



6-1969

## June 1969

University of North Dakota Alumni Association

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## Development Fund Completes Successful Year

It's all over but the shouting, and the hurrahs still ring out for the loyal alumni of the University of North Dakota who joined in putting the Development Fund campaign for 1968-69 over the top, according to Senator Milton Kelly of Devils Lake, national campaign chairman.

The overall percentage of contributors was computed at 11.50 percent, which is considered far above average in similar campaigns, with a 3,907 total of "Mr. and Mrs. Contributors" out of a total potential of 33,980 alumni givers.

Kelly underscored that the Development Fund represented another successful year of alumni cooperation in meeting an all-time budget, and that he was confident that it would be equally successful in the year ahead.

The state of Virginia, under the chairmanship of Col. Herbert "Bud" Lux, won first place in the percentage of contributors contest in states with more than 200 UND alumni with a 41.14 percent, followed by Maryland, Pennsylvania, Missouri and Illinois in the first five spots.

In competition between states with fewer than 200 UND alumni, Delaware took top honors with a 45.45 percent rating, followed by Hawaii, Connecticut, North Carolina and New Hampshire. William Franta of Wilmington was Delaware chairman.

There was an interesting race among the cities in North Dakota, which placed 26th in competition among states. Devils Lake copped first place, followed by Valley City, Bismarck, Grand Forks and Fargo.

Delaware won first place in the contest for the state with the greatest improvement in percentage of contributors this year, showing an increase of 18.98 percent over last year.

## Starcher Receives National Honor



**PRESIDENT GEORGE W. STARCHER, left, receives the Alexander Meiklejohn Award from Sanford H. Kadish, professor of law at the University of California and Chairman of the AAUP Committee on Academic Freedom.**



**FOUR UND alumni were presented Sioux Awards during Alumni Days on the campus in May. They are, front from left, Chuck Johnson, Milwaukee, Wis., and Jack Traynor, Devils Lake; Rear from left are Lawrence O. Aasen, Westport, Conn., and M. James Robertson, Paramus, N.J.**

### Coveted Award Given to UND President

Dr. George Starcher, president of the University of North Dakota, received the American Association of University Professors' 11th annual Alexander Meiklejohn Award in recognition of "outstanding contributions to academic freedom" at the annual meeting of the organization on May 2 in Minneapolis.

The organization consists of 90,000 members from 1,166 United States colleges and universities. The award is presented each year to the American college or university administrator, trustee or board of trustees "deemed to have made the most significant contribution to academic freedom," and past winners include Pres. Arthur S. Fleming of the University of Oregon and Pres. Clark Kerr of the University of California.

Dr. Starcher was nominated for the award by the UND chapter of AAUP, which cited "the firm stand which President Starcher has taken in support of freedom of the student press and of orderly self-government of the University in a controversy regarding the student press during this past year. This specific action, however, must be seen in terms of Dr. Starcher's long and consistent stand in defense of academic freedom in the light of the pressures which have threatened academic freedom in this state over a period of years." The letter of nomination referred to actions the president took to preserve the right of controversial speakers to appear on the campus as well as other steps taken "in the responsible exercise of academic freedom."

A citation honoring President Starcher was read at the convention. The association commended President Starcher's "statesmanlike leadership" in "insisting on main-

(Continued on page 7)



## University of North Dakota ALUMNI REVIEW

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To 1970—Weston Christopherson,  
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ward McDermott, Dr. L. O. Simen-  
stad.

To 1971—Joe Baker, B. Fred Da-  
vidson, William DePuy, Mrs. Lloyd  
Everson, Dr. Robert Fawcett,  
Adrian McLellan.

To 1972: John Davis, Mark Foss,  
Evan Lips, Bruce McArthur, Jack  
Stewart, Stanley Walsh.

## Dr. Scott Given Special Honor

Dr. Wilhelmina Smith Scott, former head of the radiology department at Lancaster General Hospital, Lancaster, Pa., received a Centennial Citation from Wilson College, Chambersburg, Pa., on March 22.

She was one of an elite group of women who were honored for distinguished service to their community, regardless of college affiliation.

A native of Walhalla, N.D., Dr. Scott was the daughter of a physician and married a doctor, the late Dr. Paul Bomberger. She completed her pre-med course at UND in 1921, and was in practice in Lancaster for several years, joining the radiology department of Lancaster General Hospital in 1936. She became department head, a position she held until her retirement.

Dr. Scott was on the UND campus in June of 1967 when she received the Sioux Award. The presentation was made by Dr. O. W. Johnson, former member of the UND Alumni Board.

"Dr. Scott is certainly one of the most dedicated persons I have ever known," stated J. Lloyd Stone, executive vice president of the UND Alumni Association, "and this is a deserving tribute. She is one of our loyal alumnae who continue to bring honor to our University as its graduates."

# REPORT from the CAMPUS

By J. LLOYD STONE



*This month's column is written by Stanley Walsh of San Mateo, California, a member of the Alumni Board of Directors.*

On January 7 to 11, 1970, UND alumni will gather at Camelback Inn in the Phoenix-Scottsdale area for the 20th annual winter reunion. The dates are set, and you are personally invited to review old friendships and make new ones.

Join in the festivities and swim, golf, ride horses, browse chic Scottsdale shops, play bridge, dance to a live orchestra every evening, tour the desert, or just relax lazily in the sun and partake of the best food in the West while acting the role of a cherished guest!

Seriously, the object of this message is not to sell you on Camelback, but simply to solicit your views on the long range inquiry whether you personally wish to see the Camelback Reunions continue.

Depending on your point of view, the UND Camelback parties can be viewed as everything from a wild success to a needless endeavor. Certainly the many alumni directors outside UND have viewed them as a phenomenal success, and several have attended to probe the reasons.

The reunions have been enjoyed by more than three thousand alumni, many of whom have been back year after year; and they have also served as a focal point to remind Western alumni, who rarely get to Grand Forks, of their interest in the University and its activities.

The parties have not cost the Alumni Association any money. We have even made a few thousand (hundred) dollars, apart entirely from the gifts to the Development Fund, which they have generated.

On the other hand, the reunions have become pretty much regional parties, and increased prices have kept some people away. (The price this year of \$24 a person a day

with all meals is still well below Camelback's usual charge of \$30, but higher than Jack Stewart's long time rate of \$18.)

Jack Stewart's sale of Camelback to Marriott Hotels has possibly made the Inn service less personal, though Marriott has spent millions of dollars on very handsome new quarters and facilities, which we have enjoyed. Jack and Louise Stewart are still much in evidence and continue to host a sumptuous cocktail party at their new home on Mummy Mountain above the Inn.

We know friends who have never attended who have still felt a warm pride in the fact that UND has this traditional event; and many "mean to make it," but other more compelling plans or expenditures intervene. To some, the dates aren't good; but these are dictated by the preferential rates for a pre-season event.

In summary, we'd like to hear what **you** think by a let-

ter to the Alumni Office. If the Reunions are continued, do you plan to attend some year soon? If you have attended, do you have suggestions for change?

In addition to your letter response, the party next January 7 to 11 will help shape the future. If you favor the tradition, why not make an early reservation and join the party?

When you come into breakfast after a beautiful moonlit night on the desert and Ray Schwandt (who is completing his 25th year as a Camelback employee) brings around the copper food warmer with its oven-fresh blueberry muffins and Danish pastry and invites you to have some with your coffee while the chef is preparing your **real** breakfast, you'll know you're cherished!

You can tell I'm sold, but I live in California. Please let Lloyd Stone know your judgment.

## NEWS NOTES

**Karl A. Ganssle, '23**, has retired as vice president of engineering for Southwestern Bell Telephone after a career of nearly 40 years. A native of St. Thomas, he began his career in California.

**M. Dennis Engebretson, '67**, is a newly named officer manager for Northwestern Bell in Rugby, moving from Bismarck.

**Walter G. Haberstroh, '52**, has been appointed director of operations programming for Sperry Rand Corps Univac Federal Systems division.

**Leonard W. Anderson, '66**, has completed examinations to qualify him as a CPA and is with an accounting firm in El Paso. He is married and has three children.

**Leonard J. Rut, Jr., '68**, has been appointed a production analyst with Baxter Laboratories, Inc. He resides in Lombard, Ill.

**David L. Jacobson, '68**, has been named to the board of directors of the RSR Electric Cooperative of Milnor. He has served with the U. S. Army in Germany and is now engaged in farming near Forman.

**James D. Kertz, '60**, has accepted a position on the advertising and public relations staff of the Melroe Co., Gwinner, N. D., resigning as public affairs manager of the Greater North Dakota Association. He is married and has four children.

**K. B. Switzer, '66**, is a geologist for Montana-Dakota Utilities Co. in Bismarck. His wife is the former **Katherine E. Nitschke, '65**, and they have a new son.

**Genevieve A. Rorke, '14**, who resides in Los Angeles, has taught public schools in North Dakota, Washington, Minneapolis, Los Angeles and USC.



## NEWS NOTES

**Wallace D. Olson, '49**, is head of the engineering branch of the Naval Underseas Research and Development Center, Pasadena, Calif. He was a fullback on the UND football team and was captain in 1946.

**John Malcolm Runberg, '67**, is an accountant with Haskins and Sells, national CPA firm, in Phoenix. He has passed his CPA examinations and received his master's degree in accounting from Arizona State.

**Thomas D. Owens, '63**, is assistant professor of chemical engineering at UND, after working as a research engineer for Esso Oil Co. in Texas.

**Dr. Sidney C. Stenerodden, '39**, represented the University of North Dakota at the joint presidential inauguration of Reed College and Portland State University. Dr. Stenerodden is a physician and surgeon in Salem, Ore.

**Mrs. Isabelle R. Paxman** (the former **Isabelle Roberts**) writes from Norwalk, Calif., with news of her children. Her son, **Dr. Curtis R. Paxman, '32**, was recently re-elected to the American Academy of General Practice. He has been in medical practice in Norwalk since 1940. **Betty Mae Paxman, '43**, is married to **Dr. Frederick M. O'Connor, '44**, who is associated in medical practice with Dr. Paxman.

**Robert S. Kunkel, '38**, has been elected to the International Platform Association, a 67-year-old non-partisan organization of distinguished and dedicated persons from 24 nations. The association holds a five-day meeting yearly in Washington, D. C. where the problems of the nation and the world are discussed. Kunkel is vice-president of Leo Burnett Co. in Chicago, and was a Sioux award winner in 1968.

**Gary P. Anderson, '63**, has been named coordinator of the economic task force of the Model Cities staff in Fargo. The project is under the executive direction of **Alvin E. Austin, '31**, on leave from the UND journalism department.

**J. Thomas Stocker, '66**, has received his M.D. degree from Northwestern, and is an intern at Colorado General Hospital in Denver.

**Lee J. Neste, '52**, has been elected president of the Commercial Club in Park River for 1969-70. He operates a clothing store, is married and has two sons.

**Richard G. Dietrich, '68**, was married in April to **Mary Ellen Levitt, '69**, and they reside in Larimore, where he teaches in the high school.

**Barton Beglo, '68**, was elected president of the student body at Waterloo Lutheran Seminary, Waterloo, Ontario. He is a past national president of the Lutheran Student Association of America.

**Donald J. Olson, '63**, is now associated with the Grand Forks law firm of Degnan, McElroy, Lamb and Camrud. He has been in law practice in Sioux City, Iowa. He is married and has one child.

**Jimmy D. Rice, '69**, is employed by a large public accounting firm in Phoenix, Ariz.

**Joel S. Finlay, '68**, is producing an M.A. thesis play and wrote a new adaptation for the production which was scheduled for May showing in Cincinnati.

**Bonita M. Coughlin, ex '68**, is attending the D. T. Watson School of Physiatrics in Pennsylvania.

**Gerald Haga, '65**, has been appointed administrative assistant to the Grand Forks county state's attorney, **John Alphonson, '60**.

**Lois E. Davies, '49**, is in her 19th year of teaching at Tracy, Calif., where she teaches first grade at Central school.

**Mr. and Mrs. John J. Fuerst, Jr. (Glenna Jean Hanson, '50)** have moved to Lexington, Ky., where he has been appointed resident manager of Merrill Lynch, Pierce, Fenner and Smith, Inc. The Fuersts have two children.

**Fred Weiss, '60**, has been promoted to supervisory electrical engineer at the Parker-Davis Project of the Bureau of Reclamation, Phoenix. A native of Bismarck, he has been with the Bureau since 1960 and has been stationed at Glendive, Fargo and Hungry Horse.

**Margaret Peggy O'Neill, '68**, has been named manager of the Fashion Fabric retail store in Norfolk, Neb.

## New Alumni Board Members



**JOHN E. DAVIS, left, of Bismarck, and Jack Stewart of Phoenix, Arizona are newly elected members of the UND Alumni Board of Directors. Davis is a recently appointed Director of the Civil Defense of the United States and is making his home in Washington, D.C.**

John E. Davis, '35, and Jack Stewart, ex '27, are newly elected members of the UND Alumni Board of Directors, joining four re-elected directors, Evan Lips, Mark B. Foss, Bruce McArthur and Stanley Walsh.

Davis, former Governor of North Dakota and a past national commander of the American Legion, is currently serving as the U. S. National Director of Civil Defense as the first North Dakotan to be named to a nationally prominent post by President Richard M. Nixon. Davis has been a banker in McClusky and Bismarck.

Stewart, who coordinated a major fund campaign to build the UND Memorial Stadium, is the former owner of Camelback Inn, Scottsdale, which he sold a few years ago. Stewart has been active in alumni work for years, and established the Stewart Scholarship Fund of \$100,000 at UND, which has been used the past two years in awarding cash prizes in essay contests. The fund will now be used in support of the UND athletic department scholarships and other team building efforts, and a portion will be used to improve the pressbox facilities at the Stadium and Fieldhouse. The stadium facility will be named the C. D. Lock-

lin Pressbox, in honor of the long-time sports editor of the "Grand Forks Herald," who covered UND sports for more than 50 years.

The six directors will serve for three year terms.

### BANQUET SPEAKER

Weston R. Christopherson, UND alumnus and president of Osco Drug, Inc. of Chicago, was the main speaker at the annual awards banquet of the UND Marketing Club on May 16. Christopherson holds two degrees from UND, is a member of the Alumni Board of Directors and is a Sioux Award winner.

### BOSS OF THE YEAR

Dr. Gerald Hamerlik, director of financial aids at UND, was named Boss of the Year by the Twin Forks Chapter of National Secretaries Association in Grand Forks. He holds his masters and doctorate degrees from UND.

### CHAPLAIN TO SPEAK

Rev. Edward L. R. Elson, chaplain of the U.S. Senate and minister at National Presbyterian Church in Washington, D.C., is scheduled to be the speaker at UND's baccalaureate in June. Rev. Elson was the minister who conducted funeral services in the nation's capitol for President Dwight D. Eisenhower.



# Virginia, Delaware Win Development Fund Races

UND DEVELOPMENT FUND 1968-1969  
PERCENTAGE RATING OF CONTRIBUTORS BY STATES  
as of April 30, 1969

## STATES WITH MORE THAN 200 ALUMNI

1. Virginia—41.14% (86/209)
2. Maryland—28.85% (58/201)
3. Pennsylvania—16.74% (36/215)
4. Missouri—14.54% (32/220)
5. Illinois—13.58% (119/876)
6. New York—13.36% (58/434)
7. Ohio—12.62% (37/293)
8. California—11.83% (357/3016)
9. Oregon—10.94% (51/466)
10. Michigan—10.52% (44/418)
11. Wisconsin—9.53% (62/650)
12. Florida—9.36% (25/267)
13. Colorado—8.99% (42/467)
14. Texas—8.92% (34/381)
15. Arizona—8.11% (21/259)
16. Nebraska—8.05% (17/211)
17. Indiana—7.89% (18/228)
18. Montana—7.34% (46/626)
19. South Dakota—7.21% (29/402)
20. Washington—6.93% (69/995)
21. Iowa—6.39% (25/391)
22. Minnesota—5.07% (305/6113)
23. North Dakota—4.27% (567/13,276)
24. Foreign Countries—0.16% (10/608)
25. Canada—0.08% (7/833)

## STATES WITH FEWER THAN 200 ALUMNI

1. Delaware—45.45% (15/33)
2. Hawaii—27.02% (20/74)
3. Connecticut—24.73% (23/93)
4. North Carolina—23.07% (18/78)
5. New Hampshire—22.22% (4/18)
6. New Jersey—22.15% (39/176)
7. New Mexico—21.05% (20/95)
8. Maine—19.04% (4/21)
9. Georgia—18.84% (13/69)
10. Louisiana—18.03% (11/61)
11. Alaska—15.71% (11/70)
12. South Carolina—15.15% (5/33)
13. Utah—13.04% (9/69)
14. Kansas—12.98% (20/154)
15. Alabama—12.76% (6/47)
16. Mississippi—12.50% (3/24)
17. Nevada—12.50% (10/80)
18. Washington, D.C.—11.62% (15/129)
19. Rhode Island—11.53% (3/26)
20. Idaho—11.36% (15/132)
21. Kentucky—10.00% (6/60)
22. West Virginia—10.00% (2/20)
23. Massachusetts—9.85% (14/142)
24. Tennessee—6.55% (4/61)
25. Oklahoma—5.82% (6/103)
26. Arkansas—4.54% (1/22)
27. Wyoming—4.34% (5/115)
28. Vermont—0.00% (0/20)

## GRANTS AWARDED

The UND Medical School anatomy department has been awarded a \$40,042 training grant by the U.S. Department of Health, Education and Welfare. The grant, beginning July 1 for a one-year period, is primarily for the support of 10 predoctoral graduate students.

Dr. W. E. Cornatzner, professor and head of the UND department of biochemistry, has received a grant of \$35,483 from the National Institutes of Health for the training of graduate students for the Ph.D. degree. The department of biochemistry has awarded 20 Ph.D. degrees and 46 masters degrees since 1955.

## Davidson Heads Alumni Board For 1969-1970

B. Fred Davidson of Minneapolis was re-elected president of the UND Alumni Board of Directors at the annual meeting on May 16.

Also re-elected were Evan Lips, first vice president; Mark Foss, second vice president; J. Lloyd Stone, executive vice president and secretary; Gordon Caldis and Dale Youngern were returned to the Athletic Board of Control as alumni representatives.

Retiring from the Board after serving nine years were Edward J. Franta and E. E. Simmons.

## Through the Knothole

## New Stadium Pressbox Named In Honor of C. D. Locklin



C. D. LOCKLIN, right, retired sports editor of the Grand Forks Herald, receives a plaque from UND President George W. Starcher, which notes that new press facilities at the University Stadium will be named in honor of Locklin, who covered UND sports for more than 50 years.

## PROFESSOR ELECTED

Dr. Jerald L. Connelly, UND associate professor of biochemistry, was elected to the American Society of Biological Chemists at its national meeting this spring. There are only 2,689 members of the Society in the U.S. and Canada, and only six in North Dakota, all of whom are at the UND Medical School.

## RECEIVES HONOR

Ben G. Gustafson, dean of the UND Division of Continuing Education, was one of four North Dakotans to receive the Order of Demolay Legion of Honor during the Demolay state conclave. The award is given annually to about 200 persons in the nation in recognition of the work in education as a good citizen.

## Iowa Alumni Hold Reunion

Iowa Nodak alumni met at the Solor Inn, Ames, Iowa, on April 26, 1969. Gordon Burns, '55, was chairman of the event. Those attending included:

Dr. and Mrs. Charles Fee, '34; Carleen Fee, '64; Mr. and Mrs. George Bang, '50 (Marlene Thompson, '52); Mr. and Mrs. Harvey Burkholder, '54 (Kathryn Mott, '54); Mr. and Mrs. Bob Samuelson, '55 (Janice Peltier, '55); Mr. and Mrs. Walt Running, '56 (Donna Strum, '56); Mr. and Mrs. Richard Hovet, '51 (Elaine Kval, '56); Mrs. Carol Christensen Oukrop, '56; Mr. and Mrs. Gordon Sundby, '30; Mr. and Mrs. LeRoy Lillie (Alice Sanham, '26); Mr. and Mrs. Gordon E. Burns, '55; Dr. and Mrs. John Bacon, '35; Mr. and Mrs. Arthur Qualfe (Elizabeth Carter, '34); and Mr. and Mrs. Arnold Johnson, '55.

Esther S. Olson, '24, is treasurer of Steele County and resides at Sharon, N. D.

## UND DEVELOPMENT FUND DRIVE, 1968-69 PARTICIPATION RECORD BY CITY, NORTH DAKOTA CONTEST

As of 4-30-69			
City	Participation	Percent	Rating
Bismarck	69/979	7.04	3
Devils Lake	31/275	11.27	1
Dickinson	5/170	2.94	8
Fargo	50/899	5.56	5
Grafton	9/228	3.94	6
Grand Forks	170/2873	5.91	4
Jamestown	7/285	2.45	9
Minot	18/563	3.19	7
Valley City	18/185	9.73	2
Williston	7/290	2.41	10



# Who's in Charge?

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

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

"Who's in charge there?"

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

"Who's in charge here?"

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

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

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

It is important to try to know.

Here is one reason:

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

Here is another:

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

Here is another:

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

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

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

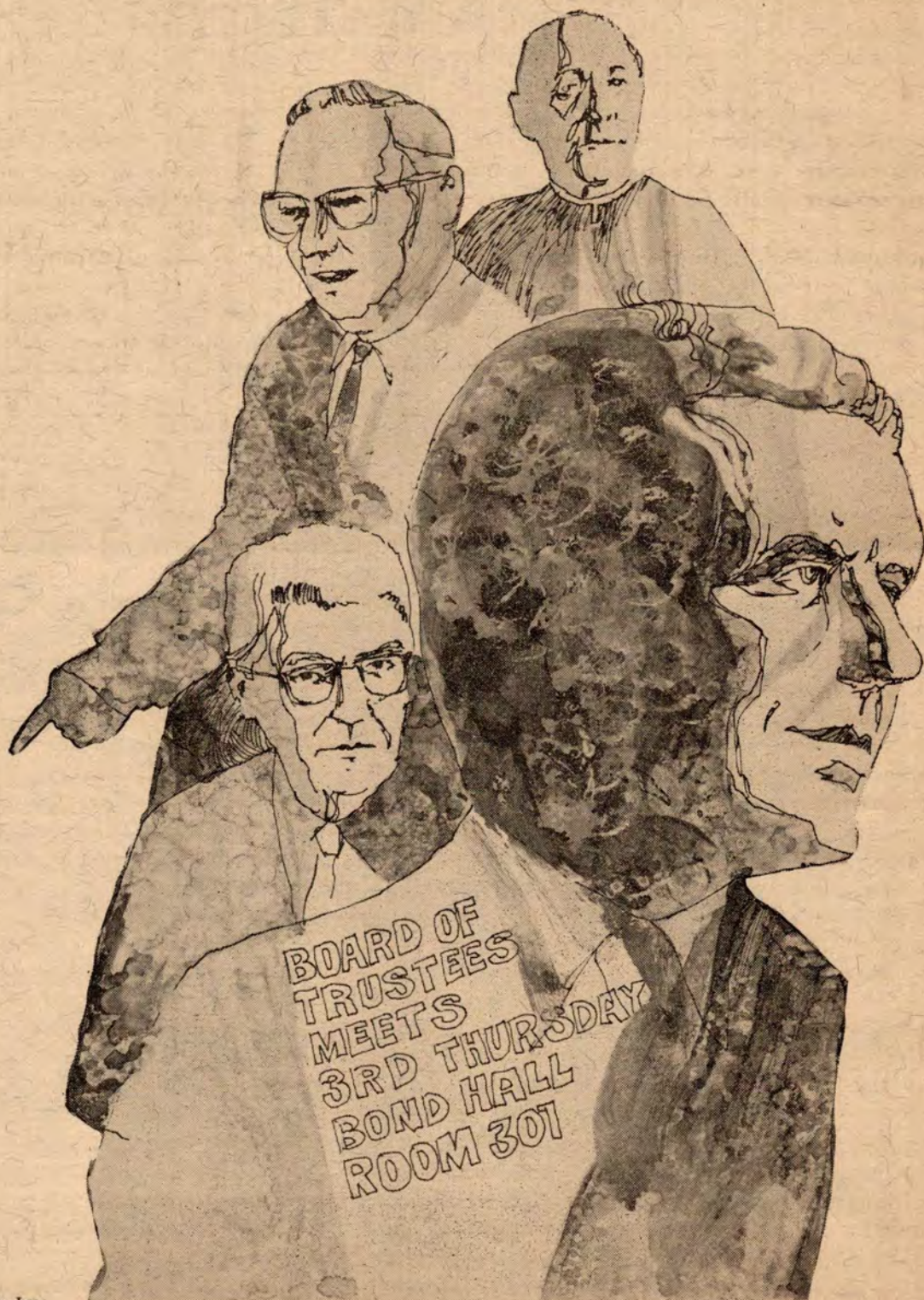
Who's in charge there?



# *Who's in Charge—I* The Trustees

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

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





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

Mr. Boyer continued:

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

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

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

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

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

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

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

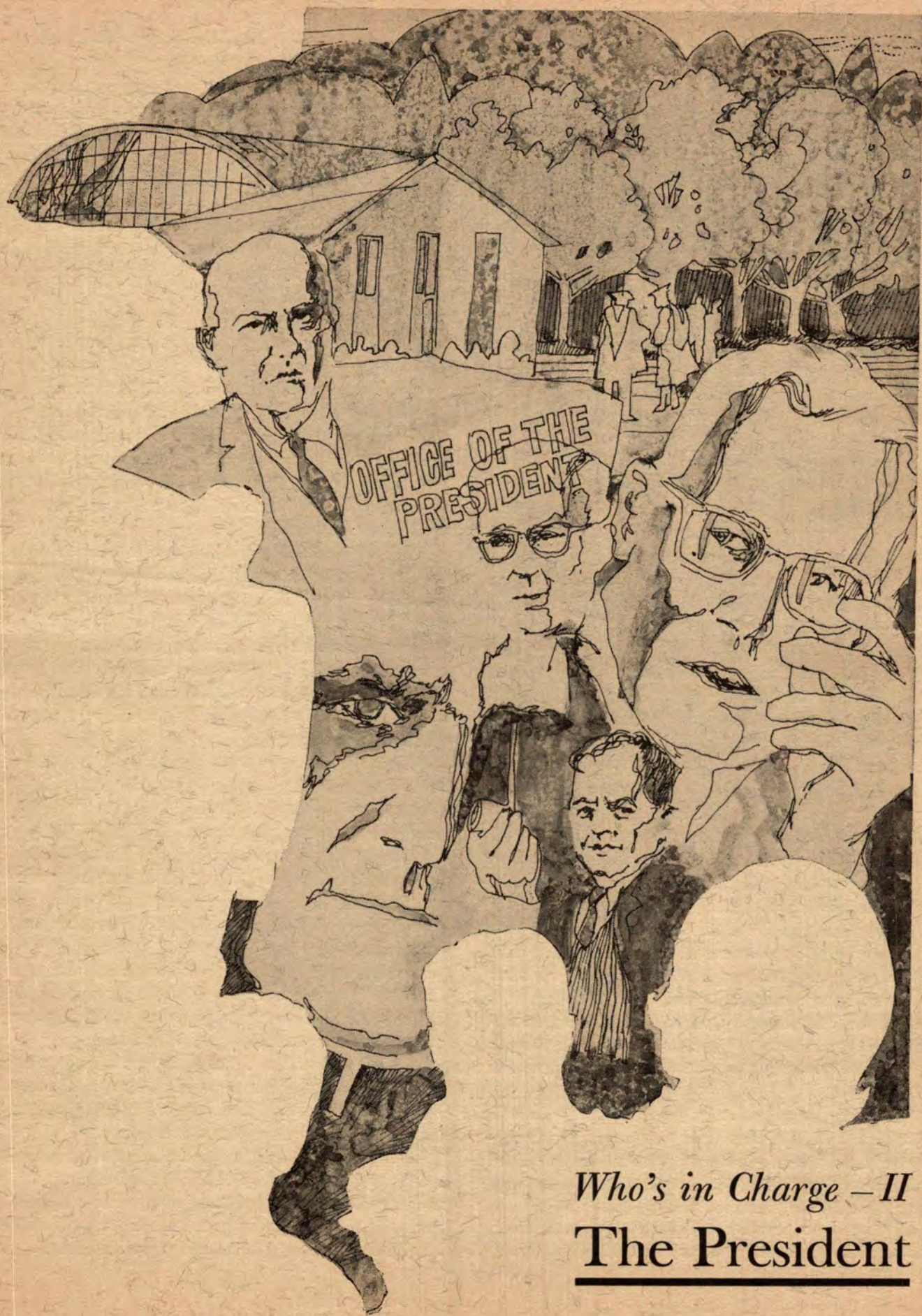
"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college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

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

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

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





*Who's in Charge – II*  
**The President**



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

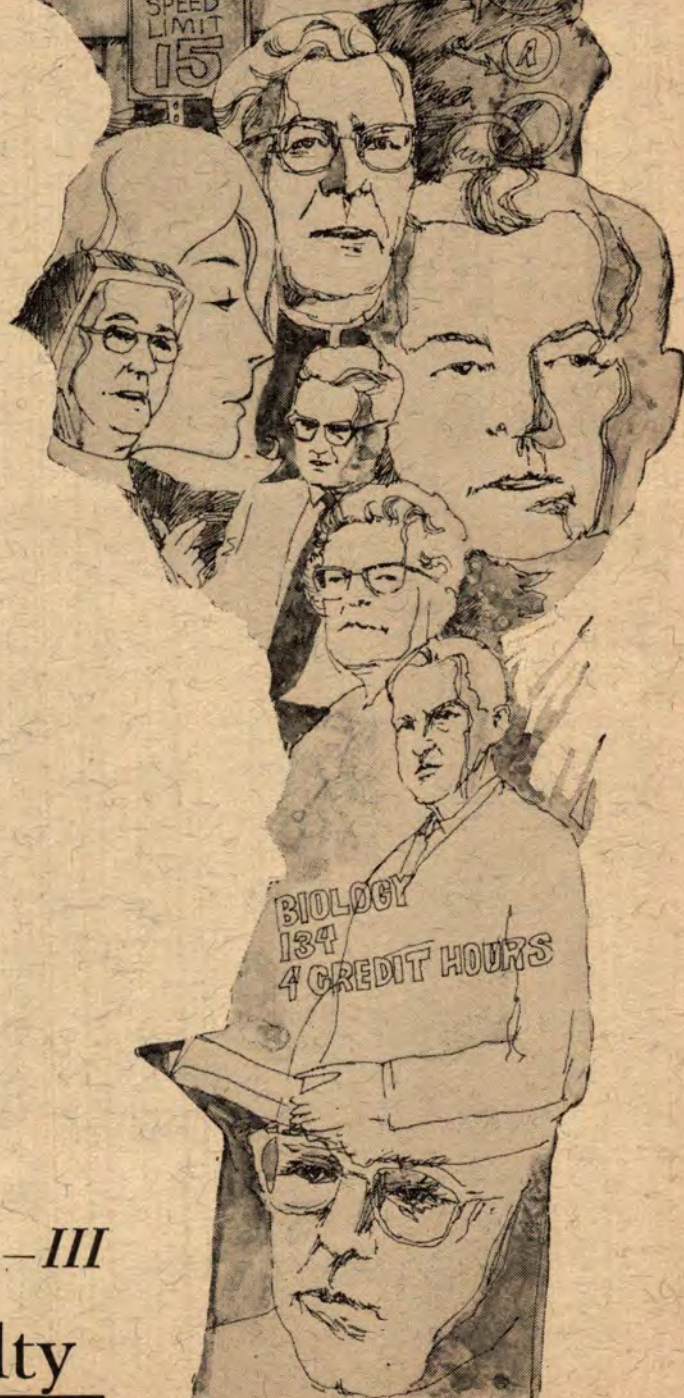
The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

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

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

## *Who's in Charge—III*

# The Faculty





## Who's in Charge—IV

# The Students



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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





## *Attached to a college (intellectually,*

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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









*Who's in Charge?*  
**Ideally, a Community**

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

—JOHN CAFFREY, *American Council on Education*



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

education, nothing could be more eloquent.

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

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

"Power is allocated with money," he wrote.

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

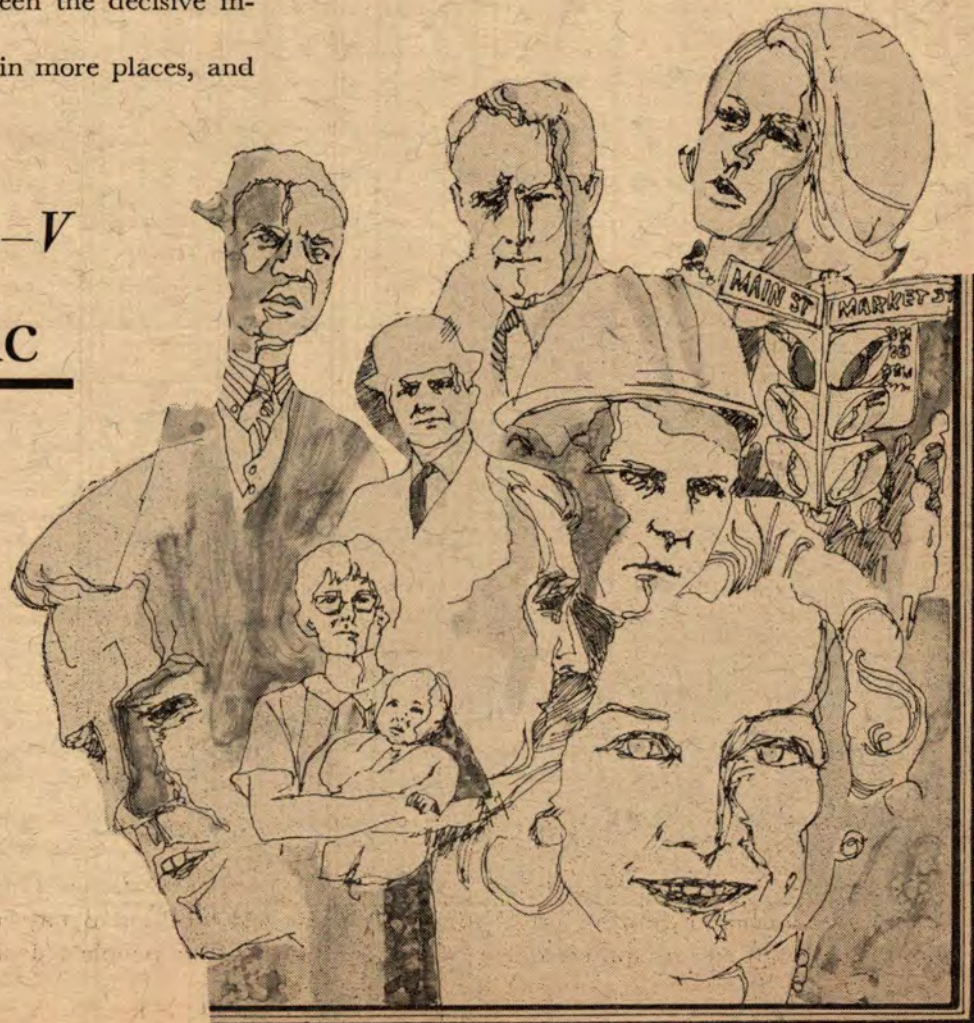
"Decisions are being made in more places, and

more of these places are external to the campus."

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

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

## *Who's in Charge—V* The Public



*Illustrated by Jerry Dadds*



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

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

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

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

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

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

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

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

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

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

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

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

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

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## Gamble Hall Dedicated On Campus

Dedication ceremonies for Gamble Hall, the University of North Dakota's newest classroom building, were held in conjunction with the Bert C. Gamble Conference May 23.

Conference lectures on strategies for business and community development were scheduled before and after the 2:45 p.m. dedication.

Guest speakers included O. G. Lovette, chief of the Development Company Assistance Division of the Small Business Administration; Rex Jennings, executive vice president and general manager of the Denver Area Chamber of Commerce; and Noel A. Gagstetter, assistant vice president of personnel, Northwestern Bell Telephone Company.

Gamble Hall, new \$1.8 million home of the UND College of Business and Public Administration, was financed by \$1 million in state funds, a \$500,000 grant from the U.S. Office of Education, plus a supplemental federal grant of \$100,000 made possible by a \$200,000 donation from the B. C. Gamble and P. W. Skogmo Foundations of Minneapolis.

The four-story structure, which took one year to construct, was ready for classes last September. It seats 2,000 students simultaneously, contains 88,000 feet of floor space and is air conditioned. Gamble features include five lecture bowl auditoriums, easily accessible from a central rotunda area; "pit type" classrooms, which contain tiered seating and swivel chairs; and numerous facilities for future expansion. Gamble Hall is also one of the first general classroom buildings in North Dakota to feature facilities designed for handicapped students.

The building was named for Bert C. Gamble, a native North Dakotan, who rose from modest beginnings to become chairman of the board of Gamble-Skogmo, Inc.

Mr. Gamble attended the dedication, and all former UND Business and Public Administration students as well as other midwestern business leaders were invited.

## Reserve Now for 1970 Camelback Inn Reunion

The 20th annual UND Alumni Reunion at Camelback Inn in Arizona will start January 7 and conclude on January 11, 1970.

There will be a limitation on the available rooms, so early reservations are encouraged. Write UND Alumni Office, University Station, Grand Forks, N. D. 58201.

## Big Turnout Noted at Annual Alumni Days

Alumni Days were held on the UND campus May 15 and 16 and incorporated the reunion of the classes of 1919-1923, Sioux Award presentations, Stewart Essay Contest prize presentations, Governor's Day, dedication of the six buildings in the West Green Complex, the annual meeting of the UND Alumni Association, and the spring meeting of the Alumni Board of Directors. All events were well attended.

Those signing the register included:

Newell B. Knapp, ex '21; Laura M. Black, '20; Hattie Brolander Rosenkranz, '19; Mrs. Gladys Lucas; Mrs. C. F. Cronquist (Hannah Scott, '18); Mrs. Frank Sussex (Alice Levin, '19); Dr. Lillian B. Parson (Lillian Bendeke, '19); Mrs. Grace Bowen (Grace Ellis, '17); Mrs. Emil Moen (Cornelia Carr, '20); Nanna Jelstrup, '24; Kathy Ranney, UND, for Mr. and Mrs. Mike Ranney, '47 (Julie Ann Hutchinson, '47);

Mr. and Mrs. Gilbert Lindgren, '24 (Elizabeth Murdoch, '59); Mrs. Hodet DeLaPointe (Ione Haagen, '29); Era Bell Thompson, ex '31; Mr. and Mrs. Edward H. McDermott, '19; Mr. and Mrs. Mack V. Traynor, '14; Mr. and Mrs. Bill DePuy, '26 (Madelyn Colton, '27); "Pop" Rowland; Dr. and Mrs. Henry I. Weitzel, '19; Lillian Abrams;

Dr. and Mrs. E. D. Coon, '20 (Jennie Duncan, '32); Vera E. Bollinger, '19; Rev. and Mrs. Cliff Holand, '23 (Jessie Simpson, '27); Mrs. Joe Snowfield (Ruth Martinson, '19); Joe Hughes; Mr. and Mrs. Joe Baker, '27; Felix Rykken, '20; Mrs. Marie Barnes (Marie Sattler, ex '20); Mr. and Mrs. Ernest Halvorson (Eloise Johnson, '39); Jack Stewart, ex '29; Mr. and Mrs. Art Johnson, '24 (Clara Nygaard, '23); Mr. and Mrs. John Booty, '27;

Mrs. Erich Selke (Lulu Elliott, ex '50); Mrs. William Budge (Pauline Serumgang, ex '20); Mrs. E. B. Hensley (Elizabeth Selke, '42); Mrs. Jason West, '26; Guri Sand, '09; Mrs. Oscar Pearson (Ethelwyn Martz, '23); Esther Hagert Fry,

## Earl Strinden Appointed Alumni Assistant Director



EARL STRINDEN

... named to new post

Earl S. Strinden, state representative and Grand Forks businessman, has been appointed assistant director of the University of North Dakota Alumni Association effective July 1. The announcement was made by UND Alumni Association President Fred Davidson, Minneapolis, vice president of Gamble-Skogmo, Inc.

In his new job, Strinden will serve as an assistant to J. Lloyd Stone, executive vice president of the Alumni Association. His salary will be paid from non-state funds.

A second-term member of the North Dakota House of Representatives, Strinden served as assistant majority floor leader during the 1969 term of the legislature. He was first elected to the house in 1967 and was reelected this year.

The former Marine Corps lieutenant is a member of the Grand Forks City Council. He was elected in 1962 and reelected in 1966. He served as president of the council in 1967.

A native of Litchville, Strinden received the B.A. degree from Concordia College, Moorhead, Minn., and the M.A. degree in political science from UND in 1957. During 1958 he did graduate work at the University of Minnesota.

From 1957 to 1958 he taught at Thief River Falls, Minn., Lincoln High School. He has been manager of T. I. Strinden Co. of Grand Forks since 1959. In 1966 Strinden was named Grand Forks Young Man of the Year by the local Jaycees chapter.

He is a member of the Community National Bank of Grand Forks and is active in several civic organizations.

Strinden is married and has five children.

Harry C. Olson, '37, is deputy director of the Movement Control Division, AID Logistics Support and Control Office in San Francisco. He recently retired from the U. S. Army with the rank of Colonel and was awarded the Legion of Merit Medal.

## RECEIVE ASSIGNMENTS

Five junior coeds in the UND College of Nursing have been selected by the U. S. Public Health Service for summer assignments under an Extern Training Program.



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**Maj. Meinhardt Bader, '51**, has been presented the Bronze Star Medal and Air Medal with first through fourth Oak Leaf Cluster at Travis AFB. He is a C-141 pilot with the 44th Military Airlift campaign and was assistant professor for the Air Force ROTC at UND from 1963 to 1967. . . . **Alan B. Klein, '67**, has been promoted to First Lieutenant at the Army Finance School at Ft. Benjamin Harrison, where he has been an instructor in accounting.

**Paul Soderberg, ex '69**, is attending Naval Aviation Officers School at Pensacola. . . .

**Pvt. Robert Neugebauer, '68**, is stationed with the meteorology team at the Desert Test Center, Ft. Douglas, Utah. . . . **Maj. Peter R. Bowman, '67**, has been awarded the Silver Star for gallantry in action in Vietnam and was decorated for his action in night raids during which he made repeated dive bomb attacks against enemy targets. . . .

**Lt. Carl Berg, '68**, is stationed at Mountain Home AFB in Idaho. He was married this spring to the former **Patricia Bartles, '68**. . . . **Maj. Curtis Erickson, '57**, has been awarded the Bronze Star for meritorious service in Vietnam. He is chief of personnel services division, adjutant general's office, Ft. Ord. . . . **Lt. Darro C. Willey, '67**, is assigned with the Adjutant General's Corps at Fort Riley. He was number one in his graduating class at the Adjutant General Officer Basic Course at Ft. Benjamin Harrison. . . .

**Capt. Philip Hoza, '66**, is stationed at Hunter Army Air Field in Georgia as a helicopter instructor pilot. He is married to the former **Martha Bredesen, '67**. . . . **SP 5 Willis F. Knutson, '67**, was recently discharged after two years with the U.S. Army, including a year in Vietnam where he earned the Army Commendation Medal and Bronze Star. . . . **Capt. Robert H. Ikelman, '61**, recently completed the SAAF Flying Safety Officers course given by the Institute of Aerospace Safety and Management at the University of Southern California. . . .

**Maj. Robert R. Koons, '57**, was recently assigned to the U.S. Army Signal Center and School at Ft. Monmouth where he is attending the Signal Officers Career Course. . . . **Craig H. Lahren, ex '68**, enlisted in the U.S. Navy in April, 1969; he plans to return to UND after his four years of service. . . . **Lt. Col. William A. Kalberer, '50**, is working with the Inspector General's Office, Headquarters Air Weather Service, looking into the management aspects of their units throughout the world. He is located at Scott AFB, Ill. . . .

**Erling A. Tufte, '69**, has enlisted in the U.S. Navy Officer Candidate program and will begin 16 weeks of training in July at Newport, R. I. . . . **Lt. Robert A. Sterud, '69**, is stationed at Ft. Sill, Okla. . . . **Pfc. Jon Gyldenvand, ex '68**, is an awards clerk at Base Headquarters in An Khe, Vietnam. . . . **Bruce C. Whitley, '69**, is serving in the U.S. Army at Ft. Lewis, Wash. . . . **Mark J. Kuhn, '68**, is in training with the U.S. Navy at San Diego. . . .

**Lt. William W. Hegebush, '69**, is attending the Adjutant General School at Ft. Benjamin Harrison. . . . **Pfc. Otto E. Rogelstad, Jr., '68**, is serving with the 42nd Artillery in Vietnam. . . . **Dr. David A. Russell, '65**, has been graduated from the U.S. Air Force School of Medicine primary course at Brooks AFB, Texas. . . . **Capt. Richard C. Taylor, '67**, has been assigned to the Office of the Staff Judge Advocate of the First Logistical Command, Long Binh, Vietnam. . . .

**Lt. Douglas D. Scraper, '68**, has been assigned to Nha Trang AB, Vietnam, for flying duty, after being awarded the U.S. Air Force pilot wings upon graduation from Laredo AFB. . . . **Capt. David W. Krahenbuhl, '67**, has moved from the Minot AFB to the U.S. Air Force Academy in Colorado where he will be an instructor. . . .

**John A. Bleecker** is a lieutenant with the U.S. Army. . . . **Pvt. Larry W. Christensen, '69**, is assigned to Fort Polk, La. . . . **Garry W. Hoffmann, '68**, is in training with

the U.S. Marines at Camp Lejeune. . . .

**Lt. Richard P. Anderson, '65**, is in the judge advocate general's corps of the U.S. Navy at Puget Sound Naval Shipyard, Bremerton. His wife, the former **Patricia D. Fogarty, '66**, is teaching in Bremerton. . . . **Lt. Joseph M. Cusa, '68**, is assigned to Keesler AFB, after his graduation from Laredo AFB. He is married to the former **Mary Berg, '68**. . . .

**Maj. Donald L. Smith, '67**, has been awarded two Air Medals for his participation in air action in Southeast Asia and is now attending the Armed Forces Staff College, Norfolk. . . . **SP5 Lawrence R. Klemin, '67**, has been awarded the Bronze Star for service in ground actions in Vietnam. . . . **CW2 Francis K. McGinnity, '65**, is a student pilot instructor at Ft. Rucker, Ala., after a year's duty in Vietnam where he flew over 1,000 combat missions and received 41 air medals. . . .

**Maj. Herbert A. Woodcock, '67**, has been decorated with the DFC for service in Vietnam. . . . **Lt. Miles C. Bry, '67**, is on duty as a C-123 Provider Pilot at Phan Rang AB, Vietnam. . . . **Lt. Joseph J. Mastascusa, '68**, is on flying duty at Keeler AFB after receiving his pilot wings at Laredo AFB. . . . **Lt. Gary G. Wiebe, '68**, is assigned to MacDill AFB with the Aerospace Defense Command, and earned his pilot wings from Keesler AFB. . . .

**Lt. Donald N. Herschleb, '68**, is on duty at Minot AFB as a combat crew commander. . . . **Maj. Joseph T. White, '67**, has received the Bronze Star and Air Medal for service in Southeast Asia and is now assigned to Offutt AFB. . . . **Pvt. Robin T. Gunderson, '68**, is in training at Ft. Lewis, Wash. . . .

**Daniel Krenzle, ex '56**, and **Arthur Krenzle, '63**, are two of the five sons of Mr. and Mrs. Art Krenzle, who have all served in the armed forces. Daniel now holds the rank of major and is stationed at Whiteman AFB, Mo. Arthur is serving with the Air Force in Southeast Asia and plans to attend research pilot school.

## NEWS NOTES

**James B. Wickham, '59**, has been promoted to vice president of administration and operations of Lackner, Inc., of Denver, the largest liquor wholesaler in the Rocky Mountain area. Wickham, a native of Minot, is a Certified Public Accountant. His



wife is the former **Marilyn Brundin, '51**, and they have two children.

**Robert B. McCullough, '61**, has been named treasurer of Mobile Industries, Inc. of Chehalis, Wash. A native of Canada, he is a member of the American Institute of Certified Public Accountants.

**Mrs. Kenneth K. Robertson (Pamela Folk, '65)**, accompanied her husband to Mildenhall AFB, England, this spring, after his return from Vietnam. She has been in the Velva School system while Captain Robertson is a security police officer.

**Adrian O. McLellan, '37**, represented the University of North Dakota at the inauguration of Dr. E. Milton Grassell as the president of the College of Great Falls. A member of the UND Alumni Board of Directors, McLellan is president of the First National Bank of Great Falls.

**John Webb, '51**, has been named chief of the Libby Dam real estate project office at Libby, Mont., moving from the Kansas City District of the Corps of Engineers. He has ten years' experience in the real estate field, and has done postgraduate work at Kansas State and Stanford Universities.

**John P. Berg, '54**, has been promoted to district design engineer in the Metropolitan area of Minneapolis for the Minnesota Highway Department, where he has been employed the past 11 years. His wife is the former **Marilyn Yvonne Berg, '57**, and they have two adopted children.

**Marv Permann, '62**, is employed with the U. S. General Accounting Office in the headquarters office, Washington, D. C. He makes his home in Wheaton, Md.



## ● Starcher

(Continued from page 1)

taining the necessary conditions for students to learn and grow—the right to express their criticism of what they disapprove, the right to hear whomever they choose, and, even as the rest of us, from time to time, the right to be tasteless in expressing their points of view." The president was also cited for his efforts "to achieve a better public understanding of the meaning and significance of academic freedom and of the relation between the university and its students."

Dr. Starcher accepted the presentation as "the reaffirmation of our shared belief in the freedom of the professor to profess and of the student to study, each as his own reason and curiosity shall dictate, with no outside interference, but recognizing the rights of others to oppose."

Dr. Starcher urged professors to be truly professional and reminded them that freedom and responsibility were intimately related. He said the award "means much to so many in our state who have supported us: Governor William L. Guy publicly defended our speaker policy, the State Board of Higher Education by resolution unanimously reaffirmed its stand, the local AAUP and faculty senate gave solid support, the students responded with mature concern beyond their years, and the legislature did not cut our budget in retribution for anything that happened."

Dr. Starcher, former dean at Ohio University, began his duties as president of UND in July 1954. During his administration, enrollment has grown from 2,634 in 1954 to 8,249 in 1968-69, and the faculty has increased from 203 to more than 450.

Earlier this year he was named to the Commission on Academic Affairs of the American Council on Education. In 1968 he was elected to the Commission on Arts and Sciences of the National Association of State Universities and Land-Grant Colleges (NASUL-GC). He served as president in 1964-65 of the Council of Presidents of NASUL-GC, representing that group in 1965 at the general conference of the International Association of Universities in Tokyo, Japan.

Dr. Starcher graduated from

## NEWS NOTES

**Mrs. Zona L. Swanson, '66**, of Larimore is serving as president of North Dakota Classroom Teachers Association for 1968-1969. Her son, Daniel, is attending UND after returning from Vietnam. A daughter, **Barbara Jean Serr, '66**, is employed in Bismarck where her husband, **Monte Serr, '66**, is an accountant.

**Allen I. Olson, '61**, has resigned as assistant director of the North Dakota Legislative Council and has joined the law firm of Conmy, Conmy, Rosenberg and Lucas in Bismarck. He and his wife, the former **Barbara Benner, '63**, reside in Bismarck.

**James H. Anderson, '54**, is a salesman for Treasure Masters, Inc., a gift line from Boston. He and his wife, the former **Elsie Mae Anderson, '53**, reside in Bellevue, Wash., where she is a teacher in pre-school for mentally retarded children, and is in her fourth year of teaching. They have two children.

**Gerald C. Dohm, Jr., '66**, has been promoted to senior mine engineer by the Anaconda Company New Mexico Operations at Grants, N. M. He is married, has two sons and makes his home in Laguna, N. M.

**Dr. Ernest C. Bransted, '42**, has been elected to a three-year term as chairman of the Kansas section, American College of Obstetricians and Gynecologists, after completing three years as vice chairman of the group. He is in practice in McPherson, Kans.

### NAME CHAIRMAN

Herbert J. Strentz, a member of the journalism faculty at the University of Kentucky, has been named chairman of the UND journalism department and will assume his duties September 1. He succeeds Paul C. Schmidt, who was acting chairman when former chairman Alvin Austin was granted a one-year leave of absence to serve as director of the Fargo Model City Project.

Ohio University with an A.B. degree in 1926 and from the University of Illinois with the A.M. degree in 1927 and the Ph.D. in 1930.

## Wins \$500 Award



**BILL PREDOVITCH**, right, received the \$500 Jack Stewart Sportsmanship Award at a Letterman's Luncheon honoring Stewart. Predovitch was co-captain of the UND Football team and a three-year letterman. He is pictured with his father, **George Predovitch** of Coleraine, Minn.

## Have You Moved?

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## IN MEMORIAM

**Mrs. E. Geraldine Mathot (Geraldine Smith, '28)**, died December 29, 1968, in Los Gatos, Calif. She had been teaching Latin at Los Gatos High School prior to her death.

**James P. Mulvaney, '31**, died April 7, 1969, in Dickinson after a brief illness. He had been a resident of Dickinson since 1927, retiring in 1958 after 39 years of teaching. He served in World War I and World War II. Surviving are one brother and two sisters.

**Edwin A. "Jud" Graham, '28**, died in Aberdeen, Wash., after an extended illness. He had been active with youth and athletics during a 40-year career with the Aberdeen school system. A native of Carrington, he joined the Aberdeen school district in 1928. He served in several capacities, including athletic director and principal. Surviving are his widow, three daughters, a brother, two sisters, four grandchildren and two sisters-in-law.

**Mitchel Papermaster, ex '32**, died February 23, 1969, in Los Angeles. A native of Grand Forks, he was a livestock dealer in North Dakota before serving in World War II in Germany and the Aleutian Islands. He was a prominent real estate broker and community leader in California. Surviving are his widow, three daughters, three sisters and two grandsons.

**Roy L. Larkin, ex '22**, died at Oakland, Calif., where he had resided the past 25 years. He was a former resident of Thompson, where his father was postmaster. Surviving are his widow, a stepson and stepdaughter and a sister.

**Elizabeth McIntosh, '23**, died in Salem, Ore.

**Fred V. Ashenbrenner, '50**, died April 25, 1969, in Los Angeles, Calif. He was West Coast national advertising manager for the Packer, a weekly newspaper in the fresh fruit and vegetable field. Born near East Grand Forks, he attended schools in that city, and was on the staff of the Grand Forks Herald until joining The Packer in 1951. He had resided in San Jose since 1962. Surviving are his widow, two sons, two daughters, three sisters and three brothers.

**Kathleen Robertson, '18**, died September 12, 1968, in a Veterans Hospital on Long Island, N.Y. She had worked at the Doran Publishing Co. in New York, and was an editor for McCall's magazine in the 1930's. She joined the WAC's in World War II.

**Mrs. Claude R. Holcomb (Evelyn Harriss, '26)**, died March 31, 1969, in Hastings, Neb. Surviving are her husband, **Claude R. Holcomb, '25**; a son and daughter, a sister and her mother.

**Judge William H. Hutchinson, '07**, died May 3, 1969, in Elko, Nev. He was a native of Alexandria, Minn., moving to North Dakota in 1886. He served as LaMoure city attorney, LaMoure county states attorney, and was a trustee of UND. He was judge of North Dakota's Third Judicial District from 1929 to 1956 when he retired.

**Maxwell M. Upson, '96**, died April 30, 1969, at Charleston, S.C. He was a developer and innovator in the reinforced concrete construction field, where he achieved top success. His father was a farmer in Traill County and was a large contributor to a fund which was raised to help the University through a financial crisis in 1895-96. Maxwell Upson held numerous patents in the reinforced concrete field and was president of Raymond International, Inc. In 1931, he was awarded an honorary doctor of engineering degree from UND. He was a generous benefactor to UND and contributed more than \$640,000. His contributions included the Maxwell Upson Scholarship Trust of \$200,000, and \$400,000 to a new engineering building at UND, with construction scheduled to begin this summer. The Upson Lectureship has been in existence at UND for the past two years. In 1957, the UND Alumni Association awarded Mr. Upson the Distinguished Service Citation "for achievements as a construction engineer, inventor, administrator and humanitarian."

**Mrs. Agnes Bjorklund (Agnes Sands, ex '33)**, died in San Jose, Calif.

## Alumni Hold Reunion in Washington, D.C.

UND alumni and friends in the Washington, D.C., area held a reunion at the Army-Navy Country Club in Arlington, Va., March 15, 1969. Col. Charles V. Christianson was chairman of the event.

Those in attendance included:

Mr. and Mrs. Darwin Crum, '58; Mr. and Mrs. Les Miller, '49; Mr. and Mrs. Doug McCombie (Patricia A. Baker, ex '65); Mr. and Mrs. Joseph P. Baker, '27; John C. Homme, '54; Cdr. and Mrs. Art Robertson, '23 (Frances Lambe, ex '23); Maj. and Mrs. Curtis D. Lee, '55; Lt. Col. and Mrs. Patrick J. Murphy, '51 (Mollie Lou Knudsen, ex '50); Teresa Murphy, '35; Cosette Nelson Solis, '29; Mr. and Mrs. Bob Munroe, '53 (Jewel Simmons, 46); Vernon E. Gardner, '38;

Mr. and Mrs. James H. Lambe, ex '32; Mr. and Mrs. Donn Hart, '35; Mr. and Mrs. Kester Hastings (Ruth Eastman, '31); President George W. Starcher; Mr. and Mrs. Victor T. Rykken, ex '41 (Katherine LaRoche, ex '36); Mr. and Mrs. James Meeker, '59 (Jane Sheridan, '59); David Hanson, '68; Keith Johnson, '68; Mr. and Mrs. Rollie Nelson, '33; Mr. and Mrs. Dave Anderson, '49; Mr. and Mrs. Harry Lindberg, '48 (Phyllis Minchow, '47);

Mr. and Mrs. Ed Weber, '50 (Patty Webb, '50); Marion Bird Webb, ex '23; Mr. and Mrs. Charles A. Gillett (Louise Page, '25); Dr. Paul B. Kannooski, '49; Lt. and Mrs. James W. Hallarn, '64; R/Adm. and Mrs. Richard B. Black, '26; Mr. and Mrs. Donald Squires, ex '35; Mr. and Mrs. Miklos L. Lonkay, '60; Lawrence A. Bjorklund, '66; Mr. and Mrs. Fredrik F. Fredlund (Helen Reis, '36); Mr. and Mrs. Bill Hillman, '29 (Helen Scott, '28); Dr. and Mrs. Chester Dietz, '41;

Mr. and Mrs. Adolph Cervenka, '43; Mr. and Mrs. Jim Fenelon, '51; Mr. and Mrs. Charles V. Christianson, ex '39; Genevieve Taylor, '32; Maud M. Dickinson, '26; Mr. and Mrs. J. L. South, ex '48; Mrs. Helen M. Dalness (Helen Stoffel, ex '38); Mr. and Mrs. Vern E. Johnson, '54; Mr. and Mrs. Marvin Permann, '62; Mr. and Mrs. M. J. Flynn; Frank Cervenka, '35; Mrs. Odd T. Jacobson (Georgia Brady, ex '43); Mr. and Mrs. Leo LaMotte, '63; and Mr. and Mrs. Fritz Pollard, Jr., '39.

**Charles Brammel, '68**, was married this spring to **Janet Rae Bakkegard, '68**. They reside in Bloomington, Minn., where she teaches junior high school and he is associated with an accounting firm.

## HOME COMING SCHEDULED OCTOBER 11

This is to alert you to the 1969 Homecoming at UND, scheduled for October 11, when the Sioux meet South Dakota State. Watch for details in future issues of the Alumni Review.

## Winners Named In Stewart Essay Competition

Winners of the second annual Stewart Essay Contest were presented their awards at an Alumni Days banquet May 15.

Winner of the \$1,500 first prize is Raymond Mozinski, a UND sophomore from Ardoch, who won fifth place one year ago.

Jean Sheppard of Grand Forks won the \$1,000 second prize, while Jim Hansen of Enderlin won the \$500 third place prize. Fourth place and \$300 went to Penny Sunwall at the UND-Williston Center, while the fifth prize of \$200 went to Richard Peterson of Mayville.

Winners of \$100 honorable mention awards are Elaine Berger, Tioga; Patrick Farmer, Minot; Anne Hoflen, Rutland; Kenneth Mozinski, Ardoch, and Philip Price, Langdon.

The contest is made possible by a \$100,000 trust established by Mr. and Mrs. Jack Stewart, Scottsdale, Ariz. The trust provides \$6,000 annually for awards, contest expenses and other University projects.