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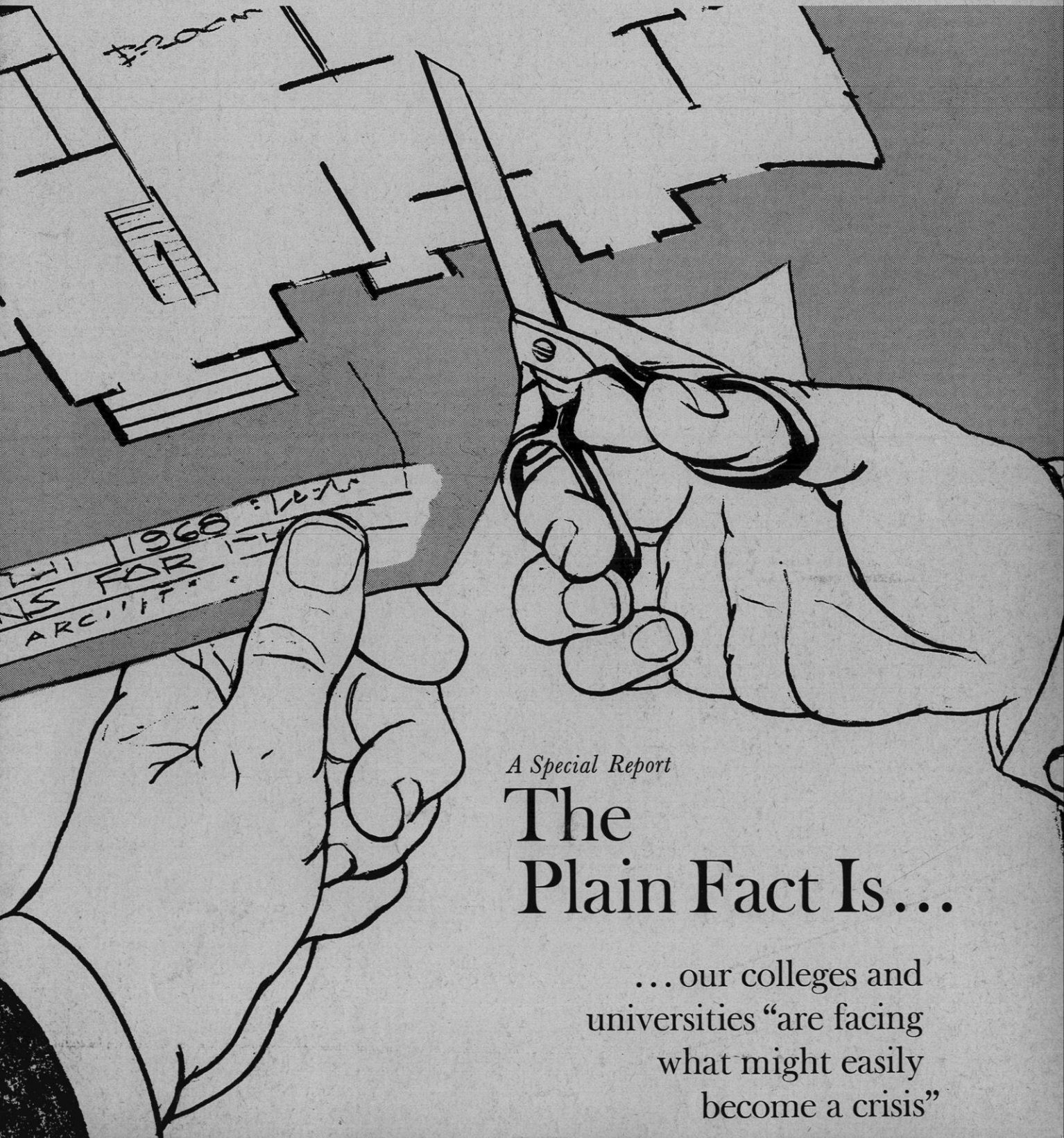
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MARCH, 1968

wisconsin *alumnus*



A Special Report

The Plain Fact Is...

... our colleges and
universities "are facing
what might easily
become a crisis"



John C. Heiman,
a typical Kodak
industrial engineer

Elwood R. Noxon,
a typical Kodak
industrial engineer

What was crucial six months ago?

Hard to remember.

Six months is a long time to a Kodak industrial engineer. Much happens. Men like these carry on as if the whole company—top to bottom and stem to stern, cameras to industrial adhesives, food emulsifiers to check microfilmmers—were a big laboratory for the practice of industrial engineering under the best of conditions. Management finds it pays to let them think so. Happy, they make their advance as strictly professional industrial engineers or hide their industrial engineer's insignia and use their skills to take over other functions in the organization.

Apart from the common denominator of an employer that appreciates industrial engineers and can always use more of them than we get, Heiman and Noxon lead very different working lives. Without assuring these gentlemen against the possibility that six months hence they will have traded specialties, here's the contrast:

Heiman is an accomplished simulation man, a thinker in Fortran, a builder of models for the big computer to manipulate.

He made a good score lately when given six weeks to overhaul the reasoning behind the design of a chemical manufacturing system that had evolved over the last five years as a multi-channel processing plant with problems in line interference and flexibility. He and a colleague, checking each other, spent three weeks writing a program that covered building size, reactor size, product flow, and auxiliary equipment. Debugging took another three weeks. All the while a third man was collecting experience data from the old production area.

The experience data were converted into Monte Carlo input distributions. Various configurations of the proposed production equipment were studied in thirty computer experiments, each simulating twelve weeks of operation.

Result: a system costing 3% more than the original but with 25% more capacity, plus proof that certain manifold connections between reactors wouldn't work.

Noxon works on mechanical goods. He pities industrial engineers who don't get to collaborate with their mechanical engineer partners right from when a project still consists of only rough sketches. He does get called into his projects that early.

His place is in the middle. At his extreme left is the design engineer who created the product idea. Next sits the manufacturing engineer, devising ways for the production boss to transform the idea into reality at the required volume. To the quality-control engineer at the other end of the table is entrusted the whole reputation of the company as it rides on the proposed new product. Between him and Noxon, the production boss awaits instructions. Noxon's job is to sell cost awareness right and left. Unless each of the five gets in his licks, there will be trouble.

Noxon can't stay in the conference room all day. The action is on the factory floor. In putting together job designs, learning curves, and space requirements for the 1970 line, he cannot ignore the ongoing commitment to 1969 product and the lively remnant of '68 production. And cost reductions had better continue when Noxon and his teammates study the "audit assembly" movies from initial production.

Industrial, chemical, mechanical, and electrical engineers who find their profession interesting and would like to practice it in a way that best suits their individual makeup should talk to **EASTMAN KODAK COMPANY**, Business and Technical Personnel Department
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Kodak

Wisconsin alumnus

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Letters

On "Dance" Feature

. . . A month ago I became a life member of UW Alumni Association, after going along for the years since my graduation on a yearly basis. If I had wanted proof of a wise decision, *that* article (January) would have done it! What other Alumni group has had the good (6th?) sense to give honest, straight-forward, first-article-in-the-publication space to Dance!

Agnes M. Hooley, Ph.D. '54
Prof., Bowling Green State
University
Bowling Green, Ohio

. . . The coverage, layout, and approach combine vision, daring, and taste that are a credit to the magazine, the department, and our University.

John M. Wilson
Department of Dance

Praises Hart

. . . I do not see how anyone could name a dozen or so persons who have contributed most to the University (including Babcock and Elvehjem, who surely deserve to be named) without including E. B. Hart. As great as were Steenbock's contributions, including WARF, he did not add much to the research atmosphere of the department, as did Hart. The latter also had some twice as many Ph.D. graduates. . . .

The leadership and scientific research ideals of Professor Hart, following the initial progress of Babcock, did so much for the development of the Biochemistry Department, from 1907 to about 1950.

Alvin R. Lamb, Ph.D. '30
Los Gatos, Calif.

More on Protests

In tragic conflicts such as Vietnam, the first casualties are often reason and tolerance. To take part in a quiet dialogue and exchange of ideas while blood is being shed often seems, to those on both sides of the question, to imply a lack of passion and conviction. But reason is not a toy and tolerance is not a weakness; both are necessary to the working of the democratic process. Solutions to Vietnam and our other national dilemmas will not be found through mob rule or vigilantism, but through "that fearless and endless sifting and winnowing by which alone the truth may be found."

While I was an undergraduate at the University of Wisconsin I appreciated the fact that (it) was determined to close no channel to me in my exploration of ideas

continued on page 25

We're proud of the company we keep

This page is jammed with names of new life members of Wisconsin Alumni Association. "Big deal," you say? "And what else does a life member get besides his name on a list?" Quite a bit, beginning with the knowledge that his membership fee helps provide scholarships for outstanding students; that he's helping 104 local alumni clubs throughout the world to encourage the finest students to attend the University of Wisconsin. Then, too, he gets *Wisconsin Alumnus* for life, eligibility for the three annual alumni tours, a staff to handle all the details of his class reunion. Why don't you join this good company? It will cost you just \$100 for a single membership; \$125 for husband-and-wife. You can take four years to pay. Send your check to Wisconsin Alumni Association, 650 N. Lake Street, Madison, Wisconsin 53706.

. and for you we'll make room!

Recent Life Members

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- Carey T. Pierce BS '66
Ozone Park, New York

Postgrad Information Center Serves Wisconsin MDs

A NEW effort, through sight and sound, to extend a library to people who cannot get to the building, people who need concentrated information at any hour of the day—is embodied in the Medical Communications Center in the University of Wisconsin Medical Library.

Through the Educational Telephone Network (ETN), the Dial Access library, and special projectors and films loaned to hospitals, the Center reaches physicians all over the state with some of the newest techniques and data available, according to Dr. Thomas Meyer, chairman of postgraduate medicine.

Slide and sound teaching machines will soon be giving medical students on campus special lectures, demonstration, and perhaps whole courses, he added, "available whenever the student learns best."

Weekly ETN seminars provide a chance for physicians in 58 hospitals to refresh and update their information on diabetes, the disturbed adolescent, multiple sclerosis, surgery techniques, burn patients—every branch of medicine. Physicians need only lift a telephone receiver to discuss or question.

"We seem to get more questions and discussions with this anonymous set-up than we might in a large lecture hall—an unexpected dividend," said Jerry Keliher, director of the Center.

The Dial Access Library gives taped five-minute lectures on 184 subjects over the telephone, any hour of the day or night. "So if a doctor has an emergency case at 3:00 a.m. and needs help, all he has to do is call, toll-free," Mr. Keliher said. "Or if he needs hard-to-find information on something like crash dieting and dehydration in wrestlers, we try to give him that."

"We are trying to build a resource to which state physicians can look for the information they need, at the time they need it, in the form they need it," Dr. Meyer said. "The avalanche of information with which a physician must keep abreast makes us seek new ways to fulfill those requirements of time and form."



Single-concept films on a variety of medical subjects are available in the Medical School library, for use by students and house staff, and also in community hospitals around the state for use by practicing physicians.

The University

Hove, Award-Winning Editor, Moves to New Spot

THE AMERICAN ALUMNI COUNCIL is made up of alumni administrators at more than 1,400 colleges and universities. About half of these provide their association members with regular publications, and one of AAC's functions is the encouragement of the highest editorial and graphic standards in these magazines and newspapers. So each year a panel of top editors from the nation's leading consumer publica-



Arthur O. Hove

tions—*Look*, *Newsweek*, *Time-Life*, etc.—and other communications experts scrutinize this 700-institution output to select the best and honor it accordingly.

Arthur O. Hove, who this month relinquishes the editorship of *Wisconsin Alumnus*, has put this publication in winning categories four times in the past five years—twice with honorable mentions, three times with Special Recognition awards. Such honor amid competition of this magnitude is no small accomplishment, not alone because of the odds, but also because alumni publications are singular publications, with specific demands and defined limits.

The alumni publication is not only a news magazine: it is, or should be,

the reader's bridge with a past that retains importance not out of sentiment but because it played a fundamental role in shaping his present and future. It must be an honest and objective source of information. It is free to accentuate the positive, but obligated to give just treatment, also, to the negative, since alumni who contribute to their alma mater rightfully assume, thereby, a voice in what it does and in its intellectual, social and moral climate. Finally, since the alumni publication joins all other forms of communication in vying for

the reader's attention, it must be worth that attention; literate, informative, well-balanced and entertaining.

Art Hove has followed those rules religiously in each issue of *Wisconsin Alumnus* since he took over editorship in 1959. While doing so he managed to make it one of the finest such publications in the nation, to earn your respect and the trust of those about whom he has written and, finally, to be tapped for a position as a project specialist in President Harrington's office.

In which spot we will call on him frequently and rely on him fully to help us keep our facts straight, our subject matter worth your while, and our content as readable as we know how to make it.

—T.H.M.

Still "Only a Woman" Survey Indicates

"AND A WOMAN is only a woman, but a good cigar is a Smoke." That's Rudyard Kipling's evaluation of the status of women. Has contemporary thinking taken her out of second place, or must she continue to try harder?

Apparently she will have to keep at it, because the thinking of many still finds woman a little racy if she prefers to come out of the kitchen. And this attitude is hard on more than woman's morale. It is costing her money.

Wisconsin's State Commission on the Status of Women, chaired by Kathryn F. Clarenbach, Ph.D., woman's specialist at the University, recently presented its second yearly report to Governor Knowles. It deals with myth and fact behind civil service regulations and with state employee retirement funds. It delves into the roles of women and men as partners and parents; the counseling of women; discrimination on the basis of sex; men and women in public life.

In the eyes of the Commission, women are still second class citizens in many respects, as evidenced by its statement that "women in the 1960's are disadvantaged, that to remove these disadvantages is a many-faceted endeavor, that equality of the sexes is socially desirable and feasible, and that the entire state stands to gain from fuller release of the potential of women".

"Conventional Victorian attitudes limiting the role of the husband to patriarch and breadwinner and wife to mother and homemaker persist despite the fact that the roles of parents and marriage partners are changing rapidly in our society. These particular myths work on women themselves, causing feelings of frustration in the captive housewife and guilt in the working mother," according to the Commission's report.

"As a result many women fail to attain their potential as human beings, and some ultimately lose the respect of their families because they atrophy intellectually. This isolation of women in the home from the mainstream of

life is one of the major social problems of today."

Although the majority of women in the labor force work because of economic necessity, wage tables show a very clear difference between the wages paid for men and women doing the same work. Women receive about 60 per cent of the salaries of men in the same positions. This differential is partially perpetuated because women are usually not active union members.

The Commission recently completed a survey of classified State of Wisconsin employees. It turned up these points:

1. Women are heavily concentrated in the lower paying positions despite the fact that they are better educated than men.
2. Less than 10 per cent of the upper echelon positions paying \$10,000 and more are held by women.
3. The median salary for women is considerably lower than the median salary for men, nor do they make the effort to secure promotions to the same extent as do men.
4. The turnover rate for women is greater.
5. More than half the women who work for the state are self-supporting or heads of households (and presumably those not in either category are working to supplement the family income).

According to the report, little formal action has been concentrated on the particularly acute area of the disadvantaged woman. "To be economically disadvantaged is hard enough, but to be female—and especially non-white female—is a double and triple burden," the report says. It recommends job corp programs for females and changes in wage structures and laws covering aid to dependent children, in order to give incentive to disadvantaged women to become economically independent.

Provision of adequate day-care centers for the children of working women are also needed, according to the report. Yet any federal "sponsorship or assistance to day-care centers meets widespread resistance in Con-

gress. These plans are labeled 'socialistic' if government sponsored, and evoke a spate of oratory concerning woman's place as in the home. Such centers are no more socialistic than fire stations. American society allocated those functions to the state or community which cannot be managed on an individual basis. The average underpaid working mother who depends on her income for basic necessities, cannot afford the cost of adequate child care. It must be provided by government or other agencies."

when it comes to volunteer service. Seldom do they attain a decision-making level of activity in such services. The Commission recommended that volunteer service bureaus be created to assure that the abilities of the workers be more closely matched with the jobs to be done.

Raymond J. McCall, Marquette University professor of psychology, who spoke at the Commission's third statewide Conference on the Status of Women, emphasized the psychological restrictions and violations of women's equality and women's rights.



"Maybe I should get a pants suit."

Drawing by F. B. Modell;
© 1967 The New Yorker Magazine, Inc.

Status of women in public life was another area considered by the Commission. Women currently hold less than 15 per cent of all elective positions in Wisconsin at every level, serving chiefly as school board members. Even on the Governor's Commission on Children and Youth, the ratio of men to women is 2 to 1. The reason for this, Senator Margaret Chase Smith is quoted as saying, are two: (1) men, and (2) women. "Men because they vigorously oppose women holding public office . . . and women because they have not stood together and exercised their power of the voting majority."

Women are pretty much confined to stamp licking and envelope stuffing

"We have tended to believe that woman could either be educated for marriage or, if sufficiently non-feminine, possibly be educated for a kind of career," McCall says. Recent research indicated that the number of boys and girls with extremely high I.Q. scores was approximately equal when the children were in the sixth grade. By the tenth grade, boys outnumbered girls two to one in the high I.Q. scores. "What happened to the girls?" McCall asks. "Apparently they got the idea that it's not right for a girl in our American culture to be intellectually ambitious, because she might lose out in the marriage market."

—Harriett Moyer

News continues on p. 25

“The Plain Fact” About Wisconsin

By Fred Harvey Harrington

President, The University of Wisconsin

In the sixteen pages that follow, *Wisconsin Alumnus* presents a disturbing national report on the growing financial problems of higher education. Its most startling revelation:

More than half of alumni are not aware that their alma mater has financial problems!

Thus the Special Report will be an eye-opener to many of you. And you should know that The University of Wisconsin shares these problems.

Your alma mater is seriously under-budgeted today. This, in spite of sincere efforts on the part of the State to meet our needs.

Our ratio of students to faculty has been steadily forced up. Our ratio of graduate teaching assistants to faculty has been growing, too, against our better judgement. Our faculty salaries and fringe benefits have not kept pace with those in comparable institutions. We have lacked anything like the sort of state program improvement money needed to keep this University moving ahead at its full potentials. Despite a heavy building program our space is inadequate. We have been forced to delay maintenance and needed remodelling.

We have had to shift an increasing proportion of the cost of education to the student and his parents without an appropriate increase in scholarship funds to help support increasing numbers of meritorious students.

And soon we will feel the cut-back in federal research support.

Despite all this, Wisconsin continues to rank among the very best universities—the best in the Big Ten as *Newsweek* reported last month, among the ten best in the nation as all the recent studies indicate.

This is not so much that Wisconsin is progressing as it should; it is more because all of higher education is in serious financial trouble.

One thing Wisconsin has working for it is increasing private gifts which help buy the essentials of excellence. You will note in the Special Report that the trend is toward more private giving to all public universities. And in this category, Wisconsin ranks third in the nation.

However, as we analyze our gifts and grants, we find that we receive a greater proportion of such funds than other major universities from foundations and corporations, a somewhat smaller proportion from alumni and other individuals. But alumni giving to Wisconsin has increased encouragingly in recent years; soon we could be among the leaders in this category.

We have not launched the sort of major campaign for gifts from the general public that some of our sister public institutions—Michigan for example—have found quite successful. But we are watching these with interest, and may well move in this direction.

However, private gifts, important as they are in making possible the University's enterprise and enriching its offerings, cannot be expected to meet the normal operating needs of the institution.

The University must rely primarily upon the State of Wisconsin for its basic budget, and, to the extent it serves the national interest, upon federal funding.

Federal support has mainly helped finance our research and extension functions, but for more than a century, as a Land Grant institution, Wisconsin has received some instructional support. The future will bring more of this and it will be needed, for State tax resources are seriously limited by federal taxing priorities. While immediate prospects for sizable funding from the national government are slim, there is no lack of current debate on how best to distribute instructional support when it becomes available.

As products of a public institution, aware of the benefits of broad educational opportunity of high quality, many Wisconsin alumni have asked us, as we work with those planning national programs, to make certain that future federal instructional funds are used to raise the quality of education throughout the nation, and hold down the cost to the student.

We are following these directives and we appreciate alumni support in these endeavors. The financial problems of the future higher education are hard. But they are not insoluble. •

The Plain Fact Is...

... our colleges and
universities “are facing
what might easily
become a crisis”

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—MCGEORGE BUNDY
President, The Ford Foundation





A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▶ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▶ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▶ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

► *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

► *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

► *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

► *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

► *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

► Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

► Federal funds going to institutions of higher education have more than doubled in four years.

► More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

“The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world.”

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented “knowledge explosion.” More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

“Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

▶ Student enrollment is now close to 7 million—twice what it was in 1960.

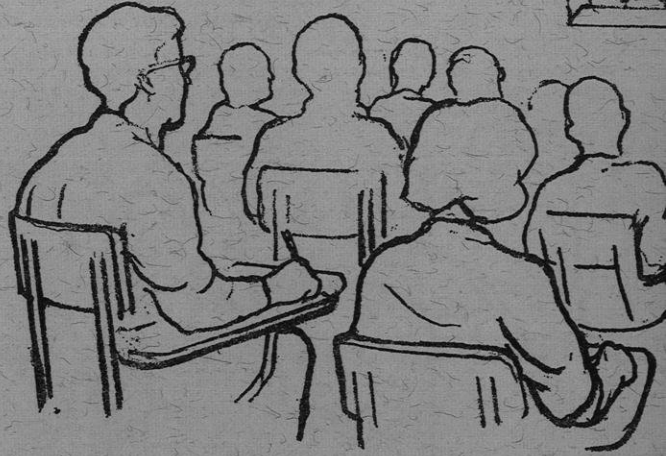
▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*
It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are “pricing us out of the market.” Said one: “As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns.”

Parents and students also are worried. Said one father who has been financing a college education for three daughters: “It’s like buying a second home.”

Stanford Professor Roger A. Freeman says it isn’t really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been “substituting relatively low-cost institutions” because of the rising prices at some of the nation’s colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

“We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more.”

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can’t and won’t, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education’s needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: “The appraisal of a state’s fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem.”

Ultimately, in short, the decision rests with the taxpayer.

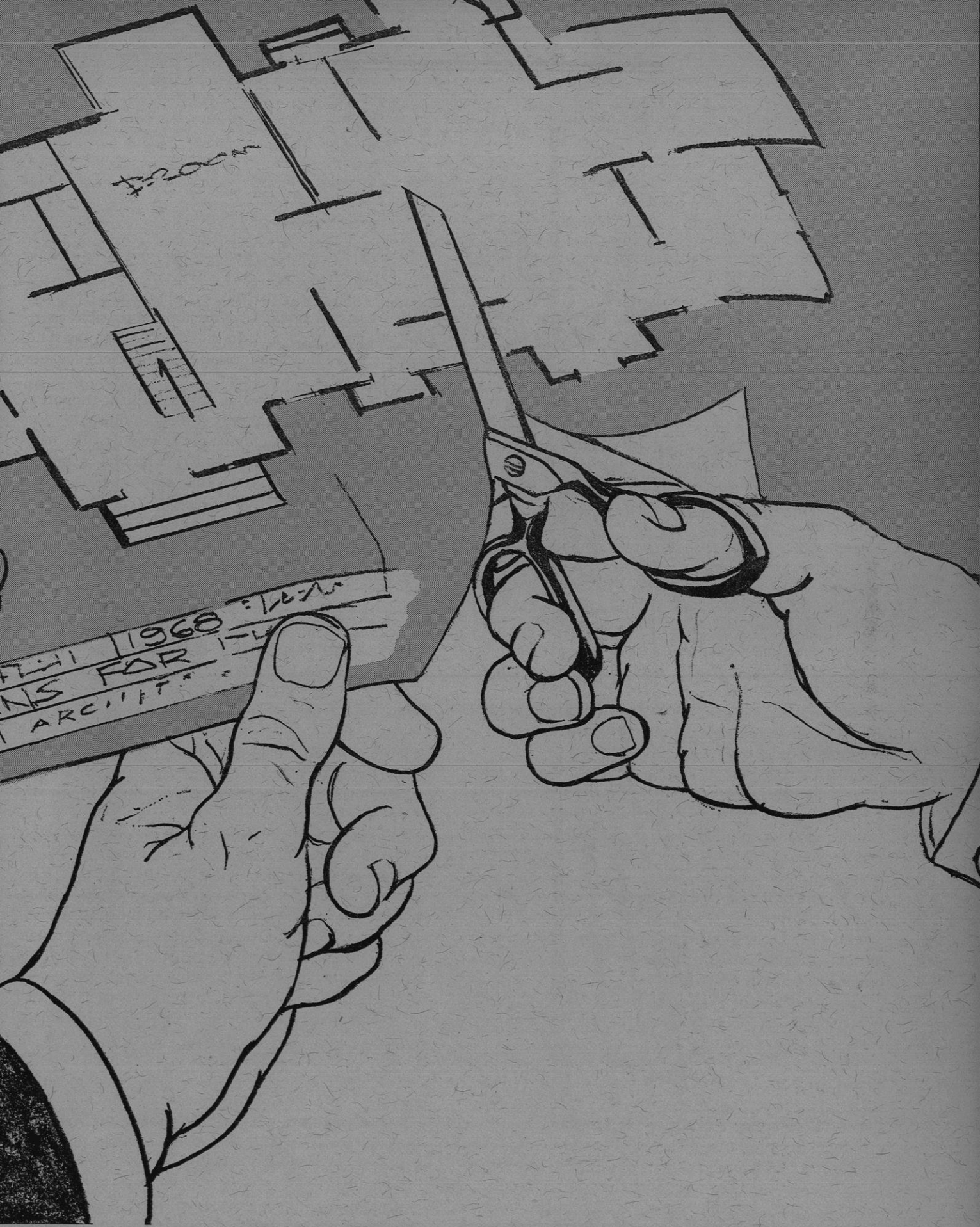
► **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called “a margin for excellence.” Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education



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in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

▶ **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

▶ **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

▶ **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

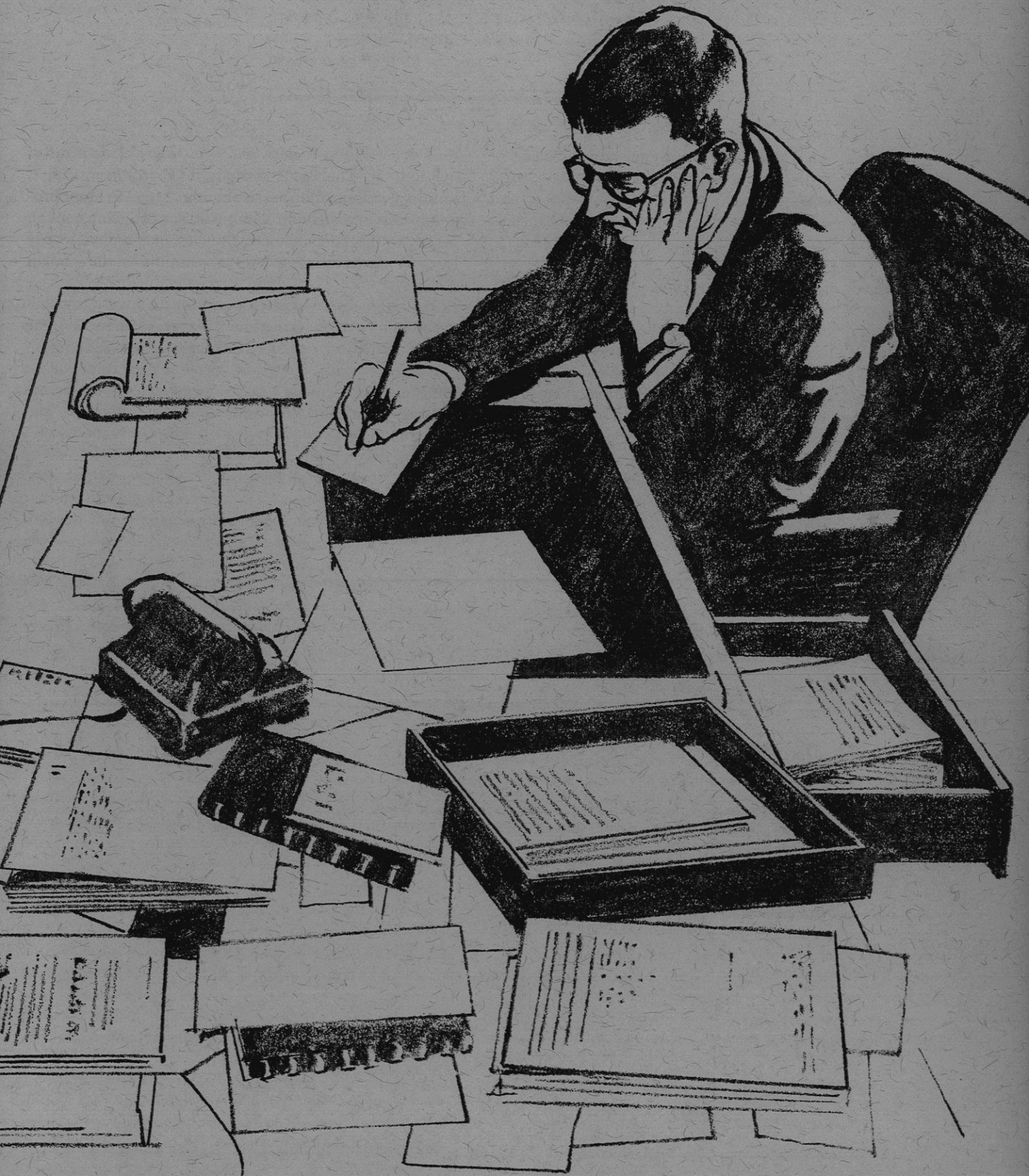
IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

▶ How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide “an educational system adequate to enable us to live in the complex environment of this century?”

▶ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can we*?

▶ How can we provide every youth with as much education as he is qualified for?

▶ Can a balance be achieved in the sources of higher education’s support, so that public and private institutions can flourish side by side?

▶ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country’s citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: “Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms.”

A private college president said: “The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give.”

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▶ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▶ 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

▶ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America’s colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education’s impending crisis, then the problems of today will be the disasters of tomorrow.

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

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Annual Spring Drive on for Blood Donors

STUDENTS, faculty, and staff of the University of Wisconsin at Madison are uniting in their annual spring semester campus-wide blood donation, March 4 to April 5.

Aim of the donation is to collect at least 2,000 pints of blood for patients in 87 hospitals in 37 Wisconsin counties, including all University and Madison hospitals. The blood is collected by the Badger Blood Center of the Red Cross.

The donation is sponsored in cooperation with faculty-staff by leading student organizations on the campus including the Interfraternity council, Panhellenic council, Wisconsin Student association, Associated Women Students, Scabbard and Blade and ROTC units, Angel Flight, Lakeshore Halls association, Southeast Students organization, Tau Beta Pi engineering fraternity, Alpha Phi Omega service fraternity, Gamma Sigma Sigma service sorority, and Coranto journalism sorority.

Strasberg, Goldovsky to Teach Theatre Arts

LEE STRASBERG, head of the renowned Actor's Studio in New York City, and noted opera maestro Boris Goldovsky will take part in a new art educational and repertory theater program at Spring Green, Wisconsin this summer.

Letters—continued from page 3

and to pose no hinderance to me in my expression of ideas—even ideas which were foolish and immature. This . . . was an invaluable part of my education.

I see that the University administration is still determined to protect the free marketplace of ideas. It has protected the right of dissent against outside pressures. In doubtful cases, it has resolved the doubt on the side of freedom. The administration's forbearance and good sense has been in welcome contrast to the reactions of other university administrations. Unfortunately, the University administration has been forced to recognize that to disrupt and destroy the exchange of ideas is not just another way of expressing ideas, and to act in its own protection.

I support the University of Wisconsin during this difficult time, and as an expression of my support, I enclose an extra

March, 1968



Wayne L. Kuckkahn, '55 (left) and Thomas H. Murphy, '49 have been added to the staff of Wisconsin Alumni Association. Kuckkahn, formerly director of admissions for the University, will serve as club promotion director, working with 48 local clubs across Wisconsin. Murphy is director of communications and editor of *WISCONSIN ALUMNUS*.

Career-oriented students of ballet, drama and opera will have an opportunity to improve their talents in the program, called "Arts in the Uplands." Students will study with distinguished teachers and perform in repertory productions at Spring Green's Robert Gard theatre. A well known ballet master will join Strasberg and Goldovsky on the staff.

The eight-week session will be sponsored by University Extension Combined Arts of the University of Wisconsin and will be conducted by Wisconsin Idea Theatre in cooperation with Uplands Arts Council.

Scholarships covering tuition, room and board will be granted to 10 students each of drama, ballet and opera. Scholarship recipients will be selected on the basis of recommendations,

interviews with Arts in the Uplands faculty and auditions.

Arts in the Uplands is an outgrowth of a pilot project designed to bring improved art and cultural experiences to rural areas and small communities. The project is a cooperative effort of the Idea Theatre, the National Endowment for the Arts and Uplands Arts Council.

Robert Gard, director of the Idea Theatre, says the expanded summer program will reinforce the pilot project's objectives of providing art and cultural training and experience for people living in areas where such opportunities are normally not available. The project also hopes to encourage gifted young performers to develop vigorous regional theatres in their home communities. •

contribution to the University of Wisconsin Alumni Foundation.

J. Phillip Ebersole, '56
Hagerstown, Md.

On "Student Power"

" . . . We have been so overcome with the way the country gives in to . . . militants that some people act like they are afraid not to give in to these demands to have the students run the University. As a faculty wife for 23 years I have watched these things come and go. My late husband, Willett Kempton, a Wisconsin alumnus, was head of the Journalism, Public Relations and TV department at American university in Washington, D. C. until his death six years ago.

"Students don't have the time or the administrative experience to keep up their studies *and* run the University. The only trouble today is that we are taking the

'noisy few' too seriously. The vast majority want the skilled administrators to keep a firm hand running the University to avoid chaos in which no one could learn.

"One or two student agitators (or even non-students hanging around the campus) can mislead some students for a bad purpose. It seems more than a coincidence when the exact same pattern of disturbance breaks out simultaneously at various colleges to try to weaken our Vietnam war effort. (For example: blocking recruiters; rudely drowning out guest speakers and not allowing them *their* freedom of speech.) These well-meaning students have not been in this world long enough to remember how Poland, Hungary, Latvia, Lithuania, Czechoslovakia, etc. have been nibbled away the same way and lost *their* freedom.

Grace A. Kempton
McLean, Virginia •

PROPOSED CHANGES IN THE CONSTITUTION OF THE WISCONSIN ALUMNI ASSOCIATION

When the board of directors of the Wisconsin Alumni Association convenes for its spring meeting in the Alumni House, Madison, on May 18th, 1968, it will vote on changes in our Association Constitution as shown below.

According to that Constitution, the complete text, with proposed changes, is published here.

Those changes are set in italics. Where they supplant other words or phrases the latter are set in parentheses.

ARTICLE I—NAME AND OBJECTIVES (OBJECTS)

Section 1. The name of this *organization* (association) shall be the WISCONSIN ALUMNI ASSOCIATION.

Section 2. The *objective* (object) of the Association is to promote the welfare of the University of Wisconsin, and to encourage the interest of the alumni in the University. Its purpose is to (shall) be exclusively educational and charitable. No part of receipts or income, from whatever source derived, shall inure to the benefit of any member. This provision, however, shall not preclude the employment of members of the Association upon the same terms and conditions as non-members thereof. No substantial part of the activities of the Association shall be the carrying on of propaganda, or otherwise attempting to influence legislation. The Association shall not participate in, or intervene in, including the publishing or distributing of statements, any political campaign on behalf of any candidate for public office.

ARTICLE II—MEMBERS

Section 1. Any graduate or former student of the University, or any person who *expresses an interest in* (has been affiliated with) the University, may become a member on payment of membership dues. The amount of *these dues* (or amounts of which) shall be fixed by the Board of Directors. All money received from life memberships and all money in the permanent investment fund shall be administered by the Board of Directors.

Section 2. The By-Laws may provide for other classes of members.

Section 3. Members who are not in arrears for dues to the Association shall be considered active members, and are entitled to receive the official publications of the Association (and to vote on all matters coming before the Association). *Members may be elected to the Board of Directors and may serve as officers of the Wisconsin Alumni Association.*

ARTICLE III—OFFICERS

Section 1. The officers of the Association shall be a President, First Vice-President, Second Vice-President, Treasurer, Secretary, and Chairman of the Board. The outgoing president each year becomes the Chairman of the Board for the year immediately following his term of office as president. The First Vice-President shall become the President and Second Vice-President shall become the First Vice-President, and other officers shall be chosen by the Board of Directors from its membership at the spring meeting of the Board. All such officers shall serve for a term of one year and shall not immediately succeed themselves in the same office more than once, except that the treasurer may serve for five consecutive terms of one year each.

Section 2. The administrator of the Association shall be the Executive Director who shall be employed by the Board of Directors and who shall perform such duties as the Board shall prescribe and shall receive such salary as the *Executive Committee* (Board) shall designate.

ARTICLE IV—BOARD OF DIRECTORS AND EXECUTIVE COMMITTEE (DIRECTORS)

Section 1. Board of Directors

A.) The Board of Directors shall consist of the following, all of whom must be active Association members:

1. Thirty directors at large—Ten of these directors shall be elected annually in accordance with the By-Laws of the Association. Their terms of office shall begin on July first immediately succeeding their election and continue for three years.

2. Alumni Club Directors—Each alumni club which meets

membership and activity standards established by the Board of Directors may elect or appoint one director of the Association. The term of office for each director shall start on July first and continue for one year.

3. Senior Class Directors—The Senior Class President shall serve as a director of the Association. The term of office shall begin upon graduation and continue for three years.

4. Past presidents of the Association.

5. A representative from each of the approved constituent societies provided for in Article XV of the By-Laws. Term of office shall not exceed three years.

B.) Powers and duties of the Board of Directors:

1. Manage and direct the affairs of the Association.

2. *Nominate* (Select) alumni representatives to serve on the Athletic Board, the Board of Visitors and *appoint* representatives to the Union Council.

3. Fill vacancies on the Board of Directors.

4. Adopt such rules, regulations, and By-Laws as it may deem necessary to carry into effect the requirements of this Constitution.

5. Meet on the call of the President. A quorum shall consist of ten members, a majority of whom shall be authorized to act.

Section 2. *Executive Committee. The officers of the Association—President, First Vice-President, Second Vice-President, Treasurer, Secretary and Chairman of the Board—shall constitute the Executive Committee. The Executive Committee shall act for the Board of Directors in the interval between meetings of the Board, a majority of the Executive Committee constituting a quorum. The President shall serve as chairman of the Executive Committee, except in his absence the chairman's duties shall in turn be assumed by the First Vice-President, Second Vice-President, Treasurer, Secretary and Chairman of the Board. The term of office of all officers and members of the Executive Committee shall be for a period of one year beginning July first immediately following their selection.*

ARTICLE V—MEETINGS

The Wisconsin Alumni Association shall meet annually on Alumni Day. Any member of the Wisconsin Alumni Association may submit matters for the consideration of the Board of Directors. The President and Treasurer shall report at such annual meetings. Any official action by the Board of Directors during the intervals between meetings shall be reported by the Secretary.

ARTICLE VI—AMENDMENTS

This constitution may be amended by the Board of Directors by a two-thirds favorable vote of those present. Copies of proposed amendments must be sent to all Directors and published in *WISCONSIN ALUMNUS* at least thirty days prior to the meeting at which such amendments are to be voted on by the Board of Directors.

ARTICLE VII—OFFICIAL PUBLICATION (ORGAN)

WISCONSIN ALUMNUS shall be the official *publication* (organ) of the Association.

ARTICLE VIII—DISSOLUTION

In the event of the dissolution of the Association, all assets shall be transferred to its successor organization, provided the purpose of said successor organization is also exclusively educational and charitable and provided that said successor organization is exempt from Federal income tax under Section 501-c-3 of the Internal Revenue Code of 1954; otherwise said assets shall be transferred to and become property of the University of Wisconsin. •

Alumni News

1900-1910

Mrs. L. N. Burt (Mary B. McMillan '03) was recently the recipient of the Citizen of the Year Award which was given by the Wisconsin Rapids Chamber of Commerce. Mrs. Burt has presented the city with funds to build a new public library.

Colleagues, former students, and friends of Emeritus Professor Otto L. Kowalke '06 helped the veteran teacher of chemical engineering celebrate his 90th birthday at the Wisconsin Memorial Union.

1911-1920

George E. Frazer '12 was recently honored when Kenyon college named the collection of mathematics books and periodicals in the mathematics library-seminar room, the George E. Frazer Library Collection in Mathematics. Mr. Frazer served as a member of the Kenyon board from 1937 to 1960 and is now a trustee emeritus of the school.

C. A. Crosser '16 was honored recently by the City of Seattle upon his retirement as executive secretary of the Municipal League of Seattle and King county. More than 300 local leaders attended a luncheon in his honor.

1921-1930

Ralph Axley '23 and Mrs. John R. Hahn were married recently in Needham, Mass.

Fred R. Yoder '23, who retired from Washington State university in 1954 after 35 years of teaching and as chairman of the department of sociology, is teaching in a post retirement position at Campbellsville college, Campbellsville, Ky.

Oswald R. Egan '24 retired recently after 22 years with Inland Steel company, Chicago where he served as comptroller. He will be succeeded by Duane R. Borst '47.

Earl Goodrich '26 has retired after 41 years of service in sales and management with the Corrugated Container Industry in Pittsburgh, Chicago and Atlanta. He is now living in Ft. Lauderdale, Fla.

Lloyd A. Kasten '26 has been named the Distinguished Professor of Spanish and Portuguese at the University.

Glenn Stevens '27 has been named chairman of the board of Wausau Papers, Brokaw, Wis.

H. W. Glassen '28 is a senior member in a Lansing, Mich. law firm. He is serving as president of the National Rifle Association of America.

Gordon Dawson '28 is presently connected with the office of the American ambassador to Italy and is residing in Rome.

Ara Charbonneau Cary '28 recently received the University of Michigan's sesquicentennial award for dedication to knowledge, wisdom and service. She has been director of the Child Guidance clinic at Grand Rapids, Mich.

1931-1940

William A. Nathenson '33 has been named in the 15th edition of the World Who's Who in Commerce and Industry.

Arnold Serwer '33 has become the state organizational director of the Wisconsin McCarthy for President committee.

Aubrey J. Wagner '33, chairman of the board of directors of the Tennessee Valley Authority, spoke at the annual Engineers Week banquet in Madison, Wis.

Clarence O. Wagner '33 was recently elected president of Conley Frog and Switch company, Memphis, Tenn.

Kenneth L. Greenquist '36, president of the Board of Regents, has been appointed assistant annual crusade chairman for the American Cancer Society, Wisconsin division.

William O. Beers '37 has been named president of National Dairy Products corporation, New York.

William B. Hildebrand '37 has been elected to the board of directors of The Sears-Roebuck Foundation.

John G. Jamieson '38 was honored recently in New York City for his work as associate manager of the Madison, Wis. offices of Francis I. du Pont.

Edward J. Wellauer '38 has been named "Engineer of the Year" by Engineers and Scientists of Milwaukee.

Edward R. Knight '40 was recently elected vice president of the Board of Governors of Atlantic City hospital in New Jersey.

Edward W. Mill '40, is chairman of the Chevalier Program in Diplomacy and World Affairs at Occidental college, Los Angeles. He served as an observer at the Vietnamese national elections.

1941-1945

Col. Harold R. Kressin '41 recently received the Legion of Merit for service in the Republic of China.

David Perlman '41 has been named dean of the University of Wisconsin School of Pharmacy.

Alfred C. Ingersoll '42 will be responsible for undergraduate engineering education at the University of Southern California.

William V. Arvold '42 has been named president of Wausau Papers, Brokaw, Wis.

Walter J. McGuire '42 has been named superintendent of Coleraine mines and plants for the United States Steel corporation, Duluth, Minn.

Russel C. Sauers '42 has been named project management assistant, Production Planning and Control, Midland Division, Dow Chemical company, Midland, Mich.

Grant E. Stueber '42 has been named manager-petrochemicals, B. F. Goodrich Chemical company, Cleveland, Ohio.

Harold H. Wagner '43 will conduct a short-term course, "The Living Law Meets the Everyday Man," in the University of Cincinnati evening college.

Dr. Kenneth R. Humke '44 was one of two Chilton, Wisconsin physicians chosen to be "Men of the Year" by the Chamber of Commerce.

Kenneth A. Smith '44 has been named vice president and general manager of Sinclair Petrochemicals, Inc.'s newly established industrial chemicals division.

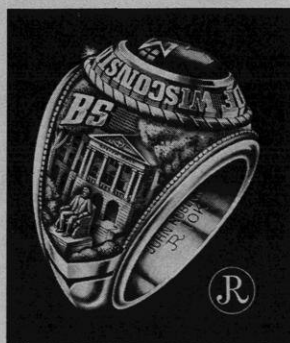
1946-1950

Wayne S. Cole '48 recently authored "An Interpretive History of American Foreign Relations."

Antone G. Prasil '46 has been selected to participate in the advanced management program conducted by Harvard.

Joseph M. Nygaard '47 has been chosen dean of the college of education, Butler university, Indianapolis, Ind.

Seymour Sherman '48 has been elected chairman of the board of Superior Beef corp., Chicago.



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William E. Brown '49 has been elected 1968 chairman of the American Chemical Society's division of microbial chemistry and technology.

Wendell J. Coats '49 was recently promoted to major general in the Army. He is chief of information, department of the Army.

Warren T. Gleason '49 has been appointed field sales representative for Centralab division of Globe Union, Milwaukee.

Mr. and Mrs. Robert A. Hedges (Jane Brackett '49) announce the birth of a second daughter, Elizabeth Ann.

Mr. and Mrs. Barney A. Zeavin '49 are the parents of a new son, Carl Edwin.

Byron R. Bird '50 has been named Charles F. Burgess Distinguished Professor of Chemical Engineering at the University.

Lester W. Brann Jr. '50 has been appointed executive vice president of the Illinois State Chamber of Commerce in Chicago.

Charles Hawks '48 has been elected a trustee of the Wisconsin Memorial Union building association.

Norman G. Holtz '50 has been named assistant chief engineer at Bowaters Southern Paper corp., Calhoun, Tenn.

Robert H. Keller '50 was recently installed as secretary of the Wisconsin Realtors association.

Robert E. Shafer '50, professor of English at Arizona State university, has been elected vice-president of the National Council of Teachers of English.

1951-1955

Mr. and Mrs. Peter Blum '52 (Nona Ruth James '51) are the parents of a new daughter, Elizabeth Luise. He is a research chemist for Falstaff brewery in St. Louis.

Clarence S. Clay '51 has joined the University's department of geology and geophysics.

Donald C. Haberman '52 has been appointed public administrator for Milwaukee county by Judge William J. Shaughnessy.

Daniel P. Kedzie '52 has been elected vice president and executive assistant to the president of CNA Financial corporation, Chicago.

Robert L. Reynolds Jr. '53 has opened an office to practice law in Madison, Wis.

Joan D. McGucken '54 has been named public relations director for Deaconess hospital, Milwaukee, Wis.

Mark Silber '54 has joined UNIVAC as director of management development in Philadelphia.

Edmund P. Willia '54 is a member of the history faculty of York college of the City University of New York. He is also executive officer of the reserve crew of the destroyer USS *John R. Pierce*.

Mrs. Lois Standley Johnson '55 and James F. Rogers were married recently in Madison, Wis.

Mr. and Mrs. Baker A. Urdan '55 announce the birth of their third child, Douglas Mark. They have two other sons, Matthew Steven and Paul David. Mr. Baker is an account executive with Detroit radio station WQTE.

Donald J. Ursin '55 has been elected president of the DuPage county (Illinois) board of realtors.

Gilbert M. Warren '55 is attending the middle management development course conducted by Harvard university.

1956-1960

Lynn Roberson and Milton J. Stelzer '56 were married recently in Albuquerque.

Ellen Evans and Phillip F. Noth '57 were married recently in Paducah, Ky.

Msgr. Andrew Breines '58 was featured recently in an article in the *Wisconsin State Journal*.

Lloyd Avery Johnson '58 has been appointed account supervisor for McCann-Erickson advertising agency, Chicago, Ill.

Richard A. Linke '58 is manager of administration and tourist financial service for the American Express co., London. He previously served in a similar capacity in Rio de Janeiro.

Mr. and Mrs. David L. Rex '58 announce the birth of their first child, Har-

land Edward. Mr. Rex recently joined Arabian American Oil company, Dhahran, Saudi Arabia.

Major Wayne L. Tyler '58 is on duty at Nha Trang AB, Vietnam.

John A. Buch '59 has been named sales manager of the Corning Packaging company, Corning, N. Y.

William M. Dreier '59 has been promoted to group leader, exploratory food processing research activity, General Mills, Minneapolis, Minn.

Paul A. Hartwig '59 has been promoted to general foreman, institutional food service center, Oscar Mayer and Co., Madison, Wis.

George A. Nelson '60 has been named head of the commercial loan and deposit division of First National bank, Madison, Wis.

William A. Stini '60 is studying the effects of kwashiorkor, a protein deficiency disease, upon the children of Heliconia, Colombia.

Michael H. Tuckewitz '60 is teaching children's dentistry at New York university's college of dentistry. He also has a general practice.

Phillip David Weiner '60 recently received his Ph.D. from Michigan State university.

1961

Jason Poon is presently working as a system designer for D. M. Drake Ltd., Vancouver, B. C.

1962

Mr. and Mrs. Roland T. Jeske '58 (Karen Hepner '62) announce the arrival of a daughter, Rochelle Rae.

James E. Swanson has been discharged from the Air Force and is now a pilot for Northwest Airlines.

1963

John H. Kiesow has been named supervisor in the agency department, casualty and surety division office, Aetna Life & Casualty, Minneapolis.

Merritt Norvell has been appointed acting community services officer for the Madison, Wisconsin Redevelopment Authority.

Larry A. Parent is attending the Air University's Squadron Officer School at Maxwell AFB, Ala.

Mr. and Mrs. Kenneth L. Stofflet (Martha Howe) announce the birth of their first child, Jennifer Ann.

1964

Lawrence A. Gardner has just returned from completing his army service in Korea and is working in the international division of the First National City bank of New York.

Albert R. Karel is serving as real estate officer in the 53d General Support Group near Vung Tau, Vietnam.

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1965

Mrs. David O. Slauson (Anne Fleming) has been elected president of the women's auxiliary of the student chapter of the American Veterinary Medical association at the University of California School of Veterinary Medicine.

1966

Donald A. Bille has been promoted to Captain in the Army Nurse Corps and has just returned from Vietnam. He is presently serving as a nursing science instructor at Ft. Sam Houston, Texas where 36,000 men and women were trained to be medics last year.

Larry R. Davis is a member of the Military Airlift Command which recently transported 1300 Marines from Camp Pendleton, Calif. to Fallon, Nev.

Duncan Hoffman is serving with the Marines in Viet Nam. He was recently the subject of an article in the Chicago Daily News which praised him for his dedication to duty.

Donald M. Hurigan is on a six months assignment in Zambia, South Central Africa for Stanley Consultants, Inc., Muscatine, Iowa.

Bret B. Lewis has been graduated from officer training school at Lackland AFB, Texas.

Alan H. Martinson is serving as a medic in Vietnam.

Thomas R. Murphy is a programmer for IBM corporation in Rochester, Minn.

Richard S. Strong has formed an investment counseling firm with Albert O. Nicholas '52 in Milwaukee, Wis.

John A. Teske has been awarded U. S. Air Force silver pilot wings upon graduation at Laredo AFB, Texas.

J. D. Valenta has been named project engineer in low temperature and heat transfer applications for Ohio Medical Products, Madison, Wis.

James A. Wier has completed an eight-week pay specialist course at Ft. Benjamin Harrison, Ind.

1967

Sherman E. Bell, Michael W. Bowers, Norman G. Gratke, and John E. Schumann have been graduated from Officer Training School at Lackland AFB, Texas.

Daniel D. Benkert has been graduated from the training course for missile launch officers at Sheppard AFB, Texas.

William E. Brownlea and Carl A. Mienecke have completed eight weeks of advanced infantry training at Ft. Dix, N. J.

Craig S. Carmichael, Richard W. Deaner, Henry F. Miller, and Thomas J. Wilda have completed basic training at Lackland AFB, Texas.

James K. Chamberlain and his brother, Joseph H. '66 fired expert with the M-14 rifle near the completion of their basic combat training at Ft. Campbell, Ky.

Herbert Grasmick, Jr. is serving as a radio operator with the 19th Engineer Bn., in Dak To, Vietnam.

March, 1968

Lawrence A. Licking is serving as an army specialist near Kaiserslautern, Germany.

Elroy J. Morien has been assigned as a personnel specialist with the 3rd Infantry Division in Germany.

Richard F. Von Haden has been graduated from the training course for communications officers at Keesler AFB, Miss.

William P. Wachal Jr. recently completed a six month training program with Allegheny-Ludlum Steel corp., Pittsburgh, where he is a sales representative.

1968

Frank M. Blau Jr. has been commissioned an Air Force Second Lieutenant.

Mr. and Mrs. Michael P. Rosynek (Pamela T. Canales) announce the birth of their first child, Michelle Lynn.

Newly Married

1960

Suzanne Kleinman and Michael H. TURKEWITZ, New York

1962

Barbara Jane Heimann and James William HOLMES, Milwaukee

Mary Ann RIDLEY and James Tracy, Auburn, N. Y.

Edith M. RITTENHOUSE and Frank H. Hedges, III

Susan Faith Moench and Dr. Thomas Fleming TAYLOR, Fox Point

Mary Gertrude WALKER and Russell Robert Easterday, Milwaukee



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1963

Sandra Lee Rashid and Stephen William LARSH, Davenport, Ia.
Jean Karen Sorenson and Dr. Helmy A. MAHROUS, Madison
Kathleen V. TAYLOR and Robert W. Hurlless
Christine Elizabeth LIEFERT '66 and James Walter TORKE, Wauwatosa
Frances J. WADE and Owen Johnsen, Baraboo

1964

Susan Lynn Schoenbeck and Thomas Morton BOYKOFF, Madison
Kay L. Heller and Ronald W. DAMP, Belleville
Ruth Ann Orlrick and Russell Craig DUNST, Madison
JoAnne Elizabeth Murray and William R. FIX, New Westminster, B. C.
Martha Marie Stapenhorst and John F. ROEMER, Rochester

1965

Susan B. FINCH and William Nolts, Jr. Mary Lee Schoenecker and David Charles HANEWALL, Madison
Sharen HERMAN, and James A. Wilson Robin Jane LASKY and Irwin Fred Flaek
Barbara J. LUCAS and Wm. H. Wangerin
Greta Van Dort and John Houston MAGILL, Jr., Madison
Karen Ann Hunsader and Thomas D. SCHWEIZER, Ft. Atkinson
Mary Lou USERY and Thomas E. White

1966

Dorothy Jo Anne Heller and Robert Emil ABENDROTH, New Glarus
Mary Rosabel Anderson and Luis Enrique BARROILHET, Madison
Barbara Jo BROWN and Thomas Olaf Olson, Madison
Carolyn L. Stewart and William E. DYER, Menomonee Falls
Mary M. JANZER and David Engan
Mary Jo KALSEM and John Peter Mattila, Madison
Cheryl Lynne Gage and Ralph Kise MITBY, Janesville
Marilyn Louise MUENCH and John Everett Schairer, Madison
Mary Ann KLUS '68 and James Edward NELSON, Madison
Mary C. PONGRATZ and Paul B. Juhnke
Patricia M. Johnson and James C. VERBRICK, Sturgeon Bay

1967

Cynthia L. BISTRONG and Stephen E. Loeb
Catherine Ann Dietrich and Jim W. BRADKE, Madison
Janet Lu Olson and Samuel M. COHEN, Madison
Sheila Ann CROAK and Kerry Raymond Nelson, Madison

Carol Ann Van Boxtel and Lt. Andrew Paul DECKER, Madison
Mary Elizabeth Paterick and Joel Allen Barber ELSTON
Carol Elizabeth Stengel and Gordon Charles GORSS, Jefferson
Geraldine Therese Nehring and Keith Paul HABERMAN, Milwaukee
Barbara Miessner and Michael LAMBOLEY, Madison
Judith Ray McBURNEY and William Henry RICHARDS, Janesville
Gayle Lee IRWIN '66 and Peter Alan McCOY, Milwaukee
Carol Lee Rosin and Jerome Douglas MUCHIN, Los Angeles
Andrea Charlotte QUISLING and Dr. Stephen Andrews McCue, Madison
Diane Kay Leicht and James Lawrence WALLER, West Salem
Lynn Marie Livie and David G. WEST-HUIS, Sun Prairie

1968

Carole Jean BAUER and Gerald Kent Huhn, Madison
Barbara Ann MALONEY '67 and Terrence William BEUTHLING, Beloit
Jamie Lorraine Young and Glen Albert GILDEMEISTER
Nancy Margaret JAMES '67 and Robert Ellingboe LOEW, Green Bay
Kathleen A. O'NEILL and C. Bruce McMurry, Madison
Lynn Barbara Mahler and Lewis Edward SHELTON, Madison
Janet Roberta TOSER and Robert Neal Anderson, River Hills
Jonna Suzanne Risley and Daniel Harrison WITHEY, Milwaukee

Necrology

Dr. Howard Clark MILLER '98, White-water
William Henry PEARSON '00, Elliott City, Md.
Joseph N. TREWEEK '01, Mineral Point
William Boyd CURRIE '03, Chicago, Ill.
Paul Morton RIPLEY '04, New York, N. Y.
Winfield Scott HESS '05, Richland Center
William Sprague WHEELER '05, Deerfield Beach, Fla.
Clarence Scott HEAN '06, Madison
Edgar Allan LOEW '06, Seattle, Wash.
William Henry KUNTZ '07, Merton, Wis.
Mrs. Norman S. Marshall (Byrrd P. MORSE) '07, Los Altos, Calif.
Pierre August KYPKE '08, Minneapolis, Minn.
Leland Griffin MUSTAIN '09, Minneapolis, Minn.
Clarice VAN AUKEN '09, Park Ridge, Ill.

George Barnes BLAKE '10, Glendale, Calif.
Paul Conde DODGE '10, Evanston, Ill.
Ralph Edmund DOHERTY '10, New York, N. Y.
Carl Henry JUERGENS '09, Milwaukee, Wis.
Erwin Lewis KNEBES '10, Milwaukee
Mortimer LEVITAN '12, Madison
Morris Bockee MITCHELL '12, Palo Alto, Calif.
Mrs. Henry Pritchard (Grace Gladys RIDGWAY) '12, Berlin in Wyocena
Leonard Chapin CHILDS '13, Jensen Beach, Fla.
Edwin Phillips KOHL '13, San Francisco, Calif.
Daisy May LINSON '13, Columbus, Ind.
Dr. Harry Eugene BUNDY '14, Sun City, Calif.
Mrs. John Edgar Stewart (Lillian May WALLACE) '15, Sacramento, Calif.
Clifford Chaffee TAYLOR '15, Waterman, Ill.
Myrtle Ann EUBANK '16, Washington, D. C.
Clifford Ivar JOSEPHSON '16, Moline, Ill.
Albert Miller STORRS '16, Cincinnati, Ohio
Charles Earl WILSON '16, Elkhorn
George Ainslee BASSFORD '17, Ashland
John Ellsworth BELDEN '18, Racine
Lucille Caroline HIEBER '18, Arlington, Va.
George Ellsworth SMALLEY '18, Racine in Miami, Fla.
Sidney Allerdice STOUT '18, Indianapolis, Ind.
Myrtle TROWBRIDGE '18, La Crosse
Mrs. Joseph H. Brown (Kathryn Mae BOLL) '19, Madison in St. Louis, Mo.
Lewis James LA PINE '21, Appleton
Marjorie ALEXANDER '22, New York, N. Y.
Mrs. Norman Harold Blume (Dorothy Anita PFLUEGNER) '22, Madison in Tokyo, Japan
Earl John HESEMAN '22, Evansville, Ind.
Henry Alfred ENGLER '23, Del Ray Beach, Fla.
Harry Lee MC MURRY '23, Jacksonville, Fla.
Maud WILLEY '23, Maugansville, Md.
Bruce MacNeil BUCKMASTER '24, Washington, D. C.
Mrs. Myron Ray Stevens (Marian Jessie METCALF) '24, Madison
John M. KOHLER '25, Kohler
Norman Edward WOOD '25, Berlin
Eugene Michael DOWNEY '26, Madison
Kathryn Dickinson GOODWIN '26, Washington, D. C.
Ray Rodney KUBLY '26, Monroe
Harold Albert LUEBCHOW '26, Lincoln, Ill.
John Sylvester PILTZ '26, Madison

Benjamin Hamilton ROCHE '26, Parkton, Md.

Delbert E. STUART '26, Detroit, Mich.

Mrs. Robert Bernard Talley (Vesta Margaret TORPE) '26, Northfield, Ill.

Dr. Hobart Alexander BURCH '27, Elmira, N. Y. in Baltimore, Md.

Mrs. Leroy W. Sheriff (Hope Ruth HEBERLEIN) '27, Virginia Beach, Va.

Selmer Arthur SYLVESTER '27, Mt. Horeb in Madison

Karl Peter HANSON '28, Raleigh, N. C. in Pittsburgh, Penn.

Willard N. THOMPSON '30, Salem, Ore.

Marvin Frederick GREEN '32, Middleton

Russell D. LEACH '32, Hartford

Dr. William SHARE '32, Syracuse, N.Y.

Ruba Marian ASHMORE '33, Fennimore

Celia Ruth HAUCK '33, Milwaukee

Arthur Edward Francis ZEMAN '34, Wauwatosa

Raymond Edward SCHULTZ '35, McLean, Va.

Robert Otto KAHLENBERG '37, Dodgeville

Albert Ernst SCHUBIGER '37, Lucerne, Switzerland

Mrs. Jack Hardacker Maxfield (Barbara Verne MASON) '39, Madison

Frank Fred SCHLUGA '39, Lake Geneva

Leon William SCHUSTER '39, Madison

Robert Willey ROWNTREE '41, Ridge-wood, N. J.

Jerome Albert KAISER '42, Westport, Conn.

Mrs. Charles Harrison Harp (Rhoda Elizabeth PORTER) '43, Frederick, Md.

Mrs. Robert G. Sachs (Jean K. WOOLF) '43, Chicago, Ill.

Raymond Baldwin SCHULTZ '44, Madison

Stephen DAL NOGARE '46, Blacksburg, Va.

Mrs. Paul F. McCabe (Antoinette Dorothy DAUPLAISE) '46, Superior

Axel Elmer HANSEN '47, La Grande, Ore.

Orvin Frederick HILLARY '47, Shullsburg

Charles Bernard O'HARE '48, Madison in Fairfield, Iowa

Harold Stanley SLIGHTAM '48, Madison

Pauline Martha MORRIS '50, Dallas, Tex.

Calvin Charles PRICE '50, Green Bay

Allan John ROBERTS '50, Winter Park, Fla.

Jack Jacob KAPRELIAN '51, Racine

Susan Eleanor LONG '60, Wilmette, Ill.

John Thomas CHAPMAN '65, River Falls in North Vietnam

John Henry CURTIN '65, Elmhurst, Ill. in Viet Nam

Thomas Russell DUNNE '65, Chicago, Ill.

Mrs. Robert E. Johnson (Santee Joanne SCHNEIDER) '67, Madison

March, 1968



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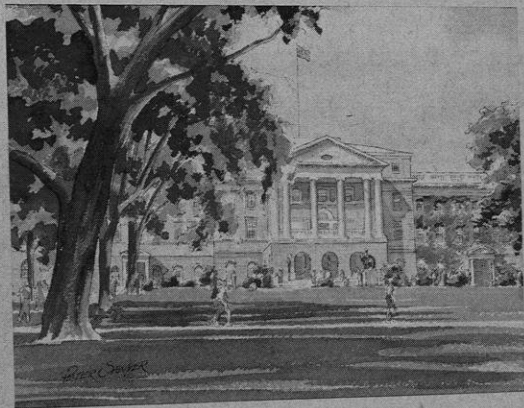
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