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WISCONSIN

APRIL, 1962

Alumnus

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Sen. Eugene McCarthy—one of the speakers at the Student Symposium, see p. 9

in this issue

—A SPECIAL REPORT:

the
COLLEGE
of
TOMORROW



Here is the complete program for

Wisconsin Women's Day

May 8, 1962

9:00 to
10:00 a.m. **Registration**, Wisconsin Center Lobby,
702 Langdon Street
\$3.50 fee includes coffee, lunch, registra-
tion.
Visit exhibits in Wisconsin Center
Lobby.

9:00 to
9:45 a.m. **Coffee Hour**, Wisconsin Center Special
Lounge, 702 Langdon Street.

10:00 a.m. **Opening session**, *Wisconsin Memorial
Union Theatre*, 770 Langdon Street.
Presiding—Mrs. John Walsh, Madison
General Chairman
Wisconsin Women's Day
Welcome—Conrad A. Elvehjem
President
University of Wisconsin
Introduction—Arlie Mucks
Executive Director
Wisconsin Alumni
Association
Film—“*Wisconsin Is An Idea.*”

11:00 to
12:30 p.m. **Seminars—Theme: “We Never Outgrow
Our Need to Know.”** Wis-
consin Center Building—
702 Langdon Street

A. “**Education at Your Front Door.**”—
Room 311

Chairman: Mrs. Eldon Russell,
Madison
Member
University Board of
Visitors

Participants:

Lorentz H. Adolfson, Dean
University Extension Division
Theodore Shannon, Associate Dean
University Extension Division
Robert H. Schacht, Assistant
Director
Informal Instructional Services
University Extension Division
Josephine Staab, Associate Dean
School of Home Economics

B. “**The Educated Woman—An Asset
to Her Community.**”—Room 227

Chairman: Mrs. Robert Hall, White-
fish Bay
Member
University Board of
Visitors

Participants:

J. Martin Klotsche, Provost
University of Wisconsin—Milwau-
kee
Martha Peterson, Dean of Women
University of Wisconsin—Madison
Clarence Greiber, Director
Wisconsin State Board of Voca-
tional & Adult Education
Lindley Stiles, Dean
School of Education
University of Wisconsin—Madison

C. “**Arts in the University Can Enliven
Wisconsin Communities.**”—Room
313

Chairman: Mrs. David Jones—Min-
eral Point
Chairman
University Board of
Visitors

Participants:

James Schinneller, Professor of Art
University Extension Division

Official Registration Blank

Wisconsin Women's Day
Wisconsin Alumni Association
770 Langdon Street
Madison 6, Wisconsin

Here is my reservation(s) for the Second Annual Wisconsin
Women's Day to be held on the campus May 8, 1962. I enclose
at \$3.50 per ticket (includes registration fee, coffee, and luncheon).

Name

Address

City State

Please indicate seminar preference (circle one): A B C

D1 D2

reservation deadline—May 4

Emmett R. Sarig, Director
Department of Music
University Extension Division
Edward L. Kamarck, Professor of
Speech
University Extension Division
Editor—"Arts in Society"

August G. Eckhardt, Professor of
Law
University of Wisconsin-Madison

**D. "University Programs that Help the
Family Manage Its Money and
Property."**

**1. "The Family's Investment Pro-
grams."—Room 210**

Chairman: Mrs. Samuel N. Pickard
—Neenah
Member, University
Board of Visitors

Participants:

Frank M. Graner, Professor of
Commerce
University of Wisconsin-Madison

**2. "Planned Finance and Estate
Planning."—Room 224**

Chairman: Mrs. L. J. Walker—Berlin
Member
University Board of
Visitors

Participants:

Louise Young, Professor of Home
Economics
University Extension Division

12:45 p.m.

Luncheon—Great Hall, Wisconsin Me-
morial Union

Toastmistress—Katherine McCaul—
Tomah

Introduction of Guests

Report of Seminars—Robert H. Schacht,
Assistant Direc-
tor

Informal Instruc-
tional Services
University Exten-
sion Division

Announcements —

Speaker—Jenkin Lloyd Jones, Editor
The Tulsa Tribune
Tulsa, Oklahoma
"Learning After Graduation"

3:15 p.m.

Open House at the home of President
and Mrs. Conrad Elvehjem
130 North Prospect Avenue

9:00 a.m. to

4:00 p.m.

Exhibits—Special Lounge—Wisconsin
Center Building

Letters

Protests Regent Action

What goes on in the state of Wisconsin is very puzzling to say the least.

In the February issue of your magazine there are twelve pages of words by seven persons on the subject of communism.

Yet on page 4 of your January issue you reported that a governing body (the Board of Regents) had issued an order that certain American citizens (members of a social fraternity) could not decide whom they would have or would not have as guests or members of their family in their home. They received orders that their home was no longer their "castle".

Much as I dislike the use of the clumsy term "cold war" perhaps we are nearer to some sort of a war than I realize. The action of the Board of Regents smacks of "billeting", a practice followed only in wartime or perhaps other times of disaster.

We are told that our country's principal objection to communistic Russia's actions is its restrictions of the freedoms of its own people and of others. Our battle cry in the cold war is "Freedom".

We are also told, from time to time, that the move toward communism is far more insidious and dangerous when it

comes from within than when it comes from without our borders.

I wonder if the Board of Regents has not wittingly or unwittingly made a grave mistake by violating a fundamental American principle.

I have no relationship with the fraternity mentioned and for many years have exhibited little interest in any fraternity, (which may be personally regrettable).

My interest in this communication is in a long established principle as to the privacy of a home.

Perhaps the Regents and the various other bodies mentioned in the January issue can clarify their actions.

To emphasize the matter, does not every member of every one of the organizations mentioned, wish to, and consider that he has the protected right to, decide who shall, and who shall not enter his home?

Walter J. Ingram '21
Chicago, Illinois

Liked Spitzer Article

I have just read with considerable interest the contribution of Dr. R. R. Spitzer, and those of others, to the Founders Day Symposium which appeared in the *Wisconsin Alumnus* of February.

I think that the views are extremely well-stated and that they make a lot of sense. I hope that there is some way whereby these articles can be reproduced and made available to a great many more readers than the rather limited circulation of the *Wisconsin Alumnus*.

Harry G. Hoffman
President
Milwaukee Association of Commerce

As a class member of '21 and a World War I veteran, I want to compliment Mr. R. R. Spitzer on his fine article in the February number.

To my way of thinking it is the best "down to earth" manuscript I have seen.

Would that it could be published in every worthwhile reading publication in the entire nation.

Would suggest a condensed article of this to be sent to every college paper in the country.

Roman J. Koelsch '21
Tucson, Ariz.

I want to compliment you upon your Founders Day Symposium on the subject of "The Challenge of Communism—How

Continued on page 8



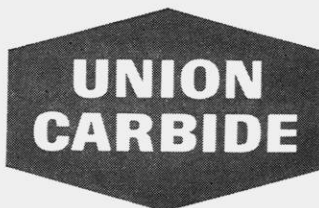
Make the dream last...with stainless steel

Now you can protect the new look of that dream house . . . if you use stainless steel in the right places. Gutters, downspouts and flashing will never cause ugly corrosion stains. Doors and windows won't dent, warp, stick or rust. And the strength of stainless steel makes possible screening so fine you hardly know it's there.

Many other things cost less in the long run too—such as lawn furniture, barbecues and garden tools. And inside the house, stainless steel brings the same carefree beauty to your kitchen.

The lifetime quality of stainless steel comes from chromium—one of many essential alloying metals developed by Union Carbide. In the basic fields of metals, as well as carbons, chemicals, gases, plastics and nuclear energy, research by the people of Union Carbide will continue to help bring you more useful products for today's living.

FREE: Find out more about stainless steel and its many uses in and around the home. Write for "Carefree Living with Stainless Steel" Booklet V-50, Union Carbide Corporation, 270 Park Avenue, New York 17, New York. In Canada, Union Carbide Canada Limited, Toronto.



...a hand
in things to come

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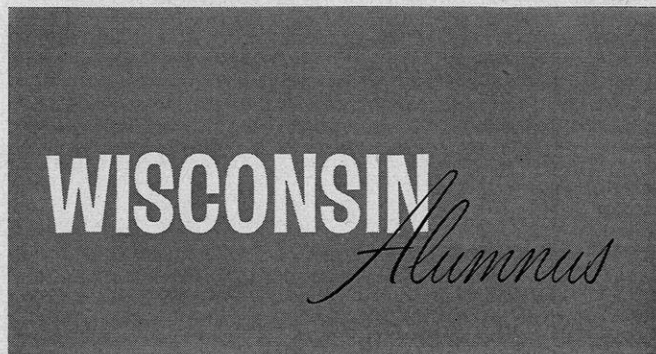
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Volume 63 April, 1962 Number 12

Wisconsin Alumni Association
 770 LANGDON STREET, MADISON 6

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Picture Credits: cover, 9, 10, 11, 12—John Gruber; 34—Ralph Ramsay.

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John Berge '22	Director of Alumni Relations
Edward H. Gibson '23	Field Secretary
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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.) Second-class postage paid 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 nonmembers, \$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.

Wisconsin Alumni Association

Reunion Roundup

Commencement-Reunion Time Table

Friday, June 1		Sunday, June 3	
All Day	Registration, Union	9:00 A.M. to 11:00 A.M.	Union Terrace Break- fasts
12:15 P.M.	HALF CENTURY CLUB Luncheon, Wisconsin Union		Honors Convocation, Theater
Evening	Various Class Events		Twilight Band Con- cert, Terrace President Elvehjem's Reception
Alumni Day—Saturday, June 2			
All Day	Registration, Union Events arranged by various reunion com- mittees;	9:00 A.M.	Monday, June 4 109th Commence- ment, Stadium (UW-Milwaukee Commencement is at 3:30 P.M. on Sunday, June 3, at Pearse Field)
12:30 P.M.	Class luncheons		
6:30 P.M.	Alumni Dinner, Great Hall		

ALUMNI DINNER

Reserve place(s) for me at the Alumni Dinner in Great Hall at 6:30 P.M. on Saturday, June 2, at \$3.50 per plate. Check enclosed.

Name Class

Address

City Zone State

Mail your reservation as soon as convenient, not later than May 29, to Wisconsin Alumni Association, 770 Langdon St., Madison 6, Wisconsin

THE IRRESISTIBLE LURE of Madison in the Spring, coupled with the desire to see the dramatic new changes taking place at the University of Wisconsin, will bring many alumni back to the campus for Commencement-Reunion weekend. As is customary, this year will feature a full schedule of events, beginning with the induction of the Class of 1912 into the Half Century Club on Friday, June 1. That evening and the following day, individual classes—this year's official reunion classes—include those ending in "2" and "7"—will be holding separate class programs dedicated to the renewal of old acquaintances as well as to the formulation of ways in which the class can make a distinctive contribution to the University.

The highlight of reunion activities will be the Alumni Day Dinner to be held on Saturday evening, June 2. This dinner will be unique in the sense that it will be the first Alumni Day Dinner of the Second Century of the Wisconsin Alumni Association. Included in this year's observance will be the presentation of the "Alumnus of the Year" award as well as an address from a distinguished Wisconsin alumnus.

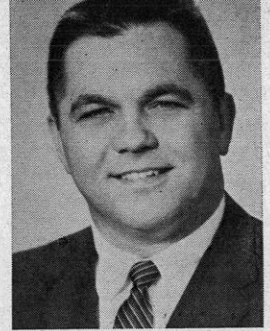
On Sunday and Monday, visitors to the campus will have the opportunity to participate in the many activities scheduled to coincide with the 109th Commencement of the University. Such colorful activities as the Honors Convocation, the President's Reception, Twilight Band Concert and, finally, Commencement itself, will lend an air of pageantry to the weekend.

Visitors to the campus will do well to make motel or hotel reservations well in advance as last-minute lodging is sometimes difficult to arrange due to the popularity of the weekend. Parking, of course, is restricted and limited in some University areas, but special permits will be issued for certain areas.

Come along and join those Badgers returning to Madison for the 1962 edition of Commencement-Reunion weekend. Don't miss this special opportunity to take advantage of all that is memorable about the University of Wisconsin.

On Wisconsin

by Arlie M. Mucks, Jr., Executive Director



ON PAGE 13 of this issue of the *Alumnus* you will find a special insert produced by a national board of alumni editors which deals with "The College of Tomorrow." Reading this supplement, you will note that the problems facing higher education in both our colleges and universities are becoming more and more complex and, at the same time, more and more vital to the continuing success of our nation. The concept of the college of tomorrow, as viewed through this special supplement, is staggering when you consider it in terms of the college that a majority of us knew as students.

However, the trends cited in this report are indicative of the rapidly changing atmosphere of our times. The college of tomorrow is not something that is off in the remote future—the foundations for its success are being built today. For that reason, we can ill afford to overlook or ignore the problems that we, as responsible citizens and alumni, must face if we are to provide our own and succeeding generations of Americans with the opportunities that are commensurate with a free society.

We all have an investment in higher education and any dividends we might receive from that investment rest with our willingness to provide active support to our colleges and universities so that they may properly meet the challenges that are being heaped upon them by the changing character of our world.

These challenges were made more evident to me recently when, along with Association President Dr. Norman O. Becker, I had the pleasure of attending a meeting of the executive directors and presidents of the Big Ten alumni associations. This was my first contact as executive director of the Wisconsin Alumni Association with my counterparts in our neighboring Big Ten schools. It was quite a revelation to get their views on the challenges faced by our several alumni associations and universities. While we noted that there was a striking similarity between us all, we also concluded that each of us is faced with dealing with our problems in an individual manner. Collectively, we are all faced with the day-to-day problems of budgets and proper office procedures, with stimulating alumni support and relations within the university community, and with interpreting the goals of education. But individually, we are confronted with the task of making our thoughts as an individual apply to the challenges we must face. This individuality applies not only to the Big Ten executive directors but to every member of society, especially you as an alumnus of a great institution such as Wisconsin.

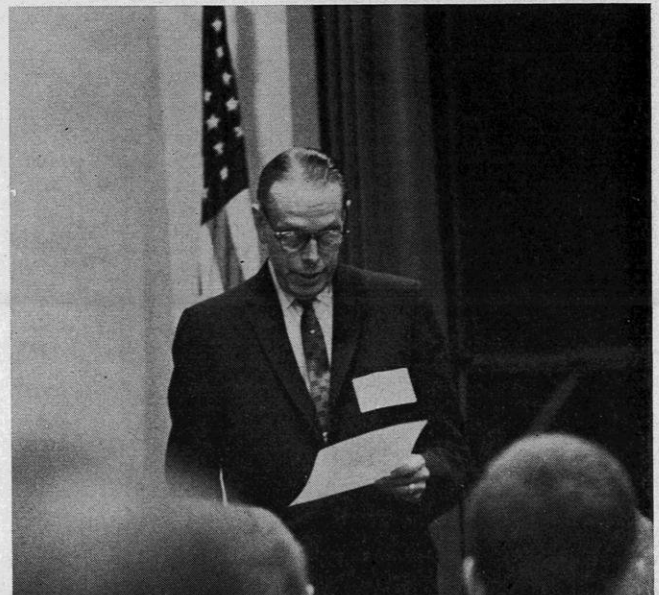
We are fortunate at the University of Wisconsin in that history has been good to us. We have a proud tradition of outstanding individuals who have shaped

the destinies of our state, our university, and, ultimately, the world. It is from this heritage that we must continue to build, continue to respect the rights of the individual.

As this University continues to grow, (and the fact that it will is staggeringly evident when you read "The College of Tomorrow") we must continue to respect the rights of the individual—the individual student, the individual alumnus, the individual Wisconsin faculty member. While our University must, by the nature of its organization, be run on a corporate basis, we should not forget, to quote the film "Wisconsin Is an Idea", that "Wisconsin is people."

Taken as a whole, the University of Wisconsin is simply a mosaic of the individual personalities that comprise its character. Together, we can stumble blindly toward the future or, with a responsible attitude and a genuine desire, we can—through the collective results of our individual efforts—help preserve and strengthen this University as the truly remarkable institution that it is.

THE ASSOCIATION, in cooperation with the University of Wisconsin Foundation, recently premiered the above-mentioned film, "Wisconsin Is an Idea". The first official public screening of the film (President Elvehjem is shown below introducing the film to the public) was attended by members of the University community as well as by representatives of business and industry in Madison and the State. Many of our alumni clubs have had an opportunity to show this excellent film in conjunction with their Founders Day programs, and we hope that, eventually, all of our alumni will have an opportunity to see it. Alumni groups interested in showing the film may order prints from the Bureau of Audio-Visual Instruction, 1312 West Johnson Street, Madison.



*William D.
Hoard
to Head
1962
Alumni Fund*



Fabian Bachrach

THE CHAIRMAN of the 1962 Alumni Fund is William D. Hoard, Jr., president of W. D. Hoard and Sons Company of Fort Atkinson, Wisconsin. A member of the Class of '21, Hoard has long been active in University affairs and is a member of the University of Wisconsin Foundation.

His selection to lead the 1962 Alumni Fund was announced recently by Frank V. Birch, president of the Foundation. The alumni fund is an annual campaign to solicit contributions from friends and alumni throughout the world.

In 1955 Hoard received the Distinguished Service Award from the Wisconsin Alumni Association. He was honored for his service as president and director of the Association, a leader in developing effective alumni club projects, a member of the University's athletic board, a pioneer in building a sound program of undergraduate scholarships, and a constant source of productive ideas to promote Wisconsin.

Service and leadership run in the Hoard family. His grandfather, a former governor of Wisconsin, was one of the prime developers of dairying that has become so important to this state. As publisher of *Hoard's Dairyman* magazine, Hoard carries on this interest and promotion of national agriculture.

Hoard is a member of Sigma Chi fraternity. In 1925 he married Mary

Augusta Cunningham, a member of Kappa Kappa Gamma sorority who was voted the most beautiful girl on campus. Hoard served as a sergeant in the Marines in World War I.

In accepting the responsibility, Hoard said, "It is with a mixed feeling of pride and humility that I take over the chairmanship of the 1962 Alumni Fund. After reviewing the accomplishment of alumni last year, I know that the 17% increase in contributions will be hard to beat.

"All former students must participate in this task of aiding the University in building and developing American citizens better prepared to solve individual, business, national, and international problems. The problems of the future will require men and women capable of solid study and firm decision. Our great University of Wisconsin must—and can—meet this challenge by constant improvement and with the additional facilities required to do the job well."

Hoard pointed out two groups of alumni whom he will call on to keep the University moving on its path toward excellence during 1962:

★ those who participate in the alumni fund each year. ("We'll be looking forward to hearing from you soon. Maybe you would like to make your gift a little larger this year if you can.")

★ those who did not contribute last year. ("Let's quote an old advertising slogan: Eventually? Why not now.")

Robert B. Rennebohm, executive director of the Foundation, said the Honor Roll of 1961 contributors is being printed and will be ready for distribution sometime in April. Copies will be sent to all contributors and to all former students throughout the world. The publication will give a breakdown of University support by states, by Wisconsin counties, and by graduating classes.

Letters

Continued from page 3

Do We Meet It?" in the February issue. I'm afraid that too many of us in this country have not realized the seriousness of this threat, and have felt that if we would give it time it would "run out of gas" by itself. This just will not happen and, therefore, it is of the utmost importance that we thoroughly understand Communism, its threats and methods, and really face up to it.

Particularly I appreciated the article by Dr. Spitzer titled "FREEDOM—Mightier than Missiles". As is increasingly the case in numerous parts of the country, many of us here in the Rockford area are greatly concerned with the threats to and preservation of our hard-won Freedom, and I find myself in enthusiastic agreement with Dr. Spitzer.

Robert C. Nethercut '24
Rockford, Illinois

I enjoyed very much reading the Symposium on communism in the February issue of the *Alumnus*.

I was especially impressed with Dr. Robert Spitzer's presentation entitled "Freedom—Mightier Than Missiles." In my opinion Mr. Spitzer gave more concrete facts and more suggestions for action than any of the other writers in the Symposium.

I think this is the kind of writing that we need for the public. Not just talk about the threat of communism, but a concrete plan of action to do something about it.

Douglas Sorenson '51
Managing Editor
Wisconsin Agriculturist
Racine, Wisconsin

Communist Propaganda

The February cover of the *Wisconsin Alumnus* may have been done to spur readers on to searching out the article on communism between its covers, but whatever the reason, I object to this type of loose use of Communist Propaganda Pictures which are standard posters behind the Iron and Bamboo Curtains.

Dr. Robert W. Watson '36
Pasadena, Calif.

*The third annual Wisconsin Student Symposium
dealt with the topic*

Government—When Where Why

On the following pages, we present a brief synopsis of the contributions each of the distinguished speakers made to this outstanding student sponsored event . . .

Government and Education

Adam Clayton Powell

RESPECT for maintaining education is a part of our heritage. The first schools in the United States were established on the initiative of the local community as we turned away from private systems of education to schools for all. The federal government "has always been interested in education" and the history of federal support goes back to the founding of the republic with the granting of land for the establishment of educational institutions. Later evidences of this development were the passage of the Morrill Act and the establishment of Land Grant colleges. In recent years, federal aid has been given directly to students through the GI Bill and the National Defense Education Act.

Higher education in the United States is a matter of individual choice. The challenge facing our system of higher education comes both from within and without. While the United States is producing almost twice as many college graduates as the Soviet Union, we are facing an alarming shortage of semi-professional technicians. One of the reasons for this situation is the fact that the Russians base their educational development on their manpower needs. Despite the differences in our two educational systems, this nation, to meet the challenge, should have a means of identifying our brainpower to meet the demands of the ever-widening needs of our society. In order to accomplish

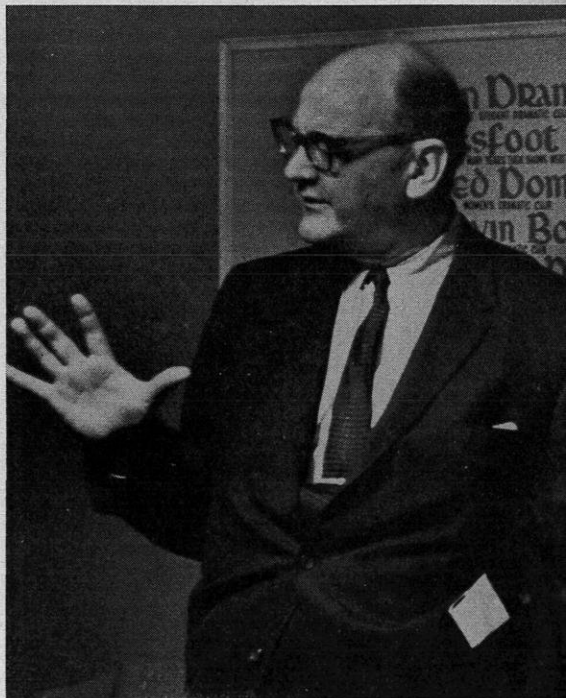
this, we must first overcome two dilemmas facing us: 1) the full utilization of the woman power ("The greatest unreleased power in the United States is our woman power."), and a fuller utilization of the resources found among our minority groups. If we do not make use of these sources, "our country faces a frightening obsolescence in our educational attainment." At present, "massive indifference has begat an educational system of massive mediocrity."

In order to stimulate a new interest in higher education, we must: 1) see this country accord to every citizen, whether he be black or white, a place in society that gives him a feeling of common achievement; 2) there must be a change in the image of our women as far as those fields of education and business which have traditionally been closed to them; 3) "public understanding of science and its works must be advanced"; and 4) the whole subject of education needs a radical change in the federal cell.

"The only solution (to the problems facing higher education in America) is to dissolve the present Department of Health, Education and Welfare and create a new Department of Education. Then and only then will our educational thrust hit society with the maximum impact." Only the federal government can lead us toward this new image of education for our country.



*Adam Clayton Powell—member of
Congress from New York*



*James J. Wadsworth—former United
States Ambassador to the United
Nations*

Totalitarian Challenge to Democracy

James J. Wadsworth

ONE OF THE MAIN things we have to remember in all of our negotiations with the Soviet Union is understanding. Yet the things that we are asked to understand in this context need not be the things we should be asked to tolerate. Throughout the general relationship between the USSR and her allies and the United States and its allies, we have always the remembrance that what you and I think and the way we express it can be directly opposed to what they think and the way they express it. Quite often this involves a semantic difference—and one of the reasons they (the Soviets) distrust us is because they haven't satisfactorily been able to understand the way in which we express ourselves.

Negotiation is a completely different technique to the Soviets than it is to us. We conceive of negotiations as a means of sitting down at a table and hammering out our differences; they think of it as a means of getting into a small, rather easily defined area whereby they can put themselves in a position to take their next step in their plan for world domination. One of the unfortunate myths about this whole business of negotiation is that one side should be negotiating from strength, for there is no position of negotiation if one side is stronger.

I don't think that most people want war—most wars have happened because people slid into them, not because they wanted them. The Soviet Union and the United States are currently in the position of the villain

and the hero in a TV western show. Once the hero and the villain get out in the middle of the street and start walking toward each other, they can't stop. At the present, both nations are on the sidewalk and neither wants to step out into the street. But there are forces pushing them into the street. For example, the Russian leaders sincerely suspect the United Nations and the West. They honestly feel that we will start a pre-emptive war.

What can we do? Somewhere within the ingenuity of man there must be some way which will not lead to appeasement or jeopardize our security, but will lead to a reduction in tension. How are you going to win and recognizably win? You have to everlastingly keep at the things you believe in, never knowing whether your way of life is going to win. But one thing is certain, we're not going to win any peace race all by ourselves. In our world, we must ask questions: are we ready to recognize that certain peoples can be very happy if they haven't put their entire government on the same basis as what we call the American way of life? Are we ready to recognize that there are certain African nations who have a way of life that makes it impossible to completely adapt themselves to the American way? Are we so weak that we have to worry about whether people will always agree with us?

All the world is a world of struggle, and "we have to make that struggle as manageable as possible."

View from '62

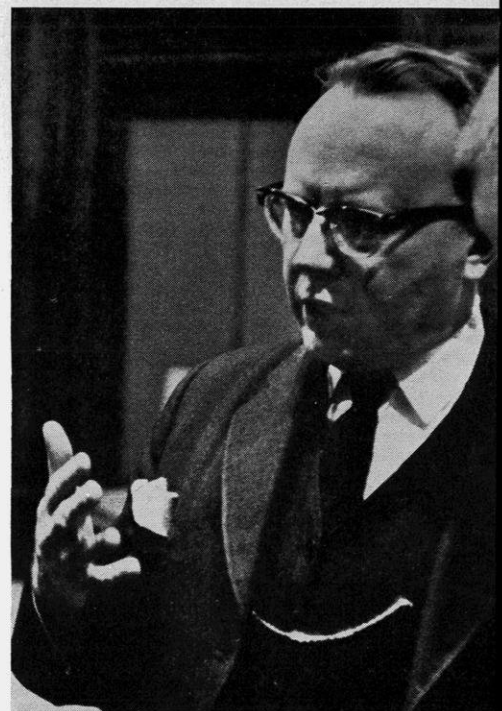
Herbert L. Block

Herbert Block (Herblock) presented a "lantern slide show" of the cartoons he has done for the *Washington Post and Times-Herald*. He has used his particular brand of political satire to attack such national figures and institutions as: former Vice President Richard M. Nixon, the American Medical Association, Senator Barry Goldwater, Civil Rights, the Daughters of the American Revolution, and the House Un-American Activities Committee. For a closer look at Herblock's political philosophy, we suggest a study of his cartoons which appear regularly in many newspapers and magazines throughout the country.



Herbert L. Block—*editorial cartoonist, Washington Post and Times-Herald*

Russell Kirk—*research fellow of politics, C. W. Post College*



Wisconsin Alumnus

Ideas of Government:

Liberal

CONSERVATIVES look at government from a negative standpoint because they feel that there is a need for government to exercise some control over the members of society. But liberals feel that this is not the only justification for government; there is also a positive need for it to: 1) concentrate its efforts on the material needs of the people; 2) provide for the intellectual well-being of the people; and 3) provide for the moral well-being of the people.

There is a difference in the approach to political positions between the conservative and the liberal. For example, the liberal is more inclined to be progressive. He acknowledges that this is a time of change and that there is a need to adjust political practices to the change. The liberal is also normally optimistic. He is more

Sen. Eugene J. McCarthy

inclined to tolerance and is more willing to take some chances in the way of tolerance and optimism.

Today the liberal expresses his viewpoint in three major areas: 1) civil rights—liberals are interested in preserving such freedoms as the right to a job and the right to vote; 2) economic activity—the liberal is more willing to have government intrude in this field and use its instruments of control for the good of the economy and the good of the people (In this same sense, liberals feel that the freedom of the individual can be better preserved by some broad national program of welfare.); and 3) foreign policy—in this area the liberals accept the need for new procedures and feel that they are more willing to try new methods and approaches to our foreign policy problems.

Conservative

AMBROSE BIERCE describes the conservative as a "statesman enamored of old evils as compared with a liberal who would replace them with others." We might say that the essence of the conservative view means the ideas of Edmund Burke, or as he says, government is a "contrivance of human wisdom to provide for human wants."

Some of the doctrines described by the popular press as being conservative are not conservative at all—anarchy, for example. Conservatism, simply defined, says that government is a "positive good", but that it must be kept within certain limits. But there is always the danger that there might be too little government. Conservatism emphasizes that we must never let the government acquire too great a power and thereby usurp the rights of individuals and individual groups.

In the 19th century, conservatives worked to restore the proper right of government, while in the twentieth century they are working to restrain

the rights of government. This illustrates the fact that conservatism is not the same at all times and in all countries.

American conservatism is endeavoring to preserve territorial democracy, among other things. The conservatives feel that the liberals are ignoring territorial democracy in the effort to concentrate power in the center, and that the Average American Liberal is unaware of the danger of power.

It is necessary that we maintain territorial democracy because of: 1) the problem of scale—you can't run America as though it were a tiny Scandinavian state no larger than one of our counties; 2) the question of leadership—"I do not find in Washington men who are competent to rule this large democracy"; and 3) a degree of centralization which defeats its own object—the task of the president simply exceeds the capacity of human nature, and the only cure for perilizing centralization is simply not a greater concentration of power.

Russell Kirk



Eugene J. McCarthy—United States Senator from Minnesota

Eric F. Goldman—professor of history, Princeton University



Government and the Individual

Eric F. Goldman

TODAY WE LIVE in a society created largely by America's liberals. We have accepted the relationship between government and the individual of the liberal movement. In our present society, the danger to the liberal welfare state does not come from the right; it comes from something within the liberal movement such as organized labor—"a vast monolithic movement careening ahead without any regard for the general welfare", and minorities—"In some senses, they rule the United States" through "organized minority pressures . . . censorship" and by destroying the majority's "right to reality."

What is the proper relationship between government and the individual? Let's face who we are really talking about when we speak of the individ-

ual. He is not the rugged individual, he is something new—a "Metropolitan American." This type of American is fast producing a civilization of his own. He is deeply conservative, aware of the Communist threat, better housed, clothed, and fed, and hardly in the mood for a crusade. Yet he is no stand-patter. He is a man of strong self-interest . . . a man with a sense of community." Because the United States is faced with a strongly disciplined foe, it cannot afford to be irresponsibly individualistic. The new Metropolitan American is tired of the old labels and wants "a fresh, authentic ring of reality."

For that reason, America must sweep away the old, launch on the new, and go on redefining its traditional liberalism.



Ralph J. Bunche—*Under-Secretary for Special Political Affairs, United Nations*

The Prospects for Effective International Authority

Ralph J. Bunche

IN MY VIEW, there can be an international organization without that authority taking the position of world government and superseding the rights of individual states. I consider the thought of world government unrealistic at this time because it isn't necessary to think of world government in terms of world order. However, in the future, the direction in the development of world organization will be towards the increased authority of that body.

There is a process of evolution which is unfolding in international affairs, and the day will come when international authority will have assumed the attributes and the magnitude something akin to government—that is, "After the raging fires of nationalism have burnt themselves out."

The cause of an international authority has been considerably advanced through the efforts of the

United Nations. But the UN today has far from sufficient authority to fulfill its mandate of secure world order, of peace, and of human development. And only a strong executive (such as Trygve Lie and Dag Hammarskjold) allows the UN to carry out the instructions of the Security Council and the General Assembly. In several situations, the UN has to improvise because it has had no experience in a given area, or the mandates of resolutions are often imprecise. In addition, being effective in peace-making involves many complexities.

Currently, the United Nations is strengthening its foundations for more effective authority by moving toward a universality of membership. Membership in the international organization in the next five years is likely to reach 120. But the potential of the United Nations can only be fully realized when all peoples have a voice and vote in it.



Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?

the
COLLEGE
of
TOMORROW

“WILL MY CHILDREN GET INTO COLLEGE?”
The question haunts most parents. Here is the answer:

Yes . . .

- ▶ *If they graduate from high school or preparatory school with something better than a “scrape-by” record.*
- ▶ *If they apply to the college or university that is right for them—aiming their sights (and their application forms) neither too high nor too low, but with an individuality and precision made possible by sound guidance both in school and in their home.*
- ▶ *If America’s colleges and universities can find the resources to carry out their plans to meet the huge demand for higher education that is certain to exist in this country for years to come.*

The *if*’s surrounding your children and the college of tomorrow are matters of concern to everyone involved—to parents, to children, to alumni and alumnae (whatever their parental status), and to the nation’s educators. But resolving them is by no means being left to chance.

- ▶ The colleges know what they must do, if they are to

meet the needs of your children and others of your children’s generation. Their planning is well beyond the hand-wringing stage.

- ▶ The colleges know the likely cost of putting their plans into effect. They know this cost, both in money and in manpower, will be staggering. But most of them are already embarked upon finding the means of meeting it.
- ▶ Governments—local, state, and federal—are also deeply involved in educational planning and financing. Some parts of the country are far ahead of others. But no region is without its planners and its doers in this field.
- ▶ Public demand—not only for *expanded facilities* for higher education, but for *ever-better quality* in higher education—today is more insistent, more informed than ever before. With this growth of public sophistication about higher education, it is now clear to most intelligent parents that they themselves must take a leading role in guiding their children’s educational careers—and in making certain that the college of tomorrow will be ready, and good, for them.

This special report is in the form of a guide to parents. But we suspect that every reader, parent or not, will find the story of higher education’s future remarkably exciting.

Where will your children go to college?

LAST FALL, more than one million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. Around 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, will engulf the college campuses. By 1970 the population between the ages of 18 and 21—now around 10.2 million—will have grown to 14.6 million. College enrollment, now less than 4 million, will be at least 6.4 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strong. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.4 per cent of the U.S. population in the 1960 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to maintain standards, to improve quality, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed,

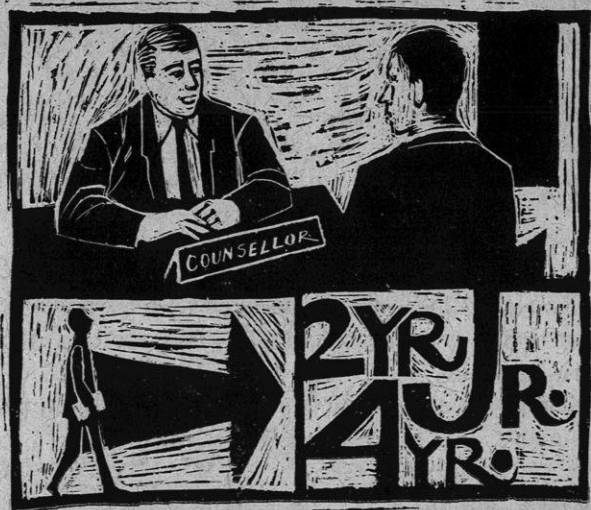
they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

Many other institutions, public and private, *are* expanding their enrollment capacities and will continue to do so:

Private institutions: Currently, colleges and universities under independent auspices enroll around 1,500,000 students—some 40 per cent of the U.S. college population. In the future, many privately supported institutions will grow, but slowly in comparison with publicly supported institutions. Thus the total number of students at private institutions will rise, but their percentage of the total college population will become smaller.

Public institutions: State and locally supported colleges and universities are expanding their capacity steadily. In the years ahead they will carry by far the heaviest share of America's growing student population.

Despite their growth, many of them are already feeling the strain of the burden. Many state institutions, once committed to accepting any resident with a high-school diploma, are now imposing entrance requirements upon applicants. Others, required by law or long tradition not to turn away any high-school graduate who applies, resort in desperation to a high flunk-out rate in the freshman year in order to whittle down their student bodies to manageable size. In other states, coordinated systems of higher education are being devised to accommodate



students of differing aptitudes, high-school academic records, and career goals.

Two-year colleges: Growing at a faster rate than any other segment of U.S. higher education is a group comprising both public and independently supported institutions: the two-year, or "junior," colleges. Approximately 600 now exist in the United States, and experts estimate that an average of at least 20 per year will be established in the coming decade. More than 400 of the two-year institutions are community colleges, located within commuting distance of their students.

These colleges provide three main services: education for students who will later transfer to four-year colleges or universities (studies show they often do as well as those who go directly from high school to a four-year institution, and sometimes better), terminal training for vocations (more and more important as jobs require higher technical skills), and adult education and community cultural activities.

Evidence of their importance: One out of every four students beginning higher education today does so in a two-year college. By 1975, the ratio is likely to be one in two.

Branch campuses: To meet local demands for educational institutions, some state universities have opened branches in population centers distant from their main campuses. The trend is likely to continue. On occasion, however, the "branch campus" concept may conflict with the "community college" concept. In Ohio, for example, proponents of community two-year colleges are currently arguing that locally controlled community institutions are the best answer to the state's college-enrollment problems. But Ohio State University, Ohio University, and Miami University, which operate off-campus centers and whose leaders advocate the establishment of more, say that taxpayers get better value at lower cost from a university-run branch-campus system.

Coordinated systems: To meet both present and future demands for higher education, a number of states are attempting to coordinate their existing colleges and universities and to lay long-range plans for developing new ones.

California, a leader in such efforts, has a "master plan" involving not only the three main types of publicly supported institutions—the state university, state colleges, and locally sponsored two-year colleges. Private institutions voluntarily take part in the master planning, also.

With at least 661,000 students expected in their colleges and universities by 1975, Californians have worked out a plan under which every high-school graduate will be eligible to attend a junior college; the top one-third will be eligible for admission to a state college; and the top one-eighth will be eligible to go directly from high school to the University of California. The plan is flexible: students who prove themselves in a junior college, for



ILLUSTRATIONS BY PEGGY SOUCHECK

example, may transfer to the university. If past experience is a guide, many will—with notable academic success.

THUS IT IS LIKELY that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

On the same day in late May of last year, 33,559 letters went out to young people who had applied for admission to the 1961 freshman class in one or more of the eight schools that compose the Ivy League. Of these letters, 20,248 were rejection notices.

Not all of the 20,248 had been misguided in applying. Admissions officers testify that the quality of the 1961 applicants was higher than ever before, that the competition was therefore intense, and that many applicants who might have been welcomed in other years had to be turned away in '61.

Even so, as in years past, a number of the applicants had been the victims of bad advice—from parents, teachers, and friends. Had they applied to other institutions, equally or better suited to their aptitudes and abilities, they would have been accepted gladly, avoiding the bitter disappointment, and the occasional tragedy, of a turndown.

The Ivy League experience can be, and is, repeated in dozens of other colleges and universities every spring. Yet, while some institutions are rejecting more applications than they can accept, others (perhaps better qualified to meet the rejected students' needs) still have openings in their freshman classes on registration day.

Educators, both in the colleges and in the secondary schools, are aware of the problems in "marrying" the right students to the right colleges. An intensive effort is under way to relieve them. In the future, you may expect:

► Better guidance by high-school counselors, based on

improved testing methods and on improved understanding of individual colleges and their offerings.

▶ Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

▶ Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

▶ More awareness that children are different from one another, that colleges are different from one another, and

that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

▶ Exploration—but probably, in the near future, no widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

Despite the likely growth of these practices, applying to college may well continue to be part-chaos, part-panic, part-snobbishness for years to come. But with the aid of enlightened parents and educators, it will be less so, tomorrow, than it is today.

What will they find in college?

THE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

Academically, they are proving to be more serious than many of their predecessor generations. Too serious, some say. They enter college with an eye already set on the vocation they hope to pursue when they get out; college, to many, is simply the means to that end.

Many students plan to marry as soon as they can afford to, and some even before they can afford to. They want families, homes, a fair amount of leisure, good jobs, security. They dream not of a far-distant future; today's students are impatient to translate their dreams into reality, *soon*.

Like most generalizations, these should be qualified. There will be students who are quite far from the average, and this is as it should be. But with international tensions, recurrent war threats, military-service obligations, and talk of utter destruction of the race, the tendency is for the young to want to cram their lives full of living—with no unnecessary delays, please.

At the moment, there is little likelihood that the urge to pace one's life quickly and seriously will soon pass. This is the tempo the adult world has set for its young, and they will march doubletime to it.

Economic backgrounds of students will continue to grow more diverse. In recent years, thanks to scholarships, student loans, and the spectacular growth of public educational institutions, higher education has become less and less the exclusive province of the sons and daughters of the well-to-do. The spread of scholarship and loan programs geared to family income levels will intensify this trend, not only in low-tuition public colleges and universities but in high-tuition private institutions.

Students from foreign countries will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,666 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; the growth is virtually certain to continue. The presence of

such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

Foreign study by U.S. students is increasing. In 1959-60, the most recent year reported, 15,306 were enrolled in 63 foreign countries, a 12 per cent increase in a period of 12 months. Students traveling abroad during summer vacations add impressive numbers to this total.

WHAT THEY'LL STUDY

STUDIES ARE in the course of change, and the changes will affect your children. A new toughness in academic standards will reflect the great amount of knowledge that must be imparted in the college years.

In the sciences, changes are particularly obvious. Every decade, writes Thomas Stelson of Carnegie Tech, 25 per cent of the curriculum must be abandoned, due to obsolescence. J. Robert Oppenheimer puts it another way: nearly everything now known in science, he says, "was not in any book when most of us went to school."

There will be differences in the **social sciences and humanities**, as well. Language instruction, now getting new emphasis, is an example. The use of language laboratories, with tape recordings and other mechanical devices, is already popular and will spread. Schools once preoccupied almost entirely with science and technology (e.g., colleges of engineering, leading medical schools) have now integrated social and humanistic studies into their curricula, and the trend will spread to other institutions.

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement

of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

Mechanics of teaching will improve. "Teaching machines" will be used more and more, as educators assess their value and versatility (see *Who will teach them?* on the following pages). Closed-circuit television will carry a lecturer's voice and closeup views of his demonstrations to hundreds of students simultaneously. TV and microfilm will grow in usefulness as library tools, enabling institutions to duplicate, in small space, the resources of distant libraries and specialized rare-book collections. Tape recordings will put music and drama, performed by masters, on every campus. Computers, already becoming almost commonplace, will be used for more and more study and research purposes.

This availability of resources unheard-of in their parents' day will enable undergraduates to embark on extensive programs of independent study. Under careful faculty guidance, independent study will equip students with research ability, problem-solving techniques, and bibliographic savvy which should be of immense value to them throughout their lives. Many of yesterday's college graduates still don't know how to work creatively in unfamiliar intellectual territory: to pinpoint a problem, formulate intelligent questions, use a library, map a research project. There will be far fewer gaps of this sort in the training of tomorrow's students.

Great new stress on quality will be found at all institutions. Impending explosive growth of the college population has put the spotlight, for years, on handling large numbers of students; this has worried educators who feared that *quality* might be lost in a national preoccupation with *quantity*. Big institutions, particularly those with "growth situations," are now putting emphasis on maintaining high academic standards—and even raising them—while handling high enrollments, too. Honors programs, opportunities for undergraduate research, insistence on creditable scholastic achievement are symptomatic of the concern for academic excellence.

It's important to realize that this emphasis on quality will be found not only in four-year colleges and universities, but in two-year institutions, also. "Each [type of institution] shall strive for excellence in its sphere," is how the California master plan for higher education puts it; the same idea is pervading higher education at all levels throughout the nation.

WHERE'S THE FUN?

EXTRACURRICULAR ACTIVITY has been undergoing subtle changes at colleges and universities for years and is likely



to continue doing so. Student apathy toward some activities—political clubs, for example—is lessening. Toward other activities—the light, the frothy—apathy appears to be growing. There is less interest in spectator sports, more interest in participant sports that will be playable for most of a lifetime. Student newspapers, observes the dean of students at a college on the Eastern seaboard, no longer rant about band uniforms, closing hours for fraternity parties, and the need for bigger pep rallies. Sororities are disappearing from the campuses of women's colleges. "Fun festivals" are granted less time and importance by students; at one big midwestern university, for example, the events of May Week—formerly a five-day wingding involving floats, honorary-fraternity initiations, faculty-student baseball, and crowning of the May Queen—are now crammed into one half-day. In spite of the well-publicized antics of a relatively few roof-raisers (*e.g.*, student rioters at several summer resorts last Labor Day, student revelers at Florida resorts during spring-vacation periods), a new seriousness is the keynote of most student activities.

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the

one who feels nostalgic about it: 'That's the one event Mrs. Jones and I looked forward to each year.'"

A QUEST FOR ETHICAL VALUES

EDUCATION, more and more educators are saying, "should be much more than the mere retention of subject matter."

Here are three indications of how the thoughts of many educators are running:

"If [the student] enters college and pursues either an intellectual smörgåsbord, intellectual Teutonism, or the cash register," says a midwestern educator, "his education will have advanced very little, if at all. The odds are quite good that he will simply have exchanged one form of barbarism for another . . . Certainly there is no incompatibility between being well-informed and being stupid; such a condition makes the student a danger to himself and society."

Says another observer: "I prophesy that a more serious intention and mood will progressively characterize the campus . . . This means, most of all, commitment to the use of one's learning in fruitful, creative, and noble ways."

"The responsibility of the educated man," says the provost of a state university in New England, "is that he make articulate to himself and to others what he is willing to bet his life on."

Who will teach them?

KNOW THE QUALITY of the teaching that your children can look forward to, and you will know much about the effectiveness of the education they will receive. Teaching, tomorrow as in the past, is the heart of higher education.

It is no secret, by now, that college teaching has been on a plateau of crisis in the U.S. for some years. Much of the problem is traceable to money. Salaries paid to college teachers lagged far behind those paid elsewhere in jobs requiring similarly high talents. While real incomes, as well as dollar incomes, climbed for most other groups of Americans, the real incomes of college professors not merely stood still but dropped noticeably.

The financial pinch became so bad, for some teachers, that despite obvious devotion to their careers and obvious preference for this profession above all others, they had to leave for other jobs. Many bright young people, the sort who ordinarily would be attracted to teaching careers, took one look at the salary scales and decided to make their mark in another field.

Has the situation improved?

Will it be better when your children go to college?

Yes. At the moment, faculty salaries and fringe benefits (on the average) are rising. Since the rise started from an extremely disadvantageous level, however, no one is getting rich in the process. Indeed, on almost every campus the *real* income in every rank of the faculty is still considerably less than it once was. Nor have faculty salary scales, generally, caught up with the national scales in competitive areas such as business and government.

But the trend is encouraging. If it continues, the financial plight of teachers—and the serious threat to education which it has posed—should be substantially diminished by 1970.

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies *must continue* until the problem is fully solved. After that, it is essential to make sure that



the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

THERE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

► The better the student body—the more challenging, the more lively its members—the more attractive is the job of teaching it. “Nothing is more certain to make teaching a dreadful task than the feeling that you are dealing with people who have no interest in what you are talking about,” says an experienced professor at a small college in the Northwest.

“An appalling number of the students I have known were bright, tested high on their College Boards, and still lacked flair and drive and persistence,” says another professor. “I have concluded that much of the difference between them and the students who are ‘alive’ must be traceable to their homes, their fathers, their mothers. Parents who themselves take the trouble to be interesting—and interested—seem to send us children who are interesting and interested.”

► The better the library and laboratory facilities, the more likely is a college to be able to recruit and keep a good faculty. Even small colleges, devoted strictly to undergraduate studies, are finding ways to provide their faculty members with opportunities to do independent reading and research. They find it pays in many ways: the faculty teaches better, is more alert to changes in the subject matter, is less likely to leave for other fields.

► The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women’s clubs and

alumni groups (“When am I supposed to find the time to check my lecture notes?”), but they take heart from the high regard for their profession which such invitations from the community represent.

► Part-time consultant jobs are an attraction to good faculty members. (Conversely, one of the principal checkpoints for many industries seeking new plant sites is, What faculty talent is nearby?) Such jobs provide teachers both with additional income and with enormously useful opportunities to base their classroom teachings on practical, current experience.

BUT COLLEGES AND UNIVERSITIES must do more than hold on to their present good teachers and replace those who retire or resign. Over the next few years many institutions must add to their teaching staffs at a prodigious rate, in order to handle the vastly larger numbers of students who are already forming lines in the admissions office.

The ability to be a college teacher is not a skill that can be acquired overnight, or in a year or two. A Ph.D. degree takes at least four years to get, after one has earned his bachelor’s degree. More often it takes six or seven years, and sometimes 10 to 15.

In every ten-year period since the turn of the century, as Bernard Berelson of Columbia University has pointed out, the production of doctorates in the U.S. has doubled. But only about 60 per cent of Ph.D.’s today go into academic life, compared with about 80 per cent at the turn of the century. And only 20 per cent wind up teaching undergraduates in liberal arts colleges.

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow’s college faculties.

This is not necessarily bad. A teacher’s ability is not always defined by the number of degrees he is entitled to

write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

IN SUMMARY, salaries for teachers will be better, larger numbers of able young people will be attracted into the field (but their preparation will take time), and fewer able people will be lured away. In expanding their faculties, some colleges and universities will accept more holders of bachelor's and master's degrees than they have been accustomed to, but this may force them to focus attention on ability rather than to rely as unquestioningly as in the past on the magic of a doctor's degree.

Meanwhile, other developments provide grounds for cautious optimism about the effectiveness of the teaching your children will receive.

THE TV SCREEN

TELEVISION, not long ago found only in the lounges of dormitories and student unions, is now an accepted teaching tool on many campuses. Its use will grow. "To report on the use of television in teaching," says Arthur S. Adams, past president of the American Council on Education, "is like trying to catch a galloping horse."

For teaching closeup work in dentistry, surgery, and laboratory sciences, closed-circuit TV is unexcelled. The number of students who can gaze into a patient's gaping mouth while a teacher demonstrates how to fill a cavity is limited; when their place is taken by a TV camera and the students cluster around TV screens, scores can watch—and see more, too.

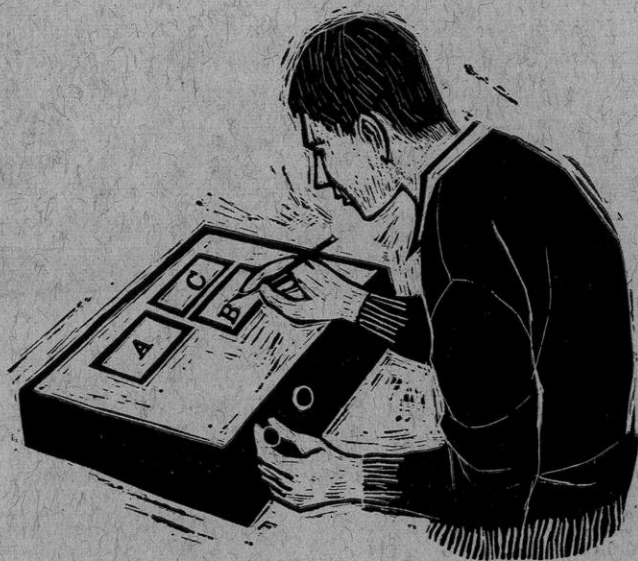
Television, at large schools, has the additional virtue of extending the effectiveness of a single teacher. Instead of giving the same lecture (replete with the same jokes) three times to students filling the campus's largest hall, a professor can now give it once—and be seen in as many auditoriums and classrooms as are needed to accommodate all registrants in his course. Both the professor and the jokes are fresher, as a result.

How effective is TV? Some carefully controlled studies show that students taught from the fluorescent screen do as well in some types of course (e.g., lectures) as those sitting in the teacher's presence, and sometimes better. But TV standardizes instruction to a degree that is not always desirable. And, reports Henry H. Cassirer of UNESCO, who has analyzed television teaching in the U.S., Canada, Great Britain, France, Italy, Russia, and Japan, students do not want to lose contact with their teachers. They want to be able to ask questions as instruction progresses. Mr. Cassirer found effective, on the other hand, the combination of a central TV lecturer with classroom instructors who prepare students for the lecture and then discuss it with them afterward.

TEACHING MACHINES

HOLDING GREAT PROMISE for the improvement of instruction at all levels of schooling, including college, are programs of learning presented through mechanical self-teaching devices, popularly called "teaching machines."

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with



three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

Simultaneously, this action moves the student's answer under a transparent shield covering window C, so that the student can see, but not change, what he has written. If the answer is correct, the student turns another crank, causing the tape to be notched; the machine will by-pass this item when the student goes through the series of questions again. Questions are arranged so that each item builds on previous information the machine has given.

Such self-teaching devices have these advantages:

- ▶ Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student—too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."
- ▶ The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.
- ▶ The machine smooths the ups and downs in the learn-

ing process by removing some external sources of anxieties, such as fear of falling behind.

► If a student is having difficulty with a subject, the teacher can check back over his machine tapes and find the exact point at which the student began to go wrong. Correction of the difficulty can be made with precision, not gropingly as is usually necessary in machineless classes.

Not only do the machines give promise of accelerating the learning process; they introduce an individuality to

learning which has previously been unknown. "Where television holds the danger of standardized instruction," said John W. Gardner, president of the Carnegie Corporation of New York, in a report to then-President Eisenhower, "the self-teaching device can individualize instruction in ways not now possible—and the student is always an active participant." Teaching machines are being tested, and used, on a number of college campuses and seem certain to figure prominently in the teaching of your children.

Will they graduate?

SAID AN ADMINISTRATOR at a university in the South not long ago (he was the director of admissions, no less, and he spoke not entirely in jest):

"I'm happy I went to college back when I did, instead of now. Today, the admissions office probably wouldn't let me in. If they did, I doubt that I'd last more than a semester or two."

Getting into college is a problem, nowadays. Staying there, once in, can be even more difficult.

Here are some of the principal reasons why many students fail to finish:

Academic failure: For one reason or another—not always connected with a lack of aptitude or potential scholastic ability—many students fail to make the grade. Low entrance requirements, permitting students to enter college without sufficient aptitude or previous preparation, also play a big part. In schools where only a high-school diploma is required for admission, drop-outs and failures during the first two years average (nationally) between 60 and 70 per cent. Normally selective admissions procedures usually cut this rate down to between 20 and 40 per cent. Where admissions are based on keen competition, the attrition rate is 10 per cent or less.

FUTURE OUTLOOK: High schools are tightening their academic standards, insisting upon greater effort by students, and teaching the techniques of note-taking, effective studying, and library use. Such measures will inevitably better the chances of students when they reach college. Better testing and counseling programs should help, by guiding less-able students away from institutions where they'll be beyond their depth and into institutions better suited to their abilities and needs. Growing popular acceptance of the two-year college concept will also help, as will the adoption of increasingly selective admissions procedures by four-year colleges and universities.

Parents can help by encouraging activities designed to find the right academic spot for their children; by recog-

nizing their children's strengths and limitations; by creating an atmosphere in which children will be encouraged to read, to study, to develop curiosity, to accept new ideas.

Poor motivation: Students drop out of college "not only because they lack ability but because they do not have the motivation for serious study," say persons who have studied the attrition problem. This aspect of students' failure to finish college is attracting attention from educators and administrators both in colleges and in secondary schools.

FUTURE OUTLOOK: Extensive research is under way to determine whether motivation can be measured. The "Personal Values Inventory," developed by scholars at Colgate University, is one promising yardstick, providing information about a student's long-range persistence, personal self-control, and deliberateness (as opposed to rashness). Many colleges and universities are participating in the study, in an effort to establish the efficacy of the tests. Thus far, report the Colgate researchers, "the tests have successfully differentiated between over- and under-achievers in every college included in the sample."

Parents can help by their own attitudes toward scholastic achievement and by encouraging their children to



develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

Money: Most parents think they know the cost of sending a child to college. But, a recent survey shows, relatively few of them actually do. The average parent, the survey disclosed, underestimates college costs by roughly 40 per cent. In such a situation, parental savings for college purposes often run out quickly—and, unless the student can fill the gap with scholarship aid, a loan, or earnings from part-time employment, he drops out.

FUTURE OUTLOOK: A surprisingly high proportion of financial dropouts are children of middle-income, not low-income, families. If parents would inform themselves fully about current college costs—and reinform themselves periodically, since prices tend to go up—a substantial part of this problem could be solved in the future by realistic family savings programs.

Other probabilities: growing federal and state (as well as private) scholarship programs; growing private and governmental loan programs.

Jobs: Some students, anxious to strike out on their own, are lured from college by jobs requiring little skill but offering attractive starting salaries. Many such students may have hesitated about going to college in the first place and drop out at the first opportunity.

FUTURE OUTLOOK: The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

Emotional problems: Some students find themselves unable to adjust to college life and drop out as a result. Often such problems begin when a student chooses a college that's "wrong" for him. It may accord him too much or too little freedom; its pace may be too swift for him, resulting in frustration, or too slow, resulting in boredom; it may be "too social" or "not social enough."

FUTURE OUTLOOK: With expanding and more skillful guidance counseling and psychological testing, more students can expect to be steered to the "right" college environment. This won't entirely eliminate the emotional-maladjustment problem, but it should ease it substantially.

Marriage: Many students marry while still in college but fully expect to continue their education. A number do go on (sometimes wives withdraw from college to earn money to pay their husbands' educational expenses). Others have children before graduating and must drop out of college in order to support their family.

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are provid-



ing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.

COLLEGES AND UNIVERSITIES are deeply interested in finding solutions to the attrition problem in all its aspects. Today, at many institutions, enrollment resembles a pyramid: the freshman class, at the bottom, is big; the sophomore class is smaller, the junior class still smaller, and the senior class a mere fraction of the freshman group. Such pyramids are wasteful, expensive, inefficient. They represent hundreds, sometimes thousands, of personal tragedies: young people who didn't make it.

The goal of the colleges is to change the pyramid into a straight-sided figure, with as many people graduating as enter the freshman class. In the college of tomorrow, the sides will not yet have attained the perfect vertical, but—as a result of improved placement, admissions, and academic practices—they should slope considerably less than they do now.

What will college have done for them?

IF YOUR CHILDREN are like about 33 per cent of today's college graduates, they will not end their formal education when they get their bachelor's degrees. On they'll go—to graduate school, to a professional school, or to an advanced technological institution.

There are good reasons for their continuing:

- ▶ In four years, nowadays, one can only begin to scratch the surface of the body of knowledge in his specialty. To teach, or to hold down a high-ranking job in industry or government, graduate study is becoming more and more useful and necessary.
- ▶ Automation, in addition to eliminating jobs in unskilled categories, will have an increasingly strong effect on persons holding jobs in middle management and middle technology. Competition for survival will be intense. Many students will decide that one way of competing advantageously is to take as much formal education beyond the baccalaureate as they can get.
- ▶ One way in which women can compete successfully with men for high-level positions is to be equipped with a graduate degree when they enter the job market.
- ▶ Students heading for school-teaching careers will increasingly be urged to concentrate on substantive studies in their undergraduate years and to take methodology courses in a postgraduate schooling period. The same will be true in many other fields.
- ▶ Shortages are developing in some professions, *e.g.*, medicine. Intensive efforts will be made to woo more top undergraduates into professional schools, and opportunities in short-supplied professions will become increasingly attractive.
- ▶ "Skills," predicts a Presidential committee, "may become obsolete in our fast-moving industrial society. Sound education provides a basis for adjustment to constant and abrupt change—a base on which new skills may be built." The moral will not be lost on tomorrow's students.

In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong

appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

AND EVEN with graduate or professional study, education is not likely to end for your children.

Administrators in the field of adult education—or, more accurately, "continuing education"—expect that within a decade the number of students under their wing will exceed the number of undergraduates in American colleges and universities.

"Continuing education," says Paul A. McGhee, dean of New York University's Division of General Education (where annually some 17,000 persons enroll in around 1,200 non-credit courses) "is primarily the education of the already educated." The more education you have, the more you are likely to want. Since more and more people will go to college, it follows that more and more people will seek knowledge throughout their lives.

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

Certain to vanish are the last vestiges of the stigma that has long attached to "night school." Although the concept of night school as a place for educating only the illiterate has changed, many who have studied at night—either for credit or for fun and intellectual stimulation—have felt out of step, somehow. But such views are obsolescent and soon will be obsolete.

Thus far, American colleges and universities—with notable exceptions—have not led the way in providing continuing education for their alumni. Most alumni have been forced to rely on local boards of education and other civic and social groups to provide lectures, classes, discussion groups. These have been inadequate, and institutions of higher education can be expected to assume unprecedented roles in the continuing-education field.

Alumni and alumnae are certain to demand that they take such leadership. Wrote Clarence B. Randall in *The New York Times Magazine*: "At institution after institution there has come into being an organized and articulate group of devoted graduates who earnestly believe . . . that the college still has much to offer them."

When colleges and universities respond on a large scale to the growing demand for continuing education, the variety of courses is likely to be enormous. Already, in institutions where continuing education is an accepted role, the range is from space technology to existentialism to funeral direction. (When the University of California offered non-credit courses in the first-named subject to engineers and physicists, the combined enrollment reached 4,643.) "From the world of astronauts, to the highest of ivory towers, to six feet under," is how one wag has described the phenomenon.

SOME OTHER LIKELY FEATURES of your children, after they are graduated from tomorrow's colleges:

▶ They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.

▶ They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of

his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

▶ They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."

▶ They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I



haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

▶ Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

DEPENDING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.

Who will pay—and how?

WILL YOU BE ABLE to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

Will you be able to pay considerably more than is written on the price-tags for these items?

The stark truth is that you—or somebody—must pay, if your children are to go to college and get an education as good as the education you received.

HERE is where colleges and universities get their money:

From taxes paid to governments at all levels: city, state, and federal. Governments *now* appropriate an estimated \$2.9 billion in support of higher education every year. *By 1970* government support will have grown to roughly \$4 billion.

From private gifts and grants. These *now* provide nearly \$1 billion annually. *By 1970* they must provide about \$2.019 billion. Here is where this money is likely to come from:

Alumni	\$ 505,000,000 (25%)
Non-alumni individuals	505,000,000 (25%)
Business corporations	505,000,000 (25%)
Foundations	262,000,000 (13%)
Religious denominations	242,000,000 (12%)
Total voluntary support, 1970 ..	\$2,019,000,000

From endowment earnings. These *now* provide around \$210 million a year. *By 1970* endowment will produce around \$333 million a year.

From tuition and fees. These *now* provide around \$1.2 billion (about 21 per cent of college and university funds). *By 1970* they must produce about \$2.1 billion (about 23.5 per cent of all funds).

From other sources. Miscellaneous income *now* provides around \$410 million annually. *By 1970* the figure is expected to be around \$585 million.

These estimates, made by the independent Council for Financial Aid to Education*, are based on the "best available" estimates of the expected growth in enrollment in America's colleges and universities: from slightly less than 4 million this year to about 6.4 million in the

*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.

academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of \$9 billion—compared with the \$5.6 billion that they received and spent in 1959-60.

WHO PAYS?

VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay taxes, the business corporations with which you deal or in which you own stock. But, in the last analysis, individual persons are the source of them all.

Hence, if you wished to reduce your support of higher education, you could do so. Conversely (as is presumably the case with most enlightened parents and with most college alumni and alumnae), if you wished to increase it, you could do that, also—with your vote and your check-book. As is clearly evident in the figures above, it is essential that you substantially increase both your direct and your indirect support of higher education between now and 1970, if tomorrow's colleges and universities are to give your children the education that you would wish for them.

THE MONEY YOU'LL NEED

SINCE IT REQUIRES long-range planning and long-range voluntary saving, for most families the most difficult part of financing their children's education is paying the direct costs: tuition, fees, room, board, travel expenses.

These costs vary widely from institution to institution. At government-subsidized colleges and universities, for



example, tuition fees for state residents may be non-existent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

In 1960-61, here is what the *average* male student spent at the *average* institution of higher education, including junior colleges, in each of the two categories (public and private):

	Public Institutions	Private Institutions
Tuition.....	\$179	\$ 676
Board.....	383	404
Room.....	187	216
Total.....	\$749	\$1,296

These, of course, are "hard-core" costs only, representing only part of the expense. The *average* annual bill for an unmarried student is around \$1,550. This conservative figure, provided by the Survey Research Center at the University of Michigan for the U.S. Office of Education, does not include such items as clothing. And, as we have attempted to stress by italicizing the word "*average*" wherever it appears, the bill can be considerably higher, as well as somewhat lower. At a private college for women (which is likely to get relatively little money from other sources and must therefore depend heavily upon tuition income) the hard-core costs alone may now run as high as \$2,600 per year.

Every parent must remember that costs will inevitably rise, not fall, in the years ahead. In 1970, according to one estimate, the cost of four years at the *average* state university will be \$5,800; at the *average* private college, \$11,684.

HOW TO AFFORD IT?

SUCH SUMS represent a healthy part of most families' resources. Hard-core costs alone equal, at public institutions, about 13 per cent of the average American family's annual income; at private institutions, about 23 per cent of average annual income.

How do families afford it? How can *you* afford it?

Here is how the typical family pays the current average bill of \$1,550 per year:

Parents contribute.....	\$950
Scholarships defray.....	130
The student earns.....	360
Other sources yield.....	110

Nearly half of all parents begin saving money for their children's college education well before their children are ready to enroll. Fourteen per cent report that they borrow money to help meet college costs. Some 27 per cent take on extra work, to earn more money. One in five mothers does additional work in order to help out.

Financing the education of one's children is obviously,

for many families, a scramble—a piecing-together of many sources of funds.

Is such scrambling necessary? The question can be answered only on a family-by-family basis. But these generalizations do seem valid:

▶ Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday (and even of the figures in this report, as nearly current as they are) is not necessarily true of college costs today. It will be even less true of college costs tomorrow.

▶ If they knew what college costs really were, and what they are likely to be in the years when their children are likely to enroll, many parents *could* save enough money. They would start saving earlier and more persistently. They would gear their family budgets to the need. They would revise their savings programs from time to time, as they obtained new information about cost changes.

▶ Many parents count on scholarships to pay their children's way. For upper-middle-income families, this reliance can be disastrous. By far the greatest number of scholarships are now awarded on the basis of financial need, largely determined by level of family income. (Colleges and other scholarship sources are seriously concerned about the fact, indicated by several studies, that at least 100,000 of the country's high-school graduates each year are unable to attend college, primarily for financial reasons.) Upper-middle-income families are among those most seriously affected by the sudden realization that they have failed to save enough for their children's education.

▶ Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term





repayment of college costs, by students or their parents, strikes many people as highly logical.

Loans can be obtained from government and from private bankers. Just last spring, the most ambitious private loan program yet developed was put into operation: United Student Aid Funds, Inc., is the backer, with headquarters at 420 Lexington Avenue, New York 17, N.Y. It is raising sufficient capital to underwrite a reserve fund to endorse \$500 million worth of long-term, low-interest bank loans to students. Affiliated state committees, established by citizen groups, will act as the direct contact agencies for students.

In the 1957-58 academic year, loans for educational purposes totaled only \$115 million. Last year they totaled an estimated \$430 million. By comparison, scholarships from all sources last year amounted to only \$160 million.

IS THE COST TOO HIGH?

HIGH AS THEY SEEM, tuition rates are bargains, in this sense: They do not begin to pay the cost of providing a college education.

On the national average, colleges and universities must receive between three and four additional dollars for every one dollar that they collect from students, in order to provide their services. At public institutions, the ratio of non-tuition money to tuition money is greater than the average: the states typically spend more than \$700 for every student enrolled.

Even the gross cost of higher education is low, when put in perspective. In terms of America's total production of goods and services, the proportion of the gross national product spent for higher education is only 1.3 per cent, according to government statistics.

To put salaries and physical plant on a sound footing, colleges must spend more money, in relation to the gross national product, than they have been spending in the past. Before they can spend it, they must get it. From what sources?

Using the current and the 1970 figures that were cited earlier, tuition will probably have to carry, on the average, about 2 per cent more of the share of total educational costs than it now carries. Governmental support, although increasing by about a billion dollars, will actually carry about 7 per cent less of the total cost than it now does. Endowment income's share will remain about the same as at present. Revenues in the category of "other sources" can be expected to decline by about .8 per cent, in terms of their share of the total load. Private gifts and grants—from alumni, non-alumni individuals, businesses and unions, philanthropic foundations, and religious denominations—must carry about 6 per cent more of the total cost in 1970, if higher education is not to founder.

Alumnae and alumni, to whom colleges and universities must look for an estimated 25 per cent (\$505 million) of such gifts: please note.

CAN COLLEGES BE MORE EFFICIENT?

INDUSTRIAL COST ACCOUNTANTS—and, not infrequently, other business men—sometimes tear their hair over the "inefficiencies" they see in higher education. Physical facilities—classrooms, for example—are in use for only part of the 24-hour day, and sometimes they stand idle for three months in summertime. Teachers "work"—i.e., actually stand in the front of their classes—for only a fraction of industry's 40-hour week. (The hours devoted to preparation and research, without which a teacher would soon become a purveyor of dangerously outdated misinformation, don't show on formal teaching schedules and are thus sometimes overlooked by persons making a judgment in terms of business efficiency.) Some courses are given for only a handful of students. (What a waste of space and personnel, some cost analysts say.)

A few of these "inefficiencies" are capable of being curbed, at least partially. The use of physical facilities is being increased at some institutions through the provision of night lectures and lab courses. Summer schools and year-round schedules are raising the rate of plant utilization. But not all schools are so situated that they can avail themselves of even these economies.

The president of the Rochester (N.Y.) Chamber of Commerce observed not long ago:

"The heart of the matter is simply this: To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature . . . [American business and industry] have to understand that much of liberal education which is urgently worth saving cannot be justified on a dollars-and-cents basis."

In short, although educators have as much of an obligation as anyone else to use money wisely, you just can't run a college like a railroad. Your children would be cheated, if anybody tried.

In sum:

WHEN YOUR CHILDREN go to college, what will college be like? Their college will, in short, be ready for them. Its teaching staff will be competent and complete. Its courses will be good and, as you would wish them to be, demanding of the best talents that your children possess. Its physical facilities will surpass those you knew in your college years. The opportunities it will offer your children will be limitless.

If.

That is the important word.

Between now and 1970 (a date that the editors arbitrarily selected for most of their projections, although the date for your children may come sooner or it may come later), much must be done to build the strength of America's colleges and universities. For, between now and 1970, they will be carrying an increasingly heavy load in behalf of the nation.

They will need more money—considerably more than is now available to them—and they will need to obtain much of it from you.

They will need, as always, the understanding by thoughtful portions of the citizenry (particularly their own alumni and alumnae) of the subtleties, the sensitiveness, the fine balances of freedom and responsibility without which the mechanism of higher education cannot function.

They will need, if they are to be of highest service to your children, the best aid which you are capable of giving as a parent: the preparation of your children to value things of the mind, to know the joy of meeting and overcoming obstacles, and to develop their own personal independence.

Your children are members of the most promising American generation. (Every new generation, properly, is so regarded.) To help them realize their promise is a job to which the colleges and universities are dedicated. It is their supreme function. It is the job to which you, as parent, are also dedicated. It is *your* supreme function.

With your efforts and the efforts of the college of tomorrow, your children's future can be brilliant. If.



“The College of Tomorrow”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1962 by Editorial Projects for Education, Inc., 1707 N Street, N.W., Washington 6, D.C. All rights reserved; no part of this supplement may be reproduced without express permission of the editors. Printed in U.S.A.

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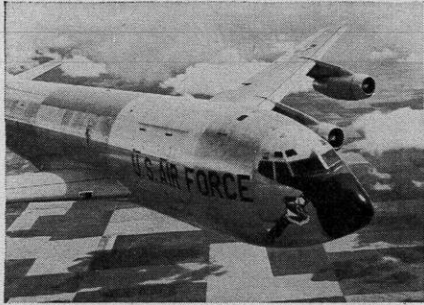
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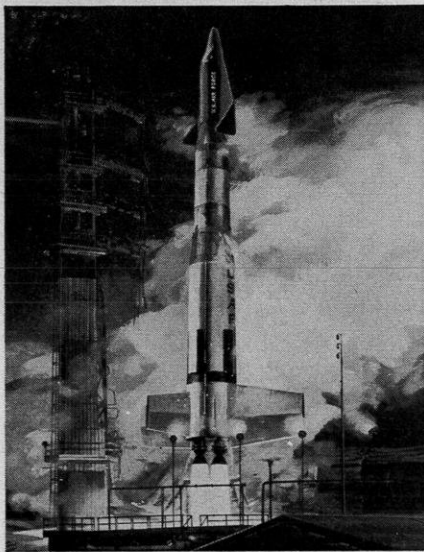
CAREER BULLETIN FROM **BOEING**



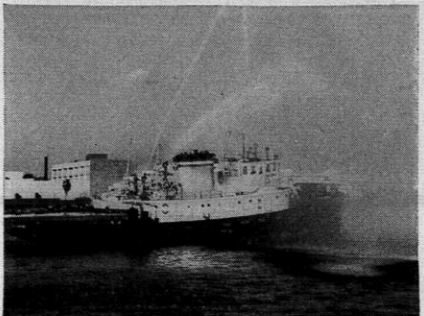
Drawing of newly announced short-to-medium range Boeing 727 jetliner. First 727 sale was largest in transportation history. More airlines have ordered—and re-ordered—more jetliners from Boeing than from any other manufacturer.



Boeing KC-135 jet tanker-transport is U.S. Air Force's principal aerial refueler. Forty-five C-135 cargo-jet models of KC-135 have been ordered for Military Air Transport Service.



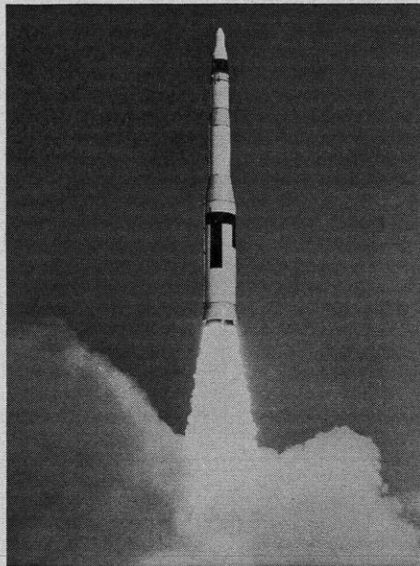
Dyna-Soar manned space glider is shown, in artist's concept, atop Titan ICBM for launching. Design will permit return for conventional landing. Boeing is prime contractor for glider and system.



Boeing gas turbine engines power pumps on U.S. Army tug-fireboat. In other applications, Boeing engines power U.S. Navy boats and generators.

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Minuteman, nation's first solid-fuel intercontinental ballistic missile, shown on initial flight—most successful first flight in missile history. Besides holding major Minuteman contract responsibility, Boeing holds primary developmental, building and test responsibility for SATURN S-1B booster.



Boeing Scientific Research Laboratories where scientists expand the frontiers of knowledge in research in solid state physics, flight sciences, mathematics, plasma physics and geo-astronautics.

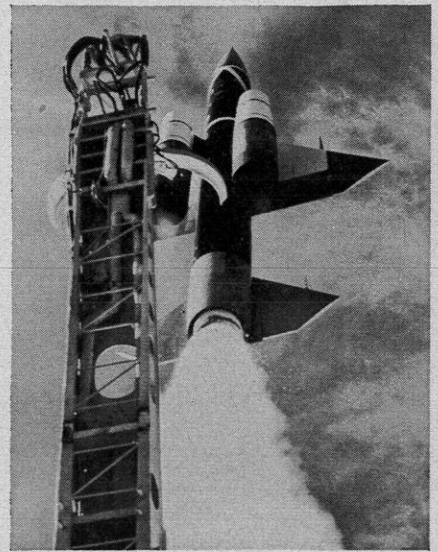
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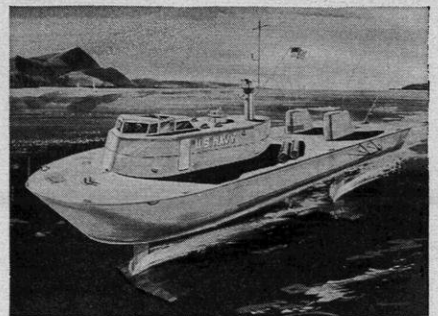
Boeing-Vertol 107 helicopter shown with famous Boeing 707 jetliner, world's most popular airliner. Boeing is world leader in jet transportation.



Boeing B-52H shown carrying mockups of Skybolt air-launch ballistic missiles. B-52s are also jet-fast platforms for Hound Dog guided missiles. They hold 11 world nonstop distance, speed records.



Supersonic Boeing BOMARC, longest-range air defense missile in U.S. Air Force arsenal, is now operational at Air Defense Command bases. New "B" model has range of more than 400 miles.



Drawing of 115-foot hydrofoil craft Boeing is building for U.S. Navy. Riding out of water, craft will "fly" at speeds up to 45 knots on underwater wings.

A Fabulous Day for Wisconsin

IT WAS On Wisconsin—on the court and on the cinders—and March 3, 1962 will live in the memories of Wisconsin sports fans for a long time. On that Saturday afternoon in Madison and East Lansing, Mich., Wisconsin's athletic program received its biggest boost in years.

At Madison, an underdog Badger basketball team took on unbeaten and No. 1 ranked Ohio State in what was expected to be just a routine outing for the Buckeyes. The message didn't get through to Wisconsin's battling band of cagers, and they played the Buckeyes on even terms for ten minutes, then spurred to a 37-30 halftime lead.

A roaring crowd of 13,545 seemed to sense an upset in the making, though Ohio State's ability to overcome a seven point lead was not overlooked. The Buckeyes never really did make their move to overtake the Badgers, and the fine outside shooting of sophomore guard Don Hearden, who hit for 29 points, and junior forward Ken Siebel, who scored 22 points, helped Wisconsin to a 72-53 lead with six minutes to play. A closing rush by Ohio State narrowed the score to 77-65, with three minutes left but the Badgers won the game going away 86-67.

The Wisconsin victory assured the Badgers of an undisputed second place finish in the Big Ten—highest since 1950—and broke Ohio State's string of 27 consecutive conference wins. Ironically, it had been Wisconsin's record of 23 straight wins—set in 1912-13—that the Buckeyes had erased from the record book earlier in the season.

Overall, Wisconsin was 17-7 for the season, and 10-4 in the conference. The overall record was best since 17-5 in 1950—when the Badgers were 9-3 in the Big Ten—and the 10-4 conference record stands as the best ever since the 14 game Big Ten schedule went into effect in 1951.

At East Lansing, Mich., Coach Rut Walter's indoor track team pulled another surprise by sweeping to the Big Ten title, first for a Wisconsin team since the 1949 team garnered a tie with Ohio State, and first outright championship in the sport for Wisconsin since 1930.

Sophomores paced the win: hurdler Larry Howard, Maywood, Ill., won both hurdles events, and dashman Bill Smith, Sycamore, Ill., won the 60 yard dash. Shot putter Don Hendrickson, Green Bay, won the title in that event, while the one mile relay team of Roger Shick, Terry Pitts, Tom Creagan, and Elzie Higginbottom was victorious in a new school record time of 3:18.1. Higginbottom was second in the 440

yard dash to Big Ten record holder Dave Mills of Purdue, and other valuable points were picked up by Elmars Ezerins, shot put, Bill Gill and Tor Reitan, 880 yard run, Tom Creagan and Dick Miller, 1000 yard run, Bill Smith, Gene Dix, and Glen Van Wormer, hurdles, and Don Loker, mile run.

At Minneapolis, Wisconsin's wrestling team—also showing the influx of sophomore talent—placed 4th in the Big Ten championship meet, with Roger Pillath winning the heavyweight title. Roger, a former Wisconsin state champion from Coleman, completed the 1962 season undefeated in 19 straight matches. Teammates Neil Leitner and Paul Mergen were third at 130 and 167 pounds, respectively, and Ron Parr finished 4th at 177 pounds.

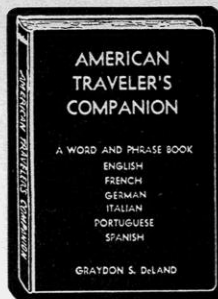
Wisconsin's fencers placed third in the Big Ten meet at Illinois with the host Illini winning the meet for the third straight year. Jim Wadsworth, Madison, and Gerry Wiviott, Milwaukee, were third place finishers for the fencers in sabre and foils, respectively. The Badger gymnasts also broke into the scoring column in their championship meet with Jim Hopper, Madison sophomore, placing 9th in the still rings.

The Badger basketball team was honored by the Madison Gyro Club at the 39th annual basketball banquet on March 12, and senior Tom Hughbanks, Green Bay, was named honorary captain for the 1961-62 season. Tom ended his career as the 7th highest scorer in Wisconsin basketball history with 846 points in three years. Ken Siebel, Rock Falls, Ill., junior, was named Most Valuable Player for the second straight year. In two seasons of play, he's tallied 675 points. Mike O'Melia, Rhinelander sophomore, was winner of the free throw trophy awarded by Jimmy Demetral, Madison.

Overall, Wisconsin's athletic program to date this year shows 54 wins, 34 defeats, 1 tie. The indoor track team won the Big Ten title, basketball placed 2nd, fencing 3rd, football, cross country, and wrestling each 4th, gymnastics tied for 7th, and swimming was 9th, in Big Ten championship standings.

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WAA Field Secretary
 Ed Gibson
 jots down
 some of his
 observations
 on Alumni Clubs



Field Notes

“GIVE THEM flowers while they can still smell them”—an old truism, but of special significance when applied to alumni who have contributed unselfishly to their community and to the University of Wisconsin. Alumni club officers should give some thought to remembering their alumni fitting this description. The award need not be large in monetary value, but you can bet it will have large intrinsic value to the recipient.

Sheboygan president, Peter J. Schils, advises that his club is starting an “*Outstanding Alumni Award*” to properly remember faithful alumni leaders in the Sheboygan County area. A specially designed traveling trophy has been made. Its awarding will be accompanied by a replica for the individual to keep. A standing committee composed of the past club president, a current board member, and one club member at large, decides which alumnus has rendered the most significant service to the club over the past year.

The entire Beaver Dam board makes nominations to a special “*Alumnus of the Year Awards*” committee named by president Mrs. Irma La Count. The selection criteria includes service to the community, distinguished professional accomplishments, and the extent to which the alumnus has put his education and personal ability to good use.

The “*Man of the Year Award*” of the New York club is arrived at through a committee named by president James R. Kennedy, com-

posed of alumni thoroughly familiar with the club’s activities. Candidates are suggested from various sources. Their credentials are compared and evaluated with a recommendation made to the president, and the winner is announced at the Founders Day Dinner. This year’s winner of the New York award is Dr. John A. Keenan, president of the Standard Packaging Co.

A large plaque, bearing names of all recipients of the *Distinguished Service Award* of the Milwaukee Club will soon hang on the wall of the soon-to-be-built (we hope) Alumni House on the shores of Lake Mendota. Individual escutcheons, on the plaque, are suitably engraved with the winner’s name each year. He receives a smaller replica to keep. Here again a committee has the job of winnowing the qualifications of candidates. The make-up of the committee has not been standardized but generally includes past club presidents and current Board members in varying numbers.

The functioning of the committee, over the years, has established some ground rules governing selection, according to vice-president Philip Dressler. The recipient must live in or near metropolitan Milwaukee. This rule was bent a little, as was the one requiring that a recipient should not be employed by the University, when Dr. Fred was honored upon retiring from the University presidency. The winner should have given significant and long time service to the University. The award is not necessarily made every year.

The Wisconsin Alumni Associa-

tion has a standing Alumni Awards Committee, composed of directors who make the selection of the “*Wisconsin Alumnus of the Year*”. The award is a feature of the Alumni Day banquet at Commencement time. Tangibly, it is a beautiful certificate, suitably inscribed and attested. It is a real work of art, hand lettered with flaming colors, and encased in a specially made cover.

From these few examples, club officers can easily visualize how their club can pay suitable honor to some of their own alumni in years ahead. To paraphrase a cigar TV commercial—“Why don’t you name a committee and try it some time?”

Quick Comments

1. “That’s me”—chimed an attractive 1960 alumna, when during the showing of the new University film “*Wisconsin is An Idea*”, her picture flashed on the screen during a student sequence. She certainly was fascinated by the film to be so spontaneous in public.
2. “It’s not fair to hit a man when he is down”—but one club did. It elected a president, when, at the moment of election, he was sick at home and flat on his back in bed. There is a happy sequence however—he was willing and able to do the job.
3. “A hundred to one shot”—and it paid off. One club president, shy a third director nominee, asked for a volunteer from the floor at a meeting. Believe it or not, he got a very capable volunteer.

JEFFERSON April 26

Founders Day
 Meadow Springs Golf Club
 Speaker: Wilbur N. Renk
 Contact: Richard C. Smith

CHICAGO May 1

All Wisconsin Night
 Walnut Room—Bismarck Hotel
 Program: UW Men’s Glee Club
 Contact: Clarence Hollister
 11347 S. Lothair
 HI 5-4315



Haresfoot Continues Tradition with

LI'L ABNER

THE HARESFOOT CLUB invades Dogpatch this year for its 64th annual production as it brings to the Wisconsin stage its unique presentation of the Broadway hit, LI'L ABNER.

The Haresfoot Club, the oldest men's organization on the campus was formed in 1898 by two ambitious students, Ernst Kronsage and Walton Pyre, who decided to do something about the "matter of fact rut" into which student activities had fallen. Unique though it was at the time, it wasn't long before Haresfoot met with competition. To maintain its individuality the members decided to produce musical comedies, something the competing groups were not doing. That was in 1907. Since that time, most of the Haresfoot shows have been of the musical comedy variety.

In 1909 a new twist was added to the Club's productions. The University had passed a regulation pro-

hibiting mixed casts from traveling around the country and the Haresfooters, seizing upon the opportunity to become even more unique, decided to limit their membership to men only. The short run effect of this decision was of course important; it allowed the Club to continue taking its tours throughout the Midwest. But, as anyone who has seen a Haresfoot show knows, the long run effect was even more important. For without the all-male cast, doubtless the unique humor and art of a present day Haresfoot production would never have come about.

The production of LI'L ABNER by Haresfoot marks a swing back to the musical comedy type of show by the Club. In 1960 and again in 1961 Haresfoot produced musical revues by combining comedy sketches and musical numbers from the best of Broadway. The revues however were not easily adaptable to the Club's tour as they required

a large variety of props and settings. In addition, the number of props limited the number of theaters that the show could play in.

In this year's show, Al Capp's renowned comic strip characters, Li'l Abner, Daisy Mae, Mammy and Pappy Yokum, Evil Eye Fleagle, Moonbeam McSwine and Marryin' Sam, will provide the basic humor. Haresfoot's contribution to the fun will consist of its famous pony kickline and a hairy, muscular legged Daisy Mae who is either "gracefully" pursuing Li'l Abner in the Sadie Hawkins Day race or delicately singing a tender duet with her hero.

General co-directors for the show are a husband and wife team, Dave and Sally Semmes. They believe that LI'L ABNER has already proven its merits as a successful Haresfoot production during early rehearsals. The only problem they encountered was in trying to find University students who physically fit the parts of the odd conglomeration of characters who inhabit Dogpatch. "People just don't grow the way they do in Dogpatch," Mrs. Semmes said recently. "So we have to make the actors look as terrible as possible and hope that the resemblance is recognizable to the audience."

Another problem the Club had to cope with was the profuse and varied number of animals which were listed as props for the show. Moonbeam McSwine needed her pig and other characters needed a donkey, a goose, two dogs, a pig on a platter, a polar bear head and a can

Harriet Narowetz



Wisconsin Alumnus

of worms. Haresfoot president Paul Breske said that a zoo in the back of the touring bus wasn't conducive to the serious attitude which pervades a Haresfoot cast so the show will go on the road minus the animals.

This year marks Mrs. Harriet Narowitz's tenth year as choreographer for Haresfoot. The high-kicking pony line which is one of the more famous features of any

Haresfoot show, is under her direction as well as all of the general choreography for the show. Musical director for the show is Jim Christensen, a School of Music faculty member. In his first year with Haresfoot, Christensen has noted that directing a musical comedy for Haresfoot is quite different from being a staff arranger for the West Point Band, which was his job from 1958 to 1961.

The Club's traditional one-week tour of Wisconsin cities will begin in Waukesha on Monday, April 23. The show will play Whitefish Bay on the following Friday and Saturday nights, April 27 and 28, before returning to the Union theater in Madison for its one-week stand on the campus. Other cities being considered for the tour are Kenosha, Janesville, Beloit, Green Bay and Sheboygan.

Alumni News

Up to 1900

Mrs. Dante M. Stamm (Eliza SHAW '99), Geneseo, Ill., recently celebrated her 92nd birthday.

1901-1910

Dr. Robert C. DISQUE '03, dean emeritus of the College of Engineering of Drexel Institute of Technology, was recently honored by the Delaware County chapter of the Pennsylvania Society of Professional Engineers as the Delaware County Engineer of the Year.

Bessie PETTIGREW '06, English high school and college teacher for the past 32 years, has retired from her profession and is residing in Flandreau, S.D.

1911-1920

Edwin P. KOHL '13, having retired from the practice of law in New York City, is now living in San Francisco, Calif.

The University of Dayton recently paid tribute to Stanley C. ALLYN '14 as he retired as the chairman of the board of the National Cash Register Co. Mr. Allyn is a member of the University of Dayton's Associate Board of Lay Trustees and a past president of that organization.

A new book, *Earth—The Stuff of Life*, written by Prof. emeritus Firman E. BEAR '17, former head of the Department of Soils, College of Agriculture, Rutgers University, has been released by the University of Oklahoma Press.

Dr. Fred W. KRANZ '19, has been named a vice president of Otation Electronics, Inc., of Ossining, N.Y., and director of the company's new research division.

Mrs. Herman Veit and Dr. Herman H. HUBER '20 were recently married in Whitefish Bay. Dr. Huber is a physician and former chief of staff of Mt. Sinai Hospital, Milwaukee.

Robert E. RETTGER '20, division chief geologist, Sun Oil Co., Dallas, Tex., is the 46th president of The American Association of Petroleum Geologists.

1921-1930

Dr. Emma L. FISK '35, associate professor of botany at the University of Wisconsin,

and Dr. William F. MILLINGTON '52, assistant professor of biology at Marquette University, are co-authors of *Atlas of Plant Morphology, Portfolio II*, just published by Burgess Publishing Co.

Philip H. FALK '21, superintendent of schools in Madison, will retire in June after 23 years as public school superintendent. He has also been very active in alumni work and is a past president of the Wisconsin Alumni Association.

Dr. Norman L. WITTKAP '21 has retired from the educational field as principal and superintendent, and has purchased a home in St. Petersburg, Fla.

T. Delbert JONES '22 has retired from his position with the American Smelting and Refining Co., after 40 years of service.

Mrs. Ann Bugbee recently became the bride of Sherwood BUCKSTAFF '22, Houston, Tex.

Elmer C. PRIEWE '22, Stockton, Ill., is now semi-retired, his part-time occupation consisting of tax assessing and a typewriter and adding machine business.

Rudolph C. ZIMMERMAN '22, retired vice-president and controller of the Pabst Brewing Co., and Lloyd G. LARSON '27, sports editor of the *Milwaukee Sentinel*, received annual distinguished service awards from the Wisconsin Alumni Club of Milwaukee at a recent Founders Day dinner held by the club. Mr. Zimmerman is presently vice-president of the University of Wisconsin Foundation and Mr. Larson is a vice-president of the Wisconsin Alumni Association.

Mr. and Mrs. Carl LUTHER '23, participated in two management and sales workshops held recently in Hawaii. Over 400 executives and salesmen attended.

Morgan MURPHY, '24, has purchased KXLY radio and television stations in Spokane, Wash.

Lawrence G. DAHL '24, vice-president of the Louisville (Kent.) Gas and Electric Co., is celebrating his 38th year of service in the public utility business.

Dr. Harold A. BACHHUBER '26 has been appointed to a seven-year term on the Wisconsin State Board of Health.

Robert H. PADDOCK '26, Wisconsin Division Engineer, U. S. Bureau of Public Roads, was recently presented the U. S. Department of Commerce Meritorious Service Silver Medal Award for "outstand-

ing contributions to the highway program in the State of Wisconsin and for extremely competent performance of official duties for over 27 years."

Marvin J. JOHNSON '27, professor of biochemistry at the University of Wisconsin, and Dr. Henry J. PEPLER '36, manager of scientific investigation at Universal Foods Corp., Milwaukee, have been named chairman-elect and secretary-treasurer, respectively, of the American Chemical Society's division of microbial chemistry and technology.

Edgar A. LANDWEHR '27 recently moved to Syracuse, N.Y., where he is associated with the U. S. Soil Conservation Service of New York.

Mrs. Richard A. TROTTER (Nell HAMILTON '27), Dean of Women at Georgia State College, has been named Atlanta's 1961 Woman of the Year.

Earl D. JOHNSON '28 has been named chairman of the General Dynamics Corp., maker of a wide range of defense products.

Dr. LaVerne E. CLIFCORN '28 will soon return to the United States from Saigon, Viet Nam, where he has been lending his professional assistance since January. He was granted a leave for this assignment from the Crown Cork and Seal Co. of Philadelphia, Pa., for which he serves as a consultant.

Col. Franklin W. CLARKE, '29, III Corps and Post Staff Judge Advocate and institutional representative for scouting, received Heart O'Texas Council's highest award to volunteer scouts, the Silver Beaver Award, at the Annual Recognition Dinner held recently at Baylor University, Waco, Tex.

Dr. Kenneth W. WEGNER '29 is an associate professor of mathematics and chairman of the department at Carleton College, Northfield, Minn.

James H. DUNHAM '29 has been appointed general sales manager for the Wisconsin Electric Power Co., Milwaukee.

Dr. James G. MADDOX '30, professor of agricultural economics at North Carolina State College, is directing a study which the State College is making of the South's economic future.

1931-1940

William H. FERRIS '31, chief electrical engineer, was recently honored for com-

This Year's Class of 1917 Reunion will make it

45 in a Row!



The Madison committee planning the Class of 1917's 45th reunion are, seated from left: Mrs. Stuart W. Reid (Carol McMillan); Mrs. Lowell E. Noland (Ruth Chase); Mrs. Ralph E. Ramsay (Paula Wilde, Chicago '21); and Dr. Myra Emery Burke, class vice president. Standing are: Dr. Mead Burke and Ralph E. Ramsay, class secretary. Absent when the picture was taken were: Leo J. Blied, class president, and Mary A. McNulty, class treasurer.

FORTY-FIVE YEARS ago come June, eight hundred and forty-one seniors marched proudly across a platform set up in the sawdust-strewn Stock Pavilion to receive bachelor degrees under the cordial eye of esteemed President Charles R. Van Hise. Armed, then, with these precious certificates of merit "to whom it may concern" they stepped forth regretfully but cheerfully into a war-torn world. Soon many of them were fighting "over there" "to make the world safe for Democracy;" and thirty-three of them were never to return.

Perhaps because of this rendezvous with destiny which the Class of 1917 shared, its surviving members have demonstrated unusual bonds of interest with each other and their Alma Mater. Every June since their commencement they have held a reunion on the Madison campus. This year will mark their forty-fifth such meeting, establishing a record claimed by no other class.

In 1952 they presented to the University a scholarship fund of more than eighty-five hundred dollars as a memorial to the thirty-three classmates lost in World War I, the interest from which provides awards each year to worthy students. In 1959, following the death of a most beloved member, Eleanor Ramsay Conlin, two memorials in her name were given, through the University of Wisconsin Foundation. One is a loan fund, from which nineteen students have thus far borrowed approximately three thousand dollars. The other is a fund of two thousand dollars for the purpose of constructing a memorial fireplace in the new Alumni House which is to be built next year.

A letter has gone out to the six hundred and thirty-six members whose addresses are known urging them to return to the campus in June for a gala three-day reunion now being planned by the class president, Leo J. Blied, and the Madison Committee (see picture). It is hoped that this will be a reunion to top all previous reunions.—*Carol McMillan Reid.*

pleting 25 years of service with the Wisconsin Power and Light Co., Madison.

Roy F. NUERNBERG '31 has been named assistant comptroller and assistant secretary for Employers Mutual, Wausau, Wis.

William C. HOPPE '32, has recently become associated with the Dawson Realty office, Madison.

Richard E. CROSS '33 has been named chairman and chief executive officer of American Motors Corp.

Walter S. WOODS '34 has been appointed marketing and product manager, industrial sales, of Du Pont Company's Fabrics and Finishes Department.

Paul L. TRUMP '34, director of admissions and registrar at the University of Wisconsin, is the new president of the American College Testing Program, a program which is required or recommended for admission to more than 500 American colleges or universities.

Eugene W. YOUNGS '35 has retired from the FBI after over 22 years of service as an agent, and will practice law in Cincinnati, O.

William R. MARQUART '36, general livestock procurement manager of Oscar Mayer & Co., Madison, has been named vice chairman of the Agricultural Advisory Committee of the Grocery Manufacturers of America.

Edwin J. DELANEY '37, regional director for Goodyear International Corp., has been elected trustee of the United States Inter-American Council, Inc.

Roland KENNEDY '38 is the new president of the Wisconsin Alumni Club of Ironwood, Mich. (Gogebic)

Robert J. CONOHAN '38 has been named superintendent of the new Walworth Pre-Release Center.

Harley B. NORRIS '38 is now with the University of California's Los Alamos Scientific Laboratory as an engineer in GMX-Division.

Dr. Edmond S. PERRY '38 has been named a senior research associate in the Kodak Research Laboratories, Rochester, N.Y.

A partnership for the general practice of law has been formed by Earl A. KORTH, Sr. '24, Forest W. RODD '38, and Earl A. KORTH, Jr. '53, Rhinelander, Wis.

Raymond D. OWEN '38, geneticist and immunologist, has been appointed chairman of the biology division of the California Institute of Technology.

Dr. John S. SYLVESTER '39, director of the microbiologic research division of Abbott Laboratories, North Chicago, Ill., has been elected 1962 chairman of the American Chemical Society's Division of Agricultural and Food Chemistry.

Dr. Wyatt C. WHITLEY '39 has been appointed associate director, research, of Georgia Institute of Technology's Engineering Experiment Station.

Henry L. EICKELBERG '40 has been named product manager for field erected

furnaces and ovens at Hevi-Duty Electric Co., Watertown, Wis., a division of Basic Products Corp.

Francis J. WALSH '40 has been named deputy commissioner of the Wisconsin State Department of Administration.

1941-45

William R. MARLING '41 has been elected president and treasurer of the Marling Lumber Co., Madison.

The Dane County Pharmaceutical Society recently announced the election of Hugo HESSMAN '41 as president for 1962.

Dr. Jerome M. MAAS '42 has been named a senior physician by Eli Lilly and Co. in recognition of his outstanding medical achievements. Associated with the pharmaceutical firm since 1947, Dr. Maas works in the research division.

Theodore J. GRISWOLD '42 has been appointed a member of the Farmers Home Administration state advisory committee. He is a director of the Wisconsin Hereford Association and its former president.

Dr. Gilbert M. SHULL '42, director of fermentation research at the Medical Research Laboratories of Chas. Pfizer & Co., Inc., Groton, Conn., has been named chairman for 1962 of the American Chemical Society's division of microbial chemistry and technology.

Dr. Robert E. NYE '42, professor of music at the University of Oregon, is writing a monograph on "Music in the Elementary Schools" for the Library of Education series, a project of the Center For Applied Research in Education, Inc.

Francis VIVIAN '43, a building inspector in the City Building Department for the past 12 years, has resigned from his municipal job and opened professional engineering offices in Madison.

Donald C. BRADLEY '42 was recently appointed assistant vice president-personnel for the Wisconsin Telephone Co. in Milwaukee.

Eli Lilly and Co. has named Robert E. McMAHON '45 research associate and Gordon H. SVOBODA '44 a development associate for outstanding scientific achievements. Both are members of the organic chemical department.

Atty. John J. BOYLE '45, Janesville, Wis., has been appointed judge of Branch 2 of the Rock County court.

1946-1950

Attys. Jerome M. FISHER '46, Richard E. LENT '53, Donald R. SCHNEIDER '53, and Eugene E. ZEGAROWICZ '58 have opened a law office in Madison.

Dr. Joseph R. DILLINGER '47, professor of physics at the University of Wisconsin, has been named regional counselor for Wisconsin by the American Association of Physics Teachers and the American Institute of Physics.

Ralph B. von GUERARD '47 has been named assistant to the president at New York University.



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OUR REMARKABLE NEW SUIT OF
7-OUNCE DACRON-AND-WORSTED

Here is the latest development in the field of men's Spring and Summer suits—a featherweight 7-ounce blend that combines the wrinkle-resistant and long-wearing qualities of Dacron® polyester with the soft hand and smartly tailored appearance of worsted. And—most surprising of all—this good-looking town wear suit is also washable. In navy, medium grey or blue-olive; also blue-grey, and medium grey or brown hairlines; medium grey or blue-grey Glen plaids. Coat and trousers.

Sample swatches sent upon request.

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Ralph E. DUXBURY, Jr. '47, the only civilian working in the Veterans Administration Central Laboratory for Clinical Pathology in Washington, D. C., left recently for a tour of overseas medical units.

Mrs. Romelle Brown and John SCHARNBERG, Jr., '48 were recently married in Park Ridge, Ill. Mr. Scharnberg is a sales research coordinator for the Bee Chemical Co., Lansing, Ill.

John B. PERI '48 has been appointed a research associate for the American Oil Co., Whiting, Ind.

Maj. Robert J. GOEBEL '48 has graduated from the Armed Forces Staff College, Tinker AFB, Okla., and has been assigned to Air Force Space Systems Division, Los Angeles, Calif.

Robert E. CECH '48, research metallurgist at the General Electric Research Laboratory, Schenectady, N. Y., has been named the winner of the American Institute of Mining, Metallurgical and Petroleum Engineers' 1961 Matthewson Medal.

Kenneth K. TUCKER '49 has been promoted to manufacturing manager of the Madison-Kipp Corp., Madison.

John B. MATHEWS '49 has been appointed vice-president of Robert G. Owens and Associates, Inc., a personnel consulting and vocational guidance firm in Madison.

Richard R. SABROFF '49, formerly staff engineer with the AC Spark Plug Division of the General Motors Corp., has joined the Marquette faculty as associate professor of electrical engineering.

James F. GRIMM '49 is now affiliated with the Chicago regional office of the Department of Labor's bureau of employment security.

Dean E. STREIFF '49, New Glarus, has been named the Madison area's "Outstanding Young Farmer" by the Madison Junior Chamber of Commerce.

The appointment of Robert A. LePAGE '49 as product manager of "Scotch-Brite" brand low density abrasives has been announced by Minnesota Mining and Manufacturing Co.

Arnold J. KORPI '50 is the new secretary of the Wisconsin Alumni Club of Ironwood, Mich. (Gogebic)

Herbert W. HAWKINS '50 is the new manager of the Bank of America's Delano branch in San Francisco, Calif.

Alfred M. ELLRODT '50 has been appointed precision controls sales manager at Kohler Co., Kohler, Wis.

Mr. and Mrs. Jerome H. KUYPERS '50 (Joan FAGAN '54) announce the birth of a daughter, Jennifer Helen.

Robert R. KORDES '50 is now associated with AC Spark Plug, the Electronics Division of General Motors, as a senior project engineer.

Mr. and Mrs. John FAUERBACH '50 (Catherine POETSCH '48) announce the adoption of a baby girl, Julie Beth.

Trustees of the **CLASS OF 1950 INVESTMENT FUND** are now conducting their second annual solicitation for contributions. All donations will be invested in growth stocks and the accumulated total will be presented to the University as a class gift at the 25th class reunion in 1975.

All Badgers from the class of '50 are urged to mail their checks for "just a buck or two" to:

UNIVERSITY OF WISCONSIN FOUNDATION
Class of 1950 Investment Fund
Box 2025—Madison 5, Wisconsin

1951

Earl W. GALBRAITH has opened a design and consultation service in Sheboygan, Wis.

Prof. Arnold E. ARONSON of the University of Wisconsin speech department, has been elected chairman of the Speech and Hearing Disorders Interest Group of the Speech Association of America.

Mr. and Mrs. Donald DETTMANN (Shirley ZIMNEY) are parents of a son, Andrew. Mr. Dettmann is employed by the AC Spark Plug Division of General Motors Corp., in its missile program.

Walter A. THIERFELDER, Jr. has been promoted to assistant manager of data processing-programming for Northwestern Mutual Life Insurance Co., Madison.

1952

The appointment of Donald H. KROPF as associate professor in animal husbandry was announced recently by Kansas State University.

Mrs. Daryl R. DAVIDSON (JoAnne FRIBERG) has been promoted to business office supervisor for the Wisconsin Telephone Co., Madison.

David LAMBERT '52 has joined the Plastic Corporation of America, Minneapolis, Minn., as controller.

1953

James C. WARREN has been named field sales manager for the Avisun Corp., Philadelphia, Pa.

Charles WITTKOP is the department head electronics engineer, with Motorola Co. of Chicago.

Mr. and Mrs. Allen E. Eliot (Carol SCHILLINGER), Glencoe, Ill., announce the birth of their first daughter, Lise Suzanne.

Virginia M. ERDMANN, society editor of the Green Bay (Wis.) Press-Gazette, recently received honors from the National Shoe Institute for her approach to women's fashion coverage and also received a national award for her coverage of men's fashion news in 1961.

Sol LEVIN has resigned from the Madison Planning Department to accept a job in the program and planning division of the Milwaukee department of city development.

Dr. Edgar W. WARNHOFF, assistant professor of chemistry at the University of Southern California, has been awarded an unrestricted two-year grant by the Alfred P. Sloan Foundation of New York.

1954

Edmund P. WILLIS, lieutenant in the U. S. Naval Reserve, was recently recalled to active duty and is presently stationed at Pearl Harbor, Hawaii.

William J. WALDBILLIG has been appointed state public relations chairman of the Wisconsin Association for Mental Health.

Atty. Donald L. HAMM recently joined in partnership with John A. Conant whose law firm is located in Westfield, Wis.

Dr. Dale H. MANN, pediatrician, recently opened an office in Glendale, Wis.

Atty. John B. DANFORTH has announced the opening of his law firm in Jefferson, Wis.

1955

John FRAUTSCHI, vice-president of the Democrat Printing Co., has been elected president of the Ben Franklin Club, an organization of Madison area printing plant operators.

Dr. Daniel O. TRAINER has been appointed an assistant professor in the department of veterinary science at the University of Wisconsin.

Guilford M. WILEY, Jr. has been admitted as a general partner in the New York Stock Exchange firm of Robert W. Baird & Co., Milwaukee.

Mr. and Mrs. James BERND (Joann LIVELY '56) are parents of a daughter, Sandra Jean.

Bruce JENSEN is the recipient of a National Science Foundation science faculty fellowship and will study for his Ph.D. degree at the University of Nebraska.

1956

Dr. and Mrs. Anthony F. Castrogiovanni (Carol SCHULTZ) announce the birth of a daughter, Laura Marie.

Roy C. LINDAU was recently promoted to sales manager of Tape-Films, Inc. in New York City. He is also vice-president of the Wisconsin Alumni Club of New York.

Donna RUHLAND has been named the home agent for Waupaca County, Wis.

Robert C. BOOMSLITER, Campbell, Calif., has been awarded an IBM fellowship and will do graduate study work for a master's degree at San Jose State College.

Mr. and Mrs. Robert L. Collins (Rita FOSE) announce the birth of a daughter, Lisa Marie.

1957

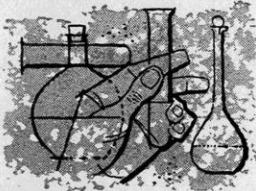
Keith JOHNSON is presently associated with Peter Kiewit and Sons, Los Angeles, Calif., as a civil engineer.

Dr. Stephen L. LEVIN has joined Shell Development Company's fuels and lubricants department as a research chemist.

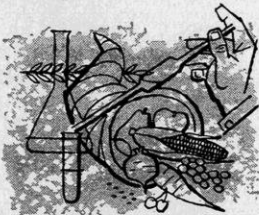


Laboratory Services for Industry

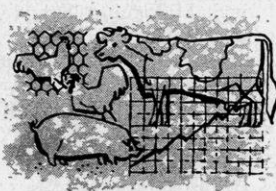
The Wisconsin Alumni Research Foundation has a large laboratory division devoted to consulting and testing services for the food, feed, drug and chemical industries. These services are divided into the following major categories:



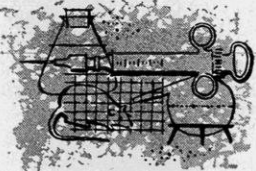
CHEMISTRY



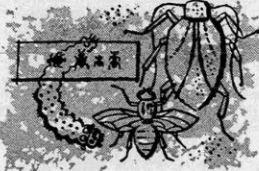
NUTRITION



ANIMAL STUDIES



TOXICITY TESTS



INSECTICIDE TESTS



MICROBIOLOGY



FOOD TECHNOLOGY

Work is performed on a fee basis; results are confidential and are the property of the client. Income derived from the laboratory operation is added to the general fund from which grants are made to the University of Wisconsin.

With over 30 years of experience and with highly qualified technical personnel, the laboratory division has become the leader in many areas of consulting research. Inquiries are welcomed—projects of all sizes and costs are considered.

Laboratories of

WISCONSIN ALUMNI RESEARCH FOUNDATION

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Charles WIENER has joined the staff of the chemicals research division of Esso Research and Engineering Co.

Dr. and Mrs. Robert J. Schwartz (Nancy HELLER) are parents of a son, Michael Louis.

1958

Gerald R. GOULET has been promoted to manager of the Miami, Fla. distribution center of Oscar Mayer and Co.

Army 1st Lt. Thomas MOFFAT recently completed the Seventh U. S. Army Unit commander and staff officer orientation course of troop instruction in Baumholder, Germany.

Dr. Paul F. KORBACH is affiliated with Humble Oil & Refining Co., Baytown, Tex., in research and development.

Mr. and Mrs. William HOWARD are parents of a daughter, Bonnie Jean. Mr. Howard is a cost engineer for Eastman Kodak Co., Rochester, N.Y.

1959

Mr. and Mrs. Thomas M. PHILLIPS (Carole NELSON '58) and family have moved to Davenport, Ia. where Mr. Phillips has been promoted by Oscar Mayer and Co. to sales promotion manager.

Ralph W. KOEPER is now associated with AC Spark Plug, the Electronics Division of General Motors as a recruiter for interviewing college graduates and experienced personnel for positions with the company.

Thomas F. Canny Class of '60

PROFESSIONAL PERSONNEL ENGINEER

BOEING AIRPLANE COMPANY

AERO-SPACE DIVISION

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WISCONSIN
ALUMNI
RESEARCH
FOUNDATION

LABORATORY
SERVICES

Robert BARRY, Winnebago County welfare department case work supervisor, has resigned to become a staff development consultant for the state welfare department.

Werner WILKING has been named chairman of the Dane County Republican Club's "Recruits for Victory" drive for the spring elections.

1960

Dr. Arge DRUBULIS has been named senior research pharmacist in the pharmacy research and development division of CIBA Pharmaceutical Co.

Mark S. GRODY has been named associate editor of the *Cablegram*, the employee publication of the Packard Electric Division, General Motors Corp., Warren, O.

Pvt. Jerry A. BEST is a member of Fort Carson's (Colo.) 179th Army Band.

Mr. and Mrs. Jay M. FORRESTER '61 (Juliet TJOFLAT) announce the birth of their first child, a son, Mark Richard.

Newly Married

1950

Ruth E. Uffenbeck and Robert M. HANSON, Fond du Lac.

1951

Delores G. Bohen and Thomas E. TORPHY, Milwaukee.

1952

Jane C. Teweles and Jack U. SHLIMOVITZ, Milwaukee.

1953

Jean von Christierson and Richard F. CARTER, Sacramento, Calif.

1956

Mary E. Kuehl and Wayne W. PRECONT, Wausau.

1958

Carol A. Gagnon and Arthur A. CANTWELL, Skokie, Ill.

1959

Anita R. DUSHEK and Malcolm F. Rice, La Jolla, Calif.

Judith Cohen and Richard D. FRANCETIC, Tempe, Ariz.

Constance B. SCHACHT and James E. Rutenber, Elm Grove.

1960

Jane M. BARNETT and Carl M. MADDING '61, Winnetka, Ill.

Joan D. FISCHER and Thomas M. HINNENTHAL, Arlington Heights, Ill.

Mary J. Wise and Edgar F. JACOBI, Kiel.

Myung J. Lim and Sung J. KIM, Madison.

Avis J. KOHN and John P. Bogumill, Los Angeles, Calif.

Carol S. MALILA and John L. NIMLOS '54, South Range, Mich.

Joyce M. Smithena and James E. QUACKENBUSH, Madison.

Maureen M. STEFFEN and Allan Mitchell, Glenwood City.

1961

Ann N. Hotter and Frank D. BERNARD, Madison.

Camille R. Olson and Robert F. CARLSON, Watertown.

Nancy A. COUPER and Barry A. CARLSON '59, Madison.

Catherine E. FALZ and Hugh F. BENNETT '54, Kiel.

Charlene M. IMIG and Charles H. Rutledge, Sheboygan.

Rita M. KENNEDY and William R. LEVIS, Madison.

Patricia A. LANE and Armando Diaz, Milwaukee.

Annette M. Anhalt and Ronald N. MACK, Wauwatosa.

Janet L. Steen and John C. ROCKWOOD, Wisconsin Rapids.

Mary S. Miller and Timothy W. ROSS, Fort Gordon, Ga.

Leone E. SCHUESSLER and Arthur R. THORBJORNSEN, Madison.

Louise Anderson and Mark D. SHULMAN, Madison.

Joan E. Patrick and Wayne M. WAGNER, Beloit.

1962

Diana M. Walther and Gale L. CLARK, Beloit.

Cynthia F. Reedy and Ken FALKENBERG, Manitowoc.

Joan M. Apazeller and Richard D. GOEDEN, Milwaukee.

Judith A. GRONENTHAL and Robert E. METTELKA, Middleton.

Kay M. Coleman and Robert K. HALLOIN, Wisconsin Rapids.

Carla R. Wrobel and Kenneth P. HANSEN, La Crosse.

Barbara E. Nesta and Donald E. KEHR, Watertown.

Sandra J. Shanks and Herbert A. KLUKAS, Baraboo.

Carol J. Jensen and William D. LEWIS, Madison.

Patricia L. MUELLER and Gerald C. HEROLD, Whitefish Bay.

Necrology

Dr. James A. JAMES '88, Evanston, Ill.
Walter E. LINDSAY '88, Charlottesville, Va.

Mrs. Carl A. Johnson '94, (Lucy K. McGLACHLIN), Madison.

Dr. Wilson CUNNINGHAM '95, Oconomowoc.

Otto A. OESTREICH '97, Janesville.
George A. MOWRY '01, Minneapolis, Minn.

Mrs. John L. Gleason '02, (Elsie C. CADY), Norman, Okla.

E. Suzanne WITWEN '02, Reedsburg.
Mrs. Richard A. Rott '03, (Daisy E. HANSEN), Beaver Dam.

Dr. Herman F. DERGE '04, Eau Claire.
Elizabeth KENNEDY '05, Milwaukee.

Gertrude H. HUNTER '06, Racine.
Walter H. SACKET '06, Corvallis, Ore.

John F. NADLER '07, Hazel Green.
Wilbur J. HOLCOMB '08, La Crosse.

Mrs. John C. Richards '08, (Geneva F. SHEETS), Glenallen, Alaska.

Arthur B. ELDRIDGE '09, Indianapolis, Ind.

Theodore C. STEMPFEL '09, Chicago, Ill.

Paul C. BRITZKE '10, Madison.
Woodhull I. SPITLER '10, West Lafayette, Ind.

Dr. Benjamin D. LEITH '11, Madison.
Clement A. ROSSBACH '11, Milwaukee.

Ray E. McGOWAN '12, Helena, Mont.
Lillian M. GARNER '15, Madison.

Raleigh W. GAMBLE '16, Milwaukee.
Guy P. WILLIAMS '16, Oconto.

Dr. Carl A. BACHHUBER '17, Los Angeles, Calif.

Louis J. BRUNNER '17, Shawano.
Ralph L. HOFFMANN '17, Madison.

John G. CONLEY '18, Milwaukee.
Don T. ALLEN '19, Milwaukee.

Cardinal Aloysius J. MUENCH '19, Rome, Italy.

Dr. Ambrose CALIVER '20, Washington, D.C.

Marjorie J. HOARD '21, Madison.
John C. IBENTHAL '22, Madison.

George PAUL '22, LaGrange, Ill.
Sylvester B. OSTRANDER '23, Randolph.

Mrs. Ezra C. Garlow '23, (Louise V. WALKER), La Jolla, Calif.

Mary M. CARROLL '25, Oconto.
Dr. Adolph G. KAMMER '25, Pittsburgh, Pa.

Mary E. CONWAY '26, Watertown.
Leo B. HARMON '26, Mitchell, S.D.

Mrs. Alex McNab '27, (Norma J. RELYEA), Whitehall.

Lillie L. MILNITZ '27, Tucson, Ariz.
Harold L. BARTELT '28, Rockford, Ill.

Clyde M. JUNGBLUTH '28, Venice, Fla.

Jack B. BOND '29, Milwaukee.
Mrs. Richard L. Grosse '30, (Verna G. RIGGS), Milwaukee.

Edward J. PAGE '31, Los Angeles, Calif.

Theodore PETERSON '33, Madison.
J. Garrison MERRILL '34, Latham, N.Y.

Leonard D. PHARO '34, Madison.
Simon S. SHARE '38, Milwaukee.

Hugh V. RICHTER '39, Madison.
Ralph F. GUNN '41, Janesville.

James V. WRIGHT '42, Madison.
Clifford G. EASTMAN '51, Burlington.

Robert B. McROBERTS '53, Rochester, Minn.

Wayne A. BIELKE '63, Janesville.

A NEW CAREER pays off for these men

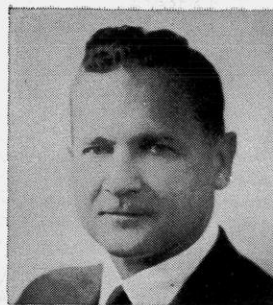
These men are typical of those joining our field force each year — enthusiastic men with varied training and experience — men who make the most of the outstanding opportunities and facilities which Massachusetts Mutual offers.

And they've only started! Ahead are years of interest and challenge, personal satisfaction and earning power well above that of the average business man. For instance, latest figures show that the average annual income of the men in our company five years or more was \$14,236 with one in six earning over \$20,000. Our 100 top men are now averaging \$31,221.

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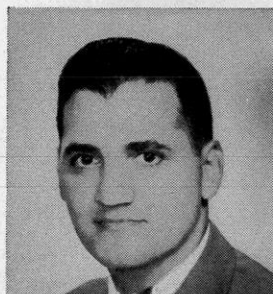
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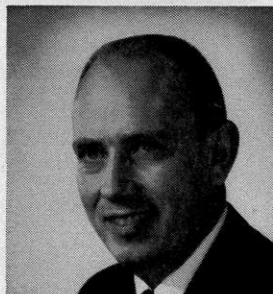
LEONARD J. JINDRICH

1961 Ordinary sales — \$1,017,750
Joined our Montgomery, Alabama Agency in 1960 upon retirement from the U.S. Air Force as Lt. Colonel. A graduate of the University of Arizona, he was honored as the Company's 1st year Man of the Month in February, 1961. In 11 of the last 14 months he sold over \$60,000.



MELVIN WEISZ

1961 Ordinary sales — \$943,376
A graduate of the University of Michigan, he joined our Detroit-Gold Agency in July, 1960 after 15 years as a teacher in the Detroit Public Schools. In 11 of the last 16 months he sold over \$50,000.



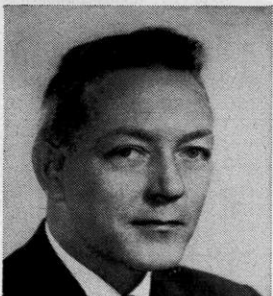
JAN R. CHRISTENSEN

1961 Ordinary sales — \$632,500
A native of Utah, he attended the University of Utah and completed two years in the U.S. Army before he joined our Salt Lake City Agency in February, 1960. Youngest of these five men and single, he led the entire field force of the Company in September, 1960 with \$614,500.



ROBERT J. CORNELIUS

1961 Ordinary sales — \$870,433
A native of New York state, he retired from the U.S. Navy as a Chief Petty Officer and joined our Honolulu Agency in September, 1960. In ten of the last fourteen months he sold over \$50,000.



KYRAN MARTIN MURPHY

1961 Ordinary sales — \$1,270,839
A decorated Infantry Officer, he served fourteen years in the army following graduation from West Point. He joined our New York-Copeland Agency in April, 1960 and qualified for the Million Dollar Round Table that year. He placed 75th among all Massachusetts Mutual representatives in 1961 in new business delivered.

Some of the University of Wisconsin alumni in Massachusetts Mutual service:

William J. Morgan, '07, Milwaukee
Eugene C. Noyes, C.L.U., '13, Akron
Silas G. Johnson, '23, Madison
Herbert J. Mullen, '30, Stoughton
Fred A. Keeler, C.L.U., '35, Santa Ana
Arthur R. Sweeney, '38, Longview
Earl C. Jordan, '39, Chicago
William O. Murphy, '39, Madison
Alvin H. Babler, C.L.U., '41, Monroe

Norman H. Hyman, '44, Milwaukee
LeRoy H. Jerstad, Jr., '47, Racine
John W. Loots, '47, Tulsa
Jack G. Jefferds, '50, Madison
David E. Birkhaeuser, '52, Home Office
Silas G. Johnson, Jr., '52, Madison
Clement D. Ketchum, '52, Milwaukee
Wendell A. Lathrop, '52, Mattoon, Ill.
Ronald J. Carson, '55, Milwaukee

Burton A. Meldman, '55, Milwaukee
Earl E. Poorbaugh, '57, Elkhart
Raymond L. Paul, C.L.U., '58, Rockford
James E. Meier, '60, Milwaukee
Jerry N. Stalcup, '60, Rockford
Peter S. Zouvas, '61, Chicago
Michael W. Cantwell, '61, Middleton
Ernest L. Nilsson, Madison
A. Burr Be Dell, Appleton
William S. Reed, Chicago

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For those over 65, too!

As we grow older, protecting our health becomes even more important. And, protecting against the costs of illness or injury is a real concern. For that reason, the State Medical Society of Wisconsin has developed a bold new health insurance plan for Wisconsin people 65 years old or over. It's called the CENTURY PLAN and includes benefits for

surgical, medical, hospital and nursing home care. No physical examination is required. The cost is only \$9 a month per person. You, or your parents need this kind of protection. Don't wait — ask your own doctor or return the coupon today for a descriptive folder on CENTURY PLAN.

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