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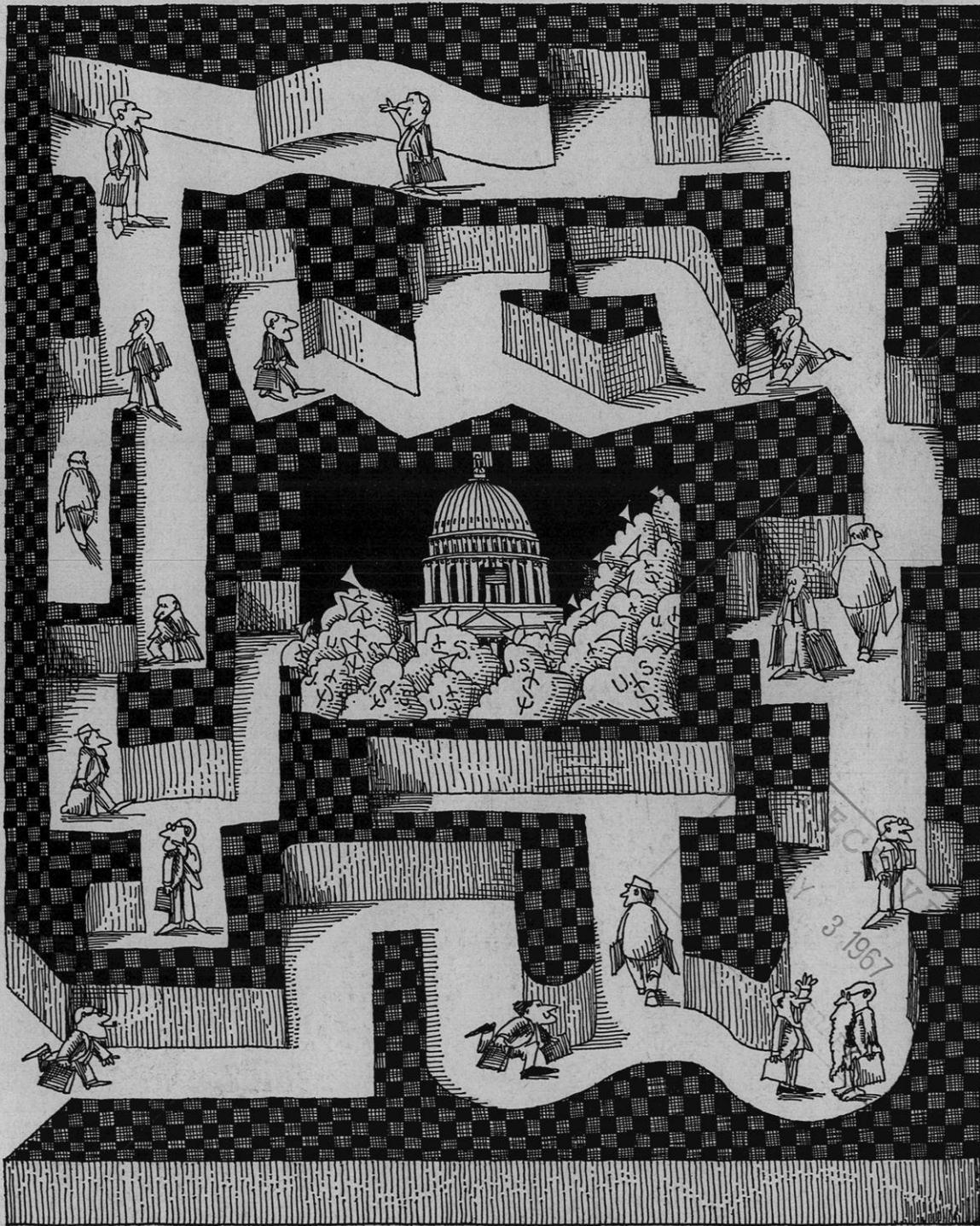
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WISCONSIN

alumnus

APRIL, 1967



APRIL 3 1967

a special report on federal aid

Letters

Stunned by Admissions Policy

"Shocked" is not the word. *Stunned* is what I was when I read in the February *Alumnus* . . . that a "special faculty-student Committee on Admissions Policy" submitted an opinion to Madison Chancellor R. W. Fleming that " . . . the young people of Wisconsin will derive more benefit from associating with non-resident students who represent a wide range of ability than from associating with those from the highest intellectual level. . . . We want our Wisconsin youths to have the opportunity to associate with a variety of types of individuals."

What comprises this non-resident "wide range of ability" which deliberately excludes "those from the highest intellectual level" is open to astonishing speculation.

When I think of an institution for "higher education" deliberately seeking to lower the intellectual level of the students whom it prepares to deal with an ever more intellectually complex world, I am somewhat shaken at the prospect.

If the Committee on Admissions Policy is really concerned with "higher education," why do they want their young people to mingle with persons of inferior intellect? The reason we go to college (or was I born 50 years too soon?) is to associate with young people who will challenge and stretch our outlooks, rather than with pleasant but mediocre people.

If a tax-supported University proposes to educate young mediocre intellectuals, let it take its mediocrity from within its own state borders, and admit from out of state only such students as will tend to raise the level of the "home brood."

I do indeed agree that there should be "musicians and artists and writers to con-

tribute art and culture to the campus climate," but let them not be of inferior or mediocre intellect.

Belle Fligelman Winestine '13
Helena, Mont.

More Sports News

As an out of state alumnus, I have often wished that the alumni magazine contained more sports news about the Badger athletic teams. This you have done intermittently, but those of us in the "hinterlands" would relish one or two pages of pertinent current Badger sports news in every issue. In my opinion, Wisconsin sports news has the number one preference for those not in the area of Badgerland. We don't get enough in our local papers.

LeRoy L. Wahle '24
Indianapolis, Ind.

Protest Reactions

The taxpayers of Wisconsin have built and supported the University to provide quality education for their children. To some of the older graduates this may appear to be desirable despite the cost.

The question is whether quality education should be preserved for the majority of the student body or continue to be debased to placate a minority of malcontents.

Robert S. Dewey '14
Midland, Tex.

Not Gov. Reagan

. . . it was not Gov. Reagan who dismissed President Kerr but the Board of Regents. It is well established here in California that the Regents wanted to dismiss Dr. Kerr two years ago but were prevented from doing so by the then Governor, Pat Brown, who used his political muscle to stop the action.

In the interest of truth and simple justice, I hope you will see that this error is corrected in the supplementary report you plan for the next issue of the *Alumnus*, even tho it is only a footnote.

With best regards and a bravo for putting out a top notch magazine . . .

Herbert M. Gaarder '16
Seal Beach, Calif.

Reference is made to the following statement [in the article on the Dow Chemical Co. student protest in the March *Alumnus*] ". . . culminating in the dismissal of Cal President Clark Kerr by Gov. Ronald Reagan."

The statement is false and misleading. True, Reagan voted for the dismissal as a member of the board of regents, but the majority vote for dismissal consisted of numerous Pat Brown appointees!

Dr. Kenneth Redman '41
Brookings, S. Dak.

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STATE AT FRANCES

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Madison, Wisconsin 53703

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Number 7

Wisconsin Alumni Association

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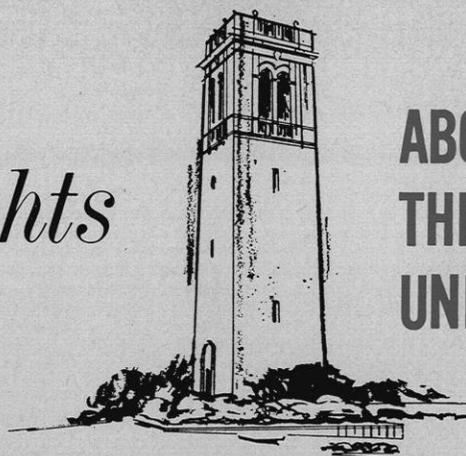
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news and sidelights

ABOUT THE UNIVERSITY



Chancellor Fleming Named U of Michigan President

ROB BEN W. Fleming, chancellor of the University's Madison campus since 1964, has been named president-designate of the University of Michigan. Fleming will assume his Michigan post on Sept. 1 and will become president on Jan. 1 of next year on the retirement of Harlan Hatcher who has held the post for the past 15 years.

Previous to the disclosure of the



Michigan appointment, it had been announced in the press that the University of Minnesota regents had offered Fleming the presidency of their institution.

Commenting on his acceptance of the Michigan appointment, Chancellor Fleming said: "Having made the difficult decision to leave Wisconsin, I look forward to becoming a part of the University of Michigan. Its distinction is too well known to require reiteration on my part. I shall do my best to be worthy of its traditions."

Leaving Wisconsin will be particularly difficult for Fleming. He is a graduate of the Wisconsin Law School and a former UW faculty member. "This is my alma mater," he said. "It is one of the truly great universities of the world and it has been my good fortune to work with a faculty and administration which have given me encouragement, sympathy, guidance, and warm friendship."

During the past two and one-half years, Robben Fleming has presided over the development of the Madison campus and has gained the respect of the faculty, students, and alumni for his calm and reasoned approach to matters both routine and controversial. His patience and administrative ability became widely-known a year ago during a massive student protest on the draft and recently during a student sit-in protesting U.S. involvement in the Vietnam war.

The 50-year-old Fleming is a native of Paw Paw, Ill. He did his

undergraduate work at Beloit College, receiving his bachelor's degree in 1938. After serving with the U.S. Army in North Africa and Europe during World War II and following legal work with governmental agencies, Fleming joined the University of Illinois faculty in 1952 where he served as director of the Institute of Labor and Industrial Relations and as a member of the Illinois law faculty.

He has had extensive experience in settling labor and management disputes and is the author of several books on industrial relations. He continues to be interested in teaching—conducting a regular seminar in arbitration in the UW Law School—and hopes to have an opportunity to return to the classroom now and then when he goes to Michigan.

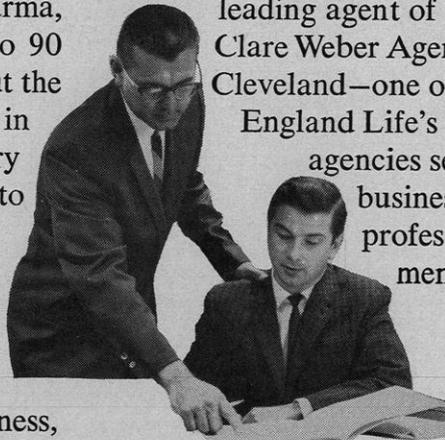
Chancellor Fleming is married to the former Aldyth Quixley of Rockford, Ill., who he met while they were both students at Beloit College. The Flemings, who celebrated their 25th wedding anniversary last month, have three children: Nancy, a senior at Beloit; James, a freshman at the UW, and Betsy, a junior high school student.

UW President Fred Harvey Harrington said that Fleming's "leaving is a blow to Wisconsin and a boon to Michigan." A faculty search committee has been named to find the chancellor's successor. Their recommendations will be passed on to President Harrington who will make an appointment for final approval by the Board of Regents.

That was back in 1964 after William H. Koptis had spent 14 years as the owner-operator of a sporting goods store in Parma, Ohio. "I was working 80 to 90 hours a week," said Bill "but the big discount stores moved in and service became secondary to prices. I wanted to get into something where I would have independence and an opportunity to apply my philosophy and public service. After much thought I selected the life insurance business, and then New England Life."

Bill made his move in 1965. During that year he established the finest first-year record of achievement in the entire Company and received the New

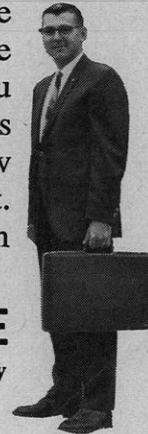
England Life Rookie of the Year award. In 1966 his success continued to the point where he is a leading agent of the E. Clare Weber Agency in Cleveland—one of New England Life's larger agencies serving business and professional men.



Bill Koptis of the Clare Weber Agency in Cleveland (on the left), reviews an insurance proposal with Louis Zeitler, President of the Die Matic Corporation in Cleveland.

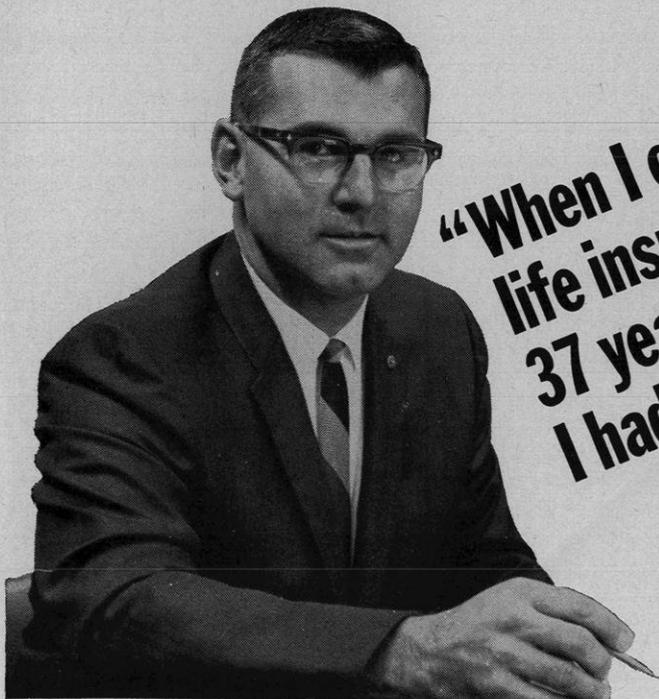
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JOIN THE FAR-SIGHTED MEN FROM NEW ENGLAND LIFE

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"When I came into the life insurance business I was 37 years old with 4 children. I had to make it."

THE FOLLOWING UNIVERSITY OF WISCONSIN ALUMNI ARE NEW ENGLAND LIFE AGENTS: Todd E. Clark, '65, Milwaukee; William D. Farnsworth, '48, Los Angeles; Howard D. Hobbs, '56, Peoria; Milton H. LeBlang, '48, New York; Martin B. Lehman, CLU, '35, Kansas City; Edward M. LeVine, '46, Milwaukee; Paul A. Stewart, '48, Madison; Joseph J. Walters, '48, Milwaukee; Edward F. Westphal, '38, Milwaukee; Evert E. Voth, '56, Tulsa; John C. Zimdars, CLU, '39, Madison.

Student Protest Story Continues to Unfold

CHAPTER TWO in the story of the University of Wisconsin's latest eruption of student protest unfolded throughout the month of March.

Chapter One had been set down in late February when a group of approximately 300 UW students, most of them associated with an organization called Students for a Democratic Society, participated in two days of demonstrations protesting the presence of job recruiters from the Dow Chemical Co. on the campus. Dow Chemical is the principal manufacturer of napalm, the jellied gasoline used by the U.S. in offensive military operations in Vietnam. The student protest, then, was an articulation of objection to the current U.S. policy in Vietnam.

During the incidents on the campus, 19 people, most of them students, were arrested and charged with disorderly conduct. Students also occupied the offices of UW President Fred Harvey Harrington, Vice President Robert L. Clodius, Madison Campus Chancellor R. W. Fleming, and Dean of Student Affairs Joseph Kauffman.

At a special meeting held three days after the protests began, the Wisconsin faculty reaffirmed its previously established policy that "students may not, by unlawful means, disrupt the operations of the University or of organizations accorded the use of University facilities." A short time after that action, however, a group of interested faculty, led by Prof. Anatole Beck, mathematics, afforded the leaders of the protest an opportunity to "confront us with their views under circumstances which do not constitute a threat to the integrity of the University." Two student leaders who appeared before the group claimed that their actions were justified because they felt it was a legitimate means of calling attention to the use of napalm in Vietnam, and because students have felt frustrated over the University's failure to take a moral stand with regard to the Vietnam war.

As criticism of the students and the University mounted, the Wisconsin Civil Liberties Union issued a statement—"We deplore publicly expressed appraisal of these events by local and state legislators and others, and radio and press stories that pronounce judgment against the accused, against the students in general, or against the University.

"Prejudgment is bad judgment, based as it is largely on hearsay and untested evidence. Moreover it can be as much of a clog to the public administration of justice as the alleged disorderliness of the protesters may have been to the legitimate processes."

At the same time, the Student Court issued a restraining order blocking a previous Student Senate decision to suspend the campus registration of Students for a Democratic Society. This move was virtually unprecedented as Student Court normally concerns itself with such routine matters as levying fines and penalties for a variety of transgressions ranging from parking tickets to minor conduct offenses. Because of the uniqueness of the Student Court move, there was a question as to whether that body actually did have jurisdiction in the matter. That question was still unresolved at the end of March.

The faculty, at a special meeting, next took up a review of its existing job recruitment policies. After two hours of debate, it voted to continue the current policy which is "to permit at appropriate times any bona fide employer or higher education or professional school representative to meet with interested students in University facilities."

These actions set the stage for the monthly meeting of the Board of Regents, held on March 10. President Harrington opened the discussion on the student protest matter by saying that he didn't intend for his report to be defensive. But he did note that: "We are not perfect. We often slip—but we slip in detail rather than in principle."

He then went on to assess the total meaning of the most recent protest episode. Here is a paraphrase of some of his key remarks:

"It is easy to say that only a few students were involved in the protest, but the point is that even a small fraction of students deserve to be heard. The arbitrary separation of good students and bad students is a dangerous business. Perhaps we ought to condemn those students who are apathetic rather than those who are active. The University is not neutral with reference to its belief that students ought to be involved. Involvement is desirable.

"The University isn't out of control. We haven't departed from our traditional policies of freedom of speech, freedom of assembly, freedom of the press. But we are going to uphold the rules."

The Regents discussed the incidents and ultimately adopted the following resolution:

"Whereas the Administration of the University has, during the past few weeks, been subjected to difficult and important decisions concerning the proper course to follow in handling certain student protests, and

"Whereas when certain students in their protests interfered with, or threatened to interfere with, rights of other students and with the business of the University, the Administration pursued a reasoning, educational, and legal policy, and

"Whereas the Administration has, throughout these events, maintained the University of Wisconsin tradition upholding the rights of free speech, including the right to protest, freedom of the press, and

"Whereas the reputation of the University of Wisconsin has thereby been reinforced as a University of 'sifting and winnowing' in the search for the truth,

"Now therefore, the Board of Regents commends the Administration of the University of Wisconsin for its courageous, reasoned, and far-seeing actions."

Following the action of the Regents, the activity quieted down as midterm exams and other matters took up the students' time before spring recess. Air Force recruiters did come to the campus in mid-March and they were picketed by a group of students objecting to the

Vietnam war, but there were no incidents. In the legal arena, there was a great deal of maneuvering as the trials of the 19 protesters were pushed back into April.

However, there was one outburst to close out the month. At the UW budget hearings, conducted by the Legislature's Joint Finance Committee, two legislators—State Senator Robert Warren (R-Green Bay) and Assemblyman Kenneth Merkel (R-Waukesha)—claimed that recent events on the campus have tarnished the University's image among the taxpayers. This situation, the legislators claimed, has produced a negative climate of sentiment when it comes to a willingness to "pick up the tab" for the state's share of the University budget.

President Harrington and Regents Arthur DeBardeleben, Park Falls, and Charles Gelatt, La Crosse, all defended the right to dissent which has been an inherent part of the University's fabric. They also maintained that the University's greatness depends on the diversity of opinion that can be found within its framework.

At this point in the proceedings, the Joint Finance Committee chairman, Sen. Walter Hollander (R-Rosendale), said that it would be foolish to try to get back to figures" and adjourned the meeting.

Chapter Three in the continuing story was beginning.

Student Election Includes Vietnam War Referendum

THERE WAS an unusual amount of interest in this spring's all-campus elections held on the Madison campus last month. The primary reason for the added interest was that the ballot included a referendum on the war in Vietnam.

Students were given several options on possible U.S. action in Vietnam ranging from unilateral withdrawal to achieving military victory through the application of whatever force is necessary.

The student response to the Vietnam referendum was comparatively inconclusive. A majority was against unilateral withdrawal (4,420-1853), but the students also

opposed the escalated use of force (6,929-2,427). The most conclusive opinion that could be garnered from the voting was that most of the students favored a phased U.S. withdrawal from Vietnam through negotiations.

On a related question, also included in the form of a referendum, a majority of the students favored the continuance of the current Selective Service System. Men voted 3137-2465 to continue the draft, while women voted 1,998-1,418 for retaining the present system. However, both male and female students felt the University should abandon the compiling of class ranks to be provided to local draft boards. The combined vote on this question was 4,874 against, 3,872 for continuing the current practice.

An unprecedented number of students, approximately 9,500, took part in the voting which also included the election of Wisconsin Student Association officers and student senators, delegates to the National Student Association, Senior Class officers, and Associated Women Students officers.

Drug Experimenters Cautioned In New Student Handbook

A STRONGLY-WORDED policy statement on narcotics has cautioned University students that the "drug experimenter" subjects himself to legal and disciplinary penalties and to the world of organized crime.

The statement was prepared by the Committee on Student Conduct and Appeals for inclusion in the Student Handbook, a reference and regulation catalog used on the University's Madison campus. Law Prof. Richard Bilder is chairman of the committee.

The illicit use, possession, distribution, or sale of narcotics, including marijuana and LSD, may subject a student to disciplinary action ranging to expulsion, the statement said. But it added that the University's "primary concern" is the application of remedial measures "to assist the student to constructively meet whatever problems led to his

involvement with narcotics or resulted from it."

"Every student involved in narcotics is encouraged to seek help from the Student Counseling Center or from the Student Health Department," the statement said.

In its three-page statement, the committee directed a special message to those tempted to "toy" with narcotics. "Apart from the potential psychological, physiological, and legal risks of any use of drugs," the statement said, "the beginner in drug use, toying with narcotics such as marijuana, may become exposed to the use of other, more dangerous drugs no matter what his first intentions. Not all marijuana users progress to the more addictive opiates but it is a rare heroin addict who has not moved up (or down) from marijuana. Heroin addiction in our world today is medically, psychologically, legally, and socially the end of the line."

In addition to the risk of addiction, the drug user enters an underground world the moment he has anything to do with narcotics, the statement said. It added:

"Obviously the professional supplier, at some point necessary for marijuana as well as heroin, is not playing a game, nor merely encouraging psychedelic experimentation, nor protesting middle-class values.

"He is a professional criminal, concerned with profit and with his own protection. The drug experimenter enters the world of organized crime and, whether he likes it or not, may find that he cannot control the rules of the game."

Professor and Wife Promote Greek Cookery

A WIDELY PUBLISHED UW professor, already an established authority on comparative education, is becoming an expert in comparative cuisine—because his wife is giving him cooking lessons.

Mrs. Valerie Kazamias, a Boston native of Greek extraction, explains she is doing this by writing a Greek cookbook.

"Cookbooks can be as interesting as scholarly books, if they are well



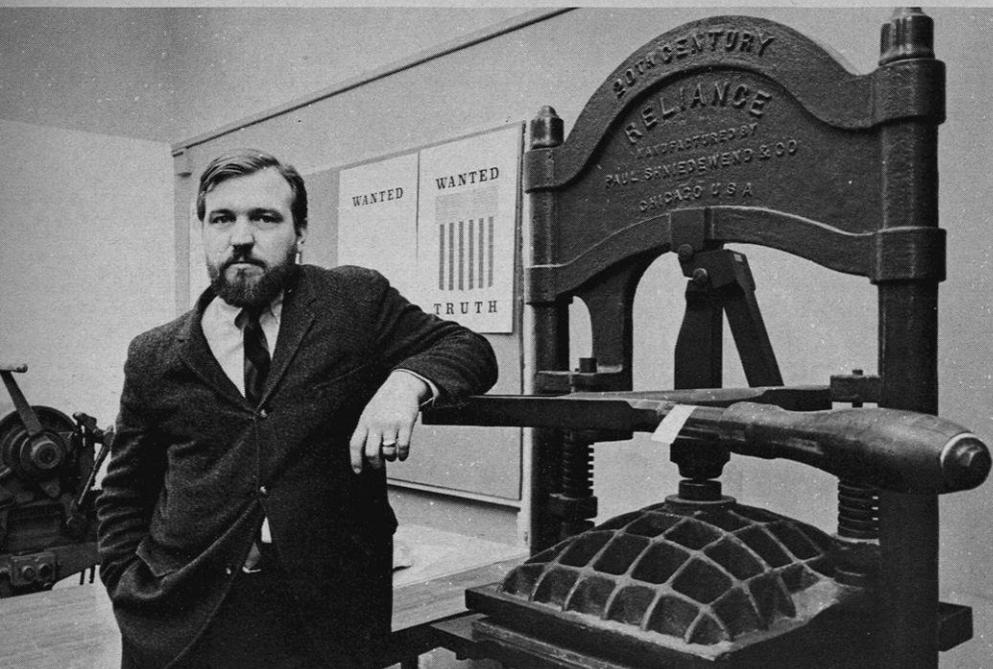
Prof. and Mrs. Kazamias

written," says Dr. Andreas M. Kazamias, professor of educational policy studies.

The couple is planning to travel to Greece next year to do "joint research." Prof. Kazamias, a native of Cyprus, will study Greek education since the early 19th century; Mrs. Kazamias, the cultural attributes of Greek cooking.

"All my recipes are formulated," Mrs. Kazamias explains. "Now I want to investigate the cultural aspects of the culinary arts. While my readers are learning to cook

Phillip Hamilton



Greek dishes, I want them to learn about the country, too."

"Greek cooking makes the most of all available resources," Prof. Kazamias notes about the cultural aspects of Greek cooking. "The Greeks enjoy everything and waste nothing. I call it survival through the utilization of all available resources. Who else would use grape leaves for stuffings?"

Mrs. Kazamias' research into Greek culinary arts is her most extensive venture in the business of writing, but not her first. She is an editor of "Foreign Foods, Menus, and Recipes," an international cookbook published by the University League Newcomers.

Bookmaking as an Art

THE FINE ART of bookmaking has become a part of the curriculum at the University. The program is part of the UW art department's research program in methods and quality of printing.

Bookmaking is an art which, according to Phillip M. Hamilton, art instructor and researcher in printing and typography, was practiced by Manet, Toulouse-Lautrec, Picasso, Matisse, and many other of the world's greatest artists. Today, artists are still making books and

there is some indication that interest in bookmaking is increasing.

Since the UW's program was started two years ago by Hamilton, his students and other faculty members have produced 24 limited edition books. The content of these books is varied. Some are totally visual, a collection of prints with a cover and a title page; others are prints—either woodcuts, etchings, or silk screens—which accompany poetry.

"In the art of bookmaking," Hamilton explains, "the artist works with the books as a total entity, combining the various parts and elements such as type style, paper, composition, and illustration in the same way a musician or painter works with the component parts of his composition."

The bookmaker's goal is to achieve a unity between the content of the book (text and illustrative material) and the book itself. Once the bookmaker knows the effect he wants to create and how he will create it, the process is underway. The book's progress is marked by a myriad of decisions including the selection of type style, paper weight, cover material, book dimensions, and printing process.

Each element in the process is vital to the effect created by the final product. "For example," Hamilton points out, "the same word can have a different impact on the reader when it appears in different type styles."

UW bookmakers learn the entire process of bookmaking from the development of an idea to the binding. Time spent on the production of the books, according to Hamilton, depends on the nature and complexity of the production, the size of the book, and the length of the press run. A small book with a few prints could be completed in a week; more complex books may take as long as six months.

While bookmaking is taught at several other schools in the country, the UW program is unique. It stresses fine art (printmaking) as opposed to the more commercial approach often employed at other schools.

*America's colleges and universities,
recipients of billions in Federal funds,
have a new relationship:*

Life with Uncle



WHAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

- ▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over \$300 million.
- ▶ Colleges and universities would lose some \$2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.
- ▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.
- ▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.
- ▶ Planned or partially constructed college and university buildings, costing roughly \$2.5 billion, would be delayed or abandoned altogether.
- ▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of \$1.2 billion far exceeded all gifts from private foundations and alumni. The \$5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can

request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

Every institution, however small or remote, feels the effects of the Federal role in higher education.



sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

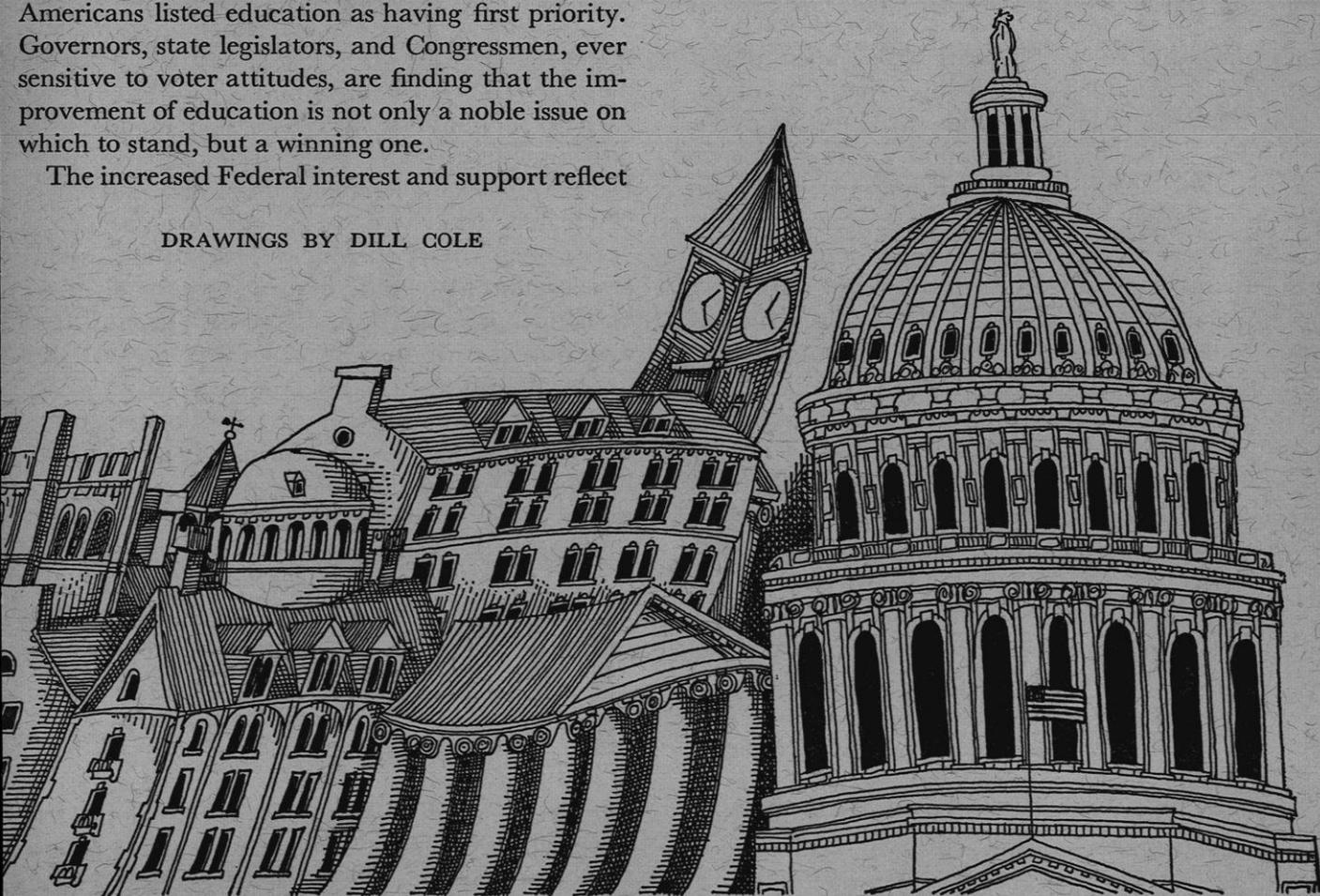
The increased Federal interest and support reflect

another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE



The haves and have-nots

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

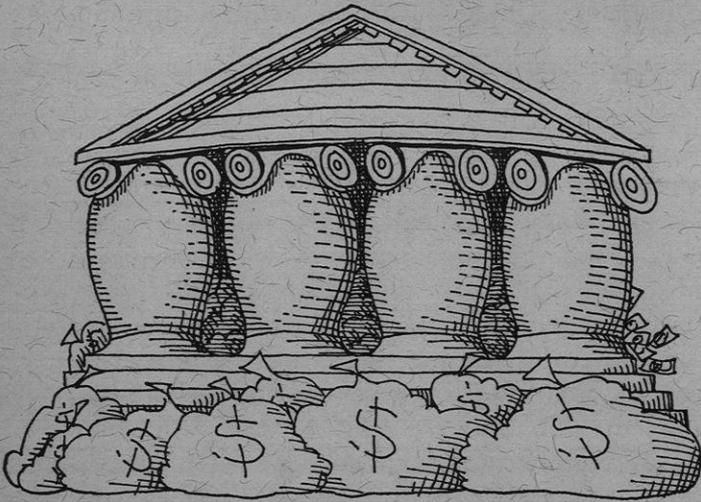
To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this “spread the wealth” movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated \$18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed



tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time.”

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other “only the brains.”

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

compete for limited funds

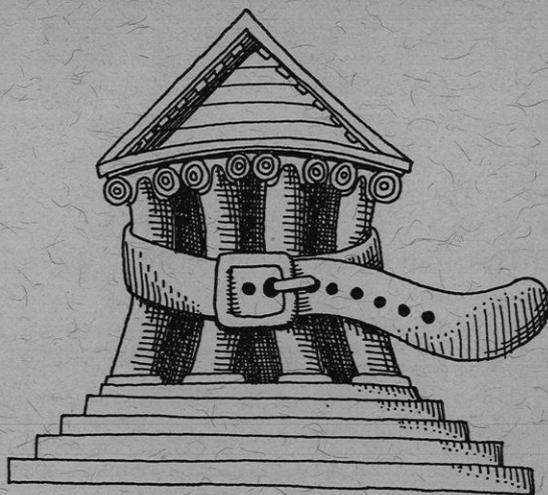
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than \$300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than \$20 million on scientific research, and that came largely from pri-



vate foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and \$125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a \$3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave \$2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for \$1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a \$4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For \$2 million of private money, I could either build a \$3 million humanities building *or* I could build a \$4 million science building, get \$1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

The affluence of research:

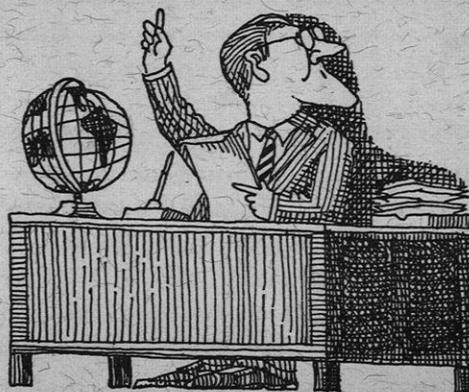
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to



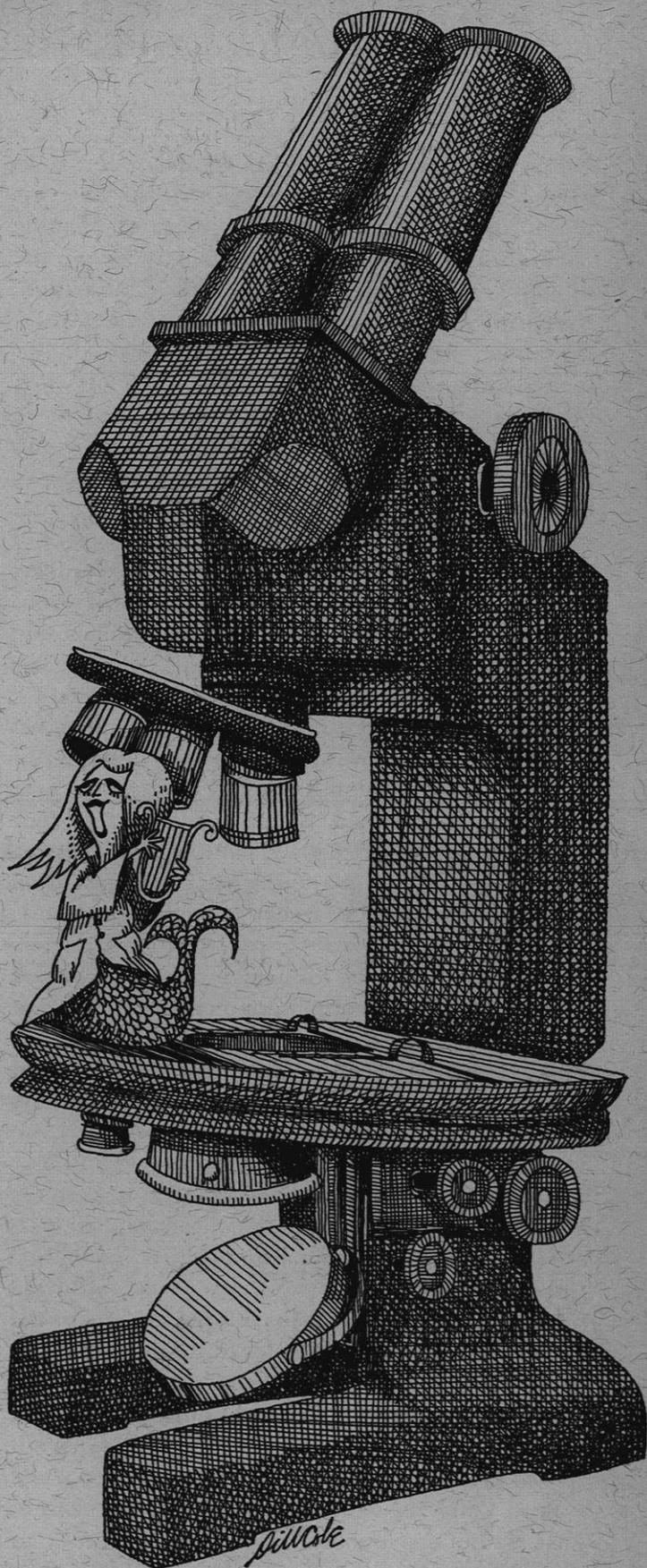
a siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.



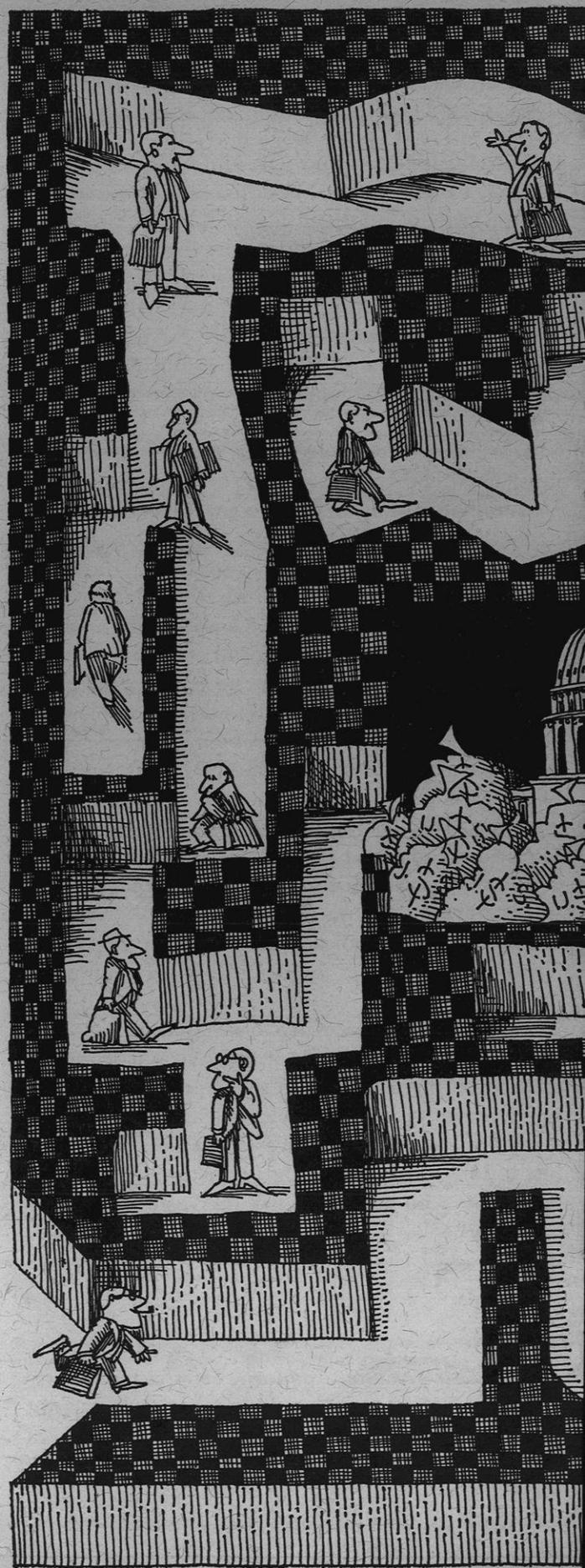
Fund-raisers prowl the Washington maze

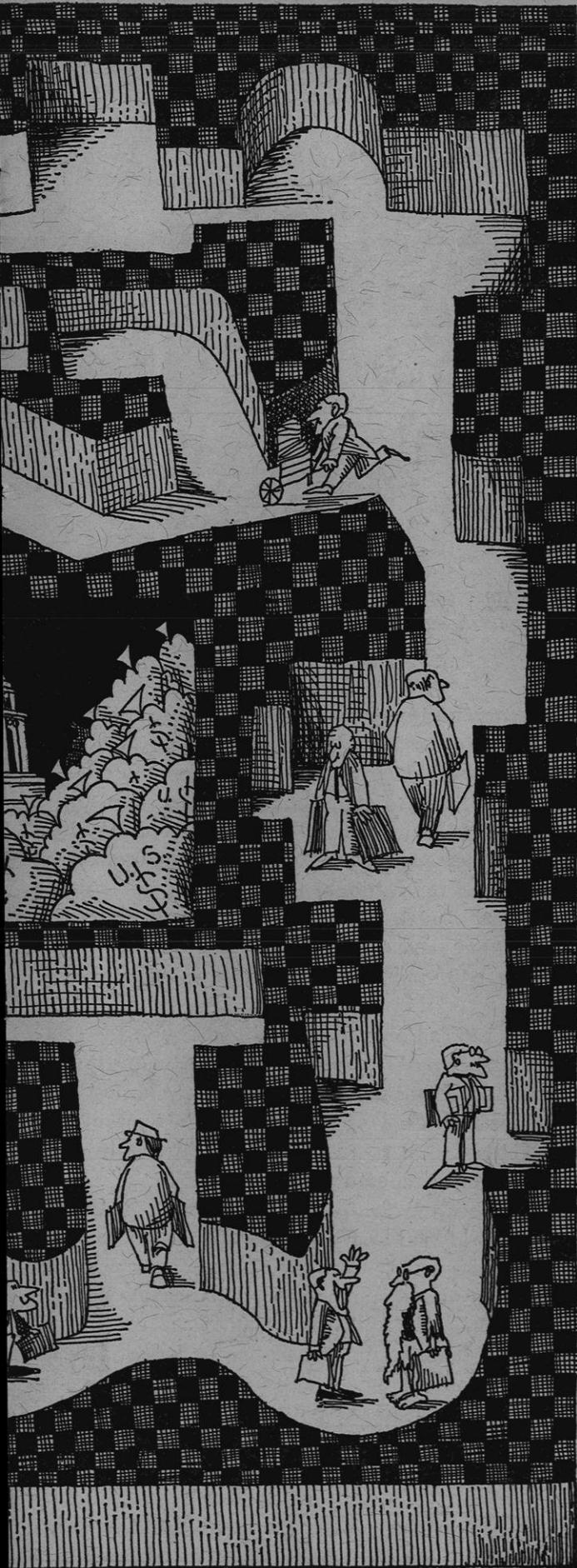
President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system.”

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the “means of education shall forever be encouraged.” But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

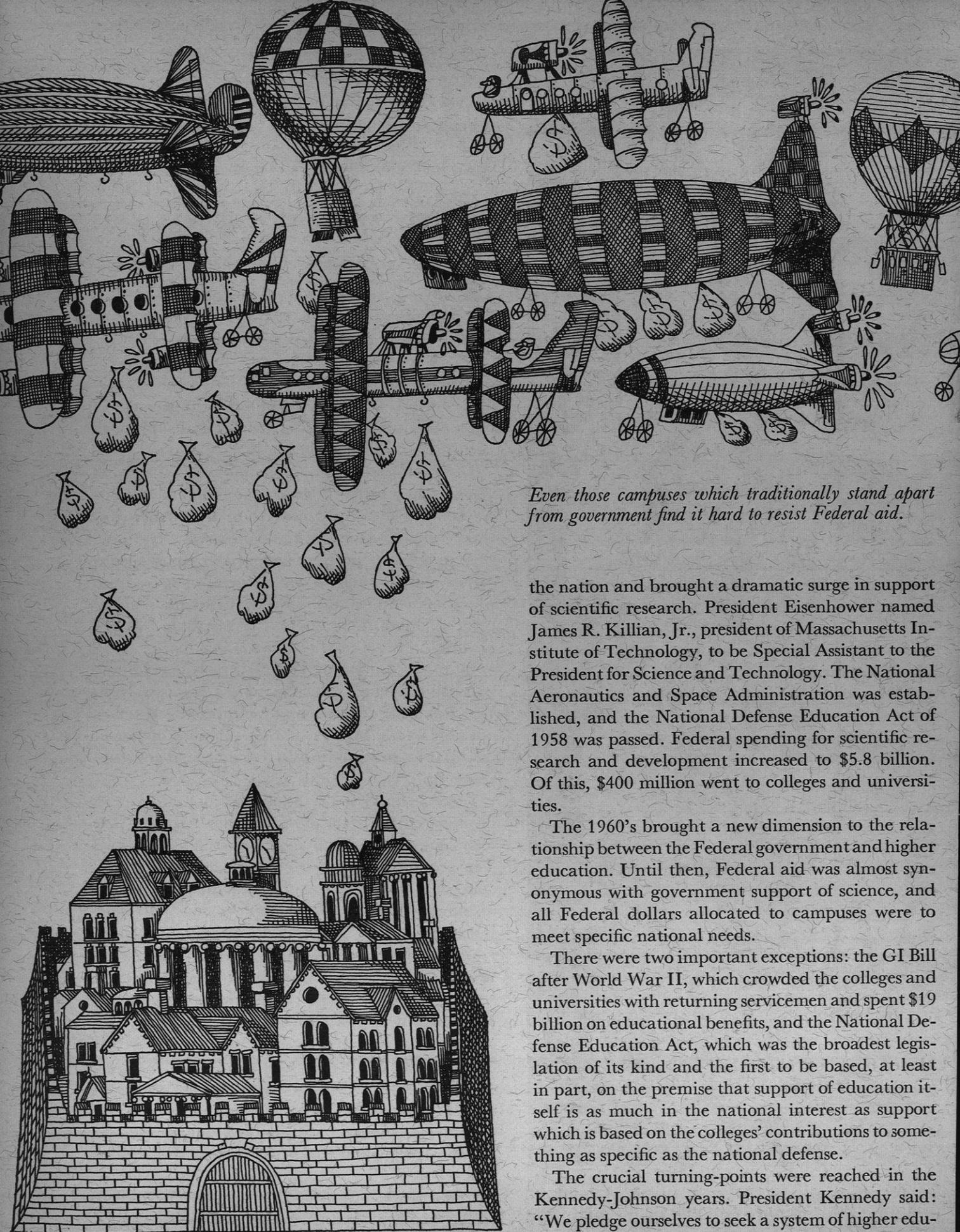
The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world’s greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation’s colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago’s Argonne Laboratory and California’s laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than \$200 million a year for all research and development. By 1950, the Federal “r & d” expenditure totaled \$1 billion.

The Soviet Union’s launching of Sputnik jolted



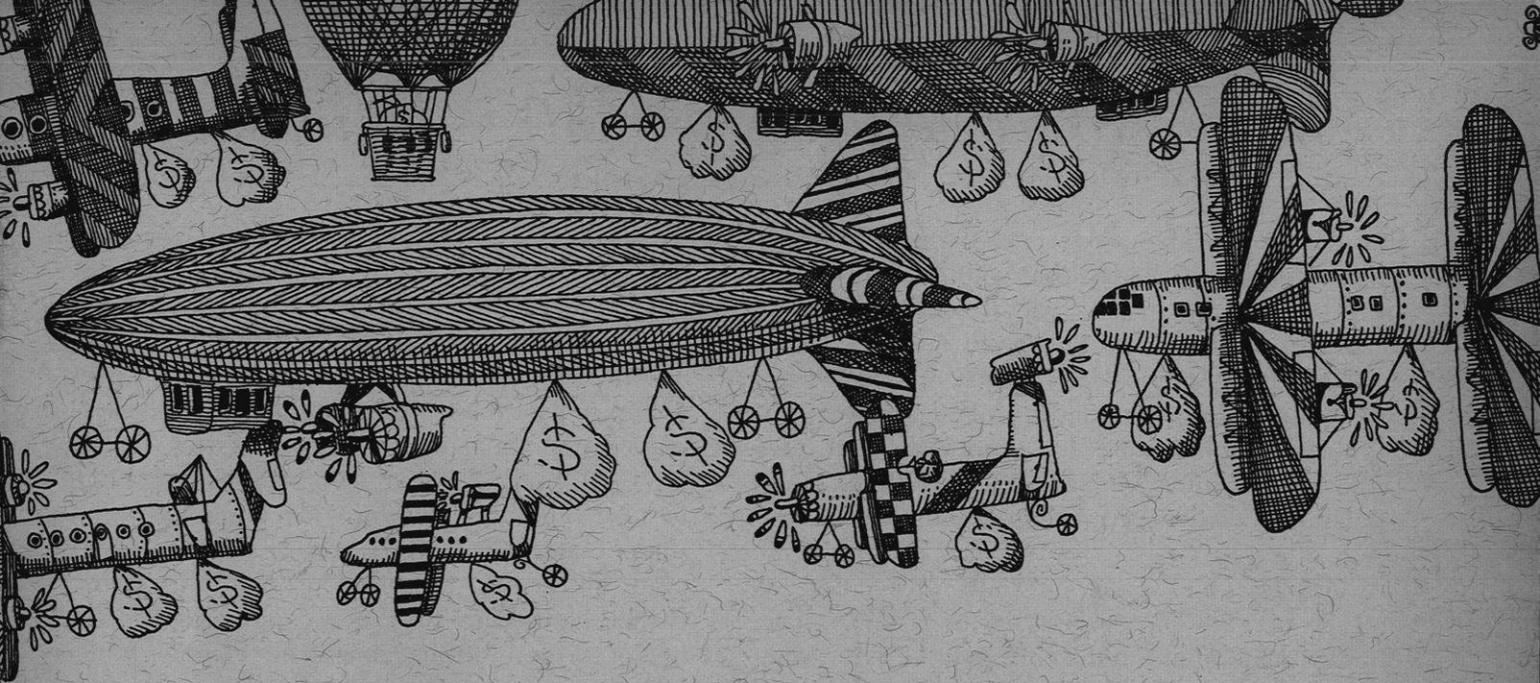
Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to \$5.8 billion. Of this, \$400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent \$19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-



cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- ▶ \$1.5 billion in matching funds for new construction on the nation's campuses.
 - ▶ \$151 million for local communities for the building of junior colleges.
 - ▶ \$432 million for new medical and dental schools and for aid to their students.
 - ▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
 - ▶ Grants to strengthen college and university libraries.
 - ▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.
 - ▶ The first significant support of the humanities.
- In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the

Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation. So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

A new phase in government-campus relationships

Is higher education losing control of its destiny?

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a \$612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state alloca-

tions to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: ". . . A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned

about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

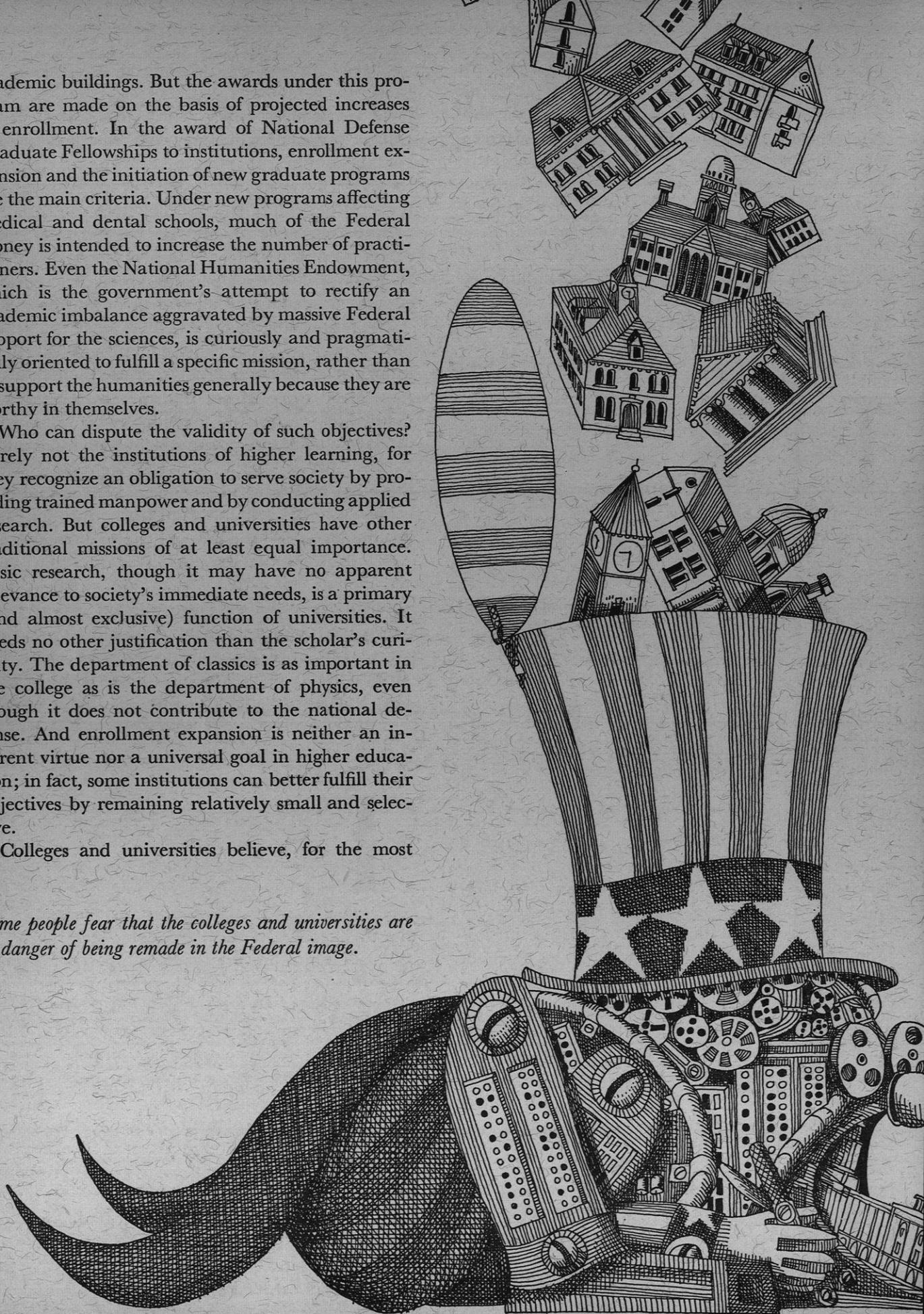
The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

Some people fear that the colleges and universities are in danger of being remade in the Federal image.



When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in univer-

sities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the \$2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the

evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

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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Deep in the American Tradition

by **Fred Harvey Harrington**

President, University of Wisconsin



OPPONENTS of federal aid to higher education often suggest that it is a new and dangerous practice, likely to destroy traditional freedoms and bring federal government domination.

Actually, federal aid to higher education is anything but new; rather it is deep in the American democratic tradition. Public and private colleges and universities that have accepted aid from Washington have not lost their independence. To be sure, federal money has brought problems, but it has enabled American higher education to improve its quality and its ability to serve the republic.

Abraham Lincoln set the pattern. As president he signed into law the Morrill Land Grant Bill of 1862. This all-important statute was designed to give educational opportunity to the children of the low-income citizens of Lincoln's time—small farmers, mechanics, and the unskilled. In addition, the Act emphasized "useful arts". Since then much of federal aid for higher education has centered around these two objectives—help for those who need assistance, and efforts to add to the national store of knowledge and trained manpower.

Under the Morrill Act the federal government has provided funds for public universities in every state. Have these funds brought federal domination? Have Morrill Act appropriations eroded freedom at our state universities?

Certainly not.

The Magna Carta of American academic freedom, the "sifting and winnowing" plaque on Bascom Hall, comes from a Land Grant college, the University of Wisconsin.

Money from Washington has helped produce distinction at such institutions as Wisconsin; but it has not brought federal control. The reasons are clear:

- Federal aid has always been, and will continue to be, exceeded in amount by income from other sources (our chief support, our fundamental support at the University of Wisconsin is from State Legislative appropriations).

- Our Universities, with their grass roots ties and traditions of independence, simply do not seek and will not accept federal funds for any but worthwhile projects.

For many years after Lincoln, federal funds to help students and teaching went only to state universities designated as Land Grant colleges. The past half century has brought a broader approach. Today all public and nearly all private institutions of higher learning can apply for federal support to assist students and teaching. Money from the United States government finances library expansion, academic buildings, military training, scholarships for the disadvantaged, loans for students, graduate fellowships in fields of short supply—social workers, physicists, nuclear engineers, teachers of the handicapped, specialists in the health sciences and in the development of emerging nations.

Additional support will be available when Vietnam expenditures can be reduced. Perhaps it will come in the form of institutional grants, based on student enrollments. America's continuing national concern for higher education is based on our widespread understanding that the United States would not have been as advanced and prosperous a nation as it is today without past federal support for our teachers and students.

COMPARED WITH federal support for instruction, considerably more federal money has been made available for university research. Indeed most of the more than two billion dollars which the federal government annually contributes to the operating budgets of our institutions is for research investigations. As with instruction, this flow of funds began in the nineteenth century. Support at first was confined to agricultural research in Land Grant colleges. This was successful; it helped save American farmers from disaster, helped make possible today's fantastic farm production.

Life science research in agriculture led naturally to health science research. Then came further expansion. Federal funds now provide a major part of University research expenditures in the physical and biological sciences, and some support (though not yet enough) for social sciences and humanities. This aid is available for both public and private institutions.

Does this support force investigators to pick problems suggested by Washington? Not really. The typical university professor is able to investigate what he chooses. And he does benefit from federal funds. Without them he could accomplish only a tiny fraction of what he does accomplish today.

And that is a very great deal.

Federally supported research on university campuses has produced cures for disease. It has helped usher American business into the computer-and-automation age. It has brought revolutions in space exploration and communications. It has enriched us, has broadened our horizons, and improved our nation. Since most of these improvements benefit all, it is appropriate that the national government, drawing its support from all citizens, should pay the bill.

Federal aid to higher education has a third side. While helping instruction and research, the United States government also assists University extension and public service.

Here, as with research, agriculture led the way. Beginning in the World War I era, federal funds enabled Land Grant colleges to build the county agent system. This meant applying University research results on the farm.

More recently, federal aid has helped public and private higher education to provide other types of public service, to mount programs for university-

industry research and community service, to advise developing countries, to improve educational television and adult education. The University of Wisconsin's Northern Wisconsin Development Center, set up to help small business in our north country, is one example of the new federally-supported extension activities. Another is the team effort of Marquette University and the University of Wisconsin to create a regional Heart-Stroke-Cancer Program.

Federal aid to university public service is small compared with federal research grants, but a sharp increase is likely in the next decade. Some citizens deplore this trend, fearing that Washington officials may use University public service programs to dictate local policy. The fact is, our colleges and universities have built-in safeguards against federal domination; the agricultural extension experience shows that this type of federal support can be of great value and free of federal domination.

Federal aid does have real disadvantages. It often involves lengthy negotiations and much red tape. Frequently support is insufficient to do the job undertaken in a wholly satisfactory way. There are disagreements about whether federal agencies do or should pay the full costs of projects. There are questions about patent rights to discoveries.

So we often have suggestions as to how to "get rid of" federal aid—by shifting part of the tax base to the states, by tax sharing, by various forms of tax credit. Tax sharing does have possibilities, but it would not and should not eliminate federal aid to higher education. For, as the record shows, federal aid, combined with other sources of support, has enabled our colleges and universities to serve the American public very well indeed.

Don't Miss —

Alumni Weekend — May 12-13

- Dedication of the New Alumni House
- Alumni Dinner and Class Reunions
- Many Colorful All-Campus Events
Including Spring Football Game
- Campus Tours

Join your fellow alumni in Madison on this special weekend!

Badgers Win Track, Fencing Titles

BADGER athletic teams finished the winter not with a whimper but a bang. Two Wisconsin teams won Big Ten championships, while the majority of the remaining winter sports teams finished their seasons in the first division.

Coach Charles "Rut" Walter's indoor track team put on the most sensational showing as they went down to the wire in the conference meet and squeezed out a win over defending champion Michigan State. The Badgers finished first with $56\frac{3}{4}$ points; the Spartans were second with 53 points and Iowa finished third with 30.

Wisconsin had three individual champions in the meet. Sophomore Mike Butler won both the 70-yard high and low hurdles. His 8.2 second time for the highs and 7.6 seconds for the lows established new Big Ten records. Ray Arrington also established a new Big Ten record as he finished first in the 880-yard run with a time of 1:50.3. The other Badger winner was sophomore Bob Hawke who threw the shot 57'7". Steve Whipple, defending 440 champ, finished second in his specialty.

Following their Big Ten conference showing, the Badgers went on to finish fifth in the NCAA indoor meet held at Detroit, Mich.

Wisconsin's other Big Ten championship came in the sport of fencing as Bill Laper (epee) and Bruce Taubman (foil) won individual conference titles. This marks the fourth time that Coach Archie Simonsen's fencers have won the conference title. Previous victories came in 1955, 1957, and 1959.

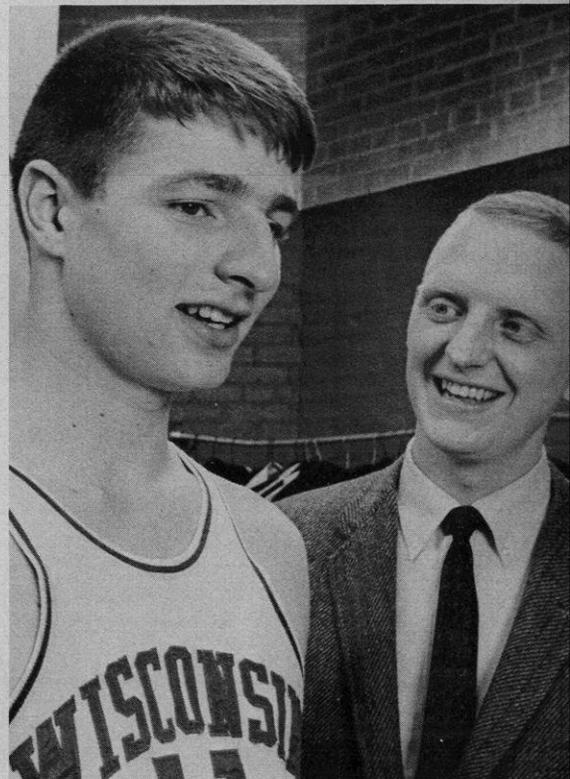
John Erickson's basketball team came on strong at the end of the season and finished fourth in conference play with an 8-6 record. The Badgers were 13-11 for the season.

The young Wisconsin team jelled toward the end of the season as they won six of their last eight games and set school records by scoring 1,187 points in a single season and 110 points in a conference game against Northwestern.

Sophomore forward Chuck Nagle eclipsed all previous Wisconsin scoring records when he pumped in 463 points during the 24-game season for a 19.3 average. Nagle's record bettered Chris Steinmetz's record of 462 points established during an 18-game season in 1904-05 as well as Dick Cable's contemporary mark of 442 points during a 22-game season in 1954-55. The Whitefish Bay sophomore also set a Wisconsin Big Ten mark as he scored 304 points in 14 games to better Dick Miller's 1955-56 record of 290 points.

Jumping Joe Franklin, Madison junior forward, was named most valuable player by his teammates at the end of the season. He was the team's leading rebounder (289) and second in total scoring with 387 points. Other leading scorers were sophomore forward James Johnson (280 pts.) and junior guard Mike Carlin (220 pts.). Guard Dennis Sweeney, who is the only varsity regular that will be lost to the team through graduation, was elected captain of the Badger squad midway through the season and provided valuable floor leadership which helped form the Badgers into a cohesive unit.

The Badger hockey team, under its new coach Bob Johnson, enjoyed its most successful season in the history of the sport at the University. The Wisconsin skaters had a 16-10 season record and scored a staggering total of 15 goals in a single game on two separate occasions—against Western Michigan and Ohio University. Goalie Gary Johnson was



Dick Cable (right), a Badger basketball star of the fifties, was on hand to congratulate sophomore forward Chuck Nagle when he broke the Wisconsin season scoring record in the final game against Illinois. Nagle poured in 463 points during the year, bettering Cable's contemporary mark of 442 points, and Chris Steinmetz's all-time mark of 462 points.

named the team's most valuable player at the season's end.

Both the Wisconsin swimming and wrestling teams enjoyed winning dual meet seasons. The swimmers finished fifth in the Big Ten meet as John Lindley swam home first in the 100-yard butterfly event, while the wrestlers were sixth in the conference finale. Mike Gluck lost his first match of the season at 137 lbs. in the Big Ten finals.

Badger gymnasts finished sixth in their conference meet to round out the winter sports competition schedule.

Alumni News

1911-1920

John H. Van Vleck '20, Hollis professor of mathematics and natural philosophy at Harvard University, was recently presented with a National Medal of Science by President Johnson in ceremonies held at the White House.

1921-1930

Mrs. John C. Fritschler (Lois Duffin '22) represented the University of Wisconsin at the inauguration of President John Elmendorf at the New College, Sarasota, Fla.

Wayne Ramsay '23, president of the Hanksraft Co., Reedsburg, Wis., was recently married to Mrs. William Arvold.

Dr. Fred S. Siebert '23, nationally known communications educator and authority in copyright law, will retire July 1 from his duties as dean of Michigan State University's College of Communication Arts.

D. Gilman Taylor '26 has been chosen

to receive the H. W. Sweatt Engineer-Scientist Award for 1966.

Calmer Browy '27, Madison, began his 34th year with the Wisconsin Public Service Commission on February 1. He is supervisor of hearings in the legal department. Mrs. Browy (Eleanor Williams '31) is treasurer of the Wisconsin Garden Club Federation and a member of the Governor's Committee to Keep Wisconsin Clean and Beautiful.

Eudora Welty '29, author of seven award-winning books dealing mainly with the South, was one of eight women presented with the first Hollins Medals at the 125th convocation of Hollins College in Virginia.

1931-1940

Lester S. Barron '31 is an industrial engineer with the Stearns Electric Corp. of Milwaukee.

Clyde F. Schlueter '33 has been elected executive vice president and a director of Employers Insurance of Wausau.

Mrs. Clarence Drager (Marie Neitzel '34) is president of the League of Women Voters of Madison.

Dr. George Woodbridge '37 was recently promoted to associate professor of history at Barnard College in New York City.

Ralph J. Kutchera '38 has been elected vice president for engineering of Rayonier Inc., New York City.

B. T. Andren '39, Bloomfield, Mich., has been named assistant general engineer-product development of the Ford Tractor Division of the Ford Motor Co.

Myron Gordon '39 was recently sworn in as a federal judge for the Eastern District of Wisconsin.

1941-1945

John R. Hulten '41 has been named a regional vice president of Union Carbide Corp. with headquarters in San Juan, Puerto Rico.

Miles McMillin '41 has been named to the position of executive publisher of the Madison *Capital Times*.

Dr. Garland Parker '41 has been promoted to executive dean for admissions and records and full professor of history and educational research at the University of Cincinnati.

Dr. Alfred C. Ingersoll '42, dean of the School of Engineering at the University of Southern California, received one of five merit awards presented during the recent observance of Engineers' Week in Los Angeles.

R. W. Britt '43 has been named president of the General Telephone Company of Pennsylvania.

James S. Entringer '44 has been named administrative assistant to the vice president and general manager of the division which produces natural gas transmission line pipe and oil well casing at the A. O. Smith Corporation's Tubular Products Division in Milwaukee.

1946-1950

Col. William A. Dean '47 received the Legion of Merit for outstanding meritorious service upon his retirement from the U.S. Army after more than 26 years of active duty.

William J. Kuehl '47 has been named general manager of General Electric's new Avionic Controls Department in Binghamton, N.Y.

Joseph F. Hegerich '48 has been appointed director of industrial relations of The Celotex Corp. in Tampa, Fla.



Attending a Wisconsin Center workshop—U of W ballgame
—or some other activity in Madison—

Be sure to check in for an incomparable steak or brat—or
both!

the Brathaus
State at Frances in the Capital City

Mr. and Mrs. Roberto Freund '49 (Suzanne Frank '51) announce the birth of a new daughter, Barbara Ann, born in San Salvador on February 17.

John R. Lynch '49 is the manager of the new Rennebohm Drug Store recently opened in Madison's Park Wood Plaza Shopping Center.

George A. Kennedy '50, head of the structural engineering firm in Chicago, Ill., bearing his name, is currently observing the 13th anniversary of the firm which has been associated with approximately 1,100 construction projects since its founding.

James R. Underkoffler '50, Madison, has been elected executive vice president and treasurer of the Wisconsin Power and Light Co.

1951-1955

Rodney J. Helmke '51 has been appointed manager of Mutual Of New York's St. Paul life and health insurance agency.

Dane County Judge Russell J. Mittelstadt '52 has been promoted from major to lieutenant colonel in the U.S. Army Reserve Corps.

Maj. Gustaf R. Carlson '53 has received the Army Commendation Medal for meritorious service as an instructor and chief of the programming and budgeting division at the U.S. Army Finance School, Ft. Benjamin Harrison. He is currently a management officer with the U.S. Army Support Command in Vietnam.

Robert L. Cochrane '54 has joined Eli Lilly and Company as a senior endocrinologist. He will do research in the physiology of reproduction.

Dr. Arlan L. Rosenbloom '55 will spend two years in the Cameroon with the U.S. smallpox eradication program for Western Africa.

1956-1960

Jack Mansfield '56 has been appointed head track coach and assistant professor of physical education at Murray State University in Murray, Ky.

John F. Matzke '57 has been appointed personnel director for the University of Wisconsin-Milwaukee.

James M. Rock '57 is an assistant professor of economics at Wisconsin State University-Oshkosh. He is married to the former Bonnie Brown; they have a 2-year old daughter, Jennifer Ann.

Roger Gaumnitz '58 has been elected assistant vice president of the Madison Bank and Trust Co.

Atty. Richard G. Neuheisel '58 represented the University of Wisconsin at the inauguration of Dr. Arthur L. Peterson as president of the American Institute for Foreign Trade in Phoenix, Ariz.

Roland T. Jeske '58, Tallahassee, Fla., has been appointed personnel officer for the Florida Board of Parks and Historic Memorials.

Donald R. Olsen '58 was recently promoted to major in the U.S. Army during

ceremonies at Ft. Eustis, Va. He is currently a student at the Transportation Officer Candidate School, Ft. Eustis.

Dr. and Mrs. Richard T. Chiroff '59, Rochester, Minn., announce the birth of a daughter, Deborah Ann, on December 7, 1966.

The appointment of Arlyn E. Albrecht '60 as unit manager, Process Research Section of the Rex Technical Center, has been announced by Rex Chainbelt Inc. of Milwaukee.

1961

Larry F. Glaser recently accepted a position as senior engineer with the Orlando (Fla.) Division of the Martin/Marietta Co.

Lois A. Wittich is serving as a Peace Corps volunteer in Ecuador.

1962

Army helicopter pilot Capt. James A. Kurtz has been awarded the Bronze Star for distinguished service "in connection with ground operations against a hostile force in the Republic of Vietnam during the period July, 1966 to January, 1967."

Air Force Capt. Steven R. Mackenroth has been decorated with 14 Air Medals at England AFB, La. A C-47 Skytrain pilot, he won the awards for meritorious achievement during military flights in Southeast Asia. He is presently a member of the Tactical Air Command which provides combat reconnaissance, aerial firepower, and assault airlift for U.S. Army forces.

Henry S. Slesinger has been promoted to captain in the U.S. Air Force. He is an information officer at Yokota AB, Japan.

1963

Charles P. Doyle has been promoted to captain in the U.S. Air Force. He is a mechanical engineer at Maxwell AFB, Ala.

Gerald M. Falci has been appointed assistant cashier at the First Wisconsin National Bank of Milwaukee.

Howard E. Mazur has been named broker and sales representative of the Midland Realty Co. in Madison.

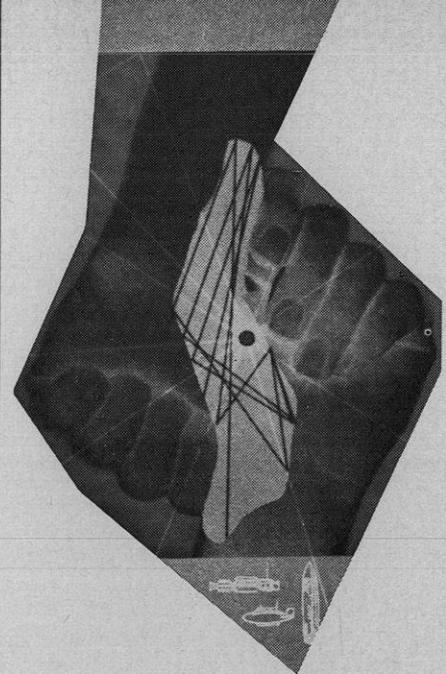
Paul A. Schanen, a registered pharmacist in Wisconsin, has joined Eli Lilly and Co. as a sales representative in Green Bay.

1964

Anastasius B. Critides has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. He is being assigned to Lowry AFB, Colo., for training as an intelligence officer.

Norbert L. Keller, Dearborn, Mich., has been promoted to senior project engineer at the Cadillac Motor Car Division of General Motors. He is responsible for the design, development, and release of the Cadillac braking system.

Pvt. Robert G. Rohde has completed



"No man possesses a genius so commanding...that he can attain eminence, unless a subject suited to his talents should present itself, and an opportunity occur for their development."

—Pliny.

Against a panorama of severe technical challenge, Lockheed has mounted one of the largest and broadest R&D programs in the country. Lockheed's far-reaching land, ocean and space activities include: Advanced technology satellites, bioastronautics, cryogenics, advanced concepts of re-entry, advanced materials, manned and unmanned exploration of distant planets. Unique land vehicles, natural resources systems, micro-particles, underground nuclear tests, command systems for the military services, new concepts in tactical missiles, state and hospital information systems. Deep Submersible Rescue Vehicles, underwater imaging systems, commercial development of the ocean bottom. If you feel that you can contribute to one of these programs write, R. C. Birdsall, Professional Placement Manager, P.O. Box 504, Sunnyvale, Calif. or, call collect (408) 743-2200, until midnight Pacific Coast Time. Lockheed is an equal opportunity employer.

LOCKHEED
MISSILES & SPACE COMPANY
A GROUP DIVISION OF LOCKHEED AIRCRAFT CORPORATION

eight weeks of military police training at the Army Training Center, Ft. Gordon, Ga.

1965

Sue Ellen Hovda has been awarded an MA degree by the University of Iowa.

Bob Boelter has been named art director at Stephan and Brady, Madison advertising and public relations agency.

2nd Lt. Sven R. Gramen has completed a finance officer orientation course at the Army Finance School, Ft. Benjamin Harrison, Ind.

Airman David E. Masche has received his first U.S. Air Force duty assignment after completing basic training at Lackland AFB, Tex. He has been assigned to Travis AFB, Calif. for training and duty as a transportation specialist.

2nd Lts. Marvin H. Meyer and Heinz F. Poellet have been awarded U.S. Air Force silver pilot wings upon graduation at Vance AFB, Okla.

Lt. jg Peter L. Ryan is serving with the Civil Engineering Corps, U.S. Navy, at DaNang, Vietnam.

1966

Mrs. Diana Deichelbohrer has been named a feature editor in the public relations department of CUNA International in Madison.

Newly Married

1960

Marcia Wahl and John MOUW, Monroe.

1961

Sue Ann Belshe and Robert Alfred BURMEISTER, Palo Alto, Calif.

1962

Diana Merle WEBB '66 and Paul Richard DEICHELBOHRER, Madison.

Mary J. TSCHUDY and Dr. Hubert V. Moss, San Rafael, Calif.

1963

Beth C. GWIN and Steven C. March, Hudson.

1964

Sandra LaRue and Kenneth IMMEL, Cuyahoga Falls, Ohio.

Beverly Ann Rattin and K. John KANVIK, Madison.

1965

Carolyn Vivian BERNHARDT and Dr. Kenneth Arthur Hoose, Jr., Madison.

Robert M. Keehan has joined Oscar Mayer & Co. as a systems analyst and programmer on the firm's corporate data systems staff in Madison.

David D. Love, Jr. has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. He is being assigned to Williams AFB, Ariz., for pilot training.

2nd Lt. Thomas K. Riechert has completed a finance officer orientation course at the Army Finance School, Ft. Benjamin Harrison, Ind.

Sonja Stoffels is a Volunteer in Service to America and will spend one year working with the Southeast Tidewater Economic Opportunity Project, Norfolk, Va.

Navy Nurse, Ens. Constance A. Wear, is assigned to the Naval Hospital at Oakland, Calif.

John L. Wilson has joined the sales staff of Burroughs Wellcome & Co., pharmaceutical manufacturer, as a medical representative in Madison.

1967

Herbert W. Goetsch has joined the plant development department of the Rohm and Haas Bristol Plant where he is a chemical engineer responsible for involving process development in the non-plastics area.

Mrs. Mary Steiner Springer and Ronald F. FRIBERG, Madison.

Susan GOODNOUGH and James Henderson.

Sharon Edith BRENNAN and James Charles HAWKEY, West De Pere.

Muriel J. KIPLE and Clyde Daniel Cooper, Jr., Sycamore, Ill.

Nancy LaVerne Arnold and Gerald Anker KNUTSEN, Flossmoor, Ill.

Patricia ROSS and Charles Arthur Ake-mann, Wayne, Ill.

1966

Jean BEJIN and Thomas Waddell, Los Angeles, Calif.

Sandra Leigh Koch and Larry Lee FASSETT, Milwaukee.

R. Lynn FISHEL and John R. Barry, Madison.

Martha Ellen Galloway and David Edward GROHUSKY, Denver, Colo.

Patricia Ann PLATTEN and John Bush Torinus, Jr., Green Bay.

Ilona Aina JARVINEN '65 and Robert H. ROUDA.

Phyllis Susan Miller and Yehuda Benjamin ZITTER, Milwaukee.

Necrology

Mrs. Ida D. Griffith '88, (Ida Catherine DENGLER), Ames, Ia.

Emory Alfred HYATT '94, Richland Center.

Helen Strong NOYES '94, Oshkosh.

Mrs. William A. Fulton '95, (Antoinette Marie MEINHARDT), Burlington.

Oscar Hugo BAUER '03, of Juneau in Beaver Dam.

Mrs. Herbert Leigh Cook '03, (Luella DAVEY), Riverside, Calif.

James Andrew PLAYTER '05, Eau Claire.

Mrs. David Cantwell '06, (Alice Mary NELSON), San Francisco, Calif.

Guy Lewis DUNLAP '06, of Mazomanie in Madison.

Mrs. Zida C. Ivey '06, (Zida Eliza CASWELL), Ft. Atkinson.

Douglas Elvin ANDERSON '08, of Pasadena, Calif. in Las Vegas, Nev.

Jay Idris JONES '08, of Randolph in Portage.

Herbert Alfred LOSSE '08, Milwaukee.

Florence Wills TAYLOR '08, Linden.

Frederick Eugene VOLK '08, Madison.

Mrs. H. N. Lathrop '09, (Eunice Genevieve GREENE), Sherburne, N.Y.

Martin Gustave GLAESER '11, Madison.

Mrs. Frank M. Yordy '11, (Gladys C. SCRIBNER), Fond du Lac.

Willis Raymond FAHERTY '14, of Monroe in Milwaukee.

George Crawford HILL '14, of Cleveland, Ohio in LaJolla, Calif.

Einar JORANSON '14, Council Bluffs, Ia.

Clifford Bernard SHAFER '14, San Diego, Calif.

Jeanette BENSON '15, Greenwich, Conn.

Harry Alexander MARSHALL '15, Independence, Kan.

Charles Bryan DUNN '16, of Los Altos, Calif. in Palo Alto, Calif.

Rudolph Alois ASCHENBRENNER '17, Milwaukee.

William Fuller GREGSON '17, Chicago, Ill.

Clifford Luzern PUGH '17, Milwaukee.

Faith Elizabeth WILLCOX '17, New York, N.Y.

William Balfour WILSON '17, Helen-ville.

Robert Charles GRAEWIN '19, of Madison in Milwaukee.

Harold STARK '19, Bayfield.

John Briggs GAY '20, Portage.

Harlan PAGE, Jr., '21, Baraboo.

Carson Ellis PEACOCK '21, Fennimore.

Clarence Baxter BROWN '22, Buffalo, N.Y.

William E. DEWEES '22, Indianapolis, Ind.

Charles T. HATHAWAY '22, Waupaca.

Theresa LITTLE '22, Milwaukee.

Frederick Rietbrock ERBACH '22, Beloit.

Victor Anger JOHNSTON '23, of Washington, D. C. in Miami Beach, Fla.

Lester Oswald REICHELT '23, Bristol.

William Alexander Field '24, Chicago, Ill.

Mrs. C. M. Toraason '24, (Viola TERWEDO), of Owen in Marshfield.

Mrs. William F. Wolf '25, (Julia Margaret LONG), Hasbrouck Heights, N.J.

Paul A. F. PITZNER '26, of Conover in Phelps.

Mrs. Ralph Emerson Axley '27, (Katharine Nella HARTMAN), of Madison in Omaha, Nebr.

John Emerson CRAIG '27, Madison.

Laurinda May DeVILBISS '27, Ft. Wayne, Ind.

Stanley RECTOR '28, Washington, D.C.

Evan Cyril ACE '30, Madison.

Clarence Leonard HELGREN '30, Waukegan, Ill.

Donald Rodney SPICER '30, Beloit.

Warren Munroe DANA '32, Racine.

Mrs. Alva Franklin Southwick '32, (Dorothea Ames CAIRD), Jackson, Mich.

Mervyn Joseph CONOHAN '33, St. Louis, Mo.

Raymond Virgil MYERS, Jr., '33, Manitowoc.

Maurice Martin NEAL '33, Lebanon, Ind.

Dr. Leonard Edward ROTHMAN '33, Milwaukee.

Egbert Semmann WENGERT '33, Eugene, Oregon.

Norman Stanford KUPPER '34, Milwaukee.

Mrs. Maclay Charles Eustice '35, (Agnes Sophia WILKINSON), Cuba City.

Eugene Franklin WILDA '35, Manitowoc.

Harold Wayne RYNDERS '36, of Kirkwood, Mo. in St. Louis, Mo.

Dudley Carl RUTTENBERG '37, of Chicago, Ill. in Ft. Wayne, Ind.

Allen John MARTIN '38, Waupaca.

Richard Peter HANSEN '38, of Kenosha in Bristol.

Sidney ZAGRI '41, of Washington, D.C. in Montgomery, Ala.

Mrs. Betty L. Wingrove '41, (Betty Louise HEEBINK), Duarte, Calif.

Emily Dale GRAY '42, Hyattstown, Md.

Mrs. Jennie Cecilia HERTHEL '42, of Whitewater in Long Beach, Calif.

Mrs. Edward A. Deibig '43, (Muriel Margaret SMITH), Madison.

Clarke Richard HYNUM '43, Madison.

Harry Stephen McGAUGHEY, Jr., '44, Chapel Hill, N.C.

Guillermo Suarez ALVARADO '46, New York, N.Y.

Robert Harold EPPLER '48, Evanston, Ill.

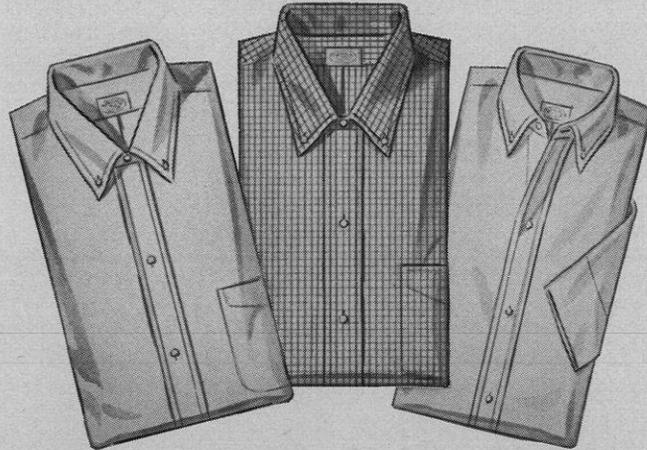
Mrs. Thomas Boyne Platt '48, (Elizabeth UPTON), Neshanic, N.J.

Donald Charles WIERMAN '51, of Kewaskum in Milwaukee.

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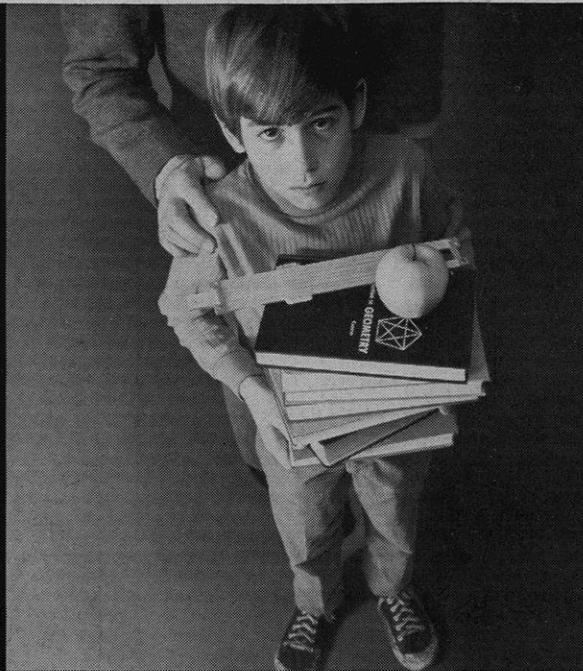
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