional funds are needed for scholarships, loan funds and work programs.

*The need for adult education.* With the rapidly changing social, technological, and political conditions of the world, it is desirable and sometimes even necessary that our citizens continue their education throughout their adult life. The public interest is served by public support of appropriate programs of adult education. The rapidly changing conditions in the world today demand that such programs, and the methods used, be studied and modified to insure that the programs and methods best meet the needs of the times.

Public responsibility for adult education has been financially shared by the university and the vocational schools, each serving a different function. In addition several other state departments have less extensive adult education programs. There should be close coordination by all of the groups to insure that the needs of the people are met economically and efficiently. Although the state colleges have no legal responsibility for adult education, the university and the colleges should cooperate in programs of adult education to the extent that they do not weaken the resident instruction programs of the state colleges.

Many desirable adult educational programs can and should be largely if not entirely self-supporting. A strong, vigorous, and timely program of adult education deserves public sup-

port, but the individuals served should be expected to defray a considerable part of the total cost.

*The need for research.* The value of research programs to the public welfare has been demonstrated dramatically during the past two decades. Since the immediate value of research is derived almost entirely from applied research, there is a growing tendency to place more of both government and private research funds into applied projects in the natural sciences. Unless fundamental or basic research is sharply accelerated, there is danger that applied research will exhaust the storehouse of fundamental information. Equally important is the necessity of more adequate research and scholarly activities in the humanities and social studies. The rapid technological changes of the last few years in the instruments of both war and peace, have placed great strains on the economic, political, social and cultural systems which have evolved over the centuries. An expansion of research and scholarly activities in the humanities and social studies is needed in order to determine the effects on the individual and society of the rapid technological changes, and to provide an adequate fundamental background upon which can be developed better ways of living with ourselves and with others.

Fundamental research and scholarly activities have long been an important activity of colleges and universities both because the individual with a scholarly mind has been attracted to collegiate teaching, and because the successful collegiate teacher finds it necessary to keep mentally alert and active. The University has long been recognized as the research arm of the state, and organized research programs should continue to be concentrated in the University. However, research and scholarly activities in all fields of human endeavor should be encouraged in all the faculty members of both the University and the state colleges.

The expenditure of public funds for research and scholarly activities in all fields is in the public interest and should be expanded. However, every effort should be made to encourage the receipt of private gifts and grants for such usage.

*Whatever its nature or purpose, an educational program should be maintained or established only when it provides an opportunity of high quality.*

*Privately-supported colleges provide valuable educational services to a significant share of Wisconsin's population. These institutions should have continued citizen support.*

# what faces the university of wisconsin TOMORROW?

**T**HE EXPERIENCE of yesterday, the research of today, and our hopes for tomorrow demand that we continually examine our University to keep it in the forefront of educational leadership.

As president of the Board of Regents, I have felt the need to communicate to you who are devoted to the University some of the decisions that face the people responsible for the course our institution will take.

## **What size should the University of Wisconsin at Madison be?**

Today the Madison campus has an enrollment of 16,000. Can it go up to 30,000 students? There are champions of a big enrollment, with the sky the limit. Others believe the enrollment should be curtailed. In my opinion, we can run a distinguished University with an enrollment of 25,000 students. I'm afraid that if the enrollment gets larger than this, the quality will deteriorate.

## **How can we develop flexibility within the University?**

We need more flexibility in programs, in ideas, in buildings. If we have this flexibility, then we can roll with the punches of both inflation and deflation.

## **How can we improve our academic standing?**

Wisconsin now has a very fine rating, but we all want to improve. Some departments may be stronger than others. We must continually try to strengthen a weak department by acquiring outside professors to breathe new ideas into a department. We, as Regents, are obliged to show the understanding and the courage to make changes when changes are necessary.

## **How can we maintain balance in the University?**

A public University is established for three reasons: to teach, to conduct research, and to contribute public service. The correct balance should be maintained, remembering that our first purpose is the teaching of young people so that they can be assets to their community and their state.

## **How can we improve teaching methods?**

We must continue to improve our teaching, either through new techniques or new means. An example is TV. The methods of teaching today are about the same

as they were in my time. We teach automation for industry and agriculture, but we don't have it in education. Can automation be applied beneficially to education? Perhaps it can.

## **How can we get the most out of our blue ribbon professors?**

It is important that our world-famous professors do some teaching of undergrads, especially freshmen and sophomores. They provide the inspiration for these youngsters to become researchers and teachers, and contact with these youngsters continually brings the professors a fresh point of view. There is a natural tendency for the good teachers to gravitate to the Graduate School, but they should not lose contact completely with younger minds.

## **What about restrictions on out-of-state students?**

Today there are 55,744 students attending colleges and universities (both private and public) in Wisconsin. There are 10,967 Wisconsin residents attending schools in other states while only 8,469 out-of-state students attend Wisconsin colleges and universities. As you can see, in this respect we are a debtor state. More college students are going out-of-state than are coming into Wisconsin. A great deal has been said about barring out-of-state students. These students pay \$550 tuition contrasted with \$200 by state students.

A person is educated in two ways—by studying books and by association with other minds. The wider the association, the broader the education. I hope that we will exhaust every other possibility before we bar out-of-state students.

## **Should fees go up? Or down?**

Historically, the resident Wisconsin student has paid about 20% of his educational cost in fees. Some want it higher, some lower. I believe the present percentage is about right.

## **What about our building program?**

The location and size of the buildings will have to be predicated on the answer to the first question: "How big should the University be?"

*From a man deeply involved in charting the future course of the University comes a frank report on some of the stormy seas facing her pilots*

**By Wilbur N. Renk**

*President, University of Wisconsin Board of Regents*

**Should we provide more low cost dormitories?**

This means dormitories which will not amortize themselves, so they need a subsidy. Remember, dormitories bring the University to the boy of Durand or the girl of Lancaster. Modest rental dormitories bring within reach an education for many whose means are limited. All the rich are not born smart, nor all the poor born dumb.

**How can we best serve an expanding Wisconsin industry?**

The future of the State of Wisconsin is tied up with the expansion of industry. Therefore, our Engineering College should get major attention to develop its research and public arms so that it has as close a working relationship with industry as the College of Agriculture has with the farmer.

**How should we keep agricultural research up-to-date?**

Applied agricultural research has been largely directed toward increasing production. The value of our applied agricultural research today for agriculture and the country can best be made in the direction of research for consumption, new uses, new methods, and new ways of consuming our surpluses.

**What can we do to help the campus parking problem?**

It is essential that parking facilities be built in and around new buildings. Today a car is as much a part of an American as are his shoes. It is essential that we improve our parking, especially around the Union and around the Wisconsin General Hospital. We hope that parking facilities around these buildings will be self-financing. But parking we need, and parking we shall get.

**T**HESE ARE SOME of the policy questions the Regents, with the University administration, will have to answer sooner or later. The decisions will affect higher education in all its facets. You can rest assured that the decisions will be made after due deliberation and with these two questions in mind—what is best for the student and what is best for the University and the State of Wisconsin?



Regents and top administrators, from right to left around the table: Regent President Wilbur Renk, President E. B. Fred, President-Elect Conrad A. Elvehjem, Vice-President of Academic Affairs Ira L. Baldwin, Regent Secretary Clarke Smith, Stenographer Mrs. Helen F. O'Brien, and Regents Ellis E. Jensen, Mrs. Melvin R. Laird, Charles D. Gelatt, Harold A. Konnak, George E. Watson, A. Matt. Werner, and Carl E. Steiger. Not present when the picture was taken were Regents Oscar Rennebohm and John D. Jones Jr.

# Wisconsin Women

... with Grace Chatterton

**O**UTLANDISH PROPOSALS to meet the anticipated enrollment crisis in higher education occasionally appear in print. Bernice Fitz-Gibbon '18, the New York alumni club's woman of the year, spoke out in her usual forthright manner in reply to one such article which appeared in *This Week* magazine. The author had suggested that one way to make colleges less crowded would be by drastically curtailing feminine enrollment.

"The only criterion for college admission should be brains—certainly not sex," Miss Fitz-Gibbon replied. "But if an advantage were to be given one sex over another in college entrance examinations, that edge ought to go to the females. Because women are the culture carriers of the race . . . who transmit the facts of life on this planet and the dreams of life to her young."

With this magazine including a lengthy discussion of American higher education, it's a good time for us to take a serious look at the education of women at Wisconsin and elaborate on our distinguished alumna's comments.

Of course, there seems to be no cause for worry about an arbitrary limiting of the number of women on our campus. Ever since 1863, when they first appeared at the University—albeit in classrooms separate from the men until 1874—Wisconsin women have been demonstrating the physical stamina and mental capacity essential to competent university students. Their countless contributions to humanity after leaving the campus make ridiculous any suggestion that women should be denied a higher education. And, realistically, what legislator who wished to be re-elected would vote appropriations for a state university which would discriminate against women nowadays?

We are fortunate indeed that Wisconsin many months ago started to analyze the state's system of higher education and make plans for the future. The Coordinating Committee for Higher Education is already making recommendations which, if carried out, will provide even better educational opportunities than in the past for *all* persons who are qualified to attend college.

Women have made an enviable record on campus at Wisconsin during the past decades. Collectively as undergraduates they have consistently maintained high grade point averages—frequently better than those of men. At the graduate level, too, women have been successful, although not relatively as well represented numerically. Last year, for example, eleven percent, or 39, of the 365 Ph.D. degrees given at Wisconsin were received by women. They got their doctorates in 18 different major areas of study, half of them in fields of science which have usually been considered the primary domain of the male, such as chemistry, economics, medical microbiology, oncology, physiology, bacteriology,

biochemistry, entomology and genetics. The other 23 women received doctorates in fields now almost conceded to women such as home economics, or in fields in which women have long since made their mental weight felt, such as English, history, physiology, Spanish, speech, zoology, French and education.

Today women comprise a bit over one-fourth of the total student population on the Madison campus, and about one-third of the University of Wisconsin—Milwaukee enrollment. Today women may study in any college of the University, and they do. But in spite of their high academic records, they are frequently accused of going to college to "get married." We don't mind being kidded—but, seriously, why *not* get a top-notch education and a top-notch husband at the same time?

Certainly there is no question but that University-trained women make tremendous contributions to humanity after they leave the campus. These pages have been filled for some time with articles about their activities—and we have only scratched the surface.

Yes, we can be proud of our women students of today and yesterday. We can be equally proud of the women on Wisconsin's faculty. While the proportion of women with professorial rank is small, each year more are advanced in rank. Two women hold the rank of associate dean in the academic picture; no woman has yet become a top administrative officer, however. There is one woman on the ten-member Board of Regents, and the Board of Visitors, an advisory group to the Regents, is composed of five women and seven men.

There has been much talk recently about the nation's many superior young people who do not go on to college and the resultant personal and social loss. Did you know that two-thirds of those students in the top ten per cent of their high school classes who do not go on to college are women? This was reported by the American Association of University Women's education committee.

Certainly Wisconsin women, and college women everywhere, have a real responsibility to help remedy this situation. It's up to us to see that these young women do get a higher education. How? By starting in our own communities to motivate our own brilliant young women in the direction of our own university. By encouraging Wisconsin Pre-View meetings. By helping to raise more scholarship and loan funds. By conferring with parents who frequently cannot see any value in educating their daughters. By joining your A.A.U.W. groups and working together on this project until every superior woman student in your town, your county and your state has been convinced that a University or college education is her destiny and our security.

# Talking Baseball with Dynie

By Mark Grody '60

**T**HE SETTING was the Camp Randall Memorial Field House. The topic was baseball, and the man being interviewed was well qualified to talk about it.

Dynie Mansfield, University of Wisconsin head baseball coach, and the writer sat in the spectator stands. A Saturday afternoon track meet was in progress, but as soon as the meet was completed, the field house would undergo a change.

Two batting cages, one with a pitching machine, and a full-sized infield would replace the hurdles and other track equipment.

"We hold daily practices of the progressive type," said Mansfield. "First the fellows do some running and calisthenics to loosen up. Then they go on to throwing and pepper games. After that each player works out at his own position. As soon as the weather is good, we'll move outside."

"As far as this year's team is concerned," Mansfield continued, "we've

lost a lot of men for various reasons. It looks now as if we'll have a whole new infield and a new right fielder and center fielder.

"This year we have co-captains for the team—Ron Nieman, an outfielder, and George Schmid, a pitcher. I look for the competition in the Big Ten to be rough as usual. Any team in the league can beat another on a given day. Michigan, Illinois, Ohio State, and Michigan State should be the teams to beat."

What is expected of a man if he wants to go out for the UW team?

"A number of things," said Mansfield. "Of course, his natural ability comes first. Teamwork comes later. Speed is a very important factor; each man is timed with a stopwatch. We're anxious to see a man hit, though. After that we'll watch him field and throw."

"Certain things can be discounted in a man's performance. For example, if we have an outfielder who is a very good hitter, his bad fielding can be overlooked and improved later. We can

always find a place on the team for a good hitter."

Just then a friend of Dynie's passed by. He stopped and asked, "Any .400 hitters, Dynie?"

Mansfield chuckled. "No, but I'll take a couple of .200 hitters!"

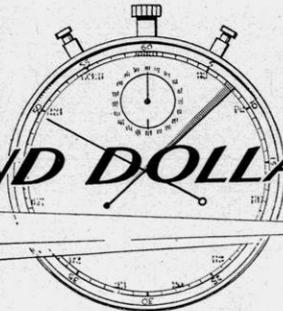
Mansfield continued. "Some people don't realize it, but we try to teach our boys more than baseball. We don't play nursemaid to them. Each player is responsible for his own equipment (all is issued except a glove). We have no managers for the team.

"On our road trips, each man carries his own equipment with him. We travel all ways—by plane, bus, and train. We prefer buses except for long trips. Eighteen to 20 men are taken on a trip, and this usually includes six pitchers, six infielders, four or five outfielders, and a minimum of two catchers.

"Road trips don't affect the players psychologically very much. They play on the same sized diamond, with the same sized baseball. In fact, last season Wisconsin won more games away from home than in Madison."

Mansfield has been a UW baseball coach since 1934. He took over the reins as head coach in 1940. In his estimation, "the best team I ever coached was the 1950 team. It won the district championship and later the College World Series."

Many ballplayers who played under Mansfield went on to play major league ball. Two prominent names are Harvey



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Kuenn and "Red" Wilson, both currently with the Detroit Tigers.

What is the most enjoyable part of coaching?

Mansfield grinned. "Seeing the team win is pretty enjoyable—especially if you beat someone who's supposed to be better than you! Practices are fun, too, but you've got to remember that baseball is all hard work."

One last question. How many baseballs does Wisconsin use during the season?

"I don't keep count—I let the equipment man take care of that. I just reach in my pocket and pull out a ball when I need one!"

And with that, the man began walking across the fieldhouse ready to start another day's practice.



In the interests of objective reporting, the less said about the Badger intercollegiate athletic record since the new semester began, the better. Final first semester exams must have taken more out of the Wisconsin athletes than one might have expected.

On the cagers the roof fell in. With a mid-year 3-3 record, they emerged—or rather, stayed submerged—3-11 in the Western Conference, poor enough for an undisputed last place. Not since 1919 has Wisconsin fared so poorly. In several games the team outscored its opponents from the field but lost at the free throw line. In others *nothing* turned out well. The only consistency was demonstrated in out-fouling the opposing team, sometimes innocently, sometimes desperately, always disastrously.

Rather large crowds have been turning up in the new Camp Randall Memorial to watch the track team perform and have been rewarded by some interesting performances, often by other teams' standouts but always by ace quarter-miler Jesse Nixon's flying feet and Slim Sam Mylin's high jumping. As a team, though, the Badgers topped only Northwestern while losing to Minnesota, Iowa and Purdue.

The boxers were having trouble, too, although they suffered only one loss in four matches. The loss was to San Jose State—the first team ever to beat Wisconsin two years in a row at Madison—and draws were fought with Michigan State and Washington State. Then they beat Michigan State in a return match.

Wisconsin swimmers opened the semester with a win over Northwestern, another over Purdue, then got dunked decisively by perennially strong Ohio State and by Michigan State. Fred Westphal, setting meet records as he went, paced the Badgers.

Wisconsin's gymnasts met Iowa, Ohio State, Michigan State, Navy Pier, Southern Illinois, Indiana and Minnesota. The bulk of Badger points were scored by Dale Karls in most instances, and all encounters ended in losses for Wisconsin.

Even the fine fencing team got itself into the wrong side of the won-lost column after a dazzling string of 23 straight victories that included early semester triumphs over Wayne State, Ohio State, Michigan State, Iowa, Indiana and Chicago. The Waterloo came on March 1 in a triangular meet at South Bend when Notre Dame and Illinois both took the measure of the Badger swordsmen.

Ah, wurra, wurra!

## Necrology

Edward F. RITTENHOUSE '96, at Pontiac, Ill.

Mrs. Olga MUELLER Eddy '96, at Berkeley, Calif.

Clarence J. LUBY '97, merchant and attorney, at Seattle, Wash.

Mrs. Meta SCHUMANN Hansen '98, at Sheboygan.

Mrs. Gertrude STILLMAN Sanborn '99, the first president of the Women's Self-Government Association at the University and former Milwaukee Downer instructor; at Stevens Point.

Albert C. WOLFE '00, at La Crosse.

Donald J. McKINNON '00, at Portland, Ore.

Mrs. Jessica DAVIS Murphy '00, at West Hartford, Conn.

John W. REYNOLDS Sr. '02, former attorney general of Wisconsin, at Green Bay.

Perry S. JOHNSON '03, attorney, at Minneapolis, Minn.

Robert A. EDGAR '03, former Beloit city attorney.

George B. SWAN '03, Dodge county attorney, at Beaver Dam.

George A. WORKS '04, retired educator, at Ridgewood, N. J.

## Calendar

- 11 *Wisconsin Center Building Dedication*, Wisconsin Center Bldg., Lake and Langdon streets; Wisconsin Center Forum sessions beginning at 10 a.m. and 2:30 p.m. Noon luncheon and dinner at 7 p.m. at the Memorial Union. All programs open to public on reservation.
- 12 *Wisconsin High School Forensic Association State Speech Contest*.
- 14-19 *Haresfoot*, Wisconsin Union Theater, (matinee on Saturday 2:30 p.m.).
- 20 *Concert*, Pro Arte Quartet, Music Hall.
- 22 *Gridiron Banquet*, Great Hall.
- 22-23 *Union Concert Series*, Andres Segovia, guitar virtuoso.
- 23-24 *Italian Play*, Play Circle, Memorial Union.
- 24-26 *Dolphin Swimming Show*, Lathrop Hall.
- 25 *Military Ball*, Memorial Union.
- 25-26 *Governor's Conference on Education Beyond the High School*, Memorial Union.
- 27 *Orchesis*, Sunday Music Hour, Union Theater.
- 27 *Concert*, A Cappella Choir, Wisconsin Union Theater.
- 29-30 *French Play*, Play Circle.
- 30 *The 30th Student Art Show*, opening reception and announcement of awards, Main Gallery, Memorial Union.
- 30 *Dancer*, Daniel Nagrin, Wisconsin Union Theater.

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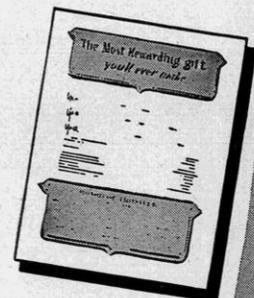
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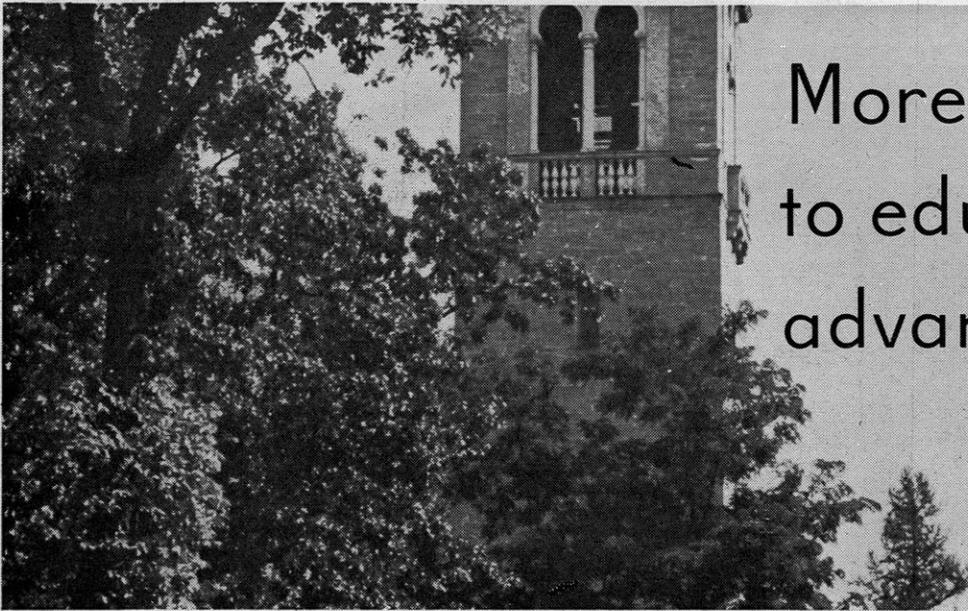
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