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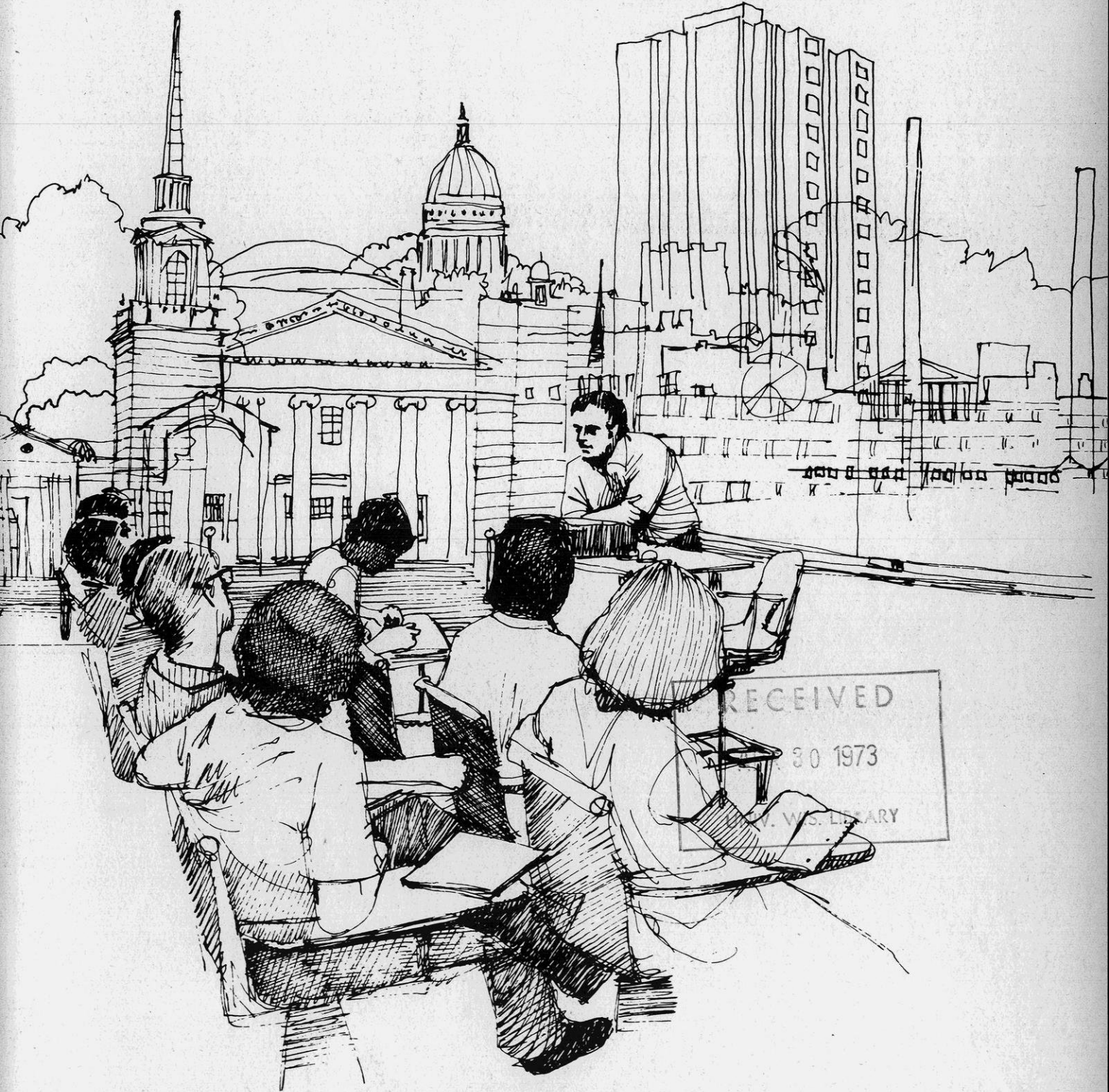
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Wisconsin Alumnus

Volume 74, Number 6
April 1973



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National Report: Can We Save College Individuality?

On Wisconsin



Arlie M. Mucks, Jr.
Executive Director

WELCOME TO THE SIGHTS AND SOUNDS OF 1973

There are many campus sights and sounds to behold on Alumni Weekend, May 11–12. We extend a sincere invitation to all alumni to return to join in the tradition and fellowship.

THE SOUNDS

- You'll enjoy the first concert on the expanded carillon . . . a \$30,000 addition of bells to allow the widest range possible, Saturday, May 12.
- Thrill to the sounds of the famous University Singers as they entertain you at the Alumni Dinner, Saturday, May 12.
- Join fellow alumni in the traditional singing of *Varsity* and *On Wisconsin* at all alumni events.
- A warm welcome and greetings from our campus Chancellor, Edwin Young.

THE SIGHTS

- Linger in the lounge at our Alumni Open House and admire the beauty of Lake Mendota. Registration and open house in Wisconsin Center and Alumni House both days.
 - Witness the induction of members of the Classes of 1923 and 1948 respectively at the Half Century Club luncheon on Friday and Quarter Century luncheon on Saturday.
 - Enjoy tours of the campus . . . has it changed since your last visit?
 - Special tours are also offered at the Elvehjem Art Center, and the Class of 1943 makes its gift presentation there on Saturday, May 12.
 - The presentation of the Distinguished Service Awards to six prominent alumni at the Alumni Dinner, Saturday, May 12 (6:30 p.m., Great Hall, Memorial Union).
 - Unique student-art fair.
 - Dedication of the School of Journalism facilities in the new Vilas Communication Hall on Friday, May 11.
- Special events are planned for the Classes of 1917, 1918, 1919, 1923, 1928, 1933, 1938, 1943, 1948 and the 1915 Band, as well as a Home Economics Alumni breakfast on Friday, May 11 and a luncheon for Women's Phy Ed Alumnae on Saturday, May 12.
- Alumni Weekend provides us with an opportunity to see many familiar faces and chat with friends we do not have a chance to see often enough. For us, it is truly the highlight of the year.

Letters

They Like Our Look

Here's one Wisconsin Alumnus (journalism, even) who applauds the new look of the magazine. I can't help but think the artist may have suggested even more sweeping changes but was restrained from making the magazine too far out for some tastes. It's great, and in line with the University's image.

Steve Vite '66
Richfield, Minn.

I wish to congratulate you on the vast improvement in the appearance and readability. It was a pleasure to see the changes.

Ruth E. Green '15
Lake Forest, Ill.

The new look is attractive although I'd like it in *any* color or distinctive design. It is WISCONSIN to me, the best University in the U.S. or anywhere else!

Sr. Mary F. Xavier Ph.D. '36
Elm Grove, Wisconsin

And What's New With You?

I have a comment on the Alumni News section. I seriously doubt if more than one or two percent of UW grads are currently serving in the armed forces. Yet, about fifty percent of the alumni news is devoted to the activities of military personnel. May I suggest that the entries be designed to better reflect the distribution of UW grads?

A justifiable response on your part might be that if we grads want a more equitable distribution in the news section, it is our own responsibility to keep you informed of important happenings.

Edward V. Jesse '66
Davis, California

Civilians arise! Mr. Jesse is correct in assuming that our chief source of Alumni News items is what our readers send us, mainly via the PR departments of their places of employment. But WAA members must do much that is of interest to their classmates but which isn't in the area of job promotions, etc. We'll be happy to pass the news along if you will pass it to us.—Ed.

Wisconsin Alumnus

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4 Can We Save the Individuality of Our Colleges?

"For the first time in a century, serious questions must be raised about the ability of colleges to maintain their distinctiveness," says this national report. With it comes the view from the Madison campus.

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Can We Save the Individuality of Our Colleges?

Or will powerful pressures,
on and off the campuses,
homogenize higher education?

AMERICANS have long prided themselves on the individuality of their colleges and universities. The special ambiance of each campus. The combination of people and purpose. Spirit. The sounds and smells that make it different from all others.

And more:

. . . The autonomy of each institution that enables it to choose freely its own goals—and the programs to attain them.

. . . The peculiarly American genius for promoting the existence, side by side, of *public* and *private* colleges and universities.

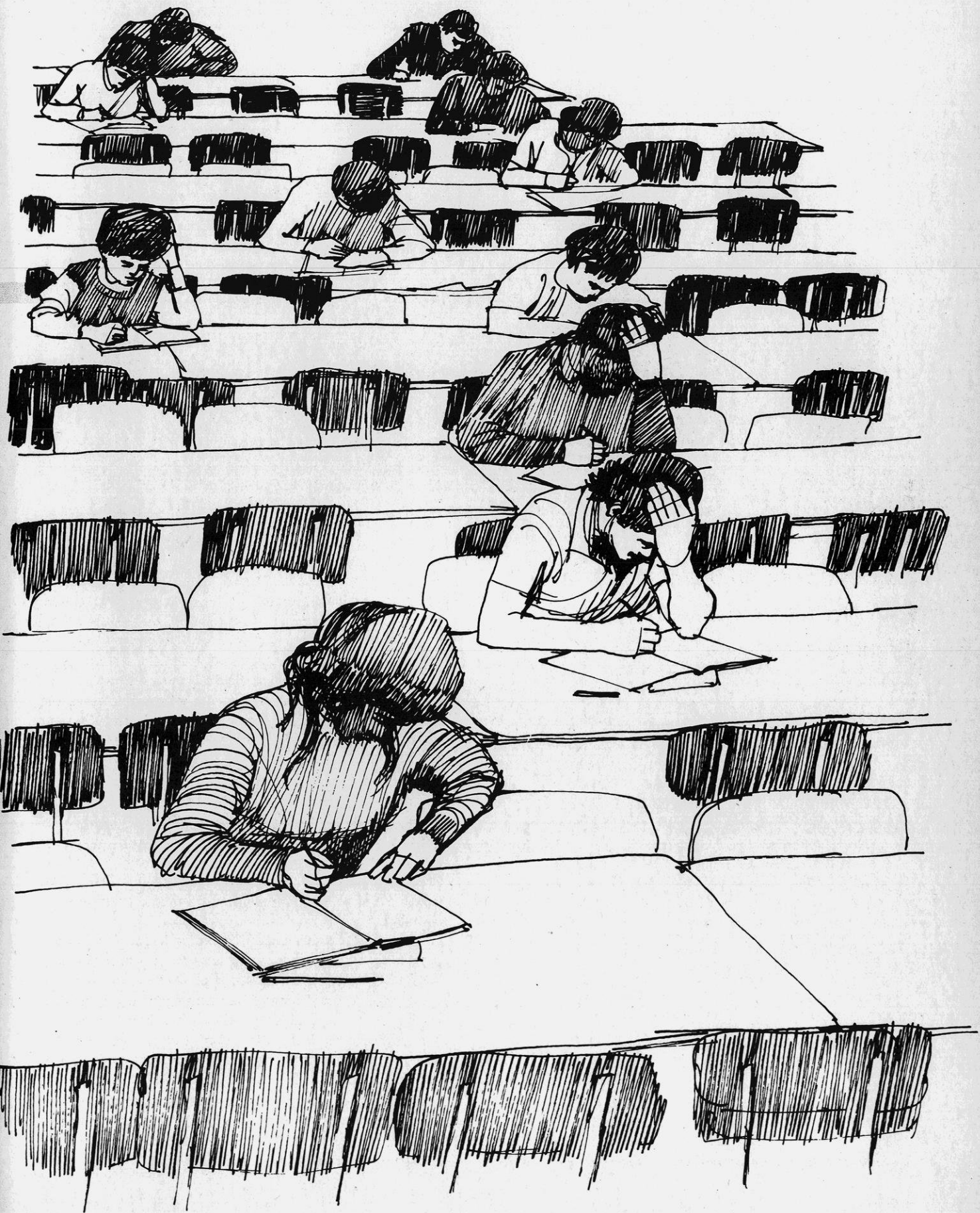
. . . A “system” of higher education, in the best sense of the word: a group of interacting, interrelated, interdependent elements, existing in a more-or-less harmonious relationship. But intensely individual, nonetheless. Certainly not “systematized,” if the word implies a lockstep, or central control, or dull uniformity.

The result is one of society’s major miracles: more than 2,600 colleges and universities, each one different from all the rest. Different, yet committed to the common idea that through diversity and individuality the needs of the culture will be met.

BUT NOW we are encountering forces that threaten the survival of all that. For the first time in a century, serious questions must be raised about the ability of our colleges to maintain their individual distinctiveness—and of the system to maintain its diversity.

The historic immensity of what is happening is only beginning to be clear. After an era of unprecedented confidence and expansion throughout higher education, there is now a widespread questioning of higher education’s place in our culture, and of its claim on our resources. And growth—which for decades has been the hallmark of our colleges and universities—is decelerating.

With these developments have come crises of size and money and quality affecting the great diversity of our system of higher education—and the individuality of each college and university within it.



Individuality and the Changing Student Population

FOR the past 100 years, American higher education has been growing at an accelerating rate. Enrollments doubled every 15 years until World War II; since then, they have doubled every decade.

That is not likely ever to happen again.

The Carnegie Commission on Higher Education predicts that enrollments will increase only by one-half between 1970 and 1980, and not at all between 1980 and 1990. In the last decade of the century, they will go up by only a third.

Enrollments in private institutions actually will drop, the federal government estimates, between 1977 and 1980.

By the end of this decade, say statisticians in the U.S. Office of Education, private education's share of all college enrollments will fall from 22.3 per cent in 1972-73 to 17.5 per cent in 1980-81.

These reductions in growth hold profound implications for all colleges and universities. Notes Princeton's President William G. Bowen:

"This battle for survival [private vs. public colleges and universities] has very serious implications for American higher education in general, which draws

much of its strength from pluralism; that is, from the presence of many strong private and many strong public institutions working in different ways together.

"If this diversity were to be eroded, American higher education would suffer significantly."

THERE is more at stake than survival: the serious question. Survival for *what*?

In the period of expansion, a college or university could set its goals and be reasonably assured that enough students would be attracted by them. It cannot be so confident in a period when enrollments are stable and resources scarcer. The tendency in those circumstances is to standardize, to avoid setting goals that are offbeat, to try to be all things to as many men and women as possible. Under such conditions, mere survival is not an attractive prospect.

Decelerating growth and "no-growth" have other ramifications. If enrollment levels are to be maintained, some colleges and universities will be forced to accept students who do not meet the traditional criteria for college admissions.

"Low academic ability [measured by traditional means] will be the distinctive characteristic" of many such students, writes K. Patricia Cross of the Center for Research and Development in Higher Education at the University of California at Berkeley.

"We have not yet faced the full meaning of this prediction," Ms. Cross says. Such students will require major changes in the curriculum, major new sources of financial support, and faculty members specially trained to recognize and reward the non-academic skills they bring to the campus.

Another development—the growing pressure to educate a far greater percentage of adults than presently—will change the character of many a college and university. Already, a significant number of flexible arrangements are under way—"open universities," external-degree programs, "universities without walls"—to meet the needs of those who cannot leave full-time employment to earn their college degrees.

Alterations in the traditional picture of higher education will be extensive. Says Ernest L. Boyer, chancellor of the State University of New York:

"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image—a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

The individual campus, as Mr. Boyer sees it, "is becoming less a fortress surrounded by its moat and more of a supermarket of ideas, a library with easy access, or a base of operations to coordinate learning, not control it."

Few would quarrel with the aims of such programs. They offer the possibility of lifelong learning for many

citizens who have not been able to afford a college education in the past. They permit vast numbers of persons to earn academic degrees in less time with more options.

Yet many observers are concerned.

Supermarkets, they say, are not very friendly places. While you may meet your material needs there, your spiritual needs may be unfulfilled.

Without precautions, says Stephen K. Bailey of Syracuse University, such programs "can lead to a parade of academic horrors: cram courses organized by fast-buck proprietary schools, a deadly standardization of subject-matter, tutoring to the test."

State legislatures, others warn, could use the development of the new programs as an excuse for reducing support for the traditional colleges and universities.

Perhaps most serious of all, however, are fears that such programs might change the whole definition of education in our society. An individual experience, leading to the development of "whole men and women" or "good citizens," might become a purely utilitarian process of providing the credentials a person needs to earn a living.

One writer describes the new trends this way:

"We don't offer extracurricular activities; we eliminate most of the theory courses; we give practical applications; and we get the students through in one-third the time. We get them through fast."

Another observer deplores the prospect:

"This is the attitude of a new breed of educators, the big-business organizers, who are moving into education and turning out graduates on an assembly-line basis. Apparently they are being paid by the head count."

THERE are ways to broaden our commitment to educating as many people as possible, without sacrificing the best qualities of higher education that we have known in the past. They lie in *more* individuality for our colleges and universities, not less; *more* diversity in our system of higher education, not less. But, as we shall see, other forces—in addition to those accompanying the new era of no-growth—may be putting those qualities in serious jeopardy.

UW FOCUS:

Student Individuality Must Come First

by Paul Ginsberg, Dean of Students

MOST UNIVERSITY administrators would agree that universities and colleges are encountering forces that threaten their ability to maintain their individual distinctiveness. This in part is a valid concern; in part, however, it is a reflection of increasing paranoia among college administrators and perhaps an unfortunate inability to withstand public scrutiny and criticism. One senses that we in university communities too often show disdain for those outside the university who for whatever reason take the position that education is too important to be left in the hands of educators. If we can not convince those detractors (legislators, parents, the public) that our performance and our standards are beyond reproach, perhaps then they are not. Perhaps they need changing.

The consensus among faculty and administrators that we are encountering forces that threaten our individuality evaporates when one seeks agreement as to what these forces are, and whether or not they are forces of good or evil. I would argue that the commitment to institutional individuality, as an end unto itself, is at best counterproductive. At its worst, it is indefensible. The rapidly diminishing supply of resources which historically have supported higher education makes it imperative that the

common or overall good of the young people to whose education we are committed be paramount. If loss of institutional individuality or uniqueness is necessary to meet that end, then perhaps it must be. I, for one, am not convinced that the loss of really significant parts of our institutional identity is the inevitable result of the forces at work today. Somehow, in the academic realm, much innovation has occurred in the area of inter-disciplinary curriculum and research without any apparent damage to the individuality or uniqueness of the academic departments involved. Perhaps colleges and universities, given the loss of traditional support, have to look more closely at the potential of inter-university curriculum development. It need not necessarily lead to an emasculation of their individual identities.

Apart from the budget crises we all face, another "force" confronting higher education is the growth and development of vocational-technical schools. Their dramatic expansion and subsequent inroads on the resources available for higher education has had notable impact. I see their development as a force for "good". The areas of existing and potential cooperation between the University of Wisconsin and the vocational-technical system, although not without difficulty, are clear indications of the possibilities of sharing facilities and developing a system of transfer credits. However, the primary reason that I see such post-secondary schools as positive forces is that for far too long there have not been socially acceptable alternatives to college. There have not been viable productive alternatives for those young people whose interests and/or abilities are not suited for study at a university. A broadly based and broadly supported vocational-technical system helps meet this need and is part of that "diversity" of higher education or post-secondary education necessary in our society.

Too much emphasis on the need for special campus identity, however, obscures what I believe to be higher priorities. I would suggest that we should be far more concerned with individualizing and humanizing education within a particular campus than struggling to maintain that increasingly elusive individuality of a campus. The individuality or uniqueness of a particular university or college does not necessarily result in a more sensitive

responsiveness to the special needs of each student. Most of us can only guess at the horror of a "super-market" or "mass-produced" education and the impact this mass-production approach will have on students. Many would argue that such approaches to higher education already exist with the most "individual" of our academic institutions.

I am disturbed when concern expressed for preserving the individuality or uniqueness of colleges and universities says nothing about the importance of developing structures of higher education which protect the individuality or uniqueness of *each student*. It is the nature of the relationship between the university and its students that for me is a more critical question than is the changing relationship between the university and society at large. Unless we are willing to define our educational efforts as an academic supermarket in which concern for individual needs of students is much less important than attractive merchandising of the "product" and the speedy processing of large numbers of "purchasers", we must give high priority to efforts to avoid the demons of impersonality and homogenized expectations for students which are increasingly a part of our campuses today. Both are products of the rapid expansion in the size of our institutions. In the process of adjusting to a burgeoning student body, the university has unavoidably relied on larger lecture halls, more use of teaching assistants, computer processing and the building of high-rise dormitories to cope with its population increase.

Now that we no longer need to concentrate our energies on how merely to survive the impact on our resources of next year's student increase, I sense increased commitment on the part of faculty and administrators to confront and seek resolution of these issues. The difficult questions we should be asking are these: How to offer the opportunity for personal relationships between students and faculty? How to build a curriculum that both responds to a student's individual needs and maintains the academic standards we want to protect? How to structure an administrative system that works efficiently, yet responds sympathetically to the unique problems of each student? How to maintain a sense of community for faculty, students and staff? From my vantage point, these issues are at the core of the dilemma facing the University of Wisconsin.



Individuality and the Trend Toward Central Control

HIGHER EDUCATION'S long period of postwar growth coincided with a long period of national affluence. As the economy boomed, tax dollars were more numerous than ever before in history—and, nearly everywhere, public colleges and universities received a top-priority share of them.

Most states still place higher education well up on their priority lists. But urgent new needs have developed in other areas—*e.g.*, health care, aid for the disadvantaged—and the competition for tax dollars has grown.

The result: Public colleges and universities have been subjected to unprecedented demands for “efficiency”—some justified, others panicky and unwise. And to achieve that efficiency, many states are dramatically reorganizing their structures of public higher education.

Once-autonomous institutions, each seeking its own goals, are finding themselves incorporated in larger and larger “systems” of public colleges and universities, often statewide in scope. Decision-making is centralized. Duplicate functions are eliminated.

From an efficiency standpoint, the trend makes sense. “It seems to us,” argue Paul L. Dressel and William H. Faricy of Michigan State University, “that higher education must be regarded as a national resource, that the roles of institutions must be determined by social need, and that resources must be allocated according to a plan and their actual use accounted for.”

They add:

“In moving in this direction, we are permitting the public and politicians to make decisions about the character of institutions—and their decisions may not always accord with the views of those involved with higher education.”

In 1959, fewer than half the states had formal, legal mechanisms for statewide coordination of higher education. Now 47 states have such mechanisms. “Besides this dramatic increase in numbers,” writes one observer, “statewide coordinating boards have increased in power in their areas of influence and in coercive potential.”

The trend away from campus autonomy and toward central planning is likely to encompass many private institutions as well, when—as is happening in many states—they receive increasing support from public funds.

“Why,” asks one observer, “should the non-public institutions receive tax dollars and not be subjected to the same planning and operating constraints and criteria for accountability as the public institutions? While the initial small, indirect aids may call for a modicum of state control, once the amounts become substantial, the institution can be treated in no other way than as an integral cog in the coordinated state system.”

It may even be that some national system of higher education will emerge from the upheavals now occurring. Clark Kerr, chairman of the Carnegie Commission, says that education is becoming a “quasi-public utility”—especially since it, like electric power and other utilities, has become essential in the lives of people. Just as utilities require regulatory agencies to protect the public interest, say some observers, so the prospect of government regulation of higher education cannot be ruled out.

WHAT happens to the colleges' individuality and diversity, in the wake of such developments? The president of one public institution in Ohio, Miami University, says that as the state system has developed, “we have witnessed a lockstep progression, statewide, into a common calendar, into a



common subsidy formula, into a virtually common fee pattern." He warns:

"If diversity is coming out of the public system and is replaced with a pale, insipid sameness, and if there is a simultaneous withering of the private sector, one can question what the future holds for the very fiber of our system of higher education."

The movement toward more centralized authority, however, seems inexorable. It is clear that the public and its elected representatives are no longer willing to let the colleges and universities, alone, decide what is educationally best for the society. "Education," says an observer, "is too important, and too expensive, to be left entirely to the educators."

How, then, can colleges and universities learn to live in the larger systems, while preserving their diversity and individuality? They must be ingenious enough to develop mechanisms to preserve flexibility within a highly structured whole—and *that* poses one of the major challenges for higher education and its supporters in the years to come.

UW FOCUS:

A Whole From Distinct Parts

by John C. Weaver, President, UW System

AFTER little more than a year of empirical experience in the merging of Wisconsin's two great systems of public higher education, the University of Wisconsin System is about to be given its permanent identity, duties, and prerogatives by the state. In October of 1971, when the Wisconsin Legislature passed the Merger Act, the task of bringing under one umbrella the educational and administrative diversities of 27 campuses and the Extension division seemed overwhelming.

At a time when the regents, the faculties and the administration felt the heavy pressures of preparing budgets, melding staffs, and moving gingerly into a completely changed domain, the heads of five other merged systems met in Madison and paid Wisconsin a compliment that gave us great encouragement. "Never would we have suspected that a university could have moved so smoothly and so swiftly into a merger of this size," they said. That was only seven months after the passage of merger legislation. While we in the System may have been besieged by a myriad of questions and doubts, from the view of other administrators who had moved through similar consolidation we were aiming in the right direction and accomplishing the goals with dispatch.

In spite of the welter of problems unrelated to merger but with which universities must deal on a regular basis, and in spite of the several special areas of concern that have come to higher education in recent months, the

merger implementation work continued; the suggested bill is now in the hands of the legislature.

The mountainous task could only have been brought to this point with the devotion and the long hours (that have seemed to become almost the norm) on the part of the regents, the Merger Implementation Committee, and the administrative staffs.

In all the labors, one particular was ever uppermost in the minds of everyone: the preservation of the individuality of each University unit. Never was there a consideration raised that would tend to make any campus the duplicate of another. The singularity of purpose, of personality, of each campus and Extension was insured. Only in this way can we build on the strengths that have been developed in more than 100 years of higher education in Wisconsin; only in this way can we maintain the diversity that means greatness in education.

Clarification of this intent was contained in an early policy statement of the new System's Board of Regents. They indicated that the character of the merged system must be defined as more than a collage of its components. "Each institution has an identity, to be sure, but the System must have one as well. Resource allocation must take into account the direction of the whole as well as the respective direction of the component parts," reads a regent statement.

The accomplishment of this aim has been endorsed by the governor and by the administration of every unit.

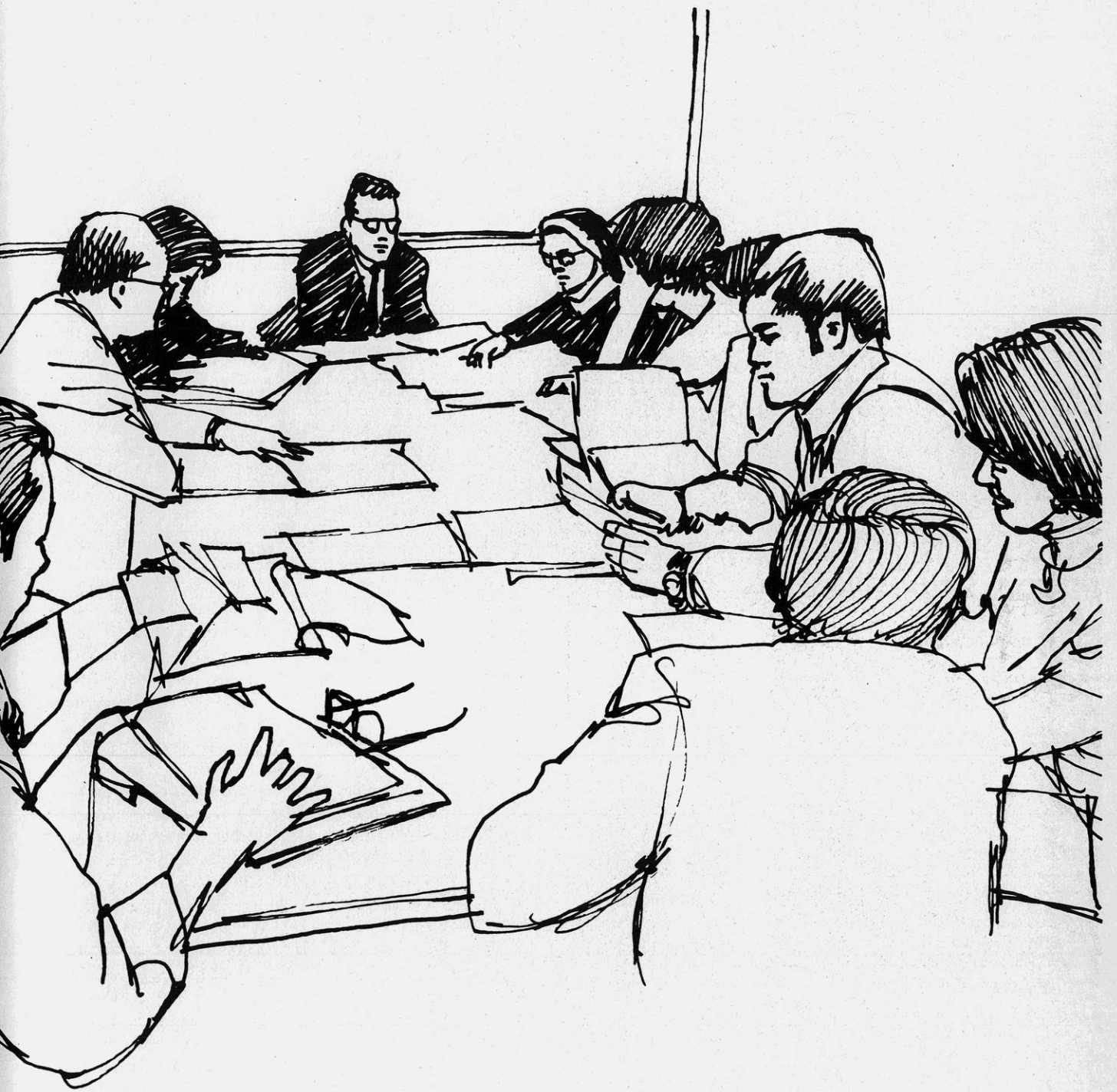
To help meet these conditions, units were "clustered" according to mission. UW-Madison and UW-Milwaukee were designated as the doctoral cluster. The eleven remaining four-year institutions were grouped in the non-doctoral cluster. The 14 two-year freshman-sophomore centers, some of which had been satellites for four-year campuses, were clustered into a single Center System.

The universities, the Center campuses, and the Extension division are free to maintain their established identities and to seek their own destinies, with the central administration providing a monitoring and control function to insure compliance with broad policies established by the Board of Regents.

The section in the proposed merger bill which spells out the responsibilities of the board charges the members with insuring "the diversity of quality undergraduate programs" and later for establishing "for each institution a mission statement delineating specific program responsibilities"—a directive to maintain individuality.

On these legal phrases rests one of the major determinations of a great system of higher education.

It is our fervent hope that the strengths that can come from a consolidation of administration will serve, as well, to enlarge and enhance the unique aims and diversities of each unit of the System. With this ever in mind, we will accomplish our purpose.



Individuality and the Unionization of Faculties

UNTIL RECENTLY, the prospect of faculty members' joining unions and engaging in collective bargaining seemed foreign to both the spirit and the reality of life on most campuses. Colleges and universities were serene havens far removed from the materialism and economic competition of the industrial world, and faculty members were thought of (and regarded themselves) not as "employees" but as individual professionals.

Although thousands of faculty members and college

administrators still recoil from the notion of faculties organizing in collective-bargaining units, unionization—and all that goes with it—has made major gains on the campuses in the past five years. Most observers expect the trend to quicken rather than to slow down.

Already, the faculties at nearly 300 colleges and universities have won bargaining rights. More than half of the institutions are two-year colleges, but unionism is also gaining significant footholds in many four-year institutions, as well. Faculties at the State University of New York and the City University of New York are organized collectively, and the California legislature is considering a move to permit public employees to organize in that state.

The movement toward faculty unionization was speeded by a recent decision of the National Labor Relations Board that private institutions with annual budgets of \$1-million or more fall under its jurisdiction. In the past, the NLRB excluded such institutions, so that only the public colleges and universities in states that had laws permitting their employees to organize could develop unionized faculties.

THESE occurrences have combined to make the debate over *whether* faculty members should join unions irrelevant. The issue now is, What impact will collective bargaining have on the character of our colleges and universities—and on the relationships between faculty members, administrators, students, and governing boards?

"Almost certainly," says one observer, "collective bargaining in higher education will move to statewide or system-wide levels and, in the process, destroy much of the autonomy of the separate campuses." He adds:

"Collective bargaining in a state system of higher education will ultimately promote centralization of decision-making. Collective bargaining will contravene the individual and departmental autonomy for which many faculty members have battled so long."

Collective bargaining's advocates disagree vigorously.

"In fact," says one union official, "bargaining is a response to that trend. The only way faculty members can play a role, when policies are established on a statewide basis, is through bargaining and political action. Otherwise, it will just be done over their heads."



In addition, union leaders point out, they have vigorously opposed such steps as the setting of statewide work-load standards by some legislatures.

Nonetheless, warns William B. Boyd, president of Central Michigan University, the administration of a collective bargaining contract, "with its emphasis on legalism, its grievance-laden tendencies, and its use of adversary proceedings, will almost inevitably change the tone of university administration. The last remnants of collegueship are apt to disappear. Personal relationships are almost bound to change when personnel relations are altered so fundamentally."

Can the traditional character of a college or university survive such strains? Or will the changes wrought by the unionization of faculties be a further cause of declining individuality and diversity?

UW FOCUS:

No Bargaining Unit—Yet

by Tom Murphy, Editor

JUDGING from what is probably closest to the "official" view of the faculty of the Madison campus it is not true here that, as the preceding report says is the case nationally, "the debate over whether faculty members should join unions (is) irrelevant." Despite a great deal of recent press coverage of various individuals on the faculty to the effect that unionization is, indeed, a foregone conclusion, in February a nine-page statement was issued by the University Committee—the six-member executive body of the Faculty Senate. After little more than a page of exposition of the issues—which are the same here as nationally—the statement concerns itself with asking faculty members to consider closely what they have now and what they stand to gain or lose if they opt for one of several possible bargaining organizations.

The statement admits to urgency in assuring protection for academic freedoms in the presence of change. It says: "The faculty of the Madison campus has for many years enjoyed more authority and participated more actively in the governance of the University than is true at most other institutions. We believe this is a major reason for the generally high morale and special *esprit* which holds faculty members here in the face of more lucrative opportunities elsewhere. Yet concern over recent developments, especially the uncertain effects of the merger of higher education into a single University of Wisconsin System and the impact of projected budget cuts coupled with demands for a higher faculty work load, requires sober assessment of the situation."

But the committee—Profs. Anatole Beck, R. Byron Bird, E. David Cronon, Clara Penniman, John Rankin and

Wilson Thiede—ends its statement on this precautionary note: "The possible effect of collective bargaining on an institution of the size, diversity, and academic quality of the Madison Campus is unknown. Experience at lesser institutions would suggest, however, that professors stand to lose as well as gain in the process. When colleges agree to higher salaries and more fringe benefits something will be demanded in return. This could include more teaching hours, and heavier class loads, as well as limits on the time allowed for research and outside professional activities."

Statements by officials of the campus or University often indicate an empathy for the fears of the faculty, as witness administrators' remarks that a threatened budget must almost certainly result in drastic cuts in salaries. But when it comes to the establishment of a faculty bargaining union, Chancellor Edwin Young is among the opposition. Young, an economist with a labor relations background, at one time headed a task force to help rewrite state employment relations laws. The task force rejected the right of collective bargaining for University faculty members. (A right that is still rejected at this writing, but on March 20th a bill was introduced to the legislature which would change the law.)

In February, on his monthly WHA-TV "Chancellor's Report," Young said he thinks campus faculty collective bargaining is "neither inevitable nor necessary, but it could come." He warned the faculty to "think very carefully what you're likely to get out of this, because once you go down that road it is very difficult to come back." Among the potholes he sees down that road are uniformity of treatment ("all unions tend toward scale"), an undermining of what he called the University's "star system" which rewards outstanding faculty members with higher compensation; an end to the tenure system and the UW tradition whereby departments nominate their own chairmen.

For later news on faculty bargaining discussions, see page 22.

Individuality and the Money Crunch

THE FINANCIAL CRISIS in higher education has replaced student protest as the "big issue" in the eyes of the press and public. Where once the headlines told of 100 students arrested for their roles in demonstrations, they now tell of 100 colleges and universities confronting the prospect of financial disaster.

The money crisis is real and of major proportions. Some private institutions face the possibility of extinction.

The existence of other institutions—public and private—is threatened. The Carnegie Commission predicts that nearly two-thirds of the nation's colleges and universities are in financial trouble or headed for it.

One spectacular case is that of New York University—the nation's biggest private institution of higher education. After several years of backbreaking deficits, N.Y.U. announced last fall that it planned to eliminate more than 200 faculty positions, sell one of its campuses to the public system of higher education, and insist that, henceforth, every academic unit within the university be able to pay its own way plus its fair share of university overhead.

Higher education's financial crunch came on the heels of several years of student disruptions—and some observers have attributed the crisis to the loss of faith in colleges and universities that followed. But the roots lie deeper—in the end of the era of growth.

In its simplest terms, higher education's crisis has developed because costs kept rising while income did not.

(There is a limit to the amount of tuition a college or university can charge and still remain competitive.*) At major universities, large research programs were initiated with federal funds. Those funds have grown scarcer as the government's priorities changed, leaving those universities with commitments they cannot afford.

The increasing costs hit both public and private institutions.

One observer says that the huge growth during the 1960's was itself one of the main causes of higher education's money troubles. Colleges and universities were all the more vulnerable, he says, because they were "undercapitalized, overextended, and moving into increased areas of responsibility without permanent financing."

Yet—while the financial crisis is real, and some institutions have been forced to close their doors—for the vast majority of colleges and universities, survival itself is not in question.

Even at New York University, with its appalling problems, President James M. Hester believes that the draconian steps he has taken will assure the university's survival.

"The disease has been diagnosed, the prescription has been made. We are taking the medicine," says Mr. Hester. "It is very painful, but it is possible."

Edward D. Eddy, president of Chatham College, puts it thus:

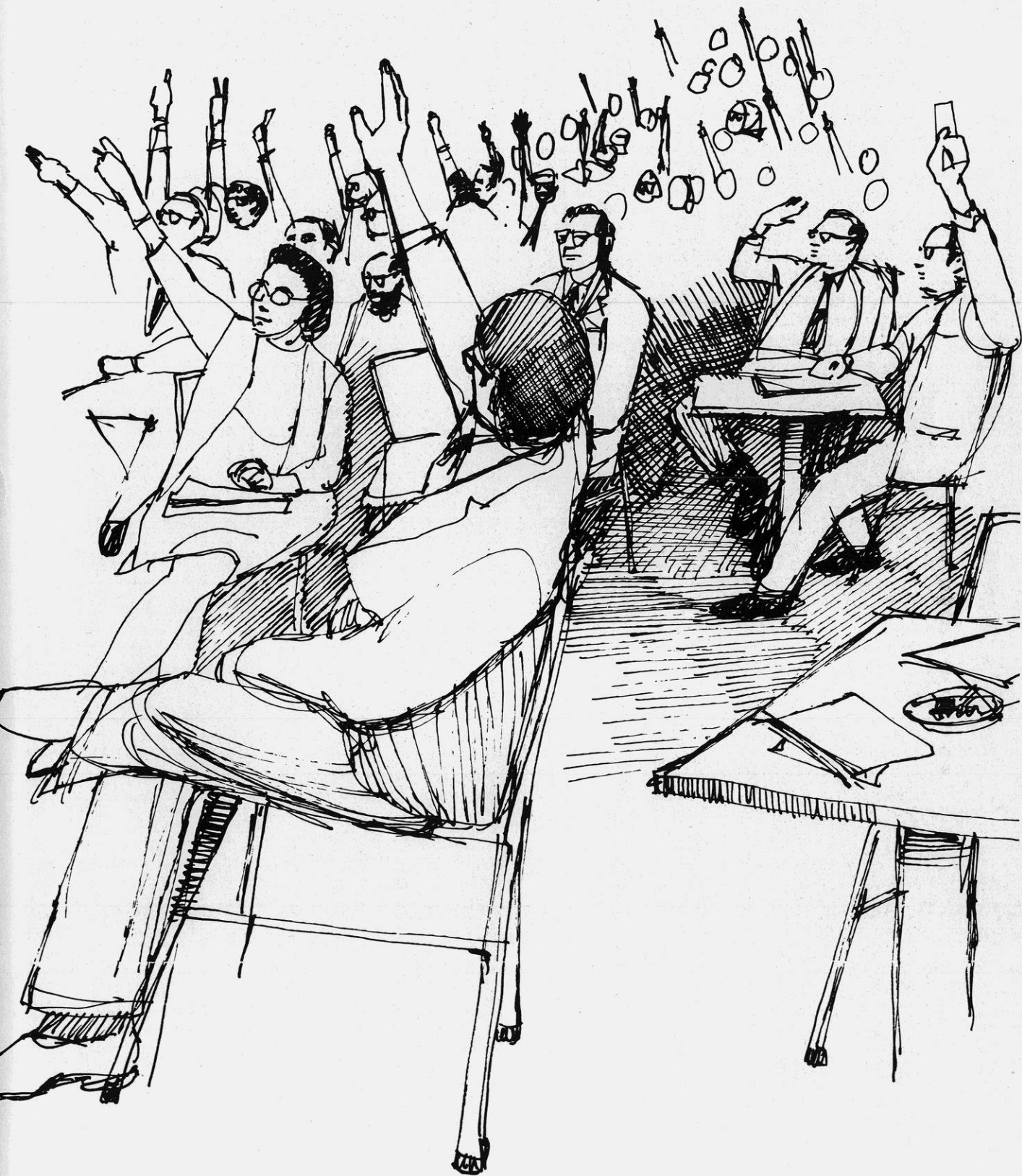
"Posting a death notice for all of private higher education is like shooting all the horses because some have the wheeze."

"The great majority of the institutions will survive," Mr. Eddy declares. "Despite the many predictions of their demise, surprisingly few have closed their doors. Institutions of higher learning do have a persistence and tenacity—but not necessarily a guaranteed quality. And there is the rub."

The nation's colleges, Mr. Eddy says, "by and large will survive. But the emerging question is clearly one of *spirit*, not just life."

THE economic crisis poses one especially nettling threat to the diversity of the system of higher education and the individuality of every institution: well-meaning but potentially damaging cries for heightened efficiency and productivity on the campuses. If taken too literally, such a movement could turn the nation's colleges and universities into faceless, spiritless factories.

* A recent study has shown, for instance, that in 1964-65 a group of representative private institutions was charging \$657 more per student than a group of representative public institutions. By 1971-72, the same private institutions were charging \$1,242 more per student than the public institutions.



Most observers agree that many colleges and universities can and must improve their fiscal policies. But, warns Paul C. Reinert, president of Saint Louis University, they cannot be run like businesses. "There is," he says, "more at stake than Kleenex."

"Efficiency in higher education remains a complex matter," warns Howard K. Bowen, chancellor of the Claremont University Center. "Society may be in danger of trying to restrict the functions of higher education too narrowly, and to convert institutions into mere assembly lines generating credit hours, rather than allowing them to function as centers of learning and culture."

"It would be a mistake, harmful to both education and to social welfare, to turn colleges and universities into credit-and-degree manufacturers and to judge them solely by their productivity in these terms."

Father Reinert sums it up: "We must keep in mind that there are substantive differences between a college and a business. Drive a corporation to the wall and it may make adjustments in its operations that enable it to bounce back. Drive a college to the wall and you can kill it."

EVEN more controversial than the cries for efficiency are issues raised by the variety of solutions that have been proposed for higher education's money troubles.

Virtually everyone agrees that major new infusions of public funds for both private and public institutions will be needed. But *how* those funds should be channeled—whether they should come from the federal or state governments, whether they should be in the form of institutional aid or grants and loans to students—produce deep divisions within the academic community.

The Carnegie Commission has argued against "lump-sum, across-the-board grants" from the federal government. They could lead to reduced state support and to the development of a "nationalized system" with strict government controls, the commission says. Instead, it favors basing federal support to an institution on the number of federally supported, needy students enrolled, with the states providing the bulk of the support.

Spokesmen for some institutions of higher education disagree. Direct federal grants to the colleges and universities, they argue, can make the difference between the survival and collapse of many of them.

Spokesmen for many other institutions have argued that new government support should come in two forms: outright grants to the most needy students and "income-contingent loans" to middle-class students. (Under such loans, how much a student must pay back would be determined in part by how much he earned after graduation.)

With most support going to students, these educators argue, both public and private institutions could raise their tuitions to a point that would more nearly pay for the actual cost of providing an education.

Such a system would best preserve the diversity of our system of higher education, says an economist from the Brookings Institution. We need, he says, "a shift to public support of students rather than the excessive reliance on institutionalized support that characterizes current public support programs." He goes on:

"Such a program of portable aid would free institutions to develop their own conceptions of the curriculum required to produce better people and, more importantly, would give student-consumers a right to choose among alternative conceptions. The government could and should scrutinize the academic offerings for which it is indirectly paying, but the nature of such investigations would change."

Officials at most public institutions oppose any major shifts of aid from institutional support to support of students. The necessary increases in tuition, they say, would end the nation's long-standing commitment to low-cost higher education, and would shift the major burden of paying for education from the society at large to the individual student.

That shift, they say, would represent an end to the belief that society as a whole—not just the individual student—benefits from the higher education of its citizens.

Switching from institutional support to loans and grants "constitutes a definite shift away from public decisions and responsibility for the support and control of higher education and toward a philosophy of private responsibility and private enterprise, with major consequences," says Clifton R. Wharton, Jr., president of Michigan State University.

"The shift would transform the goals, values, and conduct of the entire higher educational system," he says.

Decisions to be made soon in Congress and the state legislatures probably will determine how much new governmental aid will be forthcoming and what form the aid will take. Alumnae and alumni concerned about preserving the qualities of higher education could do higher education no greater service than keeping informed about the alternatives, and advising their representatives of their preferences.

THE economic crisis in higher education is, in a sense, the cause of all the other forces moving toward the homogenization and standardization of our colleges and universities.

Many observers suspect that neither the movement toward statewide systems of colleges and universities nor the trend toward collective bargaining among the faculty members would have gone so far if the era of great growth had not ended. Suddenly, in the economic depression that followed, higher education was no longer society's favorite place to spend money.

How, under such conditions, can colleges and universities provide diversity and individuality? Must they sacrifice their autonomy and individuality? Or can they find ways to live with the end of growth without giving way to drab uniformity?

UW FOCUS:

Take a Stand on De-Crunch Methods

by Donald E. Percy, UW System VP,
Budget Planning and Analysis

A CLOSE READING of all articles in this special report will reveal that the "money crunch" is the driving force behind a variety of threats to diversity and quality in higher education. Many citizens have become ambivalent about education, torn between their traditional faith in it and a growing resistance to its cost. As anyone who has worked on an elementary/secondary school bond issue campaign in the last few years can tell you, this attitude is not peculiar to *higher* education. However, public ambivalence toward universities is symptomatic of deeper, *unique* causes in addition to a taxpayers' revolt. Public debate and scholarly journals now focus on re-examination of the *purposes* of higher education and the distribution of its benefits between society and the individual student.

Traditionally, Wisconsin has looked to its public universities to serve the state, to develop well-educated citizens, to stimulate a heightened intellectual, cultural and humane awareness, to promote advanced training and expertise in science and professions, and to impart to students a sense of commitment to civic responsibilities. The public also understands, though not always as fervently as we might wish, that universities must engage in a relentless search for truth and excellence to ensure and sustain a free, creative society. These benefits to society have been viewed as justification for substantial tax support for public universities and relatively open access for all interested citizens.

In Wisconsin, the debate in the current legislative session, and probably the next, will focus less on the amount of budget support than on the *distribution of the benefits and costs of higher education between the taxpayers and the students*. Because of stabilizing enrollments, greater efficiency, and retrenchment, a significant slowing of previously dramatic budget growth rates has been achieved. However, the debate over the money crunch will persist because, in my opinion, the deeper question about the purpose of universities is involved. *Alumni, parents and students related to the University of Wisconsin System have an obligation to engage in that debate in an informed and active way, to express their views along with the faculty and administrators*. This debate should be welcomed because it can lead to a situation where the public universities will emerge to make an even stronger contribution to students and our complex society.

Later this year Wisconsin citizens and their elected and appointed representatives may be asked to consider three

basic alternatives (and variations) for financing higher education: (a) Continuation of public tax support provided directly to the universities; (b) a voucher system redirecting public funds to grants for individual students; or (c) a system of full-cost tuition, the cost of which is to be met by student loans, with repayments contingent on the future income of each student.

As an extension of the idea that it is in the public interest to provide wide access to higher educational opportunities at reasonably low cost to the student, thereby promoting social mobility and broad economic opportunities, *the traditional approach*, still followed throughout the United States, is to provide direct state subsidies to the universities to cover a large part of their instructional costs. Currently, Wisconsin's state appropriation for higher education amounts to approximately 75 percent of the instructional costs for resident students. The universities determine the allocation of these funds to academic programs. Although student preferences exert an important influence on academic offerings through their enrollments in courses and degree programs, the current system of higher education finance allows universities and their faculties to make program judgments based on other need factors in addition to student demand.

Some proponents of change in the method of financing higher education emphasize the importance of the student as a consumer, and/or argue that the present system is no longer viable because society will benefit less from investment of the funds in higher education than it will from investment in competing public priorities. Others believe that the academic fees and other charges paid by students have out-paced the students' ability to pay, and that financial grants from state and federal sources are inadequate. (In response to this shortage of funds, public policy in Wisconsin has recently dictated that the limited state-funded *grants* be concentrated at the level of freshman and sophomore instruction, leaving financially needy juniors, seniors and graduate students to rely on *loans*.)

Advocates of the *voucher system* argue that the state support that is now appropriated to the institutions should be shifted to direct payments to *students*. While this alternative is generally consistent with the traditional view that society is responsible for supporting the bulk of the instructional costs, its proponents feel it would enable students to have more influence, through their patterns of consumption, on the nature of academic programs in which they participate. This option would also increase the students' freedom of choice to attend private as well as public institutions, although there currently exists in Wisconsin a state grant program to pay private tuition charges. Some supporters of the existing system criticize this alternative as introducing: (a) an unwarranted degree of uncertainty in educational planning (funding would not be certain until the students arrive each fall), (b) a bureaucratic funding process, and (c) a counter-force to balanced program planning responsive to a broad range of society's needs. (Currently, the institution itself assumes most of the budgetary risks in curricular innovation, whereas the students would carry this responsibility under the voucher system.) Others, recognizing that public universities in

effect would become private institutions, feel the change would weaken or eliminate government's ability to require accountability from these institutions.

From a different perspective, other critics believe that either the current system or a voucher system—providing substantial amounts of state aid directly to the student—is unjustified because society no longer benefits to a proportionate degree from higher education. They favor a system in which students are charged the *full cost* of their instruction. Some supporters of this system favor a companion program of loans to enable the student to pay this cost. One variation is the *income contingent loan program* which would require the student to pay into the loan fund over a fixed period of years in amounts commensurate with the level of his or her income rather than the original loan. Those with high incomes would cover the loan obligations of those with low incomes or perhaps none at all.

There are a variety of reservations about the alternative of income contingent loans. The effect of a fiscally unsound income contingent loan program would be to require public tax support for higher education through the payment of defaulted loans. Some fear that the income contingent loan program as well as the voucher system could threaten the universities' ability to provide innovative curricular offerings while relying on the laws of student supply and demand. Others contend that the idea of a loan for full cost could discourage rather than encourage the typically "loan shy" economically disadvantaged and even middle income students from pursuing opportunities of higher education.

Undoubtedly, a range of more specific alternatives and definitive evaluations of these ideas will be generated by a governor's committee due to be appointed later this year. Alumni of Wisconsin's public universities will be among the citizens of Wisconsin called upon to examine the purposes of university education and weigh the relative merits of existing and alternate financing plans.

Individuality: All the Threats Combine

THE end of an era of growth, the scarcity of new resources, the increased competition for them, and the public's changing definition of higher education's role in society have all combined to produce a major challenge for the nation's colleges and universities.

The task before them now is to meet the challenges while preserving the best of the past.

It is easy to be pessimistic about the prospects. Doom-sayers abound. Here is how some severe critics have described current conditions on the campuses:

▶ "Respect for universities [faculties and administrators] has been replaced by distrust and surveillance."

▶ "Informal procedures and policies based upon mutual respect and confidence within the university have been replaced by insistence upon due process and by formalized codes."

▶ "Collegiality based upon unity in goals has been replaced by identification and resolution of conflict."

Such concerns are not limited to severe critics.

Theodore M. Hesburgh, president of the University of Notre Dame, speculates that "perhaps during that period of rapid growth, the institutions—the academic community—grew beyond the potential to be personal and human."

William C. McInnes, president of the University of San Francisco, says: "People will spend their money, contribute their money, pay their money for services and things in which they believe. What has happened in many cases is that people don't believe in education the way they used to."

As a result, many institutions feel more threatened than ever by the challenges before them.

One consequence has been that the conflicts between public and private higher education have been exacerbated. Once the expansion of the entire higher educational system ceased, the happy state no longer prevailed in which everyone was prospering. Now, one institution's gain may well be another's loss. Public and private education now often view progress for one as a possible threat to the other.

Says a former official of a state system of higher education:

"The pleadings of the private segment for state financial aid are gaining ground—not nearly enough to save



them financially, but sufficient to reduce the direct level of funding for the public institutions.”

Warns the head of a major educational association: “I am firmly convinced that the gravest danger facing us is the possibility of a serious division between the public and the independent sectors of higher education. Relatively dormant for well over a decade, as might be expected during a period of economic expansion, signs of divisiveness are again appearing as we move further into the stringent '70's.”

The situation looks confused and troublesome. Higher education has reached a state where it enjoys less public confidence, has less confidence itself about what its purposes are, and faces unprecedented competition for a place on America's priority list.

Yet the need for new curricula, and for new educational commitments to new kinds of students, was never greater. How can colleges respond in innovative ways, when they must tighten their belts and curtail their functions?

Kingman Brewster, president of Yale University, sees this paradox: “Although all universities badly need funds in order to experiment with new techniques of learning and study that go beyond the library, the laboratory, and the classroom, most of the ideas for massive central government support threaten to impose a dead hand of bureaucracy, central planning, and red tape on local initiative.”

Colleges and universities thus face major dilemmas:

- ▶ How to continue to be effective in a time when they need major new sources of outside support; and
- ▶ How to keep their distinctiveness in an era that requires economy and ingenuity.

Individuality: Can We Save It?

Do colleges and universities—as we have known them—have a future? Or are we headed for some massive, standardized, nationalized system of higher education? Need a new vision of higher education—as a public utility that everyone can use—produce an impersonal assembly line?

Put another way:

Can *private* colleges and universities survive in a form worth preserving? Can *public* institutions avoid the “pale, insipid sameness” that some see looming on the horizon?

No one can be blindly optimistic. But many thoughtful observers feel that the present critical stage poses not only problems for higher education, but unparalleled opportunities. The long period of expansion, they argue, put a premium on graduate education and research, and higher education made enormous gains quantitatively. Qualitatively, however, the improvement may have been insignificant. On the undergraduate level, indeed, what a student received from his institution may not have been much better than what was provided to his predecessors in earlier generations.

Now that the pressures for growth have eased, colleges and universities have an opportunity to be *truly* individual; to set for themselves specific, achievable goals, and to pursue them effectively.

In an era of no-growth, it is the institutions that know what they want to be, and how they are going to be it, that will survive and prevail.

Both public and private institutions will be among them. Steven Muller, president of the (private) Johns Hopkins University, notes:

“Privacy means relative independence. We have at least the freedom to choose among alternatives, restricted as that choice may be, rather than to have our decisions dictated to us by public bodies.

“Our privacy as a university thus exists only as a narrow margin. . . . Our task is to preserve that narrow margin and to make the best possible use of it.”

Phillip R. Shriver of Ohio's Miami University (state-supported) speaks from the public-institution standpoint:

“Each university ought to be able to develop its own personality and uniqueness. Each ought to have its own strengths. Each ought to be encouraged to develop its own individual programs.”

The first task, then, for every institution of higher education—public and private—must be to develop a firm sense of what it ought to be and how best to achieve it.

Each institution must know, and believe in, its own personality and uniqueness.

A foundation official says:

“The time has come to take a total look at each of our institutions in some systematic way which relates energy and material input to learning output, and relates behavioral objectives to social needs. If we do not strenuously undertake this task and succeed, then our present troubles in a variety of areas will become far worse. Indeed, I see the specter of government or even industrial control of our colleges and universities.”

Sir Eric Ashby, a distinguished British educator who has served as a member of America's Carnegie Commission, says:

“The gravest single problem facing American higher education is the alarming disintegration of consensus about purpose. It is not just that the academic community cannot agree on technicalities of curricula, certification, and governance; it is a fundamental doubt about the legitimacy of universities as places insulated



from society to pursue knowledge disengaged from its social implications."

Ending that fundamental doubt, says Sir Eric, will require "a reevaluation of the relation between universities and American society."

IN SHORT, the American people must rebuild their faith in the colleges and universities—and the colleges and universities must rebuild faith in themselves. In doing so, both parties to the contract can assure the survival of both the vast system's diversity and the individuality of its parts.

Many colleges and universities have already begun the necessary reassessments and redefinitions. Commissions on the future have been established on scores of campuses. Faculty members, students, administrators, trustees, alumni, and alumnae have been enlisted to help define their institutions' goals for the years to come.

Those new definitions, now emerging, recognize the end of the era of expansion and come to terms with it. Some institutions have chosen to remain small, some large. Others have chosen to focus on specific missions, *e.g.*, ecology, health services, the arts. Still others are moving into the preparation of teachers for the two-year colleges that, in the years ahead, will attract many new students to higher education. For their part, many two-year colleges are resisting pressures to expand into four-year institutions, electing to concentrate on providing the best possible educational opportunities to their own non-traditional student constituencies.

Whatever the role they define for themselves, such colleges and universities are seeking ways to make education more individual and more rewarding.

COLLEGES and universities still have a long way to go before they adjust to the financial stresses, the changing market conditions, the demands for reform that have beset them. Those that adjust most effectively will be the ones that survive as distinctive, individual institutions.

Chatham College's President Eddy notes that our institutions, "swinging into the troublesome '70's from the unusually affluent '60's, resemble a middle-aged and slightly portly man who discovers that he is panting heavily after climbing a quick flight of stairs. He doesn't have yesterday's bounce."

"He has a choice. He can become a first-class hypochondriac and, in all probability, bring on the attack by discouragement and tension. Or he can diet, cut out smoking, and start some consistent, sensible exercise. He must convince himself that life is worth living—and living to the hilt—despite an occasional long flight of stairs."

The end of the era of growth has opened once more the great debate about the role of higher education (or any education, for that matter) in the lives of individuals and in the health of society. The future, in many ways, is up for grabs.

Those who care deeply about the diversity and individuality of our colleges and universities must assure that—regardless of what they become—they preserve their distinctive spirit in the changing future.

"There is little profit in licking our wounds or feeling sorry for ourselves," says Father Hesburgh of Notre Dame. "We still represent the best hope for America's future, provided we learn from our own mistakes and reestablish in the days ahead what has so often testified to the nobility of our endeavors in times past.

"All is not lost. We are simply beginning again, as many always must, in a world filled with ambiguities, the greatest of which is man himself."

This report is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON (emeritus). Illustrations by GERARD A. VALERIO. Editors: JOHN A. CROWL, CORBIN GWALTNEY, WILLIAM A. MILLER, JR., MALCOLM G. SCULLY.

Faculty Senate Votes Against Proposal For Bargaining Unit

On March 26 the Faculty Senate rejected by an 82-67 vote a poll on whether there should be faculty collective bargaining. (See page 13.) The vote was preceded by a two-hour discussion about the merits and disadvantages. Left to be decided at a later meeting was a University Committee resolution which asks the senate to direct it to oppose any faculty collective bargaining legislation unless it provides certain guarantees. One of these is that it preserve the independence of the Madison faculty by permitting it to decide whether and on what basis it wishes to engage in collective bargaining.

Sociology Prof. Robert Alford, president of the campus United Faculty organization, called the University Committee's position "a resounding restatement of principles."

He said that "defensive and passive posture is not enough at this juncture." In a United Faculty drive for signatures for a representation election, 800 of 805 responding said they favor such a move, Alford announced. About one fourth of the responses to that survey came from those ranked assistant professor and above, he said.

Anthropology Prof. David Baerreis, president of the Madison chapter of AAUP, said its executive committee generally supports the University Committee's position on collective bargaining. Wilson B. Thiede, professor in curriculum and instruction and chairman of the University Committee, said "We believe that the things other campuses seek we already have."



Basketball's Powless Will Be Back Next Season

Head Basketball Coach John Powless will finish the remaining year of his current two-year contract. He has been under fire for having produced only one winning season in five years, but he received a vote of confidence of the Athletic Board at a meeting on March 23. After more than three hours behind closed doors, the board announced that it would honor the remaining year on Powless's contract.

Board Chairman Prof. Fred Haberman of the communication arts department, said the board was legally bound to keep Powless for the contract's duration. However, Haberman added, it was doubtful that Powless would have held the board to the contract if members had voted to dismiss him.

"We want to point out that John has strong material returning next year and we think he should have an opportunity to work with this material and see what he can do with it," Haberman said. He added that "John has demonstrated that he is dedicated to giving to the University of his time, of himself, even of his family. He has recruiting plans for bringing here a strong cast of new players, and we want to help him. The board wishes to express its confidence in John Powless for next season."

Powless told reporters that he was "very pleased, but I was

positive of the board's backing. There is no other way to be. You have to think positively." Asked if he felt any bitterness towards those who have been calling for his dismissal, he said "No, I don't. It's not my personality to hold grudges or have recriminations. I have none whatsoever."

Athletic Director Elroy Hirsch, who attended the meeting, said he was "personally very happy that John will be back. If he were the swimming coach or the fencing coach we would never have heard a word," Hirsch said. "Unfortunately, this is a part of our system. We put undue pressure on the men who are in the income sports in this University."

Johns Hopkins Prof Is New Head Of UW Med School

Regents of the University System have approved appointment of Robert E. Cooke MD to the new position of vice chancellor for the Center for Health Sciences.

The appointment ends a two-year search for a nationally known administrator, teacher, and clinician to head the center. Since 1970 the center has included the schools of medicine, nursing and pharmacy, UW Hospitals, University Health Service, State Hygiene Laboratory, and Wisconsin Psychiatric Institute.

Dr. Cooke is professor of pediatrics at Johns Hopkins University, Baltimore, and pediatrician-in-chief at Johns Hopkins Hospital. He currently is on leave while serving as a visiting professor of preventive and social medicine at Harvard University.

Dr. Cooke will serve the University on a part-time basis until he joins the faculty full-time July 1.



New Coaches On Football Staff

Two new football coaches joined the UW staff in January, one to replace Norman Dow, assistant offensive line coach since 1970. They are Ellis Rainsberger, offensive end coach at the University of Illinois last season; and Bob Spoo, former head coach at Chicago's Loyola Academy.

Rainsberger, 39, is a former All-American at Kansas State. He started coaching at LaSalle-Peru, Illinois high school in 1958, moved to an assistant's job at Drake University from 1959-1961, then was named head coach at Washburn College in Topeka in 1962. He moved on to an assistantship at Kansas in 1965, was head coach at Southern Illinois University in 1966, then moved to the University of Illinois in 1967.

Spoo, 35, a former Purdue quarterback, has been head coach at Loyola Academy for the past six years and associated with its football program since 1963. He started his prep coaching career at Fenwick high school in Oak Park in 1961 under present UW head coach John Jardine's guidance. Spoo's primary duty at Wisconsin will be working with quarterbacks, according to Jardine.

You, Too, Can Now Be 'Special Student'

Since the Office for Special Students was opened a year ago, enrollment has exactly doubled—from 378 to 756 part-time students.

Known as Gen S-9, the special students have spread into every field in every school and college of the UW, according to Nancy M. Abraham, who has charge of the office at State and Francis streets.

The Gen S-9s are permitted to take courses for personal and professional enrichment without the

necessity of qualifying as degree candidates. They register after all degree candidates are enrolled, but this requirement has kept few from taking the courses they wanted.

A typical Gen-S, according to Miss Abraham, is "a female in her middle 20s. She has a bachelor's degree, often from UW. If married, her husband is probably attending the University, and she has two pre-school children. She may be working full time and attending

classes for professional improvement or cultural enrichment."

Other students are University graduates who have not obtained jobs and are taking courses while waiting for opportunity to knock; high school students who have completed their course work in a given field and desire to continue in that field at the University; and students who are degree candidates at other universities taking courses at Madison that will apply toward a degree.



Photo/Gary Schulz

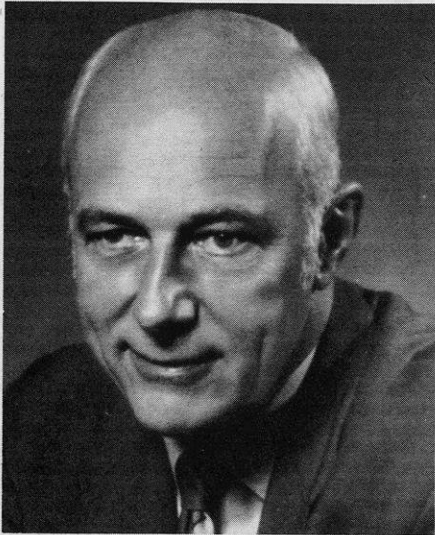
This Year's Senior Award Winners

These eight outstanding young people were selected last month by our Awards Committee to receive WAA's senior citations for this year. They were chosen from a field of 22, and judged on the basis of scholarship, extra-curricular activities

and degree of self-help. Front row, from left: Carol Ward, Ft. Atkinson; Therese Loose, Mequon. Second row, Anthony Varda, Madison; Debra Bauman, Wausau; Tracy Bush, Green Bay; Keith Kuehn, Waunakee. Back row, George Sledge and Andrew Slagle, both of Madison. You'll meet them in person at the Alumni Dinner on May 12.

Meet Your Committee Chairmen

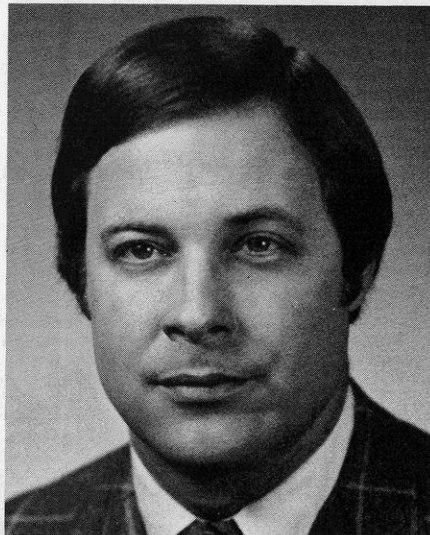
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Richard E. Ellison '42

Nominating Committee

If it hasn't been said before, it should be: the quality of leadership in any organization is directly proportional to the abilities of those who select the potential leaders. WAA's Nominating Committee, now chaired by Dick Ellison, has a track record second to none when it comes to offering quality candidates. Dick, president of Ellison/Stahl realtors in Kenosha and vice president of the city's C of C, has these dedicated workers on his committee: WAA President Fred Rehm '43 and Eric Hagerup '58, of Milwaukee; Carl H. Krieger '33, WAA second vice president, Camden, N.J.; Carl Ruhloff '40, Chicago; Jonathon Pellegrin '67, Ft. Atkinson; and Bob Wilson '51, Bob Westervelt '50 and Audrey Beatty Walsh '38, all of Madison. The committee meets annually to choose a slate of nominees to fill vacancies on WAA's Executive Committee, and Board of Directors; and alumni representatives on the Athletic Board and Union Council.



Eric Hagerup '58

Young Alumni Advisory Committee

This dynamic committee is one of our newest, its purpose being to evaluate alumni programs and develop additional interest from recent graduates. This is exactly what it does under the direction of Eric Hagerup, vice president of Milwaukee's First Wisconsin Trust Company. The committee is now working on the first Young Alumni Weekend, September 15, a festival of football, seminars and socializing. Committee members are: Bill Bloss '69 and Dave Spengler '60, Chicago; John Boray '66, Burlington; John Etter '72, Middleton; Martha Etter '68, Monroe; JoAnn McCulloch Krohn '66, Racine; Richard Markos '64, La Crosse; Jonathon Pellegrin '67, Ft. Atkinson; Bruce Shrimpf '69, Carl Silvestri '64, and Steve Underwood '64, all of Milwaukee; Paul Soldatos '72, Philadelphia; Dick Stockwell '69, Janesville; and, from Madison, Frank Burgess '67, Donn Fuhrmann '72, Nick Loniello '74, Steve Myrah '60, Cathleen Oliver '71, Kathie Peterson '71, Roland Reinholtz '59, Pat Richter '64, Rick Sale '72, Betsy Bennett Schulte '71, and Danny Tzakis '66.

Arthur '10 and Ruth (Bauske '18) Luedke, who have been in public relations at Whittier Towers Retirement Center, Detroit, for several years, are moving to a new one, Whitcomb Tower, 509 Ship Street, St. Joseph, Mich. 49085.

Indiana State University has established a distinguished teaching award in honor of Charles Roll '12, who retired from its faculty in 1951 after 38 years, and who celebrates his 90th birthday this year.

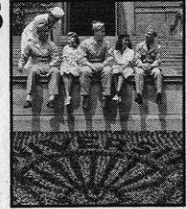
When the campus chapter of Delta Sigma Pi business fraternity observed its 50th anniversary in February, members paid special tribute to founder Herman O. Walther '23. He received the Order of the Golden Helmet, the highest award the fraternity bestows.

Earl Morse '27 and his wife, of New York City, have been elected Benefactors of the Metropolitan Museum of Art. In addition to their contributions to that museum, the Morses have given many art works to the Elvehjem Art Center here on the campus, including, in 1972, a collection of Far Eastern sculpture valued at \$122,000.

Bernice Lotwin Bernstein '29, regional director of HEW in New York City, is one of six to win the Federal Woman's Award, the highest honor to women in government. The region Mrs. Bernstein heads contains New York, New Jersey, Puerto Rico, and the Virgin Islands, with a population of close to 30 million. She was cited particularly for having achieved a high degree of coordination and cooperation among federal and local governments and voluntary agencies concerned with the complex problems of health, education and welfare.

Norman O. Becker MD '43, Fond du Lac, is now a member of the board of governors of the 33,000-member American College of Surgeons.

Ralph F. J. Voigt '40, mayor of Merrill, Wis., and first vice president of Wisconsin Alumni Association, earned this year's Ambassador Award of his city's Chamber of Commerce. "Fata" came up with the best public relations effort of the year in organizing the 125th anniversary celebration of Merrill's Jenny Bull Falls.



Robert G. Wochos MD '44, Green Bay, has begun his second tour of volunteer duty aboard the S.S. Hope. The ship is docked in northeast Brazil on her 11th medical teaching-treatment mission. Dr. Wochos is a surgeon.

Lester J. Dugas '49 has been appointed a division vice president with Commonwealth Edison in Chicago. He's been with the utility since 1953, and was formerly a division commercial manager.

Marshall O. Beilke '50, Carmel, Indiana, with American United Life Insurance company since 1961, is the new president of Affiliated Services Corp., a subsidiary of A.U.L.

Robert E. Shafer '50, professor of English and director of English education at Arizona State University, writes that he is on leave during the current academic year "to study and teach the mother tongue in West Germany and England." During the fall he was a visiting researcher at the Max-Planck Institute for Educational Research in West Berlin. This semester he is a visiting lecturer and senior researcher in the department of educational studies, Oxford University. Shafer's eight-volume textbook series, *Success in Reading*, has just been published.

51/72

John E. Spohn '51 is the new Madison plant operations manager for Oscar Mayer & Company. With the firm since graduation, for the past year he has worked as an assistant to the post he now holds.

The Ingersoll Milling Machine Co., Rockford, has elected *Robert C. Bowen '53* to a vice presidency. He is managing director of Ingersoll Manufacturing Consultants.

David L. Morris MD '54 now heads the medical staff of St. Francis hospital in La Crosse.

John H. Behrend '57, Chicago, has joined Tilden Brothers & Grannis, investment council, as a vice president. He comes to the firm from five years with Brown Brothers Harriman & Co.

Alfred W. Hubbell '57 and his wife have their fourth daughter, Lucy Adele, born last January. The Hubbells live in Edgerton, and he is with GM in Janesville.

Air Force Major *Donald Heiliger '58* was one of the POW's returned to the states on February 21, and reunited with his parents who live in Madison. He had been shot down by the North Vietnamese in 1967, and was listed as missing in action until 1970 when his name appeared on a list of prisoners. His fellow prisoners dubbed him "the music man" because he kept up their spirits with music during the time they were in prison.

Bill Stokes '58, Milwaukee Journal columnist and feature writer, recently won the \$1,000 Ernie Pyle Memorial Award of the Scripps-Howard foundation. Stokes was cited for "his delight in life, his respect for ordinary human endeavors, the freshness of his outlook and his language." He and his family live in Madison.

Kenneth W. Conger '59, director of industrial relations at Kohler Company, Sheboygan, was re-elected president of Associated Industries and Manufacturers, a 55-member organization of Sheboygan County industrial firms.

William C. Adams '62 has been named media services coordinator of Standard Oil's governmental relations office in Washington, D.C. He joined the firm in 1966 as senior writer for its house organ; moved to Atlanta in its PR department; and has been supervisor of press relations in the Chicago office and nationally, since 1970.

Harold H. Havenor '63, Ridgefield Park, N.J., was married late in 1972 to the former Gail Rae Carman. He is New York district sales manager for Ampco Metal.

Thomas '65 and Judith (Rome '64) Sieber and their daughter now live in Grosse Point, Mich., where he has formed the Custom Alloy division of the Frankel Company.

Timothy J. Granzeau '67, with the Manchester (N.H.) Bank since 1970, is now its money services officer.

Norman M. Nelson '67, Madison, has been named head office accountant in Oscar Mayer's general accounting department here.

Lt. *William J. Norris '68* has traded his FPO address for the title of flight instructor at Training Squadron #28, NAS, Corpus Christi, Texas.

If you wanna be a Badger in Saudi Arabia, you'll have company. *Michael D. Fullwood '69* is now on his way there as a lawyer for the Arabian Oil Company, and, after an earlier visit with "probably about 15 to 20" UW grads over there, wrote for information on setting up an Alumni Club in Dhahran.

ANC Captain *Sandra (Corning) Gott-behuet '69* is serving a two-year tour of duty at the 130th General Hospital, Nürnberg, Germany. As a night supervisor, she uses her daylight time to tour and ski among the Alps.

Robert B.B. Schatz '69 is now an associate with the Philadelphia law firm of Klovisky, Kuby & Harris.

Second Lt. *Richard P. Witte '71*, after earning his wings as a USAF navigator-bomber, has been assigned to Grand Forks AFB, N.D., to fly with a unit of the Strategic Air Command.

Richard C. Burt '72 has joined Rohm and Haas chemical manufacturing company. He is with the company's Bristol, Pa. engineering division and lives in Levittown, Pa.

USAF Captain *Elliott Converse '72* has been assigned as an instructor in history at the Air Force Academy, Colorado.

USAF Second Lt. *Craig D. Gibbs '72*, after graduation from the School of Military Sciences for Officers, has been assigned to Mather AFB, California, for navigator training.

Marjorie Nancy Hagan '72 is a legal secretary for the law firm of Donovan, Hale and Lund, in Denver.

Second Lt. *William Hajdu '72*, USAF, has assumed command of the headquarters squadron section of the 2750th Materiel Squadron at Wright-Patterson AFB, Ohio.

Kenneth R. Witkins and *Henry A. Zimmerman '72* have joined General Electric as field engineers. Zimmerman goes with the firm's Chicago district office, and Witkins is to be assigned after a training course in Schenectady.

Come see us on



Alumni weekend

Stop in for a visit at the Wisconsin Union while you're here for Alumni Weekend. Of course, change is inevitable in a lively place like the Union so you'll find some things are different from what you remember. But, we're willing to bet that you'll also find many things that are familiar in the Union.

In addition to recalling the old days in the Union—
you can stay here

Make a reservation now for a guest room in either—
The Memorial Union, 800 Langdon St. (practically next door to Alumni House) OR
Union South, a new facility at 227 N. Randall Ave.
\$8.50–\$14.50 Memorial Union—Call (608) 262-1331 for reservations
\$12–\$16 Union South—Call (608) 263-2600 for reservations
(\$1.00 reduction for Union members)

or catch breakfast or a snack here before or after your reunion

Do some reminiscing on the lakeside Memorial Union terrace.
Stop in the Sweet Shoppe for some old fashioned candy or ice cream
from the University Dairy.

you can relax in the Union lounges, music rooms and art galleries

Browse at the spring Arts and Crafts Sale on the Union Terrace
May 12 and 13, 10 a.m. to 6 p.m. Student art work for sale

and, while you're here, check into a Union membership

Annual memberships: resident \$23; non-resident \$11.50
Life membership \$130

Call (608) 262-2687 or visit the membership office in room 400A, Memorial Union

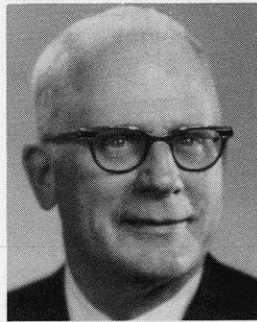
the wisconsin union

1973 Distinguished Service Award Recipients

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



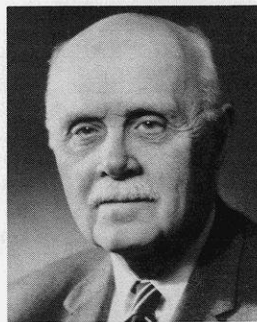
MARTIN P. BELOW BA '24. Senior vice president, Kieffer-Nolde Company, Chicago. Past president, Wisconsin Alumni Association and permanent member of Board of Directors; past president, UW Alumni Club of Chicago and present trustee of its Scholarship Fund; former alumni representative, UW Athletic Board. Council member, Elvehjem Art Center. Member of UW Foundation and chairman, Class of 1924 Gift Fund. Former board member of Chicago Central YMCA; board member, Executives' Club of Chicago. Chairman of Glencoe (Ill.) Crusade for Mercy; past trustee of village board.



LESTER S. CLEMONS LLB '26. President, UW Foundation; member of its Presidents Club. Director, Wisconsin Alumni Association and holder of Milwaukee Alumni Club's Distinguished Service Award. Director and past president, University of Wisconsin Law School Association. Member of State Bar Association committee which rewrote Wisconsin Business Corporation law in 1951 and of each revision committee thereafter. Visiting lecturer on corporation law at UW Law School. Former director, Metro Milwaukee C of C. Partner, Quarles, Herriott, Clemons, Teschner & Noelke law firm. Director and member of executive committee, Kearney & Trecker Corporation. Director, Marshall & Ilsley Bank, W. H. Brady Company, Ozite Corporation, several others.



LOWELL E. FRAUTSCHI BA '27, MA '29. Chairman of the board of the Memorial Union Building Association, a dedication he has shown since student days when he chaired the campus campaign which raised \$138,000 toward erecting the present building. Past president and director of Friends of the Arboretum; longtime board member and fund-raiser for University YMCA. Leader in Madison's social welfare and health agencies: at various times president, board member, committee chairman of United Givers, Community Welfare Council, Health Planning Council. Member of UW Foundation. Chairman of interim committee, Class of 1927 Gift Fund.



MARK H. INGRAHAM MA '22. Dean emeritus and emeritus professor of mathematics. Member of the faculty from 1927 to 1966. Dean of College of Letters & Science for nineteen years. Largely responsible for establishment of computer center on this campus, believed to be the first in the nation. In 1969-70 served as consultant on means of collaboration between UW and Edgewood College. Past president of AAUP. Past chairman of board of Wisconsin State Teachers Retirement System. Former director of nationwide survey on teachers' retirement systems made for the Association of American Colleges; currently conducting a survey of attitudes of retirees.



LEROY E. LUBERG Ph.M. '36, Ph.D. '64. University System dean for public services; formerly held offices of University vice president, assistant vice president for academic affairs, assistant to the president, and first dean of students. Vice chairman of state's Educational Advisory Board; has served on State Merit Award Board since 1957. Formerly principal of UW's Summer Laboratory School; member of National Joint Commission on Student Aids; director of New England area for U.S. Office of Education. Advisor to Wisconsin Association of Secondary School Principals; Junior Science Symposium. Former advisor to National Conference of Christians and Jews.



HERBERT V. PROCHNOW BA '21, MA '22, LL.D. '56. Director and retired president of First National Bank of Chicago; director of UW's summer Graduate School of Banking since its beginning in 1945; former deputy undersecretary of state for economic affairs; consultant to Federal Reserve System; former financial columnist; editor of nine books on finance and banking; author of twenty-five on public speaking and inspirational thought; delegate to international banking conferences; teacher; holder of Ph.D. (Northwestern) and eight honorary degrees. Member of UW Foundation.

Annual Dues

\$10—Single • \$12—Husband—Wife

You Save by Helping
Your University With A

LIFETIME MEMBERSHIP

in Wisconsin Alumni Association
at these low rates!

Classes of '66-'72

Individual -----	\$100
(\$20 annually for five years)	
Husband—Wife -----	\$120
(\$24 annually for five years)	
WAA + Professional Group*	
Individual -----	\$130
(\$26 annually for five years)	
Husband—Wife -----	\$150
(\$30 annually for five years)	

Classes of '34-'65

Individual -----	\$150
(\$30 annually for five years)	
Husband—Wife -----	\$175
(\$35 annually for five years)	
WAA + Professional Group*	
Individual -----	\$170
(\$34 annually for five years)	
Husband—Wife -----	\$190
(\$38 annually for five years)	

Classes of '24-'33

Individual -----	\$ 75
Husband—Wife -----	\$100
Professional Group* -----	add \$ 20

Classes of '95-'23

Individual -----	\$ 30
Husband—Wife -----	\$ 40
Professional Group* -----	add \$ 10

* THESE PROFESSIONAL GROUPS are constituents of Wisconsin Alumni Association, providing you with regular mailings about your special interests and classmates, plus information on reunions, etc.: Agriculture, Home Ec, Journalism, Music, Nursing, Pharmacy, Social Work, Women's Phy. Ed.

Here is my check for \$-----
payment in full ---; annual payment ---:
-- Husband—Wife; -- Individual life mem-
bership in Wisconsin Alumni Association.
The check also includes (---our) (---my)
membership in this Professional Group:

NAME -----
UW DEGREE, YEAR -----
WIFE'S MAIDEN
NAME ----- YR. -----
(For husband—wife membership)
ADDRESS -----
CITY -----
STATE ----- ZIP -----

Wisconsin Alumni Association
650 N. Lake St.
Madison, Wis. 53706

Newly Married

1966

Barbara C. Lavin and Gary A. Miller
in Madison

1967

Barbara Elaine Strouse and Philip R.
Robbins in Lambertville, N.J.

1968

Lucille Kipp and Patrick M. Mullen in
Wausau

Sheryl Ann McCaskill and Tristan D.
Lory in Madison

1969

Darlene M. Leban and Lee A. Ebert
in Milwaukee

Mary Sue Tallea and Donald Greicar in
Santa Clara, Calif.

Linda Kay Sherman '70 and Jeffrey
Steven Holub in Mequon

Janet J. Schaitel and Paul K. Lenz
in Sparta

Mary A. Breunig and William J.
Lundstrom in Sun Prairie

Cheryl Bruehl '72 and Richard J. Stauder
in Appleton

1970

Ann M. Long and Norman B. Oliver
in Elkins Park, Pa.

Christine Hameister and Kenneth J.
Wachal in Sheboygan

1971

Susan Marie Moede and Arthur P.
Dembsky in Potter, Wis.

Joan Larsen and Dennis Dobberstein
in Milwaukee

Nina Alt and Steven John Greuel
in Madison

Kristine Mary Neu and Richard J.
Parins in Green Bay

Paulette Walker '72 and Ron Smith in
Mazomanie

1972

Gretchen Freund and Michael Patrick
Egan in Wausau

Diane May Hollander and Kenneth J.
Kreager in Wausau

Carolyn Mueller and Richard L. Larsen
in Minneapolis

Deaths

Mrs. Wylie C. Asher (Anna Elizabeth
Ackerman) '02, Ralston, Nebr.

Mrs. Luther Bell (Martha Frances
Johnson) '05, Fargo

Clarence Lemuel Richardson '06, Chip-
pewa Falls

Mrs. Parker Comstock (Bertha West) '09,
St. Paul

William Clarkson Heath '11, Milwaukee

Russell Martin Johnson, MD '12,
Chicago

Harold Frederick Phelps '12, Fargo

Emory Blake Curtis '13, Santa Ana, Calif.

Mrs. Bert W. Wells (Marie Sherburne)
'14, Madison

Mrs. Willis R. Woolrich (Neena Rebecca
Myhre) '14, Austin, Tex.

Mrs. Frank Albert Adams (Edna Winne-
fred Smith) '15, Springfield, Ill.

Fredrick William Colbeck '15, Sykes-
ville, Md.

William Henry Atwood '16, Milwaukee

Arthur Davis Fulton '16, Baltimore

George Henry Woelfel '16, Huntington,
W. Va.

Mrs. Arthur Michael Hayes (May Kendall
Wescott) '17, Baltimore

Robert James Hyslop, MD '17, Freeport,
Ill.

Mrs. Oscar C. Stine (Ruth S. Speerstra)
'17, Shepherdstown, W. Va.

Marshall Francis Browne, Sr. '18,
Madison

Jalmer Bernard Johnson '18, Beloit

Roy Martin DeWitt '19, Lancaster, Wis.

Oren Herbert Marshall, Jr. '19, Erie, Pa.

Erwin Walter Blatter, MD '22, Port
Huron, Mich.

Rev. Theophilus Frederick Hilgemann '22,
Sheboygan

Marion Wynne Jones '22, Evansville,
Wis.

Thomas Elsworth Rawlins '22, Los Cruces,
N. Mex.

Leon Silverstone '22, Chicago

Charles Joseph McAleavy '23, Wausau

William England Montgomery '23,
Pompano Beach, Fla.

Einar John Norman '23, Superior
 Charles Bernard Puestow, MD '23, Chicago
 Mrs. R. H. Rietveld (Katherine Elizabeth Turney) '23, Galesburg, Ill.
 Allen Jay Black '24, Springfield, Ill.
 Clark John Adam Hazelwood '24, Milwaukee
 Edwin Herman Rohrbeck '24, State College, Pa.
 Robert Reese Thompson '24, Oshkosh
 John Daniel Bright '25, Topeka
 Earl Emerson Schumacher '25, Beaver Dam
 Alfred Arthur Argyle '26, Kansas City, Kans.
 Walter Alfred May, Jr. '26, Los Angeles
 Mrs. W. P. Renard (Ruth Hayden) '26, Green Bay
 Lucille Katherine Billington '27, Madison
 Charles Spurgeon Black '28, Winston-Salem
 Oscar Mathew Edwards '28, Racine
 Dorothy Wilcox '28, Park Forest, Ill.
 Reginald John Bridgeman '29, Muscoda, Wis.
 Charles William Sand '29, Milwaukee
 Clyde Kernick Stephens '29, Lansing, Mich.
 Harold Eugene Wicker '29, Stratford, Wis.
 Frederick George Jensen, MD '30, Menasha
 Raphael Leo Kelly '30, Evanston
 George Raymond Casey '31, Chicago
 Mrs. Ralph A. Rosatti (Ethel Eleanor Johnson) '31, Norway, Mich., in Manitowoc
 Mrs. Carl R. Wolf (Phyllis May Handford) '31, Berlin, Wis.
 Arthur Carl Andersen '32, Lexington, Ky.
 Adolph Jorgen Roiseland '32, South St. Paul
 Frederick Herman Wolf, MD '32, La Crosse
 Bengt Gunnar Sandstrom '33, Greendale, Wis.
 Walter R. Bruce '34, Merrill
 Loren George Denning '36, Mequon
 Harry Kenneth Elkins, MD '36, Los Altos, Calif.

Gerald Ernest Wesche, MD '36, Nampa, Idaho
 Richard Arthur Bachmann '37, Elm Grove
 Orian Irvin Dhein '38, Madison
 Robert George Rashid '38, Ripon
 George Keith Williams '38, Brodhead
 Raymond John Stanley '39, Baltimore
 Walter Munro Card '40, Pardeeville, Wis.
 Harry Waldo Speidel, Jr. '40, Ladysmith
 John Philip Limbach '41, Ripon
 Mrs. Melvin M. Fox (Evelyn Marie Burch) '42, Madison
 Mrs. Stanley Gessel (Persis Annette Craig) '43, Seattle
 Byron Floyd Van Hollen '44, Chetek
 Richard Wilfred Way, MD '47, Beaver Dam
 Lauren Keith Hanson '48, Hibbing, Minn.
 Rubel Joseph Lucero '48, Santa Fe, N. Mex.
 Henry Robert Bergmann '50, Brookfield, Wis.
 John Kenneth Hanson '50, Madison
 Walter Edward Steffensrud '50, Madison
 Gustave Bystrom '51, Antigo
 Dean Lewis Markusch '52, Newton, Iowa
 Roderick Lewis Eisele '57, Great Lakes, Ill.
 Andrew Warner Risser '57, Fall Creek, Wis.
 Robert Raymond Everix '60, Fond du Lac
 Eileen Sandra Peff '64, West Orange, N.J.
 George F. Haberichter, Jr. '69, Madison

FACULTY DEATHS

Emeritus Prof. Roy T. Harris, 94, Oshkosh, in dairy science from 1906 until retirement in 1948. He helped perfect advance registered testing of dairy cows so farmers could breed their best producing cattle.

Psychologist Wilfred J. Brogden, 60, Madison, a member of the faculty since 1939 and a former associate dean of the Graduate School and a professor in the Psychology Department.

Alumni Weekend May 11-12

Half-Century Club: '23
 Quarter-Century Club: '48

Special events for Classes of '17, '18, '19, '23, '28, '33, '38, '43, '48 and '15 Band, and an exciting time for all alumni!

Campus tours
 Elvehjem Art Center tours
 Carillon concerts
 Outdoor student-art fair
 and
 the fabulous Alumni Dinner!

Rush the coupon; seating is limited

Wisconsin Alumni Assoc.
650 N. Lake St.
Madison 53706

Send me _____ tickets for the '73
 Alumni Dinner, May 12; 6:30 p.m.
 @ \$6 per plate.

Name _____

Address _____

City _____

State _____ Zip _____

8,000 Last Hoorahs

Badger hockey fans have been called a lot of things by the opposition, but on March 18th Capt. Tim Dool (foreground, in light coat, leading *Varsity*), gave them one that fits as well as any other. When 8,000 people flocked to the Field House to welcome the winners of the

NCAA tournament at Boston, Dool said "We're bringing the number one trophy home to the number one fans in the country." He was right: in 20 home dates this season, Big Red drew an all-time collegiate record attendance of 167,902. The post-tournament reception was the last for seniors Dool, Norm Cherrey, Max Bentley and Jim Johnston.





Photo/Mark Perlstein for Wisconsin State Journal

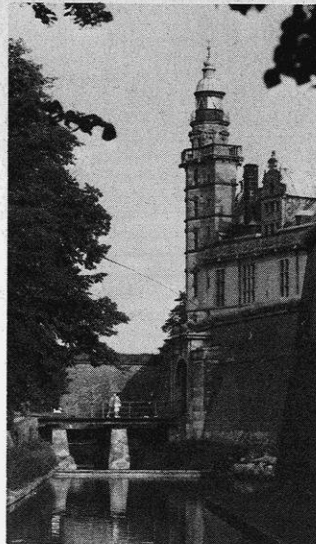
Two Tastes of Honey



It's as hard to do justice to a Badger Holiday in words and black-and-white pictures as it is to sell someone on Bach by humming. So we won't aim for the impossible. Instead we'll try here to tempt you, to give you just a taste of a couple of honeys we have coming up . . . *filling up.*

Europe

There's our Grande European Holiday from June 14 until you zoom out of Lisbon on July 5th. Give or take a few hours of morning or late afternoon travel, this one gives you four days in London; three in Amsterdam; one each in Cologne and Wiesbaden; two in Lucerne; four in Paris; almost four in Madrid; three in Lisbon. That's the itinerary, but think of the honey. Think: Rembrandt's house. Montmartre. Downing Street. Think hotels like Dom, Nassauerhof, Grosvenor House. Think Shakespeare's dooryard and ruined castles. Sorbonne; terraced vineyards and laughter. Fondue and yodelers, swans, champagne and violins.



Scandinavia & Russia

Then, come August when the greens are soft in Scandinavia, we'll take you there and to Russia! We'll jet you away on August 7 and back on the 28th. You'll cover Bergen, Stalheim, Lom, Oslo, Copenhagen, Stockholm, Leningrad

and Moscow. The hotels (always rated first-class or deluxe on a Badger Holiday) are places like the Stalheim, The Grand, The Intourist. The honey is here: Parliament. Crown Jewels. Danish silver. Fountains in the gardens of the Czars' Palace.



The Fitzpatricks



The Hasses

Both trips offer expert guides, plenty of leisure, motor coaches, and boat rides. Most meals are included. So are flight bags and special parties and top-flight airlines (TWA to Europe. SAS to Scandinavia and Russia). And each trip is *sensibly* priced: \$1,569 to Europe; \$1,689 to Scandinavia and Russia, both on a two-to-a-room basis and including land travel, port taxes and necessary gratuities. You'll be hosted all the way, too. Larry and Gerry Fitzpatrick are your Badger hosts in Scandinavia. Roman and Elma Haas go with you to Europe. Don't settle for just a *taste* of honey. Send in the coupon. It's the next course in a travel banquet you'll never forget!

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650 N. Lake Street
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We can't stop at just a taste of honey.

Please make _____ reservations on the:

_____ Grande European Holiday;

_____ Scandinavia-Russia Holiday.

I'm enclosing \$ _____ downpayment @ \$200 per reservation. Send the brochure(s) on _____ Europe; _____ Scandinavia

Name _____

Address _____

City _____ State _____ Zip _____