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90



Special Study: Who's in Charge—p. 9



ON WISCONSIN

Arlie M. Mucks, Jr. / *Executive Director*

Come on back!

May 16-18 is our annual Alumni Weekend. Every year we get bigger crowds, and the choice of things to do becomes more varied as the whole campus turns out to entertain you. Certain classes hold their official reunions this time—1913, '14, '15, '17, '19, '24, '29, '34, '39, and '44—but virtually any Alumnus who returns can be almost certain of bumping into some of his classmates. (The full schedule of events can be found on page 8 of this issue.) You'll note that the Class of 1919 becomes our Half Century Club at a special luncheon on Friday; and the Class of 1944 is honored as the Quarter Century Club on Saturday. There will be the spring football game, baseball games, bus tours of the campus, the big sidewalk art exhibit. It's the opening weekend of the Spring Arts Festival, a first-time event sponsored by science-humanities-fine arts. One of the exhibits permits you to walk into the room and have your very *presence* registered, via lights and sound, by a computer, no less! And, ladies, not even *Arpege* can promise you that! So, do come back if you possibly can. And make Alumni House your headquarters to relax and meet friends while you're with us. ●

Mr. Jack Burke of the University News Bureau, did some research work the other day and put the results into a most interesting news story. Jack found out that more than 900 University of Wisconsin students are quietly doing volunteer work for 50 Madison social service agencies. In a number of these cases, the students not only volunteer but actually administer projects within the agencies and programs.

Over 500 students work in tutoring programs, assisting Madison junior and senior high school pupils and grade school children. Fifty work with pre-school children in day-care centers; 100 co-eds act as big sisters in a program jointly sponsored by Panhel and the city YWCA. Another 200 aid the emotionally disturbed and mentally retarded of all ages in centers around town. More than 175 others work in neighborhood centers and social service organizations, and many more help out in nursing homes, hospitals, etc. In 1967-68, Mr. Burke found, 81% of social sororities did volunteer work as a group, and more than half of these sponsored three or more projects during the year.

Forty-five percent of women's houses in the halls' association and 22% of the men's halls also gave service. Half of student agriculture organizations, 75% of the professional sororities, and over two-fifths of the service groups sponsored projects.

There are people who read that a handful of kids are raising hell here, and promptly attribute that mischief to the whole student body. It would be nice—and far more realistic—if they'd employ that same arithmetic when they read Mr. Burke's news story!

Letters

Factbook Issue

(The February issue) was great. . . It is truly an appropriate time to re-examine the basics of our University. It is also an appropriate time to reaffirm the academic and intellectual freedom which have helped make it great. . .

Paul Van Valkenburg '59
Minneapolis

. . . I am writing to congratulate you on the fine February issue, which is very enlightening. Your "On Wisconsin" editorial is splendid.

Sr. Mary Francis Xavier '36
Elm Grove, Wisconsin

. . . Indeed, quite a factbook. Please send me two copies of this excellent issue. I would like to give them to friends whose children may attend the University.

David C. Gisselman '62
Wausau

. . . Beautifully organized and marvelously readable.

Madeline Mehlig '14
Sarasota, Florida

I think I need not address myself to the misleading cover (I thought *TIME* had come two days early) or the dull and relatively uninformative content of the various articles, but I find it downright infuriating that the "facts" you find most important and vital are not the relations between the students, faculty, and State, but rather those between Administration and Wallet. How about a little meat now and then to go under the gravy?

Robert Vail Harris, Jr. '68
Ithaca, N. Y.

. . . A wonderful source of information for all the things I get asked about daily. You are to be congratulated, and I, as one Regent, commend you officially.

Maurice B. Pasch '39
Madison

WHAT?!

YOU'RE STILL

NOT A

LIFE MEMBER?

April, 1969

wisconsin alumnus

Volume 70

April, 1969

Number 6

- 2 University News
- 6 Distinguished Service Awards
- 8 Alumni Weekend Schedule
- 9 Who's In Charge?
- 25 Alumni News

WISCONSIN ALUMNI ASSOCIATION

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The University

Regents Cut Out-of-State Enrollment

A THREE-STEP plan to cut out-of-state enrollment has been voted by the Board of Regents. The move was opposed by U.W. President

Harrington, the *Wisconsin Alumni Association*, 36 chairmen of departments in the College of Letters and Science, and Regent Maurice Pasch, who cast the only dissenting vote in the 5-1 decision.

Under the Regent resolution, out-of-state students would be limited to 25% of next year's freshman class. (Last fall they comprised 30%.) In the fall of 1970, non-residents would be limited to 20% of the incoming class, while the figures would drop to 15% in 1971. By 1975-76, out-of-state students

would comprise only 15% of the total undergraduate group.

No limits were placed on graduate students, although a bill is pending before the State Legislature which would limit undergraduate students to 15% of any class and graduates to 50%.

In a letter to the Board last month, *WAA* Executive Director Arlie M. Mucks, Jr. pointed out his opposition to the proposed cut. "The University is academically superior and internationally famous because we have had an unusual mixture of people from all parts of our country and the world," he wrote.

He pointed out that the freshman class in 1968 had the greatest number of children of alumni in history.

"The alumni of this University have done a remarkable job in supporting the various alumni arms by giving us a good portion of their resources to carry on our programs of action," Mucks said.

He further remarked on "the great leadership role that out-of-state alumni play in our national alumni efforts," explaining that three of the six officers of the Association were out-of-state students.

"The dramatic restriction you have proposed would render great hardship on our alumni program and certainly would disappoint thousand of children of alumni as well as their parents who have given much to this University to build it to its present stage of excellence."

A second letter went to the Regents following their decision, in which Mucks asked that a provision be included to give preference to academically qualified children of alumni under the new restrictions.

"We depend on our alumni more than any other university in the nation and we have the greatest voluntary group of alumni in the entire land. The University of Wisconsin Alumni Association, University of Wisconsin Foundation and the Wisconsin Alumni Research Foundation are the number one voluntary alumni operation in the United States," Mucks said. "This is a fact because the alumni of our institution do care," he concluded.



Top Dozen. Here are the winners of the Alumni Association's annual citations to top juniors and seniors at the University. From more than 100 outstanding students, the judges pick a dozen who exhibit the winning combination of brains, personality, all-around interests and self-support motivation. Winning juniors are given \$100 in cash; seniors receive life memberships in the Association, and will be your special guests at the Alumni dinner, in Great Hall on Saturday night, May 17. This year's outstanding students are (reading top to bottom in three rows), left row: Christine Olson, Mauston; Laurel King, Port Washington, Wis.; (center row) Steven A. Richter, Mt. Vernon, N. Y.; Michael Fullwood, Madison; Reed Hall, Tomah; Lynda Schubert, Neenah; Jackqueline Albee, Muckwonago; (right row) Doug McFadyen, Calgary, Alberta; Dennis L. Schatz, Denver; David Kappy, Spring Valley, N. Y.; Ann Prisland, Evanston, Ill.; Arlene Posekany Ellingson, Muckwonago. Fullwood and Miss Prisland, seniors, also won honors in their junior year.

Regent Werner Retires After 30 Years' Service

Regent A. Matt Werner, Sheboygan, announced his retirement from the board in March. He had served nearly 30 years, longer than any other person in University history.

In his resignation speech the former publisher of the *Sheboygan Press* urged that the University serve the rising generation even if its elders don't understand it.

"I have confidence in our young people," he said. "University paths to tomorrow are not always easily discerned or universally understood. Each rising generation, even as yours and mine, has its problems, challenges, and its dilemmas."

Mr. Werner recently celebrated his 75th birthday.

He was first named to the Board of Regents in 1939 by Gov. Julius Heil. He was reappointed in 1945 by Gov. Walter Goodland; in 1954 by Gov. Walter Kohler; and in 1963 by Gov. John Reynolds.

He served as board president from 1952-1954, and had been vice president for 10 years.

Governor Knowles immediately announced the appointment of a Manitowoc chemist to replace Werner. He is Robert V. Dahlstrom, 44, vice president of Rahr Bio-Technical laboratories. The new regent holds degrees in chemistry and agricultural chemistry from the University of Idaho, and a Ph.D. in biochemistry from Cornell university.

Honorary Degrees

University of Michigan Pres. Robben W. Fleming, Wisconsin historian Merle E. Curti, and Milwaukee industrialist and Alumni Association DSC winner Allen M. Slichter will be among 11 individuals to receive honorary degrees in June from the University.

Fleming, former UW chancellor, will be honored at commencement June 9. Others accepting honorary doctorates then include Harvard historian John K. Fairbank, Minne-

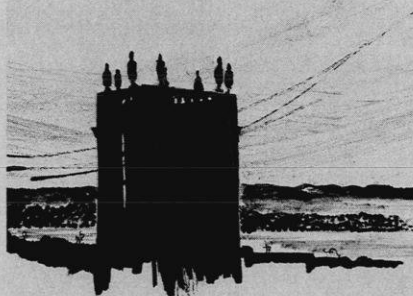
sota economist Walter W. Heller, Texas biochemist Karl Folkers, and Oak Ridge biologist Alexander Hol-laender.

Curti and Slichter will receive their degrees at UW-Milwaukee commencement June 8. Also honored then will be New York ballerina Lucia Chase, Stanford mathematician George Polya, Syracuse physicist E. C. G. Sudershan, and Chicago anthropologist Sol Tax.

This is the largest number of honorary degrees conferred since 13 were presented in 1949. The all time high was 44 in 1904 when the University celebrated the 50th anniversary of its first commencement.

Future Majors

In the 1970's, University of Wisconsin campuses may be offering degree programs in such fields as agricultural chemicals, race relations, x-ray crystallography, marine science, and international trade.



The University's academic program intentions from 1971-1980 total 32 possible offerings for undergraduate, master's, and doctoral degrees. The undergraduate programs range from animal nutrition to pulp and paper technology and wood science; master's programs from radiological technology to laboratory animal medicine; and doctoral programs from transportation engineering to nursing.

To Build South Branch of Union

The regents have approved final plans and specifications for a branch Union building, to meet the needs of an expanding student population. "Wisconsin Union-South" will be

located in one of the major areas of growth and development on the campus, the block bounded by W. Johnson, W. Dayton, N. Randall, and N. Orchard streets.

The \$3,461,250 facility will be self-amortizing, with the construction loan repaid by student fees and operating revenues. Construction is expected to start next spring and be completed before 1971.

H. L. Ahlgren '31 Succeeds McNeil

HENRY L. AHLGREN '31, a longtime leader in service to Wisconsin agriculture, has been named chancellor of University Extension.

He succeeds Donald R. McNeil, who left March 1 to become chancellor of the University of Maine.

"Henry Ahlgren is known in every county of Wisconsin as a man who understands this state, its people, and its needs," UW Pres. Harrington said.

Bob Brennan Named Track Coach

Assistant track coach Robert W. Brennan has been named the school's head track coach effective July 1.

The appointment of the 35-year-old Madison native was recommended by athletic director Elroy Hirsch and approved by the Athletic Board, Madison Chancellor Edwin Young and the Board of Regents.

The new Wisconsin head track coach is a 1952 graduate of Madison West high school and received a Bachelor of Science degree in physical education from the University in 1957.

He served four years at Waukesha High school as head cross country coach and as an assistant track coach prior to joining the Wisconsin staff as an assistant on February 1, 1964.

In the five years that he has served as an assistant to retiring head coach Charles 'Rut' Walter the Badgers won four indoor and one outdoor championships in Big Ten competition and he was in charge of recruiting for the track staff.

For Distinguished Service

Each year the Wisconsin Alumni Association honors five of its outstanding members who have distinguished themselves in their profession and at the same time retained and exhibited their love and loyalty to the University of Wisconsin. A panel of judges makes selections from the fields of business and industry, sports and entertainment, communications, science, and government.

Here are the Distinguished Service Award Winners for 1969. They will receive their citations, from Association President Raymond Rowland, at the Alumni Dinner in Great Hall, Saturday night, May 17.

Elroy L. Hirsch

Athletic Director, University of Wisconsin

Although Mr. Hirsch is not a graduate of this University, it has proudly claimed him as its own since his student days as a freshman and sophomore here in 1941-42, before the Marine Corps transferred him to the University of Michigan. Through his career years away from the Wisconsin campus—1946-48 as a player with the old *Chicago Rockets*, 1949-69 as a player and executive with the *Los Angeles Rams*—Mr. Hirsch remained one of this University's most actively loyal sons. His work with the Los Angeles Alumni Club earned him its "Man of the Year" title in 1968. He was inducted into the State's Athletic Hall of Fame in 1965 and, last year, into the NFL's Hall of Fame. Mr. Hirsch returned to the University of Wisconsin as Athletic Director in March of this year.

Wilbur J. Cohen '34

Seventh U.S. Secretary of Health, Education and Welfare

Mr. Cohen has been associated with the broad fields related to human well-being during his entire professional career—as teacher, administrator, and policy-maker at the national level. He was appointed assistant secretary for legislation in HEW during the Kennedy administration in 1961, held higher posts over the years culminating in his appointment as its Secretary by President Johnson in March, 1968. Earlier, Mr. Cohen served on the staff of President Roosevelt's Cabinet Committee on Economic Security, which drafted the original Social Security Act. He remained active in social security work until becoming a member of the faculty of the University of Michigan from 1956-1961, to which he has recently returned as dean of the school of education. He received an L.L.D. degree from the University of Wisconsin in 1966.

Don Anderson

Retired publisher, *Wisconsin State Journal*

Mr. Anderson began his career with the *Wisconsin State Journal* as a reporter in 1923, while a student at the University. He served the paper as a columnist, city editor, Sunday editor, managing editor, business manager and associate publisher before being named publisher in 1942. He retired from that position last September. Throughout those years he served on a number of committees for the Wisconsin Alumni Association, culminating in a term as President in 1960-61. He remains a permanent member of our Board of Directors. Mr. Anderson is also a trustee of WARF, and a Badger Booster. When he left the publishing field, Mr. Anderson also retired as vice president (following his presidency) of Lee Enterprises, the newspaper chain which owns the *Journal* and 16 other daily newspapers. Last year Mr. Anderson received the distinguished service award from the UW School of Journalism.

Helen L. Bunge, '28

Dean, School of Nursing, University of Wisconsin

Miss Bunge has devoted her adult years to learning and teaching the nursing profession. Following receipt of her degree from the University of Wisconsin, she earned her MA and Ph.D. degrees in the east, remaining there to teach and to serve seven years as dean of the Frances Payne Bolton school of nursing at Western Reserve university. She returned to this University as associate dean and director of our school of nursing in 1959 and was appointed its dean in 1967. Since then, and under her hand, the faculty of the school has more than doubled; it has developed a Master's degree program in pediatric nursing and is formulating Master's and even Doctorate programs in other areas. It is no coincidence that during Miss Bunge's deanship the UW Nursing alumni club has become affiliated with Wisconsin Alumni Association as a constituent society and has developed, in the words of one of its members "as a purposeful group of people devoted to strengthening the University and its school of nursing."

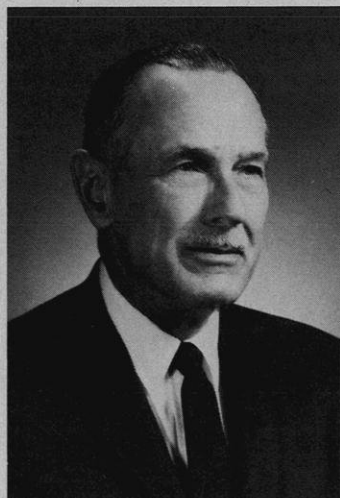
Allen M. Slichter, '18

Chmn. of Board, Pelton Steel Casting Company

The name *Slichter* has long been a familiar one to students and alumni of the University of Wisconsin. A member of that honored family, Allen M. Slichter has continually exhibited its passionate concern with contributing to a vibrant University. In the four decades since his graduation, Mr. Slichter has simply *been there* whenever he was needed to work for his alma mater. He has quietly and efficiently served on countless committees, bulwarked numerous fund-raising undertakings, been consulted and relied on to aid a needy student, capture an outstanding addition to the faculty, to get results when others failed. Among his more recent services are his roles as: gift chairman for the 50th anniversary of his class; chairman of the fund raising efforts in Milwaukee for the campus's Elvehjem Art Center; and member of the Board of Directors of the University Foundation. Mr. Slichter was named "Man of the Year" by the Milwaukee Alumni Club in 1967.



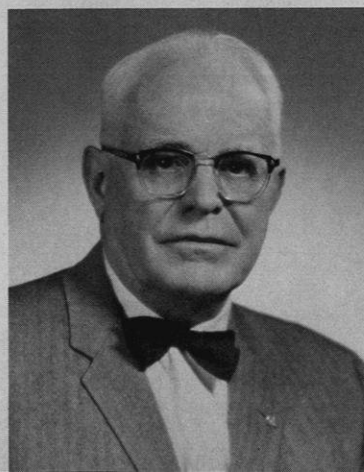
Mr. Cohen—Government



Mr. Anderson—Communication



Miss Bunge—Science



Mr. Slichter—Business



Mr. Hirsch—Sports

WISCONSIN ALUMNI ASSOCIATION

ALUMNI WEEKEND

MAY 16-18

REGISTRATION AT THE WISCONSIN CENTER, 702 LANGDON STREET

Headquarters for all classes is the Alumni House Lounge - - except the Class of 1919, Wisconsin Center Blue Room (Friday) and the Class of 1944, Blue Room (Saturday).

FRIDAY, MAY 16th

- | | |
|---|---|
| 9:00 a.m. REGISTRATION (all day)
Wisconsin Center, 702 Langdon Street
OPEN HOUSE (all day)
Alumni House, 650 North Lake Street | 5:30 p.m. CLASS OF 1919
Social Hour, Music
Dinner at 7:00, Madison Club
5 East Wilson Street |
| 11:45 a.m. Carillon Recital | 6:00 p.m. CLASS OF 1929
Social Hour and Dinner
Nakoma Country Club |
| 12:00 noon HALF CENTURY CLUB LUNCHEON
Great Hall, Wisconsin Union
(Class of 1919 Induction) | 6:00 p.m. CLASS OF 1934
Social Hour, Class Picture at 6:30,
Dinner at 7:00
Wisconsin Center, 702 Langdon |
| 1:00 p.m. Carillon Recital | 6:00 p.m. CLASS OF 1939
Social Hour and Dinner
Maple Bluff Country Club |
| 2:00 p.m. Baseball—Indiana—Guy Lowman Field | 6:00 p.m. CLASS OF 1944
Social Hour and Dinner at 7:30
The Edgewater, 666 Wisconsin Avenue |
| 5:00 p.m. CLASS OF 1913, 1914 and 1915
Social Hour—Blue Room
Wisconsin Center
University Singers at 7:00 | |

SATURDAY, MAY 17th

- | | |
|---|--|
| 8:30 a.m. Home Economics Alumni Breakfast
Wisconsin Center, 702 Langdon Street | 12:00 CLASS OF 1924 Class Picture, luncheon
at Blackhawk Country Club |
| 9:00 a.m. REGISTRATION (all day)
Wisconsin Center, 702 Langdon Street
OPEN HOUSE (all day)
Alumni House, 650 North Lake Street | 12:15 p.m. QUARTER CENTURY CLUB LUNCHEON
Great Hall, Wisconsin Union
(Class of 1944 Induction) |
| 10:00 a.m. Home Economics Alumni Program
Wisconsin Center Auditorium | 12:30 p.m. CLASS OF 1917 Luncheon, Madison
Club, 5 East Wilson Street |
| | 1:00 p.m. Baseball (double header) Ohio State,
Guy Lowman Field |
| | 1:30 p.m. Spring Football Game—Camp Randall |
| | 1:30 p.m. CLASS OF 1944 Class Picture on Wisconsin Union Terrace |
| | 2:00 p.m. CLASS OF 1944 Campus Bus Tour leaves
from Wisconsin Union |
| | 5:00 p.m. Carillon Recital |
| | 6:30 p.m. ALUMNI DINNER (all classes)
Great Hall, Wisconsin Union |

Special Campus Bus Tours leaving from the Wisconsin Center:

- 10:00 a.m. CLASS OF 1924 to Blackhawk Country Club for Luncheon
10:00 a.m. CLASS OF 1929
10:00 a.m. CLASS OF 1934
10:30 a.m. CLASS OF 1919 to Nakoma Country Club for Luncheon
10:30 a.m. CLASS OF 1939

- 12:00 noon Carillon Recital
12:00 CLASS OF 1919 Class Picture, luncheon
at Nakoma Country Club

SUNDAY, MAY 18th

- | | |
|---|--|
| 9:30 a.m. University of Wisconsin Foundation
Presidents Club Breakfast, Wisconsin Center | 2:00 p.m. Reception for Edward Gibson, retiring
Director of Alumni Relations, Alumni Lounge |
| | 5:00 p.m. Carillon Recital |

SIDEWALK ART SHOW—Saturday, May 17 and Sunday, May 18, 10:00 a.m. to 5:00 p.m.

Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

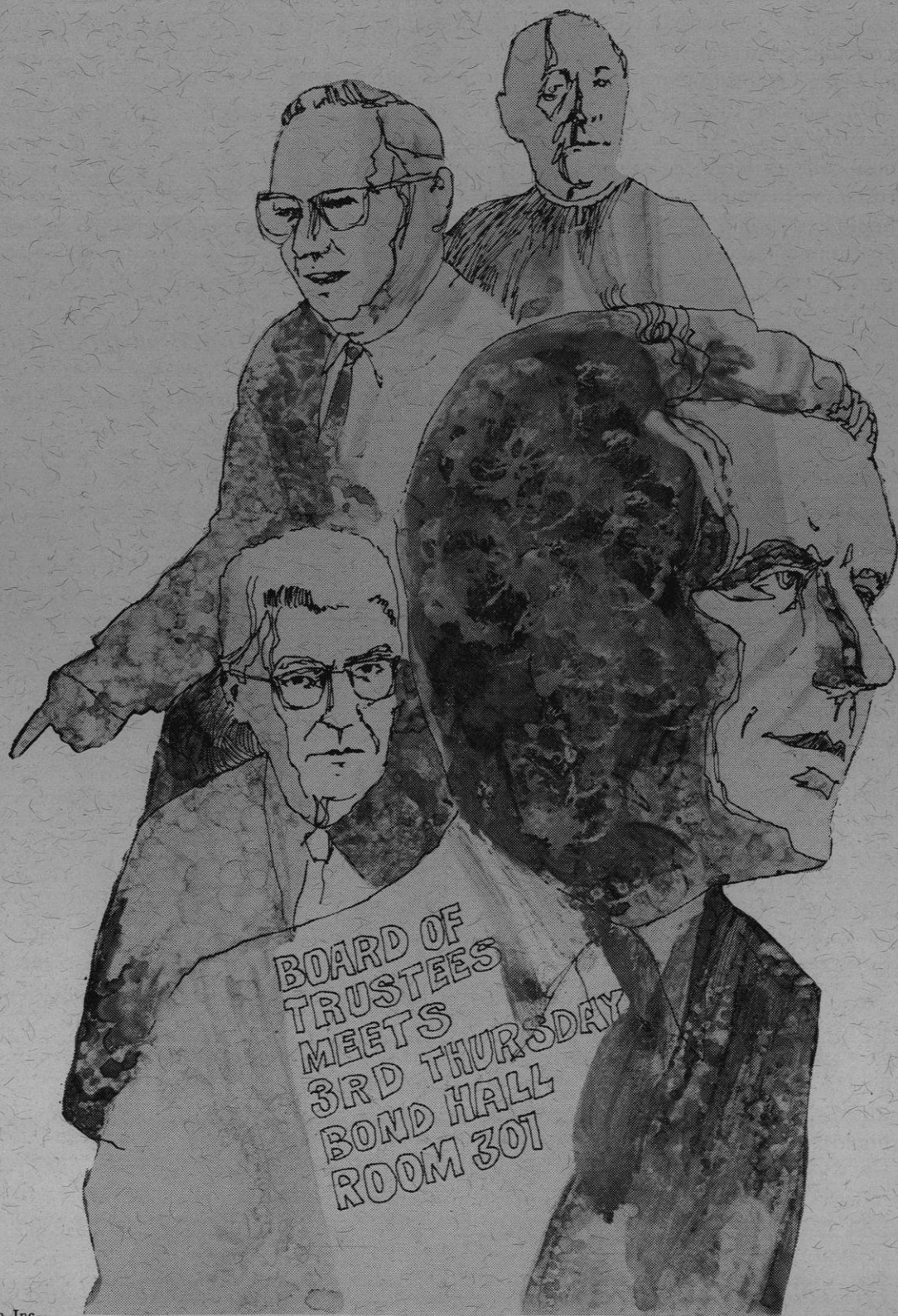
Who's in charge there?

Who's in Charge—I

The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

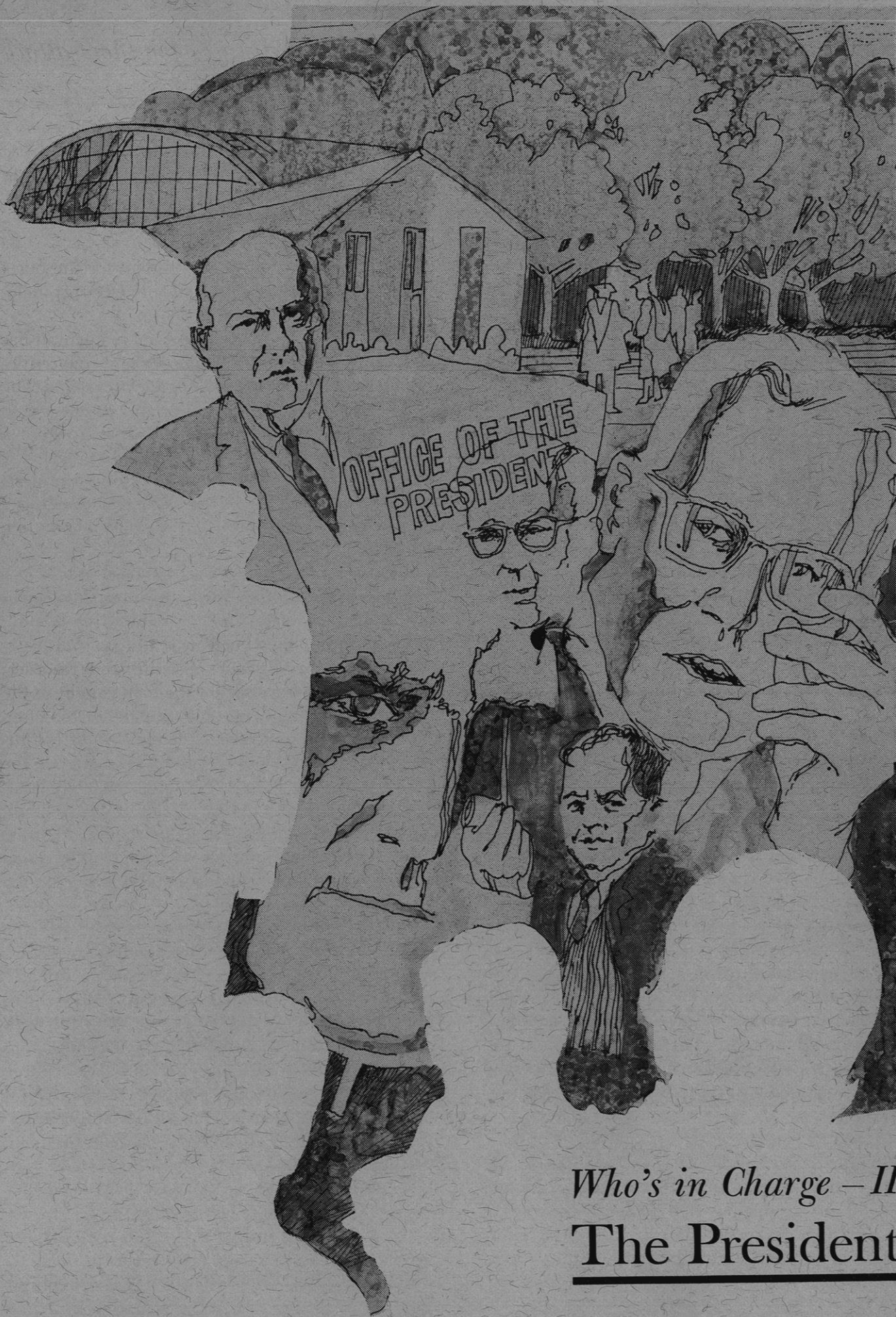
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations"

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty



The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance

Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the



emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

► Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

► Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

► Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

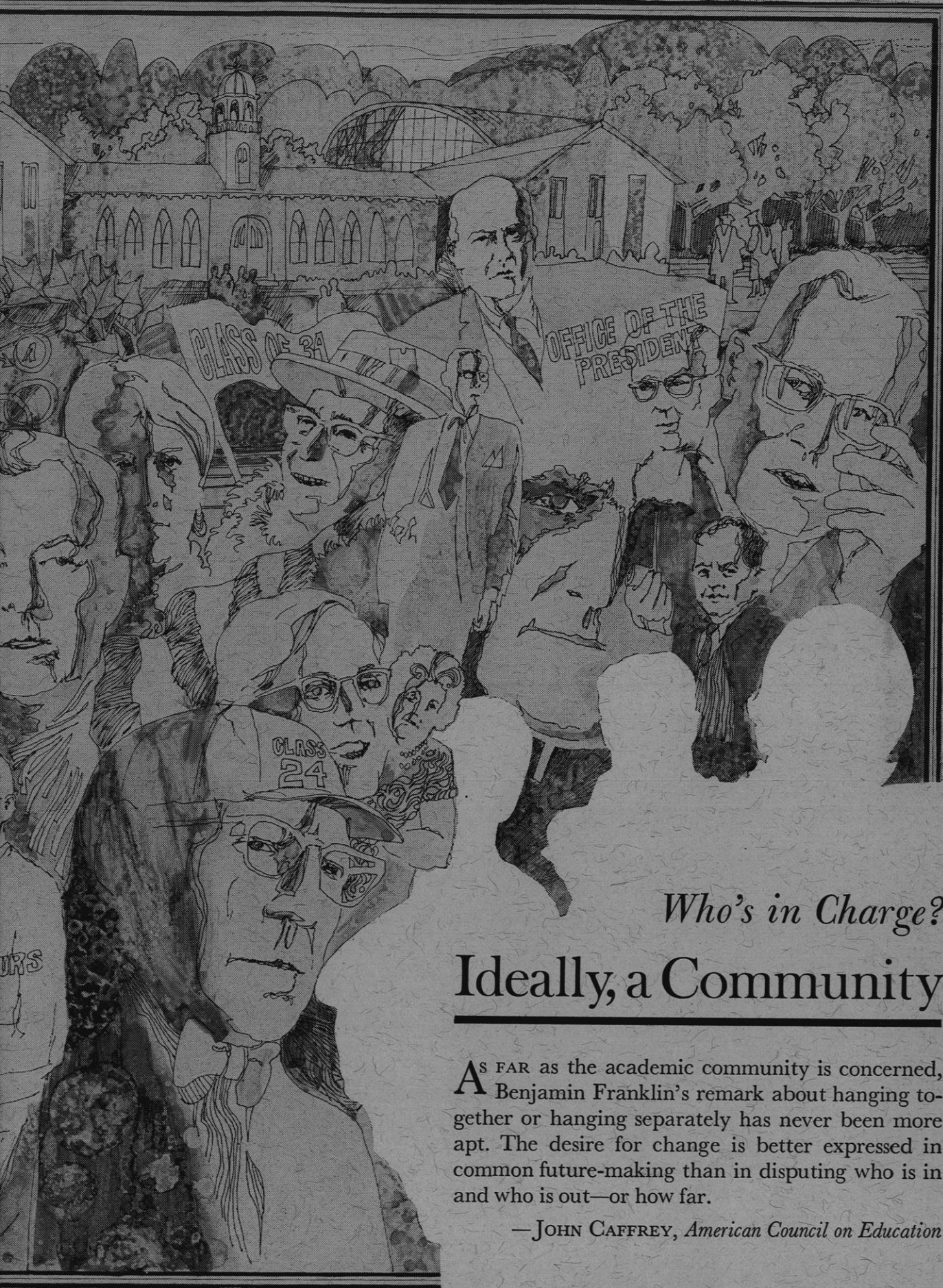
► The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





Who's in Charge?
Ideally, a Community

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

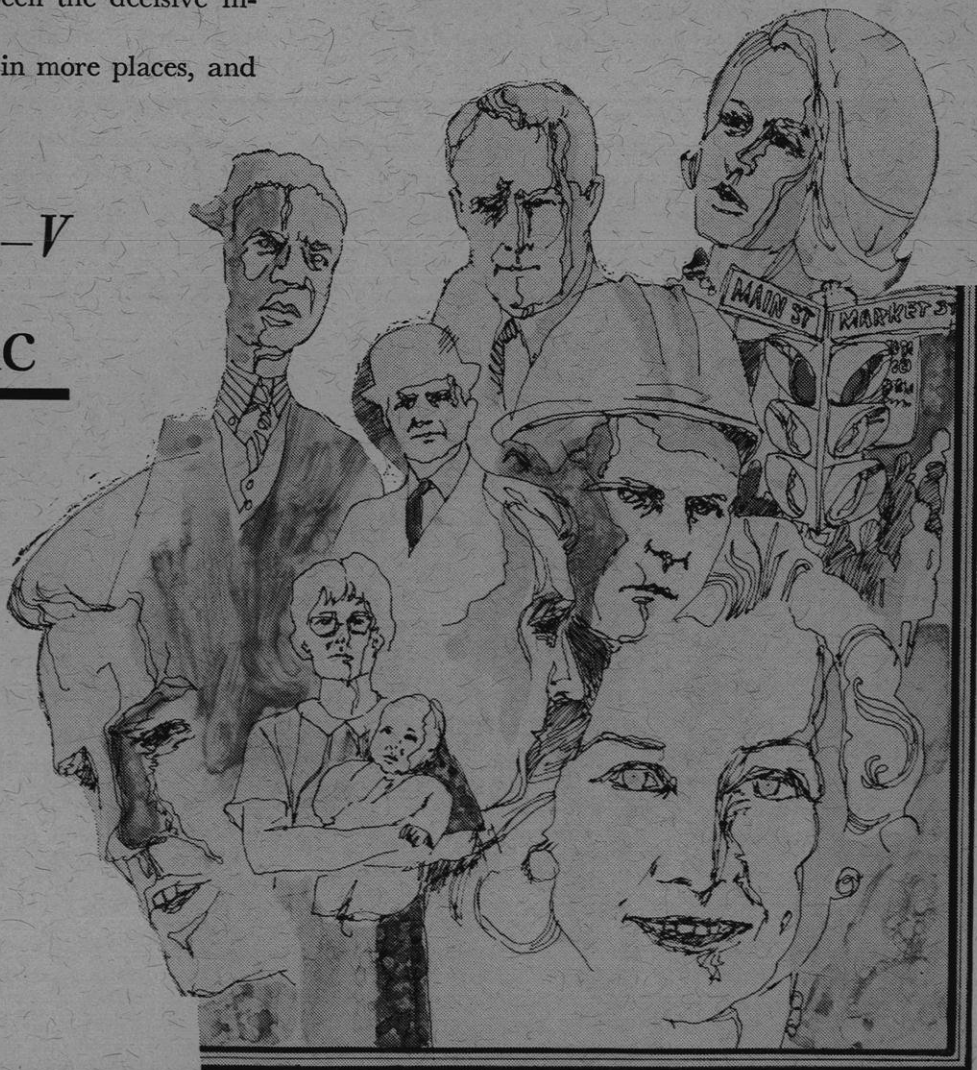
more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Alumni News

1901-10

Alonzo B. Ordway '09, the first employee of Kaiser Industries Corp., Oakland, Calif., was honored recently when it was announced at a special dinner that a new 28-story office building in the Kaiser Center complex will be named the "Ordway Building." Mr. Ordway is still active as a vice president of the firm.

1911-20

Thomas E. Rivers '17 has received The Order of the Rising Sun, Fourth Class, from the Emperor of Japan for his contribution to the expansion of recreation in Japan.

1921-30

Walter D. Bean '23 retired recently as University Extension district supervisor. He lives in Middleton.

Harold G. Hewitt has retired as dean of the University of Connecticut's school of pharmacy.

Alfred Willoughby '27 is a consultant to the National Municipal League. He retired as executive director of the New York City organization last year.

Douglas S. Seator '29 retired recently as vice president of Harris Trust and Savings Bank, Chicago, where he served 40 years.

1931-40

Clair N. Sawyer '30 has become a vice president of Metcalf & Eddy, Inc. of Boston, New York, Palo Alto, and Cincinnati. He lives in Belmont, Mass.

Randall E. Copeland '31 has been elected to the board of directors of The Brayn Mawr Hospital. He makes his home in Haverford, Pa.

Halberta Steensland '33, case worker for the Dane County Chapter of the American Red Cross, was featured recently in a Madison newspaper.

Marshall Chapman '34 has been promoted to executive vice president and manager of the eastern retail index division of A. C. Nielsen company which is headquartered in Chicago. He lives in Scarsdale, N. Y.

Edward Persen '34 of Madison has retired after 30 years of federal service. He has been with the Bureau of Public Roads Divisions Office in Madison for the past 12 years.

Lyle H. Hill '35 was featured recently in a Madison newspaper. He is president of Vita Plus corp, Madison.

Reginald C. Price '35 is water resources advisor for the Mekong Development Project directed by the committee for co-ordination of investigations of the lower Mekong Basin which operates under the United Nations. He and his wife (**Esther L. King '37**) are living in Bangkok.

Jerome F. Saeman '37 has been elected 1969 chairman of the American Chemical Society's division of cellulose, wood and fiber. He resides in Madison.

Donald N. McDowell '38 has accepted the new position of executive director of the National Future Farmers of America Foundation sponsoring committee. He lives in Madison.

Russell W. Peterson '38 has been elected governor of Delaware.

How to have 4 days and nights in Alaskan fishing country on 2 days vacation time!



Join the gang leaving Minneapolis at 11:30 p.m. on July 1. Seven hours later you're in Reindeer Lake, Alaska, on the fringe of the Arctic Circle. Fish all day July 2-3-4! Pull in ARCTIC GRAYLING, SALMON TROUT, LAKE TROUT, NORTHERN PIKE, WALLEYE and WHITE FISH! Leave the morning of Saturday, July 5, and be back in Minneapolis that afternoon. That's 4 days and nights in Alaska, and only **two** count as vacation from the job!

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James S. Vaughan '38 has been named manager of the control group for Square D company of Park Ridge, Ill. He lives in Milwaukee.

Regent President **Charles D. Gelatt '39** has been appointed to serve on the advisory council on graduate education of the U.S. Office of Education.

Hal Roche '40, formerly communications director for Madison's CUNA Mutual Insurance society, has resigned to join the PR firm of James Boullion Associates here.

University Housing is seeking women interested in working as sorority house mothers, beginning next fall. No previous experience is necessary. Salary approximately \$3,000 plus board and private apartment. Preference will be given to women in their middle 50's to 60's who have an understanding of young women and an interest in working with them. Further information from Office of Resident Counselor Personnel, 100 Lathrop Hall, Madison 53706; or phone (608)262-4848.

Mrs. Frank Vergara (Barbara Bigford '40) is the 1969 president of the Santa Fe, New Mexico Opera Guild.

1941-45

John T. Collentine '43 has been appointed general agent in Sacramento, Calif. by the Northwestern Mutual Life Insurance company of Milwaukee.

1946-50

D. V. Hyzer '46 has joined Dravo corp. of Pittsburgh as senior development engineer, in pulp and paper.

Robert R. Swanson '47, manager of Madison's Gimbles-Schusters department store, was featured in a local newspaper.

John N. Ashworth '48 has been promoted to vice president of the Hyland Division of Baxter Laboratories, Inc., Morton Grove, Ill.

Albert R. Ebi '48 has been appointed director of product planning for American Motors. He lives in Dearborn, Mich.

Herb Marcus '48 has joined the public relations firm of James Boullion Associates, Inc. of Madison.

Zel Rice '48 of the Wisconsin Employment Relations Commission was commended by Nathan P. Feinsinger, UW law professor, for his efforts in settling the dispute between Milwaukee Technical College and the Milwaukee teachers' union AFL-CIO in February.

Charles E. Cooper '49 has been appointed controller for Sanna Inc. of Madison where he lives.

Robert C. David '49 is one of the founders of the newly-formed International Society for the History of the Social and Behavioral Sciences. He lives in Cleveland.

Anne Geyer '49 retired as director of nursing at Madison's Methodist Hospital where she served for more than 40 years.

Hans E. Hopf '49 has been appointed director of student affairs at New York university's University Heights campus. He lives in Larchmont, N. Y.

Margaret L. Pluckhan '50 is completing requirements for the PhD in communications methodology at the University of Denver.

Robert Westervelt '50 was featured in a Madison newspaper. He is vice-president of Marshall Co., Inc. of Milwaukee, and resides in Madison.

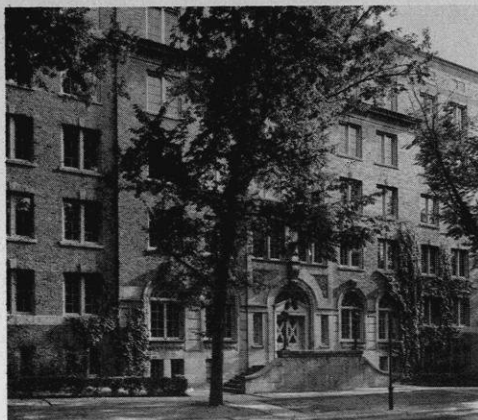
1951-55

Eugene J. Buhmann '52 is employed at the National Aeronautics and Space Administration's Marshall Space Flight Center in Huntsville, Ala. He contributed to the launch of Apollo 8 which orbited the Moon.

Lt. Col. Philip F. Buran '52 is stationed at the development center, Marine Corps Development and Education Command, Quantico, Va.

Lt. Col. R. Owen Gillick '52 is an instructor at the Marine Corps Command and Staff College, Quantico, Va.

Cdr. William A. Lamm '52 is the com-



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manding officer of the *USS Knox*, first in a class of new destroyer escorts. He and his wife (Carol Marie Bergmann '54) and family are living in Mercer Island, Wash.

August P. Lemberger '52 has been appointed dean of the College of Pharmacy at the University of Illinois' Chicago medical center campus.

Wayne F. Hohn '53 has been appointed national sales manager and manager of advanced programs for the applied science division of Litton Industries, in Minneapolis, where he lives.

J. E. Binning '54 is assistant engineering manager in the engineering construction division of Dravo corp., Pittsburgh. He lives in Churchill, Pa.

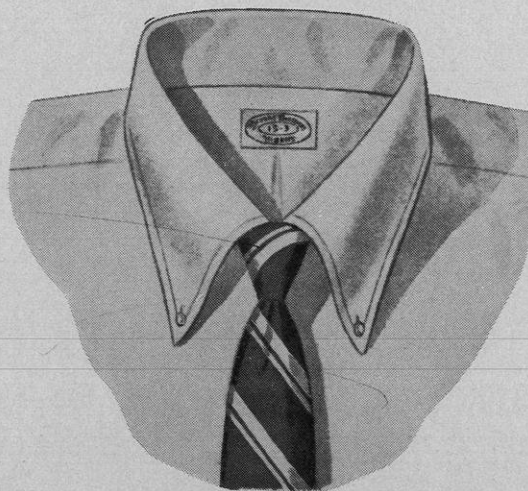
Agnes M. Hooley '54 has co-authored a book, *Physical Education for the Handicapped*. She is professor of health and physical education at Bowling Green State university, Bowling Green, Ohio.

Robert M. Feldstein, M.D. '55 has been named associate director of clinical investigation in the medical affairs divi-



FORMER UW ALUMNI ASSOCIATION PRESIDENT Anthony G. De Lorenzo, '36, vice president of General Motors in charge of its public relations staff, has been named 1968 "Public Relations Professional of the Year" by *Public Relations News*, 25-year-old international weekly for management and public relations executives. Mr. De Lorenzo was chosen for this honor by the publication's readers in the 50 states of the U.S.A. and 75 other countries. In announcing the award, "designed to salute trail-blazing public relations professionals," *Public Relations News*, says: "The 54-year-old De Lorenzo is an aggressive advocate of the principle that business organizations must serve society effectively and must let people know—and get them to understand—what they are doing and what they plan to do."

April, 1969



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sion of Riker Laboratories, a division of Rexall Drug and Chemical company. He lives in Westlake, Calif.

1956-60

Russell G. Cleary '57 has been included in the 1969 edition of Outstanding Young Men of America.

Mrs. Ernest L. Schusky (Mary Sue Dilliard '57) is reference librarian at Southern Illinois university Edwardsville campus.

George J. Ziarnik '57 is employed by Esso Research in Brussels, Belgium where he and his wife (**Arleen Jenkins '54**) live with their three sons.

R. A. Linke '57 has been promoted to general manager of the American Express company M.B.H., travel division in Frankfurt/Main, Germany.

Donald E. Olsen '59 has been named assistant engineering manager at the American Telephone and Telegraph company in New York City.

Richard W. Ragatz '60 is sales manager for the Bartlett Laboratories division of Fuller Laboratories, Inc., Eden Prairie, Minn. He and his family live in Edina, Minn.

1961

William H. Robichaux is on duty at Phan Rang AB, Vietnam.

1962

James E. Heineke has been granted the National quality award by the National Association of Life Underwriters and the Life Insurance Agency Management Association.

Col. Gordon A. Moon II (U.S. Army Retired) has been awarded the Legion of Merit. He is now public relations director for the Chicago Heart Association.

1963

Ronald Perkins has been named brokerage supervisor for Connecticut Mutual Life Insurance Co. in the Madison area.

Dr. and Mrs. Barry Weinberg (Leslie Dann '63) of New Gardens Hills, N.Y. announce the birth of Andrew Lowell.

1964

Jerry J. Cotter is a consultant to the United Nations in China. He and his wife (**Mary McCord**) and nine month old son, T. Kevin, are living in Taipei, Taiwan.

Richard M. Peterson recently received his PhD from the Institute of Paper Chemistry in Appleton, Wis. and is now employed with the Pioneering Research Labs of Kimberly-Clark corp., Neenah.

1965

Allen D. Lenard was recently admitted into the practice of law in California

where he is associated with the firm of Hindin, McKittrick and Powsner, Beverly Hills. He lives in Beverly Hills.

1966

Mr. and Mrs. Grant Bell (Suzanne Gast '64) announce the birth of Grant Richard Bell II. They live in Canal Fulton, Ohio.

Mr. and Mrs. Arthur H. Johns (Mary Sue Spear '65) announce the birth of Arthur Holmes Johns, Jr. They live in Detroit where Art is a sales engineer for the Trane Co.

Kathleen Marie was recently born to **Mr. and Mrs. Richard J. Langrehr (Audrey A. Russo)**.

Jerry L. Moore is doing research in the department of aerospace foods at Brooks Air Force Base in San Antonio. He and his wife (**Ann E. Hamilton**) are living in San Antonio.

1967

Second Lt. Douglas M. Crow commanded the Army cordon of honor for President Nixon on the inaugural platform. He will be producer-director for portions of *The Army Story*, a national drill meet, during the Cherry Blossom Festival in Washington, D. C.

John G. Latzke has been promoted to sergeant in the U. S. Air Force.

Bruce C. Schultz is a writer in the New York university news bureau, New York City.

Mr. and Mrs. Kean J. Swank (Jane Caulum) have moved to St. Paul where he is an associate programmer analyst with Control Data corp. and she is working on her M.A. at the University of Minnesota.



FIVE UW SCHOOL OF NURSING ALUMNAE, all of '68, were recently promoted to rank of first lieutenant in the U.S. Army Nurse Corps. The ceremony took place on the nurses' graduation from basic training at Brooke Army Medical Center, Fort Sam Houston, Texas. The commandant of the school talks with (from left) **Clare M. Knoblauch**, **Mary Roberts Esser**, **Jeanne Ayres Flynn**, **Louise M. Lenar** and **Carol J. Wicks**.

Major Herman R. Witzig received the distinguished flying cross at Tan Son Nhut AB, Vietnam.

William L. Witzig received his silver pilot wings at Webb AFB, Texas.

1968

Thomas G. Edgren has completed advanced infantry training at Ft. Polk, La.

James L. Edlund was awarded a letter of commendation while serving with the 4th Infantry Division near Pleiku, Vietnam.

Gary P. Juno and **Bruce L. Wald** were graduated from U. S. Air Force technical school at Sheppard AFB, Texas.

1969

Richard H. Hanauer has joined the research division of Rohm and Hass, Philadelphia, as a senior chemist. He lives in Andalusia, Pa.

Newly Married

1962

Sally O. Eyler and **Ronald LAUGERSEN**, Potosi, Wis.

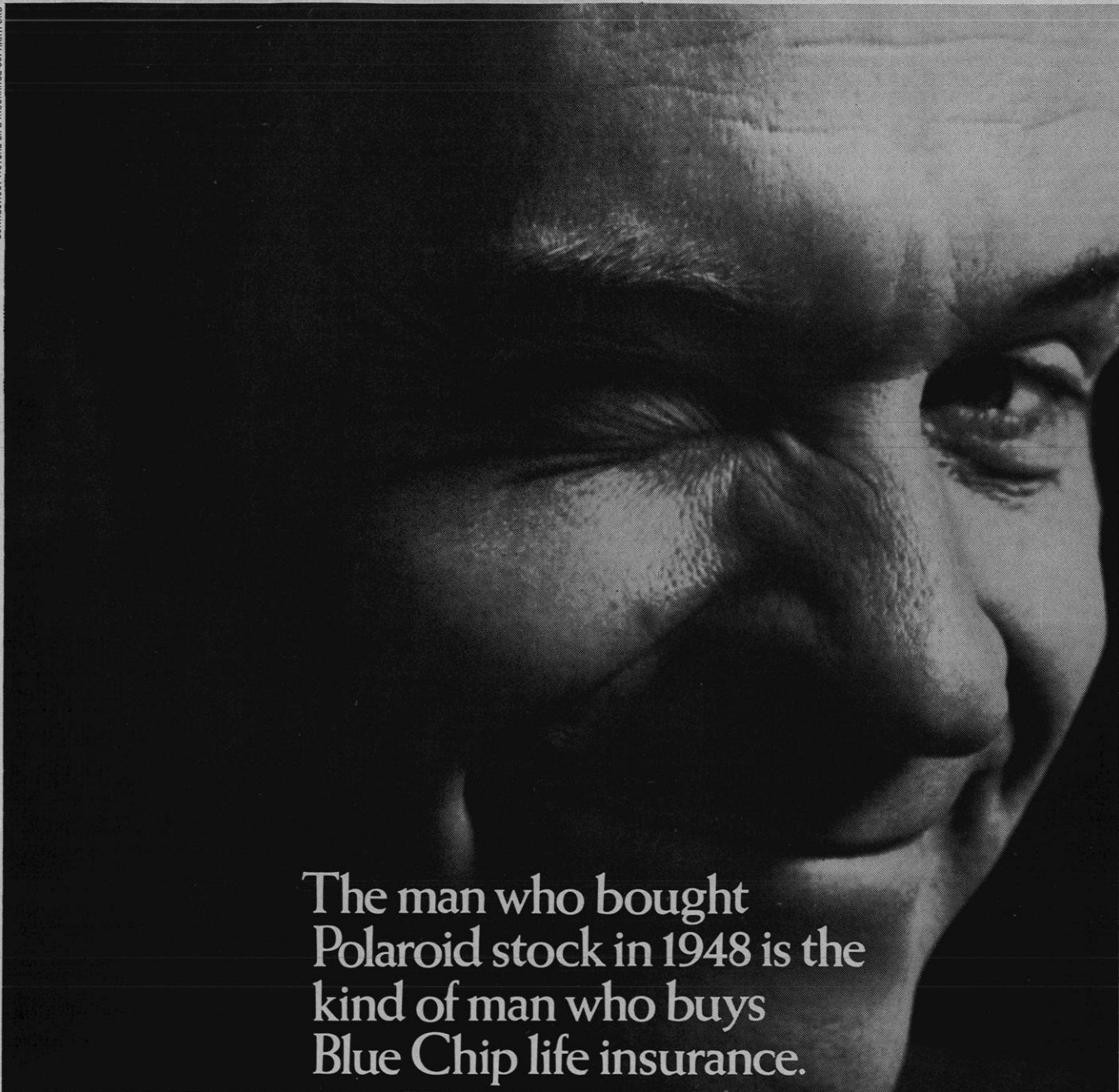
1963

Marian Jean Partridge and **Dennis G. DRESCHER**, Inverness, Calif.

Joan F. Midgley and **Stephen K. EVANS**, Madison

1964

Ellen McARTHUR and **Fred R. Franke**, Baraboo



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R. C. Bucholz	'42	Asheville, N. C.	Robert J. Hanson	'66	Milwaukee	Ronald L. Perkins	'63	Madison
William M. Buchholz	'68	Madison	James E. Heineke	'62	Madison	Frederic Ragatz		Milwaukee
Michael W. Cantwell	'62	Madison	Bruce B. Hendrickson	'59	Milwaukee	Gerald J. Randall,		
Dale W. Carnell	'66	Milwaukee	John V. Hovey, CLU	'32	Denver	CLU	'53	Home Office
Mitchel L. Dack	'32	Downers Grove, Ill.	Victor Janka, Jr.	'64	Milwaukee	John M. Schmidt	'65	Milwaukee
Roger G. David, CLU	'50	Racine, Wis.	Jack G. Jefferds	'50	Madison	Perry Schultz	'65	Madison
Calbert L. Dings, CLU	'48	Charlotte	James E. Liebert	'68	Hartland, Wis.	Carl A. Silvestri	'65	Milwaukee
Robert P. Duvall	'64	Milwaukee	Russell F. Marquardt	'54	Philadelphia	Anthony J. Stracka	'54	Madison
			Richard E. Nelson	'56	Wauwatosa, Wis.	William H. Tarrolly	'64	Milwaukee
						Fred C. Williams	'34	Milwaukee

1965

Shelley Tod Meserow and Max Gunter
LAGALLY, Madison
Gale Aaronson and Allen D. LENARD
Karen Linda Ostenson and Thomas
Edward ROGERBERG, Madison

1966

Signe Camille HUCK and John C.
FRANK, Wausau
Virginia L. Heinle and Steven R.
SCHUSTER, Oelwein, Iowa
Marsha Nadine Foy and Thomas Joel
SWEET, Denver
Janet WEATHERWAX and William
Klappauf

1967

Barbara Ann Staus and James Stephen
MEYER, Milwaukee
Peggy MARSHALL '66 and Rafael
RANGEL, Madison
Sherry K. Jensen and Bruce W.
SCHNEIDEWIND, Chicago
Peter E. F. SCHMIDT and Margaret
Lee Maslyn, Rochester, N. Y., in Mar-
burg/Lahn, Germany

1968

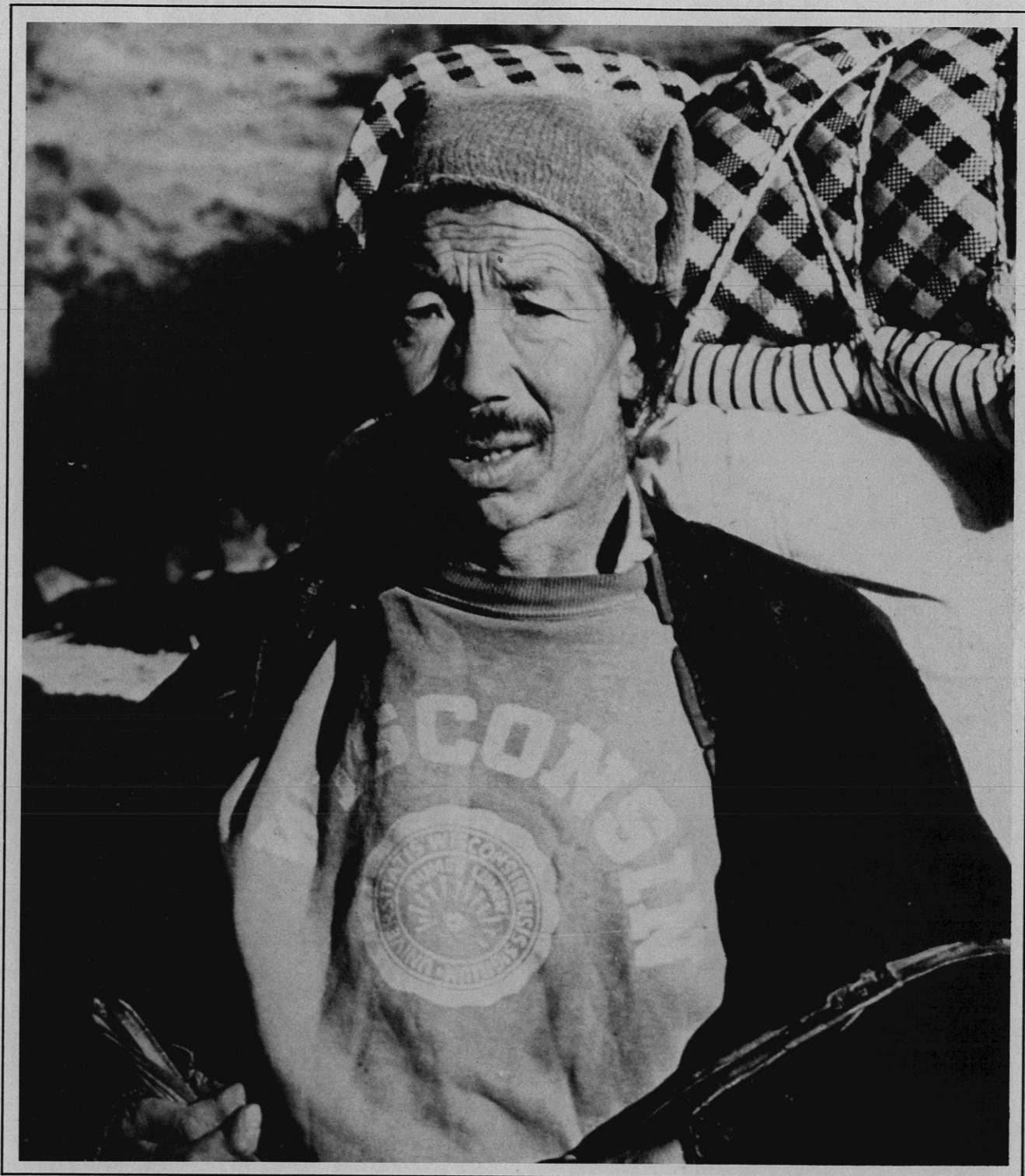
Barbara Kristin USINGER and Ste-
phen S. BECKER, Milwaukee
Terri R. Chintz and Richard J.
COHEN, Milwaukee
Martha Jane JONES and W. Craig
Olafsson, Madison
Elizabeth A. KUBE and Craig L.
Beecher, Madison
Diane Ellen Friedman and Fred How-
ard LOEB, Madison
Donna Jane DROTT '68 and John C.
USNICK, Milwaukee
Kathleen Alt and Robert F. WEL-
HOUSE, Madison
Barbara Ann Behling and Richard A.
WESTLEY, Kimberley, Wis.

Deaths

Charles Mears KURTZ '97, Oakland,
Calif.
Albert James CHANDLER '98, Fond
du Lac
Lillian E. (Effie) CASE '99, La Grange,
Ill.
John William DRYER, M.D. '00,
Aurora, Ill.
Robert G. WASHBURN, M.D. '00,
Milwaukee
August E. SMITH '01, Viroqua
Carl N. THOMPSON '03, Tacoma,
Wash.
John G. STAACK '04, Washington,
D. C.
Mrs. Harvey J. Divekey (Florence H.
LACKNER) '06, Aurora, Ill.
Henry Herman Paul SEVERIN '06,
Berkeley, Calif.

Thomas Richard SLAGSVOL '06,
Winnipeg, Can.
Mrs. Edmond M. Simonds (Helen
HEAD) '07, Highland Park, Ill.
Clarence Oliver BRANDEL '08,
Cleveland
Edgar Herman ZOBEL '08, Ripon
Pomeroy Cooper MERRILL '09, Port-
land, Ore.
John R. LAKISCH '11, Denver
Mrs. Charles Edward Lovett (Ferne
Desire NELSON) '11, Park Falls, in La
Crosse, Wis.
Charles G. THOMPSON '11, Berke-
ley, Calif.
Merwin Guy EDWARDS '12, Pasa-
dena, Calif.
Hans August EGGERS '12, Milwau-
kee
Mrs. Perrian A. McGilvra (Selma
GROSS) '12, Madison
Vincent Philip RUMELY '12, Chicago
Adolph HEINZ '13, Carlsbad, N. Mex.
Vincent William KOCH, M.D. '13,
Janesville
Mary Van Rensselaer BUELL '14,
Madison
Lucile Clarinda ROBERTSON '14,
Wilmette, Ill., in Hot Springs, Ark.
Fred Hall RYAN '14, Shreveport, La.
Walter Sargent BEMIS '15, Chicago
Paul Weaver CHASE '15, Madison
Mrs. Earl W. Hutchison (Bertha Mary
WEEKS) '15, Evanston
Mrs. Gustav Adolph Sell (Bessie Ara-
belle PIPER) '15, Merrill, Wis.
Irving BREAKSTONE '17, Chicago
Mrs. John L. H. Fuller (Mary Alice
ASHBY) '17, Indianapolis
Ellsworth HAY '17, Roscoe, Ill., in
Beloit
Ernest Morris ZWICKEL '17, St. Paul
Robert Ferdinand LEE '18, Milwaukee
Charles Alois MEYER '18, Seattle
George Peter OLIVER '18, Galesville,
Wis.
Mrs. H. G. Vincenz (Clara Augusta
JANKEL) '18, Sparta, Wis.
Lyl Newton JENKINS '20, Stevens
Point
Roland Arthur JACOBSON '21, Ar-
lington Heights, Ill.
Frank Emil WACHLIN '21, La Crosse
in Hillsboro, Wis.
Mrs. William Shock Boteler (Carolyn
Margaret RICHARDSON) '22, Atlanta
Wellsley Dobson GRAY '22, Lorain,
Ohio
Laurence William GREGORY '22,
Oakland, Calif.
Darrell Dewey DUNN '23, Madison
Peter Rodolph MOELLER '23, Ham-
mond, Ind., in St. Petersburg, Fla.
Herbert Edward BRUSHE '24, Mem-
phis
John Joseph CHYLE '24, Milwaukee
John Drake FITZGERALD '24, Ft.
Wayne
G. William LONGENECKER '24,
Madison

Mrs. Edwin L. H. Schujahn (Dorothy
Isabel PRESCOTT) '24, Minneapolis
Doyle Dean BAKER '26, Wheaton,
Ill.
Lloyd A. Rudolf FRAVIK '26, Madi-
son
Mrs. Guy Kasten Tallmadge (Alice
Catherine LaBOULE) '26, Milwaukee
Mrs. Robert A. Ewens (Dorothy
MARSH) '27, Milwaukee
Peter Anthony HAMACHER '27,
Evansville, Wis.
Orme Julius KAHLENBERG '27, To-
peka
Mrs. Harry O. Maryan (Hazel Isabel
SINAIKO) '27, Madison
James Daniel WALSH, M.D. '27, Oak
Park, Ill.
Chester BOWMAN '29, New Lenox,
Ill.
William Conrad SCHORER, Jr. '29,
Reedsburg, Wis.
William Emil SCHUBERT '29, Tucson
James Andrew CURTIS '30, Highland
Park, Ill.
Leo William GEHRKE '30, Mayville,
Wis.
George Adams KOPP '30, Detroit
Helen Marie FELKER '31, Madison
Helen Lucile HUNT '31, Laguna
Beach, Calif.
Jules I. GILPATRICK, Sr. '32, Madi-
son
John Carol KAMINSKY '32,
Wheaton, Ill.
Ovid-Ben STROSSENREUTHER '32,
Shawano
Robert Thomas LOWRIE '33, Alham-
bra, Calif.
Paul Vincent NEE '33, Beloit
Hugo George AUTZ '34, St. Louis
Ernest Alfred BEYER '34, Chicago
Clausen Dennis HADLEY '37, Moun-
tain View, Calif.
Barbara Patricia PEVERLEY '38,
Compton, Calif., in Long Beach, Calif.
James William McGARTY '40, Mil-
waukee
Erna Eleanor SCHWEPPE '42, Madi-
son
David SAXON '43, Chicago
Woodrow Charles TOLLAKSEN '46,
Wisconsin Dells
Mrs. Edward Ball, Jr. (Della Lucille
KOEHLER '48) Bethesda, Md.
Edward BALL, Jr. '49, Bethesda, Md.
Albert Henry GILL '49, Evansville,
Wis., in Rockford, Ill.
Charles Allen HILL '49, Green Bay
Courtney Whitman COOKE '50,
Pacoina, Calif.
Eugene Walter LEWIS, Jr. '50, West
Hartford, Conn.
Philip Daniel WILES '53, San Diego
Ronald Lee DOUGLAS '57, Hubertus,
Wis., in Strassbourg, France
Carol Jane BEERY '59, Madison in
Villa Park, Ill.
Aaron Leon BRAM '60, Chicago in
Vietnam
Sheila Aprile McGUIRE '62, Hallo-
well, Me.



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A member of a hiking expedition in the Himalayas snapped this picture of one of the Nepalese guides in a proud item of his wardrobe, a UW sweatshirt, the gift of an unknown donor. The picture, courtesy of ESSO News, comes with the explanation that hikers distribute clothes and supplies to their guides at the end of each trip. Whoever gave the shirt to the Sherpa did not let his/her loyalty stop there: the photographer discovered that the best way to bring the porter running was with a hearty cry of "On Wisconsin!"

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