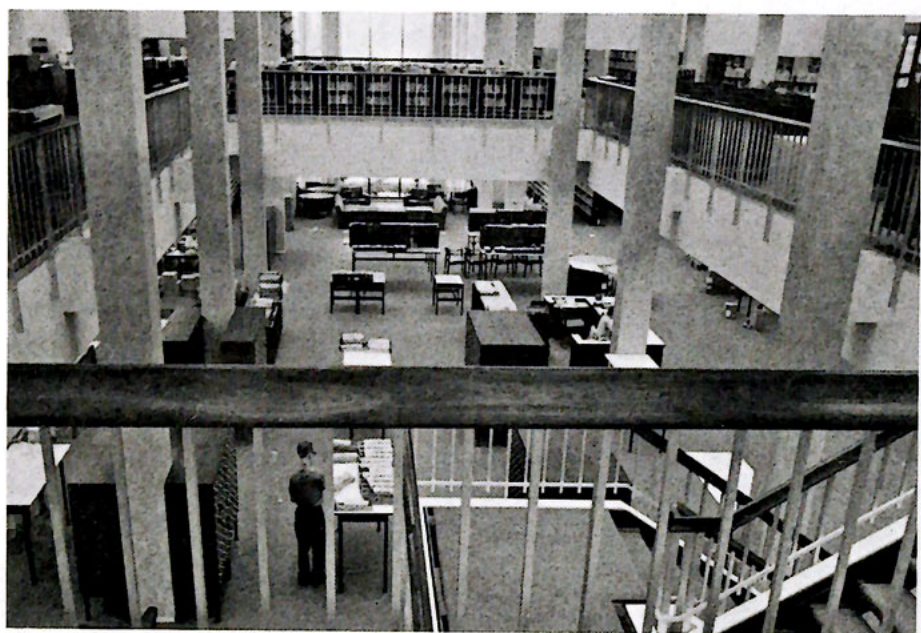
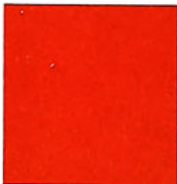


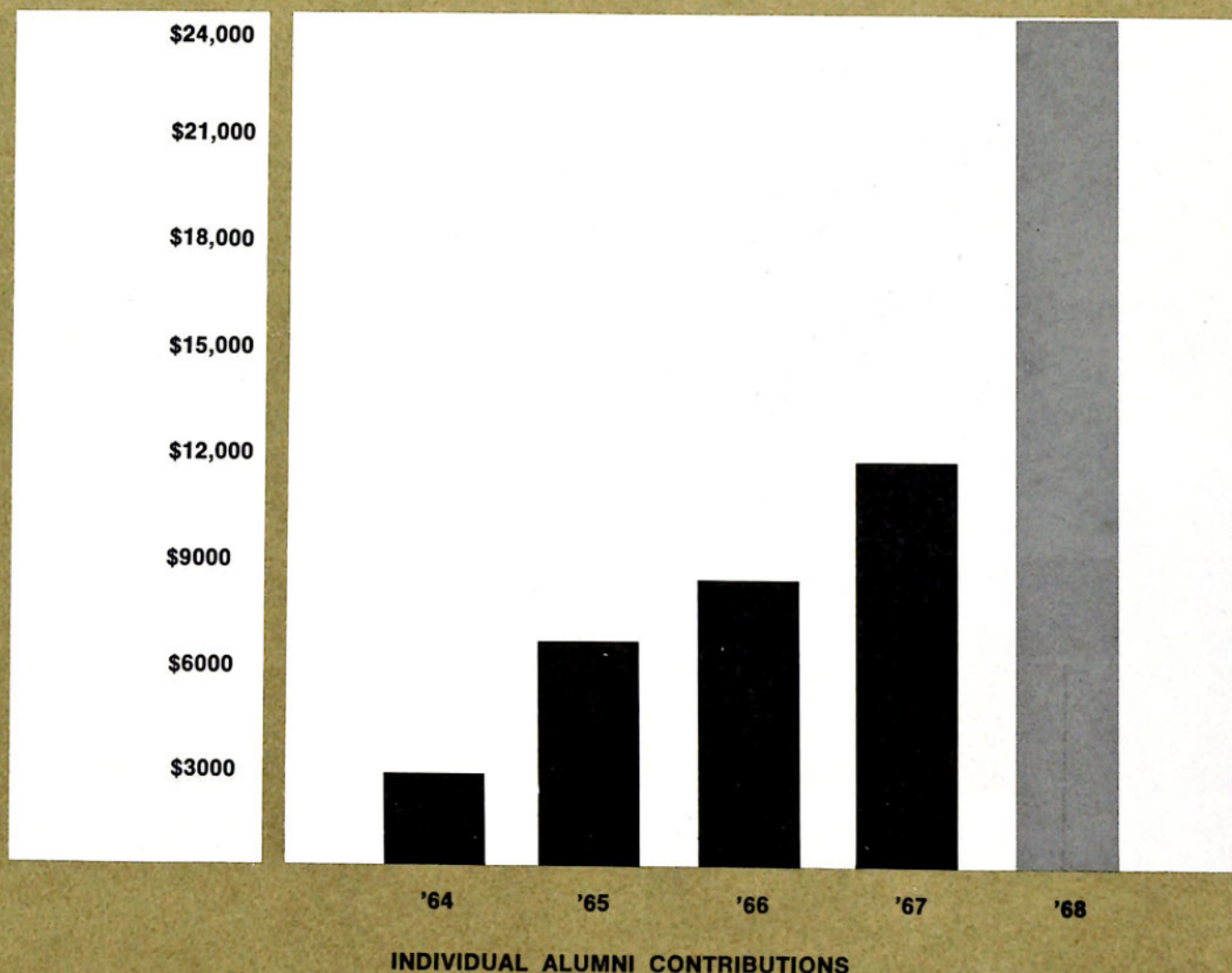
# The MUEZZIN



JUNE 1968 UNIVERSITY OF TAMPA ALUMNI MAGAZINE



# ALUMNI GIVING 1967



Total Alumni Contributions — 1967	\$30,646.57
Total Alumni Contributions — 1966	22,052.67
Increase in Gifts — 1967	<u>\$ 8,593.90</u>

## LET'S GO FOR DOUBLE IN '68



I 83

University of Tampa

# The MUEZZIN

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JUNE 1968

VOLUME 37, NUMBER 3



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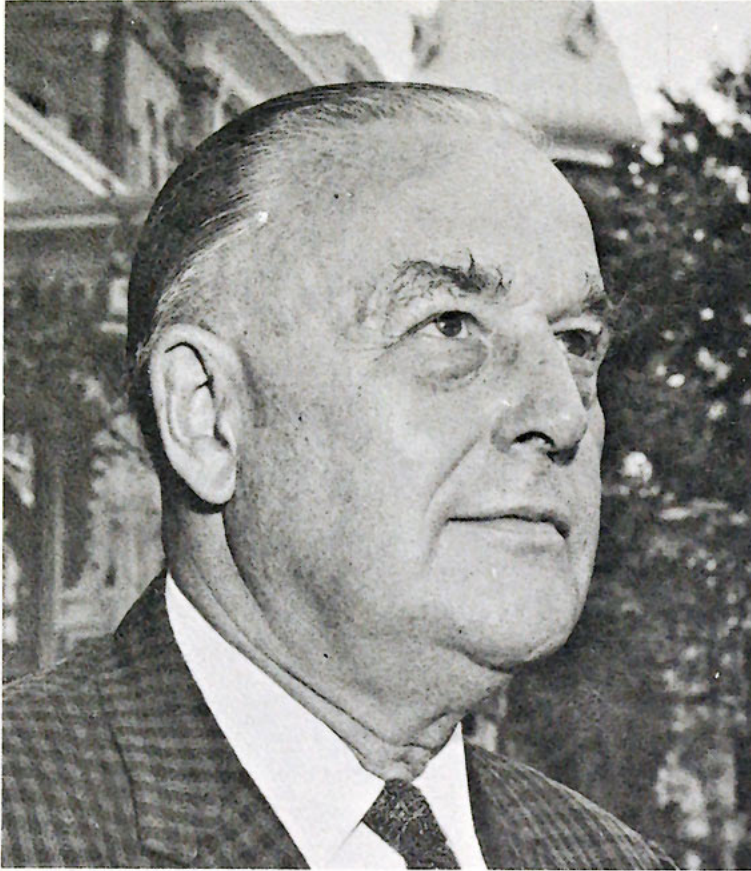
### The MUEZZIN



A montage of scenes of Tampa's new \$3,200,000 public library, on Ashley Street, just above Curtis Hixon Hall. In addition to books, the library lends records, movies and reproductions of paintings. (Photos courtesy of *The Tampa Tribune*.)

JUNE 1968 UNIVERSITY OF TAMPA ALUMNI MAGAZINE





## A Year of Achievement

This past year has been one of considerable accomplishment and the planting of seeds that should yield many beneficial developments in the years ahead.

A faculty committee has been working for some months under the sponsorship of the Vice President for Academic Affairs and will soon present to the entire faculty a revised curriculum that should achieve more relevance to the world in which the students will live after graduation, and more flexibility for choice by the individual student. I believe this will represent a major step forward for our total educational program.

Recent developments have almost completed the funding for construction of the new library, now estimated to cost \$1,325,000. The plans have been forwarded to the appropriate federal office since approximately one-third of the cost is being met with a federal grant. We expect the return of the plans by approximately June 1 and are hopeful to start construction in July. We would then plan to move into the new library in September, 1969.

The University received one of the largest gifts in its history when Mr. and Mrs. W. J. Barritt presented their home to the University for use as a President's residence. For almost ten years the present President's house has been on loan from Mr. and Mrs. James L. Ferman. The Barritt House is now undergoing renovation and redecoration and we hope to move into it sometime in June.

Of enormous significance in terms of the future of the University was acceptance of our bid

for 25 acres of Urban Renewal land just north of Phillips Field. This will almost triple the campus. We are exploring sources of funding for the first unit of a major dormitory complex for men to be built on this land and hope to have the first unit in use in September, 1969.

Between now and next fall we expect to clear the Urban Renewal area of streets and of brush, grade it, and construct a swimming pool and several tennis courts for the use of the students. Other plans for the summer include new quarters for the Department of Art in a building on the grounds of the new library, and enclosure of the patios at the Student Center to enlarge the dining space.

Meanwhile the Science faculty is working on preliminary plans for a new science building. Details will depend, in part, on changes to be made in the Science curriculum. The target date for completion is September, 1972, and the estimated cost approximately \$3,000,000.

As we close this year, the future is full of promise, but the present presents numerous problems, such as our need for additional equipment in many departments, particularly in Science. Most of our problems could be solved by additional University income. An expanded Alumni Loyalty Fund would assist materially.

*David M. DeLo*



# "The New Look Is Modified-Pro"

**SAYS COACH FRAN CURCI**

The Spartans' new coach, Fran Curci, brings a drive and optimism to his task of building up the football team at the University of Tampa to be competitive with the teams in the Southeastern Conference.

He confidently predicts that each home game at the new stadium will bring in 15,000 to 20,000 fans and that the Spartans will play their hearts out against the tough opponents lined up for next season.

## **Fans Are A Must**

Coach Curci points out that the community must play a part just as important as his own in the football buildup, since only the fans can lend the financial and moral support necessary to field a big-time team. He expects the University of Tampa to go the route of Tulsa, Houston and Miami in producing a strong team because there is the same community desire for outstanding football in the Bay area.

Although he predicts a winning team for the future, the coach isn't quite so optimistic about next season's prospects.

"The first year with a new coach is a period of adjustment," he explained. "Our team has new coaches and new offensive and defensive systems. We'll have to work the kinks

out. During spring training and our first games in the fall we'll be getting the feel of each other.

"Our primary purpose is to find the type of player to fit into our new style of football and we'll do that by recruiting. The strength of most football teams is based on the ability to recruit. We got a late start this year, but we plan to bring in about 20 boys this September—some of the best kids in the state and from other states too.

"Our team at present is restricted to 75 scholarships. However, the continued upgrading made possible by the Sword and Shield Club will keep adding scholarships, so that in a couple of years we'll be able to offer 100 or 125.

## **125 Scholarships Needed**

"Obviously, we can field a better team with more scholarships. The more players we have the tougher the competition will be. Athletes don't reach their maximum potential without maximum competition.

"We expect to join the NCAA within three to five years, but before we do, we'll have to be competitive in the strength of our team, as well as in scholarships. The only way we can become competitive is to attract more people to the stadium to

bring in money to help absorb some of the financial cost to the school."

The coach says Tampa fans will find the Spartans' type of play has changed completely. He will use a modified-pro system, with a split end and a flanker back. He's roughed out a balanced attack, in which the team's offense will be a combination of passing and running, with the stress on neither.

"I think it will be the type of football that people will enjoy watching," he says. "We call it modified-pro-type football, because, after all, you can't play pro-type football without the experience of the pros.

## **QB Is The Mainspring**

"Our whole offense will be based on the quarterback. We have three good boys to look over—Jim Del Gaizo, Joe Lavage, a mid-year transfer from Wichita State, and Dave Saladino. The one that comes out on top will be the one we go to war with. The other two will back him up, but there'll be very little quarterback substitution in our games.

"I'm sure the sports enthusiasts in Tampa will realize that it will take time to get our new system established—perhaps a year or two to get it off the ground. Then we expect to really roll."

## **Overmatching Essential**

When asked why our Tampa team is so overmatched, he said, "We're overmatched because it's necessary to start now to get on the schedules of the teams we want to play in the next few years. Scheduling football teams today is a long-range program and many colleges and universities are already scheduled well into the '70s.

"We're sure the Spartans went into some games last year knowing they couldn't win without a miracle, but they played their hearts out and never quit. We'll be bringing in the wins in the next few years. But I want these kids to see 20,000 fans in the stadium and to know these people are behind them."



The coaching staff that will help get the Spartans new system established includes:

**Bobby Carlton**, who will be in charge of the offensive line. Coach Carlton was born in Moultrie, Georgia, but grew up in Miami, where as head football coach at Miami High School he rolled up the impressive record of 29 wins, three losses and one tie. Miami was named the number one high school team in the country during his first year as head coach.

**George MacIntyre** will handle the defensive backs and do overall recruiting. He was born in Jacksonville and played football with Coach Curci at the University of Miami. He joined Miami's coaching staff five years ago and became their head recruiter.

**Charlie Bailey**, the only member of the former staff who joined the new staff, will handle the defensive ends and line backers. Coach Curci says, "He's been very helpful since I came here because he knows so many people and is such a likeable guy. He's made things much smoother for me. The players have a lot of respect for him and that's important."

Also on the new staff are three part-time coaches: **Rick Gillis**, who will handle the defensive tackles; **Reuben Mills**, who will work with the offensive guards and help Coach Bailey with the line backers, and **John Perry**, who will work with the receivers.

Everyone knows by now that Fran Curci came to the University of Tampa from the Univer-

sity of Miami, where he was assistant coach, working with the freshmen for five years and then becoming coach of the varsity ends in 1966.

While he was a student at Miami, he broke most of the school records as the team's quarterback and was named All-American in 1959.

#### Fran Played Pro Ball

After his graduation he played pro football for a year with the Dallas Texans, now the Kansas City Chiefs, before he was called up by the Army during the crisis at the time of the building of the Berlin Wall. He was stationed at Fort Eustis, in Newport News, Virginia, where he coached the football team and played quarterback. His team beat the Quantico Marines in a championship game at the Missile Bowl in Orlando, to become the number one service team in the world. Fran Curci was named the outstanding player.

When asked why he decided to turn to coaching instead of continuing to play pro football, he said that he had been away from the pros so long he felt he had lost ground and that he had injured his shoulder in play for his Army team. In weighing his future he felt that coaching was the place for him — a decision he's never regretted and one that's sure to benefit the University of Tampa.

#### The Curci Tribe

Pat Curci is a vivacious taffy blonde, with gray eyes, much more attractive than she appears in photographs. The four little Curcis, ranging in age from two to six, are lively little blondes with blue eyes.

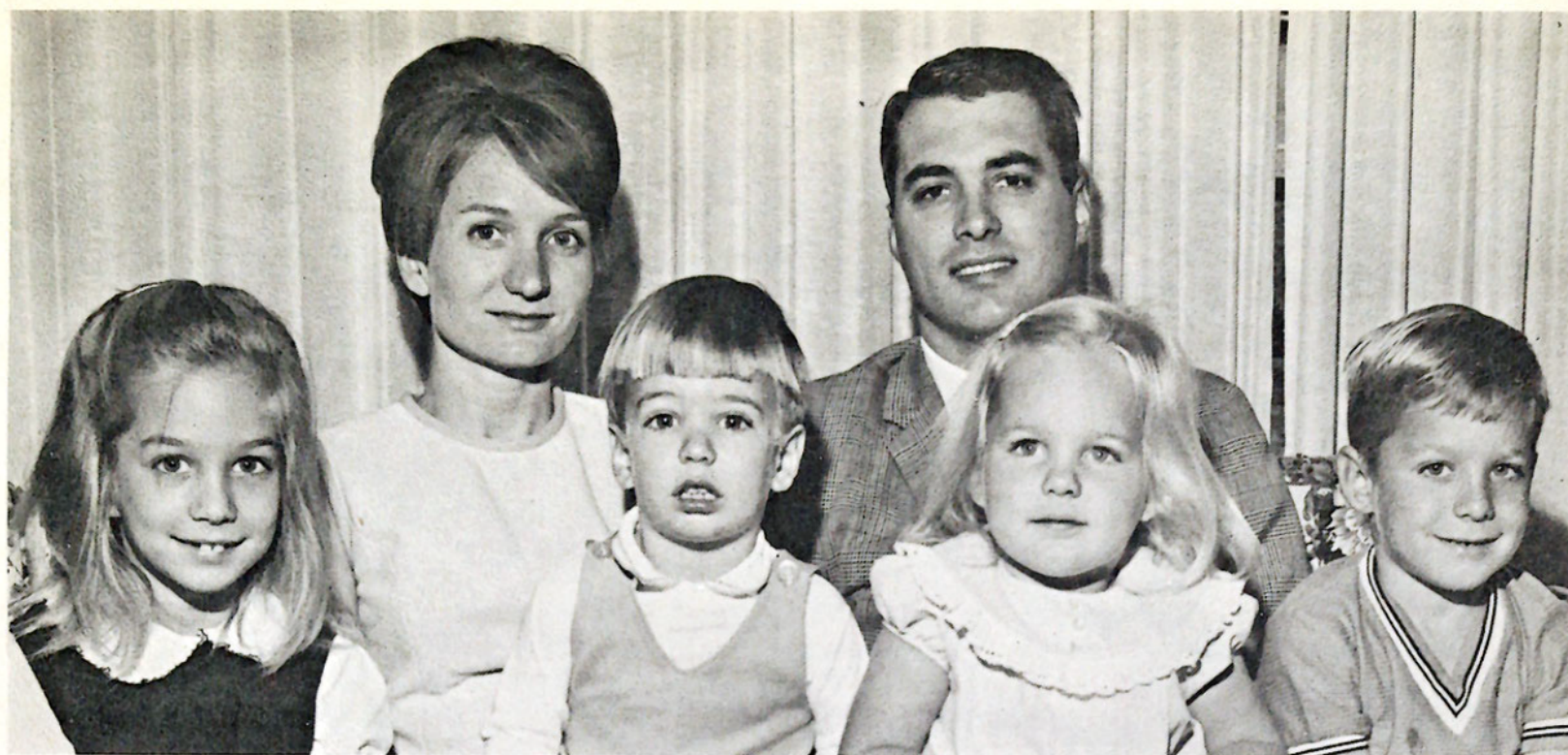
When we called on Pat in her new home in Temple Terrace, she was wearing a beige linen, mini-skirted dress, with gold buttons. Yellow square-toed shoes completed her fashionable outfit.

Pat is of German-Irish ancestry and grew up on the outskirts of Louisville, where her family still lives. She admits that she was somewhat taken aback when she joined her husband's big Italian family, but



Members of the new coaching staff, pictured in the Tampa Stadium shortly after their arrival from Miami in February. From left are Fran Curci, George MacIntyre and Bobby Carlton. They're busy revamping the Spartans. (Tampa Tribune Photo)





Pat and Fran Curci, with their children (from left) Angela, Timothy, Mary Theresa and Frankie. The family is busy exploring the beaches and picnic grounds in the Tampa Bay area. (Associated Press Photo)

quickly learned to love their warm friendliness and the family gatherings on the holidays.

She met Fran Curci when he was a senior at the University of Miami, at a semester break party given by his fraternity, Sigma Nu. At the time she was a stewardess for Eastern Airlines, flying on the jet flights out of Miami and New Orleans to New York, Detroit and Chicago.

Pat had never been on an airplane before she signed up with Eastern, but she wanted to travel and decided that was the job for her. She enjoyed the big cities, especially New York, and during her stopovers would go to the Broadway plays, visit the art galleries and shop in the big department stores.

#### Pat, The Stewardess

She was based in Miami and lived with five other stewardesses in a big nine-room house with a private swimming pool. She loved Florida living and her life of alternate swimming and sunbathing in Miami and flying off to the big cities every few days. But when she met Fran Curci she arranged her schedule to spend as much time as possible in Miami.

They were married after his graduation and lived for a year in Dallas while he played pro

football and then moved to Newport News, Virginia, while he was in the service. Pat enjoyed service living and would have liked for her husband to make it his career, but he was eager to get back to civilian athletics. When his tour of duty was over they returned to Miami and lived there until moving to Tampa.

#### The Silverliners

In Miami, Pat belonged to the Silverliners, a club of ex-Eastern stewardesses, which sponsored frequent social activities, with Fran often acting as master of ceremonies for their dances. Their major activity, however, was raising money to support the Montanari Clinical School for Disturbed Children. The club members "adopted" a boy and a girl for their special attention—taking them to dinners in restaurants, to the zoo and the movies.

Pat was devoted in her attention to these children. She says they responded wonderfully to the attention they'd never had at home and couldn't get on an individual basis at the school. Her work with them made her realize how fortunate she is to have bright and healthy children of her own.

While we talked, the four young Curcis wandered in to be

introduced. All of them are courteous and charming. Angela, the oldest at six, is a first grader at the Temple Terrace Elementary School. She's very self-sufficient, has already made many friends and was busy with her own important activities.

Frankie, a five-year-old kindergarten student, was quickly off with the neighborhood boys for his usual rough-and-tumble games.

Mary Theresa, a beautiful just-turned-four-year-old, had just awakened from a nap. She's a professional model and was photographed for the new Sears summer catalogue. A model agency in Miami saw her picture in the newspaper and called Pat to ask if Theresa could register for modeling assignments. She posed like a professional from the beginning.

#### Pat, The Homemaker

Two-year-old Timothy keeps Pat running during all his waking hours. He's an experimenter and an investigator, into something all the time. His mother says, "He looks like an angel—but he's the wildest one."

Pat said she'd spent most of the morning keeping the two little ones out of the way of the carpenter who was tearing out a wall to make a dining room

(Continued on page 16)



# Forsooth!

## Shakespeare Wrote His Own Plays

by Dr. Martin I. J. Griffin

**A**NOTHER FOREWORD: Things are not the same around the old Tampa Bay Hotel since the retirement of Dr. Guy G. Becknell in 1960. Emeritus Professor of Physics now, he was for nearly thirty years the faculty Cato, vigorously pointing out the decline of discipline, integrity and scholarship, in Rome, Tampa, and practically everywhere his stern forefinger happened to point. Generations of his students will remember the workmanlike simplicity with which he often awarded entire sections a grade of "F", and then suspended the teaching of Heat, Light or Electricity until he could beat enough mathematics into his students' heads to enable them to handle the simpler problems posed by Boyle's Law or the First Law of Thermodynamics.

6 Becknell's physics laboratory, it will be remembered, was hidden away in some obscure part of the basement, about where they'd kept the butter and other foods with low melting points used in the Tampa Bay Hotel kitchens. From this Delphic cave, Professor Becknell managed to isolate himself with Olympian, not to say Apollonian, serenity from whatever was going on in the offices and classrooms Upstairs.

And Upstairs, in Room 240, I was teaching a course in The Plays of Shakespeare, written by William Shakespeare. Downstairs, in his physics laboratory, somewhere between Heat and Light, Guy Becknell was muttering, in words of unmistakable clarity and some heat, that William Shakespeare was an ignorant horse-holder for the horses of the gentry outside the Globe Theatre, whose name Sir Francis Bacon used merely as a "front" to conceal *his* authorship of the Plays of William Shakespeare!

**T**O HAVE HAD Guy Becknell's respect and friendship in the teeth of our irreconcilable points of view on the Bacon-Shakespeare matter has been one of the enduring satisfactions of my own years at the University of Tampa. I am sure Guy misses my amiable skepticism, as I miss the brilliant and almost-convincing lectures which he gave to my Shakespeare classes each year, proving in exotic ways that Sir Francis Bacon bought off a country bumpkin from Stratford so that he could use his name on the title-page of the First Folio, and thus conceal in cypher his tongue-clucking commentaries on his mother, the Virgin Queene, Elizabeth I.

The enterprising editor of *The Muezzin* "volunteered" me in the last issue to "counter" Dr. Becknell's theories in this issue. Here we are. The gauntlet is thrown. The die is cast. We

now set forth to tell who done it . . . Francis, the Bastard of Windsor, or William, the Horseholder of Stratford?—*Martin Griffin*.

**T**HE THEORY that Sir Francis Bacon wrote the plays of William Shakespeare has been an enduring fiction since one W. H. Smith proposed Bacon as Shakespeare's ghost-writer in 1856. It is a theory which attracts chiefly those who cannot believe that a country boy from rural Stratford, who began his career in the theatre in a humble role, as most professionals in the theatre still do, could have encompassed all the "learning" implied by the range of special nomenclatures of war and the law and the sea and the schools and the places and the times and the tides and the curious behavior of Man which can be counted in the plays attributed to Shakespeare. Thus, the theorist reasons, only a man of acknowledged formal learning who has traveled extensively *could* have written the plays and poems and sonnets. And *who*, in all England, was more a prodigy of learning than the coldly cunning, facile, politic, and brilliant Francis Bacon?

But this game of "Author, author who's got the author?" can be played both ways.

**J**OHAN HENRY NEWMAN, in his "Idea of a University," advancing his notion of the value of liberal knowledge for its own sake, used Bacon as his antithesis, as the Father of Utilitarianism, of the useful, the harshly practical; the originator of the modern scientific method which concerns itself only with "facts" and proven facts.

Francis Bacon's mental temperament, his cold-bloodedness and his lack of moral scruple, his lack of fastidiousness and compassion in human dealing are evident in his life as in his essays—even on such subjects as "Love" and "Friendship." Could this man, who defended himself of charges of bribery as Lord Chancellor by saying that everybody else was corrupt, too, have been capable of uttering the noble lines of Portia on mercy, or of Othello on justice? Could this Bacon, who coldly betrayed his friend, Essex, to whom he owed so much, even have conceived the tender sensitivity of that "noblest Roman of them all," Brutus? Is there any evidence anywhere in the life of Bacon to show that he might have understood the vitality and exuberance of the wanton Cleopatra or the virginal, the passionate, the loyal Juliet?

Even Professor Becknell, with all the depth of his admiration for the genius of Bacon, de-



scribes Bacon as a traitor, a conspiratorial paranoic, and the deliberate murderer of his mother, Queen Elizabeth! Is it likely that such a man, busied about such affairs, even to gathering cowdung to fill his mother's coffin, could have told the stories of men and women with the compassion for the human plight which impregnates all the plays of William Shakespeare?

(It is, I suspect, because of this incompatibility of resolving Bacon's character and philosophy with the humanity of this "snapper-up of unimportant trifles," Shakespeare, that others who have convinced themselves that the fellow from Stratford could not have written such stuff, skew off into the search for proofs that Christopher Marlowe done it! But *that* detective story is another box of old bones altogether!)

**T**HE IDEA THAT Bacon's cryptogram was buried in the printing format and the lines and spellings of the First Folio of 1623 was given enormous impetus by the publication in 1887 of Ignatius Donnelly's *The Great Cryptogram*, a monument of organized nonsense. But the notion that the First Folio, or the Sonnets, contain a cypher revealing some juicy back-stairs gossip of Windsor Castle or the Tower of London has intrigued so many cultists that the Francis Bacon Society was formed to perpetuate it.

In the paperback edition of that most useful handbook *The Facts About Shakespeare*, on page 164, William Allan Neilson and Ashley Horace Thorndike give us what ought to be the final word on the subject: "Such cyphers are mutually destructive, and their absurdity has been repeatedly demonstrated. Either they will not work out without much arbitrary manipulation, or they work too well, and are found to indicate Bacon's authorship of literature written before his birth and after his death. Yet similar discoveries continue to be found." (*Italics mine*).

Dr. Martin I. J. Griffin, professor of English, came to the University of Tampa in 1947. A Philadelphian, he did his undergraduate work at Georgetown University and Loyola College and took his M.A. and Ph.D. at the University of Pennsylvania. Before World War II he taught at Villanova College, was regent of the graduate school at Canisius College and dean of the College of Arts and Science at Duquesne University. During the war he served with the Army Air Force Combat Intelligence and as a psychologist for the 194 General Hospital in France and England. Dr. Griffin is a former newspaper columnist and for six years has been moderator of the WFLA-TV program, "Perspective." His son, Martin Jr., is an assistant professor at Yale University and his daughter, Barbara (Mrs. Thomas C. Pierce), teaches in Safety Harbor. Here is the "biography" he submitted for publication:

"Having observed that many of his friends die dramatically from exercise in which they fondly engage 'to keep in shape,' Dr. Griffin prefers to remain a fat little Irishman who uses the beautiful Plant-Otis elevator to the second floor. He prefers night to day, since in daytime there are so many people about with diabolical admonitions to avoid all the good things of life in order to achieve a long and sterile life on Social Security. He has no healthful or socially-acceptable hobbies, and is, in general, ignored by the community."

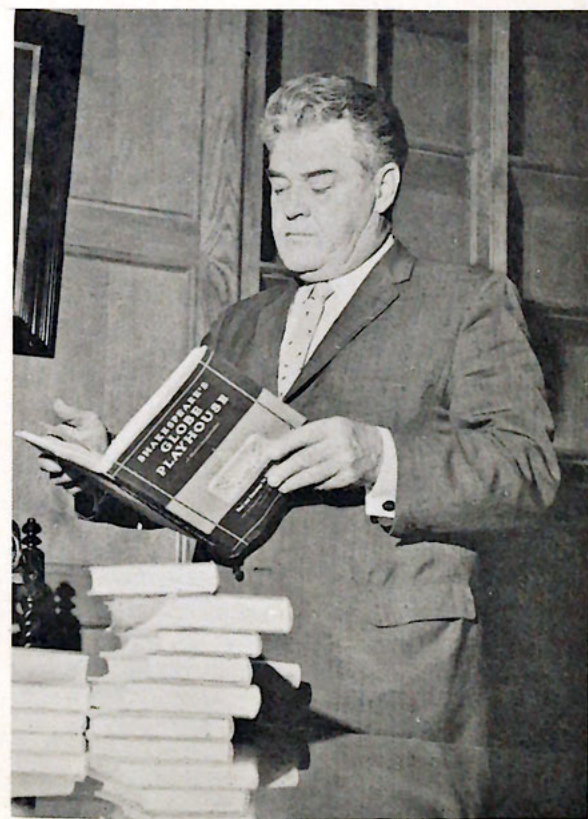
In 1957, William F. Friedman, who had been chief cryptographer for all agencies of the federal government during World War II, gave what should have been the *coup de grace* to the persistent vitality of the cult of Baconian cryptography. Utilizing all the resourceful knowledges of the professional cryptographer, the man who broke the coded messages of Imperial Japan, wrote, together with his wife, Elizabeth — a cypher-breaker in her own right — *The Shakespearean Cypher Examined*, in which he demonstrated the impossibility of all such theories.

**P**ROFESSOR BECKNELL'S essay in the March, 1968, *Muezzin* represents but a fragment of the total mass of materials he has collected through fifty years of unrelenting dedication to the Baconian Theory, and to the evocation, through the exercise of monumental ingenuity, of the achievements which he attributes to Bacon.

But scholarship in literary history requires something more than enthusiastic dogmatism. It requires documentation for that which is claimed as new, and chronological congruity with those names and dates and places whose validity is already established.

The keeping of vital statistics and the recording of the miscellaneous activities of even the most important personages in the sixteenth century was casual and happenstantial, and yet there are available far more historical and legal records of the career of Shakespeare-as-Shakespeare than there are for Bacon-as-Bacon-or-Anybody-Else. When claims are made, therefore, that Francis Bacon also wrote the works of Marlowe, Spenser, Montaigne, Sidney, Nash and others, the claims become not only incredible on their own merits, but romantically fantastic when checked against the clearly established historical

(Continued on page 8)





## SHAKESPEARE . . .

(Continued from page 7)

evidences of the validity of each author's claim to his own work.

In his enthusiasm for the versatility of The Moon-Man, Professor Becknell attributes to him the authorship of *The Mother Goose Rhymes*. It happens that I have long been interested in these derisive chants about real personages, flimsily concealed under the whimsical and sardonic rhymes which reflect nearly five hundred years of London history. That Old King Cole was a merry old soul first was recorded by Geoffrey of Monmouth (c. 1250); Mistress Mary quite contrary was that Mary, Queen of the Scots, of whom Elizabeth ridded herself long before she could have set about the business of birthing Francis Bacon.

Lucy Locket lost her pocket and Kitty Fisher found it in the time of Charles II (c. 1660). Lucy and Kitty were a couple of the extra-curricular girl friends of Charles II. Kitty was the smarter in edging Lucy out of the Gay Monarch's bed and climbing in herself. But that's another story.

One could add fifty more to the silver bells and cockle shells to prove the impossibility that Bacon thus chronicled events long before his birth and long after his death.

I know little about Freemasonry, and much less about whatever role Sir Francis Bacon may have played in organizing it, but Dr. Becknell makes it all sound very sinister, indeed. Perhaps now that Pope Paul VI has made Himself and the rest of us Catholics eligible for membership in the Shriners, we may solve this mystery.

MEANWHILE, William Shakespeare was born in Stratford in 1564 . . . and later on wrote some plays called Hamlet and Macbeth and Othello and Romeo and Juliet and . . . All's Well That Ends Well.



Dr. Richard Powell, class of 1939, and his family, gather in the yard of their home on Barcelona Avenue. From left are Win, a student at the University of South Florida; Bill; Mrs. Powell (Evanell), and Dr. Powell. Kneeling by the family's St. Bernard, Rembrandt, is Bruce.

## NEWS IN BRIEF

**Biological Center Opens:** The University of Tampa Center for Biological Studies, located on the 10-acre site of the former Limona Academy of Arts, Letters and Sciences, was dedicated on April 28. Robert V. Shulnburg, president of the Brandon Rotary Club, presented the keys to the newly completed Center to President David M. Delo. Erected with funds contributed by the Brandon Rotary Club, the Center will be used by the biology department as a field station and by the city of Brandon for community activities.

**Top-Notch Artists Series Scheduled:** The University of Tampa Theatre Artists Series presentations for 1968-69 will include two musicals, a comedy and a Spanish song and dance troupe. The season will open October 12 with a colorful production of "Carnival," a New York Drama Critics Circle Award Winner, followed on November 9 with a touring company production of the current Broadway show, "You Know I Can't Hear You When the Water's Running." The Jose Molina Bailes Espanoles will offer fast-moving flamenco, folkloric and ballet dances on February 27. And topping off the series on March 22 will be the musical, "Funny Girl," based on the life of Fanny Brice.

**Tampa Bay Art Center:** The exhibit "40 Now California Painters," originating with the Tampa Bay Art Center and the Ringling Museum of Art, will be shown during the month of August in Atlanta, at the High Museum of Art. The highly successful exhibit closed here on May 14 and will be scheduled at the Ringling Museum and at Florida State University before going to Atlanta.

Now on display in the lobby and corridors of Plant Hall is the show, "Southern Sculpture: 67," juried by the internationally famous sculptor Theodore Roszak. The exhibit is open from 7 a.m. to 10 p.m. weekdays and from 7 a.m. to 4:30 p.m. on Saturdays, through May 25.

The annual exhibition of student work from the University of Tampa art department is scheduled from May 20 to June 20 at the Tampa Bay Art Center.

In addition to a series of films, concerts and lectures the Art Center plans the following exhibitions in the fall: September—Photographers Kezys, McLeod and Medina; October—Members Salon and Invitational; November—Fantastic Realists of Vienna Today (Austrian Government exhibit), and December—Minor Masters of the Past.

**Open House Coming Up:** Professor James Bignell has announced that the Industrial Arts Open House will take place on May 20 from 8 a.m. to 5 p.m. at the Industrial Arts Building.



# Alumni Luncheon Set For June 1

Dr. Walter Lane, who has recently won high national honors, will be the speaker for this year's alumni luncheon honoring the class of 1943 on its twenty-fifth reunion. The luncheon is scheduled for 12:30 p.m. on June 1 at the Student Center.

The classes of 1948, 1953, 1958 and 1963 will also be in reunion and special tables will be set up so that members of these classes may sit together.

Dr. Walter Lane, class of 1961 and a Temple Terrace physician, was recently appointed by President Johnson to the Presidential Advisory Council for the Office of Economic Opportunity. Other members of the council include Vice President Hubert Humphrey, Sargent Shriver and Mrs. Robert McNamara.

Last year he was named one of the ten outstanding young men of 1966 by the U. S. Junior Chamber of Commerce for developing a simple way to detect bacterial infections and to test their sensitivity to drugs. His process makes it possible for doctors to conduct tests in their offices instead of referring patients to laboratories for analysis.

Dr. Lane is a graduate of Hillsborough High School, attended The Citadel, then spent five years in the Navy as a navigator-bombardier. After leaving the service he studied at the University of Tampa, received his B.S. degree here and went on to medical school at the University of Florida. He was the only member of his graduating class to become a general practitioner.

Mrs. Lane also attended the University of Tampa — she is the former Nancy Hoopingarner, of the class of 1957. The

Lanes and their three daughters live in Temple Terrace.

Not only will this year's luncheon feature an outstanding speaker, but Alumni Relations Director Ken Hance promises a gourmet menu. For \$2.25 per person you can dine on:

*Gulf Shrimp Cocktail  
Relish Tray  
Filet Mignon  
Broccoli Hollandaise  
Baked Potato with  
Sour Cream and Chives  
Greek Salad  
Strawberry Parfait*

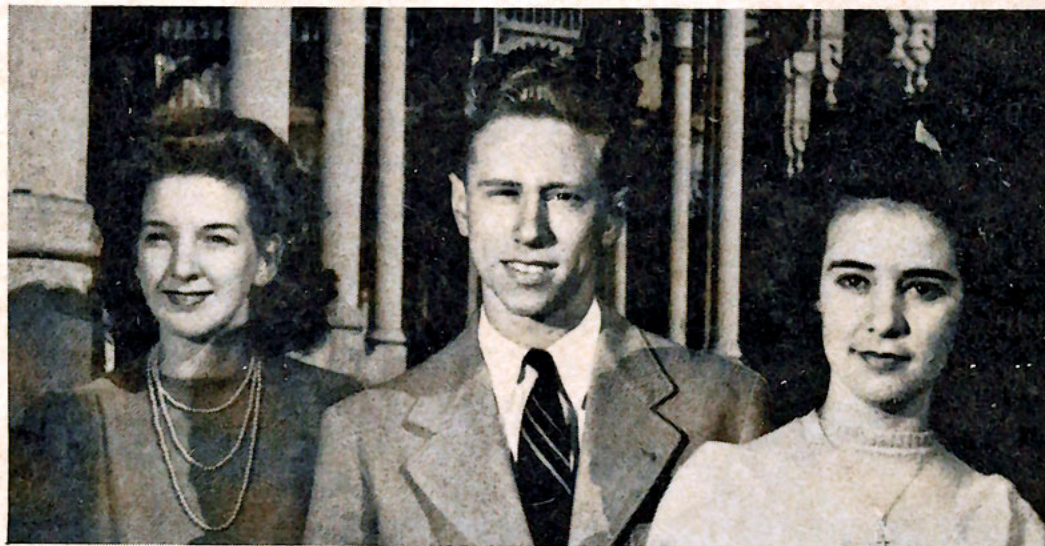
Among the guests at the head table, in addition to Dr. Lane and Captain Hance, will be President Delo, Dr. Stephen Speronis, Rabbi David Zielonka and Alumni Association President Lowell Freeman.

As usual, complimentary coffee and doughnuts will be available at registration and Western Civilization Corridor classrooms in Plant Hall will be opened at 11 a.m. for visitors.

This year's honor class was one of the smallest in the history of the University. Only thirty-five students were grad-

uated with the class of 1943, when enrollment on campuses throughout the country was drastically cut by World War II. But Captain Eddie Rickenbacker was speaker for the commencement exercises and he and author Marjorie Kinnan Rawlings received honorary degrees.

Graduates in the class of 1943 were: Rudolph L. Barker, Robert Bretz, George A. Burnham, Elsie Gill Coton, Olga V. Diaz, Kitty Sweat Gilmer, Dorothy Thonnesen Harper, Marianna Harrison, William J. Hayes, William J. Herbert, Arnold Holmes, Betty Holton, Thelma Jane Hughey Hewit, Edwin Kircher Jr., Carl Lauther, Nouna Hitchcock Lee (class vice president), Norman G. Light, Frank A. McDonald, Nita Medina, James F. Moore, Ruth Alene Morgan, H. Albert Moshell Jr., Willie Wallace Patnode, Sherman A. Reed, Gloria Runtor, Lucille M. Sara, Charles W. Slocum (president), Bessie Snaveley, Steven Solak, Mrs. W. H. Symmes, Fred Tramontana, Aida Vega, Henry Vega, Billy Webb and Kathryn Perdicaris Weed (secretary-treasurer).



Officers for the class of 1943, as they looked twenty-five years ago, are, from left, Nouna Hitchcock, vice president; Charles Slocum, president, and Kathryn Perdicaris, secretary-treasurer. This picture is from the 1943 Moroccan.



# Our First Graduate Reminisces

Dr. Miller K. Adams, the first graduate of the University of Tampa and first president of the Alumni Association, is also head of one of the University's First Families. He and his wife and both his daughters are Tampa graduates.

Miller Adams met his future wife, Carolyn Maness, in the very first class that enrolled at the fledgling junior college at Hillsborough High School. They "courted" all through college and were married after they were graduated in 1935.

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Their daughter, Millicent, is a *magna cum laude* graduate of the University, class of 1961, and now teaches at Lanier School. She led each of her classes at the University, won the Borden freshman prize, the Rabbi Zielonka award and was listed in *Who's Who in American Colleges and Universities*.

Jane, their second daughter, was graduated in 1963 and then earned her master's degree at Appalachian University in Boone, North Carolina. Jane taught for three years at Polk Junior College, then moved to Atlanta where she teaches high school history. While at the University of Tampa, she won the history award and was a member of Phi Alpha Theta.

Dr. Adams himself was graduated in June and hired to begin teaching physical education at the University in September of 1935. Only Rabbi David L. Zielonka, who started teaching when the University was a junior college, has been on the faculty longer than he has. Miller Adams also coached baseball and basketball here for ten years. The first state championship captured by the University was won by his baseball team in 1940.

He became head of the physical education department in 1942 and shortly afterward, in 1943, left to go to war. He was stationed for two years in Pearl Harbor, as a Naval communications officer on Admiral Nimitz' staff. When the war was over, he returned to the University—just as the big influx of students studying under the G. I. bill began.

In his thirty-three years here Dr. Adams has been a teacher, disciplinarian, coach, counselor and friend to almost two generations of students. When asked how the students of today compare with those of the thirties, he said he feels there is very little difference.

"In my day we were swallowing goldfish and signing peace pacts," he remembers. "Today students are letting their hair grow and burning draft cards."

"I'd say that 90 per cent of the young men in school in the thirties signed peace pacts. We thought that if everyone signed a pact not to fight, there would

Dr. Miller K. Adams, on the faculty since 1935, thinks students of today differ little from the students of the thirties.



be no more wars—but we all were in a war a few years later. The trouble was that the Russians, Germans and Italians weren't signing peace pacts.

"In the thirties the Communists, who had infiltrated the campuses of the country, were promoting the signing of the peace pacts. We didn't know this, of course, since we would be asked to sign by a respected student, who himself may have been duped by a Communist sympathizer. At times the lobby would be mobbed with students waiting to put their names to anti-war pacts.

"I believe that same Russian-inspired Communism is behind the rioting and draft-card burning today. Certainly the riots at Berkeley were Communist-inspired.

"We've had trouble with the Communists in this country since before the Bolshevik Revolution in Russia. I remember hearing as a kid how the Communists were infiltrating the trade unions and taking over the IWW—the International Workers of the World. They were trying to paralyze our war effort during World War I and they've been working in this country ever since. And, since the start of the Communist movement, they've tried to influence students.

"Back in the thirties, students wanted to express their feelings about the important issues and they want to express their feelings today. I think this, in itself, is healthy, but sometimes they choose immature ways to go about it."

Dr. Adams says that if he had to pick the biggest difference between students now and in his first teaching days, he'd say that in the old days they had a





The ladies of the Adams family are, left to right, Millicent, Jane and Mrs. Adams. Dr. and Mrs. Adams were graduated from the University in 1935, the girls in 1961 and 1963.

southern accent and now they have a northern accent. In the thirties the students were almost all local residents, now the majority are from out of state. But he says they show the same strengths, the same weaknesses and the same desires.

"Teenage is a time of act first and think later. Two heads may be better than one when it comes to filling out an income tax return, but in the dorm when two or more heads are put together it usually ends with someone thrown into the fishpond."

He knows about the fishpond only too well—he had the dubious honor of being dunked by students himself, when excitement ran a little too high at the University's first homecoming celebration in 1935. At the time, Dr. Adams was a brand new faculty member, little older than the students himself.

He recalls that the dunking party started as an acceleration of the usual hazing of freshmen by upper classmen. At intermission of homecoming dance, over-

exuberant upper classmen thought it would be fun to feed the freshmen to the goldfish in the pond in front of the University's main building. When the freshmen began counting heads they realized they outnumbered their tormenters and proceeded to throw the hazers into the pool. Dr. Adams and another faculty member rushed onto the scene to try to tame the celebrators—and into the fishpond they went. The next day brought stern words for the students and disciplinary action from the administration.

In spite of their rambunctious behavior on occasion, Dr. Adams recalls that the students of the thirties were deadly serious about getting an education. Money was scarce then, in the middle of the depression, and he estimates that at least sixty per cent of the students worked. He also thinks they were more physically fit than today's students because they got more exercise. In those days, no one had a car.

"Our students are wealthier now," he says, "but we live in

a more affluent society. I am convinced that they're softer than students were a generation ago. Nash Higgins calls radio, television, comic books, pulp magazines and movies the five mental flophouses. I'm afraid these very things have induced many of our students to lead a more sedentary life."

He feels the level of intelligence of the students remains about the same, but thinks that today's students are a more sophisticated breed and have much less school spirit.

"The thirties was the era of the football hero—admired by all the girls on the campus. The team was made up of local boys who were enthusiastically cheered by the local students. Today the football players are likely to be considered as hired hands and the campus queen will probably date the champion debater rather than the captain of the football team.

"I sometimes miss the old enthusiasm and razzle-dazzle," he said.



# 1967 Loyalty Fund Contributions

## Class of 1934

James M. McEwen  
Theresa R. Kommers  
Total: \$171.67

## Class of 1935

Miller K. Adams  
Julia Burns  
Dillard B. York  
Total: \$196.67

## Class of 1936

William A. Gillen  
John H. Smiley  
Total: \$110.00

## Class of 1937

John R. Edison  
J. Crockett Farnell  
Dorothy T. Glover  
Wilbur Gunnoe  
Kenneth P. Hance  
Julio McNenney  
Rudy Rodriguez  
Robert S. Tramontana  
Al Yorkunas  
Total: \$2655.02

## Class of 1938

Theodore Lesley  
Ray Newell  
Ernest A. Reiner  
James E. Turner  
Total: \$520.01

## Class of 1939

Mary Coarsey Baker  
Betty Jo Hance  
Truman Hunter  
Euphemia Jaeger  
Charlotte Rippey Klett  
Blanche McMullen  
W. R. McMullen  
Richard R. Powell  
Onelia Provenzano  
Total: \$1085.50

## Class of 1940

Spencer Diamond  
Ben W. Filipski  
Total: \$60.00

## Class of 1941

Anna Lazara Duncan  
Eustasio Fernandez  
Paul Hance  
James M. Ingram  
Ray Mabrey  
Paul J. McCloskey  
David C. Pinholster  
F. S. Clair Pittman  
Estelle S. Wallis  
Quinten J. Williams  
Francis A. Young  
Total: \$1400.85

## Class of 1942

Joseph Lee Duncan Jr.  
Miriam Quarles Hubbard  
Albert Jimenez  
Lola Wallace Pittman  
Olga E. Martinez Skokan  
R. F. Tinnaro  
Celeste and  
James Whitehead  
Total: \$165.00

## Class of 1943

James F. Moore  
Total: \$5.00

## Class of 1944

Jose I. and  
Margie Casal Gonzalez  
Maureen Robles McTyre  
Lester J. Ryals  
J. H. and  
Elizabeth Tanner  
Total: \$25.00

## Class of 1946

Betty Abrahamsen  
William F. Ebsary  
Malcolm Mick  
Samuel Sweat  
Myrtle V. Wiedman  
Total: \$513.51

## Class of 1947

Sam Agliano  
E. E. Bennett  
Fred Lenfestey  
Total: \$221.67

## Class of 1948

James T. Burt  
Julian K. Kessler  
Helen D. Jones  
Billy Mills  
Clyde H. Roquemore  
Total: \$398.34

## Class of 1949

Harry M. Hobbs  
Wallace Jenkins Jr.  
Ben W. Johnson  
Harold E. Lawber  
Glenn M. Philson  
Vincent Thornton  
Total: \$538.34

## Class of 1950

Sebastian Agliano  
Fernando Alonso  
Thomas E. Bissonnette  
Talbot C. Boudreau  
Bessie Benton Dean  
Tony Ippolito  
Frank L. Juan

Will V. McElheny  
Margaret P. Miller  
W. W. Richardson  
Frank Robinson Jr.  
Robert W. Turner  
Henry P. Zaranski  
Total: \$678.01

## Class of 1951

George R. Dam  
Paul W. Danahy Jr.  
John Diaz Jr.  
Miguel A. Diaz  
William Earl Hall  
Perry O. Keene Jr.  
Jack S. Menendez  
Frank Pupello  
Robert E. Scott  
Frank V. Selph  
Total: \$1095.35

## Class of 1952

Ralph Abrahamsen  
Ursula M. Hacs  
Nelda Sweat  
Total: \$17.50

## Class of 1953

Alfonso I. Dolcimascolo  
Hillery Jones  
Joseph R. Lopez  
Harry J. Seely  
Ralph Steinberg  
Melba R. Terrell  
Total: \$843.35

## Class of 1954

William W. Bennett  
Joseph P. Bodo Jr.  
Robert S. Boucher  
Robert E. Hancock  
Barbara B. Jeffrey  
Tony Provenzano  
Ernest E. Siek  
Ruth Roome Whitis  
Total: \$412.34

## Class of 1955

Robert E. Beach  
William T. Sams  
Marvin Scott  
William Valdespino  
Howard D. Walker  
Joseph J. Zalupski  
Total: \$530.01

## Class of 1956

B. J. Brown  
Richard I. Cole  
Dick Greco  
Robert Lovely  
Charles J. Meyer  
Walter V. Minahan  
Celestino Miranda  
Total: \$195.00

## Class of 1957

Rita McMackin Bodo  
Robert Brenner Jr.  
Roy L. Brumfield  
Sam Capitano  
Mary Ann Centinaro  
Charles R. Harte  
Vincent J. Mercadante  
Joan Strauman  
Robert J. Todd  
Manuel Yglesias  
Total: \$293.17

## Class of 1958

Joseph Andrews  
Edward Campbell  
Shirley C. Corliss  
Dan Costa  
Derrell R. Curry  
Charles V. Downie  
Charlotte J. Eden  
Robert L. Leal  
Marie I. Swingley  
Betty Wiley  
Total: \$584.01

## Class of 1959

Robert Florio  
Miriam Hirsch  
James E. Jeffrey  
Elvin Martinez  
Herbert E. Mason  
Elmer A. Nichols  
Joe F. Priest  
Total: \$223.67

## Class of 1960

Wade G. Birch  
Gerald W. Bobier  
Lowell T. Freeman  
James Lake  
Bartow Lysek  
Robert G. Stevens  
Richard Swirbul  
Ward Wooley  
Total: \$704.18

## Class of 1961

Joseph P. Boller  
Willard Fein  
William J. Hojnacki  
D. B. G. Hutchins  
Joseph H. Kerr  
Joan B. Nance  
Margaret H. Selph  
Robert R. Way  
Fred J. Woods  
Thomas W. Vann  
Total: \$553.01

## Class of 1962

William G. Brown  
Ralph Cosio  
Gilmore Dominguez

Ronald A. Govin  
John W. Hanna  
Nash Higgins  
Dan L. Johnson  
Andrew M. O'Connor  
Charles G. Possick  
Edmond E. Sims  
Maxine T. Tucker  
Drucilla T. Uiterwyk  
Total: \$980.35

## Class of 1963

Carl Roy Anderson  
Robert C. Bradley  
George A. Clement  
Col. and Mrs. George  
Church  
Eugene C. Green  
Lillian B. Lomax  
Will J. Scarborough  
Joan E. Snyder  
Mary Wotring  
Total: \$577.01

## Class of 1964

Aaron Dowd  
Timothy G. Hallway  
Sara Trent  
Lisbeth Calandrino  
Kalsmith  
Alice Carter Lawton  
Total: \$198.02

## Class of 1965

Harriet Agster  
Warren W. Brainerd  
Carl A. Forsberg  
John F. Gay Jr.  
Henry A. Hacs  
Eddie L. Johnson  
Judith French Keene  
Mary Penelope Lysek  
Richard R. Massey  
Jerome M. Meguiar  
Clarence L. Murphy  
Vincent E. Osborne  
William P. Vincent  
Total: \$84.50

## Class of 1966

Walter M. Burkett  
John M. Doherty  
Gary Garbis  
Haworth Hurt  
Adele Villamaire Rigby  
Harold Simmons  
John V. Whitbeck  
Total: \$70.00

## Class of 1967

Gerald Bielawski  
Donald M. Esposito  
Robert L. Lovelace  
Total: \$206.00



# Top The '66 Total By Over \$8500



## CRESCENTEERS 1967

(Alumni who have contributed \$100 or more.)

Sam Agliano  
Sebastian Agliano  
Tom Bissonnette  
Gerald Bobier  
Joseph P. Bodo  
Robert S. Boucher  
Talbot C. Boudreau  
Robert C. Bradley  
James T. Burt  
Edward Campbell  
George A. Clement  
Ralph Cosio  
Paul W. Danahy Jr.  
John Diaz Jr.  
Miguel A. Diaz  
Alfonso I. Dolcimascolo  
Aaron Dowd  
Charles V. Downie  
William F. Ebsary  
John R. Edison  
J. Crockett Farnell  
Lowell Freeman  
William A. Gillen  
Ronald A. Govin  
Eugene C. Green  
Wilbur Gunnoe  
Kenneth P. Hance  
Paul and Betty Jo Hance  
John Hanna  
Charles R. Harte  
Nash Higgins  
Harry M. Hobbs  
George Truman Hunter  
D. G. B. Hutchins  
James M. Ingram  
Hillery Jones  
Perry O. Keene Jr.  
Julian K. Kessler  
Theodore Lesley  
Joseph R. Lopez  
Robert L. Lovelace  
Raymond Mabrey  
Elvin Martinez  
Paul J. McCloskey  
James M. McEwen  
W. R. McMullen  
Jack S. Menendez  
Charles J. Meyer  
Malcolm Mick  
Ray Newell

Glenn M. Philson  
Pi Kappa Alpha  
David C. Pinholster  
F. S. Clair Pittman  
Frank Pupello  
Quarterback Club  
Ernest A. Reiner  
Frank Robinson Jr.  
Rudy Rodriguez  
William T. Sams  
Marvin Scott  
Harry J. Seely  
Mrs. Edward B. Sims  
Spartan Alumni Enterprises  
Ralph Steinberg  
Robert G. Stevens  
Richard C. Swirbul  
Vincent Thornton  
R. F. Tinnaro  
University of Tampa  
Alumni Association  
T. W. Vann  
Quinten J. Williams  
Fred Wood Jr.  
Dillard B. York  
Al Yorkunas  
Joseph J. Zalupski

## CORPORATIONS

The following corporations have contributed to the University through the matching gifts program:

Bankers Life Company  
G. & E. Construction Corporation  
General Electric Company  
General Telephone Company  
of Florida, Inc.  
International Business Machines  
Corporation  
Marine Bank and Trust Company  
Metropolitan Life Insurance  
Company  
National Biscuit Company  
Foundation  
Owens-Corning Fiberglas  
Corporation Foundation  
Pilot Life Insurance Company  
The B. F. Goodrich Company  
The Thomas & Betts Charitable Trust

TOTAL \$3938.50

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## TOTALS

Individual Alumni Gifts .....	\$13,616.56
Alumni Association .....	10,500.00
Godwin Memorial Scholarship .....	181.51
Matching Gifts (Included in class totals) .....	3,938.50
Miscellaneous .....	2,410.00
GRAND TOTAL .....	\$30,646.57

## DIRECTOR'S MESSAGE

The University has learned that the plans for the new library have gone to Washington for approval and construction is expected to start in July. Your gifts have helped make the library possible. Alumni giving for 1967 far exceeded expectations. Congratulations to all who gave.

*Ken Hance*



# THE *Muezzin* NOTES

1958

1946

Myrtle V. Wiedman is now teaching at the Riverhills Elementary School in Temple Terrace. She attended Kent State University in Kent, Ohio, and taught in Belmont County Schools before coming to Tampa. Later she was on the teaching staff at the Cleveland Elementary School here for eighteen years. Mrs. Wiedman is the organist at the Broad Street Christian Church and also teaches a Sunday School class there. She is a member of Chi Chapter of Delta Kappa Gamma.

1949

Frederick A. Webb has been promoted to divisional merchandising manager for the Southeastern Division of Glenmore Distilleries Company, with Florida, Georgia, South Carolina and Tennessee as his area. He has been with the company since 1961.

1952

14

Wallace W. Blackburn, past president of the Clearwater Chamber of Commerce, has received the David Bilgore Memorial Award for 1967. The annual award is presented to the civic worker who best serves his community above and beyond the requirements of his regular work. With his brother, Mr. Blackburn owns a paint and land development firm in Clearwater. He is listed in *Outstanding Young Men in America* and is a member of Phi Gamma Delta.

1953

Dr. Richard T. Dillon has been selected by the Stetson University board of trustees to become dean of the Stetson College of Law in St. Petersburg in September. He is presently assistant dean and has been a member of the faculty since his graduation from the College in 1957. He also studied at the University of Florida and New York University Law School. Dr. Dillon was valedictorian of his class at the University of Tampa and was graduated *cum laude*. He is a member of Tau Kappa Epsilon fraternity.

1955

Robert E. Beach has been appointed by the governor to a new judgeship of the Sixth Judicial Circuit. A St. Petersburg attorney, he has been an active Republican party worker for several years and served as Pinellas county campaign manager in 1964. Judge Beach is a graduate of the Stetson College of Law, former president of the Pinellas Trial Lawyers Association and is vice president of the Stetson Lawyers Association. He majored in history and English at the University of Tampa.

Eleanor Ebsary Coleman has been commended by the Duval Board of County Commissioners for her work in recreational programming for the handicapped. She has been director of the Sunny Acres Day Camp for Handicapped Children, in Jacksonville, since it opened four years ago. In a letter to the Commissioners, the director of the American Association for Health, Physical Education and Recreation called Mrs. Coleman "one of the real pioneers . . . initiating innovative and exemplary programs that have served as models for others around the nation." Mrs. Coleman taught at the University of Tampa for two years after her graduation and then went to New York University to study for her master's degree.

Ted Couch has been named president of the Northside Bank, where he has been executive vice president since March, 1967. He joined Northside's predecessor, the First Industrial Savings Bank, in 1956, starting as a bookkeeper. Promotions through the years led to his being an officer in every department of the bank.

1956

Assistant State Attorney Joseph Thury, who is also an Air Force Reserve lieutenant colonel, recently made an orientation flight in an F-4C Phantom jet at MacDill AFB. He became America's sixth-ranking air war ace during World War II, with 28½ kills over Germany to his credit, and has retained his interest in aviation.

Ann Aulick Fuller (Mrs. Harold Fuller) was crowned Beta Sigma Phi sweetheart by band leader Bob Crosby at the annual Central Brevard Sweetheart Ball in Titusville in February. She formerly taught in Grover Cleveland and Orange Grove Schools in Tampa, but now lives in Cocoa Beach, where her husband is a NASA engineer. Mrs. Fuller was named "Woman of the Year" last year by Eta Epsilon chapter of Beta Sigma Phi, which sponsored her in the heart benefit dance.

1957

Dr. David E. Hernandez has been appointed associate professor in the College of Education of the new Florida Technological University in Orlando. He received his masters and doctorate degrees from Florida State University and is a member of Phi Delta Kappa fraternity. Dr. Hernandez was director of the Head Start program for Hillsborough County and director of Project Upward Bound at the University of South Florida. He is listed in *Outstanding Young Men in America* and *Civic Leaders of America*.

Juan D. Cruz Jr. has received the outstanding citizen award for 1967-68 from the Tarpon Springs Moose Lodge for his services to the children of the community. He has been youth center director and supervisor of the Tarpon Springs recreation program for the past two years. Mr. Cruz teaches Spanish at the Tarpon Springs High School, where he is sponsor for the senior class. He is a former president of the Foreign Language Teachers Association of Pinellas County.



Eugene Patrick Henry has joined Lederle Laboratories, a division of the American Cyanamid Company, as a medical representative in the St. Louis District. He recently completed a training course at Lederle Laboratories in Pearl River, New York.

1959

Jean Morris is hostess for the fast moving "Party Line" women's show on WINQ Radio every day, from Monday, through Friday from 12:35 to 1:00 p.m. Listeners telephone Party Line to ask questions or to offer hints on cooking, shopping, fashion, hobbies and children. Mrs. Morris is listed in *Who's Who Among American Women* and in *International Biographies*. She is active in American Women in Radio and Television and the Tampa Advertising Club.

Manuel Gerald Alvarez Jr. has been elected vice president and cashier of the Commercial Bank of Tampa. He attended the University of Tampa in 1958-59 and joined the Commercial Bank in 1966 after other banking experience.

1960

Wade Birch is a counselor in the Dean of Student's Counseling Center at Indiana University in Bloomington. He also serves as academic advisor to a group of freshmen and as a Veteran's Administration counselor in cooperation with the Indianapolis Regional V.A. Office.

Jimmy Reinhardt, formerly a realtor with Al Green, has opened his



own office at 6830 S. MacDill Avenue. He has specialized in Tampa real estate since his graduation from the University in 1960.

## 1961

**Maj. Donald L. Silvey** is stationed at Wright-Patterson AFB, Ohio, where he serves as instructor at the Air Force Institute of Technology. He recently attended the Air University academic instructor course at Maxwell AFB, Alabama.

**Jack and Sally Jenkins**, nationally known singing team, appeared at the Florida Citrus Showcase in Winter Haven in February and in a concert at Florida Southern College, in Lakeland, in March. Their act includes medleys from Broadway musicals, operatic arias, folk songs and current hits. They met at the University of Tampa where she was the former Sally Wallace and he was enrolled as John Herbert Jenkins, voted the "most talented" in his class.

**Capt. George March** has been cited for helping his unit earn the U. S. Air Force Outstanding Unit Award for assisting in the evacuation of refugees from Middle East countries during the hostilities in June, 1967. Captain March is a security police officer in the 7206th Support Group, Athenai Airport, Greece.

**Capt. Gale E. Elwer** has been assigned to Griffis AFB, New York, as a member of the Air Force Systems Command. He recently received a masters degree in reliability engineering from the Air Force Institute of Technology's School of Engineering in Dayton, Ohio.

## 1962

**Sigfrid N. Johnson** has been promoted to assistant vice president and manager of the data processing department of the Exchange National Bank of Tampa. He joined the bank as a runner in 1957 while attending the University of Tampa and later assisted in the bank's conversion to electronic data processing. He was promoted to assistant cashier in 1964.

## 1963

**Lt. Col. Alan D. Briggs** has been transferred from Athens, Greece, to the Tuy Hoa AB, Vietnam, where he has taken over command of the 31st Services Squadron. Colonel Briggs studied at Ohio State University and the University of Maryland before receiving his B.S. degree from the University of Tampa. He earned his master's degree from George Washington University, Washington, D.C.

**Ann Scott Epling** has been named assistant executive director of the Winter Haven chapter of the American Red Cross. She was formerly a senior caseworker on the staff of the Tampa Red Cross chapter.

## 1964

**Charles Richard Lee** has gone to Fredericton, New Brunswick, to become a research scientist for the Canada Department of Agriculture. He received his PhD degree in agronomy and soils in early May from Clemson University, Clemson, South Carolina, and also earned his masters there in 1965. Mr. Lee is married to the former Nancy Giles, a student at the University of Tampa in 1962-63.

**Second Lt. Robert F. Miller** received the silver wings of an Army aviator in March, upon completion of a helicopter pilot course at Hunter Army Airfield, Georgia. Before entering the Army in March, 1966, he was employed by Montgomery Ward, in Tampa. Lieutenant Miller is a member of Tau Kappa Epsilon and Delta Sigma Pi fraternities.

## 1965

**Capt. Clayton H. Moore**, Army Medical Service Corps, was promoted from first lieutenant in March at the Walter Reed Army Medical Center, Washington, D. C., where he is now stationed. He was transferred in February from Fort Benjamin Harrison, Indiana, where he attended the U. S. Army Adjutant General's School.

**Air Force Capt. Edward J. Sadlowski** has been selected for promotion to major and has received the Air Medal at L. G. Hanscom Field, Massachusetts. He was cited for outstanding airmanship and courage on important missions under hazardous conditions in Southeast Asia.

**Col. Joseph A. Vaughan Jr.** has received the U. S. Air Force Commendation Medal at Kunsan AB, Korea, where he commands a detachment of the 475th Tactical Fighter Wing. The colonel attended the Georgia Institute of Technology, but received his B.S. degree from the University of Tampa.

**Airman Gerald R. Kutzman** has completed basic training at Lackland AFB, Texas, and has been assigned to the Air Force Technical Training Center at Keesler AFB, Mississippi, for schooling as a communications-electronics specialist.



## 1966

**Second Lt. Walter W. Brown** has been transferred from Norton AFB, California, to Wiesbaden AB, Germany, where he will serve as personnel officer to a unit of the Air Weather Service. He received his commission in 1966 upon completion of Officers Training School at Lackland AFB, Texas.

**Second Lt. James E. Hoff**, has been awarded the Air Force commendation medal for meritorious service at Ubon Royal Thai AFB, Thailand, in support of aircrews flying combat missions over North Vietnam. He is now stationed at Robins AFB, Georgia, where he is a logistics officers with the Warner Robins Air Material Area.

## 1967

**Karl H. Schmitz** has been commissioned a second lieutenant in the U. S. Air Force, upon graduation from Officer Training School at Lackland AFB, Texas. He is now stationed at Tyndall AFB, Florida, for training as a weapons controller.

## RECENTLY MARRIED

**Ronald Louis Cinnamon**, '58, to Linda Bruce Cline, on April 6 at the Union Methodist Church in Dunedin. Mr. Cinnamon received his masters degree at the University of Mississippi and is a teacher at Madeira Beach Junior High School.

**Doris Behnke**, '63, to Lieutenant G. William Kuchenthal, on April 13 at the MacDill Air Force Base Chapel. She is a member of Alpha Chi Omega sorority and is a teacher at Twin Lakes School. Lt. Kuchenthal is stationed at MacDill.

**Nancy Elizabeth Berenguer**, '65, to Chauncey Leo Barnes, in February at the Chapel of the Venerable Bede, Coral Gables. Mr. and Mrs. Barnes will live in Miami.

**Gregory Edward Matthews**, '67, to Kathleen Marie Loritz, who attended in '66-'67, in February at St. Stephens Catholic Church, Hollywood. They will live in Rockville, Maryland.

**Helene Roseann Caltagirone**, '67, to Donald Edward Morris, '68, on May 3 at the Sacred Heart Catholic Church. The bride is a member of Delta Phi Epsilon sorority and is a teacher at Gorrie Elementary School. She was presented as a debutante at the 1966 ball of the Krewe of Venus. Mr. Morris is a member of Delta Sigma Pi. He served four years with the U. S. Navy and is now employed as a sales representative.

**Diane Marinas**, '67, to Miguel M. Fundora, '68, in February at the St. John Presbyterian Church. Mrs. Fundora is teaching at Hillsborough High School and he is employed by the Columbia Bank.



(Continued from page 5)

big enough for the family. The Curcis moved into their new home the first of March and are still busy redecorating and rearranging. Two of the living room chairs were out being reupholstered in shades of blue and green.

Pat likes cool colors and her living room is done in soft tones of green and white. Throughout the house are cushions, chair covers and accessories in bright orange.

She likes traditional furniture, mixed with a few antiques, and likes to buy old pieces and refinish them. Her latest prize is a small French Provincial wrought-iron chair which she plans to have gold leafed and then cover the seat in velvet.

#### Both Like to Entertain

Entertaining is difficult for the Curcis, with four small children to care for, but they do try to give two big parties each year. They both prefer to have small dinner parties when they entertain, so that they have a chance to visit with all the guests.

At these dinner parties, Pat serves the coach's favorite Italian food. She loves to cook and learned her Italian recipes from Fran's mother and other relatives.

His favorite menu, and one she often uses for parties, is Lasagne, Italian green beans, salad and Key Lime pie. She says Fran first discovered Key Lime pie at a Miami restaurant and liked it so much that she finally finagled the recipe from the chef. Now the pie is a specialty of the Curci kitchen. She also likes to cook spaghetti, eggplant dishes and all kinds of marinated Italian vegetables.

Fran is the pizza expert and makes the crust and sauce from scratch—turning out a very popular product.

Both Pat and Fran enjoy excursions with the children and when he has a rare day off, the whole family goes to the beach, on a picnic or sightseeing in the Tampa Bay area.

## BIG LEAGUE FOOTBALL COMES TO FLORIDA'S SUNCOAST

Guest Editorial by Dave Tillack



Even before the dust has settled at the baseball spring training camps across our state, football news has begun muscling its way on to the front pages of America's sports sections. The coming football season has taken on a special meaning and excitement for Tampa fans — a new Stadium, a new coach, a new outlook, new prospects.

However, it is not the University of Tampa football program I want to discuss now.

Some months ago a group of young men in this community, the Tampa Jaycees, concerned with Tampa's seemingly apathetic sports attitude, unhappy with the statements that the only thing Tampans would support is wrestling and auto racing, worried about how the mortgage on the new stadium would even be met, took a big gamble. To make a very long story very short, they contracted with the Washington Redskins and the Atlanta Falcons to play the opening pre-season game in the Tampa stadium. One hundred of these young men got together and signed a note for \$30,000 which was used for a guarantee to the teams.

This is where you come in. The importance of making this game an overwhelming success cannot be overstated. People all over the country will be watching Tampa to see if the city will support a first class sporting event. All the pro teams will be watching to see if it would be worthwhile for them to bring their teams to Tampa. Specifically, the Packers and the Colts want to see if this game does well. Officials who award post-season college games will be watching with great interest. AFL (American Football League) representatives looking for an expansion city will be here to see what kind of support this game receives. As you can see, a lot more is at stake with this game than whether or not the Tampa Jaycees make any money for charity. Or even whether or not they lose the \$30,000 they have guaranteed. The sports future of the entire Suncoast is at stake and your support is needed.

Why don't you make plans now? Talk to your group. Talk to your friends. Let's get excited about this game. Let's go ahead and get our tickets now and get good seats for a change. It's going to be a great game and you will see some great stars — Sonny Jurgensen, Tommy Nobis, Tommy McDonald, Junior Coffey, Bobby Mitchell, Charley Taylor and great coaches — Otto Graham and Norm Hecker.

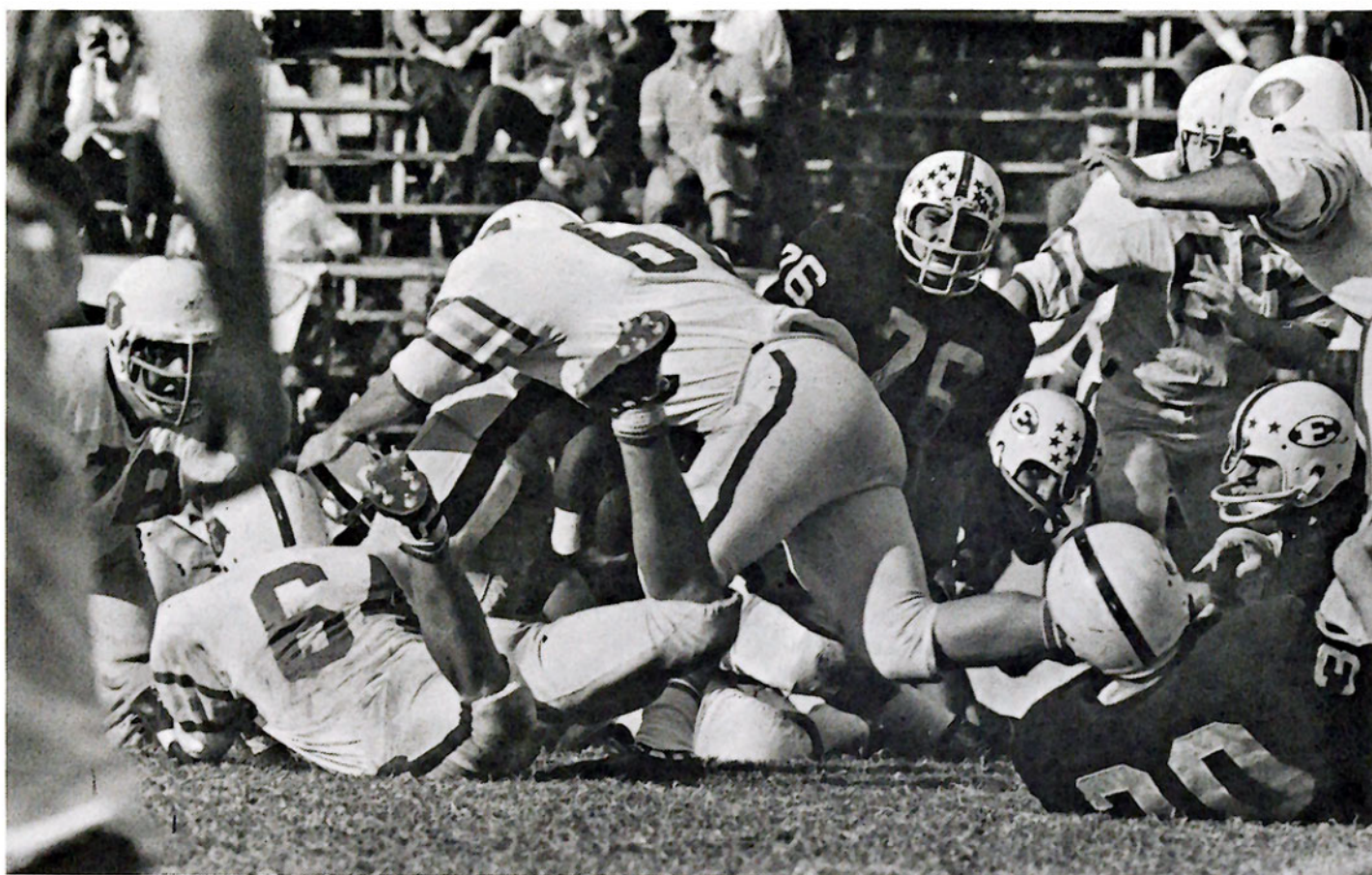
The game will be played Saturday night, August 10 — tickets are \$5.00 each. Stop by the ticket office at the stadium or send your order to the Tampa Jaycees, P. O. Box 420, Tampa.

Pat tries to take one day off a week for herself, to keep up with interests of her own. Last year she took modern dancing lessons, but after her years of ballet training she found the movements too jerky for her taste. This year she's enrolling in piano lessons. Fran's mother has just given them a piano and Pat can't wait to start lessons.

Also, she loves football and will be on hand to cheer the Spartans at all the football games, both in Tampa and out-of-town. Right now she's looking for a reliable sitter to leave with the children, so she will be free to go away for weekends. She's crossing her fingers that she'll make it to the opening game in Santa Barbara.



# Football - Spartan Style



## UNIVERSITY OF TAMPA 1968 FOOTBALL SCHEDULE

SEPTEMBER	21	UNIVERSITY OF CALIFORNIA AT SANTA BARBARA	AWAY
	28	UNIVERSITY OF AKRON	HOME
OCTOBER	5	TULANE UNIVERSITY	AWAY
	12	UNIVERSITY OF CINCINNATI	AWAY
	19	EASTERN MICHIGAN UNIVERSITY (HOMECOMING)	HOME
	26	MICHIGAN STATE UNIVERSITY	HOME
NOVEMBER	2	NORTHERN MICHIGAN UNIVERSITY	HOME
	9	EAST CAROLINA UNIVERSITY	AWAY
	16	SOUTHERN ILLINOIS UNIVERSITY	HOME
	23	UNIVERSITY OF SOUTHERN MISSISSIPPI	HOME

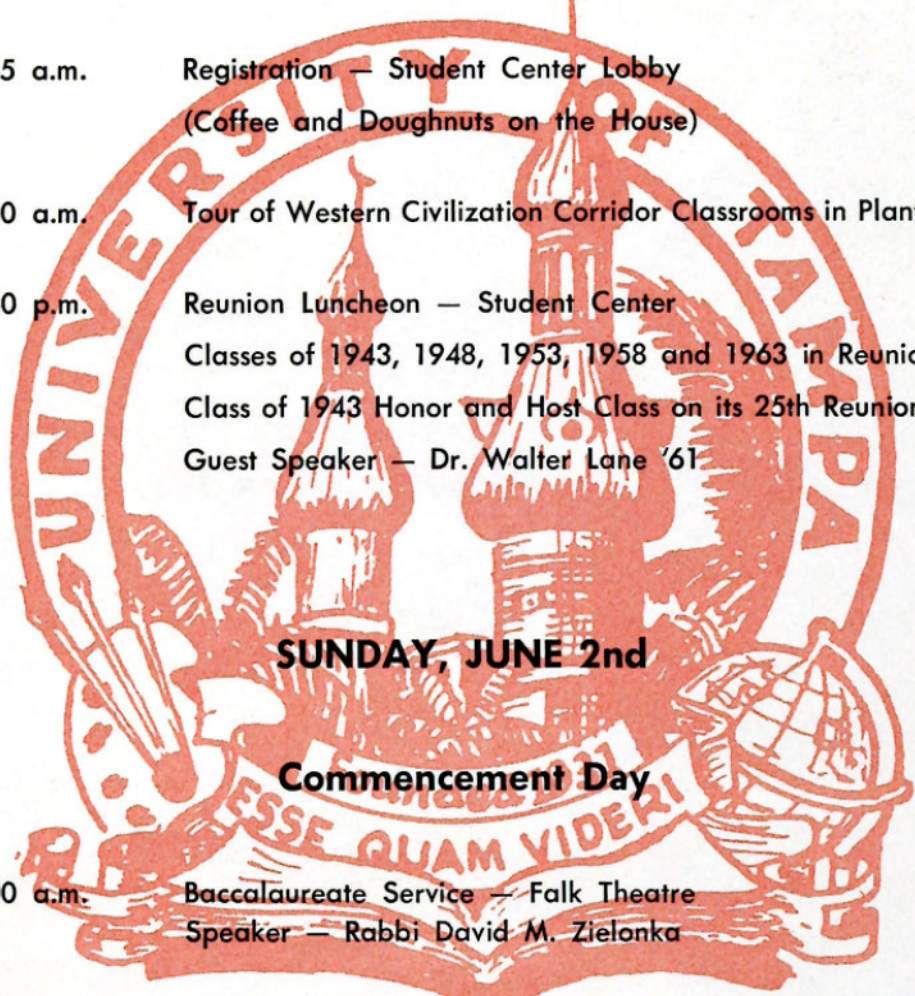
All home games at Tampa Stadium



# Commencement Weekend 1968

**SATURDAY, JUNE 1st**

## **Alumni Reunion**

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- The seal of the University of Tampa is a large, circular emblem in the background. It features a central illustration of a building with a dome and a spire, surrounded by a banner with the Latin motto "VERITAS QUAM VIDERI". The words "UNIVERSITY OF TAMPA" are inscribed around the perimeter of the seal.
- 9:45 a.m. Registration — Student Center Lobby  
(Coffee and Doughnuts on the House)
- 11:00 a.m. Tour of Western Civilization Corridor Classrooms in Plant Hall
- 12:30 p.m. Reunion Luncheon — Student Center  
Classes of 1943, 1948, 1953, 1958 and 1963 in Reunion  
Class of 1943 Honor and Host Class on its 25th Reunion  
Guest Speaker — Dr. Walter Lane '61

**SUNDAY, JUNE 2nd**

## **Commencement Day**

- 11:00 a.m. Baccalaureate Service — Falk Theatre  
Speaker — Rabbi David M. Zielonka
- 12:30 p.m. Luncheon honoring graduating seniors — Student Center
- 3:00 p.m. Commencement — McKay Auditorium  
Speaker — B. R. Dorsey, President, Gulf Oil Corporation

Immediately Following Commencement: President's Reception honoring the graduates, their families and friends — Student Center

### *The Muezzin*

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# The Plain Fact Is...

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

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

—MCGEORGE BUNDY  
*President, The Ford Foundation*

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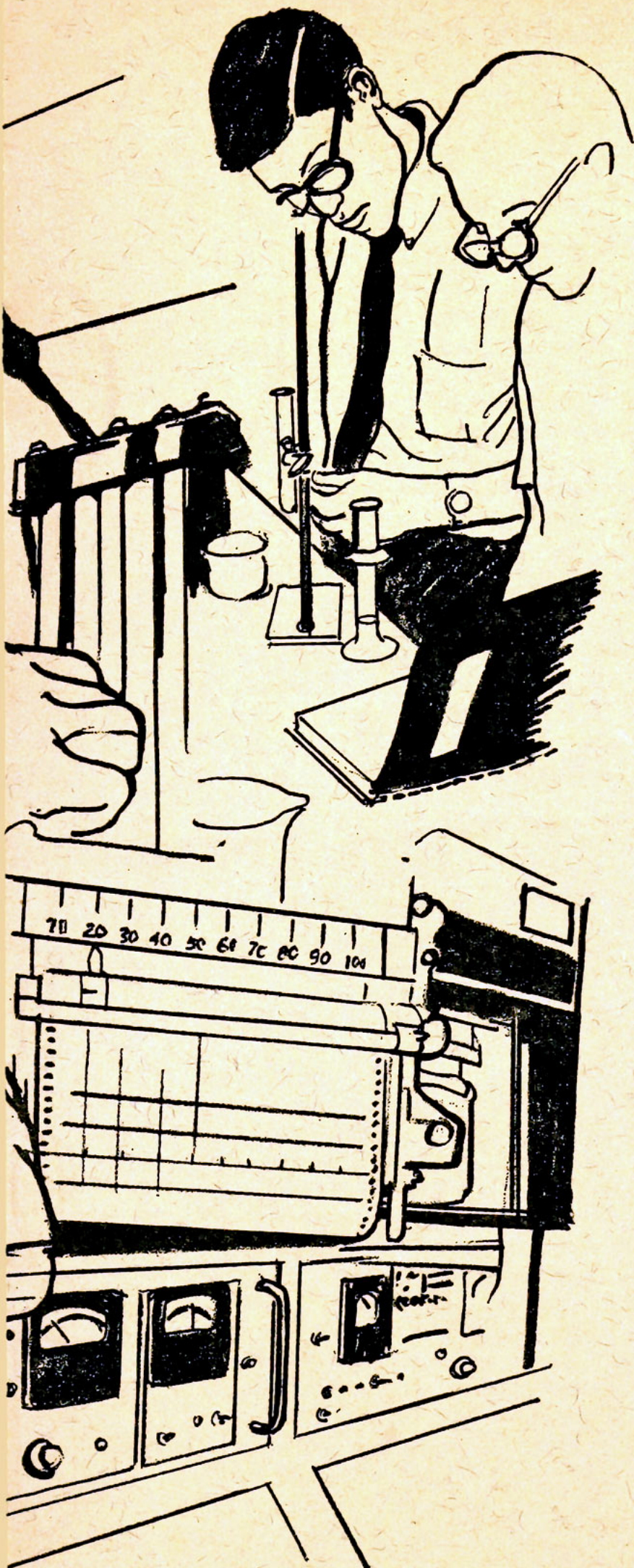
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## A Special Report



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

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

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

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

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

Yet many are on the edge of deep trouble.

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

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

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

Important programs and necessary new buildings are



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

—A university president

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

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

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

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

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

Other presidents' comments were equally revealing:

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

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

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

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

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

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

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

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

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

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

WHAT'S GONE WRONG?

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

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

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

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

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

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

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

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

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



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

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

Why, then, the growing concern?

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

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

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

State appropriations grew—but the need grew faster.

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

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

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

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



*Drawings by Peter Hooven*



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

—A foundation president

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

Mr. Bundy says further:

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

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

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

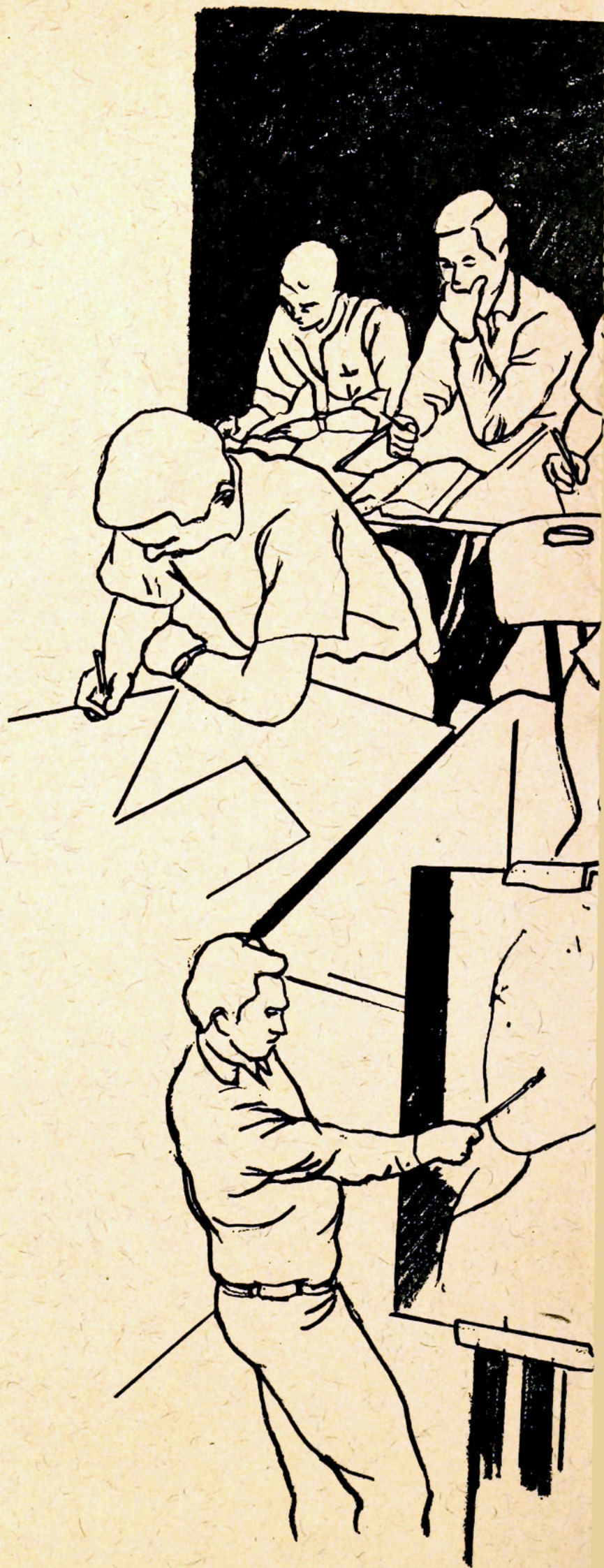
This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than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

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

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

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

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









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

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

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

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

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

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

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

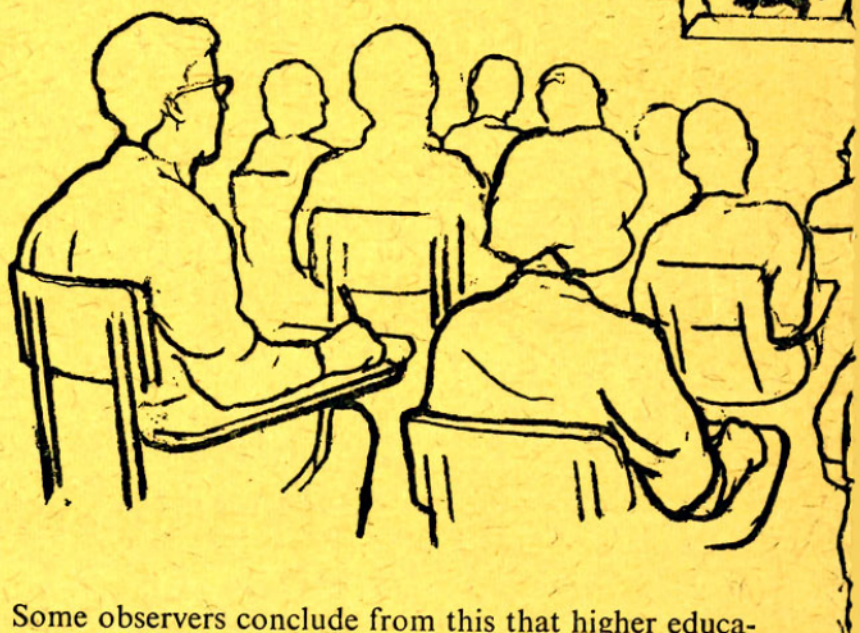
- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

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

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

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

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



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

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

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

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

Consider what this might mean for a typical private





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

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

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

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

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

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

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

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

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

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

**W**ILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income

from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

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

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

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

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



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**T**UITION: We are reaching a point of diminishing returns.  
—A college president

It's like buying a second home. —A parent

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

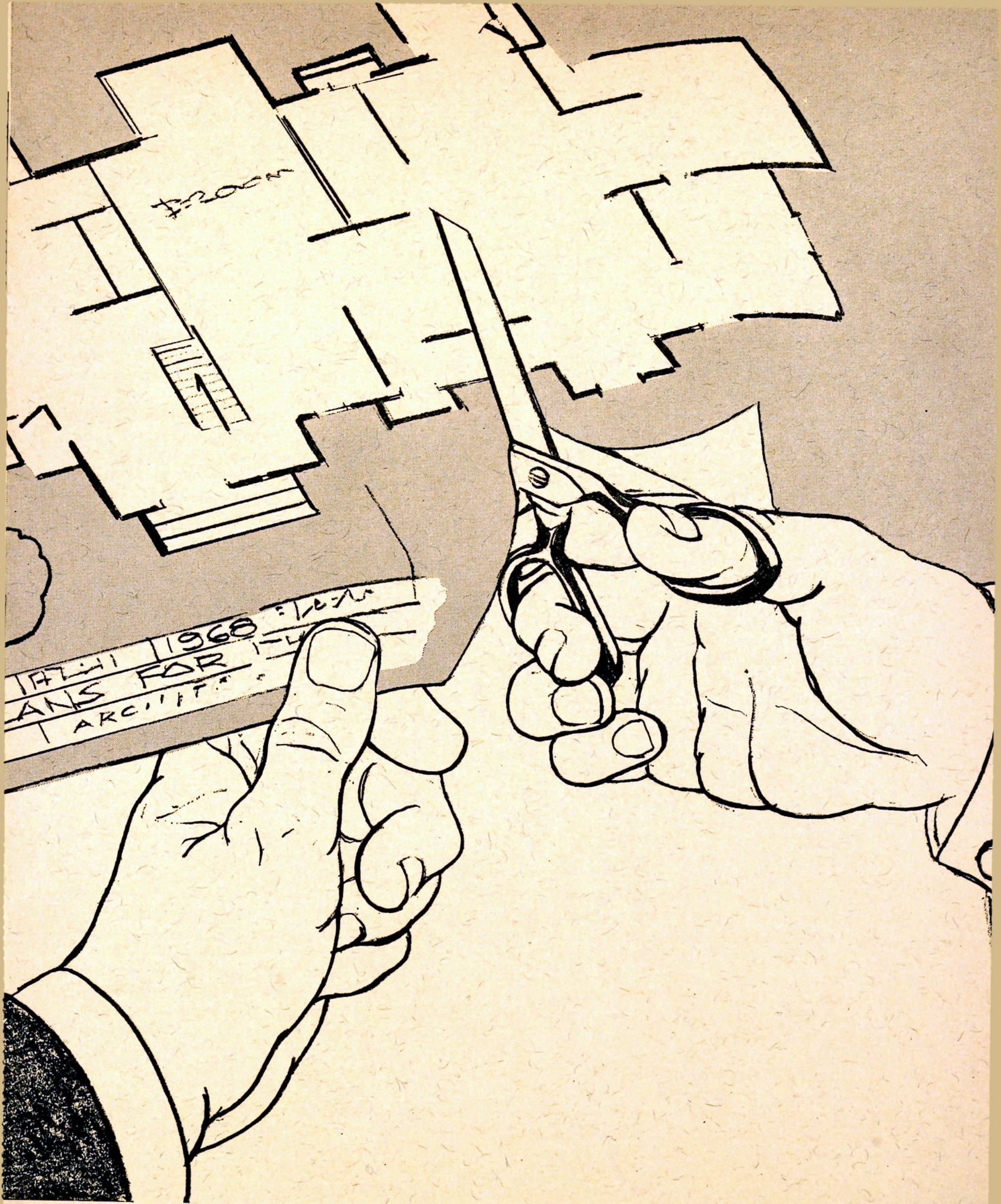
In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

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

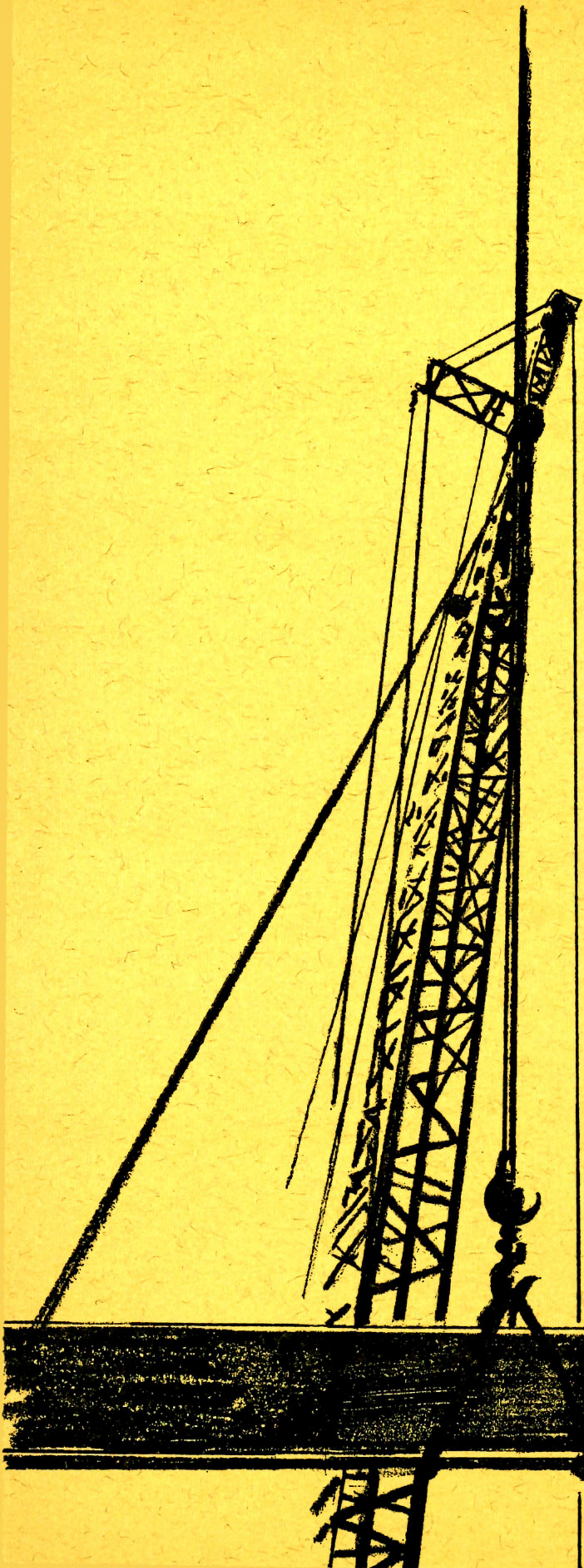
Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

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









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

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

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

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

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



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—A college president

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

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

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

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

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

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

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

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

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

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

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

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

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





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—A college president

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

At present, the questions outnumber the answers.

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







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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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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