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University of North Dakota Alumni Association

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UND Advisory Committee Studies Crucial Needs



STUDY GRADUATE SCHOOL PROBLEMS: This unit of the UND advisory committee discussed the challenges facing the graduate school. Left to right are Harold Shaft, Dr. Robert Caldwell, J. Lloyd Stone, Conrad Leifur, Dr. E. L. Grinnell, James Rice, Dr. C. Hamre, and Dr. Otis Simenstad.

By Dr. Robert Caldwell

The Alumni Advisory Committee met at the University for a full day's session on April 16. After a full meeting of the Committee, at which overall needs and problems of the University were outlined by President Starcher, Vice-presidents Koenker and Clifford, and Librarian Pearce, the designated subcommittees met with the deans of the colleges to consider their individual needs in detail. The afternoon session was devoted to consideration of the reports of these subcommittees. Mr. Gillmore, Coordinator of Honors, discussed the purpose and operation of the Honors Program at an evening banquet. These presentations and reports are here summarized for the information of the University's alumni.

The University

The next few years are going to be crucial in the history of the University. An inevitable increase in enrollment, the unique function of the University in higher education in North Dakota, and the composition of the student body pose difficult problems which must be met and solved

if the University is to continue fulfilling its obligation to its students and the people of North Dakota. The University must have the loyal support of informed alumni in making its needs known and in interpreting them to the state.

The babies born in 1946 are now eighteen years old and are seeking admission to the University and other institutions all across the country. The national increase in college enrollment this year is expected to be twenty per cent. The increase for North Dakota and for the University will not be that great, but it will be substantial. Census data indicate that for each of the next three years there will be about 2,000 more people from eighteen to twenty-one years old in North Dakota, and there are 900 more seniors in high school this year than there were last year. This is an increase of eleven per cent in one year, and next year the increase will be equally large.

During the past several years, the University's enrollment has increased by about 330 students each year. In all likelihood it will be necessary

Plan "Old Main" Memorial Dedication

Spring Commencement Scheduled May 29-31

UND Varsity Bards To Sing At World's Fair

The UND Varsity Bards, a male singing group directed by James T. Fudge of the University Music Department, will appear in two concerts at the World's Fair in New York City on Thursday, June 4, 1964. If you're attending the Fair in June, check the schedule and hear our great Nodak singers.

to accommodate at least 400 additional students in each of the next three years. This means that by the end of the next biennium the University will have 1,200 more students than now, an increase of twenty-four per cent. Increased faculty and facilities will be necessary if these students are to be adequately taken care of. With the greatest efficiency and economy of operation, more money will be needed.

The University of North Dakota has certain special functions that necessarily make it much more expensive to operate than a junior college or a simple, four-year undergraduate college. In addition to the College of Science, Literature, and Arts, which is of central importance to the entire educational program of the University, it has six professional schools—Business and Public Administration, Education, Engineering, Law, Medicine, and Nursing. It also has by far the largest graduate program in the state. Many of the programs offered by the University are the only ones available in North Dakota.

This is obviously true of
(Continued on Page 2)

A special ceremony of dedication for the Old Main Memorial Sphere will be a highlight of spring commencement activities at the University of North Dakota, May 29-31.

The outdoor dedication will be at 3 p.m. on May 29, and will be one of the first events on the three-day calendar of activity. The memorial is a huge steel-gridded sphere in which burns a flame that symbolizes the light of truth and knowledge.

It is located on the site where Old Main served the University as an administrative center for more than seven decades. Sculptor of the sphere was Stanley Johnson of the UND art faculty. The flame was lit the last day of 1963, the year of Old Main's demise.

Speaking at the dedication will be Edgar I. Syverud of Dagmar, Mont., a 1904 UND graduate who in 1962 wrote to J. Lloyd Stone and suggested that a "living flame" be the symbol for memorializing Old Main.

Also participating in the ceremony will be Miss Edna Twamley of Coldenham, N. Y., who was recently named winner of a "Citation for Individual Educational Philanthropy" by Who's Who in America. The citation will be formally presented at the dedication ceremony.

University officials emphasize that alumni, seniors, faculty, parents and all University friends are invited to all events on the commencement week-end.

SPECIAL ARTICLE

The bulk of this issue is devoted to a summary of the problems facing UND and its rapidly increasing enrolment, as studied by an Alumni Group during April.

University of North Dakota ALUMNI REVIEW

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● Committee

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those in law and medicine, for example, and is equally true of many others, perhaps especially those in the Graduate School. Each of these programs strengthens the others. A strong doctoral program in a department strengthens the master program, and both strengthen the undergraduate program. The kind of faculty that is needed for satisfactory graduate work is the kind that gives the strongest undergraduate major. It is also expensive.

At least in part because of the availability of these programs at the University, the composition of the student body is differing more and more from that of other schools in the state. The University is getting many more transfer students from junior colleges and other schools, and it is also getting many more graduate students. Last fall there were 650 transfer students, an increase of forty-five percent over the fall of 1961. There were 537 graduate students, an increase of forty-one per cent over the same period.

These increases are significant because most students transfer at the beginning of the junior year, and it is generally recognized that educating juniors and seniors is about twice as expensive as educating freshmen and sophomores. Educating graduate students is at least four times as expensive. These higher costs

occur because, as students advance, they go into more specialized programs with smaller classes, which require more—and more expensive—library and laboratory facilities, and which must be taught by instructors with more advanced training and higher qualifications. (These greater facilities and more highly trained instructors are then, of course, also available for other students). But it may well be that the cost of advanced undergraduate education, professional training, and graduate work is even higher than has been indicated. M. M. Chambers, one of the best experts on college costs, says the ratio is probably closer to 1-3-8 than to 1-2-4, especially if there is a significant number of doctoral students. Even accepting the 1-2-4 ratio, however, the University will next year, in terms of costs, be educating not merely some 5,400 students, but the equivalent of 9,600 freshman and sophomore students.

The state of North Dakota owes these programs to its young people and to itself, the University owes them to its students, and they owe good programs. If a student wants to take law or engineering or some other professional or graduate program at the University, he is entitled to just as good a program as would be available in most other universities. He is going to have to compete with the graduates of these other universities, and he should not be permanently disadvantaged because he was born in this state and attended school here.

Professional, Grad Programs

The truth is, however, that North Dakota is not providing funds for professional and graduate programs comparable to those provided in most other states. In all the state universities, excluding colleges of agriculture which have been redesignated as universities, the average annual amount appropriated toward the cost per student is \$1,116. In North Dakota, it is only \$660. Only five states, Georgia, South Carolina, New Mexico, Utah, Delaware, have had less appropriated operating revenue per student. In at least some of these states, steps are being taken to increase the amount. The proportion of professional and graduate students to total enrollment at the University

. . . Enrollment Soaring Rapidly . . .



ROUND TABLE ON ENGINEERING: getting the facts about the story on the UND School of Engineering are, left to right, Mark Foss, Dr. William E. Koenker, President George W. Starcher, John Traynor, Harold Tait, Dean C. J. Thomforde, and Dr. Alex Burr.

of North Dakota is the same as it is at most other universities. If the University is to provide programs of similar quality, programs that are fairly competitive, it must have a similar amount of money per student.

With six professional schools and a graduate school, the University is under special pressure to maintain quality standards, for each school has to meet the minimum standards of its own accrediting agency. A few months ago the College of Nursing was given full accreditation, and the College of Education was approved with a few reservations concerning its doctoral program. Next month, the University and its graduate program will be re-examined by the principal over-all accrediting agency for this region, the North Central Association. During the next few years, the College of Engineering and the School of Law will be reviewed.

Accreditation Standards Rise

During past decades, the University has had an amazingly good record in maintaining the accreditation of its various departments and colleges. However, standards are going up and are increasingly difficult to meet. One of the accrediting associations requires that half of the instructors in courses above the level of the freshman and sophomore years have the doctorate or a comparable terminal degree. At the current salary level the University cannot

meet that requirement. The accrediting associations are also concerned with a high rate of faculty turn-over. They know that department chairmen cannot plan programs if they do not know which specialists in different fields will be available in a year or two.

During the past three years, the University has lost almost fifty faculty members to other institutions. This number does not include a few whose departure was encouraged. A couple were lost to Harvard and one to Columbia. That kind of competition cannot be met, but it is frustrating and demoralizing to lose faculty to neighboring state colleges and municipal universities. Losing good faculty and trying to get good replacements every spring makes the work of department chairmen and deans impossible. Apart from the requirements of accrediting associations, the University cannot afford to be a training ground for teachers for other schools, having the services of a man for the first two or three years of his teaching career until he has begun to make a reputation, and then losing him to another institution.

Faculty turn-over is influenced by many things. Some people do not like Dakota winters; some do not like the remoteness from large cities; others are unhappy with the heavy teaching loads and the lack of released time for re-

(Continued on Page 3)

. . . *UND Needs Loyal, Active Alumni Support* . . .

(Continued from Page 2)

search. In many of the decisions, however, money plays a critical role. It could even make the winters less difficult and help alleviate the distance from the larger cultural centers. More money for more instructors is the only means of reducing heavy teaching loads and providing released time for research.

The problem is not so much the current salaries of new people; these are fairly competitive. It is the salaries to which they can look forward in the future. The average salary for associate professors is \$670 under the average for universities of the same size throughout the nation. The average for full professors is \$1,300 below the national average for middle-sized universities. Only one full professor in the University is getting more than the average salary for full professors in universities of the same size in the nation.

The alumni have a special interest in a high quality program at their University. There is danger that with growing numbers of students and increasing competition for faculty, the quality the University now has may be eroded away. If the University is to provide the youth of North Dakota with an education that will make them competitive, it needs the support of the alumni. North Dakota legislators need to be persuaded that the University deserves, indeed it must have, a more adequate appropriation. Funds invested here will enhance the earning power and leadership potential of a new generation of North Dakota young people.

The Physical Plant

The first major construction on the University campus after World War II was completed in 1947. The total area of building floor space prior to 1947 had been 651,595 square feet. The ensuing ten year period saw a seventy-eight per cent increase in floor space, bringing the total to 1,160,847 square feet. The second ten year period since 1947 will not be completed for more than two and a half years, but floor space, including all buildings under contract at the present time, has increased by another seventy-seven per cent, bringing the



THE STORY OF THE LAW SCHOOL: taking a lunch break while on the all-day Advisory group session were these attorneys, left to right, Aloys Wartner, Bill DePuy, Tom McElroy, James P. White, Harvey Knudson and John Hjellum.

total area to 2,053,905 square feet. This more than triples the building area that existed prior to 1947. The total campus area exceeds 390 acres, of which about 160 acres are highly developed. Many of the undeveloped areas have tree plantings which require cultivation and care.

Maintenance and operation of this plant require carpentry and painting work, including cabinet work and other minor construction; plumbing, electrical, heating, ventilating, air conditioning maintenance; all house-keeping duties with the exception of food services; snow removal and maintenance and improvement of roads, parking lots, grounds, trees, shrubs, lawns; operation and maintenance of a central heating plant, steam, water, gas, and electrical distribution lines and services; maintenance of all equipment and vehicles used in the above operations, in addition to the vehicles used by the motor pool. This is the equivalent of what would be required for a community such as Grafton, Devils Lake, Wahpeton, half of Williston or Mandan, or a combination of Mayville and New Rockford, or Rugby and Harvey, or Carrington and Bottineau.

To properly carry out this work, to keep the level of preventive maintenance high, and to provide necessary services to an ever-expanding campus, substantial increases in the operating expense budget are needed. A mainten-

ance and shop building is needed to increase efficiency in maintenance procedure, to provide storage for necessary operating supplies, to provide facilities for first- and second-echelon repairs to equipment.

The Library

The function of the general library of the University is three-fold. It must support the curricular operation of the institution by providing assigned and collateral reading for the student, and professional reading and data for the instructor. It must provide the information needed to support the research being done within the institution. It must provide general and cultural reading for the academic community.

The library of a university should double about every fifteen years if it is to keep pace with the demands made upon it. The new Chester Fritz Library building was expected to double the demands upon services—in fact they have tripled. In addition, two other factors have come into play. One is the increase in graduate and research work, which calls for different and more expensive services. The other is the very noticeable difference in attitude and response of the students now using the library compared to those of a few years ago. These differences reflect a change in teaching methods, and a greater expectation of individual work from the student.

As a result, certain problems must be solved if the li-

brary is to continue to serve adequately a growing and more demanding campus:

1. Seating space will be at a premium within two years. Shelf space will be adequate for perhaps a decade, but at peak periods (Sunday mid-afternoon, mid-evening in the early part of the week) seating is almost completely occupied.

2. Space for the teaching of Library Education will need to be increased. From a beginning of two or three potential library education minors five years ago, this program has expanded to almost fifty in children's literature and a potential of some thirty minors.

3. Book costs have increased much more rapidly than the cost of living generally, and an increased expenditure of eight to ten per cent per year has been required just to stand still. In addition, there have been a continuous increase in enrollment and an increase in the intensity of use of the library. In particular:

- a. The point has been reached where one copy or one set of some works is not enough. Funds must be put into duplicating some materials.

- b. Methods of replacing lost material, even if only temporarily lost, must be revised. Previously, a delay in replacing missing material was prudent, because the material might subsequently be found. Now continuous demand, the requirements of immediate service, require prompt replacement of lost materials.

4. Funds to provide more, and more expensive materials for graduate and research work are particularly imperative. These materials are considerably more expensive than those required for undergraduate work. These needs cannot, in many cases, be met by cooperative loans between libraries. Often immediate reference is crucial, or a library willing to lend cannot be found. Microfilm is frequently unsatisfactory, as, for example, when careful comparison of photographs with specimens is needed.

5. As facilities increase, so will the staffing needs. Libraries in North Dakota are at a great disadvantage because

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... Salary Increases and New Facilities Needed ...

(Continued from Page 3)

of the extreme shortage of professional librarians across the country. Students in the professional library schools are being offered on the average twelve positions by the middle of their second semester of work. Most of these positions offer attractive salaries, and locations in the large city complexes or on large campuses. North Dakota can better its lot by either, or perhaps both, of the following:

a. A continuous and notable salary increase for the library staffs, on a par with salaries of the teaching faculty;

b. A system of internships, whereby promising student assistants in the library can be enabled to go to graduate school and to return to serve the library in a professional capacity.

The library of the University has reached a position which many similar libraries are still striving to attain—an actual, not merely theoretical, acceptance as the cultural and teaching center, vital to all schools and departments. The new building has greatly enhanced the physical image. But this is only an outer shell. The library proper is the books and services rendered. These will always reflect the strength or weakness of the institution as a whole.

The Honors Program

It has perhaps too often been overlooked in American education that equality of opportunity demands that the superior student be stimulated to work to the top of his ability and that he be given the chance to develop his highest potential. The University's Honors Program was instituted to give the best students in the University the opportunity which they need and to which they are entitled. It is an effort to correct the situation reflected by the estimate that in American higher education nine times as much money has been spent on the student needing remedial courses as on the superior or highly talented student. In September, 1964, the program will be in its fourth year, with 120 students representing most of the liberal arts and sciences, pre-medicine, pre-law, and engineering. They will also



SCIENCE, LITERATURE AND ARTS: discussing the SLA future are, left to right, Gordon Caldis, Mrs. Catherine Dunlevy, Mrs. Doris Hansen, and Lynn Grimson.

represent every corner of the state.

Superior students, however, require superior teachers, and any program of real scope and intensity requires faculty involvement over and above that required by the regular curricula. Most certainly an added expense is involved. An honors program cannot be supported by sporadic and uncertain contributions of extra-time and overtime added on to the demands of an already heavy teaching load. And drawing on the current budget to provide participating departments with graduate and undergraduate assistants to release full-time faculty for the Honors Program is no more than a stopgap measure. If the University is able to secure funds for much needed expansion in a faculty of high quality, the Honors Program will prosper. In the meantime, the program will continue to make scholarship a visible and primary value on the University campus.

The Colleges and Schools

With a very few exceptions, the data and opinions in this section are taken from the reports presented by the subcommittees at the afternoon session of the Alumni Advisory Committee.

Science, Literature, and Arts. The College of Science, Literature, and Arts is the heart of any university, and strong professional programs in other schools are possible

only if a strong liberal arts college is maintained. This is particularly true of the Graduate School programs, the teaching for which in many fields (languages, literature, history, mathematics, physics, chemistry, biology, for example) is provided by the SLA faculty. The college not only has its own rapidly growing enrollment as a responsibility, but is also called upon to supply a heavy service load for the entire University. Since 1955, the University enrollment has increased 61.7 per cent. During the same time, the SLA enrollment has increased 105.6 per cent. The staff of the College, however, has increased only 37 per cent. The College sorely needs additional faculty to reduce the undesirably large classes (languages, composition, and such subjects cannot be effectively taught by lectures to large groups of students) and the entirely too heavy teaching loads. It is estimated that at present, the College is actually short ten to fifteen staff members.

Funds are needed for the expansion of staff to carry the present load and anticipated future growth. A considerable increase in the salary scale is advisable, because present salaries are not competitive and it is becoming impossible to obtain faculty with the necessary qualifications. Additional classroom and office space are needed to relieve some of

the pressure on Merrifield Hall. Facilities in the Department of Physics are entirely inadequate; there is a shortage of classroom and office space, and the graduate program and research are seriously handicapped.

Graduate School. No institution can join the family of distinguished universities unless it has a fine and accredited graduate school. The University of North Dakota has such a school, and it is growing rapidly. In 1957-58, the number of students enrolled in on-campus graduate courses in the first and second semesters, respectively, was 225 and 231; in 1963-64, the number was 567 and 491. During the present academic year, 612 different students have been enrolled in on-campus graduate courses. This represents only part of the program of the Graduate School, however. Off-campus graduate courses are offered through the Extension Division at a number of centers in the state. It is usually true that more than half of the students enrolled in the summer session are graduate students.

The Graduate School has been accredited by the North Central Association since 1932. In 1961, it was one of the hundred graduate schools to be selected as charter members of the Council of Graduate Schools in the United States. It stands almost exactly in the middle of the list published by the U. S. Office of Education in December, 1962, showing the number of doctoral degrees granted in the ten-year period, 1950-51 to 1959-60.

The excellent standards maintained by the Graduate School of the University of North Dakota and the future progress of the School are dependent on adequate financial support from the state. If this support is to be possible, wasteful duplication in the offering of graduate work must be eliminated and prevented. The Graduate School has resisted the tendency to offer new programs simply because the demand existed; it has insisted rather that adequate faculty and sufficient funds to develop worthwhile instruction be available before it embarked on any new program.

Because of the need to offer graduate instruction in certain

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The Money

Behind

Our Colleges

ARE AMERICA'S colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may “revolt”?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the “threat” groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of “right” answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for “insiders,” alone. Everybody has a stake in it.



Where U.S. colleges and universities get their income

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than \$7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

“Private” institutions of higher education, for example, receive enormous sums of “public” money—including more federal research funds than go to all so-called “public” colleges and universities.

And “public” institutions of higher education own some of the largest “private” endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

- 20.7% came from student tuition and fees.
- 18.9% came from the federal government.
- 22.9% came from state governments.
- 2.6% came from local governments.
- 6.4% came from private gifts and grants.

9.4% was other educational and general income, including income from endowments.

17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.

from Students 20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962-63 was \$170 per year. For those attending private institutions, the median was \$690—four times as high.

There were such differences as these:

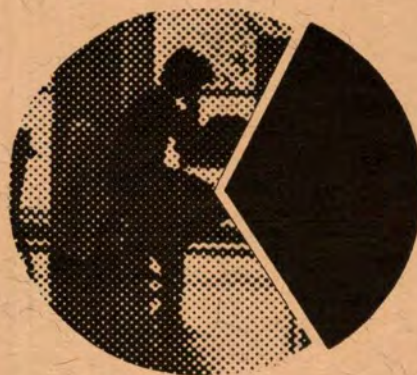
In public universities, the median charge was \$268.

In public liberal arts colleges, it was \$168.

In public teachers colleges, it was \$208.

In public junior colleges, it was \$113.

Such educational fees, which do not include charges for meals or dormi-



PRIVATE INSTITUTIONS:
34.3% of their income
comes from student fees.



PUBLIC INSTITUTIONS:
10% of their income
comes from student fees.

Are tuition charges
becoming
too burdensome?



tory rooms, brought the nation's public institutions of higher education a total of \$415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was \$1,038.

In private liberal arts colleges, it was \$751.

In private teachers colleges, it was \$575.

In private junior colleges, it was \$502.

In 1961-62, such student payments brought the private colleges and universities a total of \$1.1 billion—more than one-third of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of \$1.5 billion in tuition and other educational fees.

NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for all private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall. Asked an editorial in a Tulsa newspaper:

“Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?”

An editor in Omaha had similar questions:

“Why shouldn’t tuition cover more of the rising costs? And why shouldn’t young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn’t tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?”

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

“The primary beneficiary of higher education is society,” says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

“The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

“It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

“This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not. . . .”

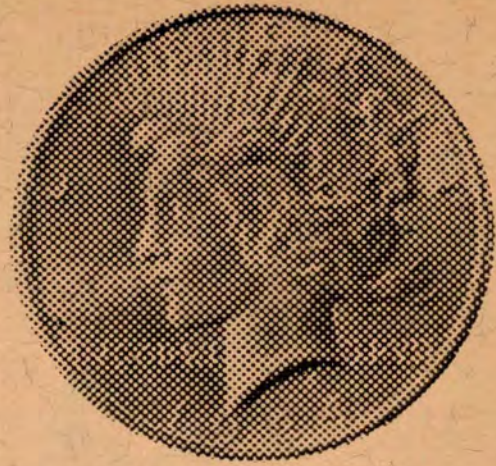
Says a university president: “I am worried, as are most educators, about the possibility that we will price ourselves out of the market.”

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

“Tuition will be much higher ten years hence.”

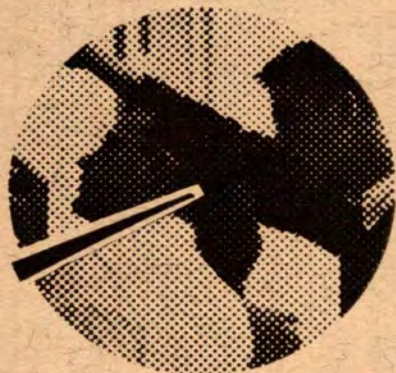
Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn’t large enough to help. “Private colleges are beginning to realize that they haven’t been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



**Or should students
carry a heavier
share of the costs?**

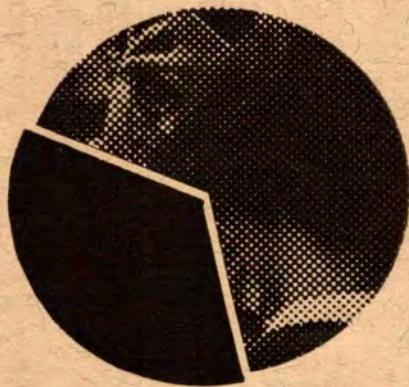
CONTINUED

TUITION continued



PRIVATE INSTITUTIONS:
1.4% of their income
comes from the states.

22.9 per cent from States



PUBLIC INSTITUTIONS:
39.7% of their income
comes from the states.

“The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled; but the signs are that they aren’t likely to be able to do very much about it in the decade ahead.”

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of \$200 in 1962–63 to \$230, five years later. In the previous five years, the median tuition had increased from \$150 to \$200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of \$3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: \$1.9 billion, altogether. (Although the federal government’s over-all expenditures on college and university campuses were large—nearly \$1.4 billion—all but \$262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation’s founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was \$4.1 billion. Of this total, state and local governments supplied more than \$1.8 billion, or 44 per cent. To this must be added \$790 million in capital outlays for higher education, including \$613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure



**Will state taxes
be sufficient to meet
the rocketing demand?**

CONTINUED

STATE FUNDS continued

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama.....	\$22,051,000	-\$346,000	- 1.5%
Alaska.....	3,301,000	+ 978,000	+42%
Arizona.....	20,422,000	+ 4,604,000	+29%
Arkansas.....	16,599,000	+ 3,048,000	+22.5%
California....	243,808,000	+48,496,000	+25%
Colorado.....	29,916,000	+ 6,634,000	+28.25%
Connecticut...	15,948,000	+ 2,868,000	+22%
Delaware.....	5,094,000	+ 1,360,000	+36.5%
Florida.....	46,043,000	+ 8,780,000	+23.5%
Georgia.....	32,162,000	+ 4,479,000	+21%
Hawaii.....	10,778,000	+ 3,404,000	+46%
Idaho.....	10,137,000	+ 1,337,000	+15.25%
Illinois.....	113,043,000	+24,903,000	+28.25%
Indiana.....	62,709,000	+12,546,000	+25%
Iowa.....	38,914,000	+ 4,684,000	+13.5%
Kansas.....	35,038,000	+ 7,099,000	+25.5%
Kentucky.....	29,573,000	+ 9,901,000	+50.25%
Louisiana....	46,760,000	+ 2,203,000	+ 5%
Maine.....	7,429,000	+ 1,830,000	+32.5%
Maryland.....	29,809,000	+ 3,721,000	+20.5%
Massachusetts	16,503,000	+ 3,142,000	+23.5%
Michigan.....	104,082,000	+ 6,066,000	+ 6%
Minnesota....	44,058,000	+ 5,808,000	+15.25%
Mississippi...	17,500,000	+ 1,311,000	+ 8%
Missouri.....	33,253,000	+ 7,612,000	+29.5%

continued opposite

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

- 1) The size of the "stream of income" from which the support for higher education must be drawn;
- 2) The efficiency and effectiveness of the tax system; and
- 3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

TO SOME Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."



	Fiscal 1963	Change from 1961	
Montana	\$11,161,000	-\$ 70,000	- 0.5%
Nebraska	17,078,000	+ 1,860,000	+12.25%
Nevada	5,299,000	+ 1,192,000	+29%
New Hampshire	4,733,000	+ 627,000	+15.25%
New Jersey . . .	34,079,000	+ 9,652,000	+39.5%
New Mexico . . .	14,372,000	+ 3,133,000	+28%
New York	156,556,000	+67,051,000	+75%
North Carolina	36,532,000	+ 6,192,000	+20.5%
North Dakota . .	10,386,000	+ 1,133,000	+12.25%
Ohio	55,620,000	+10,294,000	+22.5%
Oklahoma	30,020,000	+ 3,000,000	+11%
Oregon	33,423,000	+ 4,704,000	+16.25%
Pennsylvania . .	56,187,000	+12,715,000	+29.5%
Rhode Island . .	7,697,000	+ 2,426,000	+46%
South Carolina	15,440,000	+ 2,299,000	+17.5%
South Dakota . .	8,702,000	+ 574,000	+ 7%
Tennessee	22,359,000	+ 5,336,000	+31.25%
Texas	83,282,000	+16,327,000	+24.5%
Utah	15,580,000	+ 2,441,000	+18.5%
Vermont	3,750,000	+ 351,000	+10.25%
Virginia	28,859,000	+ 5,672,000	+24.5%
Washington . . .	51,757,000	+ 9,749,000	+23.25%
West Virginia . .	20,743,000	+ 3,824,000	+22.5%
Wisconsin	44,670,000	+ 7,253,000	+19.5%
Wyoming	5,599,000	+ 864,000	+18.25%
TOTALS	\$1,808,825,000	+\$357,499,000	
WEIGHTED AVERAGE			+24.5%

CONTINUED

18.9 per cent from Washington

I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between \$1 billion and \$2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of \$1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

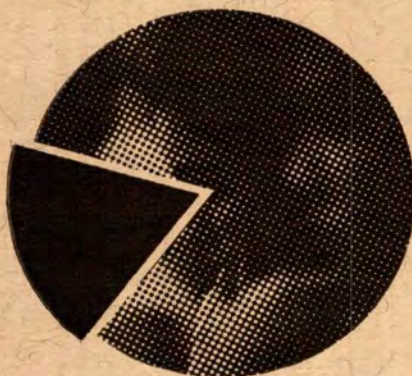
"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.



PRIVATE INSTITUTIONS:
19.1% of their income
comes from Washington.



PUBLIC INSTITUTIONS:
18.6% of their income
comes from Washington.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed \$10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed \$90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly \$104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than \$1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

Grants for research facilities and equipment totaled \$98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a \$1.195 billion college aid program and, said President

18.3 per cent

Can federal dollars properly be called federal "aid"?



FEDERAL FUNDS continued



38%
of Federal research funds
go to these 10 institutions:

U. of California
Mass. Inst. of Technology
Columbia U.
U. of Michigan
Harvard U.

U. of Illinois
Stanford U.
U. of Chicago
U. of Minnesota
Cornell U.



59%
of Federal research funds
go to the above 10 + these 15:

U. of Wisconsin
U. of Pennsylvania
New York U.
Ohio State U.
U. of Washington
Johns Hopkins U.
U. of Texas

Yale U.
Princeton U.
Iowa State U.
Cal. Inst. of Technology
U. of Pittsburgh
Northwestern U.
Brown U.
U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a \$236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately \$9.2 million in fiscal 1962. Samples: A \$2 million National Science Foundation program to improve the content of science courses; a \$2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a \$2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than \$7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about \$26 million. The State Department paid nearly \$6 million to support more than 2,500 foreign students on U.S. campuses, and an additional \$1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

“Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . .”

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government’s failure to reimburse them fully for the “indirect costs” they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. “This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities,” one university study said.

The government’s emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. “Between departments, a form of imbalance may result,” said a recent critique. “The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*.”

“There needs to be a National Science Foundation for the humanities,” says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

“Certainly government research programs create imbalances within departments and between departments,” said the spokesman for a leading Catholic institution, “but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail.”

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, “federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life.”

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



90%
of Federal research funds
go to the 25 opposite + these 75:

- | | |
|----------------------------------|-----------------------------|
| Pennsylvania State U. | Wayne State U. |
| Duke U. | Baylor U. |
| U. of Southern Cal. | U. of Denver |
| Indiana U. | U. of Missouri |
| U. of Rochester | U. of Georgia |
| Washington U. | U. of Arkansas |
| U. of Colorado | U. of Nebraska |
| Purdue U. | Tufts U. |
| George Washington U. | U. of Alabama |
| Western Reserve U. | New Mexico State U. |
| Florida State U. | Washington State U. |
| Yeshiva U. | Boston U. |
| U. of Florida | U. of Buffalo |
| U. of Oregon | U. of Kentucky |
| U. of Utah | U. of Cincinnati |
| Tulane U. | Stevens Inst. of Technology |
| U. of N. Carolina | Oklahoma State U. |
| Michigan State U. | Georgetown U. |
| Polytechnic Inst. of
Brooklyn | Medical Col. of Virginia |
| U. of Miami | Mississippi State U. |
| U. of Tennessee | Colorado State U. |
| U. of Iowa | Auburn U. |
| Texas A. & M. Col. | Dartmouth Col. |
| Rensselaer Polytechnic Inst. | Emory U. |
| U. of Kansas | U. of Vermont |
| U. of Arizona | Brandeis U. |
| Vanderbilt U. | Marquette U. |
| Syracuse U. | Jefferson Medical Col. |
| Oregon State U. | Va. Polytechnic Inst. |
| Ga. Inst. of Technology | U. of Louisville |
| U. of Virginia | Kansas State U. |
| Rutgers U. | St. Louis U. |
| Louisiana State U. | West Virginia U. |
| Carnegie Inst. of Technology | U. of Hawaii |
| U. of Oklahoma | U. of Mississippi |
| N. Carolina State U. | Notre Dame U. |
| Illinois Inst. of Technology | U. of New Mexico |
| | Temple U. |

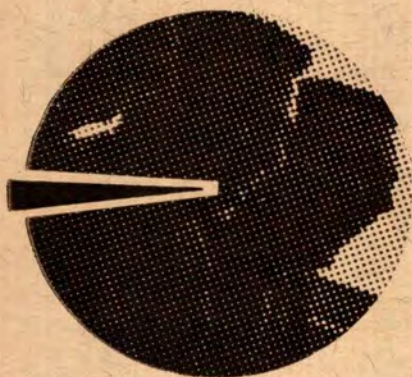
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This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants



PRIVATE INSTITUTIONS:
11.6% of their income
comes from gifts and grants.



PUBLIC INSTITUTIONS:
2.3% of their income
comes from gifts and grants.

AS A SOURCE of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

FROM 1954-55 through 1960-61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than \$2.4 billion in voluntary gifts.

Major private universities received \$1,046 million.

Private coeducational colleges received \$628 million.

State universities received nearly \$320 million.

Professional schools received \$171 million.

Private women's colleges received \$126 million.

Private men's colleges received \$117 million.

Junior colleges received \$31 million.

Municipal universities received nearly \$16 million.

Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.

Gifts to private coed colleges went up 82%.

Gifts to state universities went up 184%.

Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave \$653 million.

Non-alumni donors gave \$539.7 million.

Alumni and alumnae gave \$496 million.

Business corporations gave \$345.8 million.

Religious denominations gave \$216 million.

Non-alumni, non-church groups gave \$139 million.

Other sources gave \$66.6 million.

All seven sources increased their contributions over the period.

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require \$9 billion per year by 1969-70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected \$700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969-70 total: \$508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$520.7 million.

Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$591 million.

Non-alumni individuals will increase their contributions at a rate of 12.6 per cent a year. Their 1969-70 total: \$524.6 million.

Religious denominations will increase their contributions at a rate of 12.7 per cent. Their 1969-70 total: \$215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969-70 total: \$62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969-70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."



**Coming: a need
for \$9 billion
a year. Impossible?**

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled \$196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

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. (The editors, of course, speak for themselves and not for their institutions.) Copyright © 1964 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without express permission of the editors. Printed in U.S.A.

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Executive Editor

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... University Divisions Report on Problems ...

(Continued from Page 4)
new fields and because of the importance of the Graduate School's beneficial effects on all levels of undergraduate instruction, it is imperative that additional funds be made available to broaden the scope of an already excellent program. The multitudinous functions connected with supervising the work of the school call for the services of a full-time dean. Compensation, especially for top level instructors, is inadequate; every effort must be made to increase salaries, and to reduce teaching loads so that those responsible for graduate work may have the time and energy necessary to the performance of their arduous and demanding task, and for the pursuit of their own research, without which no one is qualified to give graduate instruction.

Business and Public Administration. The curriculum has been kept up to date through the revision of courses and through the addition of new courses, including courses in the rapidly growing field of data processing. At the same time, the total number of courses has been somewhat decreased by the dropping of courses that were out of date. The quality of the faculty has been improved, and a higher percentage now have terminal degrees in their area of specialization. On the other hand, courses are currently being taught in twelve different buildings in rooms generally not well suited in size or layout for the class needs. Present space is particularly inadequate with regard to laboratory needs. Office space is adequate but does not provide for any expansion or for any increase in counseling functions. It is increasingly difficult to recruit competent faculty members. Salaries at the lower levels are adequate, but are insufficient to attract the exceptional person needed in the higher ranks.

A classroom building with large auditorium-style rooms and with laboratory space for accounting and statistics is badly needed. Such a building would facilitate the teaching of the College of Business and Public Administration and would be useful to the entire University. Salaries at the professorial level must be increased to encourage the top



EDUCATIONAL DISCUSSION: on the needs of the College of Education are, left to right, Dean Cushman, Steve Myhra, Dr. Barnhart, Don Pearce, Loyde Thompson, Milt Kelly, Edgar Mattson, Sen. Don Holand.

men to stay on and to make positions here more attractive. With such salaries, it will be possible to meet the standards of the American Association of Collegiate Schools of Business.

Education. In 1954, 13½ per cent of the total University enrollment was taking courses in the College of Education. At the present time, 20 per cent, approximately 950 students, is enrolled in courses in Education.

Two buildings are badly needed. The Industrial Arts Department is woefully short of equipment, and the building in which the equipment is housed and in which instruction is given is an old frame structure which was war-surplus many years ago. There are some 1800 women on the campus for whom physical education classes are required three times each week, and there is not room in the present building to take care of them. The fact of the matter is that when there was the same number of men (1800) thirteen years ago, a new million dollar Fieldhouse was built for them.

The greatest problem, however, is that of getting and holding faculty. Only eleven faculty members who were at the University in 1954 are still here. Two of the main reasons for faculty turn-over are the higher salaries and lighter work loads offered by institutions with which the Univer-

sity must compete for teaching staff.

Engineering. A detailed and painstaking review and revision of the curriculum should be made in the light of the newer concepts of engineering. This is not to say that the curriculum has been neglected. Modernization continues in all departments. By 1966, engineering students will be expected to have had sufficient algebra and trigonometry in high school to enroll in analytical geometry and calculus in their freshman year. Other changes in the various departments are also being made to keep abreast of the latest trends in engineering teaching and to meet the requirements of the national accrediting agency for colleges of engineering. But the concept of engineering has altered so greatly since the development of the atomic and hydrogen bombs, computer controls, and space exploration that an unremitting effort is needed to keep it all up to date.

A comprehensive plan should be developed for an engineering and research center which will not only provide the necessary space, but will also integrate with chemistry, mathematics, and physics. The original unit of Chandler Hall was built in 1899, Babcock Hall was built in 1908, and no building has been added at the University since Harrington Hall. Present physical facilities are widely separated,

inadequate, and in many respects obsolete. If the University is to continue to make as great a contribution in the future as it has in the past, the necessary expenditure for buildings and equipment must be made.

Engineering research should be expanded and reorganized along the lines which elsewhere have proved most effective. The University of North Dakota ranks low among the 120 leading institutions for which data about funds available for research in 1964 are given in the April issue of **Industrial Research**. For instance, the average amount available per project is \$25,200; from this come all the costs of a given investigation. At the University, the corresponding figure is \$4,320. The average amount per researcher, out of which come his compensation, that of his assistants, the overhead, and the cost of supplies and equipment, is \$25,800. At the University, the corresponding figure is \$3,800. This situation must be radically changed if modern engineering, with a stimulating faculty and a stimulated student body, is to be maintained.

Law. The School of Law needs new facilities, more money for faculty salaries, increased library appropriations if the progress being made is to continue. It is the only law school in a state university west of the Mississippi that has not had a new building or a physical renovation since World War II. Stack space is completely filled with 44,000 volumes, volumes are being stored in the old library building where they are relatively inaccessible, and shelving for the annual increment of volumes is not available. But it is doubtful that state and federal courts will cease handing down pertinent decisions because the University does not have space to shelve the volumes in which those decisions are reported. Present classrooms were built for an enrollment of about seventy, and the enrollment is now over 160. The School of Law provides a reference library for the bar of the entire state, but there are no facilities for visiting attorneys to work in when using the library.

With six faculty members and a dean, the school needs

(Continued on Page 6)

... UND Enrollment Climbing Higher

(Continued from Page 5)
two or three additional faculty members. Faculty salaries must be substantially increased if they are to be at all comparable to those of the law schools in South Dakota, Montana, Wyoming, and New Mexico. Additional library appropriations are needed if the largest law and legal reference library in the state is to be maintained. The law librarian needs an assistant librarian, and additional secretarial help is badly needed in the school.

Medicine. In the past, financing for the Medical Center has not presented the problem it has in other schools of the University, because of the mill levy. Funds for the research budget of the medical center, which now exceeds the operating budget of the School of Medicine, come from outside sources and make no drain on mill levy funds. But with operating costs (1962-63) at approximately \$680,000, and the mill levy at \$686,000, this happy period is fast coming to an end.

About \$50,000 of the School's budget is being used to provide special service courses in anatomy, biochemistry, physiology, and microbiology for medical technicians, occupational therapists, nurses, physi-

cal education majors, and home economics majors in the undergraduate schools and colleges.

Salaries are at present only marginally competitive with those of other medical schools, and are below the median at the professorial and associate professorial levels.

Nursing. The School of Nursing, which graduated its first class in 1951, now has 111 full time and five part time students. It was given full accreditation for collegiate nursing by the National League of Nursing this year, and is the only such accredited school in the state.

The cost of nursing training is comparable to that of all undergraduate colleges. But the fact that there are more nursing students than there are hospital facilities for their clinical work results in dispersion for special types of nursing to hospitals in St. Paul and Moorhead. This increases the administrative problem of the school, makes it necessary to maintain a staff member at these hospitals, and increases the cost of nursing instruction.

Space is now provided for offices in Twamley Hall. At some time in the future, however, the School of Nursing will need separate building

facilities, either alone or in association with the Health Center and the Infirmary.

At present there is no member of the nursing profession on the advisory council of the medical center. The profession should be represented by a member on this council.

Members of a committee of fifty who attended an all-day meeting April 16, at the University of North Dakota included: Harold Shaft, Tom McElroy, Dr. E. L. Grinnell, Dr. B. L. Clayburgh, Dr. Charles Graham, Loyde Thompson, Dr. Richard Barnhart, Gordon Caldis, Andy Freeman, George Longmire, Armin Rohde, Jim Rice, Bob Masee, Mrs. Doris Hansen, and Mrs. Catherine Dunlevy, all of Grand Forks.

In attendance from Fargo were Dr. L. G. Pray, Mrs. Mack Traynor, Mark Foss, Adrian McLeland, Harold Tait, and Steve Myhra.

Lloyd Omdahl, M. F. Peterson, Evan Lips, Gil Olson, and Con Leifur, all of Bismarck.

John Hjellum, Alex Burr, and Robert Eddy of Jamestown, Iver Iverson, and Ted Maragos of Minot, Ted Kellogg of Dickinson, Arley Bjella, and Leonard Havig of Williston.

From Devils Lake were Dr. Robert Fawcett, John Traynor, and Milton Kelly, Lynn Grimson, and Bill DePuy, Chairman of Grafton. Vernon Johnson, Wahpeton. Harvey Knudson, Mayville. Dr. O. W. Johnson, Rugby.

Dr. L. O. Simenstad, Osceola, Wisconsin. Mrs. John Williams, Washburn. Edgar Mattson, New Rockford. Edward Franta, Langdon. Aloys Wartner, Harvey. Tom Roney, Carrington. Don Holand, Lisbon. Walter Klick, Hebron. University members in attendance were President George Starcher, J. Lloyd Stone, Tom Clifford, Dr. William Koenker, and Robert Caldwell.

In Who's Who:

Miss Twamley Honored for Gift to UND

One of the "Who's Who in America" citations for educational philanthropy of individuals has been awarded to Miss Edna Twamley in recognition of her substantial gift to education to the University of North Dakota.

Miss Twamley gave a \$250,000 gift to the University, enabling the building of a fourth floor on the administration building, named Twamley Hall in honor of her father.

The gift is recognized in the Thirty-Third biennial edition of "Who's Who", published during March, and which lists Miss Twamley's gift, along with those of other outstanding individuals.

The Citation reads as follows:

EDNA TWAMLEY

"Sentiment, sacrifice and a lifetime's savings are involved in the recent gift of \$250,000 by Miss Edna Twamley of Rock Tavern, New York to the University of North Dakota, which institution her father helped to establish in 1883. This lady, over 84 years of age, attended the North Dakota institution, but since her father lived nearby, she was prohibited by University rule from living on the campus in the single dormitory available. So, she completed her undergraduate work elsewhere, took a masters degree at Columbia, then spent her life teaching English. Her gift permitted the addition of a fourth floor to the new administration building, named Twamley Hall in honor of her illustrious father."

BULLETINS AVAILABLE

UND Summer Session bulletins are now available, listing the programs and courses along with information on housing and registration. Courses will be offered in 44 departments, while graduate and undergraduate credits are available through 26 workshops, institutes and conferences. Bulletins may be obtained by writing Dr. C. J. Hamre, dean of the Graduate School and director of summer sessions at the University. Last summer, the on-campus registrations totaled 1,910.

WINS \$1,000 SCHOLARSHIP

Richard P. Anderson of Fargo, a UND junior, has been awarded the \$1,000 First Federal Savings and Loan Association special prize scholarship for 1964-65. The scholarship was established last June by the First Federal Savings and Loan Association of Grand Forks, and is awarded on the basis of loyal services to UND, academic achievement and promise, character, citizenship and sense of responsibility.

1964 HOMECOMING SCHEDULE OCTOBER 16-17

It's not too early to make your plans for attending the 1964 UND Homecoming, with October 16-17 reserved for this great reunion. Highlight of the weekend will be the traditional gridiron classic of the Sioux vs the NDSU Bison.

NEWS NOTES

Wayne Bernard Ballantine, '61, is employed with the Division of Highways in Los Angeles, California.

Gilbert Charles Jensen, M.Ed. '61, is now teaching in Chaska, Minnesota.

William J. Johnson, Ph.B. '61, J.D. '63, has graduated from the United States Air

Force Base, Texas. He has been reassigned to Hunter AFB, Georgia, where he will join the staff of the Judge Advocate. He is a member of Theta Chi and Phi Delta Phi fraternities. He was formerly associated with a law firm in Northwood, North Dakota. His wife is the former Myrna Erickson of Hatton, North Dakota.



U Summer School Offers Variety of Dates and Courses

Students who attend the University of North Dakota summer sessions this year, June 15-August 8, will be able to select courses from 44 different departments. In addition, the University will provide students the opportunity to study for graduate or undergraduate credit in 25 workshops, institutes and conferences. Dr. C. J. Hamre, Graduate School Dean, is director of summer sessions.

Students may register for an eight-week session, June 15-August 8, or for one or both of two four-week sessions, June 15-July 10, and July 13-August 8. All sessions carry regular semester credit. The eight-week session offers 303 different courses and the four-week sessions offer 63.

Robert M. Harris, '60, now resides in Toronto, Ontario, Canada.

In the East . . .



FLORIDA ALUMNI: Meeting in Fort Lauderdale on April 2 were these UND Alumni. Front row, seated, left to right: Mr. and Mrs. Harry Schwenke and Mr. and Mrs. Paul Bolton. Standing, left to right, are Mr. and Mrs. Poppink of Rochester, N.Y., Mr. and Mrs. Emerson Church, Dr. Jen Chi Chang, Mr. and Mrs. Stormon, and Mr. Redmon.

In the West . . .



NEW AND OLD: Retiring officers and new officers of the Puget Sound Alumni in Seattle. Left to right are Paul E. Gilbert, vice-president; Robert McKenzie, new president; Mrs. Paul E. (Ila Mae) Gilbert, retiring secretary-treasurer; Ed Wherland, retiring president, and H. E. Stratemeyer, secretary-treasurer.

Final approval has been given by the State Board of Higher Education for the sale of more than two million dollars in bonds for the construction of new residence halls at UND. The halls will be the first two buildings in a six-dormitory development west of the campus, and will be named for two former UND presidents. Construction is well along on John C. West Hall, slated for completion for next fall, while Frank L. McVey hall will be finished in 1965. Each will house 285 students.

Two former North Dakotans were honored this spring at the annual convention of the North Dakota Press Association. They were Eric Sevaireid, CBS correspondent, and Charles Allen, director of the Oklahoma State University School of Journalism. Sevaireid received the Teddy Roosevelt Rough Rider Award. Other past winners include Lawrence Welk, orchestra leader; Dorothy Stickney, actress; Ivan Dimitri, photographer, and Roger Maris, baseball star.

Report from the Campus

By J. Lloyd Stone

Camelback's Jack Stewart is featured in a recent article in the Los Angeles Times under the headline of "He Fights for What He Earned."

Stewart, who is one of the most successful of UND Alumni, is cited as "about as fine an example of rags-to-riches America as you could find anywhere."

The story says: "He exemplifies everything good anybody ever said about the blessings of the free enterprise system and the dividends it returns to those with guts and vision."

Most of the story is concerned about a fuss that was created when Stewart tangled with a lady reporter who objected to the placement of anti-Communist literature at Camelback Inn. The incident drew headline stories from newspapers throughout the country, and more than 1,300 letters were written to Stewart about the news item.

The letters were 30-1 in favor of Stewart's stand, along with many congratulatory telegrams and telephone calls. The article concludes with praise for Stewart and for the "Americans who appreciate his brand of patriotism."

Approximately 500 UND students were honored for their high scholarship and academic excellence at the 28th annual Honors Day Convocation during April. Dr. John J. Neumaier, president of Moorhead State College, addressed the audience.

There were more than 600 high school journalists on the campus on April 27-28 at the 43rd annual convention of the Northern Interscholastic Press Association. Among the highlights of the two-day session was a press conference with Gov. William L. Guy, and an Awards Banquet address by John Haaven, news director of KCMT-TV of Alexandria. Haaven is a native of East Grand Forks and former Sioux basketball star. The keynote address was given by Rev. Wesley Sheffield, president of Wesley College.

Twenty-six faculty mem-

bers of UND have been promoted in academic rank for 1964-65. Six promoted to professor are William R. Boehle, music; Ralph Kolstoe, psychology; John Crabb, law; Donald Gillmor, journalism and honors program; Herbert Fromm and Francis A. Jacobs, both in biochemistry. Five were named as associate professors, while fifteen have been appointed assistant professors.

A plan for study in foreign countries will be available to UND students for the first time next fall under the direction of the Experiment in International Living. The program will be for one semester and cost from \$1,200 to \$1,500, depending on the country visited. The fee includes round trip transportation from New York or Miami to the host country, food and lodging for 100 days, and an allowance for local travel and miscellaneous expenses. Dr. Richard Frank, UND associate professor of chemistry, is in charge of the project.

More than 700 parents of UND students attended the fifth annual UND Mothers Day on the campus during April. The event is held to honor parents of students and to acquaint them with the campus facilities and activities. The parents believed to have traveled the longest distance to attend were Mr. and Mrs. R. W. Grulke of Glendive, Mont. Runner-up for long-distance travel were Mr. and Mrs. B. N. Svare of Hudson, Wisconsin.

Delta Gamma sorority and Delta Upsilon fraternity repeated as scholarship leaders for the last semester. Construction is starting this spring on an \$85,000 addition to Delta Zeta sorority house, and they hope to be able to occupy the new area before the end of the year.

SET CAMELBACK DATES FOR 1965

January 3rd through January 10th, 1965, have been set as the dates for the 15th annual UND Reunion at Camelback Inn, Phoenix, Arizona.

IN MEMORIAM

Mrs. John Tannahill passed away recently in a Grand Forks, N. D. hospital. She was the former Rena C. Staveteig. She had been a teacher in the Grand Forks County Schools for 23 years. She received her degree from UND in 1962.

Edward M. Kavanaugh, former resident of Crary, N. D., was buried in the family plot at Devils Lake, N. D. He received an engineering degree from the University of North Dakota in 1939, and was a member of Sigma Tau and Sigma Xi fraternities. He has held positions with the Westinghouse Corporation in Baltimore, Md., for a radio station in Philadelphia, and then at the Navy Electronics Research Laboratory, Washington, D.C.

Lester Bullock, who attended the University in 1902 and 1903, died at the age of 86 last March, after a brief hospitalization. He left 16 grand children and five great grandchildren. News of his passing was received from his sister, Miss Lillie Bullock, of Pleasant Lake, N. D.

Arthur Schlosser died on February 25, 1965, in Santa Barbara, Calif. He was 68 years of age, and suffered a heart attack. He was born on a farm near Meckinock, N. D., attended schools in Grand Forks, and was a member of the 1918 engineering class at UND. He had a long career in engineering, and was closely associated with developments in the field of aeronautics. Since 1952, he had been a representative for the M. C. Corporation of Michigan, contacting airplane manufacturers on the West Coast. An older brother, Walter, died several years ago. Other brothers are Sherman, of Miles City, Mont., and Lloyd of Grand Forks.

Alton F. Junge, a Sioux Falls banker, died April 6 while bowling in that city. A native of Eureka, he was 61 years of age, and earned his elementary and high school education in Linton, N. D. He was graduated with a degree in law from UND in 1925, and was active in the investment banking field. In 1951, he was named vice president of the First National Bank of Sioux Falls. Survivors include the widow, a daughter, and a son.

Mrs. Virgil Knight, the former Leora Oliver of Oberon, N. D., was one of the victims of the Alaska earthquake. She received her degree from UND in 1930. She and her husband had been residents of Alaska for about 25 years.

Gordon Huffman, '50, former UND athlete and coach at Devils Lake and Hazen; died in April at Pasco, Wash., after a brief illness. He was 38 years of age. A native of Killdeer, N. D., Huffman played on both Sioux basketball and football teams. After seven years of coaching, he worked as assistant trainmaster for the Northern Pacific Railway.

Ava Graber, former elementary school teacher, passed away at the age of 75 in a Grand Forks hospital. She was a native of Larimore, N. D., and attended Grand Forks public schools and the University of North Dakota. She taught in Wilder Grade School in Grand Forks from 1915 until 1955, when she retired.

Rose Powell, whose married name was Rose Hatt, died at the age of 80. Her home was at Inkster, North Dakota.

Carrie B. Simpson, passed away at the age of 94 in Pomona, California. She was buried in Memorial Park Cemetery at Grand Forks, North Dakota, besides her husband, the Dr. Howard Edwin Simpson, who passed away in 1938. He was formerly head of the Department of Geography and Geology at UND. While they resided in Grand Forks, she served as general chairman of the women's division of the Deaconess Hospital fund raising campaign and was active in the University Faculty Club and the Association of University Women. She was also active in the Daughters of the American Revolution and the League of Women Voters.

William Emmett Everson, '11, passed away on February 10, 1964, at Lethbridge, Alberta, Canada. He is survived by his wife, one son and one daughter, and a sister.

U DEAN RESIGNS

Dr. Mary Elizabeth Reeves, dean of women at UND, has resigned to accept a position as dean of women at the University of Illinois Medical School in Chicago.

UND SPRING COMMENCEMENT CALENDAR

FRIDAY, MAY 29—1 p.m.-3 p.m., alumni registration, Room 301, Twamley Hall; 3-4 p.m., dedication of Old Main Memorial Sphere; 4 p.m., carillon concert; 6 p.m., alumni dinner honoring class of 1914, Princeton Hall.

SATURDAY, MAY 30—9 a.m., alumni board of directors meeting, Room 401, Twamley Hall; 10-11 a.m., coffee hour in Twamley Hall with President and Mrs. G. W. Starcher as hosts; 12 p.m.-1:30 p.m., all UND luncheon honoring class of 1964, Princeton Hall; 2-3:15 p.m., symposium, "UND in Retrospect and Prospect," Burt-ness Theatre; 3:30 p.m.-4:30 p.m., Coral Smith Hall dedication program; 5-6 p.m., carillon concert; 6 p.m., "Old Timers Dinner," Princeton Hall.

SUNDAY, MAY 31—8:45 a.m., senior class breakfast; 10:30 a.m., baccalaureate, Fieldhouse; 12 p.m., smorgasbord; 2 p.m., Commencement, Fieldhouse.

Wins Promotion

Donald H. Hiestand, '40, has been appointed assistant manager of industrial relations at



the East Pittsburgh division of the Westinghouse Electric Corporation. He comes to his new post from the Bettis Atomic Power Laboratory where he had served as

manager of industrial relations since 1960. The company operates the laboratory for the Atomic Energy Commission. A native of Grand Forks, N. D., he graduated from UND with a B.S. degree in industrial engineering in 1940. That same year, he joined the Westinghouse Corporation under the graduate student training program. He held manufacturing engineering and industrial relations posts at East Pittsburgh until 1940 when he was named supervisor of industrial relations at the company's former Meadville, Pa., plant. He served as manager of industrial relations at Beaver, Pa., from 1950 to 1953 and in a similar position at Kansas City, Mo., from 1953 to 1960. He and his wife, Alba, reside in Mt. Lebanon, a suburb of Pittsburgh. A daughter, Jamie, is a sophomore at the University of Kansas.

Alumni Reunions

WILLISTON: Alumni meeting for Williston area on May 14 at Gusher Room of Plainsman Hotel; Social hour at 6:30 p.m., with dinner at 7:30 p.m. Reservations should be made with Fred E. Whisenand, Jr., Suite 200, American State Bank Bldg., or with Don Stockman, Stockman Motors, Williston, N. Dak.

MASSACHUSETTS: June 13. Colonial Sioux Chapter of UND Alumni Assn., of the Northeast will meet at 6:30 p.m. at Valle's Steak House, Route 9, Newton, Mass. Information and reservations can be obtained from David W. Leckhart, 33 W. Elm Street, Brockton; Coleman J. Barry, 19 Franklin Square, Dedham; or Lincoln C. Klabo, 49 Gloucester St., Boston.

CHICAGO: Alumni Dinner Dance on November 7 at Chicago's Midway House Motor Motel in the Charles Continental Ballroom, 5400 South Cicero Ave., Chicago 38, Ill. More details in future issues of the ALUMNI REVIEW.

Gerald F. Reetz, '59, now resides in Kirkland, Washington.

Janet Reetz, '51, whose married name is Janet Hornstein, is society editor for the Williston Herald, resides in Williston, North Dakota.