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Section I of Minutes of February 14,
1969 (consisting of the record of
the proceedings - See Section II
for Exhibits A through O)

REGULAR MEETING OF THE BOARD OF REGENTS
OF THE UNIVERSITY OF WISCONSIN

University of Wisconsin - Milwaukee

Held in the Main Conference Room, Chapman Hall

Friday, February 14, 1969, 9:00 A. M.

President Gelatt presiding

President Gelatt called attention to the fact that this meeting, which was being held in Milwaukee, was called in accordance with the schedule of meetings established in June for the succeeding year.

PRESENT: Regents Friedrich, Gelatt, Kahl, Nellen, Pasch, Renk, Sandin, Walker, Werner, and Ziegler.

ABSENT: None.

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Upon motion by Regent Friedrich, seconded by Regent Kahl, it was VOTED, That the minutes of the regular meeting of the Board held on January 10, 1969, be approved as sent out to the Regents.

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REPORTS AND RECOMMENDATIONS OF THE PRESIDENT OF THE UNIVERSITY

President Harrington presented the list of Gifts, Grants, and U.S. Government Contracts, copies of which had been sent to the Regents in advance of the meeting. He referred to Page 28 of the list, which he noted indicated that we had done very well this month as compared with the comparable month for the preceding year, which was partly due to catching up on the receipt of Federal contracts, the payment of which had been deferred. President Harrington noted that there were several additional gifts, which had not been included with the material sent out to the Regents. Two of these were gifts from Rockefeller Foundation and from the National Television and Radio Center. He called particular attention to the other additional gift of \$1,080 by the University of Wisconsin Foundation for the establishment of the Charles Vevier Scholarship Fund at the University of Wisconsin-Milwaukee. President Harrington stated that this was a suitable time to make the announcement that Charles Vevier, Vice Chancellor of the University of Wisconsin-Milwaukee, had been appointed President of Adelphi University in New York State. He stated that Dr. Vevier's important contributions to the University of Wisconsin included building up the University of Wisconsin-Milwaukee as a research and graduate institution, which was in substantial part due to his efforts.

Regent Pasch referred to the grant of \$1,200,000 from the Wisconsin Research and Development Center for Cognitive Learning, and inquired whether this was a substantial increase in this program. President Harrington indicated that it was, and stated that the Research and Development Center was a very significant program.

Upon motion by Regent Pasch, seconded by Regent Friedrich, it was VOTED, That the gifts and grants listed in the statement of Gifts, Grants, and U.S. Government Contracts, presented at this meeting (Copy filed with the papers of this meeting), be accepted and the appropriate officers of the University be authorized to sign the agreements; and that the Federal contracts listed therein be approved, ratified and confirmed.

President Harrington suggested that the Regents at this point take up the discussion of difficulties resulting from student demonstrations that had been going on on the Madison Campus, since Chancellor Young was present at this time to make a statement. President Harrington stated that the Central Administration and the Madison Campus Administration had been working very closely together, with complete harmony, and had found it necessary, because of obstructions of buildings and classes, to increase the security forces on the Madison Campus, first by bringing in Madison City Police and County Police officers, and then by asking the Governor to bring in the National Guard. He regretted the necessity to increase the police forces, but stated that it was necessary to keep the University going. He emphasized that we are, on all occasions, willing to continue to discuss important questions, but that we also intend to keep the University going as an institution which allows demonstration, but does not allow disruptive demonstrations.

Chancellor Young stated that he was very unhappy with the events that had developed recently. He reported that, on the previous Friday, a list of thirteen demands, listed as non-negotiable, by black students was delivered to Vice Chancellor Chandler Young for delivery to him. He explained that, since that time, he had been seeing a steady stream of students and faculty members, both black and white, to discuss the issues involved. He reported that, on the previous Friday afternoon, a group of black and white students went around the Madison Campus obstructing traffic; and that the administration had received a report on Saturday that a group of students was planning to march and to disrupt the basketball game at the Fieldhouse on that day. He explained that he had issued instructions to do whatever was necessary to protect the basketball game and the individuals attending it. He stated that he had since been told by the Madison and University Police officers that, if they had not arrived at the Fieldhouse when they did, six hundred persons would have poured into that basketball game and undoubtedly there would have been a great deal of violence between spectators and disrupters. He reported that, on Monday, the administration asked the Madison Police to be in reserve on the Madison Campus, and that for two days they worked very hard to keep buildings open and prevent disruptions. Noting that Madison is a relatively small city, with a small police force, he explained that these Madison Police officers were working eighteen hours a day and were beginning to become very tired. He explained that, consequently, in consultation with the University Security Police, the Madison Chief of Police, and the Sheriff of Dane County, it was agreed that the Governor be asked to bring in the National Guard. He pointed out that the National Guard came and was working very hard. He expressed the hope that the fact would be carried to all citizens of the State that these policemen and these guardsmen, were true heroes, standing out there, being taunted and insulted by people trying to provoke them, and being very careful not to be provoked to anything that could be construed as going beyond their absolute duty, and that he wanted to commend them very highly.

Chancellor Young then discussed the demands that had been presented by the black students. He noted that many of the items covered by these demands had been discussed over and over again by the standing committees of the faculty, and that the University has been doing for a long time some of the things that are now being demanded, particularly with reference to recruiting black students, special scholarship programs for the disadvantaged, and the obtaining of more black staff members. He referred to other demands, including the establishment of an autonomous department of black studies, the complete amnesty for all civil incidents on academic premises, and the demand to admit all the students that had been expelled from Oshkosh State University. Chancellor Young stated that these demands are not acceptable, and some are purely illegal and unconstitutional. He noted that one of our difficulties was in part that we have done more and said less about what we are doing in programs for the disadvantaged than most institutions. He explained that many of our students, particularly some of the younger ones, are persuaded that we have not tried to do anything for the black students, although the facts are quite to the contrary. He pointed out that the press had done very well with their stories about these programs in the Madison and Milwaukee papers, but apparently many people have not read them.

Chancellor Young stated that it appeared to him that it was really a decision of the power question, whether a small group of students, who do not represent all of the black students, can disrupt the campus. He pointed out that the majority of the students, including the majority of the black students, are

going to classes and are not out in the streets. He emphasized, however, that there is a lot to be done, and that the administration intends, with the help of the authorities, the National Guard and the police, to make the campus safe to go to classes. He stated that we intend to enforce the rules and will keep right on doing that; and that we will continue to talk about the threats to individuals, threats in person, telephone calls, and threats of bombs, which is the sort of intimidation going on all over the country. He expressed the opinion that, if we had no black students on the campus, we would still have difficulties, because there is a determined group of white students who are truly revolutionary and say that this is a corrupt and rotten society, and that it ought to be destroyed. Although he felt that we would have difficulty even if we had no black students, he hoped that, in the long run, we would have many black students who would be trained and educated to go out and do such special things as being leaders in their communities. Chancellor Young stated that we are not setting up segregated facilities, a point on which he felt very firmly. Chancellor Young stated that the support he was receiving from the majority of the students and the faculty, and the letters he was receiving from the citizens of Wisconsin, were very heartening indeed.

President Gelatt stated that he knew that the members of the Board were sympathetic with the problems being faced on the Madison Campus. He reported that he had been asked by a group of Legislators what laws, or changes in laws, if any, would be helpful in this situation. He inquired of Chancellor Young whether he was able to indicate some possible changes in laws which might be considered, recognizing that he probably could not give a considerate answer at this time. Chancellor Young explained that, in general, the police, the District Attorney, and others with whom he had conferred had indicated that we have enough laws, and suggested that our problem was in enforcing them. He noted that some of the people who are promoting disturbances are very careful to stop short of breaking the law. He suggested that it might be appropriate for our people to confer with the representatives of the Governor and the Attorney General's Office as to what might be done in this area. He stated that the reason for the difficulty of the University to control these situations was that the University is built on freedom, its basic idea is a place where people can come, discuss, differ or argue. He stated that our very openness and our greatness makes us more vulnerable. He expressed the opinion that it would be victory for those who oppose us, if, in the process of fighting them, we gave up what we prize most highly. Consequently, he stated that he would be very careful about enacting legislation. He emphasized that we must make our students feel that discussion and differences are one thing, but coercion and intimidation are something quite different.

Regent Ziegler stated that he believed that the Chancellor should be commended for the manner in which he had been able to unite the right side of this issue. He stated that he wanted to compliment the Madison Police force, the Campus Police force, as well as the National Guard for working as closely as they have with the University administration. He stated that this Board, the faculty, the administration, and the citizens are all behind the Chancellor, because his goals are right. Regent Ziegler moved that this Board of Regents go on record as complimenting Chancellor Young for the manner in which he has dealt with the student disorders on the Madison Campus and furthermore wholeheartedly supports his position in replying to the demands of certain groups on that campus, and in maintaining classroom activity. President Gelatt inquired whether it was the sense of Regent Ziegler's motion that it include the entire administration; and Regent Ziegler replied in the affirmative.

The above motion was seconded by all members of the Board.

Regent Pasch stated that he certainly felt that the motion was in order, and expressed the opinion that Regent Ziegler, who had quite appropriately said in relatively few words what all the Regents felt, perhaps had not stated it as strongly as he personally felt and as many of the others felt in support of Chancellor Young. He expressed the hope that Chancellor Young would continue to hold the line.

The question was put on the above motion and it was voted.

On behalf of the Regents, President Gelatt expressed to Chancellor Young and President Harrington the support of the Regents and the hope that a reasonable and workable solution could be found in the near future to the problems that now beset the Madison Campus.

Regent Renk stated that the citizens of this State are very much upset by the affairs going on at the University, and noted that there had been terrific pressure brought upon the Regents and the members of the Legislature. Regent Renk called attention to the cooperation that had been obtained from our State officials, and from the Legislature, and felt that they should also be commended by this Board. Regent Renk moved that the Regents go on record as commending the Governor, the State officials and the Legislature for the support that they all have given us, and particularly at this time of student controversy. The motion was seconded by Regent Sandin.

Regent Nellen stated that he believed that the judicious action in calling out the National Guard with dispatch was a great deterrent to greater violence; and stated that the Regents were appreciative of this.

The question was put on the above motion, and it was voted.

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Vice President Clodius presented the Report of Personnel Actions by the President of the University. He noted that these actions included one appointment relating to the appointment of an Assistant Football Coach. (This was in response to a question raised at the previous Regent meeting). He also explained that all of the items had been committed prior to the issuance of the recent order by the Governor relating to restrictions on new appointments.

Upon motion by Regent Werner, seconded by Regent Friedrich, it was

VOTED That the actions by the President of the University since the last meeting of the Regents, relating to appointments, resignations, leaves of absence, and changes of status of faculty personnel with rank less than that of Associate Professor and other non-classified civil service personnel with salaries at the annual rate of \$13,600 or less, on file with the Central Business Office, and to tuition remissions, be approved, ratified, and confirmed.

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Vice President Clodius presented the Report of Non-Personnel Actions by Administrative Officers and of Informational Items.

Upon motion by Regent Werner, seconded by Regent Sandin, it was VOTED, That the Report of Non-Personnel Actions By Administrative Officers To The Board of Regents and Informational Items Reported for the Regent Record (EXHIBIT A attached) be received for the record; and that actions included in the report be approved, ratified, and confirmed.

President Gelatt noted that the next item on the Report of the President of the University had to do with a report on items relating to The Daily Cardinal. President Harrington noted that the Regents had a task force, of which Regent Ziegler was Chairman, working on this, and suggested that Regent Ziegler might want to make a report. Regent Ziegler reported that this task force, or committee of one, of which he was chairman, had met since the last Regent meeting with the Daily Cardinal Board of Control, and that he had invited Mrs. John Walsh, a member of the Board of Visitors, to attend that meeting with him. He stated that he wanted to compliment the people that they met with because they were a fine group, and he was surprised, because, from what he had read sometimes in the Cardinal, he did not expect to find this kind of people. He expressed regret that all the Regents could not have met them, since they were honorable and fine students. He explained that he was invited as a visitor to the meeting of the Board of Control, which consists of the students directly in charge of the Cardinal, Vice President Taylor, and the other two professors who are members of the Board of Control. He explained that, following the business meeting of the Board of Control, he was invited to make comments. He reported that he had suggested that they start discussion of the problems relating to the Cardinal from the level at which they now found themselves as a result of the action taken by the Regents at the last meeting. He reported that most of the discussion related to the problem that the Cardinal had because of the action taken by the Regents as it would relate to the printing of the summer edition of the Daily Cardinal. Regent Ziegler stated that it was his understanding that the University administration feels that the summer edition of the Cardinal is necessary, although he assumed that this was not the position of the Cardinal staff, since they did not particularly want to print a summer edition because there are not many students in the summer session that would buy the Daily Cardinal. He explained that since the summer edition is a service that is provided to the University, the University purchases the service and provides the Cardinal free of charge to all students. He expressed the opinion that the intent of the Regent resolution was to remove all free subscriptions, and stated that whether this was to be only for the regular session or to include the summer session was interpreted by the Cardinal and by the Director of the Summer Sessions to include the summer issue. Regent Ziegler reported that he had discussed this matter with several of the Regents to find out their attitude as to whether the resolution of the Regents should be interpreted to include the summer Cardinal; and he stated that apparently there was a possibility of misinterpretation for fear of misinterpreting anything the Regents might do in rescinding the action they had taken. He expressed the opinion that the only action that need be taken now was,

not by the Board, but by the administration, to determine what other means of communication can be set up during the summer time for students attending the University, because the Daily Cardinal will probably discontinue the summer issue if the cost of printing the Cardinal is not provided by the University. He also noted that there are a few people on the payroll who would probably be without work for the summer, if the summer Cardinal is discontinued, but that this was an internal and administrative matter. He stated that, unless there was feeling by some members of the Board that the action taken by the Regents should be interpreted to exclude the summer issue, his only report was to say that this was part of the consequences of the resolution adopted by the Regents. Because of lack of time, he explained that the meeting did not get into the discussion of editorial policy of the Cardinal; and he stated that he would like to meet with the Cardinal Board of Control again for further discussion on other issues, including financing matters. Regent Ziegler noted that he had been watching the Cardinal quite closely since the action taken by the Regents at the last meeting, and had nothing but fine things to say about it, and he believed the Cardinal had substantially improved.

Regent Pasch inquired whether Regent Ziegler's task force had a recommendation to make regarding the summer issue of the Daily Cardinal despite the resolution of the Regents. Regent Ziegler stated that he had no recommendation to make at this time; and stated that there was need to make further studies of matters relating to the Daily Cardinal, particularly with reference to financial problems.

Regent Friedrich stated that, as one who has voted against the action of the Regents on the Cardinal at the previous meeting, he was in favor of the proposition that the University ought to support the summer Cardinal in order that the staff and students who are here in summer session are informed as to what is going on at the University. He stated that he agreed that an exception should be taken to the Regent action on the matter of the summer issues of the Cardinal. Regent Sandin stated that she had also voted against the action on the Cardinal at the previous Regent meeting, and that she agreed with Regent Friedrich's position. To explain what was involved, Regent Ziegler pointed out that the University normally subscribes to about 200 copies of the regular issue of the Cardinal at \$5.00 each, and that it purchased about 960 subscriptions for the summer issue at \$5.00 each, which amounted to \$4800.

Regent Nellen stated that, as author of the amendment to the resolution as adopted at the last Regent meeting relating to the Daily Cardinal, he felt it would be inappropriate at this time to change the policy on the Daily Cardinal. Granting that the summer issue probably serves a purpose in the University, he felt it would be misinterpreted by the Cardinal to revise the resolution, because they would feel that they had made the Regents knuckle under and consent to their wishes and to their coercion. He expressed the opinion that, if some publication is needed in the summer to acquaint the students with what is going on at the University, it should be done through an official publication and not through the Daily Cardinal, which says it is not under the control of the University.

Regent Renk stated that he was one who had voted against the resolution regarding the Cardinal, at the last meeting, only because he felt the resolution was not firm enough. He regretted that Regent Ziegler and Visitor Walsh had not met with the editors of the Cardinal rather than the administrative board of the Cardinal. He agreed that the Cardinal had improved, which he felt was the only way it could go, up. He stated that he did not expect them to do otherwise when they had been reprimanded by the Regents. Regent Renk stated that he was also concerned that, after the Regents had taken action, the Journalism Faculty had then come out with a statement criticizing both the Regents and the Cardinal. He regretted that the Journalism Faculty had not come out with its statement before the Regents had taken action on the editorial policy of the Cardinal. He expressed the opinion that the University should not subsidize the Cardinal summer publication.

Regent Werner expressed regret that the weather had not permitted him to attend the last meeting of the Regents, since he was not in favor of the resolution adopted regarding the Cardinal. He expressed the opinion that the Cardinal serves a very vital service on the campus, which he felt was recognized by the administration, or it would not have gone to the extent that it has in subsidizing it. He did not believe the money involved was serious enough to take the action which was taken by the Regents. He expressed the opinion that, if the Regents let the action that was taken at the last meeting stand, it means the death of the Daily Cardinal. Regent Werner moved that the Regents revoke the action taken at the last meeting of the Board in adopting the resolution, as amended by Regent Nellen, relating to the Daily Cardinal.

Regent Nellen stated that the action taken at the last meeting was not taken precipitously, but that it was discussed fully. He noted that the record, as far as the financial record was concerned, shows that it can survive without subsidy, although the crew of the summer issue of the Daily Cardinal might not survive. Regarding the Daily Cardinal during the balance of the year, Regent Nellen stated that the Regents did not intend, in their resolution when it was discussed, that it would cause the demise of the Daily Cardinal. He felt that Regent Werner's conclusion was in error. Regent Werner stated that he was merely quoting what some of the officers of the Daily Cardinal had said. President Gelatt stated that it was his understanding that what was said was that, if the Cardinal were forced off the campus, it would mean its death, not by the action that was taken by the Regents. Regent Werner referred to the resolution adopted by the Regents at the last meeting, with particular reference to the editorial policy of the Daily Cardinal being consistent with the code of ethics of the several state newspaper organizations, and suggested that this might well shove them off the campus. He pointed out that, if they were shoved off the campus, the University would have nothing to say about its contents. President Gelatt pointed out that the University doesn't have anything to say about its editorial content anyway. Regent Werner agreed that the Regents could not have gone home from their last meeting without taking some form of action on the words used in the Daily Cardinal to show their exception to such words. He stated, however, that he still believed that the Cardinal would have improved if the Regents had taken somewhat lighter action, and that, because he did not agree with the very harsh resolution, he was suggesting revoking it and starting

out all over. Regent Renk stated that the action taken by the Regents was not in reference to editorial policy, but was the result of obscene language that did not meet the standards of newspapers in the State of Wisconsin. He also pointed out that the Cardinal is not broke, since he understood that it had \$81,000 in its assets, so that it was not a matter of survival. He agreed that the Cardinal had improved its language, but doubted that it would have improved if the Regents had not taken any action against the Cardinal. Regent Werner agreed that it might not have improved if the Regents had taken no action, but felt it would have improved if the Regents had taken somewhat lighter action.

Regent Nellen expressed the opinion that the Daily Cardinal has informed us that they are completely independent of the University, the School of Journalism, the administration and the Board of Regents. He stated that, if we concur in that opinion, if they are independent, in order for them to continue to be independent, he believed that the University should not subsidize them. He expressed the opinion that subsidizing some organization means, in essence, approval of the organization and the way that organization is functioning; and he stated he did not approve of the way the Daily Cardinal was functioning and did not feel that he could support paying State funds to a paper to which he did not give approval.

President Gelatt noted that there had not been a second to Regent Werner's motion; and the motion was seconded by Regent Friedrich. There was discussion as to whether Regent Friedrich could second the motion, since he had not voted in favor of the resolution adopted at the previous meeting. President Gelatt ruled that the Chair would not accept the second by Regent Friedrich, that it would accept the original motion, but that the second must be from one of the four who had voted in the majority. Regent Walker stated that he would second Regent Werner's motion, in order to get it before the Board, but that he would vote against it. Regent Werner stated that the motion was not to amend, but was a motion to revoke. President Gelatt stated that the motion before the Board of Regents was to revoke the action taken by this Board at its January meeting (relating to the Daily Cardinal).

Regent Friedrich explained that he had voted against the original motion, at the last meeting, because he felt it was much too drastic, the position was much too strong. He stated that he did not and would not condon the use of obscene words, and that he would object to obscenity in this or any other publication. He noted that the resolution also contained the proposition that the Cardinal must abide by the standards set by the newspaper associations, who he understood apparently have no written standards, and he stated that, even if they did, he did not believe that this Board of Regents ought to follow their position, but ought to have their own position on the matter. He expressed the opinion that the Regents should have their own code of ethics, if they want to impose them. He also reminded the Regents that there are consequences to any newspaper which offends the public taste, because people who are offended will not subscribe, or people who are offended may not advertise, which are kinds of sanctions which every newspaper faces. He stated that, because the Daily Cardinal does fill a need of the University, he was going to support the position of Regent Werner who has had a good deal of experience in the newspaper business.

Regent Nellen stated that he disagreed, and that he felt that the newspaper field has a code of ethics which is generally acceptable, although it may not be written, and expressed the opinion that they must have a code of ethics because he had not read any Wisconsin publication that used such words. He stated that the only issues in which he had ever seen the use of such words were the underground papers, so he believed that there is a code of ethics among newspaper men, even though it is not written out.

Regent Ziegler expressed regret that the report on the Cardinal had come up at this time, because his task force had not completed discussion of all the things it wanted to discuss with the Cardinal people. He explained that he brought up the summer issue only because there was a deadline on making decisions regarding the summer issue. Regarding the resolution adopted by the Regents at the last meeting, he expressed the opinion that action to revoke the resolution should not be taken only a month after the action was taken. He suggested deferring this matter for a longer period. He stated the present issue was the summer Cardinal, and that he felt that that could pretty well be taken care of by following a different route, if such a publication is really needed. He stated that he would have to support the resolution adopted at the previous meeting.

Regent Sandin suggested that the Regents have before them the information as to what recommendations the administration has on this matter. President Harrington explained that, at the previous meeting, the administration asked for the right to come back, not on the matter of the summer Cardinal, but on the matter of subscriptions purchased for the regular Cardinal during the academic year for the use of the administration. He explained that 200 subscriptions are now purchased for administrative purposes during the academic year and that the administration was prepared to recommend that that be reduced to 50 subscriptions, which would satisfy that particular purpose. He stated that the administration had not contemplated making recommendation regarding the summer Cardinal, since it had been anticipated that Regent Ziegler's task force would have a recommendation on this. He stated that he assumed, on the basis of the comments that had just been made, that there would be such a recommendation forthcoming. President Harrington expressed the desire to make sure that those persons who are employed on the summer Cardinal would be employed, and to make sure that there is some newspaper available to students in the summer, but that the administration felt it was bound by the action of the Regents and has to act within that action.

President Gelatt stated that he did not completely agree with the actions taken by the Board regarding the Daily Cardinal either on November 1, or on January 10, but that he felt then, and still felt, that the Board could properly reprimand the Cardinal, and that the Board could properly eliminate the subsidy. He stated, however, that he was not so sure that the Board could, or should, threaten the Cardinal. He stated that the actions which the Regents took in November and January, for which he had voted, contained a threat or a future threat, which he still wished were not included. With reference to the economic consequences of the actions by the Regents in January, he stated that he strongly favored that the Cardinal pay rent, and that personally he did not favor cancellation of all the subscriptions paid for by the University. He stated that he would still rather have the \$3000 rent, and the full reprimand,

and swallow the part of the motion he did not like, than to have only a reprimand, and only a mild one at that. Therefore, he stated he would vote against Regent Werner's motion.

Regent Renk explained that, when the resolution was presented to the Regents at their January meeting, the question that bothered him was that the University was printing the publication in its building, using University property and equipment. He stated that, if the Cardinal wants to print its paper and use different language than that which is acceptable, with no control by the University, as far as he was concerned, the Daily Cardinal should go off the campus. He stated that, if the Cardinal is to be printed in University buildings, using University property, it should conform to some standards that are acceptable to the newspaper editors in the State.

Regent Werner added the additional point that the Daily Cardinal, when it is printed on the campus, is in the School of Journalism, and is a very important part of the curriculum in the School of Journalism.

A roll call vote was taken on the above motion with Regents Friedrich, Sandin and Werner voting "Aye," and with Regents Gelatt, Kahl, Nellen, Pasch, Renk, Walker, and Ziegler, voting "No." The motion was declared lost.

President Harrington stated that, since Regent Ziegler's task force on the Daily Cardinal would be continuing to work on the Daily Cardinal problems and might have recommendations to submit to the Regents, he assumed this question would come up again at the next meeting of the Regents. He noted that the proposed recommendation of the administration to provide fifty subscriptions to the Daily Cardinal for use by the University administration would probably need a vote by the Regents, because it was contrary to the vote of the Regents at the last meeting. He suggested that it could be acted on at the next meeting of the Regents, since it was not important whether it was acted on this month or next month. President Gelatt suggested that it would be better to bring in recommendations by Regent Ziegler's task force and from the administration at the same time, if possible.

President Gelatt stated that, before discussion on the question of the Cardinal was concluded, he would like to comment on the statement made by the faculty of the School of Journalism, which was circulated under date of January 24, 1969, to which Regent Renk had referred earlier in this meeting, and regarding which Regent Renk had pointed out that the faculty of the School of Journalism had criticized both the Regents and the Daily Cardinal. President Gelatt stated that quite possibly the criticism of the Regents was in order. He noted that, although the Regents have Regent Werner with considerable experience in publishing, and Regent Friedrich with some experience in publishing, the Board was faced with the necessity of taking some action to attempt to call attention to the Daily Cardinal that there are some standards that newspapers have to abide by. He stated that the Regents were not expert in the field, and that it would not be likely that their action would be the very best, taken to the most sensitive and sensible spot. He expressed the opinion that the criticism of the Daily Cardinal, contained in this statement, certainly should have been made by the School of Journalism, and that it should have been made before the Board of

Regents ever had to get into the act or into the question. He suggested that, if it had been made six months ago, or a year ago, when it was equally in order, there would have been no necessity for this Board to look into this question, and perhaps fumble, but do the best it knew how to do. President Gelatt suggested that he believed that this was symptomatic of many problems which come to this Board. He stated that a great faculty made a great university, but that it seemed to him that too often, recently, they do not set any standards for students or for student activities, setting standards perhaps for academic performance in classrooms, but ceasing to set any standards for conduct, courtesy or performance outside of the classroom. He suggested that the latter was certainly one of the big side effects of the University, one which seemed to him to be sorely lacking, one which seemed to him that the faculty could well study again and pay some attention to, so that they would not have to issue such statements of double criticism as the School of Journalism issued on January 24.

Regent Nellen stated that he agreed with everything that President Gelatt had just said; and added the comment that he was a little surprised and a little distressed that the statement by the School of Journalism had been issued over no one's signature. He compared this with the sending of an unsigned letter to a newspaper for publication.

Regent Walker stated that he had a subject that perhaps should have come up when Chancellor Young was present at the meeting. He stated that he believed it was appropriate to request that the Regents receive from the administration a thorough report on the participation of students, faculty, and administrators in putting together the recent Black Revolution Symposium, which he felt, and which he stated he believed he was not alone in feeling, was an important factor in generating the recent upset on the Madison Campus. He suggested that such a report should be made for the information of this Board, not necessarily at a meeting of the Regents, but sometime within the next thirty to forty days. He stated that he made this request in the form of a motion. Regent Walker's motion was seconded by Regent Nellen.

Regent Sandin stated that she understood that the symposium was put together by the Union Council or a committee of the Union Council. President Gelatt indicated that it was his understanding that that was the group that had sponsored the symposium.

Regent Renk stated that he was more concerned about the speakers who had been brought to the campus in connection with the Black Revolution Symposium, because he had attended and participated in one of the symposiums as a spectator, and finally as a participant. He suggested that bringing speakers on to this campus should be closely looked into by central administration, the faculty and the Regents. Regent Renk moved that the above resolution by Regent Walker be amended to provide that the President of the Board appoint a committee to sit in with the administration in the investigation of how speakers are chosen.

Regent Walker stated that he would prefer to have Regent Renk's amendment as a separate resolution, and would prefer to confine his question to the Black Revolution Symposium. President Gelatt stated that he had heard no second to the amendment by Regent Renk. Regent Nellen stated that, in order to clarify

Regent Walker's motion, he believed it was Regent Walker's intention to determine who originated the idea of the symposium; and he stated that he would also want to know how it was financed, how information regarding it was disseminated, whether it was disseminated by University people on University stationary at University expense, and what participation did the faculty have in arranging the symposium. Regent Walker agreed with Regent Nellen's interpretation, stating that was why he had requested a thorough report.

President Harrington restated Regent Walker's motion, as interpreted by Regent Nellen, the question was put on the motion, and it was voted:

That the Regents request the University administration to submit a thorough report on the participation of students, faculty, and administration in putting together the recent Black Revolution Symposium, including how it was financed and how information regarding it was disseminated.

President Harrington announced that the following recommendation would be explained by Vice President Clodius:

That the recommendations contained in the Report and Resolution of the All-University ROTC Policy Committee, dated November 29, 1968, be approved.

Vice President Clodius reviewed the material included in EXHIBIT C attached, explaining that the reports of the Madison Campus ROTC Policy Committee and of the Milwaukee Campus ROTC Policy Committee had resulted from studies conducted as to the operation of ROTC programs at the University of Wisconsin since the compulsory ROTC programs were changed to voluntary programs in 1960, with a compulsory ROTC orientation program to be conducted at the beginning of the Fall semester for new students. (SECRETARY'S NOTE: See pages 9 and 10 and EXHIBIT D of the Regent minutes of May 14, 1960.) He explained that the recommendations of the Madison and Milwaukee ROTC Policy Committees had been approved by the All-University ROTC Policy Committee, and that the recommendations basically involved changing from a compulsory ROTC orientation program at the beginning of the Fall semester to a voluntary ROTC orientation program to be conducted in connection with the orientation programs to be conducted in the summer for incoming students, and also the reaffirmation of the policy of making information available as to the opportunities in the ROTC programs. He explained that, in the summer orientation programs for incoming students, about 85% come to the campus and have an opportunity to obtain information as to the various programs and courses that are available to them. He noted that the compulsory feature of ROTC orientation programs across the country had not been too successful in maintaining the number of students enrolled in ROTC programs, and that it was felt that the opportunities in the ROTC programs could be better presented in the summer orientation period. He noted that the recommendations were recommended unanimously by both the Madison and Milwaukee Campus ROTC Policy Committees and also by the All-University Policy Committee. He noted that Vice Chancellor James Cleary, who is Chairman of the All-University ROTC Policy Committee, and

also Captain Olson, USN, who is the Senior Commandant at the University, were present and available for comments on this recommendation. Regent Nellen said he would like to hear their comments before making a decision on this recommendation.

Vice Chancellor Cleary stated that he really had nothing more to add to the comments and the data submitted by the ROTC Policy Committees as set forth in EXHIBIT C attached, except to point out the disadvantages of having the ROTC orientation program in the first part of the Fall semester, which resulted in the delay of about one and one-half weeks in beginning the freshman ROTC programs. He explained that, by having the ROTC orientation program included in the summer orientation program for incoming students, about 85% of the new freshman students coming to the campus would be informed as to the opportunities of the ROTC programs before the beginning of the Fall semester. Vice Chancellor Cleary emphasized that the All-University ROTC Policy Committee was interested in improving the output of the ROTC programs. He noted that the data included in the reports indicated that, while the enrollment in the ROTC programs has tended to decrease since 1960, when the University moved from a compulsory to a voluntary training program, the actual output in commissioned officers has remained relatively stable. He also expressed the opinion, which he stated he was sure that Captain Olson and other commandants would agree with, that the quality of the output of ROTC students has improved in the last five or six years. He noted that the last annual report received from the Army indicated that the University of Wisconsin Army ROTC graduates ranked in the top 1/3 in the Fifth Army area, and nationally in at least the top half. He also noted that Captain Olson had informed him that the quality had been improved, which was manifested by the fact that more of our ROTC graduates are participating in the postgraduate courses offered by the services.

Regent Nellen asked Vice Chancellor Cleary whether the ROTC Policy Committees, which had been considering this matter, were familiar with and had considered what was happening, especially in some of the eastern institutions, which seemed to follow a certain format, first of doing away with compulsory ROTC orientation, then taking away academic credit for ROTC programs, and then taking away academic status for ROTC instructional staff, which did not leave much before the abolition of the ROTC programs. Vice Chancellor Cleary stated that the ROTC Policy Committees were familiar and had considered those trends and that the unanimous feelings by all of the committees were that they did not recommend moving in that direction. He stated that they recognized the legal and moral responsibility of this institution and were opposed to any movement in the direction of reducing credit or doing anything that would detract from the operation of the ROTC programs.

Regent Renk recalled that there were students who staged protests and caused disruptions of the ROTC orientation classes last Fall, and he asked Captain Olson how bad the orientation classes were disrupted. Captain Olson agreed that there were some disruptions, but that they were not serious, that the disrupters also learned something, and that it was his opinion that there would be less likelihood of disruptions of ROTC programs in connection with the summer orientation programs for incoming students. Regent Renk inquired whether it was the consensus of the military commandants that this movement was desirable.

Captain Olson replied that the recommendation was approved by all of the commandants, although the commandant of the Army ROTC had some reservations, but did not feel that they were strong enough for him to file a minority report.

Regent Kahl requested elaboration on why the ROTC orientation programs would be more effective during the summer orientation program than at the beginning of the Fall semester. Captain Olson explained that they proposed to put out a bulletin explaining the ROTC programs and felt that they would have a better opportunity to explain the program to the incoming students in small groups during the summer orientation period than at the beginning of the Fall semester and would have a better response on a voluntary rather than the compulsory orientation basis. He explained that under the compulsory orientation basis they were required to have at least a five hour orientation program at the beginning of the Fall semester, and that, at that time, it was necessary to do so because there was not a summer orientation program for incoming students.

Regent Nellen suggested that, before the Regents were asked to eliminate the compulsory ROTC orientation program, a replacement program should be presented for consideration. He stated that the replacement program might be satisfactory to some people, but not necessarily to him. He inquired what control the military people would have over the proposed orientation program. Captain Olson said that the military would have the full support of the faculty and the administration and the people on the ROTC Policy Committees to see that they received their full share of time during the summer orientation programs. Vice Chancellor Cleary explained that the recommendation before the Regents provided for a general plan of folding into the summer advanced registration and orientation program the voluntary ROTC orientation programs, the exact details of which would have to be worked out with each of the ROTC Commandants and coordinated with the Office of Student Affairs.

Regent Nellen inquired whether it was unreasonable if this Board asked to have the alternate orientation plan presented before approving the abolition of the present compulsory orientation procedure. Vice President Clodius explained that the point of the recommendation by the All-University ROTC Policy Committee was to recommend this change, and, if approved, then whatever goes into the Summer orientation program must be satisfactory to the Committee.

(Vice President Nellen assumed the Chair.)

President Gelatt recalled that in 1960, when the compulsory ROTC program was eliminated, the All-University Faculty Committee was to pay very close attention to recruitment so that the needs of the armed forces, as they had been disclosed to this Board as then constituted, would be met. He recalled that, at that time, it was agreed that an ROTC enrollment of 175 should be maintained as a goal for two years, and, if that goal were met, the voluntary program would continue in existence. He noted that the enrollment for one year was 176 and 175 the next, which was down from 250. He stated that, based on that, he could not give a great deal of credence to the long-range interests of the faculty group in this orientation program. Regarding the increase in the number of ROTC commissions in the past year, he suggested that it might be due to the fact that

graduate students were not automatically draft exempt. He stated that he did not have the feeling that sufficient attention would be given to this to meet the needs of the United States for officers, or of even attempting to meet it with the kind of devotion that this University, as a land grant college, should provide. Vice President Clodius pointed out that, since the National Defense people have indicated that the ROTC program should be voluntary, we should keep the ROTC program on a voluntary basis.

Noting that this had been a far reaching discussion, President Harrington stated that he would want to add a few points from his own experience. He indicated that the Land Grant College Association, of which he was the National President, had given a great deal of attention to the ROTC question. He also noted that he was a member of the National Advisory Committee of the Army ROTC. He stated that the Land Grant College Association was in favor of ROTC programs, and that the University of Wisconsin, as a land grant institution, was in favor of them. He stated that we favor the programs because we know that the military academies will not turn out enough officers, with the result that the land grant institutions that are involved must supplement that output. He stated that the permanent officers coming out through ROTC are a great credit to the country and that this was a good method of obtaining some of our permanent officers, although basically the ROTC programs are not to provide professional officer training, but rather reserve officer training. He pointed out that the ROTC programs have worked out well and have done sufficiently well so that the national needs have been met, and that there has been an increase in the number of units around the country. President Harrington explained that the University of Wisconsin was one of the first institutions to have voluntary ROTC in the land grant system. He stated that, by and large, military training was compulsory in the land grant college system in the 1920s and 1930s, but that the University of Wisconsin was one of the first to have it on a voluntary basis. Later, he explained, the Legislature made ROTC training at the University of Wisconsin in the World War II period compulsory, requiring ROTC training for a two-year period. He explained that, when the legislation was subsequently changed, the determination whether the program should be voluntary or compulsory was left to the judgment of the faculty and the Regents. He pointed out that, during the last eight years, the whole situation has changed, with the military services now preferring the programs on a voluntary basis, because they do not want people forced into the programs and also because the compulsory systems are more expensive. President Harrington also explained that the University of Wisconsin was one of the first universities to incorporate the ROTC programs into the academic programs for credit. He also pointed out that the University of Wisconsin has long given academic status to the ROTC Commandants, and did not intend to change this, nor did it intend to move away from the ROTC program. President Harrington recommended that the Regents approve this recommendation, and stated that the details of the new program would be brought to the Regents later for Regent review. He stated that the people who would be preparing the program are people who are interested in attracting the largest number of people they can get, and he felt sure that it would work out satisfactorily. However, he pointed out that there were some defects in the ROTC programs, such as starting out at the freshman level. He suggested that it would be preferable if the system were set up so that students could enter the ROTC programs at the Junior level, because many of

our students attend our two-year centers as freshmen and sophomores, where ROTC programs are not available.

Regent Werner moved approval of the above recommendation, and the motion was seconded by Regent Sandin.

Regent Renk stated that he would be in favor of the recommendation if he were assured that the ROTC program was not on the way out. He felt that some of the faculty members of our University would prefer the elimination of ROTC. He also pointed out that, particularly at this time when there is some agitation for a voluntary military organization in this country, the University should be in a position to turn out more officers than in the past. He also felt that some of our students are not signing up for ROTC programs because of intimidation by other students.

In answer to questions by the Regents, Vice Chancellor Cleary and Captain Olson explained that the voluntary orientation program for ROTC would be designed by the Commandants and worked out to their satisfaction with the approval of the ROTC Policy Committee; and that the Commandants would have a primary rather than a secondary function in the orientation programs. Vice Chancellor Cleary stated that he felt that the faculty, by and large, would strongly support the program, and noted that members of the faculty on all of our campuses felt that the ROTC orientation program would be far more effective in the summer orientation period than in the Fall. He noted that an additional advantage of having it in the summer was that it provided for the parents of the incoming students to be informed as to the possibilities in the program.

Regent Nellen stated that he was in the unfortunate position of having to vote against a recommendation by a committee that included the military. He stated that he was going to vote against it because he felt that was best for the country. He expressed the opinion that the recommendation of the committee was taken after a group of dissenters had picketed and tried to break up the orientation programs previously. He was not convinced that the plan for a voluntary orientation program would not also result in picketing. He suggested that he might vote differently, if the proposed plan were worked out in detail.

In response to questions, Captain Olson reported that all four of the Commandants supported this recommendation; and, regarding the question of whether the Commandants' superiors had expressed any concern in the direction of this movement, he stated that only the Universities of Minnesota and Wisconsin, he believed, still have compulsory ROTC orientation. He felt that the superiors were not concerned because they are getting the number of commissioned officers to meet the Defense Department criteria.

Dean Luberg also commented on his experience in participating over a period of several years, at the request of the military, in the ROTC orientation programs. He expressed the opinion that it would be better to have them in the summer, when the students can come to the campus with their parents, rather than have them in the Fall. President Gelatt questioned Dean Luberg about the summer orientation procedures; and President Gelatt stated that he would vote against

the recommendation as a form of protest against the form the orientation program took in the specific case of his son, where the professor who spoke to these young people derided the administration, the legislature, and spoke on behalf of demonstrations. He felt that the orientation program, in that specific case, fell far short of what it was to have done in bringing young freshmen on the campus. Regent Walker suggested that the Regents would continue to be skeptical of the orientation program, if the members of the faculty conferring with the students in such programs are selected by the students rather than by the administration. President Harrington pointed out that the ROTC orientation program would be handled by the military people rather than by faculty members elected by the students. Regent Walker still questioned why the students should select faculty members to talk to the incoming students; and President Harrington agreed that perhaps the administration should give some attention to this matter.

A roll call vote was taken on the above motion with Regents Friedrich, Kahl, Pasch, Renk, Sandin, Walker, Werner, and Ziegler voting "Aye", and Regents Gelatt and Nellen voting "No", and the motion was carried.

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The meeting recessed at 11:10 for committee meetings.

The meeting reconvened at 1:30 P.M. with President Gelatt presiding.

PRESENT: Regents Friedrich, Gelatt, Kahl, Nellen, Pasch, Renk, Sandin, Walker, Werner and Ziegler.

ABSENT: None.

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President Harrington noted that the next several items under his recommendations covered building projects.

Chancellor Klotsche presented the following recommendation:

That the final plans and specifications be approved and authority be granted for the advertisement of bids for the UJM Union Expansion Project.

Chancellor Klotsche referred to the copies of the budget and time schedule for this project which had been distributed to the Regents. He explained that the final plans were substantially the same as the preliminary plans that had previously been approved by the Regents. He noted that the total estimated cost for this project would be \$8,214,317, including \$1,608,620 for the parking and receiving area portions of the project. He estimated that construction would begin about May 15, 1969, and would be ready for occupancy by



May of 1971. He emphasized that this facility was desperately needed for the Milwaukee Campus. Referring to the maximum enrollment figures for the various campuses, Regent Ziegler inquired whether the figure for the Milwaukee Campus changes the situation with regard to the need for this project; and Chancellor Klotsche replied in the negative.

Regent Nellen moved approval of the above recommendation, the motion was seconded by Regent Pasch, and it was voted.

President Harrington presented the following recommendation:

That authority be granted to prepare preliminary plans and specifications for the Feed Processing and Grain Storage Building at the Arlington Experimental Farm, to replace the existing Feed Mill on the Madison Campus.

Director James Edsall stated that the present Feed Mill facilities on the Madison Campus would have to be razed in connection with the relocation of University Avenue. He stated that it was hoped that the proceeds from the sale of the land needed for relocating University Avenue would be sufficient to finance the Feed Processing and Grain Storage building, which would be located on the Arlington Experimental Farm. He noted that there are only three or four firms that can design and construct a facility of this type so that this project will be bid as a design and construction project.

Regent Renk moved approval of the above recommendation, the motion was seconded by Regent Kahl, and it was voted.

Director Edsall presented the following recommendation:

That authority be granted for the preparation of preliminary plans and specifications for a Community Building in the Eagle Heights Married Student Apartments area, to be located in the area south of the Fourth Married Student Apartments (600 Group), at an estimated cost of \$245,000, to be charged to the Residence Halls (Madison Campus) Revolving Fund.

Director Edsall explained that this project would cost approximately \$245,000 for an area of about 10,000 square feet, consisting of a large community room, and some small meeting rooms. He pointed out the proposed location for this building on a map, indicating that it was located in the center part of the Eagle Heights apartment area, and would provide for various activities of the residents of the Eagle Heights apartments.

Regent Nellen inquired as to what was meant by charging the cost of this facility to the Residence Halls Revolving Fund, and Associate Vice President Lorenz explained that the Division of Residence Halls establishes reserves

for building repairs, and, before they are required for such purpose, they can be used for this type of construction. He explained that these funds come from charges to the students who are utilizing the facilities.

Regent Friedrich moved approval of the above recommendation, the motion was seconded by Regent Sandin, and it was voted.

President Harrington presented the following recommendation:

That authority be granted to undertake to prepare preliminary plans for projects approved by the Regents for the 1969-71 University of Wisconsin Building Program when funds are released for advance planning by the State Building Commission, subject to the approval by the Regents of the site for each project.

Associate Vice President Lemon explained that this recommendation was presented because of the desire to cut down the length of time between the time the projects are recommended by the University and the time they are finally constructed. He explained that, ordinarily, when the University makes its building requests to the State Building Commission, the funds are not available until the beginning of the next fiscal year, and it has not been possible to seek authorization to proceed with preliminary plans until the funds are available. He stated that, in attempting to cut down this time cycle, agreement had been reached with the State Building Commission that it would provide advance planning funds to permit proceeding with the preliminary plans before the funds for the next biennium become available. He explained that, even under this new procedure the site, the concept, and the plans will be brought back to the Regents for review, so that essentially the present considerations by the Regents will be maintained. He estimated that approximately six months time would be saved under the new procedure.

Regent Pasch moved approval of the above recommendation, the motion was seconded by Regent Walker, and it was voted.

President Harrington stated that he would make a brief report on Legislative matters concerning the University since they had been pretty well covered in the press. He reported that the University had been involved in a number of legislative discussions with reference to the current budget, the 1968-69 budget, which is the second half of the present biennium. He explained that this discussion came about because of three different factors. First, the University had a larger enrollment in the Fall than had been anticipated, so that by our formula we should have had extra money, which is to be released by the Board on Government Operations. He stated that the University had requested the release of the funds, and had received \$443,000, but that the other \$600,000 was held back, and he stated that the University presumably will not get it, although it has the right to go before the Board on Government Operations or Joint Finance Committee later and request it. Secondly, he explained, because

of the deficiency of school aid funds, and more particularly because of a deficiency of Health and Welfare funds, the Governor had put a freeze on a number of current balances, and it appears that the contribution of the University would be \$1,100,000, consisting of \$500,000 from salaries, \$500,000 from capital items and \$100,000 from out-of-state travel funds. He explained that the third factor was Bill 71A, which had originated in the Joint Finance Committee and which proposed to go further than the above two mentioned factors by attempting to get an additional \$21,000,000 from all state agencies in order to make it unnecessary to handle the school aid problem from new taxes or by carrying over a deficit. He noted that University representatives had twice appeared on Bill 71A, which he felt would be very damaging to the University and which he hoped would not pass, at least not in its present form. President Harrington also reported that the biennial budget for 1969-71 has now been reviewed by the Coordinating Council for Higher Education, and by the Governor, and is now before the Joint Finance Committee, before which there will be a hearing at the end of this month.

With reference to the meetings of the Coordinating Council for Higher Education, President Gelatt noted that there had been a series of meetings, and that the Regents who had attended them might want to report. Regent Renk stated that he had attended one of the meetings of the Finance Committee of the Coordinating Council, but had no report to make at this time. Regent Pasch stated that he had attended two of the Coordinating Council committee meetings, at which a number of matters were submitted and discussed, but upon which no action was taken. Associate Vice President Lemon reported that the last meeting of the Coordinating Council for Higher Education dealt with the question of setting maximum enrollment figures for each of the campuses. This subject was covered by CCHE Paper #19, dated January 1969, (EXHIBIT D attached). Mr. Lemon explained that this paper, which is basically a computation of enrollment estimates, was reviewed by the Coordinating Council and was referred to the various governing boards for their responses.

President Gelatt reported that he and Mr. Wegner, representing the Coordinating Council for Higher Education, had attended an informal meeting on February 5, which had been requested by people from Waukesha County. He stated the meeting was attended by members of the Waukesha County Board, several State Senators and Assemblymen, and the Director of the Coordinating Council for Higher Education and members of his staff. He explained that the question raised in that meeting was whether the University of Wisconsin two-year centers could at some point of planning be raised to four-year institutions. He stated that Mr. Rothwell's response was that the planning enrollment procedures, using the present campuses, seemed to indicate that the present campuses could take care of the maximum enrollment load of some 180,000 students in 1980, after which time the present figures indicated an enrollment decline due to the drop in the birth rate which began several years ago.

President Harrington announced that the next item was consideration of CCHE Paper #19, Enrollment Planning Maximums for Wisconsin Public Universities, (EXHIBIT D attached). Vice President Clodius noted that this document had been sent out to the Regents in advance of this meeting. He discussed the document briefly, and stated that the matter of how this document was going to be interpreted resulted in the recommendation that it be referred to the various governing boards. Vice President Clodius stated that one item should be called to the particular attention of the Regents, which was the second paragraph on Page 4 of EXHIBIT D attached, which he read. He reported that following discussions between the staff of the Coordinating Council for Higher Education and the University, and following the meeting of the Plans and Policies Committee of the Coordinating Council, it was decided that the Regents should have for consideration a proposed response to CCHE Paper #19. He then distributed to the Regents copies of a proposed response to CCHE Paper #19 (EXHIBIT E attached). Vice President Clodius pointed out that the first part of this response expresses the concern the University has that the enrollment planning maximums might become absolute limits. He read from the second paragraph of EXHIBIT E (attached).

At this point there was disturbance from students outside the building, shouting and throwing objects at the windows in the meeting room. At this point a student, in the meeting room, interrupted the meeting requesting that the students be given an opportunity to talk to the Regents. President Gelatt asked the student if he had spoken to the Dean of Students. The student replied by stating that he had not, and that he intended to speak to the Regents, since the Regents seemed to have usurped any authority that any dean had. He inquired whether the students could talk to the Regents at this time, and, if not, when it would be possible to do so. President Gelatt explained that the format of the meetings of the Board of Regents is such that there is a planned agenda, and that there is always a shortage of time to consider all the items. He explained that the Regents heard students or others only after a request for an appearance is brought to the Board through the administration, and is voted upon by the Board. He suggested to the student that, if he wished to make such a request, the proper method would be for him to contact Chancellor Klotsche, who would then present the request to the Board, which would vote whether or not it would hear from the student at that time or later. He explained that the normal procedure was to vote on such a request at one meeting, with the appearance to be made at a subsequent meeting, although, if there was an emergency, that would be taken into consideration by the Board.

The discussion then returned to consideration of the proposed response to CCHE Paper #19 (EXHIBIT E attached). Vice President Clodius suggested that the first part of the CCHE document #19 seemed to be somewhat in conflict with the established policy that a student can choose his own institution and program of studies, and that a plan of imposed limits on enrollments by campuses suggests that students would not really be free to choose, but rather forced to attend a campus which had not reached a maximum. He stated that this raised the question whether or not this would be equitable to force these students to attend a campus other than that of their choice. He stated this would impose unwarranted hardships, particularly on commuter students. He also pointed out that a plan would be desirable that would provide a greater amount of flexibility than proposed in the CCHE paper. Regent Nellen, noting that the Regents had

many times discussed with the admin. the feasibility or possibility of a maximum enrollment of the University at Madison, asked Vice President Clodius whether at this time he was opposed to putting a maximum enrollment on one campus. Vice President Clodius stated that he was not opposed to the concept of having maximum enrollment figures for planning for physical facilities, etc., but stated that he felt that there should be sufficient flexibility to permit reviewing the data and modifying the maximum figure as experience suggests. He noted the size of the Milwaukee metropolitan area, and pointed out that, with an enrollment maximum of 25,000 for UWM, it was conceivable that the demand for attendance at UWM some time in the future might suggest that this maximum should be increased. He noted that, for programming purposes at present, the maximum enrollment figure for the Madison Campus was 40,000 students. In answer to a question by Regent Nellen, he indicated that that figure was not broken down between undergraduate and graduate students; and Regent Nellen expressed the opinion that the figure would not have any significance unless it was divided into graduate students and undergraduate students, because the total enrollment figure for the entire system would not have much to do with the graduate students until you get to consider either the University of Wisconsin at Madison or UWM.

In response to further questions on this point, Mr. Wallace Lemon explained that the Coordinating Council, in projecting the enrollment estimates, was making projection enrollments to 1980, and taking into account some differences in numbers of those who would want to go to college. He noted the Coordinating Council had arrived at a total state-wide higher education enrollment of 186,000 in 1980, which he felt was a reasonable guess. He stated that in breaking down this number, the Coordinating Council had come to a tentative figure for Madison in 1977 of about 18,000 graduate students. Regent Nellen stated that he understood that the enrollment maximums proposed were based on estimated projections, and that it did not make any difference, as far as he could see, whether they came through the CCHE or the University administration. He questioned whether the University administration disagreed with the CCHE proposal for any other reason other than it did not want to be governed by it, since he felt that it was merely a working plan. President Harrington stated that the administration wanted to stress the point that flexibility should be included in this pattern. Admitting that it might turn out that the Coordinating Council figures are exactly right, he noted that in actual experience there has been wide variation between estimated and actual figures, such as 100% increases, when 50% increases were expected.

President Gelatt stated one of the reasons behind the CCHE paper was to avoid or prevent competition for students and competition for growth, which he believed was a worthwhile goal. He noted that one of the purposes of the people in the Waukesha area in urging a four-year status for the Waukesha Center, not in the immediate future but in the 1980's, was to take care of the commuting problem at Milwaukee, and further their claim that they have the support of the Mayor of Milwaukee to keep more property on the tax roll in Milwaukee and, instead, acquire more land in the Waukesha area where it is less expensive. He inquired what percentage of out-of-state students are used in these enrollment projections, particularly what the trend was with regard to out-of-state students at Madison. Vice President Clodius explained that it has varied greatly, in 1929 it was 28.5%, 1932 - 19%, in 1935 it was 13.7%, in 1941 it was 16.48%,

in 1944 it was 32.2%, in 1948 it was 13.1%, 1950 it was 15%, in 1953 it was 15.5%, in 1956 it was 15.2%, in 1959 it was 18.8%, in 1962 it was 25.1%, in 1965 it was 27.6%, in 1968 it was 27.4%.

President Gelatt pointed out that consideration should be given to the trend in birthrates, and stated that the birthrates, of course, go beyond 1980, noting that children born last year will enter college in 1986. He pointed out that these trends definitely show a decline in the future, and he pointed out that the Coordinating Council is very concerned about overbuilding beyond the 1980 period. He noted that this was especially important if the other states, which have underbuilt so far, catch up, in which event we possibly will not reach the 25% non-resident enrollment. He pointed out that such states as Illinois and New York so far have not come anywhere near Wisconsin in providing higher educational opportunities.

Regent Renk, noting that he had attended the Coordinating Council meeting where both the University and State University systems' representatives objected to the proposal, because they did not want to be set down to a firm commitment, and stated that he felt that, in developing these guidelines, they should be left flexible, because there might be room for say 27,000 students at UWM sometime in the future. He stated that the argument was valid that, through the years, it might be necessary to change these figures from time to time.

(At this point there was disturbance of the meeting by students outside of the building)

President Harrington stated that any changes the Regents desired could be made in this response.

Regent Renk moved adoption of the Proposed Response to CCHP Paper #19 Enrollment Planning Maximums, dated February 14, 1969, (EXHIBIT E attached).

Regent Nellen inquired whether this was an administrative response or a Regent response. Regent Renk expressed the opinion that it was a Regent response. Regent Nellen pointed out that the Regents could approve it as an administrative response without necessarily endorsing it. He stated that the question was so tremendous he did not believe the Regents were prepared to vote for or against it at this time, except as an administrative response. Regent Renk expressed the opinion that this was still a very flexible paper and he was sure that as time proceeds, even the Coordinating Council might look through it from time to time, since it is more or less of a guideline. Mr. Lemon stated that the administration would propose to use it as a guideline. As an example, he noted that, in the past year, the enrollment estimates that were made as recently as a year ago were off about 5%. He stated the University did not like to be locked into a concrete situation in such a way that a year from now it would be in trouble because of some rule.

Regent Pasch seconded the above motion.

Regent Friedrich expressed the opinion that the Regents ought to accept this proposal at this time and approve it, since no one could guarantee that these are absolutely the figures which will emerge eventually. He stated

that he felt this was merely a forecast, not an absolute proposition. Regent Kahl stated that no one would object to the fact that the planning maximums are within reason. He noted that this proposal provides a planning maximum to 1977, which is a little further than most projections probably can go. He did note the type of problem, such as at the State University at Whitewater, where the planning maximum is less than the projected enrollment.

Regent Ziegler suggested that the purpose for having guidelines like these was for building and planning purposes. He noted that, if we had only Wisconsin students, this would affect our building planning. He also noted that the building planning would be affected by the percentage of non-resident enrollment, particularly on the Madison Campus. Mr. Lemon stated that there was no disagreement with the figures for the next decade, since they seem fairly reasonable, providing they are not applied inflexibly.

The question was put on the above motion, and it was voted,

(President Gelatt turned the chair over to
Vice President Nellen)

President Gelatt stated that, in connection with enrollment planning, he would make the following motion:

That the Board of Regents request the Coordinating Council for Higher Education to study the feasibility and enrollment impact of limiting out-of-state enrollment on any one campus to a maximum of 2-1/2% of the total undergraduate enrollment from any one state per campus.

This has to do with limiting out-of-state enrollment to 2-1/2% from any one state by campus. He explained that we should do all we can to have enrollment come from a variety of areas in order to get the greatest variety of people on each campus.

The motion was seconded by Regent Werner.

President Harrington stated that this motion came as a surprise, and that he was not prepared to make a detailed reply to it, although it was an area on which there had been previous discussion. He suggested that perhaps this was not a question that the University Board of Regents should address itself to and make a recommendation, because of the Coordinating Council responsibility to both the University and the State Universities. He noted that four of the State Universities, that draw a large number of out-of-state students, draw them from Illinois, Iowa and Minnesota, depending on their locations, and therefore the problem of the State Universities is quite different from that of the University of Wisconsin. He also noted that there is a very specific problem with reference to this regarding the Madison Campus. He stated that he hoped the University Board of Regents would make a recommendation on this before the Coordinating Council did. President Gelatt stated that his motion asked for a study, and that he was under the impression that the Coordinating Council has the resources to make an enrollment study equal to those of the University. He pointed out that the question involved the feasibility and the enrollment impact. He stated

that he, of course, assumed that the University administration would be involved in the Coordinating Council studies, as it always is. President Harrington stated that his point was that a policy decision of this importance should be made first by this Board, rather than by the Coordinating Council, noting that this Board, with Mr. Gelatt as President, has frequently stressed the responsibilities of this Board, even as against the responsibilities of the Coordinating Council. He proposed that, while a study was being made, this Board would express its views before the matter was decided by the Coordinating Council.

Regent Renk inquired what was our undergraduate enrollment at the present time. President Harrington stated that it depended on whether or not you counted Medicine and Law, but that it would be between 24,000 and 25,000. Regent Renk inquired whether President Gelatt would object if the Regents appointed a committee to study this matter. President Gelatt stated that he had no special desire to have it studied by any particular group, but, since the Regents were now dealing with an enrollment planning paper from the Coordinating Council, it seemed to him that enrollment planning studies rested, to some extent at least, with the Coordinating Council. Regent Renk stated that he tended to agree with President Harrington, preferring to have the first study made by the Board of Regents. With the consent of Regent Werner, who had seconded his motion, President Gelatt stated that he would be pleased to restate his motion to read as follows:

That the Board of Regents study the feasibility and enrollment impact of limiting out-of-state enrollment to a maximum of 2-1/2% total undergraduate enrollment from any state per campus.

Regent Werner inquired whether President Gelatt meant the Regents or the administration. President Gelatt stated that he intended it to be the Board of Regents and its associates. Regent Pasch inquired whether the intent was that the study be confined specifically to the figure of 2-1/2%. President Gelatt stated that he didn't think that any study would ever be confined to one figure, pointing out that a study could involve experimenting with any figure and, noted that the 2-1/2% figure was that which Chancellor Fleming had used several years ago. Regent Pasch stated that he wouldn't want to vote for the motion that gave the impression that the Regents, as a Board, had arrived at what they considered a figure, namely 2-1/2%.

At the request of Regent Nellen, the motion under consideration was amended to read as follows:

That the Board of Regents and its associates study the feasibility and enrollment impact of limiting out-of-state enrollment on any campus to a maximum of 2-1/2% of the total undergraduate enrollment from any one state.

Regent Friedrich also stated that he was opposed to a single percentage being used for this study.

Regent Nellen stated that he would like to verify that this study would have to be limited to undergraduates, and that, in his opinion under the

circumstances, it would have to be limited to the campuses of the University system. President Gelatt stated that that was the intent of the motion. Regent Friedrich stated that he had no objection to studying this situation, knowing that the Regents did not have to stick by the 2-1/2% figure, and knowing that, when the report comes in, the Regents have the right to change it. Regent Nellen stated that he believed that all the Regents felt the same way about it.

The question was put on the above motion, as amended, and it was voted.

(President Gelatt resumed the Chair.)

President Gelatt asked the indulgence of the Board to change from the regular agenda to hear a request by students of the University of Wisconsin-Milwaukee to make an appearance. Chancellor Klotsche reported that he had just met with seven students who are concerned specifically with the question of admission to the University of Wisconsin of students who had been dropped from Oshkosh State University. He stated there were two students who would like to make presentations of five minutes each, to be followed by discussion with the Regents, with the understanding that the entire matter would not take over twenty minutes.

Regent Sandin moved that the Regents allow these students to make their presentations, the motion was seconded by Regents Friedrich, Pasch, and Renk, and it was voted.

David Edelman, President of the Milwaukee Organizing Committee, made a statement on behalf of the committee. The statement noted that there were nearly 2,000 National Guardsmen occupying the buildings, classrooms, and streets of the University of Wisconsin-Madison Campus. He stated that in calling up the National Guard, Governor Knowles said "Law and order will be maintained at any cost", which he stated was just the use of guards to repress the students' just demands for the black students. He stated that the Milwaukee Organizing Committee could not participate in the formulation of the demands of the black students which have been made to meet self-determined needs of the black student community, but that it could and would support their fights for those demands by any means necessary. He stated it was far too late to talk about law and order when that law is racist and corrupt, and that, if order is maintained through guns and clubs, then the only way to begin to restore it on the Madison Campus would be to meet the demands of the Black Student Union. He stated the Milwaukee Organizing Committee called on President Harrington and the Board of Regents to take immediate steps to meet the just demands of the Madison black student group, and to remove all the National Guardsmen, Madison police, and campus security officers from the campus; and that it further call on Chancellor Klotsche and the UWM administration to meet the demands of the UWM Black Student Union, and to admit all suspended Black Oshkosh students without qualification.

David Edelman read a statement by the Students for Autonomy, which he indicated was a new group of concerned students on the UWM Campus (copy of statement filed with the papers of this meeting). The statement called for taking

action to realistically confront the problem of university autonomy, noting that the Regents of the University of Wisconsin had overruled competent administrative and faculty committees by denying admission to UWM and the University at Madison of the Black students suspended from the Oshkosh State University Campus, instead of following the normal procedures of processing student applications individually. The statement contended that, by taking this action, the Regents had destroyed any veneer of student and faculty decision-making authority that may have existed. It stated that this was indication of the power struggle between the Regents and the students over who will have autonomous control over education and future of the students. The statement contended that black and white students alike want the power to determine their future lives, and demanded that the educational institutions be made relevant to their lives not to the lives of the Regents. It demanded that they have autonomy in decisions that affect them the most, because they have come here to be educated, not to be trained as technocrats. It also demanded that the Regents accept the responsibility for dialogue with the students in an attempt to resolve their grievances before the conflict escalates beyond the realm of non-disruptive protest.

David Edelman stated that the main points that they would like to make in this appearance were the fact that the Oshkosh students being suspended put them in a position of rejection from all State schools in Wisconsin, and the larger problem of Regent power. He questioned the power of the Regents intervening in campus affairs, such as admissions to each campus. He expressed the opinion that what is happening at Madison, and the rallies at UWM on the preceding day, show that there are students concerned about developing a dialogue with the Regents. He emphasized that they had appeared before the Regents to discuss their problems with them.

Miss Marge Kroeger, Vice President of the UWM Student Government, then took the stand and made a presentation. She expressed appreciation for the Regents deviating from their ordinary procedure to permit this spontaneous dialogue with the students, suggesting that such exceptions should be made more often. She emphasized that the importance of dialogue should not be underestimated. She expressed the opinion that the events at San Francisco State College, Columbia University, University of Chicago and the Madison Campus this week are tied into one big over-riding problem, which is that people are not talking to each other. She stated that one of the main reasons why they feel they cannot talk to whatever kind of powers they feel they are struggling against is that these kinds of situations do not seem to arise very often where dialogue is willingly attempted. She noted that understanding has to come from both sides, and agreed that some of the responsibility was on the side of the students, since they have to understand the particular hang-ups of the Regents. She stated that she would like to talk about suppression, and about some of the kinds of things that were presently going on outside the building this afternoon, which are the kinds of things that have been going on at so many universities. She pointed out that there were overlying causes and specific causes for such situations. She felt that the fact that a group of 75 students could not be in this room at this time seemed to be a kind of repressive measure to a supposedly open meeting.

Miss Kroeger then talked about the Oshkosh State University issue as a specific example of a cause for such situations. She stated that testimony was heard at a Milwaukee faculty meeting that the transcripts of the Oshkosh students, who had applied for admission at Milwaukee, never bore any faculty indication that they had been suspended. She questioned the suspension of these students as a block, and questioned how official it was. She stated that she wondered about the unracial tones when 94 black students were suspended and the white students involved in the Oshkosh demonstration were not suspended. She questioned the integrity of the University, where students are suspended as a group, and the integrity of the University that also categorically rejects the readmission of these students. She stated that she understood that President Harrington had publicly encouraged the Oshkosh students to apply for admission to the University system in the latter part of 1968, after the Oshkosh disturbance, and that they would have individual determinations. She wondered whether the refusal to permit the admission of these students to the University was done for political reasons, such as the biennial budgetary consideration. She stated that, if those were the reasons, then the faculty member, at the faculty meeting on the preceding day, had said it well when he questioned when we are going to draw the line where conscience has to dictate and where politics has to dictate. She stated that it is the unsigned politics of the situation that dictate the kind of frustration that the Regents were experiencing at this very moment.

(There was further disruption of the meeting
by individuals outside the building.)

She stated that students see the lies and broken promises and cannot understand why there are lies and why the promises are broken. She felt that the students see no hope in working through channels. She stated that she was working through channels and probably would be for a significant portion of her life, because she did not feel that that kind of radical confrontation leaves anything but more reaction and repression, but stated that not all students agreed with her. She expressed the opinion that, unless people are dedicated and are willing to address themselves to those kinds of frustrations such as those in Alabama in the case of the black students, and in Chicago in the case of the white students, we are going to see no end to such situations such as those at San Francisco, Chicago and Madison. She stated that these questions did not stop with blacks and white radicals, but go on to the administrators and to the faculty. She expressed the opinion that if this type of situation goes on, the members of the faculty are going to stop serving on the committees, which allegedly run the University, because, where certain situations dictate, their authority and their role is completely ignored, and faculty power and student power is nothing more than tokenism that can be ignored when the situation dictates. She stated that it is because students really have no power, and really do have nothing to say, that causes such disturbances as had just been witnessed, the yelling and shouting downstairs, which again occurred at this point.

President Gelatt expressed appreciation for Miss Kroeger appearing before the Regents; and he stated that he wished he were in a better position to make specific responses to questions she had raised, but the situation was not

very favorable for that at this moment. He inquired whether President Harrington had any specific comments to make.

Referring to the fact that Miss Kroeger had said that she understood that he had publicly encouraged the Oshkosh students to apply to the University in December, President Harrington stated that she was mistaken in that, because he believed he had made no public comment. He pointed out that certain University officials did say the demands of all the suspended Oshkosh students that might be admitted to the University could not be met, and that the University did not admit students as a group, but treated their cases individually. He explained that, when one gets to individual considerations, then one moves to the rules of the University with respect to transfer students and students admitted after suspension. He explained that, if a student is transferring from another college or university, he must submit records of all high school and college work, and evidence of honorable dismissal and other eligibility to be continued at another school. He pointed out that this would have ruled out the admission of the Oshkosh students to the University except for the possibility of making exceptions, which in the past have been very seldom made. He explained that the Madison and Milwaukee campuses did consider acceptance of about half a dozen of the suspended Oshkosh students. He noted that this was in the realm of faculty and lower administration recommendation, but not in the realm of faculty and lower admission decisions without review. In addition to faculty committee and administrative decisions at the lower echelon, there is always administrative review and there is Regent review, he pointed out. He explained that the Regents were involved in this case because the suspension of the Oshkosh students was by the Regents of State Universities and neither by the President of the Oshkosh State University nor its Dean of Students nor by a faculty committee there.

He explained that after collecting all the information regarding the suspended students, he and Vice President Clodius had checked with the Executive Committee of the Regents, and with other Regents, as a consequence of which it was the administrative position and the position of the Regents not to make exceptions with respect to the admission of these students. He stated that this was the administrative and Regent position for this semester, but it did not mean that these students could not come back to the University after they are academically eligible at a later date, or back to Oshkosh State University, for that matter.

President Gelatt noted that, in the twenty-one years that he had been a Regent, he had had many requests from parents and students for exceptions to be made to the rules relating to the admission of suspended students, and that they had never once been successful, when they had been dismissed for one semester. He stated that the semester-out rule, as far as his personal experience was concerned, is universally applied. With respect to the question about the position of student power and faculty power, President Gelatt explained that the University is created by the Constitution of the State of Wisconsin, and the Board of Regents is created by the Statutes of the State of Wisconsin, which are enacted by the representatives of the people in the Assembly and Senate. He pointed out that these Statutes say that the Board of Regents shall manage the University of Wisconsin. He noted that, at a hearing of the Select Senate Committee in November of 1967, it was forcibly and very vigorously pointed out to

the previous President of the Board of Regents, the late Mr. Kenneth L. Greenquist, what the Statutes said, and it was pointed out that the Board of Regents under those Statutes had no possibility of delegating that authority except as the Statutes provided. He noted that it was further pointed out, at that time, and acknowledged by the Board of Regents, that the word "shall" means exactly what it says. He pointed out that when each Regent is appointed to the Board he is examined by the Senate and takes an oath of office to protect and uphold the laws and the constitution of the State of Wisconsin. Therefore, he stated he believed that the students would be misled if they felt any student or faculty power would ever be over-riding. He noted the Regents and the administration lean very heavily on the faculty, and depend heavily on opinions of others in developing policies, although sometimes those opinions result in recommendation of policies which this Board does not approve. He noted that the Regents take such exceptions with great reluctance, realizing that, under the legal authority which they have, they cannot avoid doing so, except by resigning as Regents.

Miss Kroeger made a few concluding remarks, most of which could only be heard with great difficulty, if at all, because of the recurrence of disruption from outside the building, which included the breaking of a window adjacent to the head of the Regent meeting table. Among other things, Miss Kroeger referred to the fact that President Harrington stated that the option of reinstatement would be open to the Oshkosh rejectees, either in the summer session, or next semester. She raised the question regarding University rules relating to not accepting the admission of students dishonorably dismissed from another institution, and wondered how such dismissal could become any more honorable after a number of months go by. She stated that she did not have any delusions or misunderstanding with respect to political power and ultimate decision power. She noted that certain things are quite clearly delegated, such as admission of students to the Dean of Student Affairs, under which UWM had recommended that these students be admitted. She also noted that the Faculty Committee on Admissions had also recommended the admittance of those Oshkosh students who were academically qualified. Miss Kroeger's concluding comment was not audible because of the outside disturbance.

(The students left the meeting at 2:46 P.M.)

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President Gelatt presented the report of the Executive Committee.

Upon motion by Regent Werner, seconded by Regent Nellen, it was VOTED, That the resolution adopted by the Executive Committee since the January 10, 1969, regular meeting of the Board, as set forth in EXHIBIT F attached, be included in the record as an official action of the Executive Committee.

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Regent Pasch presented the report of the Educational Committee.

Regent Pasch presented the following recommendation of the Educational Committee, the motion was seconded by Regent Sandin, and it was voted:

That the proffer by the Trustees of the William F. Vilas Trust Estate of an additional \$600, for the period from January 1, 1969 to June 30, 1969, for the auxiliary allowance for Vilas Research Professor in History, Merrill M. Jensen, be accepted.

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Regent Pasch presented the following recommendations of the Educational Committee:

1. That the establishment of a Ph.D. Program in Economics at University of Wisconsin-Milwaukee, to begin in 1969-70, be approved in accordance with EXHIBIT G attached.
2. That the establishment of a Bachelor of Science Program in Architectural Studies at the University of Wisconsin-Milwaukee, beginning in 1969-70, be approved in accordance with EXHIBIT H attached.
3. That the modification of the existing program in the Electrical Science Option, in the College of Applied Science and Engineering undergraduate program, University of Wisconsin-Milwaukee, be approved in accordance with EXHIBIT I attached.

Regent Pasch explained that considerable attention had been given to the above three proposals at the meeting of the Educational Committee.

Regent Pasch moved approval of the above three recommendations, and the motion was seconded by Regent Friedrich.

President Gelatt inquired as to the estimated cost of these programs. Vice President Clodius stated that there were no estimates of costs, but the administration had been assured that they could be accomplished within the resources of the departments and from funds arising from anticipated enrollments in the programs. Regent Nellen inquired, with respect to the Ph.D. program in Economics at UWM, how many Teaching Assistants would be added in the Graduate School. Vice President Clodius referred to the data on Page 3. of EXHIBIT G. Regent Nellen questioned how it could be said there would be no additional costs; and Vice President Clodius stated that there would be none except for the funds needed for additional students. President Harrington pointed out that the doctoral programs do cost more money, because of the tendency to hire higher level faculty. He also noted that new doctoral programs had been reduced to about one a year at Madison. President Gelatt suggested that the administration was going to have to provide more financial information regarding these programs for their review by the Coordinating Council for Higher Education.

Referring to the additional cost for the School of Architecture at UWM, as indicated in Paragraph 4. c., of EXHIBIT H attached, Regent Walker inquired whether that didn't cut funds already available for other existing schools and programs. Vice President Clodius explained that the architects of the State planned to obtain additional funds for this purpose. Regent Walker expressed the opinion that the University should emphasize the strengthening of existing programs. President Harrington explained that the Coordinating Council for Higher Education had decided that there should be a School of Architecture at UWM rather than in the State University system. He also noted that the Regents had rejected the establishment of a School of Architecture during the time that President Elvehjem was President of the University. Regent Renk pointed out that the tremendous demand by the people of the State for a School of Architecture should be recognized.

The question was put on the above motion, and it was voted.

(President Gelatt turned the Chair over to
Vice President Nellen and left the meeting.)

Regent Pasch moved approval of the following recommendations of the Educational Committee, the motion was seconded by Regent Sandin, and it was voted:

1. That upon recommendation of the Madison Faculty (Madison Faculty Document 248) (EXHIBIT J attached), the degree offered by the College of Agricultural and Life Sciences to students in its Natural Science Curriculum Option be designated Bachelor of Science (Natural Science).
2. That, upon recommendation of the Faculty of the College of Agricultural and Life Sciences, the name of the Department, Food Sciences and Industry, be changed to Department of Food Science.

Regent Pasch presented the following recommendations of the Educational Committee relating to appointments:

1. That Robert M. Beckley be appointed Associate Professor in the School of Architecture, University of Wisconsin-Milwaukee, effective with the academic year 1969-70, salary to be determined in the budget.
2. That Victor F. Hoffman be appointed Director of the Institute of Human Relations (University Extension and University of Wisconsin-Milwaukee) and Associate Professor, Department of Social and Philosophical Foundations of Education, School of Education, University of Wisconsin-Milwaukee, beginning February 15, 1969, at an annual salary of \$19,500.

3. That Daryl D. Monroe be appointed Specialist, University of Wisconsin Computing Center, Graduate School, Madison Campus, effective February 15, 1969 at an annual salary of \$14,800.
4. That Verlon Jerald Olson be appointed Specialist, University of Wisconsin Computing Center, Graduate School, Madison Campus, effective March 13, 1969, at an annual salary of \$14,000.

Regent Pasch pointed out that recommendations three and four above did not involve any State funds.

Regent Pasch moved approval of the above recommendations, the motion was seconded by Regent Sandin, and it was voted.

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Upon motion by Regent Pasch, seconded by Regent Sandin, it was VOTED:

1. That the resignation of Richard J. Julin, Associate Professor, Department of Landscape Architecture, College of Agricultural and Life Sciences, Madison Campus, be accepted, effective January 27, 1969.
2. That the resignation of Dan E. Pratt, Associate Professor, Department of Food Science and Industries, College of Agricultural and Life Sciences, Madison Campus, be accepted, effective January 15, 1969.

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(President Gelatt returned to the meeting and resumed the Chair.)

Upon motion by Regent Pasch, seconded by Regent Friedrich, it was VOTED:

1. That George G. Roussas, Associate Professor, Department of Statistics, College of Letters and Science, Madison Campus, be granted a leave of absence, without pay, for the second semester of the 1968-69 academic year.
2. That William D. Walker, Professor, Department of Physics, College of Letters and Science, Madison Campus, be granted a leave of absence, without pay, for the second semester of the 1968-69 academic year.

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Upon motion by Regent Pasch, seconded by Regent Sandin, it was VOTED, That the resignation of Elwin Cammack, Coordinator, Institutional Studies, Central Administration, be rescinded and that he be granted a leave of absence, without pay, from March 10, 1969 to June 30, 1969.

Regent Ziegler presented the report of the Business and Finance Committee.

Regent Ziegler moved approval of the following recommendation of the Business and Finance Committee, and the motion was seconded by Regent Walker:

That the Executive Committee be authorized to act for the Board in the award of contracts and approval of the schedule of costs for the following construction project:

Wisconsin Union South, Madison - Project No. 6603-24 - Bids 2/4/69

Regent Ziegler explained that the bids for this project had come in over the estimates so that this was being turned over to the Executive Committee for further review.

The question was put on the above motion, and it was voted.

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Upon motion by Regent Ziegler, seconded by Regent Nellen, it was VOTED, That, as recommended by the Chancellor of the Milwaukee Campus, and concurred in by Central Administration, George Panich be deputized, effective February 28, 1969, for service as a Police Officer on the University of Wisconsin-Milwaukee Campus.

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Upon motion by Regent Ziegler, seconded by Regent Werner, it was VOTED, That, in accordance with the December 12, 1968, action of the Board on Government Operations, the University 1968-69 Operating Budget be increased in the amount of \$135,792.

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Regent Ziegler presented the recommendation of the Business and Finance Committee, relating to Contract Awards and Cost Schedule for Agricultural Hall Remodeling - Madison (EXHIBIT K attached), and the motion was seconded by Regent Renk.

Regent Ziegler explained that this project involved remodeling of the space vacated by the old Agricultural Library.

The question was put on the above motion, and it was voted.

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Regent Ziegler moved approval of the recommendation of the Business and Finance Committee, relating to Schedule of Costs, 600 North Park Building, Madison (EXHIBIT L attached), the motion was seconded by Regent Werner, and it was voted.

Regent Ziegler moved approval of the recommendation of the Business and Finance Committee, relating to Contract Awards and Cost Schedule, Remodeling of Kenwood Library Building, University of Wisconsin-Milwaukee (EXHIBIT M attached), the motion was seconded by Regent Renk, and it was voted.

Upon motion by Regent Ziegler, seconded by Regent Walker, it was VOTED, That, as recommended by the Chancellor of University Extension and concurred in by Central Administration, and due to increased Federal appropriations, the Federal Agricultural Extension Budget for the 1968-69 fiscal year be increased as follows:

<u>Extension - University Extension</u>		
Smith-Lever - Federal Agricultural Extension - Fund 20.285		(1)(m)
Salaries & Wages	\$ 77,171	
Supplies & Expense	168,352	
Capital	11,112	
Total	<u>\$256,635</u>	

Regent Ziegler presented the recommendation of the Business and Finance Committee, relating to the Exchange of Lands for UW-WARF Surge Building, (EXHIBIT N attached). Regent Ziegler explained that the portion of this building to be utilized by the University would be used as a surge building to accommodate various university offices and programs until they could be moved into other permanent facilities. He also explained that the site for this project, which is now owned by the University, would be exchanged for the land to the south, which is now owned by the Wisconsin Alumni Research Foundation.

Regent Ziegler moved approval of the above recommendation, the motion was seconded by Regent Walker, and it was voted.

Regent Ziegler presented the recommendation of the Business and Finance Committee, relating to Lease of Space from Wisconsin Alumni Research Foundation (EXHIBIT O attached).

Regent Ziegler moved approval of the recommendation, and the motion was seconded by Regent Walker.

Regent Nellen stated that he had voted for this recommendation in the meeting of the Business and Finance Committee against his policy of not approving any more rental space, because he had been assured that the University would give up other rental space when this building is completed. President Gelatt inquired whether the Business and Finance Committee had been advised as to the source of funds to be used by WARF for this building. Mr. Charles Stathas stated that it was understood that WARF would use its own trust funds for this purpose.

President Gelatt stated that he had heard a rumor that WARF was going to borrow money for this project, which might result in his being involved in a conflict of interest, so he wanted to be recorded as not voting on this recommendation.

The question was put on the above motion, and it was voted, with President Gelatt refraining from voting.

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Upon motion by Regent Ziegler, seconded by Regent Werner, it was VOTED, That the Executive Committee be authorized to act for The Regents of the University of Wisconsin in adoption of resolutions relating to the leases and subleases of building project sites for the Madison Wisconsin Union South Building, University of Wisconsin-Milwaukee Central Power Plant Building, and the University of Wisconsin-Milwaukee Union Addition (Stage II) Building projects and to the interim financing of said projects by the Wisconsin State Agencies Building Corporation.

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President Gelatt stated that he understood Regent Ziegler would be absent from the State for about two weeks, and stated that he would therefore appoint Regent Renk as Acting Chairman of the Business and Finance Committee and as a member of the Executive Committee until Regent Ziegler's return to the State.

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The Secretary reported the receipt of a letter from Assistant Professor Battaglia, of the Department of Sociology, Madison Campus, dated February 6, 1969, regarding a prior request to appear at the February meeting of the Regents with regard to the matter of The Daily Cardinal. The Secretary reported that the letter indicated that in lieu of an appearance the request was being made that the following statement, signed by 200 faculty members from the Madison Campus, be included in the minutes of the Regent meeting held on February 14, 1969:

"Through this statement, we assert our commitment to the principle of freedom of the press, and therefore our support of THE DAILY CARDINAL in its controversy with the board of regents. In the light of this commitment, we reject the regents' efforts to censure the CARDINAL, and call upon the regents to rescind their resolution of 10 January 1969."

President Gelatt ordered that the communication be included with the papers of this meeting.

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President Gelatt announced that the Regents would go into Executive Session to consider personnel matters, and that there might be a report made following this session.

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The meeting recessed and the Regents went into Executive Session at 3:27 P.M.

The Regents arose from Executive Session at 4:32 P.M.

President Gelatt reported that the Regents, in Executive Session, upon recommendation of the President of the University, had unanimously voted to appoint Henry L. Ahlgren, Chancellor of University Extension, effective March 1, 1969, salary at the rate of \$29,500 on the academic year basis. He reported that Chancellor Ahlgren was also named the President's representative on the Educational Communications Board, and, subject to concurrence by the United States Department of Agriculture, was named Director of Cooperative Extension Programs.

With reference to Chancellor Ahlgren's appointment, President Harrington stated that he was asking Chancellor Ahlgren, as the incoming Chancellor, to look at the Extension organization and to report to him, for communication to the Regents, his views of University Extension after three years of the merger (between General Extension and Agricultural Extension) with reference to such problems as the urban problems, the problems of agriculture, the graduate schools, etc., so that he will have, as an initial assignment, looking at Extension organization to see if it is a successful part of the University and how it should be looked at with respect to the future.

The meeting adjourned at 4:33 P.M.

Clarke Smith, Secretary

Unrestricted

1. \$ 265.00 - Honeywell Fund No. 2, Minneapolis, Minnesota, representing a gift matching contributions made by their employees;
 25.00 - John M. Hall, Middleton, Wisconsin;
 25.00 - Kenneth E. Fritz, Schenectady, New York, to be matched by the General Electric Corporate Alumnus Program;

 315.00 - unrestricted gifts to be added to the President's Special Fund. (Trust)

Instruction

1. - Council on International Educational Exchange, New York City, to provide academic program arrangements for an elementary level group of Japanese secondary school teachers of English that will participate in a program under the sponsorship and administration of the donor during the period August 2 through August 30, 1969. The support level shall be for not less than 36 nor more than 42 participants at \$400 each. (L & S - English) (133-6780)
2. - Dr. Herman H. Shapiro, Waunakee, Wisconsin, a gift of securities having a value of \$4,800, the proceeds to be used as follows:
 \$4,000 to strengthen Medical School programs in clinical teaching (133-6760)
 \$800 to establish the Max Fox Preceptorship Recognition Award (133-6759)
3. 600.00 - Franklin J. Matchette Foundation, Inc., Mineola, New York, a gift for the support of the Matchette Foundation Lectures in Philosophy on April 14-18, 1969. The grant is to be used without regard to State fiscal or purchasing regulations. (133-4992)
4. 100.00 - University of Wisconsin Foundation, Madison, a gift made by Mr. and Mrs. James Munro, Jr., Hamden, Conn., to be added to the Alexander Meiklejohn Lectureship on the Meaning and Methods of Education for Freedom, as accepted February 8, 1963. (Trust)
5. 34,949.00 - Milwaukee County, Wisconsin, to defray the cost of the services of a minimum of eight University Extension staff members during the calendar year 1969. (133-5290)
6. 29,875.00 - The Wisconsin State Council on Economic Education, Milwaukee, an additional grant in partial support of operations of the Center for Economic Education, University of Wisconsin-Milwaukee, in accordance with terms of the initial grant accepted December 11, 1964. (133-4849)

Instruction

7. \$ - Air Force Institute of Technology, Air University, Wright-Patterson Air Force Base, Ohio, revises payment schedule. Provides for payment of tuition for students selected by the Government for attendance at the University for a period beginning July 1, 1967 at an estimated annual cost of \$40,000. Contract F33608-68-C-0114, Modif. 1 (no account number)
8. Department of Health, Education, and Welfare, Health Services and Mental Health Administration, Bethesda, Maryland, in support of the following:
- 1) (25.00)- Reduction due to rebudgeting of funds and resulting indirect cost adjustment. Graduate Training Program in Social Work-Community Organization for the period July 1, 1968 through June 30, 1969. MIL, Social Welfare. Grant 5-T01-MH-10960-02 (144-8686)
 - 2) 12,015.00 - "A Course in Gastrocamera Photography for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Medicine. Grant 57967-03-69 (formerly 59890) (144-9471)
 - 3) 38,868.00 - Graduate Training Program in Social Work--Aging for the period July 1, 1969 through June 30, 1970. MSN, L&S, Social Work. Grant 2-T01-MH-08419-06 (144-9486)
 - 4) 1,000.00 - Postdoctoral Fellowship Supply Allowance for the period Sept. 20, 1968 through Sept. 19, 1969. MSN, MC-MED, Pharmacology. Grant 1-F02-MH-41254-01 (144-9521)
 - 5) 32,347.00 - "A Non-Professional Service Agency Training Program in Mental Retardation" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Educ., Studies in Behavioral Disabilities. Grant 57969-03-69 (144-9543)
9. Department of Health, Education, and Welfare, National Institute of Health, Bethesda, Maryland, in support of the following:
- 1) (3,542.00)- Reduction due to early termination. International Postdoctoral Fellowship for the period June 13, 1968 through Jan. 11, 1969 at a total cost of \$5,679. MSN, MC-MED, Physiological Chemistry. Grant 1-F05-TW-1361-01, Revised. (144-8921)
 - 2) 1,000.00 - Postdoctoral Fellowship Supply Allowance for the period Nov. 5, 1968 through Nov. 4, 1969. MSN, Pharmacy. Grant 2-F02-CA-29638-02 (144-9482)
 - 3) 1,000.00 - Postdoctoral Fellowship Supply Allowance for the period Nov. 1, 1968 through Oct. 31, 1969. MSN, MC-MED, Physiological Chemistry. Grant 5-F02-AM-14351-03 (144-9515)
 - 4) 5,100.00 - Predoctoral Fellowship Award for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Grad., Bacteriology. Grant 1-F01-GM-41315-01 (144-9518)

Instruction

9. (cont'd) Department of Health, Education, and Welfare, National Institutes of Health
- 5) \$ 11,710.00 - International Postdoctoral Fellowship Award for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Pediatrics. Grant 1-F05-TW-1406-01, Revised. (144-9522)
- 6) 1,000.00 - Special Fellowship Supply Allowance for the period Oct. 1, 1968 through Sept. 30, 1969. MSN, MC-MED, Medical Genetics. Grant 1-F03-AM-36292-01A1 (144-9528)
- 7) 16,003.00 - Training Program in Psychiatry-GP Special Training for the period July 1, 1969 through June 30, 1970. MSN, MC-MED, Psychiatry. Grant 2-T01-MH-08610-06 (144-9542)
10. Department of Health, Education, and Welfare, Office of Education, Washington, D. C., in support of the following:
- 1) 1,334,300.00 - Approximately 227 fellowships. 1968-69 National Defense Graduate Fellowship Program under Title IV of the National Defense Education Act of 1958. MSN, Graduate School. (144-8630, Stipends) (144-8631, Institutional Allowance)
- 2) 107,200.00 - Approximately 20 fellowships. 1968-69 National Defense Graduate Fellowship Program under Title IV of the National Defense Education Act of 1958. MIL, Graduate School. (144-8771, Stipends) (144-8772, Institutional Allowance)
- 3) - Extends termination date from May 30, 1969 to August 31, 1969. Science and Mathematics Educational Research Training Program for the period June 1, 1968 through August 31, 1969 at a total cost of \$67,100. MSN, Educ., Curriculum and Instruction. Grant OEG-0-8-062681-3673(010), Revision 2 (144-8867)
- 4) 70,692.00 - Pre-Service Teacher Corps Training Program for the period June 4, 1968 through Feb. 28, 1969 at a total cost of \$74,846. MIL, Educ., Administration. Grant OEG-0-8-004235-4235, Revision 1, Modified (144-8875)
- 5) 10,000.00 - American History Institute for Teachers and Principals for the period Dec. 6, 1968 through Sept. 15, 1969. MSN, Educ., Educational Administration. Grant OEG-0-9-590920-2070-725 (144-9493)
- 6) 10,000.00 - Trainers of Teachers of Teachers and Related Educational Personnel for the period Dec. 6, 1968 through Sept. 15, 1969. MIL, Educ., Educational Administration and Supervision. Grant OEG-0-9-594593-2079-725 (144-9536)
- 7) 10,000.00 - Health and Physical Education Institute for the period Dec. 6, 1968 through Sept. 15, 1969. MIL, Educ., Physical Education. Grant OEG-0-9-591489-2186-725 (144-9537)

Instruction

11. \$ 5,100.00 - Department of the Interior, Federal Water Pollution Control Administration, Washington, D. C., Predoctoral Fellowship Award for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Grad., Civil Engineering. Grant 1-F1-WP-26,307-01 (144-9514)
12. National Science Foundation, Washington, D. C., in support of the following:
- 1) 11,533.00 - "Cooperative College-School Science Program" for the period Dec. 18, 1967 through July 31, 1970 at a total cost of \$115,413. MSN, L&S, Mathematics. Grant GW-3055, Amendment 2 (144-8444)
 - 2) 42,105.00 - 1969 Summer Institute in Behavioral Science and Law for the period Dec. 11, 1968 through Nov. 30, 1969. MSN, L&S, Political Science. Grant GZ-1116 (144-9476)
 - 3) 1,000.00 - Postdoctoral Fellowship Cost-of-Education Allowance for a period of 9 months, effective Dec. 2, 1968. MSN, MC-MED, Oncology. Grant 47018 (144-9497)
 - 4) 51,815.00 - Cooperative College-School Science Program for the period Dec. 24, 1968 through June 30, 1970. MIL, L&S, Sciences, Physics. Grant GW-4163 (144-9509)
 - 5) 25,230.00 - Cooperative College-School Science Program for the period Dec. 24, 1968 through June 30, 1970. CS, Waukesha County Center, Physics. Grant GW-4122 (144-9510)
 - 6) 11,700.00 - Undergraduate Research Participation for the period Jan. 6, 1969 through Oct. 31, 1969. MSN, L&S, Mathematics. Grant GY-5718 (144-9527)
 - 7) 8,400.00 - Undergraduate Research Participation for the period Jan. 6, 1969 through Oct. 31, 1969. MIL, L&S, Sciences, Botany. Grant GY-5756 (144-9530)
 - 8) 6,000.00 - Undergraduate Research Participation for the period Jan. 6, 1969 through Oct. 31, 1969. MIL, L&S, Sciences, Chemistry. Grant GY-6084 (144-9531)
 - 9) 20,550.00 - Undergraduate Research Participation for the period Jan. 6, 1969 through Oct. 31, 1969. MSN, L&S, Chemistry. Grant GY-5725 (144-9532)
 - 10) 6,600.00 - Undergraduate Research Participation for the period Jan. 6, 1969 through Oct. 31, 1969. MIL, L&S, Sciences, Physics. Grant GY-6109 (144-9534)
13. - Peace Corps, Washington, D. C., preliminary contract settlement. Deobligation of funds in the amount of \$33,952.41 on contract which supported the training of Peace Corps Volunteers for the period July 26, 1963 through Sept. 15, 1964 at a total cost of \$743,235.59. MIL, General Services, International Studies and Programs. Contract PC-(W)-239, Administrative Notice 2 (144-4816)

Student Aid

1. \$ 100.00 - Abbott Laboratories Fund, Chicago, Illinois, matching a gift from Dr. James M. Price, to be added to the James M. Price Student Award in Cancer Research - Medical School. (Trust Income)
2. 100.00 - George R. Affeldt, Milwaukee, Wisconsin, given in memory of the late George A. Affeldt, to be used for the support of scholarships for worthy and needy students selected by the Dean of the Law School in accordance with the Law School's usual procedures. (133-4747) S
3. 50.00 - William Randolph Hearst Foundation, New York City, to be added to the Willard G. Bleyer Memorial Fund. (Trust)
4. Brebner Machinery Company, Green Bay, Wisconsin, additions to loan funds:
 - (1) 250.00 - Student loan fund established at the University of Wisconsin-Green Bay, now to be named the Robert P. Brebner Memorial Student Loan Fund and to be available for unrestricted loan use for the time being. (Loan)
 - (2) 200.00 - Loan Fund for students in Civil Engineering accepted December 6, 1958. (Loan)
5. 500.00 - M. Gerhard Dokken, Scarsdale, New York, to be added to the M. Gerhard Dokken Fund for loans in accordance with terms approved February 1, 1958. (Loan)
6. 500.00 - Sturtevant Stewart, Rockford, Illinois, for the support of a graduate fellowship in Fishery Biology - Department of Zoology (Graduate School). (133-2546) J
7. 300.00 - Anonymous donor, to supplement the Florence Fund, a scholarship for students in the School of Social Welfare at UWM, in accordance with terms previously approved. (133-5551) S
8. 1,000.00 - Gehl Foundation, Inc., West Bend, Wisconsin, to continue an annual scholarship award program in Agricultural Engineering in accordance with terms approved March 10, 1967. (133-5758) S
9. 150.00 - The Kable Foundation, Mount Morris, Illinois, an additional contribution to the J. W. Watt Agricultural Journalism Memorial Scholarship Fund. (Trust) ✓ WSO
10. 1,822.91 - Various donors, to be added to the Martin Luther King Memorial Scholarship Fund, to be administered in accordance with terms approved May 17, 1968. (Trust) S
11. 100.00 - Dr. and Mrs. Thomas A. Leonard, Middleton, Wisconsin, a gift to be used for awards to two senior students who demonstrate superior abilities in the studies of Gynecology and Obstetrics. (133-4875)
12. 25.00 - Dr. Quillian R. Murphy, Madison, Wisconsin, a gift to be added to the Phi Theta Loan Fund. (Loan)

Student Aid

13. \$116,500.00 - Council on Legal Education for Professional Responsibility, Inc., New York City, to be used by the Law School during the period January 1, 1969, to September 1, 1970, for clinical training of law students and law professors. (69-08) (133-6775)

14. - That the following revised terms be approved for the Timberlake Graduate Fellowship in Air Transportation Fund:

The donors (H. C. and Effie J. Timberlake) agree to present to the Regents of the University of Wisconsin in properties and/or dollars, during their lifetimes or by bequests in their Wills the additional sum of \$22,000 more or less, for the support of such awards, and to encourage other graduates and friends of the University who are interested in the advancement and development of education and training in the Air Transport Industry, to do likewise.

During the lifetime of either or both of the sponsors, any and all of the income from the principal amounts of this \$22,000 portion of this Fund which are presented by the Sponsors, or either of them, shall be paid to such sponsor(s), in quarterly or other convenient installments.

Subsequent to the death of both of the sponsors, all of their gifts, bequeathals and/or contributions to the \$50,000 Fund (more or less) shall be invested and reinvested, in perpetuity, as like and similar funds are invested by the Board of Regents, the income, only, therefrom to be used for Awards as provided herein.

It is understood and agreed that if at any time after the death of both of the sponsors, the principal amount in said Fund shall fall below \$20,000., then the principal, as well as the income, may be used for the financing of the Awards described above.

It is specifically understood and agreed that in case of other donations to this Fund, the donors may establish other criteria for the fellowship awards from the income of their respective donations. (Trust)

15. 2,000.00 - Foundry Educational Foundation, Cleveland, Ohio, to continue their scholarship program in metals casting during the second semester of 1968-69 - Department of Minerals and Metals Engineering. (133-767)

16. 230.00 - Various donors, to be used for scholarships for disadvantaged students at the UW-Sheboygan County Campus, given in memory of the late Dr. Martin Luther King. (133-6609)

17. 250.00 - Phi Delta Epsilon Fraternity Foundation, Inc., New York City, to be added to their Medical Scholarship Fund. The recipient is to be selected annually by the Medical School Committee on Student Awards on the basis of leadership, scholarship, and service. (133-5442)

Student Aid

18. \$ 500.00 - Badger Bankers Club, Milwaukee, Wisconsin, to support a scholarship in accordance with terms approved April 9, 1960. (133-3189) S
19. 5,000.00 - Badger State Civic Fund, Inc., Milwaukee, Wisconsin, the last of six annual installments to support the "Richard Hartenstein Research Fellow" (Professor or Trainee) Program in accordance with terms previously approved - Department of Medicine. (133-4495) S
20. 40.00 - Friends of the late Professor Willard S. Cottingham, Madison, Wisconsin, given in his memory, to be added to the College of Engineering Loan Fund. (Loan)
21. 200.00 - Dr. James E. Copley, Milwaukee, Wisconsin, to support the program of the UWM Fine Arts Quartet in accordance with terms previously approved. (133-5060) S
22. 1,800.00 - The Grainger Foundation, Inc., Wilmette, Illinois, to be added to their scholarship in the College of Engineering. (133-2441) S
23. 100.00 - Emeritus Professor O. L. Kowalke, Madison, Wisconsin, for continuation of a prize fund in the Department of Chemical Engineering in accordance with terms previously approved. (133-1127)
24. 175.00 - Tuttle's Pharmacy, Fort Atkinson, Wisconsin, to be added to the School of Pharmacy Grant and Scholarship Fund. (133-1078) S
25. 375.00 - University of Wisconsin Foundation, Madison, to be added to the Wisconsin Alumni Club-University of Wisconsin Foundation Matching Scholarship Fund. (133-6097) S
26. 500.00 - C. A. Mathisson, Milwaukee, Wisconsin;
65.91 - Anonymous donors;
50.00 - John D. Haliday, Milwaukee, Wisconsin;
615.91 - to be added to the athletic grant-in-aid account at the University of Wisconsin-Milwaukee administered by the UWM Athletic Board and the Financial Aid Committee. (133-6363) S
27. 200.00 - Mrs. Maurice A. Rice, St. Paul, Minnesota, given in memory of her late husband, to be added to the Unrestricted Student Loan Fund. (Loan)
28. 100.00 - West Side Garden Club, Madison, Wisconsin, to support the Longenecker Scholarship in the field of landscape architecture in the College of Agricultural and Life Sciences in accordance with terms previously approved. (133-2076) S
29. 2,000.00 - The H. W. Wilson Foundation, Inc., New York City, for the support of a scholarship to be awarded to students in library science (Graduate School). (133-6781) S

GIFTS, GRANTS, AND U. S. GOVERNMENT CONTRACTS

2-14-69

Student Aid

30. \$ 375,213.00 - Department of Health, Education, and Welfare, Office of Education, Washington, D. C., National Defense Student Loan Program for Fiscal Year 1969. Allocation available for FY 1969 totals \$1,703,413. MSN, Student Loans. Grant 003895 (Fund 147)
31. Department of Justice, Law Enforcement Assistance Administration, Washington, D. C., in support of the following:
- 1) 7,600.00 - Grants and loans to be made to students in accordance with the Law Enforcement Education Program authorized under Section 406 of the Omnibus Crime Control and Safe Streets Act of 1968. The period of the award is Jan. 1, 1969 through Dec. 31, 1969. MSN, General Services, Fellows and Scholars. Grant 003895 (144-9538)
 - 2) 21,900.00 - Grants and loans to be made to students in accordance with the Law Enforcement Education Program authorized under Section 406 of the Omnibus Crime Control and Safe Streets Act of 1968. The period of the award is Jan. 1, 1969 through Dec. 31, 1969. MIL, General Services, Fellows and Scholars Grant 008895 (144-9548)
32. 200.00 - Wisconsin Hatcheries Association, Madison, to continue their scholarship in the College of Agricultural and Life Sciences in accordance with terms previously approved. (133-6210) §
33. 700.00 - Wisconsin Pest Control Conference with Industry, Madison, for continued support of scholarships to be awarded to students enrolled in the College of Agricultural and Life Sciences in accordance with previously approved terms. (133-4185) §

Research

1. \$ 300.00 - Mr. and Mrs. Richard V. Allen, Appleton, Wisconsin, given in recognition of the work of Dr. Patricia Joo and other pediatric staff members;
 - 100.00 - Mr. and Mrs. Robert J. Williams, Muncie, Indiana;
 - 250.00 - Mr. and Mrs. Donald J. Rentmeester, Madison, Wisconsin, given in memory of the late Mary Rentmeester;
 - 30.00 - Mr. and Mrs. Martin Ford, Fontana, Wisconsin, given in memory of the late Geoffrey Ford;

 680.00 - to support leukemia research in the Department of Pediatrics. (133-3535)
2. 5,000.00 - Carnation Company, Carnation, Washington, for the support of an investigation of bovine papillomatosis (warts) and its control to be conducted in the Department of Veterinary Science. (133-6756)
3. 5,500.00 - The Dow Chemical Company, Midland, Michigan, unrestricted grants for use by the following departments during 1969-70:
 - \$2,000 - Chemical Engineering (133-3852)
 - 3,000 - Chemistry (133-5295)
 - 500 - Mechanical Engineering (133-5294)
4. 55,000.00 - E. I. du Pont de Nemours & Company, Wilmington, Delaware, to renew grants as follows for 1969:
 - \$25,000 - grant-in-aid for Chemistry (133-878)
 - 10,000 - grant-in-aid for Chemical Engineering (133-2810)
 - 20,000 - du Pont Young Faculty Grant - Chemical Engineering (133-6237)
5. 1,000.00 - Lakeside Laboratories, Division of Colgate-Palmolive Company, Milwaukee, Wisconsin, for the support of research to be conducted in the Department of Neurology - Medical School. (133-6765)
6. 3,000.00 - The Lilly Research Laboratories, Indianapolis, Indiana, for the support of a study of infectious diseases - Department of Medicine. (133-6767)
7. 1,500.00 - The Wm. S. Merrell Company, Cincinnati, Ohio, to support heart research in the Department of Medicine. (133-2701)
8. 7,500.00 - Milwaukee County Department of Public Welfare, Milwaukee, Wisconsin, for the support of research in the causes of dependency, to be conducted by the School of Social Welfare of the University of Wisconsin-Milwaukee. (133-5057)
9. 29,100.00 - Moore's Seafood Products, Inc., Fort Atkinson, Wisconsin, for the support of research in the Department of Horticulture January 1, 1969 to December 31, 1971, relating to the feasibility of producing onions in Wisconsin suitable to the needs of the Frozen French Fried Onion industry. (133-6764)
10. 1,500.00 - The National Kraut Packers Association, Inc., St. Charles, Ill. an additional contribution for a research study of the methods of controlling cabbage diseases - Department of Plant Pathology. (133-209)

Research

11. \$ 50,000.00 - The Alexander and Margaret Stewart Trust, Washington, D. C. to provide additional funds for cancer research in the McArdle Memorial Laboratory during the period January 1 through December 31, 1969. Specifically the funds shall be used for research, education, prevention and care relating to cancer. (133-456)
12. 10,000.00 - ~~Warner~~-Lambert Pharmaceutical Company, Morris Plains, New Jersey, to be added to the fund in support of the Pharmaceutical Analysis Program in the School of Pharmacy. (133-5100)
13. 20,000.00 - ~~Wisconsin~~ Alumni Research Foundation, Madison, a gift made in accordance with the terms of the Foundation's Special Research Account established by the late Professor Harry Steenbock, to be used for the support of research on vitamin D in the Department of Biochemistry. (136-16)
14. 3,000.00 - ~~Stauffer~~ Chemical Company, New York City, for continued support of a study of experimental fluorine toxicosis - Department of Biochemistry. (133-3220)
15. 2,500.00 - ~~National~~ Canners Association, Washington, D. C.;
 700.00 - ~~Evanston~~ Hospital, Evanston, Illinois;
 615.00 - ~~Presbyterian~~-St. Lukes Hospital, Chicago, Illinois;
3,815.00 - for support of staphylococcal toxin research in the Food Research Institute of the College of Agricultural and Life Sciences. (133-5654)
16. 221.26 - Various donors, additional contributions to assist in the work of the Regional ~~Rehabilitation~~ Research Institute, School of Education. (133-4866)
17. 500.00 - ~~Kraut~~ Foundation, Inc., Fond du Lac, Wisconsin, to be used for cancer research in the Department of Surgery. (133-2836)
18. 700.00 - ~~Mr.~~ Horeb Community Welfare Association, Mt. Horeb, Wisconsin, for support of research in the Medical School as follows:
 \$200 - Physical Medicine, Polio rehabilitation (133-2818)
 250 - Cardiovascular research (133-4099)
 250 - ~~Cancer~~ research in McArdle Memorial Laboratory (133-327)
19. 200.00 - ~~Markesan~~ United Fund, Markesan, Wisconsin;
 546.00 - ~~Lancaster~~ Community Chest, Lancaster, Wisconsin;
 25.00 - Mr. and Mrs. Willard S. Dakin, Greenbrae, California, given in memory of the late Melvin Veeder;
 50.00 - Miss Nettie E. ~~Karcher~~, Burlington, Wisconsin;
 5.00 - Mr. and Mrs. D. D. Haskins, Lancaster, Wisconsin, given in memory of the late Lucinda Taylor, Lancaster:
826.00 - to support research in the cause and cure of ~~cancer~~ - McArdle Memorial Laboratory. (133-327)
20. 700.00 - ~~Mineral~~ Point Community Chest, Mineral Point, Wisconsin;
15.00 - Dr. and Mrs. Howard A. Dean, Lambertville, New Jersey;
715.00 - for general medical research - Medical School. (133-4152)

Research

21. American Cancer Society, Inc., New York City:
(1) \$ 55,000.00 - For the support of an institutional research grant for cancer research during the period March 1, 1969, through February 28, 1970. (IN-35J) (133-6773)
(2) 126,460.00 - For the supplemental support of the American Cancer Society Research Professor of Oncology during the period ending June 30, 1991. (PRP-11) (133-3179)
22. 24,000.00 - American Chemical Society, Washington, D. C., for the support of research in the Department of Chemistry during the period September 1, 1969, to August 31, 1972, entitled "AminoRadical Formation and Reactions". (PRF 2501-A1, 4) (133-6770)
23. 100.00 - Shirley Arrighetti, Milwaukee, Wisconsin, for the support of research in cardiovascular diseases of animals to be conducted in the Department of Veterinary Science. (133-6778)
24. 2,000.00 - The Falk Corporation, Milwaukee, Wisconsin, for continued support of research on the dynamic load factor in helical gears using statistical modeling techniques - Mechanical Design Laboratories of the Department of Mechanical Engineering. (133-4903, \$1,800; 133-4385, \$200)
25. 1,500.00 - Great Salt Lake Minerals and Chemicals Corporation, Richmond, Virginia, for the support of research in the Department of Soils from March 1, 1969, to February 29, 1972, on the availability and use of sulphur in Wisconsin. (133-6772)
26. 875.00 - Harold Halverson, Beloit, Wisconsin, an additional contribution given in memory of the late Helen Halverson, to an unrestricted fund to be used at the discretion of Dr. M. Javid of the Division of Neurosurgery to support the activities of the division including all expenses in regard to support of visiting professors including entertainment. (133-3254)
27. 13,925.00 - Organisation for Economic Co-operation and Development, Paris, France, for the support of research during the period November 1, 1968, through April 30, 1969, in the Institute for Research on Poverty entitled "a study concerning the relationships between educational processes, distribution of socio-economic characteristics of the school population, and levels and distribution of income". (133-6771)
28. 1,500.00 - Dr. Charles E. Reed, Madison, Wisconsin, to support research in allergy - Department of Medicine. (133-5277)
29. 1,500.00 - R. T. Vanderbilt Company, Inc., New York City, for the support of research in the Pharmacy Extension Services area. (133-6200)
30. 6,000.00 - University of Wisconsin Foundation, Madison, a gift from the Graduate School of Banking for the support of research in the area of finance - School of Business. (133-5585)

Research

31. \$ 1,200.00 - ~~Olympus~~ Corporation of America, Lake Success, New York, an additional contribution to support gastrocamera research - Department of Medicine. (133-4595)
32. 10,840.00 - ~~Midwest~~ Universities Consortium for International Activities, Inc., Champaign, Illinois, to support research in Bogota, Colombia, on "Marginalism and Politics in Colombian Economic Development" during the period February 1, 1969, through January 31, 1970 - International Studies and Programs. (G-38) (133-6779)
33. 5,000.00 - ~~American~~ Hoechst Corporation, Somerville, N. J., in support of research in the Renal-Patho-Physiology Laboratory, Department of Medicine. (133-5311)
34. 1,200.00 - ~~Central~~ Soya Co., Inc., Fort Wayne, Indiana, for support of the Food Research Institute in the College of Agricultural and Life Sciences. (133-5328)
35. 30.00 - The OB-GYN Nursing Staff of Carle Foundation Hospital, Urbana, Illinois, given in memory of the late Dr. Leonard J. McKenzie, to be used for any purpose connected with the Department of Gynecology and Obstetrics, at the discretion of the chairman, without regard to the limitations imposed by State fiscal procedures or regulations. (133-3218)
36. 200.00 - Community Welfare Association of ~~Williams~~ Bay, Wisconsin, to be used for the care and treatment of selected research patients in the University Hospitals. (133-5716)
37. 25.00 - Mr. and Mrs. Winfield H. Arneson, Dearborn, Michigan, given in memory of the late Mrs. Florence Arneson;
 100.00 - Mr. and Mrs. Truman S. Safford, Riverside, Conn.;
 50.00 - Mr. and Mrs. Fred Hanauer, Brooklyn, New York;
 1,000.00 - Arthur G. Moerschel, Milwaukee, Wis.;
 50.00 - Howard J. Lobb, Madison, Wis.;
 25.00 - Mr. and Mrs. William J. Dolderer, Madison, Wis.;
1,250.00 - to support research in the cause and cure of cancer - Division of Clinical Oncology. (133-1038)
38. 166.66 - ~~United~~ Fund of Clintonville and Vicinity, Inc., Clintonville, Wisconsin;
 500.00 - ~~United~~ Fund of Sheboygan Falls, Inc., Sheboygan Falls, Wis.;
~~666.66~~ - to be used for cancer research in the Medical School. (133-3651)

Research

39. U. S. Air Force Systems Command, Laurence G. Hanscom Field, Bedford, Massachusetts, establishes final overhead rates for the period July 1, 1963 through June 30, 1964. "Development of Procedures for the Estimation of Climatic Frequencies of Strong Winds on Summits" for the period February 1, 1964 through November 30, 1965 at a total cost of \$11,836. MSN, L&S, Meteorology. Contract AF19(628)3873, Modif. 2 (144-5103)
40. - Department of the Army, Office of Civil Defense, Washington, D. C., extends termination date from Nov. 30, 1968 to Dec. 31, 1968. "Analysis and Evaluation of Criteria for Existing OCD Professional Development Program for Practicing Architects and Engineers" at a total cost of \$13,314. UEX, Division of Liberal and Professional Education, Engineering. Contract DAHC20-68-C-0176, Modif. P277-3. (144-9004)
41. \$ 26,211.00 - U. S. Army Natick Laboratories, Natick, Massachusetts, "Analysis of Micrometeorological Data from Project TREND" for the period January 9, 1969 through Jan. 8, 1970. MSN, L&S, Meteorology. Contract DAAG17-69-C-0095 (144-9516)
42. \$1,406,559.52 - U. S. Army Research Office, Durham, North Carolina, Mathematics Research Center for the period July 1, 1966 through June 30, 1974 with funds allotted in the amount of \$5,281,559.52. MSN, L&S, Mathematics Research Center. Contract DA-31-124-ARO-D-462, Modif. P004. (144-6750)
43. Atomic Energy Commission, Argonne, Illinois, in support of the following:
- 1) - Extends termination date from Sept. 30, 1968 to June 30, 1969. "Kinetic and Mass Transfer Processes in Electrochemistry: Application to Analytical Methods" for the period Oct. 1, 1967 through June 30, 1969 at a total cost of \$19,268. MSN, L&S, Chemistry. Contract AT(11-1)-1083, Modif. 7-1 (144-8281)
 - 2) 37,000.00 - "Investigations of Thermoluminescent Radiation Dosimetry" for the period November 1, 1968 through Oct. 31, 1969. MSN, MC-MED, Radiology. Contract AT(11-1)-1105, Modif. 6-1 (144-9406)
 - 3) 26,970.00 - "Total Radiation-Induced Genetic Damage in Entire Genomes of Drosophila Melanogaster" for the period Nov. 1, 1968 through Oct. 31, 1969. MSN, L&S, Zoology. Contract AT(11-1)-1748, Modif. 1 (144-9418)
 - 4) 40,000.00 - "Genetic Effects of Low X-ray Doses in Drosophila" for the period Dec. 1, 1968 through Nov. 30, 1969. MSN, L&S, Zoology. Contract AT(11-1)-2001 (144-9512)
 - 5) 58,120.00 - "Thermonuclear Plasma Studies" for the period July 1, 1967 through Jan. 31, 1969 at a cost of \$690,780. MSN, L&S, Physics. Contract AT(11-1)-1726, Modif. 2 (144-8037)

Research

44. \$ - Birbal Sahni Institute of Palaeobotany, Lucknow, India (sub-contractor under prime grant with the Dept. of Commerce), increases estimated cost, revises Schedule of Payments, and extends termination date. "History of Post-Glacial Vegetation and Climate of the Rajasthan Desert" for the period March 1, 1967 through Feb. 28, 1970 at a cost of 142,178 Indian Rupees. MSN, L&S, Meteorology. Prime Grant E-90-67(G) Modifs. 2, 3, and 4 to Agreement No. 1 (144-7464)
45. - Department of Commerce, Environmental Science Services Administration, Rockville, Maryland, extends termination date from March 31, 1969 to April 30, 1970. "Background Studies Concerned with Climatic Modification in the Rajputana Desert of India" for the period Dec. 1, 1966 through April 30, 1970 at a total cost of \$350 and 275,990 Indian rupees. MSN, L&S, Meteorology. Grant E-90-67(G) (144-7464)
46. Department of Health, Education, and Welfare, Health Services and Mental Health Administration, Arlington, Virginia, in support of the following:
- 1) - Extends termination date from Dec. 4, 1968 to March 1, 1969. "Pilot Investigation of Prescribed Physical Activity in Middled Aged Men" at an estimated cost of \$82,440. MSN, Educ, Physical Education--Men(professional). Contract PH108-67-80, Modif. 3 (144-7426)
 - 2) - Extends termination date from Dec. 31, 1968 to June 30, 1969. "Ethnomedicinal Field Study" at a total cost of \$27,900. MSN, L&S, Anthropology. Grant 2-R01-MH-13426-02 (144-8515)
 - 3) 25,356.00 - "The Ontogenesis of Visual Discrimination" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, L&S, Psychology. Grant 5-R01-MH-10751-05 (144-9492)
 - 4) 51,004.00 - "California Encephalitis Virus in Wisconsin" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Preventive Medicine. Grant 5-R01-CC-00203-03 (144-9507)
 - 5) 45,057.00 - "Adaptive and Emotional Response to Health Dangers" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, L&S, Psychology Grant 2-R01-CH-00371-02 (144-9540)
 - 6) 6,802.00 - "Selective Attention and Choice Reaction" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, L&S, Psychology. Grant 1-R03-MH-16711-01 (144-9551)
47. Department of Health, Education, and Welfare, National Institutes of Health, Bethesda, Maryland, in support of the following:
- 1) - Establishes final overhead rates for the period June 10, 1966 through June 9, 1968. "Study on Carcinogenicity of Nitrofurans and Related Substances" for the period June 10, 1966 through June 9, 1968 at a cost of \$58,500. MSN, MC-MED, Clinical Oncology. Contract PH-43-66-888, Modif. 3 (144-6925)73

Research

47. (cont'd) Dept. of Health, Education, and Welfare, National Institutes of Health
- 2) \$ - Extends termination date from Dec. 31, 1968 to March 31, 1969. "Growth and Development of Cellular Slime Molds" at a total cost of \$37,851. MSN, AG&LSC, Bacteriology. Grant 5-R01-AI-04915-14 (144-8458)
 - 3) - Extends termination date from Feb. 28, 1969 to Feb. 28, 1970. "Subcellular Studies on Implanted Hearts" at a total cost of \$14,280. MSN, MC-MED, Medicine. Grant 5-R01-HE-10092-03 (144-8561)
 - 4) - Extends termination date from Feb. 28, 1969 to Feb. 28, 1970. "Cardiac Hypertrophy" at a total cost of \$29,040. MSN, MC-MED, Medicine. Grant 5-R01-HE-09448-04 (144-8562)
 - 5) - Extends termination date from May 31, 1969 to June 30, 1969. "Biologic and Metabolic Heterogeneity of Antibodies" for the period June 1, 1968 through June 30, 1969 at a total cost of \$20,392. MSN, MC-MED, Pediatrics. Grant 5-R01-AI-07286-03 (144-8812)
 - 6) 13,576.00 - "Diabetic Retinopathy" for the period Sept. 1, 1968 through August 31, 1969 at a total cost of \$55,814. MSN, MC-MED, Surgery. Grant 3-R01-NB-06041,04S1 (144-9228)
 - 7) 25,181.00 - "Enzymatic Transformations of Glutamic Acid" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, L&S, Chemistry. Grant 5-R01-NB-07657-02 (144-9433)
 - 8) 23,582.00 - "Persistent Viral Infections of Animal Cells" for the period Dec. 1, 1968 through Nov. 30, 1969. MSN, MC-MED, Medical Microbiology. Grant 5-R01-AI-06334-05 (144-9434)
 - 9) 35,531.00 - "Genetic Studies of Antigens" for the period Dec. 1, 1968 through Nov. 30, 1969. MSN, AG&LSC, Genetics. Grant 5-R01-AI-01643-16 (144-9444)
 - 10) 19,377.00 - "Biochemical-Genetic Studies of Type-Specific Antigens" for the period Dec. 1, 1968 through Nov. 30, 1969. MSN, AG&LSC, Genetics. Grant 5-R01-AI-03204-09 (144-9445)
 - 11) 25,515.00 - Research Career Award in connection with research entitled "Structure and Synthesis of Viruses" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Grad., Biophysics Lab. Grant 4-K06-AI-21942-06 (144-9447)
 - 12) 357,249.00 - General Research Support Grant for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED. Grant 5-S01-FR-05435-08 (144-9453)
 - 13) 129,765.00 - "Control Processes in Mammalian Cells" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Grad., Institute for Enzyme Research. Grant 5-R01-AM-10334-04 (144-9472)

Research

47. (cont'd) Department of Health, Education, and Welfare, National Institutes of Health
- 14) \$ 23,199.00 - Research Career Award for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Grad. Institute for Enzyme Research. Grant 5-K06-AM-16715-07 (144-9473)
- 15) 44,061.00 - "X-Ray Studies of Macrolide and Other Antibiotics" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, L&S, Chemistry. Grant 5-R01-AI-07795-03 (144-9479)
- 16) 49,731.00 - "Coronary Circulation" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Medicine. Grant 2-R01-HE-07754-06 (144-9484)
- 17) 20,332.00 - "Catabolite Repression in Salmonella Typhimurium" for the period Feb. 1, 1969 through Jan. 31, 1970. MSN, AG&LSC, Bacteriology. Grant 5-R01-AM-12153-02 (144-9485)
- 18) 16,708.00 - "Acquired Cellular Resistance in Brucellosis" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, AG&LSC, Bacteriology. Grant 5-R01-AI-08299-02 (144-9487)
- 19) 74,611.00 - "Blood Serum and Erythrocyte Proteins" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Physiological Chemistry. Grant 2-R01-CA-01786-15 (144-9488)
- 20) 21,600.00 - Research Career Development Award in connection with research entitled "Myocardial Revascularization and Vascular Prostheses" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Surgery. Grant 5-K03-HE-18967-05 (144-9489)
- 21) 49,452.00 - "Studies on the Mechanism of Action of Vitamin D" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, AG&LSC, Biochemistry. Grant 5-R01-AM-05800-08 (144-9494)
- 22) 25,143.00 - "Vascular Injury Caused by Angiotoxic Chemicals" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Pathology. Grant 5-R01-HE-12162-07 (144-9502)
- 23) 18,691.00 - "Pathogenesis of Hepatic Veno-Occlusive Disease" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Pathology. Grant 5-R01-HE-10941-03 (144-9503)
- 24) 61,324.00 - General Research Support Grant for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, Pharmacy. Grant 5-S01-FR-05456-07 (144-9511)
- 25) 23,095.00 - "Nucleotide and Enzyme Levels in Stimulated Neurons" for the period April 1, 1969 through March 31, 1970. MSN, MC-MED, Pathology. Grant 2-R01-NB-01305-13 (144-9535)
- 26) 3,987.00 - "Host Alterations During Cytomegalovirus Infection" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, MC-MED, Medical Microbiology. Grant 1-R01-AI-09095-01 (144-9552)

Research

47. (cont'd) Department of Health, Education, and Welfare, National Institutes of Health
- 27) \$ 39,645.00 - "Measurement and Control of Distress" for the period Jan. 1, 1969 through Dec. 31, 1969. MSN, L&S, Psychology. Grant 2-R02-NU-00302-02 (144-9554)
48. Department of Health, Education, and Welfare, Office of Education, Washington, D. C., in support of the following:
- 1) 81,300.00 - "Completion of Collecting and Preparation for Editing a Dictionary of American Regional English" for the period July 1, 1965 through August 31, 1969 at a total cost of \$409,600. MSN, L&S, English. Contract OEC-6-10-010, Modif. 3(144-5930)
- 2) 199,974.00 - "Library Materials in Service to the New Adult Reader" for the period June 29, 1968 through Dec. 31, 1969 at a total cost of \$249,974. MSN, L&S, Library School. Contract OEC-1-7-071220-5115, Modif. 2 (144-7983)
- 3) 1,200,000.00 - Wisconsin Research and Development Center for Cognitive Learning for the period February 1, 1969 through Jan. 31, 1970. MSN, Educ., Research and Development Center. Contract OE-5-10-154(010), Modif. 7 (144-9490)
49. 7,172.00 - Department of Health, Education, and Welfare, Social and Rehabilitation Service, Washington, D. C., U. W. Regional Research Institute for the period March 1, 1968 through Feb. 28, 1969 at a total cost of \$77,419. MSN, Educ., Counseling and Guidance. Grant RD-1311-G-68-C4 (144-8599)
50. - Department of the Interior, Fish and Wildlife Service, Ann Arbor, Michigan, establishes final overhead rates for the periods July 1, 1965 through Dec. 31, 1966 and July 1, 1968 through June 30, 1969 and predetermined for the period Jan. 1, 1967 through June 30, 1968. "Heat Resistance of Type E Clostridium Botulinum in Fish" at a total cost of \$15,000. MSN, AG&LSC, Food Research Institute. Contract 14-17-0004-323 (144-7876)
51. Department of Labor, Manpower Administration, Washington, D. C., in support of the following:
- 1) 192.00 - "Conference on the Education and Training of Racial Minorities" for the period Feb. 15, 1967 through June 14, 1968 at a total cost of \$17,173. MSN, L&S, Industrial Relations Research Institute. Contract 81-53-67-12, Modif. 2 (144-7530)
- 2) - Extends termination date from Dec. 31, 1968 to August 31, 1969. Doctoral Dissertation research entitled "An Evaluation of Area Skill Surveys as a Basis for Manpower Policies" at a total cost of \$3,775. MSN, L&S, Economics. Grant 91-53-67-16, Modif. 6 (144-7530)

Research

51. (cont'd) Department of Labor, Manpower Administration, Washington, D.C.
- 3) \$ 29,000.00 - "A cost-Effectiveness Study of In-School and Summer Programs of the Neighborhood Youth Corps" for the period June 30, 1968 through August 29, 1969 at a total cost of \$177,194. MSN, L&S, Industrial Relations Research Institute. Contract 43-8-025-53, Modif. 1 (144-9018)
52. 1,245.00 - Department of Labor, Coalition for Youth Action, Washington, D. C., "Employment Problems of the Disadvantaged" for the period Sept. 1, 1968 through Dec. 31, 1969 at a total cost of \$12,545. MSN, L&S, Industrial Relations Research Institute. Grant 92-53-8-932, Modif. 1 (144-9051)
53. - Milwaukee Public Museum, Milwaukee, Wisconsin (subcontractor under Dept. of Health, Education, and Welfare), provides additional funds and extends the period of performance. "The Application of Programmed Learning and Teaching Systems Procedures for Instruction in a Museum Environment" for the period Feb. 1, 1967 through Jan. 31, 1969 at a total cost of \$44,744. MIL, L&S, Psychology. Modif. 1 to Cooperative Agreement No. 1 under Prime Grant OEG-3-7-070138-2882 (144-7562)
54. National Science Foundation, Washington, D. C., in support of the following:
- 1) - Extends termination date from Dec. 31, 1968 to Dec. 31, 1969. "Organic Electrode Reactions" at a total cost of \$43,200. MSN, L&S, Chemistry. Grant GP-3907 (144-5788)
 - 2) - Extends termination date from Dec. 31, 1968 to April 30, 1969. "Molecular Orbital Calculations for Transition Metal Complexes" at a total cost of \$47,500. MSN, L&S, Chemistry. Grant GP-6057 (144-6945)
 - 3) - Extends termination date from June 14, 1968 to June 30, 1969. "Spectrophotometry of Diffuse Nebulae Galaxies and Quasi-stellar Objects" at a total cost of \$20,200. MSN, L&S, Astronomy. Grant GP-6674 (144-7469)
 - 4) - Extends termination date to Oct. 1, 1969. "Number Theory" at a total cost of \$38,400. MSN, L&S, Mathematics. Grant GP-6826 (144-7525)
 - 5) - Extends termination date from Dec. 31, 1968 to Dec. 30, 1969. "Population Changes in Small Towns" at a total cost of \$14,800. MSN, AG&LSC, Rural Sociology. Grant GS-1717 (144-7986)
 - 6) - Extends termination date to August 1, 1969. "Evaluation of a Satellite Microwave Refraction Technique for Remote Probing of the Atmosphere" at a total cost of \$19,900. MSN, L&S, Meteorology and MSN, Engr., Electrical Engineering. Grant GA-1167 (144-8091)

Research

54. (cont'd) National Science Foundation
- 7) \$ - Extends termination date to Dec. 31, 1969. "Doctoral Dissertation research in Anthropology" at a total cost of \$10,600. MSN, L&S, Anthropology. Grant GS-1805 (144-8308)
- 8) - Extends termination date to Dec. 1, 1969. "Biochemical and Biophysical Investigations of Protein Biosynthesis at the Template Level" at a total cost of \$148,700. MSN, Grad., Laboratory of Molecular Biology. Grant GB-6993X (144-8356 and 144-8337)
- 9) - Revises cost-sharing budget. "Some Problems in Analysis and Differential Equations" for the period June 1, 1968 through Nov. 30, 1970 at a total cost of \$27,600. MSN, L&S, Mathematics. Grant GP-8879, Modif. 1 (144-8883)
- 10) 24,200.00 - "Micrometeorological Conditions in the Dry Valleys Region of Antarctica" for the period Dec. 1, 1968 through Feb. 28, 1971. MSN, L&S, Meteorology. Grant GA-12036 (144-9480)
- 11) 33,400.00 - "Antarctic Meteorology, 1969" for the period Jan. 1, 1969 through June 30, 1970. MSN, L&S, Meteorology. Grant GA-10422 (144-9496)
- 12) 69,800.00 - "Computational Solution of Numerical Problems Using Man-machine Iterative Methods" for the period Jan. 1, 1969 through June 30, 1971. MSN, L&S, Computer Sciences. Grant GJ-362. (144-9498)
- 13) 52,000.00 - "Intermolecular Bonding in Block Copolymer Elastomers" for the period Jan. 1, 1969 through June 30, 1971. MSN, Engineering, Chemical Engineering. Grant GK-4554 (144-9499)
- 14) 29,000.00 - "Determination of Enzymic Mechanisms by Kinetic Studies" for the period Jan. 1, 1969 through June 30, 1971. MSN, AG&LSC, Biochemistry. Grant GB-8396 (144-9500)
- 15) 43,700.00 - "Molecular Orbital Calculations for Transition Metal Complexes" for the period Jan. 1, 1969 through June 30, 1971. MSN, L&S, Chemistry. Grant GP-9423 (144-9508)
- 16) - Extends termination date from May 31, 1971 to June 30, 1971. "Host Responses to Pathogenesis by Pseudomonas Solanacearum" at a total cost of \$60,000. MSN, AG&LSC, Plant Pathology. Grant GB-8288 (144-9441)
- 17) 50,000.00 - "Light and Electron Microscopic Investigations of the Ontogeny, Structure and Seasonal Development of the Phloem in Higher Vascular Plants" for the period Jan. 1, 1969 through June 30, 1971. MSN, L&S, Botany. Grant GB-8330 (144-9519)
55. 30,000.00 - Department of the Navy, Office of Naval Research, Washington, D. C., "Various Problems in Numerical Analysis" for the period Feb. 1, 1968 through Jan. 31, 1970 at a total cost of \$60,000. MSN, L&S, Computer Sciences. Contract N00014-67-A-0128-0004, Modif. AA (144-8352)

GIFTS, GRANTS, AND U. S. GOVERNMENT CONTRACTS

2-14-69

Research

56. Wisconsin Department of Natural Resources, Madison, Wisconsin, in support of the following:
- 1) \$ - Extends termination date from Oct. 31, 1968 to Dec. 31, 1968. "Alternatives for Lake Superior Lake Trout Management: A Systems Analysis" for the period April 1, 1968 through Dec. 31, 1968 at a cost of \$5,839. MSN, AG&LSC, Natural Resources, Center for Resource Policy Studies and Programs. Amendment to Annual Supplement under Memorandum of Understanding for Research effective July 1, 1965. (133-6406)
 - 2) 100.00 - "Economic Profile of the Fish Hatchery and Bait Dealer Industry" for the period August 1, 1968 through June 30, 1969 at a total cost of \$6,000. MSN, AG&LSC, Agric. Economics. Amendment to Annual Supplement under Memorandum of Understanding for Research effective July 1, 1965 (133-6563)
 - 3) - Authorizes budget category transfer. "Persistence of Toxaphene in Treated Lakes" for the period July 1, 1968 through June 30, 1969 at a cost of \$9,983. MSN, Engineering, Civil Engineering. Amendment to Annual Supplement under Memorandum of Understanding for Research effective July 1, 1965 (133-6564)
57. 17,110.00 Department of Health, Education, and Welfare, National Institutes of Health, Bethesda, Maryland, "Growth and Recombination in Bacteriophage" for the period Jan. 1, 1969 - Dec. 31, 1969 MSN, AG and LSC, Genetics. Grant 5-R01-AI-05855-06 (144-9526)
58. National Science Foundation, Washington, D. C., Extends termination date to January 1, 1970. "Variables Affecting Three-Dimensional Sound Localization" at a total cost of \$40,100. MSN, L and S, Psychology, Grant GB-5329 (144-7147)

Libraries

1. \$ 50.00 - Mrs. Mildred F. Barry, Rockford, Illinois, to be used for the purchase of books and/or journals for the Department of Communicative Disorders - College of Letters and Science. (133-6175)
2. 100.00 - Dr. George A. Fiedler, New York City;
100.00 - Dr. and Mrs. Allan Leong, Honolulu, Hawaii, given in memory of the late Dr. and Mrs. Joseph W. Gale;
2.00 - Mabel Sinarud, Madison, Wisconsin, given in memory of the late Dr. Joseph W. Gale;

202.00 - to be added to the Friends of the Medical Library Fund. (133-5690)

Physical Plant

1. Office of Education, Department of Health, Education, and Welfare, Washington, D. C., grants under the Higher Education Facilities Act of 1963:
 - (1) To defray a portion of the costs of constructing and equipping facilities at the following Center campuses:
 - 500,000.00 - Title I - Baraboo-Sauk County Campus, for construction of a classroom building, a library building, and academic portions of a multi-purpose building. (3-5-00364-0) (144-9559)
 - 196,054.00 - Title I - Marathon County Campus, a supplemental grant increasing Federal participation from \$939,197 to \$1,135,251 for construction of a science building, physical education building, and addition to an existing building. (3-5-00340-1) (144-6863)
 - (2) To defray a portion of the costs of construction of a library building at the University of Wisconsin-Milwaukee:
 - (53,372.00) - Title I - reduction due to 1) disallowance of architectural costs contracted for prior to date of the Act, and 2) construction cost underrun as compared with application, from \$475,766 to \$422,394. (4-0372; 4-5-00344-0) (144-6203)
 - (36,353.00) - Title II - reduction for same reasons as above, except grant was previously reduced (1-12-68) for construction cost underrun, from \$756,156 to \$719,803. (2-1010; 2-5-00344-0) (144-6486)
2. 15,000.00 - The Miller Foundation, Marshfield, Wisconsin;
15,000.00 - Waethrich Foundation, Inc., Greenwood, Wisconsin;
30,000.00 - to be used for improvement of the dairy cattle facilities at the Marshfield Experimental Farm. The gifts are to be made in annual installments of \$3,000 each by each donor during a five-year period. (133-6758)
3. 2,616,783.00 - United States Public Health Service, Arlington, Virginia, for part of the cost of constructing and equipping the Mental Retardation Center, Madison Campus. Federal Project No. 1 J04 00192 (144-9555)
4. 2,658.00 - University of Wisconsin Foundation, Madison, to be used for the remodeling and re-equipping of the metal castings laboratory in the College of Engineering. (133-6776)

Miscellaneous

1. \$ 950.00 - American Council of Learned Societies, New York City, a gift to be added to the Special Letters and Science Trust Fund. (Trust)
2. -- - Anonymous donor, a gift of securities having a value of approximately \$900, to be used to partially defray the cost of making prints of Aaron Bohrod's painting of the University of Wisconsin Medical Center scenes. Should this purpose not be fulfilled, the gift is to be used for strengthening the Medical School teaching program. (133-6755)
3. 500.00 - Anonymous donor, to be used for the benefit of the Arboretum as determined by the Arboretum Committee. (Trust)
4. 53,500.00 - Trustees of the University of Wisconsin Trust of the Estate of Thomas E. Brittingham, for the support of the following programs:

\$20,000	Artist in residence - Music, Madison (133-5319)
7,500	East Asian Theatre (133-5993)
10,000	Pediatric research (133-3976)
1,000	Brittingham Professorship, UWM (133-6757)
15,000	Oceanographic research (133-4957)
5. 100.00 - Dr. and Mrs. Donald Lieberman, Santa Clara, California, a gift to establish the "Henry M. Castello, M.D., Memorial Award" to annually honor the intern who best epitomizes the qualities of clinical acumen, scientific curiosity and compassion for the patient, the selections to be made by the Dean of the Medical School upon recommendation of an appropriate committee of the faculty of the clinical departments. The donors have pledged support for five years with the intent to make it a permanent award. (133-6763)
6. 15,000.00 - Committee on Institutional Cooperation, Lafayette, Indiana, a grant for use by the CIC Panel on Urban Affairs in support of planning and operations of the faculty group making up the panel, at the University of Wisconsin-Milwaukee. (133-6754)
7. 500.00 - Freeman Chemical Corporation, Port Washington, Wisconsin, a gift for use at the discretion of the Chairman of the Department of Chemistry. (133-6288)
8. 25.00 - Mrs. Lucile M. Brittingham, Fort Worth, Texas, given in memory of the late A. C. Bolz, Madison, Wisconsin, to be added to the Katherine Keating Fund to be used in behalf of the children in the Orthopedic Hospital. (133-206)
9. 250.00 - Lawler, Felix & Hall, Los Angeles, California, a contribution to be used for the benefit of the Law School. (133-2128)
10. 1,000.00 - Menominee County, Keshena, Wisconsin, for the support of a county Home Demonstration agent in Menominee County - Community Programs of the University Extension. (133-6040)
11. 100.00 - Dr. Robert T. Capps, Portland, Oregon, an additional contribution to the O. Sidney Orth Memorial Trust Fund (for Memorial Room), as approved April 9, 1965. (Trust)

Miscellaneous

12. \$ 496.90 - Mrs. Edith May Smith, Milwaukee, Wisconsin, a gift to defray some of the expenses incurred in connection with the Antique Forum event - Department of Art History, UWM. (133-6762)
13. 1,000.00 - South-Western Publishing Company, Inc., Cincinnati, Ohio, to be added to the Graduate Study in Business for Disadvantaged Fund in accordance with the consortium agreement - Graduate School of Business. (133-5984)
14. 800.00 - Underwriters' Laboratories, Inc., Northbrook, Illinois, a gift to be used for any purpose at the discretion of the College of Engineering. (133-6370)
15. 300.00 - United Cerebral Palsy of Wisconsin, Inc., Madison, Wisconsin, in support of the Institute for Learning Disabilities in the Department of Exceptional Education, UWM. (133-6570)
16. 636.95 - University Radiology Associates, Madison, Wisconsin, to establish an unrestricted fund for the Diagnostic Section of the Department of Radiology to be used at the discretion of the chairman without regard to the limitations imposed by State fiscal or purchasing procedures and regulations. (133-6766)
17. 1,729.59 - University Radiotherapy Associates, Madison, Wisconsin, to be used for any purpose connected with the programs of the Radiotherapy Section of the Department of Radiology without regard to limitations imposed by State fiscal and purchasing procedures or regulations. (133-6225)
18. 1,845.00 - Various donors, to be added to an unrestricted fund for the Medical School. (133-5671)
19. 3,000.00 - Oscar Mayer Foundation, Inc., Chicago, Illinois;
 1,000.00 - Arthur Andersen & Co., Chicago, Illinois;
 1,000.00 - The Arthur Young Foundation, New York City;
 5,000.00 - to be added to the Graduate Study in Business for Disadvantaged Fund in accordance with the consortium agreement - Graduate School of Business. (133-5984)
20. 250.00 - The Ansel Company, Marinette, Wisconsin, to be used for the support of the Statistical Consulting Laboratory - Graduate School. (133-6769)
21. 10,000.00 - Corporation for Public Broadcasting, New York City, for the support of a Community Council for Public Television and a Campaign/Elections IMPACT project - University Extension. (133-6774)
22. 200.00 - Professor R. H. Dott, Jr., Madison, Wisconsin, a gift to be used to defray the cost of photographic services - Geology and Geophysics. (133-5218)
23. 58.55 - Friends of the Arboretum, to be used for the benefit of the Arboretum as determined by the Arboretum Committee. (Trust)

Miscellaneous

24. \$ 100.00 - Neenah Foundry Foundation, Inc., Neenah, Wisconsin, to be added to the Katherine Keating Fund to be used in behalf of the children in the Orthopedic Hospital. (133-206)
25. 10,000.00 - Shell Companies Foundation, New York City, for the support of the Shell Aids during 1969-70 in the following departments, to be used to increase strength in the department or area:
\$5,000 - Chemical Engineering (133-368)
5,000 - Chemistry (133-478)
26. 300.00 - University Pediatric Associates, Madison, to support operation of the office of the University Pediatric Associates. (133-6051)
27. 200.00 - University of Wisconsin Foundation, Madison, a gift made by John C. Van Camp, Rockford, Illinois, to be used for the purchase of woody plants selected by Dr. E. R. Hasselkus of the Department of Horticulture. (133-6777)
28. 1,150.00 - The Wisconsin Alumni Research Foundation, Madison, a gift from their Clifford T. Morgan Fund to be available for expenditure for the benefit of the Department of Psychology. It is specifically provided that this grant is available for the purchase of subscriptions to scientific journals, back issues on microfilm, and standard reference books. (136-0022)
29. 1,000.00 - Wisconsin State AFL-CIO, Milwaukee, Wisconsin, to be used by the Dean of the Law School at his discretion for any purpose beneficial to the School. (133-5406)
30. 300.00 - Mr. and Mrs. Merle Evenson, Madison, Wisconsin, a gift to an unrestricted fund to be used at the discretion of the Chairman of the Department of Medicine without regard to the limitations imposed by State fiscal or purchasing procedures or regulations. (133-4868)

Miscellaneous

31. \$ 7,034.00 - Agency for International Development, Washington, D. C., Agricultural Assistance Program concerning Land Titling in Bolivia for the period Sept. 1, 1968 through Dec. 31, 1968. MSN, AG&LSC, Land Tenure Center. Contract AID-511-56T (144-9374)
32. - Department of Commerce, Office of State Technical Services, Washington, D. C., extends termination date from June 30, 1969 to Dec. 31, 1969. Fiscal Year 1968 Annual Technical Services Program Matching Grant for the period July 1, 1967 through Dec. 31, 1969 at a total cost of \$117,565. MSN, Grad., University Industry Research Program (144-8571); UEX, Liberal and Professional Education, Engineering (144-8572); Marquette University (144-8573); UEX, Economic and Environmental Development, State Technical Services (144-8574); UEX, Economic and Environmental Development, Food Science and Industries (144-9019); UEX, Educational Communications, Radio-Television-Film (144-9035); and UEX, Liberal and Professional Education, Engineering (144-9036) Grant 12-48
33. State of Wisconsin, State Agency to administer 1968-69 Allotment from the Office of Education, Department of Health, Education, and Welfare, under Title I of the Higher Education Act of 1965, in support of the following:
- 1) 6,107.00 - "Training of Police Personnel to Develop Policy Guidelines in Discretionary Areas" for the period Jan. 1, 1969 through Dec. 31, 1969. UEX, Human Resource Development, Institute of Governmental Affairs. Project 330. (144-9455)
 - 2) 22,594.00 - "Wisconsin Area Planning and Development Project" for the period May 1, 1969 through April 30, 1970. UEX, Economic and Environmental Development, Administration. Project 334R (144-9458)
 - 3) 5,105.00 - "Community Education on Alcoholism" for the period Feb. 1, 1969 through Jan. 31, 1970. UEX, Human Resource Development, Social Work. Project 312R (144-9461)
 - 4) 12,395.00 - "School Lunch Management Program" for the period July 1, 1969 through June 30, 1970. UEX, Human Resource Development Center for Home Economics and Women's Education, Foods and Nutrition. Project 342R (144-9462)

Gifts-in-Kind

1. Gifts of books to the University of Wisconsin-Milwaukee Library evaluated by the Director at amounts shown:
 - (1) Mrs. J. H. Bates - 147 volumes on literature, magazines, miscellaneous items - \$126.75
 - (2) E. Bethke - 33 volumes - \$24.75
 - (3) Walter Leack - 130 volumes of fiction and the Metropolitan Magazine - \$27
 - (4) Mrs. John Manske - 7 textbooks and 10 volumes of periodicals - \$72
 - (5) Mrs. M. C. Wetzell, Madison, Wis. - 132 volumes in the fields of mathematics, science and engineering - \$182.50
 - (6) Mrs. Lawrence Bilansky - 30 volumes - \$31.50
 - (7) Karl A. Bostrom - periodicals - \$390
 - (8) Philip E. Lerman - periodicals - \$121
 - (9) Mrs. Theodore Mieller - 57 volumes - \$102.50
 - (10) Roman M. Papka - 64 volumes - \$288

(All addresses Milwaukee, Wis. except as shown)

2. Gifts to the University of Wisconsin-Milwaukee, evaluated by the donors at amounts shown:
 - (1) Milwaukee Gear Company, Milwaukee, Wisconsin, a gift of various gears to the College of Applied Science and Engineering - \$185
 - (2) Robert E. Hoyer, Milwaukee, Wisconsin, a gift of various films and volumes - \$2,394.21

3. Estate of the late Professor Helen White, Madison, Wisconsin, a gift of a literary collection to the Memorial Library consisting of 4,072 books, 320 pamphlets and 6,115 issues of periodicals. The material has been evaluated by the Director of the Memorial Library at \$25,540.

4. Chancellor Edwin Young, Madison, a gift to the Elvehjem Art Center of a watercolor by Vincent Hartgen entitled Sleet Storm, evaluated at \$350.
(Accepted on behalf of the Regents by the Assistant Secretary on December 30, 1968, in accordance with authority granted January 12, 1957)

5. Union Carbide Corporation, Linde Division, New York City, a gift of a Linde L W M-1 Pulsed Laser Welder to the College of Engineering, evaluated by the donor at \$21,000.

6. University of Wisconsin Foundation, Madison, a gift of a painting to the Foundation, "Winter Landscape III", by Fred Berman, Milwaukee, Wisconsin, presented by the artist. The painting has a value of \$1,000, and the gift is made possible by a \$500 contribution by an anonymous donor and Mr. Berman's gift in kind of the remaining value. The painting is to be recorded in memory of Ben H. Berman and is to be displayed in the Elvehjem Art Center.

Gifts-in-Kind

7. RCA, New York City, a gift to the School of Education of a Select-A-Lesson system evaluated by the donor at \$84,891. The system is a centralized equipment installation designed to facilitate classroom utilization of various media presentation techniques.
8. Dr. Frank L. Schick, Milwaukee, Wisconsin, a gift to the University of Wisconsin-Milwaukee Library of 10 Rainer Maria Rilke items, 3 Henrik Van Loon items, 40 items emphasizing literature and history. The material has been appraised by the Director at \$64.
9. University of Wisconsin Foundation, Madison, a gift of the remaining one-half interest in the painting Barrier Series, No. IV by Jack Tworokov. The one-half interest has been evaluated at \$7,700, and the painting is in the Elvehjem Art Center collection. The gift was made possible by the bequest of Casimir Victor Kierzkowski to the Foundation.

GIFTS, GRANTS, AND U. S. GOVERNMENT CONTRACTS

2-14-69

14 February 1969

	Items Processed 1/1/69 through 2/3/69 to be <u>Accepted 2/14/69</u>	Items Processed 1/13/68 through 2/5/68 Accepted <u>2/12/68</u>
Unrestricted	\$ 315.00	\$ 892.50
Instruction	1,933,425.00	630,241.00
Student Aid	540,546.82	1,173,318.33
Research	5,145,431.44	2,935,037.39
Libraries	252.00	15,307.00
Physical Plant	3,255,770.00	753.00 CR
Miscellaneous	161,426.99	494,728.63
Gifts-in-Kind	<u>144,305.21</u>	<u>13,365.45</u>
Totals - February	\$ 11,181,472.46 (1)	\$ 5,262,137.20 (2)
Previously Reported	<u>36,845,289.21</u>	<u>47,124,759.05</u>
GRAND TOTALS	\$ 48,026,761.67	\$ 52,386,896.35

(1) Includes \$10,222,288.52 from Federal Agencies

(2) Included \$4,265,356.18 from Federal Agencies

ADDITIONAL GIFTS

Research

\$ 8,600.00 - The Rockefeller Foundation, New York City, to support the preparation of a book-length study on political violence to be conducted in the Department of Political Science, University of Wisconsin-Milwaukee, during a one-year period beginning approximately February 1, 1969. (133-6785)

Miscellaneous

7,000.00 - National Educational Television and Radio Center, New York City, to defray expenses incurred in the creation, development and production of a recorded educational television program tentatively entitled "The Biotron, an environmental control device used in biological testing" - University Extension. (133-6784)

ADDITIONAL GIFT:

\$1,080 ~~Un~~iversity of Wisconsin Foundation, from gifts made by
colleagues, students, and friends of Charles Vevier
for the Charles ~~V~~evier Scholarship Fund at the University
of Wisconsin-Milwaukee. (133-6798)

2/14/69

REPORT OF NON-PERSONNEL ACTIONS BY ADMINISTRATIVE OFFICERS

to the

BOARD OF REGENTS

AND INFORMATIONAL ITEMS REPORTED FOR THE REGENT RECORD

February 14, 1969

I. Report of Action Taken - Lease Agreement (Under \$5,000.00)

Lease between State Department of Natural Resources of Wisconsin and The Regents of the University of Wisconsin, covering part of Lot 3, Section 7, Township 41 North, Range 7 East, Vilas County, Wisconsin, for a term of two years beginning January 1, 1969, at an annual rental of \$204.00, for use at the Trout Lake Biological Research Station in connection with research under the direction of Professor Arthur D. Hasler.

II. Report of Actions Taken - Miscellaneous

1. A License Agreement has been signed with The Ann Arbor Railroad Company for the installation of University research equipment upon, and the use of this railroad's car ferries operating across Lake Michigan, in connection with the University of Wisconsin-Milwaukee (Center for Great Lakes Studies) conducting studies and research pertaining to the physics, chemistry, and biology of the waters of the Great Lakes. (Consideration for the License Agreement - \$1.00.)

2. The bids received November 7, 1968, for Home Economics Building Alterations - Stage II, Madison Campus, Project No. 6405-12, have been rejected by the Bureau of Engineering on account of costs being in excess of estimates and available funds.



STATEMENT BY THE JOURNALISM SCHOOL, FACULTY OF THE UNIVERSITY OF WISCONSIN, MADISON

Anyone who values freedom of the press must deplore the action the Board of Regents took against the Daily Cardinal on Friday, Jan. 10. Yet at the same time, anyone who values good journalism can hardly help being dismayed at the performance of the Cardinal for many months.

The Regents' resolution, on a four-to-three vote, smacks of an attempt to control and retaliate. There is prior restraint in the Regents' resolution that the Cardinal can remain on campus only while its editorial policy "remains consistent with the code of ethics or policies of the Wisconsin Daily League and the Wisconsin Press Association." Newspapermen associated with these groups no doubt would feel threatened if faced with authority's imposing of codes on their publications.

And in the Regents' new requirement that the Cardinal pay rent for University space, there is economic pressure. However justified a rental charge might have been during the paper's many previous, less turbulent years as a profit-making organization, today's tense circumstances make the charge look like retaliation.

Public officials, whether they are university regents, President of the United States, or the police commissioner of Montgomery, Alabama, find it hard to learn that the best way to respond to press hostility in a free society is to answer it or ignore it but not try to retaliate against the publication itself.

We agree with Regent Jacob Friedrich, like most of us "once a newspaper man himself," who said he never found it necessary to use obscene language to express a position for or against anything. "It's a very juvenile kind of thing, like writing on toilet walls," said Friedrich who dissented in the Board's action.

The Cardinal deserves to be criticized (but not officially censured or even subjected to economic reprisals) for far more serious reasons than printing four-letter words. There are self-adjusting mechanisms that operate in the community with regard to language as well as to dress and haircuts. And though the Supreme Court of the United States has not been able to agree on what is "obscene," it has

Add one--Statement by UW Journalism School Faculty

fairly well established that four-letter words are not illegal. At worst, they are "bad taste" -- hardly sufficient reason for the Regents to threaten.

The problem of handling the violent language in today's news of violence is a thorny problem for all newspapers. Standards of taste differ. The respected Louisville Courier-Journal and its sister paper, The Times, did not delete the four-letter words in the Walker Report coverage.

A college newspaper provides a learning process for students. They need a chance to make mistakes. But the current Cardinal deserves to be criticized for generally incompetent performance:

---For failing to cover in a fair and impartial way the great amount of news generated in the university community.

---For unfairly treating individual students and faculty members through scurrilous, incompetent and irresponsible reporting. It often seems to assume there is only one side to a news story.

---For failing to reflect on its editorial page, the rather considerable range of opinions that exists on campus on many subjects, from Vietnam to what the issues are in "obscenity." There is little diversity or clash of opinions in the Cardinal.

The present Cardinal is not the first publication that has wrapped itself in the banner of "freedom of the press" when someone reacts to it. The Cardinal staff seems to be under the illusion that since it has access to a printing press, it has some special claim on freedom of the press -- an illusion shared by many editors and publishers of "real" newspapers who claim the right for themselves but ignore its denial to others.

Add two--Statement by UW Journalism School Faculty

Freedom of speech and press, of course, are rights that belong to all of us. A newspaper is under obligation to protect and champion the rights of all persons. The obligation in the case of the Cardinal is great since it is a monopoly campus newspaper, the only one that 34,000 students and 3,000 faculty member have, and as such enjoys privileges of distribution on campus which are not given to Milwaukee and Madison papers.

The Cardinal seems oblivious to the fact that freedom of expression on the the Madison campus, as on other campuses, has been seriously curtailed in recent years. It seems unconcerned that there hasn't been a serious, rational public discussion of the overriding issue of the day--Vietnam--for several years now. And last November, when a public debate on South Africa was loudly disrupted by students, the Cardinal failed even to comment.

But for all of its considerable shortcomings, the Cardinal does not deserve to be officially censored or even moved off campus and we hope that the Regents will refrain from any further actions against the paper.

We agree with Chancellor Young who said that "we need a student newspaper and it should be independent of the administration and the regents."

Historically, the Cardinal has served a valuable campus function at Wisconsin and in better days and under more responsible editors, has also provided excellent experience for students interested in journalism and public affairs.

Under our system, all newspapers--the worst papers as well as the best--must be protected from official harassment. It would be unfair of the Regents, we think, to penalize future Cardinal staffs for the inadequacies of this year's paper.

(signed) The Faculty of the School of Journalism
University of Wisconsin (Madison)

1/24/69

Report and Resolution of the All-University ROTC Policy Committee

WHEREAS the all-University ROTC Policy Committee has long been concerned with the subject of improving the orientation of freshmen relative to ROTC, and in 1967 instituted a general review of the matter and now has available the experience of comparable institutions; and

WHEREAS these studies document the desirability of a change in present practice; and

WHEREAS it is desirable academic policy to provide students with adequate information and counseling relative to their obligations as citizens and opportunities as students at the University of Wisconsin

NOW, THEREFORE BE IT RESOLVED that the all-University ROTC Policy Committee

1. Approves and recommends changes in the freshman ROTC orientation programs as proposed by the ROTC Policy Committee, Madison Campus, and ROTC Policy Committee, Milwaukee Campus (see Recommendations in Appendices A and B); and
2. Recommends the rescinding of compulsory ROTC Orientation and the completion thereof as a requirement for graduation; and
3. Recommends the reaffirmation of the policy of making information broadly available on opportunities in the ROTC programs.

All-University ROTC Policy Committee

James W. Cleary (Chmn)
Robert L. Clodius
Col. J. Tod Meserow
Melvin Miller
Capt. Clarence E. Olson
Col. Edwin Pike
Walter Rideout (lv yr)
Carlisle Runge
George W. Sledge
David W. Tarr
Col. J. Watt

November 29, 1968

EXHIBIT C

November 29, 1968

Report of Madison Campus ROTC Policy Committee

on

ROTC Orientation

Immediately prior to the start of the fall term, 1968-69, the Madison Campus ROTC Policy Committee received from faculty and students several requests that ROTC Orientation, now compulsory for all male, eligible freshmen, be abolished. The Committee advised faculty and students that it was re-examining the current orientation policy. The purpose of this report is to convey the results of the Committee's restudy, with findings and recommendations.

I. Background Statement

In reporting the ROTC enrollments for the fall term, 1967, the all-University ROTC Policy Committee thought it appropriate to include in its report a clarification of current ROTC policy and its relation to ROTC orientation. The substance of this clarification because it has direct relevance to the issue of compulsory versus voluntary ROTC orientation merits restatement in this report.

A. Current ROTC Policy

Since 1960, the ROTC programs at the University of Wisconsin have been conducted on a voluntary basis as distinguished from the immediately preceding period 1941-1960, when the two-year basic course was required of all male students. By action of the Legislature and Governor in 1959, Chapter 36 of the Wisconsin Statutes was amended to provide that instruction in military science and tactics for Freshman and Sophomore men students shall be optional when the faculty so determines and the Board of Regents so approves. The University Committee first examined the policy issues raised by the amendment to Chapter 36 and submitted a report with the following general conclusions and recommendations:

- That the ROTC programs should not be compulsory;
- That in either compulsory or noncompulsory programs the faculty should play a greater role;
- That an ad hoc committee should be appointed to examine broad policy questions and present recommendations for ways in which the academic aspects of the program could be strengthened. One of the special questions raised for consideration by an ad hoc committee related to better means for making known to undergraduates the importance of a military career.

The ad hoc committee was established, and that group, along with the University Committee, made general recommendations to the faculty which were approved in the spring of 1959. The pertinent policy determinations can be summarized as follows:

1. That instruction in military science and tactics, namely the ROTC, should be optional to able-bodied male students, effective in September 1960.
2. That a program of orientation of not more than five class hours should be required of all male Freshman students found eligible by the University.
3. That a total of ten credits be granted for military or air science programs, except that a maximum of six credits be granted toward the Bachelor of Science degree in engineering. (In 1965, the faculties of the College of Letters and Science and the College of Agriculture increased the acceptable credit total to fifteen credits for the Aerospace Studies Curriculum.)
4. That the Army and Air Force curricula be revised pursuant to Faculty Document 1408. (The revisions included a substantial substitution of general and special courses offered by the regular civilian faculty of the university.)
5. That there be established a joint Madison - Milwaukee committee on ROTC affairs charged with the responsibility of recommending policy relative to the several programs; the committee to consist of five faculty members appointed by the President, the several commandants, and the Vice President - Academic Affairs, ex-officio.

One special provision called for the university to revert to compulsory basic ROTC if the number of students entering the advanced Army ROTC programs in 1961 or 1962 fell below 75% of the numbers entering the advanced Army program in the fall of 1959. (The 75% requirement was met in both 1961 and 1962.)

The Regents approved the faculty actions in May of 1959.

In 1964 the ROTC Vitalization Act was adopted providing principally for increased pay to the cadets, a program of scholarships for the Army and Air Force similar to the existing Naval program, and further authorized concentrated two-year ROTC programs. The University of Wisconsin requested the military services to establish two-year programs and this has been accomplished.

The so called "Wisconsin Plan" for ROTC programs has been maintained at Madison and Milwaukee since 1960, including as a basic element the orientation to ROTC.*

*At present, ROTC Orientation on the Madison Campus includes five periods distributed as follows:

Period #1: Introduction to OROTC; methods by which Selective Service obligations may be met (conducted by representatives from the Madison Campus, Faculty, Administration and Counseling Center).

Period #2: Opportunities in the Navy ROTC Program.

Period #3: Opportunities in the Air Force ROTC Program.

B. Policy on Exemption from ROTC Orientation

Sensing that some student opposition to ROTC Orientation might stem from the mistaken notion that the compulsory aspect of the orientation is so rigid that no one can be exempt, the all-University ROTC Policy Committee concluded during fall, 1967, that it would be appropriate and desirable to make certain that all new male freshmen are informed of exemption procedures. Accordingly, by action of the Committee, the Deans of Student Affairs at both Milwaukee and Madison were asked to include in new freshman registration materials, beginning with the spring semester, 1967-68, information on exemption procedures which a student might follow. In addition, the Committee requested that the exemption procedures be announced in the first period of the orientation.

Also, the all-University ROTC Policy Committee reaffirmed the current exemption categories and clarified the final category, "Other," to assure flexibility. The categories include:

1. Age: Students 23 years old or over without prior military service.
2. Physical: A student who has received an unqualified "D" health grade or other evidence of physical disqualification.
3. Veteran: Any student who has had six months or more of active military service.
4. Advanced Standing: Any student, resident or transfer, having a designated sophomore standing.
5. Aliens: Alien students.
6. Special Students: Special students and students on a per credit basis.
7. Navy ROTC: Students enrolled in the Navy ROTC program.
8. Prior ROTC Training: Students who have had at least one semester of College ROTC training.
9. Others: A student who desires to be exempt for some reason other than those listed above may request the consideration of his case for exemption by the Madison Campus or Milwaukee Campus Committee on Exemptions from ROTC Orientation. These reasons may involve religious, moral, or philosophical grounds.

Period #4: Opportunities in the Army ROTC Program.

Period #5: Panel-forum (panelists are senior cadets and midshipmen; moderator, representative from Student Affairs Office).

As indicated earlier, the Madison Campus ROTC Policy Committee received before the beginning of the fall semester, 1968-69, several requests that compulsory ROTC Orientation be abolished. The Committee agreed to restudy the policy by gathering data pertinent to the question and making appropriate recommendations to the all-University ROTC Policy Committee, the University Faculty Assembly (through the University Faculty Council), and the Regents.

II. Scope of the Restudy

In its re-examination of the policy of compulsory ROTC Orientation, the Committee considered it necessary to do the following:

- A. To obtain student and faculty views on the issue of compulsory versus voluntary ROTC Orientation.
 1. To this end, two hearings were held: one, at 7:00 p.m., Tuesday, October 8, 1968, Law Auditorium; the second, 3:30 p.m., Wednesday, October 9, 1968, 145 Birge Hall. Notice of the hearings was provided by special mailing through WSA and the Office of the Secretary of the Faculty, and also by press publications.
 2. Knowing that many wishing to render testimony would be unable to attend the hearings, the Committee made a campus-wide solicitation for written opinions. Mr. David Goldfarb, President of WSA, solicited opinions from students; the chairman of the Committee solicited those from the faculty. The period of response was September 23 to October 15, 1968.
- B. To consider the posture of the WSA as indicated in its Senate action of September 19, 1968.
- C. To solicit the results of the October 7, 1968 WSA Special Referendum (restricted to male freshmen) on ROTC Orientation.
- D. To survey representative Land-Grant institutions and other public universities in regard to orientation policy and other modes of dissemination of information concerning ROTC programs.

The 19 institutions surveyed include: the "Big Ten" universities and California (Berkeley), UCLA, Cornell, Iowa State, Missouri, Nebraska, North Carolina, Penn State, Texas A and M, and Washington State.
- E. To identify ROTC enrollment trends at the University of Wisconsin since 1962-63 (i.e., the first year following the termination of the two-year experimental period of voluntary ROTC training).
- F. To consider the results of an informal sampling among freshmen of bases for having selected ROTC.
- G. To determine the University's legal commitment to ROTC.
- H. To review the effect of the recent publication and clarification of the policy on exemption from ROTC Orientation.

III. Testimony, Facts, Data

A. Student-faculty views as determined by hearings and solicitation by mail.

1. Tabulation of testimony received at both ROTC Policy Committee hearings on compulsory orientation, October 3 and 9, 1968.

	<u>Students</u>	<u>Faculty</u>	<u>Total</u>
<u>In favor</u> (of compulsory ROTC Orientation)	6	1	7
<u>Opposed</u>	<u>2</u>	<u>2</u>	<u>4</u>
<u>TOTALS</u>	<u>8</u>	<u>3</u>	<u>11</u>

2. Tabulation of written opinions from campus-wide solicitation of students and faculty, September 23 to October 15, 1968.

	<u>Students</u>	<u>Faculty</u>	<u>Total</u>
<u>In favor</u> (of compulsory ROTC Orientation)	5	15	20
<u>Opposed</u>	9	103	112
<u>Unknown</u>	<u>0</u>	<u>2</u>	<u>2</u>
<u>TOTALS</u>	<u>14</u>	<u>120</u>	<u>134</u>

3. Distribution of Total Faculty Response by College/School

	<u>No. of Responses</u>
<u>Letters and Science</u>	62
<u>Agricultural and Life Sciences</u>	17
<u>Engineering</u>	10
<u>Pharmacy</u>	1
<u>Education</u>	12
<u>Medical School</u>	4
<u>Law</u>	2
<u>Nursing</u>	1
<u>Business</u>	1
(Non-College Depts.)	<u>10</u>
<u>TOTAL</u>	<u>120</u>

4. Some sample opinions in favor of compulsory ROTC Orientation:

- a. "...placing this (OROTC) on a voluntary basis will defeat the whole idea of acquainting freshmen with the opportunities in ROTC." (Faculty member)
- b. "After attending them (ROTC Orientation lectures), I definitely feel that they should continue to be compulsory. Through them I learned what ROTC actually was, and while I did not decide to join myself, I am glad that the information was presented to me." (Student)
- c. "...required orientation lectures (on ROTC) are a reasonable requirement for a land-grant university." (Faculty member)
- d. "I am strongly in favor of the present requirement for the following reasons: (1) The U.S. must have adequate military security. Therefore a large number of officers is required. I think it would be against the interests of this country to have all officers trained in military colleges. Officers having first had a liberal education in one of our many universities have much to offer to our military security. (2) Many young people who later become interested in military service as a career would not have done so if they had not had contact with ROTC in the university they were attending. (3) Five Orientation lectures is very little to ask of any of us in terms of our responsibilities to our country...." (Faculty member)
- e. "I have found that the ROTC Orientation classes I am taking are both informative and valuable. The sessions are used to lay out the plain facts concerning what is offered, how one qualifies, and the knowledge that is essential for obtaining draft deferments of many types. If these sessions were not compulsory, many freshmen such as myself would probably not schedule ROTC orientation, without realizing what they were missing." (Student)

5. Some sample opinions in opposition to compulsory ROTC Orientation:

- a. "Those students who do not want to be there (i.e., at OROTC) gain nothing from attending; those students who are really interested are denied the full benefits of the program because the crude behavior of some make it hard to hear the lectures and ask questions." (Student)
- b. "I doubt that any substantial number of good officers is obtained from those who go to the orientations against their will or their conscience. Since the University policy now is that ROTC is voluntary, I would like to see us make it voluntary all the way." (Faculty member)

- c. "...there are adequate means available to publicize the respective ROTC programs without spending the time and effort involved in compulsory orientation meetings."
(Faculty member)
- d. "I have felt for a long time that ROTC Orientation does not have a legitimate place in our University. The University should be a community of scholars; I do not see ROTC contributing to scholarship and education on a university level. If it has to be on campus, I do not think it should be compulsory." (Faculty member)
- e. "...military science is both a subject legitimately taught at this institution and a means whereby the University serves its students in an extracurricular way.... Compulsory orientations (however) are an insult to the students and an effective means for the increase of anti-military feeling among them. The armed forces are better served and attract better men when the information is available and freely given, but not thrust upon unwilling ears." (Faculty member)
- f. "...It is blatantly undemocratic for this great University to violate our free choice and, in speaking for myself, my moral integrity." (Student)

B. Posture of the Wisconsin Student Association as indicated in its Senate action of September 19, 1968.

In Bill 16-SS-103, Mr. David Goldfarb and Mr. Thomas Schneider proposed to Senate on the above date the following MANDATE:

- "1. The Executive should bring before the Faculty and Regents the proposals that:
 - "(a) Freshman ROTC Orientation should be offered on a voluntary basis.
 - "(b) Air, Military, and Naval Science should be offered only on a no-credit basis.
- "2. A referendum should be held among Freshman men stating: 'ROTC Orientation should be voluntary instead of compulsory.'"

The Daily Cardinal, September 20, 1968, reported that while 1(b) of the MANDATE had been defeated by vote of 10 to 6, the balance of the MANDATE was approved. (There are 18 voting senators.)

C. Results of the October 7, 1968 WSA Special Referendum (restricted to male freshmen) on ROTC Orientation.

At the first ROTC Policy Committee hearing, October 8, 1968, Mr. David Schaefer, Chairman of the WSA Public Relations Committee read the following communique into the record of proceedings:

"The Student Senate of the Wisconsin Student Association has asked the Executive of WSA to bring before the Faculty and Regents the proposal that Freshman ROTC Orientation should be offered on a voluntary basis.

"In a referendum among Freshman men stating: 'ROTC Orientation should be voluntary instead of compulsory,' the Freshmen voted 775 to 292 for voluntary Orientation.

"We feel that any program dealing with the military and serving no direct educational purpose should not be mandatory."

In further qualification, Mr. Schaefer indicated that the 775 affirmative votes represented 72.6% of the total votes cast; the 292 negative votes, 27.4%.

A check with the Registrar revealed that on or about October 8, 1968 (the date of the referendum), there were 2,682 male freshmen matriculated and thereby eligible to vote. The total votes cast (i.e., 1067) represented 39.7% of the eligible voters.

- D. Survey of Representative Land-Grant Institutions in Regard to Policies on Orientation and Dissemination of ROTC Information.
(See Appendix I)
- E. ROTC Enrollment Trends at the University of Wisconsin, 1962-68.
(See Appendix II)
- F. Results of an Informal Sampling of Freshmen's Decision to Enroll in Army - ROTC.

Two weeks after the last period of ROTC Orientation, fall, 1968, Colonel Edwin Pike, Commandant of the Army-ROTC program surveyed 117 freshmen who had chosen to enroll in the AROTC program. The survey related to the time of decision to enter the program and to factors of influence. The results most pertinent to the orientation in ROTC, and listed below, approximate those from similar surveys conducted in the past two years in AROTC at both UWM and UW-Madison.

1. When did you decide to enroll in ROTC?

- a. Prior to arrival at the University? Yes 41 No
- b. After arrival, but prior to ROTC Orientation? Yes 9 No
- c. During orientation period? Yes 32 No
- d. Within two weeks following last orientation period? Yes 34 No

2. What was the single, most deciding factor that caused you to enroll in ROTC?

- a. Parents? Yes 14 No

- b. Relative? Yes 11 No
- c. Freshmen Orientation Lectures? Yes 42 No
(35.9%)
- d. ROTC Cadets? Yes 12 No
- e. Fraternity/Dormitory resident? Yes 3 No
- f. Other 45
(specify)

G. The University's Legal Commitment to ROTC.

There are two documents that legally bind the University of Wisconsin to instruction in military science:

1. The Morrill Act of 1862. The University of Wisconsin as a Land-Grant institution under this Act was the beneficiary of land sales and is the recipient of continuing annual federal appropriations, all of which must be used for "the maintenance, and support of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts." (The rationale underlying the inclusion of military tactics was to equip selected college men with the knowledge and experience necessary to qualify them to serve as officers in a possible national defense emergency and to provide a reserve corps of citizen-soldier officers.)
2. Wisconsin Statute 36.15, the pertinent part of which reads: "... and every able-bodied male student therein (i.e., the University of Wisconsin), except those granted exemption under the rules prescribed by the board of regents, shall during his freshman and sophomore years of attendance receive instruction in military science and tactics and that such instruction in military science and tactics shall be optional to such male students when the faculty so determines and the board of regents approves."
3. Each university with a U.S. Army ROTC unit, as well as U.S. Navy or Air Force ROTC, enters into a written agreement with the respective Armed Service Secretary. For land-grant institutions like the University of Wisconsin, this agreement is the administrative implementation of the basic obligation incurred under the Morrill Act. This contract spells out the essential responsibilities of the respective service and university in the conduct of an ROTC program.

H. Effect of Recent Publication and Clarification of Policy on Exemption from ROTC Orientation.

Prior to the academic year 1967-68, exemption policies and procedures were relatively unknown to students. Thus, it is

understandable that each fall term in the several years preceding, from a freshman male group of approximately 2,000, only ten to twenty requests for exemption (on grounds other than the automatic categories, e.g., of age, prior military service, alien status) were received and processed.

In the fall term, 1968, however, the OROTC Exemption Committee received 101 requests. The classification of reasons for exemption were as follows:

Religious:	14
Moral:	40
Philosophical:	11
Conscientious Objector (1-0):	12
High School ROTC:	4
Lack of Interest and Time:	1
Infringement of Rights:	8
Opposed to War (and killing):	6
Undetermined:	<u>5</u>
Total	101

In reviewing the cases, the Exemption Committee approved all but six requests. Those denied approval, in addition to 296 students who both failed to request exemption and failed to report for orientation, have received a deferred grade of Unsatisfactory which can be removed by participation in OROTC, the second term, 1968-69, or by seeking exemption. Approximately 90% of the total new male freshman students participated in OROTC, fall, 1968.

IV. Findings and Conclusions

In examining the testimony, facts, data, and earlier deliberations and reports of the all-University Policy Committee, the Madison Campus ROTC Policy Committee arrived at the following findings and conclusions.

A. Student-Faculty Views on ROTC Orientation.

1. There is some faculty interest in the policy of ROTC orientation.
2. While there is interest in ROTC orientation policy among freshmen, this interest is considerably less among students of higher class standing.
3. Of the interested students and faculty, the majority favors the abolition of compulsory orientation.

4. Students who favor compulsory orientation seem to do so on the conviction that the information gained is helpful in deciding whether to enroll in an ROTC program.
5. Faculty members who favor compulsory orientation seem to do so on the conviction that the University as a Land-Grant institution has a responsibility to support ROTC in every way possible.
6. Students who oppose compulsory orientation seem to do so on the conviction that it is a violation of the free choice that operates in the selection of other courses of study.
7. Faculty members who oppose compulsory orientation seem to do so on the convictions that the concept of compulsion is both undesirable in a modern university and inconsistent with the current policy of voluntary ROTC training, that the captive audience does not lend itself to a good learning situation, and that there are other and more effective methods of communicating to students opportunities in ROTC programs.
8. While WSA opposes the proposition that Air, Military, and Naval Science should be offered on a no-credit basis, it favors a policy of voluntary ROTC orientation.

B. Other Land-Grant Institutions - Policies on Orientation and Dissemination of ROTC Information.

1. Of the 19 institutions surveyed, all at present have a voluntary ROTC program.
2. Of the 19, only three (Wisconsin, Minnesota, and North Carolina) have a policy of compulsory ROTC orientation.
3. Six of the 19 institutions surveyed have never had a policy of compulsory orientation; 10 of the remaining 13 abolished compulsory orientation in the last eight years.
4. The most prevalent methods of communicating offerings in ROTC to new freshman males are:
 - a. Direct mailing of ROTC literature.
 - b. Presentation of ROTC information in the summer session advance registration and orientation programs for new freshman males.
 - c. Voluntary orientation during new student week.

C. ROTC Enrollment Trends at the University of Wisconsin, 1962-1968.

1. The general trend in enrollment in the individual programs and in overall ROTC enrollment is downward.

2. The trend in actual commissions, while somewhat more stable than that in enrollment, is also downward.
3. The downward trends in both enrollments and commissions are significant enough to warrant serious consideration. (It should be noted that the University of Wisconsin is not unique in this respect. Similar trends are evident in most of the universities surveyed. External factors such as changes in selective service regulations and international crises involving the use of U.S. Armed Forces have probably had a significant effect upon enrollment trends.)

D. Value of ROTC Orientation in Assisting Decision to Enroll in ROTC.

1. It is probable that a large percentage of freshmen who elect to enroll in an ROTC program elect to do so on the basis of what is learned in orientation.

E. The University's Legal Commitment to ROTC.

1. While the University has a legal commitment to offer and to support ROTC, that commitment does not require the offering of compulsory orientation; that is to say, compulsory orientation could be abolished by faculty and regent action without legal violation.

F. ROTC Exemption Policy.

1. It is probable that, if continued, a policy of compulsory orientation will produce an increase in the number of exemption requests and approvals.
2. Such an increase would make monitoring of the requirement difficult and impractical beyond its worth.

G. Conclusions.

1. ROTC Orientation as a tool of communication should be maintained in new student programs but need not be compulsory.
2. In an effort to halt, and if possible reverse, the downward trends in ROTC enrollments and commissions, other forms of communication (e.g., stepped-up mail-outs, catalogs, open houses) should be pursued.

V. Recommendations

Recommendation I:

That the University include as part of the summer advance registration and orientation program for new freshmen, and other new student programs, effective 1969, appropriate programs of information and orientation on officer education at the University, said programs to be approved by the Madison Campus ROTC Policy Committee and scheduled in cooperation with appropriate offices as determined by the Chancellor; and

That the all-University requirement that every eligible male freshman participate in a program of ROTC orientation not to exceed five hours be rescinded, effective fall, 1969, contingent upon an educational program that will provide freshman male students at the University of Wisconsin full cognizance of the opportunities available in ROTC.

Recommendation II:

Provided Recommendation I above is approved, that thereafter a grade of Unsatisfactory for OROTC not be a bar to graduation.

(General Explanation: Because a policy change of this magnitude and of an all-University nature requires full consideration by the University Faculty Council, perhaps even by the all-University Assembly and/or the unit faculties, depending upon the action of the Council, and the Board of Regents, it was thought impractical to set a date for rescinding compulsory orientation prior to fall, 1969.

The advance summer orientation and registration program did not exist in 1960 when the compulsory OROTC program was initiated. The primary reasons for recommending the summer and other orientation and registration programs for orientation of new freshmen with respect to their military obligations and officer education opportunities are as follows:

1. Such programs allow the student to make his choice at the time of registration.
2. They reduce the probability of class-scheduling conflicts as well as add-drop administrative work-load.
3. They expedite the screening process, i.e., physical testing, qualification testing and necessary administration.
4. The student who elects ROTC gains the advantage of two and one-half weeks of classroom instruction which he misses by attending the present compulsory OROTC.

Under present regulations a "Satisfactory" grade in OROTC is a requirement for graduation. Recommendation II reflects the spirit of the proposed change: that the program proceed on a voluntary basis. Students now carrying a grade of "Unsatisfactory" in OROTC may have the "U" changed to "S" by attending OROTC in February, 1969 or by following the existing procedures for exemption; thereafter required OROTC, as such, would not

be offered per these recommendations. Students who do not in the interval take the opportunity to remove their "Unsatisfactory" grades should not be barred from graduation, but the grade of "U" will remain a part of their grade record.)

The ROTC Orientation on the Madison Campus, second semester, 1968-69 has been scheduled for three hours rather than five.

Madison Campus ROTC Policy Committee

James W. Cleary (Chmn)
Col. J. Tod Meserow
Capt. Clarence Olson
Col. Edwin Pike
Walter Rideout (lv yr)
Carlisle Runge
George W. Sledge
David W. Tarr

APPENDIX I

OTHER LAND-GRANT INSTITUTIONS/PUBLIC UNIVERSITIES -
POLICIES ON ORIENTATION AND DISSEMINATION OF ROTC INFORMATION

<u>Institution</u>	<u>Type ROTC Units?</u>	<u>Compul- sory ROTC Trng?</u>	<u>Compul- sory ROTC Orient?</u>	<u>Ever Have Comp Orient?</u>	<u>When Changed?</u>	<u>ROTC Information Methods</u>
Illinois	A/N/AF*	No	No	No	NA**	Opn Hse; Vol Orient
Indiana	A/AF	No	No	No	NA	S. Sess Adv Reg; Pres Convo
Iowa	A/AF	No	No	Yes	1967	Vol Orient; Mail
Michigan	A/N/AF	No	No	Yes	1967	S. Sess Adv Reg; Mail; Booths
Michigan State	A/AF	No	No	Yes	1965	S. Sess Adv Reg; Mail
Minnesota	A/N/AF	No	Yes	NA	NA	Comp Orient; Mail
Ohio State	A/N/AF	No	No	Yes	1968	Vol Orient; Mail
Purdue	A/N/AF	No	No	No	NA	S. Sess Adv Reg; Mail
Wisconsin	A/N/AF	No	Yes	NA	NA	Comp Orient; Mail
California (Berkeley)	A/N/AF	No	No	No	NA	Mail; Chancellor's Convo
UCLA	A/N/AF	No	No	Yes	1962	Mail; Univ Catalog
Cornell	A/N/AF	No	No	Yes	c. 1960	Mail; Univ Catalog Pres Convo
Iowa State	A/N/AF	No	No	Yes	1968	Vol Orient; Mail
Missouri (Columbia)	A/N/AF	No	No	Yes	1965	Vol Orient; Mail
Nebraska	A/N/AF	No	No	No	NA	S. Sess Adv Reg; Mail
North Carolina State	A/N/AF	No	Yes	NA	NA	Comp Orient; Mail; S. Sess Adv Reg
Penn State	A/N/AF	No	No	No	NA	Opn Hse; Mail; S. Sess Adv Reg; Vol Orient; Pres Convo
Texas A & M	A/AF	No	No	Yes	1965	Mail; S. Sess Adv Reg; Booths
Washington State	A/AF	No	No	Yes	1966	Mail; S. Sess Adv Reg; Opn Hse

APPENDIX II

UW ROTC ENROLLMENT TRENDS, 1962-1968

ARMY - ROTC

UW - Madison

	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Freshman	206	169	111	93	260	137	121
Sophomore	136	95	83	54	69	98	64
Junior	134	69	43	48	71	68	83
Senior	<u>120</u>	<u>115</u>	<u>59</u>	<u>43</u>	<u>47</u>	<u>63</u>	<u>66</u>
Totals	596	448	296	243	447	366	334
Commissioned	121	97	48	40	47	44	64 (Est)

AIR FORCE - ROTC

UW - Madison

Freshman	237	178	181	250	174	134	110
Sophomore	103	105	70	44	90	54	30
Junior	50	55	41	36	34	29	26*
Senior	<u>32</u>	<u>42</u>	<u>38</u>	<u>27</u>	<u>37</u>	<u>44</u>	<u>40**</u>
Totals	422	380	330	357	335	261	206
Commissioned	17	23	34	28	36	28	33***

* Included are five cadets who will enroll in the AFROTC program during February 1969; they are enrolled in disciplines of 4 1/2 or 5 years and they will enroll in February 1969 in order to earn their degrees and commissions concurrently.

** Includes 8 cadets who will be commissioned in January 1969, plus 5 cadets who will be upgraded from junior to senior status in the AFROTC program in January 1969.

*** Estimated; excludes 7 cadets who will be commissioned in August 1969 or January 1970.

NAVY - ROTCUW - Madison

	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Freshman	90	75	62	73	90	67	57
Sophomore	60	59	39	35	53	53	40
Junior	39	43	45	29	37	48*	52@
Senior**	<u>52</u>	<u>50</u>	<u>44</u>	<u>51</u>	<u>40</u>	<u>46</u>	<u>57***</u>
Totals	241	227	190	188	220	214	206
Commissioned	34	34	37	33	24	28	43 (Est)

* Eight were Two Year Contract students in their 1st year in the program.

@ Six are Two Year Contract students in their 1st year in the program.

** Figures for Seniors include both 4th and 5th year students.

*** Eight are Two Year Contract students in their second year in the program.

REPORT OF MILWAUKEE CAMPUS ROTC POLICY COMMITTEE
ON MANDATORY ROTC ORIENTATION

The initiation of a two year experimental US Army Reserve Officer Training Corps (ROTC) curriculum at the University of Wisconsin-Milwaukee effective academic year 1968-69 has required a review of the existing mandatory ROTC orientation procedures. It can be expected that the experimental ROTC program, either in its present form or as modified at the end of the two year period, will become the established ROTC curriculum at this University. This report evaluates the present mandatory ROTC orientation on the Milwaukee Campus.

I. Background

A. The University's Legal Commitment to ROTC. There are three documents that legally bind the University of Wisconsin-Milwaukee to instruction in Military Science.

1. The Morrill Act of 1862. The University of Wisconsin as a Land-Grant Institution under the act is the beneficiary of land sales, the proceeds from which must be used for "the maintenance, and support of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts." [The rationale underlying the inclusion of military tactics was to equip college men with the knowledge and experience necessary to qualify them to serve as officers in a possible national defense emergency and to provide a reserve corps of citizen-soldier officers.]

2. Wisconsin Statute 36.15, the pertinent part of this reads:
" . . . and every able-bodied male student therein [i.e., the University of Wisconsin], except those granted exemption under the rules prescribed by the Board of Regents, shall during his Freshman and Sophomore years of attendance receive instruction in Military Science and Tactics and that such instruction in Military Science and Tactics shall be optional to such male students when the faculty so determines and the Board of Regents approves."

3. Contract between the Secretary of the Army and the University of Wisconsin-Milwaukee for the establishment of a U. S. Army Reserve Officers' Training Corps Unit. Each University with a U. S. Army ROTC unit, as well as U. S. Navy or Air Force ROTC, enters into a written agreement with the respective Armed Service Secretary. For land-grant institutions like the University of Wisconsin, this agreement is the administrative implementation of the basic obligation incurred under the Morrill Act. This contract spells out the essential responsibilities of the respective service and university in the conduct of an ROTC program.

B. History of ROTC at the University of Wisconsin-Milwaukee.

1. Prior to September 1960. From its start through the end of academic year 1960, the Freshman and Sophomore years of ROTC were mandatory for all able-bodied male students. During this time, all ROTC instruction was conducted by the Department of Military Science.

2. September 1960 to End of Academic Year 1967-68. By action of the Legislature and the Governor, in 1959, Chapter 36 of the Wisconsin Statutes was amended to provide that instruction in Military Science and

Tactics for Freshman and Sophomore male students shall be optional when the faculty so determines and the Board of Regents so approves. The University Committee first examined the policy issues raised by the Amendment to Chapter 36 and submitted a report with the following general conclusions and recommendations:

- That the ROTC programs should not be compulsory;
- That in either compulsory or noncompulsory programs the faculty should play a greater role;
- That an Ad Hoc Committee should be appointed to examine broad policy questions and present recommendations for ways in which the academic aspects of the program could be strengthened.

One of the special questions raised for consideration by an Ad Hoc Committee related to better means for making known to undergraduates the importance of a military career. The Ad Hoc Committee was established, and that group, along with the University Committee, made general recommendations to the faculty which were approved in the spring of 1959. The pertinent policy determinations can be summarized as follows:

- a. That instruction in Military Science and Tactics, namely the ROTC, should be optional to able-bodied male students, effective in September 1960.
- b. That a program of orientation of not more than five class hours should be required of all male Freshman students found eligible by the University.
- c. That a total of ten credits be granted for military or air science programs, except that a maximum of

six credits be granted toward the Bachelor of Science degree in Engineering.

- d. That the Army and Air Force curricula be revised pursuant to Faculty Document 1408. [The revisions included a substantial substitution of general and special courses offered by the regular civilian faculty of the University.]
- e. That there be established a joint Madison-Milwaukee Committee on ROTC Affairs charged with the responsibility of recommending policy relative to the several programs; the committee to consist of five faculty members appointed by the President, the several commandants, and the Vice President - Academic Affairs, Ex-officio.

One special provision called for the University to revert to compulsory basic ROTC if the number of students entering the Advanced Army ROTC program in 1961 or 1962 fell below 75% of the numbers entering the advanced Army program in the fall of 1959. [The 75% requirement was met in both 1961 and 1962.]

The Regents approved the faculty actions in May of 1959.

In 1964, the ROTC Vitalization Act was adopted providing principally for increased pay to the cadets, a program of scholarships for the Army and Air Force similar to the existing Naval program, and further authorized concentrated two-year ROTC programs. The University of Wisconsin requested the military services to establish two-year programs and this has been accomplished.

The so called "Wisconsin Plan" for ROTC programs has been maintained at Madison and Milwaukee since 1960, including as a basic element the orientation to ROTC.

C. ROTC Orientation at Milwaukee

From the advent of an all voluntary ROTC program in September 1960 through the conclusion of the 1966-67 academic year, the five hour mandatory ROTC orientation provided ample time to acquaint male students with the benefits of ROTC. In 1967, the Department of Military Science voluntarily reduced the orientation period on the Milwaukee Campus from five to two hours with no visible impact on enrollment in ROTC. During this period, Freshman ROTC classes in each semester were scheduled at the same time as each orientation period. This permitted interested Freshmen to take ROTC without any class scheduling conflict. The new experimental ROTC curriculum involves several academic departments as well as the Department of Military Science making such concurrent scheduling impossible.

D. Exemption Procedures From the ROTC Program From 1960 to the Present.

The following exemption categories as determined by the All University ROTC Policy Committee are used on both the Milwaukee and Madison Campuses. Persons in these categories were exempted from ROTC and the mandatory ROTC orientation during the 1st hour of the orientation.

1. Age: Students 23 years old or over without prior military service.

2. Physical: A student who has received an unqualified "D" health grade or other evidence of physical disqualification.
3. Veteran: Any student who has had six months or more of active military service.
4. Advanced Standing: Any student, resident or transfer, having a designated Sophomore standing.
5. Aliens: Alien students.
6. Special Students: Special students and students on a per credit basis.
7. Navy ROTC: Students enrolled in the Navy program.
8. Prior ROTC Training: Students who have had at least one semester of college ROTC training.
9. Others: A student who desires to be exempt for some reason other than those listed above may request the consideration of his case for exemption by the Madison Campus or Milwaukee Campus Committee on Exemptions from ROTC Orientation. These reasons may involve religious, moral, or philosophical grounds.

II. Current ROTC Program At Milwaukee

In April 1967, the Chief of Staff of the United States Army extended an invitation to the Chancellor of the University of Wisconsin-Milwaukee to participate in a new ROTC Developmental Curriculum Program. The new curriculum proposal involved the elimination of the courses taught by the Department of Military Science in the Freshman and Sophomore years and substituted five elective courses, four of which are required: Political Science 175; Geology 100 or 101; History 257; and Sociology 608 or Communication 103. In addition, the Freshman ROTC student is required to take one hour of Military Science 001 each semester.

The adoption of the new curriculum for a two-year experimental period caused a major problem in the ROTC orientation program for Freshman male students. At present, the new student is encouraged to participate in a summer orientation prior to enrollment in the fall semester. One purpose of the summer orientation program is to facilitate student registration prior to the fall semester. In the fall of 1968, 86% of all entering Freshmen attended the summer orientation period. When these students arrived on campus for the start of the fall semester, they were required to take the ROTC orientation. Following the fall ROTC orientation, many Freshmen desired to enter the ROTC program. However, summer registration precluded the majority of entering ROTC students from taking one of the required academic electives. As a result, eighty-five Freshmen presently enrolled in ROTC are not taking one of the required elective courses. In addition, fifty-seven students indicated that they would have taken ROTC if they had been appraised of the ROTC program during the summer orientation prior to registration.

At present, ROTC enrollment figures for the current academic year (Appendix A) show a drop of seventy-five students from academic year 1967-68.

The present mandatory ROTC orientation at the start of each semester is out of phase with the present ROTC curriculum and registration procedures for new students entering the ROTC program. To be effective the ROTC orientation, in some form, must be presented to the student prior to or at the time the student is determining his actual class schedule.

We believe this information can best be presented during the summer orientation sessions as one part of the students introduction to the University. We believe this could be done on a voluntary basis without harm to the program. On this Campus, mandatory orientation no longer serves the purposes for which it was intended.

III. Recommendations

The Committee recommends that:

(1) The mandatory ROTC orientation for Freshman male students at the Milwaukee Campus be rescinded effective Fall 1969.

(2) Effective Summer 1969, the University incorporate into the summer orientation and advanced registration program for incoming Freshmen appropriate programs for information and orientation on the ROTC program at the University.

NORMAN P. LASCA (CHAIRMAN)
JAMES ANTHONY
WALTER DREYER
MELVIN H. MILLER
HAROLD L. NIEBURG
LTC RAYMOND H. M. LARSEN (EX OFFICIO)

UNIVERSITY OF WISCONSIN-MILWAUKEE

ROTC ENROLLMENT

<u>SCHOOL YEAR</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>	<u>Sep-Feb</u>
MS I	458 336	627 359	428 257	399 231	419 190	436 239	301 187	238 174	163
MS II	181 125	146 137	152 104	98 88	112 64	101 80	136 109	95 60	74
MS III	58 53	78 53	58 62	43 41	44 36	45 43	46 44	47 45	51
MS IV	<u>27 32</u>	<u>42 41</u>	<u>54 44</u>	<u>41 51</u>	<u>41 34</u>	<u>31 32</u>	<u>38 38</u>	<u>38 38</u>	<u>38</u>
TOTALS	724 546	893 590	692 467	581 411	616 324	613 394	521 378	418 317	326
COMMISSIONED	32	29	45	39	39	26	37	29	38 (Est)
DESIGNATED DMS	7	8	15	14	20	8	19	14	11
DMS APPLICANTS RA	4	4	9	11	12	3	8	10	7

APPENDIX A

ENROLLMENT PLANNING MAXIMUMS
FOR WISCONSIN'S PUBLIC UNIVERSITIES

For the past decade higher education has experienced an unprecedented, and to some extent, unforeseen growth in enrollment. One consequence of the rapid growth has been the focusing of attention on the short-range problems of meeting immediate demands. In general it appears that little attention has been given to long-range enrollment objectives except to plan for increased numbers of students at each institution. It is becoming apparent that separate campus long-range planning efforts are causing problems at both the state and local levels when the plans are based upon unlimited enrollment anticipation for each campus.

At the state level, educational as well as other state agencies and private institutions are troubled by the questions related to proper allocation of planning funds, advance purchase of expensive properties, approval of new programs and allocation of new facilities. Coordinated efforts are thus hampered not only by normal growth but by overlapping campus aspirations that naturally lead each system or each institution to plan for what may be a disproportionate share of qualified students from the available college-age pool.

At the local level, utilities extensions, zoning problems, land values and general campus-community relations are adversely affected by the growing uncertainties concerning the future growth of the university in each community.

The evidence suggests that enrollment maximums for Wisconsin's public universities should be implemented if orderly, coordinated use of the state's resources is to occur. The CCHE has made some of the decisions and collected some of the data upon which a more meaningful allocation of resources, based upon limited campus enrollments can be determined. Of primary importance

are the enrollment projections in CCHE #4, 1968. With the best available information on births and college-going rates for the next 16 years, the CCHE has projected per-campus public university enrollments to 1977 and the total public university enrollment to 1984. These projections indicate a peak enrollment of slightly over 186,000 students in public universities in 1980, with a subsequent decline to approximately 175,000 students in 1984.

The assigned responsibilities of the CCHE in long-range planning for public higher education can be most effectively implemented under an approved policy establishing a maximum enrollment for each campus. If the Council is to provide the state with a meaningful ten-year plan, it must use the concept of enrollment planning maximums as the basis for decisions in other areas.

Use of enrollment planning maximums represents new policy for public higher education. In the past, institutions have grown at their own rates with little attention to their ultimate potential or to the effect of their growth on other institutions. The creation in 1965 of two new four-year undergraduate campuses represented a recognition on the part of legislative and educational leaders that something needed to be done about the enrollment situation at several campuses. The present concept of enrollment maximums is a logical extension of the earlier recognition of this need to slow growth on selected campuses.

Basis for the new policy is also supplied in current CCHE policy. The Council continues to support the moratorium on the development of additional campuses. Wisconsin appears to have enough institutions to handle the peak enrollment, provided statewide planning is implemented. The only possible exception to the moratorium is the development of another two-year institution in the Milwaukee central area, a possibility currently being studied by the staff. Further, no need is anticipated for the expansion of existing two-year centers and branches into four-year institutions. The two-year campuses are an integral part of higher education in Wisconsin and, along with the appropriate vocational schools, they should continue to strive for excellence in freshman and sophomore instruction rather than seek broader responsibilities.

Finally, the concept of enrollment maximums is based upon research by the Council staff. Recent studies have shown that the availability of regional opportunity is not the dominant factor in attendance patterns of

state students. Thus, it appears that a high degree of diversity can be maintained without undue restriction on the educational opportunities of the citizens of Wisconsin. The physical realities on campuses also support the use of enrollment planning maximums. The chart on Page 5 shows that the acreage at several campuses is limited. Additional land is expensive and in several cases the expansion of the campus may prove to be disruptive of the surrounding community. With enrollment maximums the needs and growth patterns of campuses can be determined more accurately to the benefit of all concerned.

The concept of enrollment planning maximums will prove useful to the CCHE and institutions in several ways. First, as has been noted above, the concept will be the foundation of long-range planning.

Second, academic planning at institutional and statewide levels will be strengthened by the use of the concept. Proliferation and duplication of programs are less likely to develop when each campus seeks to accomplish its mission within the framework of a definite number of students. Such controlled growth should assist the universities in identifying strengths, assigning priorities, and encouraging excellence in achieving institutional goals. Using the enrollment maximum, an institution would have to decide what kinds of students to admit and what programs to emphasize.

Third, facility planning will be improved through the use of enrollment planning maximums. More accurate projections of space requirements and types of buildings can be made. The use of enrollment maximums along with other information will enable the systems and the CCHE to determine and design basic core facilities so that they can be expanded as enrollments approach the maximums. From the management standpoint planning maximums coupled with academic missions permit better design and utilization of classrooms and laboratories. For example, the institutions could better match section sizes to room capacity thereby creating a balance of small, medium and large rooms for scheduling purposes. Enrollment maximums would also help to predict the supporting facilities required -- facilities which may otherwise be expensive surprises. Finally, and most significant, the use of this concept will permit the orderly physical development of each campus at a lesser cost to the state.

Fourth, the financial benefits derived from the use of enrollment planning maximums are obvious. Avoidance of unnecessary program duplication and savings in physical development have already been mentioned. Perhaps

more important is the **framework** for budgetary planning and development which enrollment maximums would provide. At a time when the demands on the state's resources are becoming more stringent, it behooves higher education to do all it can to insure the optimum utilization of the state's resources.

The recommended enrollment planning maximums are based upon the best research available to the staff, but the staff recognizes that long-range projections of enrollments in public collegiate institutions have consistently fallen below the actual enrollments. The total public university projections for the next 16 years, however, are likely to be more accurate since the percent of students enrolled from the collegiate pool will approach a maximum level and the methodology employed in projections is more sophisticated. Because of the possibility of inaccuracy, the maximums were developed on the basis of 186,000 students rather than on the basis of 175,000 or 180,000 as some would suggest. By using the peak enrollment, sufficient flexibility should exist. Should the peak of 186,000 students prove to be conservative, present campuses such as River Falls, Superior, UW-Green Bay, and UW-Parkside could accommodate a total of as many as 25,000-30,000 additional students on existing sites.

The enrollment planning maximums are designed to be used on a long-range basis. It is not anticipated that the maximums will be revised upward for each campus when the campus reaches the recommended limit. Only when it appears that the total enrollment will surpass 186,000 or when new policy, experience or conditions radically alter the situation will the enrollment planning maximums be revised. Towards the end of the next decade, if not sooner, a review will be appropriate.

It should be emphasized that the recommended planning maximums will not require any university to undertake unusual expansion efforts nor to cut back substantially on current campus enrollment planning that is based upon the approved CCHE projections (CCHE #4, 1968).

RECOMMENDATION: The following recommended enrollment planning maximums provide for orderly growth and diversity in Wisconsin's public higher education while insuring the most effective use of the state's educational resources. It is recommended that the enrollment planning maximums on page 5 be approved; and it is further recommended that this paper be transmitted to the Assembly State Affairs Committee as a partial response to the request received in a letter of January 7, 1969.

CAMPUS ENROLLMENT PLANNING MAXIMUMS

CCHE #19 / 5

<u>SYSTEM-CAMPUS</u>	<u>ENROLLMENTS (1968)</u>	<u>PROJECTED ENROLL- MENTS (1977)</u>	<u>PLANNING MAXIMUMS</u>	<u>ACREAGE</u>	
<u>University of Wisconsin</u>					
UW-MSN	34,670	41,366	42,000	868	5226 *
UWM	16,768	24,374	25,000	98	
UWGB	2,959	8,328	11,000)	includes attached	545
UWP	1,796	8,786	11,000)	Freshman- Sophomore Centers	690
TOTAL UW CAMPUSES	<u>56,193</u>	<u>82,854</u>	<u>89,000</u>	<u>2,201</u>	<u>5226 *</u>
<u>State Universities</u>					
Eau Claire	7,248	12,622	12,500	290	
LaCrosse	6,001	9,083	10,000	53	
Oshkosh	11,096	15,444	15,000	180	
Platteville	5,024	7,562	8,000	356	400 *
River Falls	4,052	5,219	6,000	110	522 *
Stevens Point	6,830	10,514	11,000	234	
Stout	4,330	7,625	8,000	81	
Superior	3,318	5,819	7,000	230	
Whitewater	9,402	15,256	12,500	151	
TOTAL STATE UNIVERSITY CAMPUSES	<u>57,301</u>	<u>89,144</u>	<u>90,000</u>	<u>1,685</u>	<u>922 *</u>
Centers and Branches	-----	-----	7,000	892	
TOTAL PLANNING MAXIMUMS			<u>186,000</u>	<u>4,778</u>	<u>6,148 *</u>
PROJECTED TOTAL PEAK ENROLLMENTS 1980			<u>186,602</u>		

* Acreage in experimental farms.

Proposed Response to CCHE Paper #19

ENROLLMENT PLANNING MAXIMUMS

Enrollment planning maximums as set forth in the Coordinating Council for Higher Education Paper #19 raise several issues of concern to Wisconsin higher education. There is merit in having acceptable enrollment guidelines to provide for orderly and reasonable physical plant planning. However, guidelines developed for physical plant planning should not jeopardize desirable educational goals. Enrollment growth should continue to be contingent upon those factors long recognized by the CCHE, including: (1) the quality of academic programs, continuing education, campus environment, physical facilities, (2) commuting distances, (3) the general increase of the college age population after allowing for the margin of error inherent in demographic projections, and (4) the educational background of parents.

Several educational issues are implicit in the CCHE statement of enrollment planning maximums. First, implied in the acceptance of enrollment limits for each campus is the concept of "managed enrollment." The concept appears to be in conflict with the open door policy in Wisconsin which "permits each student to choose his institution and program of study." A plan of imposed limits suggests that students would not necessarily be free to choose but rather would be forced to attend a campus which had not reached the enrollment

maximum if the campus of his first choice was at the imposed limit. Would it be equitable to insist that a student must choose what for him becomes a less desirable educational experience at some distance from his home because of the imposition of an enrollment limit at a particular campus? Such limits may impose unwarranted hardships, particularly on commuter students attending 2-year and degree granting campuses of the University.

Second, the enrollment planning maximums proposed are a formalization of enrollment projections; hence, reflect past history of programs and growth in Wisconsin higher education and may not adequately accommodate new thrusts and trends. For example, trends suggest the need for expanded higher educational opportunities in the future for adults. The total of 186,000 students expected to enroll in the University of Wisconsin and the Wisconsin State Universities by 1980 appears to be a reasonable estimate at the present time. However, as CCHE Paper #19 recognizes, long range projections have historically fallen below the actual enrollments, especially when considering growth of individual campuses. Thus, it would seem that a need exists to provide a greater degree of flexibility than is expressed in the CCHE paper.

The figures in CCHE Paper #19 should be looked upon, then, as enrollment guidelines based largely upon the assumptions contained in the projections reported in CC HE Paper #4 of 1968. This model,

of course, should be subject to continuing review and change as the assumptions and enrollment estimates might change.

It is recommended that the Regents adopt this statement as a response to CCHE Paper # 19 for communication to the CCHE and its staff.

REPORT OF THE EXECUTIVE COMMITTEE

to the

BOARD OF REGENTS

February 14, 1969

The resolution attached as Schedule I, relating to the award of contracts and approval of the schedule of costs for construction of the Central Power Plant at the University of Wisconsin/~~Milwaukee~~, Project No. 6512-38, has been adopted by the Executive Committee since the January 10, 1969 regular meeting of the Board, and is presented for the record as an official action of the Executive Committee.

P 31

EX-117
F

Contract Awards & Cost Schedule
Central Power Plant, UW-Milwaukee

RECOMMENDATION:

That, subject to the approval of the Governor and the State Director of Engineering, Wisconsin State Agencies Building Corporation be authorized to award contracts for construction of the Central Power Plant at the University of Wisconsin-Milwaukee, Project No. 6512-38, to the low bidder in each division of the work, on the basis of the base bids; and that the following schedule of costs be approved:

General Construction		
Woerfel Corporation	Base Bid No. 1	\$ 469,450.00
Milwaukee, Wisconsin		
Electrical		
Staff Electric Co., Inc.	Base Bid No. 2	168,710.00
Milwaukee, Wisconsin		
Plumbing		
Paul J. Grunau Co.	Base Bid No. 3	44,500.00
Milwaukee, Wisconsin		
Mechanical		
Paul J. Grunau Co.	Base Bid No. 4	620,000.00
Milwaukee, Wisconsin		

Schedule of Costs

Total Construction Contracts Listed Above		\$1,302,660.00
Construction Contracts Previously Awarded		
(See Regent Minutes of 9/6/68)		
Steam Generating Units - Cleaver-Brooks	\$319,998.00	
Electric Power Substation - Allis-Chalmers		
Mfg. Co.	243,000.00	
Centrifugal Water Chillers - York Division		
of Borg-Warner Corp.	<u>339,750.00</u>	902,748.00
Future Work to be Bid		2,509,592.00
Design and Supervision		415,000.00
Contingencies		<u>470,000.00</u>
Total Schedule		\$5,600,000.00

Source of Funds:

Wisconsin State Agencies Building Corporation	\$4,500,000.00
1965-67 State Building Trust Funds (Heating Plant	
Planning Funds Released 12/14/65)	200,000.00
1967-69 State Building Trust Funds (Utilities)	900,000.00
	<hr/>
Total Funds	\$5,600,000.00

January 3, 1969

UNIVERSITY OF WISCONSIN-MILWAUKEE
PROPOSAL FOR A PH.D. PROGRAM IN ECONOMICS

1. Description of Program

- (a) Nature and Objectives.--The Ph.D. program in economics is designed to prepare students for meaningful research in the development and application of theoretical concepts and empirical methods for solutions to economic problems, particularly to those problems facing urban economists.
- (b) Relationship of Program to Over-All Academic Mission of the University of Wisconsin.--In keeping with the University of Wisconsin mission to provide a quality education for its citizens, the Ph.D. program will provide a thorough graduate education in economics, with core training in economic theory and required courses in economic statistics and mathematical methods in economics.

Furthermore, our program emphasis on urban economics as a field of specialization will provide a kind of training not otherwise available in the University of Wisconsin or State University system. Our Ph.D.'s will, we believe, be employed not only as teachers, but as economists with industry, unions, non-profit organizations, and with agencies of local, state and federal governments.

- (c) Relationship of Program to Existing Programs at the University.--Our program has been formulated so that existing resources at UWM will be fully utilized. For example, those students who declare Urban Economics as a field of specialization, will be encouraged to select as a minor field a program offered by The Department of Urban Affairs, or courses in urban studies offered in other social science departments such as Geography, History, Political Science and Sociology, or a program of courses in "Real Estate and Urban Development" offered by both the Department of Urban Affairs and the School of Business Administration, or a program of courses in "Operations Research" offered by The Department of Mathematics and The School of Business Administration.
- (d) Summary of Prerequisites, Course Structure, Credit Requirements, etc.

(1) Admission to Program

A student with a bachelor's or master's degree from an accredited college or university may be admitted to the Doctoral Program provided he has the prerequisite foundations in economics and quantitative methods required for the bachelor's degree in economics at the University of Wisconsin-Milwaukee, and provided he meets the general requirements of admission to the Graduate School of the University of Wisconsin-Milwaukee.

(2) Prerequisites to Preliminary Examination and Credit

Requirements. A total of 36 credits: successful completion of at least 9 credits of quantitative economics; in addition, at least 27 credits of graduate course work in economics, of which at least 12 must be in "core" economic theory graduate courses, at least 9 credits in graduate courses of a major field and at least 6 credits in graduate courses of a secondary field.

(3) Fields of Specialization

Urban Economics, Economic Growth and Development, Economic Theory, Industrial Organization and Regulation, International Economics, Labor Economics, Monetary Economics and Business Cycles, Public Finance, and Quantitative Methods.

(4) Written Preliminary Examination

A candidate is to be examined in economic theory, his major field and his secondary field.

(5) Thesis and Defense

A candidate must complete his thesis within five years after passing last preliminary examination. An oral examination in defense of the thesis is required.

2. Specification of Need

(a) Contribution of the Program to the Advancement of Human Knowledge.--

Our program has been designed to produce not only economists whose contributions to knowledge are receiving greater recognition (e.g., Nobel Prize in Economics, effective 1969) but also economists with expertise in urban problems whose contributions, we believe, will help solve some of the crucial problems facing our society.

(b) Manpower Demands on Local, State, Regional and/or National Basis.--

Milwaukee and other large cities have, we estimate, an unfilled demand of some 1,000 urban economists. Urban counties, states with large urban populations, and the federal government need an increasing number of urban and other economists to study urban problems.

Data developed by the National Science Foundation indicate a shortage, at all levels, of Ph.D.'s in economics.

(c) Internal Development of the University.--The internal development of UWM depends, in our judgment, on a strong economics department if its mission as a major urban university is to be fulfilled. Economists are becoming more and more involved in such university programs as those of The Center for Great Lakes Studies, The Latin American Center, and The Urban Observatory program.

(d) Projection of Demands for Graduates of the Program.--It is difficult to project with any accuracy future demands for the graduates of the

proposed program. Economists have been in strong demand for the past decade. NSF income data for 1964 show that economists received the second highest median income among scientists (biological scientists ranked first). Furthermore, of 11,633 full-time economists, only 4,915 held a Ph.D. in economics. Rising demand for economists is found in all areas--teaching institutions, government, industry, unions and non-profit organizations.

There are few programs producing urban economists in the United States. Economists trained in this area should be in demand nationally, with a substantial unfilled demand already indicated.

3. Student Demand

- (a) Indications of Student Desire for a Ph.D. Program in Economics.-- Each year about half of our M.A. candidates indicate a desire to continue towards the Ph.D., and approximately ten are taking their Ph.D.'s currently at such institutions as Brown, Harvard, Iowa, Wayne State and UCLA. We receive continual inquiry from our own students and students at other universities about the status of a Ph.D. program at UWM.
- (b) Enrollment Projections.--The chart below shows the growth in graduate work in the Department of Economics since 1964:

<u>Academic Year</u>	<u>Enrollment in Graduate Economics Courses*</u>	<u>Number of Graduate Students**</u>	<u>Number of Teaching Assistants</u>	<u>Number of Master's Degrees Awarded***</u>
1964-65	24	11	5	
1965-66	37	19	7	
1966-67	86	36	10	9
1967-68	69	36	13	9
1968 (first semester)	49	31	13	

*Only courses at 700 level or above; graduate students are enrolled also in selected undergraduate courses from 300 to 600 level.

**Including teaching assistants.

***About ten students have completed their course work for the Master's Degree in our department and then gone directly to other institutions as Ph.D. candidates.

We expect a total enrollment of about 90 in our graduate courses and 36 to 40 graduate students for the academic year 1968-69; we should award about the same number of master's degrees (9) this year as we have in the past two years. The data do not support as much growth as we should have had and indeed do anticipate. A major reason for our lack of growth is that the master's degree is no longer considered a terminal degree. Since we have been unable to offer the Ph.D., many qualified students have chosen to enter other institutions and proceed to the Ph.D. without interruption.

We believe further that the Ph.D. program, in urban economics particularly, will allow us to present a specialization that will attract an increasing number of highly qualified graduate students.

4. Institutional Capability

(a) Adequacy of Present Resources.--

(1) Faculty

The Department's tenured faculty is of high quality with several very distinguished members. Our current faculty is clearly capable of beginning a strong Ph.D. program. There are, however, several areas of specialization which require additional staff. We need a senior man in international economics, and additional senior men in price theory and urban economics. Funds have already been committed by the Administration for these positions and we hope to recruit the necessary staff during the current academic year. [See 4 (c) (3) on page 5 for future needs.]

(2) Library Holdings

Much of our research and teaching emphasis will be in areas that are now developing, such as urban economics. The library holdings, while inadequate for historical research, should serve our program quite well. We have recently reviewed the periodical holdings in economics and the library has agreed to order 18 new periodicals which will complete our holdings of all periodicals reviewed by The American Economic Association.

(3) Facilities and Equipment

The establishment of the Social Science Research Facility at UWM has provided a direct linkage of our graduate students and faculty to the Computer. The installation of the Univac 9200 Input/Output Station in Bolton Hall has made it possible to use the Univac 1108 in Madison for instruction and research in ways that were not possible heretofore. Our most urgent need in this area will be more office space for new faculty.

(b) Adequacy of Resources in Related or Supporting Fields.--In the last few years UWM has added faculty in social science departments, such as Geography, Political Science, Urban Affairs and in The School of Business Administration, who have skills and interests closely allied to our program in urban economics. We are seeking to establish both joint appointments and joint programs with other units in order to give our program the cross-fertilization that is needed to prepare scholars in urban economics. Thus, faculty resources in other units do provide strong secondary support for our program.

(c) Proposed Basis for Program Funding.--

(1) Reorganization of Existing Resources

The following indicates how the composition of our teaching staff has changed since the academic year, 1964-65.

	<u>Faculty</u>		<u>Teaching Assistants</u>
	<u>Graduate</u>	<u>Non-Graduate</u>	
1964-65	7	13	5
1965-66	8	13	7
1966-67	9	11	10
1967-68	10	7	13
1968---	11	7	13

Although the total faculty has decreased from 20 in 1964-65 to 18 in 1968-69, we have--with the assistance of an increased number of teaching assistants--converted our elementary courses from small independent sections to a mass lecture and discussion session system. By this procedure, we have been able to increase the graduate faculty relative to the non-graduate faculty and so shift our resources into graduate instruction. The transition to large lectures has been carried out successfully. We are now making special efforts to increase the instructional capability of our teaching assistants and to provide the best possible instruction in the mass lecture courses.

This reorganization will allow us a large enough graduate faculty to, within the current budget, begin a Ph.D. program immediately.

(2) Enrollment Increase Funds

At the present time, our graduate courses are not at full capacity; therefore funds for normal enrollment increases should allow us to maintain the existing program.

(3) Program Improvement Funds

The Graduate Committee of the Department of Economics has approved 14 new graduate courses which, as we now visualize, will provide, together with the existing courses, the full graduate program for the Ph.D. degree. These courses have not been presented to the Graduate School or to the UWM curriculum committee pending approval of the Ph.D. proposal.

While our program currently is adequate to serve the Ph.D. candidates during their first year, the new courses and the faculty to teach such courses will be needed for the second and third years of the program. Our need for faculty is estimated at two per year for about three years, after the first year of operation under the Ph.D. proposal.

(4) Extra-Mural Support

Several members of the department have received outside funding for programs of instruction and research. Outside funding in such areas as economic education, Latin-American studies, air pollution, and Great Lakes research is approximately \$150,000 per year.

Two members of the department are on a College of Letters and Science Committee that is seeking a major grant under the NSF Departmental Science Development program. This proposal will be centered on interdisciplinary instruction and research in human resources. Also our Department will be host to the Seventh Conference of University Professors, sponsored by the American Bankers Association, September 4-12, 1969.

We anticipate substantial future outside funding for instruction and research in urban economics.

- (d) Estimated Beginning and Continuing Net Cost of Program.--This program can be instituted without any additional cost. The present departmental budget provides sufficient funding for faculty and supporting services for the first year in which Ph.D. candidates will be enrolled. As mentioned above, the major continuing cost for about three years will be for additional faculty to staff new courses, seminars and workshops.

5. Interest and Support on the Part of the Administration, Faculty and Citizens

The UWM Administration has supported our graduate program as it has developed over the past five years with funding which has allowed us to assemble a distinguished graduate faculty. Our Ph.D. proposal has had the formal approval of the Dean of the College of Letters and Science, the Dean and the Administrative Committee of the Graduate School, and the Chancellor's Office at UWM. Prior to the approval by the Dean of the Graduate School, the Ph.D. proposal was evaluated by Arthur E. Burns, Professor of Economics and Dean of the Graduate School, George Washington University. Dean Burns strongly recommended the adoption of the program effective September 1969.

The Graduate Faculty approved our proposal without dissent on December 19, 1968. Interest and support for our program has been evidenced on many occasions by faculty members in the Departments of Anthropology, Geography, History, Political Science, Sociology, Urban Affairs, and the School of Business.

In the past, and currently, members of our department have held advisory positions in city and county government. The city administration is, of course, interested in the development at UWM of the kind of graduate study which will provide for them economists trained in urban economics and the kind of faculty which will respond with advice and study of the various urban problems which are continually arising.

Levels I & II approved by UWM
Faculty on January 9, 1969.

PROPOSED ACADEMIC PROGRAM

for the School of Architecture, University of Wisconsin - Milwaukee

Because the older locked-in programs at long-established schools of architecture are not adequate nor sufficiently flexible for the training of professional persons to meet the needs of today and tomorrow, the School of Architecture proposes an innovative curriculum for architectural education. Its purposes are to provide greater choice and responsibility for students of the School in establishing their own career directions. Its methods are integrative, bringing all subject matter to bear within a sequence of problem exercises entirely like the experience of professional practice.

Because the program is innovative, the proposal could not be restricted to the six pages requested. We apologize for the length of the submission.

1. Description of Program

a. Nature and Objectives

The program described herein is the major curriculum proposed within the new School of Architecture; the professional program is six years in length and leads to the degree, Master of Architecture. Any student who has successfully completed the first four years of the curriculum will be awarded the degree, Bachelor of Science in Architectural Studies.

The School of Architecture intends to develop a number of alternate programs at the fifth and sixth year level; superior students will be encouraged to develop (subject to faculty approval) their own career-direction study programs within the field of architecture.

The program has the following purposes:

- (1) To educate professional architects in the best possible manner
- (2) To provide training toward a high level of technical competence for those students unable to complete the professional component of the program
- (3) To establish for all its students a high level of concern and a maturity of judgment in the consideration of environmental problems
- (4) To assemble a faculty able to contribute toward the development of knowledge in the fields of environmental design
- (5) To contribute toward stronger interest in the environmental arts within our community and our State
- (6) To serve both the disadvantaged parts of our community and our entire community in ways possible only for a school of architecture.

b. Relationship of Program to Over-all Academic Mission of the University of Wisconsin

The mission statement of UWM includes the following comments: "Professional degree programs are a necessary ingredient of a major university..... Establishment of the newly authorized architecture program and a medical school would complete this phase of our development." In commenting upon "areas of excellence" for the University, the mission statement continues: "It is also important to have strong professional curricula in architecture [et al].... each with its own special urban emphasis."

The School of Architecture shares with the University the goal of building programs of teaching, research, and public service. It will undertake such programs appropriate to a school of architecture within a major urban university. The interdisciplinary character of architecture (which has been called a function rather than a discipline) is well suited to such a position.

c. Relationship of Programs to Existing Programs at the University

The program in architecture will serve extremely well to fit between existing programs on campus. There is presently an array of programs that surround and are tangent with the program area of architecture: engineering, urban affairs, the various social sciences, and the fine arts. Not only does architecture complete the spectrum of these closely related, but diverse programs, but also the program in architecture can become a focus and an action arena for efforts in these related fields.

For several reasons that appear in the sequel the curriculum in architecture after the sophomore year will not be eclectic, depending upon courses offered by other schools. The School of Architecture, however, hopes to achieve cross-contact with other schools by joint faculty appointments, and by joining with other schools in study and research projects.

d. Summary of Prerequisites, Course Structure, Credit Requirements, etc.

It is proposed that the curriculum of the School of Architecture be six years in length and be divided into three two-year segments: I Pre-Architecture, II Architectural Studies, III Architecture. (This curriculum organization is in keeping with a national framework for environmental design education proposed in the A.I.A. sponsored document, A Study of Education for Environmental Design, commonly called "the Princeton Report.")

Pre-Architecture students will enroll in the College of Letters and Science, but will be guided in their course selection by advisors from the Architecture faculty. The

School of Architecture will admit students at the junior level and will administer Architectural Studies and Architecture. The six-year program will lead to the degree, Master of Architecture. Students who complete Levels I and II successfully will be graduated with the degree, Bachelor of Science in Architectural Studies. Normal progress through the curriculum will require the successful accomplishment of 15 credit hours each semester. The Master of Architecture degree requires 180 credit hours; the Bachelor of Science in Architectural Studies requires 120.

Level I

Admission requirements to Pre-Architecture shall be the same as those for general admission to the University. The freshman student is warned that there are requirements that he must meet for admission to Architectural Studies prior to his junior year. He is warned that there are other stringent requirements for admission to Architecture prior to his fifth year.

Because the School of Architecture expects to accept students from other campuses within the State systems and because course offerings vary from one campus to the next; furthermore, because the Pre-Architecture program should permit the student as much freedom as possible to discover his areas of interest, there are no courses (except for University-wide requirements in Freshman English and History) that will be required of the student in Pre-Architecture. The following courses and course distributions are recommended to the student, and he is put on notice that he will be responsible for the possession of the knowledge and skills implied by these recommendations when he enters Architectural Studies at the junior level: Mathematics 231 and 232 (or 211), (calculus); Mathematics 315 (or 309), (probability); Mathematics 132, (computers); Philosophy 211, (logic); English 201, (intermediate composition); and Architecture 200, 201, (orientation). The student should distribute the remaining courses in Pre-Architecture nearly evenly among the sciences, the humanities and the fine arts, and social studies. By consultation with the faculty in Architecture, more specific recommendations will be made to the student for appropriate courses in Mathematics, in Fine Arts, and in Applied Science & Engineering that will best serve his professional interests. In order to be retained in the Pre-Architecture program, the student needs only to meet University-wide standards for retention; retention in Pre-Architecture, however, will not guarantee admission to Architectural Studies, Level II of the curriculum.

Level II

In order to be admitted to Level II of the curriculum, a student in Pre-Architecture must: attain 58 credit hours, achieve a grade point average to be determined by the faculty of the School of Architecture and announced eleven months in advance of its application, and supply to the faculty of the School of Architecture a portfolio of evidence declaring the student's interest in the environment and supporting his commitment to the field of architecture. A bachelor's degree from an accredited college or university or any other equivalent academic accomplishment may be accepted by the faculty in lieu of 58 credits and the required

G.P.A.; nothing, however, shall excuse a candidate for admission to Architectural Studies from supplying a portfolio of evidence of interest and commitment.

A student may apply for advance standing in Level II only by the presentation of the appropriate number of credits from an established school of architecture and the presentation of a portfolio of accomplished work. Admission to advance standing is at the discretion of the Architecture faculty.

Curriculum Organization

From the time that the student enters the Architectural Studies program at the junior level, his course will be organized in a new form appropriate to a professional school with a strong central purpose. Since the student will be concerned with design development decisions throughout his entire professional life, he will start the practice of decision with his introduction to professional education.

During each semester in the third and fourth years, each student will be enrolled in a problem-solving course assigned a value of twelve semester credits. (He will also be enrolled for one free elective course outside the School of Architecture.) The problem-solving course will become the central discipline in his student life, dealing insofar as circumstances permit with real problems. By becoming enrolled in this course, the student accepts responsibility for whatever amount of time is required of him from 1:00 p.m. until 5:00 p.m. each day Monday through Friday for every week of the semester (calendared holidays excluded). The week will be divided as follows: Mondays, Wednesdays, and Fridays for problem assignments and discussion, critique of work, consultation with the faculty problem-team, field visits as required, and presentations and juries held upon the termination of each problem; Tuesdays and Thursdays will be devoted to lectures and skills' instruction required for problem solution.

Attendance at the lectures and skills' instruction will not be required of architecture students. Homework and exercise solution will be encouraged, but not required, and no examinations upon the lectures or instruction will be given. The faculty, however, will expect the students to make full use of the knowledge and skills available from the lecture courses in his problem solutions. The problems will be so arranged and the student's performance in the sequence of problems will be evaluated in such a manner as to insure a distinction between students who have acquired the knowledge and skills available in the lectures and skills' instruction and those who have not.

This evaluation system places emphasis, appropriately for an architect, upon the convergant use of knowledge in problem solution, not upon the simple acquisition of unrelated knowledge.

Within architectural education, there has been for some time now (among the more progressive schools) an effort to consider the architect as a generalist, i.e., a person with a broad comprehension of human activities who is able to unite the knowledge and skills of many persons into a

single creative effort.

Upon careful consideration of the notions, generalist and specialist, we can be more specific in the manner in which we attempt to educate the architect. Generalist and specialist are relative terms, and we must specify the generalist and specialist frames of reference.

In order to specify frames of reference, we need to draw a distinction between skills and knowledge. For purposes of this discussion, we can describe knowledge as non-active but affecting actions, and storable both in human beings and in non-human vessels. We can describe skills as active and skill abilities, though drawing upon knowledge, as able only to be stored in human beings.

For our purposes, we can group skills under three headings -- Symbolic (programming), Iconic (design), and Enactive (effectuation). We can group areas of knowledge by the scale of project undertaken and traditionally associated with recognizably distinct environmental disciplines: urban development, site development, building development, interiors development, product development, and graphic development.

By the use of a matrix array, we can specify generalist and specialist activities and attitudes. We shall let one dimension (axis) of the matrix represent areas of skill, and the other dimension represent areas of knowledge.

	Skills Axis		
	1. Symbolic	2. Iconic	3. Enactive
a. Urban Development	1.a	2.a	3.a
b. Site Development	1.b	2.b	3.b
c. Building Development	1.c	2.c	3.c
d. Interiors Development	1.d	2.d	3.d
e. Product Development	1.e	2.e	3.e
f. Graphic Development	1.f	2.f	3.f

Knowledge Axis

The traditional architectural curriculum centered in area 2.c, that of architectural design. More recently, curricula that thought of themselves as generalist in scope ranged from 1.c across to 3.c. Others calling themselves generalist ranged from 2.a to 2.c with a bit of 1.a or 1.c thrown in.

In our curriculum, at UWM, we shall provide in the junior and senior (third and fourth) years of the curriculum, a broadly generalist setting by ranging across the entire matrix from 1.a to 3.f.

In order to cover the matrix, we shall move, in general, through the four semesters from: the urban and site scale, to the site and building scale, to the building and interiors scale, to the product and graphic scale.

Furthermore, we shall place emphasis in some problems upon the programming phase, in some upon the design phase, and in some upon the effectuation stage, thus covering the symbolic, iconic, and the enactive areas. The arrangement of faculty into teams will further insure that the symbolic, iconic, and enactive areas are fully treated.

Lecture or Instruction Sequences

Junior Year

Physical Force-Form Determinants - I and II

The interaction of forces and forms. By a study of natural and man-made forms, the student learns the principles governing the behavior of forms under the application of various forces. By direct experimental constructions, the student develops an intuitive understanding of structural principles.

Cultural Determinants - I and II

A study of the history of art, technology, engineering, and architecture. Social, political, economic, technological, and personal influences upon art form.

Symbol and Language Determinants

The building is limited by the thoughts that its architect can think, and the precision of his thought. An introduction to architectural programming.

Analogic Determinants

The building is limited by the skill that its architect has in diagramming and expressing visual spatial relationships. An introduction to the schematic phase of architectural design.

Technological Determinants

The influence of manufacturing processes and economics upon building. The materials, traditional and modern, that are available for building. The availability of transportation and its cost. The costs of labor, tooling costs, and production runs. The capabilities within various processes.

Social and Economic Determinants

The influence of the social, political, and economic environments (as expressed in today's city) upon the building. The influence of building, of zoning laws, of land costs, of building costs, and maintenance costs upon the form of buildings.

Senior Year

Iconic Determinants - I and II

The influence upon building design of the architect's ability to visualize and represent the form of a proposed building. The various methods of representation and their different uses.

Structural Determinants - I and II

The influence upon building design of the ability to compute structures mathematically. Computation methods. The interaction of the total structure.

Value and Purpose Determinants

The values' environment, the purpose set, and the devices by which the architect deals with values and purposes in building design.

Physiological & Psychological Determinants

The influence of human needs upon building design. The acceptable range and optimum conditions for: temperature, pressure,

humidity, lighting, acoustical conditions. Human tolerance for biological and chemical pollutants in food and water supply, and in the atmosphere.

The psychological effects of building design and arrangement. Group relations and room arrangements. The effects of such qualities as enclosure, scale, color, texture, heights, and the like,

Conceptual Determinants

The influence of the conceptual ordering of visual materials, the schemata by which we order the visual world. The ranges in choice or order systems that are available for problem solution.

Affective and Symbol Determinants

Symbolic devices and their influence upon building form. The visual form as a communication device. The building as commercial product, as evidence of power or wealth, as a symbol of aspiration, or achievement, and as a personal or social symbol.

Retention in Level II Program

A student shall not be retained in the Level II program of the School of Architecture when:

in any single semester, he achieves a G.P.A. of less than 1.67 for all of the courses taken by him, or if his cumulative G.P.A. is less than 2.00;

or, when in any single semester, he achieves less than a 2.00 G.P.A. for the grades in his twelve credit hour Architectural Studies course, or if his cumulative G.P.A. in his Architectural Studies courses is less than 2.33 (after the first semester of Level II work). NOTE: One grade is given by each of three faculty members for four credit hours of the twelve credit total.

Level III

Beginning with his fifth year, the student will undertake professional studies closely linked to the work that he will carry on during his professional career. While the studies will be a continuation of Level II work, they will be more specific as to both subject matter and skills.

Where Level II courses were concerned with the development of student attitudes and values, and with the attainment of skills concerned with the proposal of problem solutions, Level III courses undertake, in addition, the techniques of problem solution used in architectural practice. Level III courses, through participation techniques, are descriptive of the institutional structure of production processes, the construction industry, and professional practice.

In order to be admitted to Level II course work, the student must have complied with all of the following requirements:

- a. He must have completed the full 48 credit hours of Level II course work. (A student who has transferred with advanced standing must have completed the remaining credit hours of Level II work for which he was not given credit.)
- b. He must have attained a total of 114 credit hours, or hold a bachelor's degree or its equivalent, from another institution.
- c. He must have at least attained in his Architectural Studies courses cumulative G.P.A. between 2.33 and 3.33. The exact average shall be determined by the vote of the faculty eleven months prior to the time of his entry into Level III work.
- d. Having met the above requirements, the student's admission to Level III work is automatic, unless he has received a recommendation from at least six faculty members, duly recorded in a faculty meeting of the School of Architecture, that he not be admitted to Level III work.
- e. A student who has been denied admission for any of the above reasons and who has been awarded the Bachelor of Science degree in Architectural Studies may apply for readmission to the School of Architecture after the passage of two years from the time of the last refusal of his admission to Level III work.

Curriculum Organization

The curriculum structure is similar to that of Level II, except that where in Level II students participated in a problem sequence common to all in the same class section; in Level III, the student will be permitted, as his maturity of experience allows, to propose to his assigned faculty-team a problem sequence for the semester's work. Such sequences shall be submitted for approval prior to the beginning of the semester and upon faculty-team approval, the student shall undertake work in the same manner as the problem sequence established by the faculty.

Lecture or Instruction Sequence

Fifth Year

Structural Systems - I and II

Methods for designing structures in steel, concrete, and wood. The totality of interactions upon a structure. The necessary approach to experimental structures.

Environmental Systems - I and II

Methods for maintaining comfort and controlling atmospheric and temperature conditions within the building. The supply of power, light, transportation, water, and other utilities to the building. The removal of waste materials.

Land and Building Economics

The land and building market. Methods of building finance. Government support and insurance programs. Patterns of ownership and rental. Development procedures and considerations. Gross cost estimating. Obsolescence and value loss. Tax considerations.

Choice and Values System

The availability of materials and information. Techniques for rationalizing choice. The weighting of values. Situational choice. Systems Analysis in Building Design.

Safety, Insurance and Codes

The principles of building safety. Life support as a general principle of building design. Security awareness and consequence prediction for the individual. Simultaneity of stimuli. Fail-safe. Testing procedures and facilities. The codification of safe practices.

Building Maintenance

Selection of form and material according to life-expectancy of building usefulness. The deterioration forces. The trade-off between initial cost and maintenance costs.

Sixth Year

Systems of Construction - I and II

The various construction systems traditional and modern that are available to the architect. The sequence of constructions. Principles of detail design.

Job Production - I and II

The contract documents; i.e., working drawings and specifications, and their methods of production. Check-lists for job completeness. Different methods for description and specification. Standards Associations. Office accounting on job production.

Public Relations and Job Procurement

The limitations imposed on professional practice. Professional organizations and their influence. Community service and business politics.

Contracts and Ethical Practices

The several contractual obligations in which the architect becomes engaged. The forms of contract. The architect's rights and obligations. Liability claims. Registration laws.

Office Management

The organization of the architectural practice. Individuals, partnerships, and corporations. The distribution of responsibility within the office organization. Horizontal and vertical organizations. Limited or comprehensive practice. Consultants, and allied professions.

Construction "Supervision"

The architect's responsibility and his unique role. Co-obligations with owner and contractor. Organizational relationships. Shop drawings, change orders, bonds, liens, certificates of payment. The continuing relationship.

A student shall not be retained in the Level III program in the School of Architecture when in any single semester he achieves a G.P.A. of less than 2.33 or if his cumulative G.P.A. in Level III is less than 2.67 (after the first semester of Level III work), or when in any single semester, he achieves less than 2.67 for the grades in his twelve credit hour Architectural Studies course, or if his cumulative G.P.A. in his Architecture courses (after the first semester of Level III work) is less than 3.00.

1. Curriculum Content

Referring again to the matrix array presented in order to describe the Level II curriculum, we can use it to describe the curricula that will be offered in Level III. While all curricula will lead to the degree, Master of Architecture, we shall expect to offer specializations (with appropriate accompanying generalizations) within the degree program.

	1. Symbolic	2. Iconic	3. Enactive
a. Urban Development	1.a	2.a	3.a
b. Site Development	1.b	2.b	3.b
c. Building Development	1.c	2.c	3.c
d. Interiors Development	1.d	2.d	3.d
e. Product Development	1.e	2.e	3.e
f. Graphic Development	1.f	2.f	3.f

In order to aid in carrying out the mission of UWM with its concern for urban involvement, the School of Architecture, upon the initiation of the Level III program in the 1971-72 academic year, will expect to offer two standard problem sequences.

The first will specialize in building development and will range across the matrix squares 1.c, 2.c, and 3.c with some slight spread into the adjacent b and d squares.

The second will specialize in urban development and will range across the matrix squares 1.a, 2.a, and 3.a with some spread into the adjacent b squares.

In succeeding biennia, we shall expect to develop specializations according to the following schedule:

1973-75	Site Development	1.b	2.b	3.b
	Interiors Development	1.d	2.d	3.d
1975-77	Product Development	1.e	2.e	3.e
	Graphic Development	1.f	2.f	3.f

As mentioned above, superior students will be encouraged to develop with faculty approval, their own problem sequences.

The lecture and instruction sequences described above apply especially for the building development specialty. As other specializations are offered, other lecture and instruction sequences will be added.

2. Specification of Need

- a. Contribution of Program to the Advancement of Human Knowledge
 The innovative character of the program, where skill or knowledge specializations are built upon a generalized professional base, will contribute to the conceptualization of the field of environmental design as a continuum with cross connections between many hithertofore discrete professional disciplines. This is a strong present trend as evidenced by the I.C.E.D. (the Inter-Disciplinary Council for Environmental Design) recently formed, the trend toward comprehensive architectural practice where many

disciplines are gathered within a single professional organization, and the current study being made of the joint registration of architects, planners, and landscape architects.

b. Manpower Demands

Manpower demands cannot now be documented in quantities for the State. We have, however, received many statements from practitioners describing the need for skilled technicians and well-qualified professionals. There has been throughout the nation a steady growth in demand for architectural services. C.C.H.E. authorization of the School can stand as certification of need.

c. Internal Development of the University

We have commented upon the place that the School of Architecture will fill under l.c., where the relation to existing programs was described. In addition, the development of the School of Architecture, by reason of its interdisciplinary character, will bring a broad array of additional faculty talents to the University. This cannot but have a stimulating effect upon the internal development of the University.

d. Employment Trends

Because of a diversification within the field of architecture, demands for professional graduates will not be fulfilled for many years. The profession is seriously lacking in persons with specialized knowledge and abilities. Evidence of need exists by virtue of the founding, within the past ten years, of new schools of architecture at: University of Kentucky, University of Maryland, University of Tennessee, U.C.L.A., Ball State University, and Tuskegee Institute. New schools are currently being formed at the University of Connecticut and two campuses of the State University of New York. Many existing schools are diversifying and broadening their offerings to include curricula in urban design and landscape architecture.

3. Enrollment Projection and Assumption

- a. There are presently enrolled on campus at UWM, 176 Pre-Architecture students; on the five State University campuses with authorized Pre-Architecture programs, there are a total of 139 Pre-Architecture students.

Informal tabulations indicate that the annual rate of inquiries concerning the program in architecture are 250 at the Admissions Office and 400 at the High School Relations Office.

Enrollment in schools of architecture in neighboring states were as follows in the academic year 1966-67:

University of Minnesota	290	
University of Illinois (Chicago)	393] 1,060
University of Illinois (Urbana)	667	
University of Michigan	340	
Iowa State University	520	

The Office of Institutional Research estimates that the enrollment in the junior class beginning in fall of 1969 will be

between 99 and 112 students.

The good publicity that has accompanied the establishment of the School and experience reported at other new schools and at schools with new curricula might indicate a somewhat higher enrollment level in the very near future.

- b. Based upon enrollments at schools of architecture in neighboring states and upon the attractiveness to students of innovative programs in this field where there is wide dissatisfaction with conventional curricula, we have estimated that there will be an enrollment in the four years of Level II and Level III between 400 and 600 students.

4. Institutional Capability

Institutional capability was covered broadly in C.C.H.E. working paper No. 5 which authorized the establishment of the School of Architecture.

a. Adequacy of Present Resources

The faculty of the School shall have to be built in toto, and negotiation or discussions are presently under way. There has been no dearth of interest and a number of highly qualified persons have interested themselves in the program. The Library has well established major holdings in architecture and related fields, but a separate working collection will need to be established for heavy student use within easy access of the School. Adequate facilities do not exist on campus for the projected enrollment in the fall of 1969; investigations are under way to discover the possibility of rental properties to house the School during its formative years. Adequate equipment does not exist, and it must be acquired.

b. Adequacy of Sources in Related or Supporting Fields

The University is rich in resources in related fields. We will be able to draw heavily upon resource persons in other schools. However; because of the character of the program which seeks the integration of information in the architectural problem sequences, the School of Architecture will not be able to draw, for the arrangement of courses in its major, upon courses in other schools. It will be noticed, however, that there is a strong emphasis upon electives with broad opportunity for the student to build special areas of interest outside of his required curriculum subjects.

c. Proposed Bases for Program Funding

The School is funded for the present academic year with some \$50,000.00. It is budgeted for the 1968-71 biennium with a budget of some \$280,000.00, prepared on the basis of an enrollment of approximately 60 students at the junior level in the fall of 1969. This enrollment will undoubtedly be exceeded and enrollment increase funds will not cover the costs of additional faculty and equipment. Program improvement funds will need to be sought. The School already possesses extramural support in the amount of \$50,000.000 for the Eschweiler Professorship (design). The architects within the State through the A.I.A. Chapter and the Wisconsin Architects Foundation have committed themselves to provide additional support; they are preparing a brochure, and

have organized a group for fund-raising activities. The School has also begun to move into research programs and, to this end, has agreed to join with the Environmental Design Center on the Madison campus in one project. Discussions are under way with the School of International Relations for the formation of a Joint Research Institute in Technological Areas; funding is also being sought for a venture into video-taping and a visiting role-model scholar program to aid the development of the School in its early years.

- d. Estimated Beginning and Continuing Net Cost of Program
 Apart from remodelling or facilities construction cost, we have estimated that the first year's program cost must be in the \$350,000.00 to \$400,000.00 range. The cost will then rise over the next four years until the program is fully activated. The cost should then stabilize at the \$600,000.00 to \$700,000.00 level.

5. Interest and Support on the part of Administration, Faculty and Citizens

The campus and central administration appear strongly committed to the establishment of an excellent School of Architecture at UWM. The nature of the program has been described orally to many persons in the administration and elsewhere, and is the result of discussion with and advice from many persons.

The curriculum essentially as presented herein was submitted to an advisory committee consisting of six faculty members drawn from the UWM campus as a whole and four students (and two alternates) selected from the advanced-standing Pre-Architecture students by their fellow students on the UWM campus. Their review of the curriculum resulted in approval, but with the concern that there might be those on campus who would be offended that the School of Architecture was not drawing more heavily on courses offered by other Schools. This was expressed not as a concern of the advisory committee members, since they appreciated the need for the integrative approach in teaching, but as advice in helping the School of Architecture to achieve approval of its curriculum. They believed that joint faculty appointments and joint student projects with other Schools might overcome any such objection.

Potential faculty members of the School of Architecture have been enthusiastic in their endorsement of the curriculum, and one such person of some eminence presently on the faculty of the Hochschule für Gestaltung at Ulm, Germany was kind enough to describe our program as, "the only possible approach" to design education today.

Students who have acquainted themselves with the curriculum have been nearly universal in their enthusiasm. An interview with the Dean of the School of Architecture will appear in an article in the University of Michigan School of Architecture student publication in November. An advance copy of the article displays a description of the School's curriculum approach.

On four occasions, the Dean has presented oral descriptions of the curriculum approach to the different sections of the Wisconsin State Chapter of the A.I.A. Much interest and enthusiasm has been shown, and conversations with the individual members have demonstrated a strong interest in supporting the new School.

Electrical Department
College of Applied Science & Engineering
University of Wisconsin-Milwaukee

PROPOSAL FOR THE MODIFICATION OF AN
EXISTING PROGRAM IN ELECTRICAL SCIENCE

1. Existing Program

The curriculum of the College of Applied Science and Engineering at the University of Wisconsin-Milwaukee is designed to give each student a basic engineering science core of 83 credits and a minimum of 15 credits in humanistic-social science subjects out of a total credit requirement of 128. The balance of the credits (30) are elective with the choice for the student of either: 1) selecting one from seven specific course groupings developed by the faculty from the course offerings of the six departments, or 2) planning his own individual program with consultation and approval by the faculty. These choices are in 18-credit sets and are designated as options. For convenience, they are given specific designations. The individualized set is referred to as the Engineering Science option. If any of the present seven specific options do not fulfill a student's objectives, he can use the Engineering Science option to design his own program of 18 credits. There can be considerable variation from one Engineering Science option choice to another, thus maximum flexibility and viability are achieved. Frequent selection of specific 18-credit course groupings under the Engineering Science title will suggest new option titles that can be formulated. Since the various options consist of 18 required courses or less, they constitute less than 15% of the total program.

The Electrical Department offers 23 courses from which a student may choose an option in electrical science. One such option as presently constituted requires the following five courses:

- Electrical 361 Electromagnetic Fields
- Electrical 331 Physical Electronics
- Electrical 332 Active Networks
- Electrical 362 Electromagnetic Energy Conversion
- Electrical 355 Senior Electrical Laboratory

with the sixth chosen from the remainder of the Electrical Department's professional offerings. Other alternatives can be arranged depending on objectives but the foregoing is the only combination now approved for the title Electrical Science. There have been students interested in electrical science whose professional goals are not directed toward all of the courses listed in the required set given above. These students are more interested in the computer-oriented courses offered by the Electrical Department. At the present time the needs of these students can be readily met by utilizing the Engineering Science option, but specific identification of the set of courses leading to this goal would be desirable.

The faculty of the Electrical Department believes that there is enough student interest in the computer science courses to warrant a reorganization of the electrical science option to accomplish the goal of providing a second alternative for the students specializing in this field.

2. Proposed Revision

We propose that the electrical science option be modified to permit students whose interest and professional goals are mainly in the fields of computer science to gain a degree whose major thrust is so directed. We propose that, in addition to the present sequence referred to as

Electrical Science, an alternative be offered under the title of Computer Science, in which the following two courses are required:

Electrical 451: Numerical analysis

Electrical 415: Computing machines

and four other courses are chosen from the sub-set of courses in the Electrical department's offerings which are most pertinent to Computer Science. Because of overlap, the net change from the present Electrical Science option would be 15 credits or less.

Since the courses within the Computer Science option are chosen from the offerings of the Electrical department, no additional departmental structure or additional course offerings are required. No special additional funding is required to effect this modification of the existing program in the College of Applied Science and Engineering. No staff will be required to begin this program other than that currently in the Electrical department.

Resources in library holdings, facilities, equipment, and space already under construction are adequate to maintain this modification of the option.

If approved, this proposed modification is to become effective beginning in Semester I - 1969-70.

Approved by the College of Applied
Science and Engineering Faculty
January 31, 1968

Approved by the University of
Wisconsin-Milwaukee
Course and Curriculum Committee
August 6, 1968

PROPOSAL TO ALTER DEGREE DESIGNATIONS
IN THE COLLEGE OF AGRICULTURAL AND LIFE SCIENCES

On May 6, 1968, the College of Agricultural and Life Sciences placed before the Faculty a request to change the degree designation from "Bachelor of Science-Agriculture" to "Bachelor of Science" for students in its Natural Science curriculum option. Action taken by the Faculty was to refer the matter to a joint conference committee of the College of Agricultural and Life Sciences and the College of Letters and Science. The conference committee appointed by the Chancellor consisted of:

Dean Leon Epstein
Assoc. Dean F. Chandler Young
Prof. William Burns
Dean Glenn S. Pound
Assoc. Dean George W. Sledge
Prof. J. B. Wilson

The recommendation of the Committee is that the degree offered by the College of Agricultural and Life Sciences to students in its Natural Science curriculum option be designated,

Bachelor of Science-Natural Science

such designation characterizing only one curriculum option in the College of Agricultural and Life Sciences and not a university-wide division in this subject area.

This recommendation was approved by the faculty of the College of Agricultural and Life Sciences at its meeting of January 16, 1969.

EXHIBIT

J

Contract Awards & Cost Schedule
Agricultural Hall Remodeling - Madison

BUSINESS AND FINANCE COMMITTEE

That, subject to the approval of the Governor and the State Director of Engineering, contracts for remodeling of Agricultural Hall, Madison Campus, Project No. 6802-10, for the Department of Landscape Architecture, be awarded to the low bidder in each division of the work on the basis of the base bid, with alternate bids accepted as indicated, as follows; that any Vice President or Associate Vice President of the University be authorized to sign the contracts; and that the following schedule of costs be approved:

General Construction	Base Bid No. 1	\$ 68,290.00
Daniels Construction Co.	Alt. Bid No. 1A, Add	1,600.00
Madison, Wisconsin	Alt. Bid No. 1B, Add	<u>792.00</u>
	Total Contract Amount	\$ 70,682.00
Plumbing	Base Bid No. 2	\$ 5,690.00
Welch Plumbing Co.		
Madison, Wisconsin		
Heating & Ventilating	Base Bid No. 3	\$ 36,950.00
H. O. Hinrichs & Sons		
Madison, Wisconsin		
Electrical	Base Bid No. 4	\$ 41,667.00
Endres Electric Co.		
Madison, Wisconsin		

Schedule of Costs

Total Construction Contracts, including Fixed Equipment and Site Development (Roads, Walks, Paving, etc.)	\$154,989.00
Design and Supervision	20,000.00
Contingencies	<u>19,211.00</u>
Total Schedule	\$194,200.00

Source of Funds:

State Building Trust Funds - Allocation for Repair, Remodeling, Utilities, & Minor Construction for the 1967-69 Biennium -		
Release 2113 - 2/19/68	\$180,000.00	
Release 2259 - 11/11/68	6,200.00	
Physical Plant Maintenance Funds	<u>8,000.00</u>	
Total Funds		\$194,200.00

Item II, 2, d

2/14/69

EXHIBIT K

Schedule of Costs
600 North Park Building, Madison

BUSINESS AND FINANCE COMMITTEE

That the following schedule of costs be approved for construction of the 600 North Park Building on the Madison Campus of the University, State Project No. 6512-21, Federal Project No. HEW OE 2-5-00378-0:

Schedule of Costs

Total Construction Contracts	(See Regent Action of 12/6/68)	\$5,968,112
Chilled Water Charge Based Upon 600 Ton System		136,200
Sewer and Water		79,857
Utilities Extension		73,650
Design and Supervision		450,000
Movable Equipment		995,500
Contingencies		123,481
Planting		10,000
Pedestrian Overpass		97,700
	Total Schedule	<u>\$7,934,500</u>

Estimated Source of Funds:

Wisconsin State Agencies Building Corporation	\$5,975,900
State Funds, for Pedestrian Overpass from 1965-67 Biennium for Repair, Remodeling, Utilities, and Minor Construction	97,700
State Funds, for Utilities Incorporated in Building Project from 1967-69 Biennium for Repair, Remodeling, Utilities, and Minor Construction (Release #2044 - 10/9/67)	200,000
U. S. Office of Education - Title I (Project #4-5-00378-0)	700,000
U. S. Office of Education - Title II (Project #2-5-00378-0)	400,000
Self-Amortizing, Parking	560,900
	Total Funds
	<u>\$7,934,500</u>

Contract Awards & Cost Schedule
Remodeling of Kenwood Library Building
University of Wisconsin-Milwaukee

BUSINESS AND FINANCE COMMITTEE

That, subject to the approval of the Governor and the State Director of Engineering, contracts for remodeling of the Kenwood Library Building, University of Wisconsin-Milwaukee, Project No. 6709-17, be awarded to the low bidder in each division of the work on the basis of the base bid, with alternate bids accepted as indicated, as follows; that any Vice President or Associate Vice President of the University be authorized to sign the contracts; and that the following schedule of costs be approved:

General Construction	Base Bid No. 1	\$129,400.00
H. Schmitt & Son, Inc.	Alt. Bid No. 1A, Add	<u>2,300.00</u>
Milwaukee, Wisconsin	Total Contract Amount	\$131,700.00
Plumbing & Heating	Base Bid No. 2	\$ 61,920.00
Zien Plumbing & Heating Co.	Alt. Bid No. 2A, Add	954.00
Milwaukee, Wisconsin	Alt. Bid No. 2B, Add	<u>4,820.00</u>
	Total Contract Amount	\$ 67,694.00
Electrical	Base Bid No. 3	\$ 58,867.00
Pieper Electric, Inc.	Alt. Bid No. 3A	<u>No Change</u>
Milwaukee, Wisconsin	Total Contract Amount	\$ 58,867.00

Schedule of Costs

Total Construction Contracts	\$258,261.00
Design and Supervision	25,100.00
Contingencies	<u>9,539.00</u>
Total Schedule	\$292,900.00

Source of Funds:

State Building Trust Funds for Repair, Remodeling,
Utilities, and Minor Construction

Release 2026 - 9/11/67	\$ 6,000.00	
Release 2179 - 6/20/68	125,149.00	
Release 2195 - 7/8/68	<u>161,751.00</u>	
Total Funds		\$292,900.00

Item II, 2, d-2

2/14/69

EXHIBIT M

Exchange of Lands for UW-WARF
Surge Building

BUSINESS AND FINANCE COMMITTEE

That the President or Vice President and the Secretary or Assistant Secretary be authorized to sign a deed conveying the following described property to the Wisconsin Alumni Research Foundation:

Part of the Southeast 1/4 Section 16, T7N, R9E, Town of Madison, Dane County, Wisconsin, more precisely described as follows:

Beginning at the Southeast corner Section 16, Said corner being N89°55'10"W, a distance of 143.00 feet from a meander corner marking the South line of Section 15, T7N, R9E; thence continuing N89°55'10"W along the South line of said Section 16, a distance of 403.88 feet to the intersection with a line which is parallel to and 33 feet west of the centerline of pavement of Walnut Street, said street being owned by the University of Wisconsin and located on University of Wisconsin lands; thence N00°12'50"E along said line parallel to and 33 feet West of Walnut Street centerline, a distance of 213.49 feet to a one inch iron pipe and point of beginning of this description; thence N89°49'50"W a distance of 400.31 feet to a one inch iron pipe on the easterly line of lands of the United States Department of Agriculture, Forest Products Laboratory; thence along line of lands of said Forest Products Laboratory N00°04'35"E (previously described by survey performed by Mead and Hunt, Surveyors, Madison, Wisconsin, as N00°00'35"W) a distance of 494.29 to a previously set one inch iron stake set in concrete on the southwesterly line lands of the University of Wisconsin; thence along a line of said lands of the University of Wisconsin, said line also being the southwesterly right-of-way of Observatory Drive, extended, S29°16'30"E, a distance of 69.28 feet to an iron pipe at a point of curvature; thence along said right-of-way line of Observatory Drive extended along by the arc of a circle curving to the left having a radius of 344.82 feet and a long chord having a bearing S59°33'10"E and a length of 347.72 feet and a tangent length of 201.32 feet, an arc distance of 364.44 feet to an iron pipe at the point of tangency of said curve; thence continuing along the South right-of-way line of said Observatory Drive extended S89°49'50"E, a distance of 66.98 feet to an iron pipe at the intersection of aforesaid line parallel to and 33 feet west of centerline of Walnut Street; thence along said line parallel to and 33 feet west of the centerline of Walnut Street S00°12'50"W a distance of 258.64 feet to an iron pipe and point of beginning of this description. Said parcel contains 2.89 acres.

The consideration for the above described transfer shall be a conveyance from Wisconsin Alumni Research Foundation to The Regents of the University

of Wisconsin of the following described property:

Commencing at the Northeast corner of Section 21, T7N, R9E, Dane County, Wisconsin; thence due west along the North line of said Section 21 808.24' to the point of beginning; thence due North 134.50'; thence due East 400.00'; thence S 0°-09' W 314.00'; thence S 89°-49' W 399.37'; thence due North 181.20' to the point of beginning containing 2.889 acres.

(This exchange of lands is for the purpose of accommodating the construction of a Surge Building for joint occupancy by UW and WARF.)

Item II, 2, f

2/14/69

Lease of Space from
Wisconsin Alumni Research Foundation

BUSINESS AND FINANCE COMMITTEE

That authority be granted to lease approximately 94,000 leasable square feet of space from Wisconsin Alumni Research Foundation at a rate to cover the cost of ordinary maintenance, which is estimated to be and fixed at \$1.58 per square foot per annum for the first two years, and the cost of construction of the entire project allocable to the leased premises plus the cost of the land allocated thereto amortized over a period of 30 years from the tender of possession of the demised premises at an interest rate of six percent per annum computed upon a square foot basis. The cost of the capital maintenance shall be determined upon completion of the building but shall in no event exceed the sum of \$4.04 per square foot per annum.

The space is to be used by the University primarily as a research facility with attendant office space and space for meeting rooms; the University also may use portions of such premises for general University purposes.

EXHIBIT O

Item II, 2, g

2/14/69