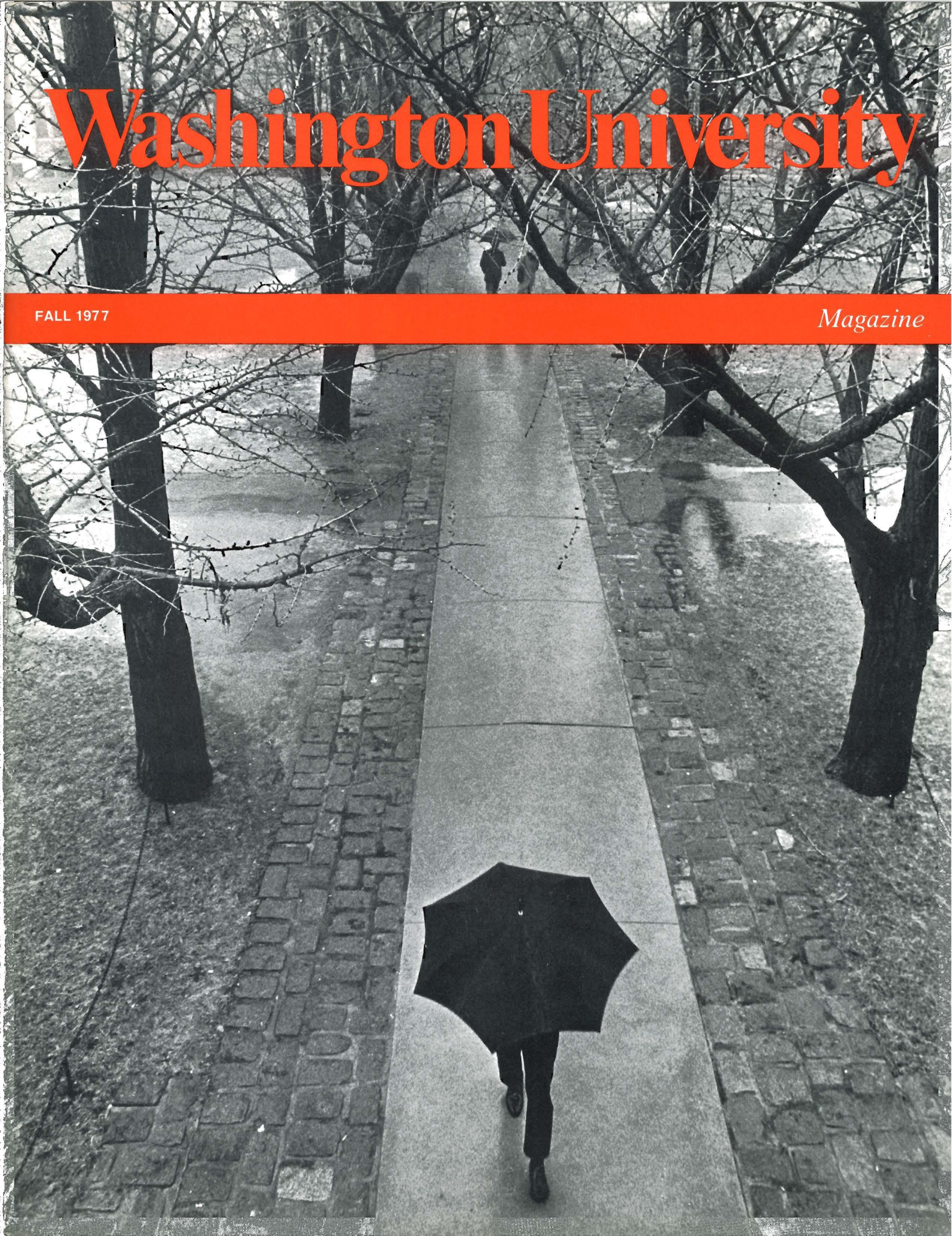




Washington University

FALL 1977

Magazine

What are these people doing? They're trying to get a glimpse of Tennessee Williams in his recent Graham Chapel appearance. See page 8.



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Vol. 48, No. 1

Per Veritatem . . .	2	Some observations by the Dean of the College
The Return of Tennessee Williams	8	You <i>can</i> go home again
George Sato: Clinical Teacher	12	Portrait of a pediatrician
Annual Report/1976-77	17	With comments by the Chancellor
Connections	37	Reflections from the many worlds of Charles and Ray Eames
Portraits in Plaster	40	First-year sculpture students try a new art form
A Gallery of Trustee Profiles	44	On Thayer, Webster, Weil, and Wittcoff
Weatherbird in the family	48	Frances Stadler remembers Papa—and his “birdlines”



COVER: A dark, rainy November day on campus. Herb Weitman's photo was taken along the ginkgo walk linking the Brookings Quadrangle and Olin Library.

Editor
FRANK O'BRIEN

Associate Editor
and Photographer
HERB WEITMAN

Assistant Editor
DOROTHEA WOLFGRAM

Designer
STAN GELLMAN

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PER VERITATEM . . .

By **Burton M. Wheeler**

*Dean of the College of
Arts and Sciences*

Professor Wheeler has announced that he will retire as Dean of the College of Arts and Sciences at the end of this academic year. He is stepping down after twelve years in that position to devote his time to teaching and scholarly research. This article is an adaptation and condensation of the Honors Day address he gave last month at Graham Chapel.

MY SUBJECT is hope and despair in the academic community. Only a Woody Allen would dare to use such a title. I have chosen one, therefore, drawn from the University's motto: *Per Veritatem Vis*. (Strength through Truth.)

For more than seventy years, then, our motto has been *Per Veritatem Vis*. The original proposal, some seventy years ago, of which *Per Veritatem Vis* is only a part was: *Per Libertatem Veritas; Per Veritatem Vis*—a paraphrase, Professor Conrad suggests, of "Ye shall know the truth and the truth shall make you free."

Our motto then is either a declaration that freedom begets truth which in turn begets strength or it is the expression of a hope that strength *may* be achieved through truth. In either instance, the ba-

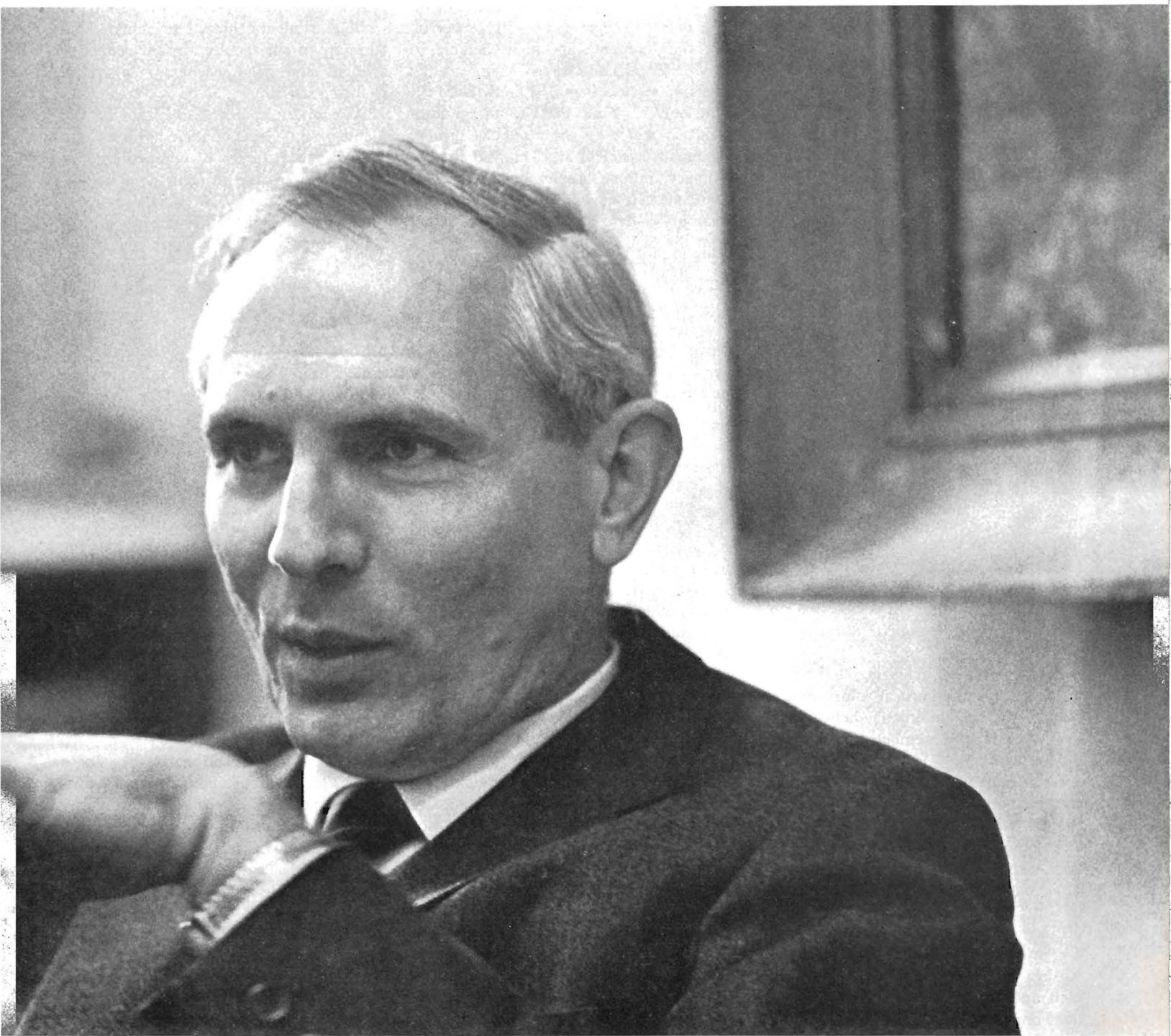
sic assumption is that truth and strength should be the essential concerns of this university. By omitting *Vis* from my title I pose the question: Does truth as we try to recognize it and confront it in today's university produce strength? I take strength to mean firm resolve, confidence, a belief that one may choose from alternatives and may have the courage to seize opportunities *knowing*. Such strength is not blind optimism but informed toughness.

I wish that the motto were a declarative statement, characterizing what must happen in higher education. Too frequently, however, the converse is true. Knowledge can and sometimes does produce fear, anxiety, disillusionment, and even despair and hopelessness. Indeed, unless knowledge is set in the context we call truth, it may be destructive.

I will not attempt to define truth. I might imply that I do not wish to usurp the prerogatives of other faculty members or lessen the pleasure of students in their own discoveries. The real reason, I confess, is that I am incapable of doing so. My inability, however, in no way lessens my conviction that there are truths and that truth is central to our discourse within this university. It is the nature of the discourse between students and faculty that I wish to address.

That discourse is marked, I fear, by what has become an "academic style." Students and faculty alike have become accustomed to playing frequently and casually the roles of doomsayers, of Cassandra's, of elegant purveyors of the notion that the worst is yet to come. Perhaps this is only a revulsion to the wide-eyed optimism of an earlier era when orators invoked Horatio Alger and saw utopias arising inexorably out of the progress of technology which marked the decades from the mid-nineteenth century to World War I. It is important to recall, however, that as there are unalloyed





optimists in our day, there were brooding pessimists during the days of this University's founding fathers.

In every age there is a struggle in the collective mood of the society and in individuals between optimism and pessimism, between hope and fear. Despair is to take fear and pessimism a step further—toward disbelief in the effectiveness of choice or commitment to action. What interests and puzzles me about the subject of hope and despair in a university community is this: a university is, in its pedagogical and scholarly functions, devoted to the future. Why then are the signs of joy and of pleasure so rare? Are we so fearful of the future or have we lost our taste for the present?

What follows is an attempt to look at some of the factors that may produce a setting in which we are inclined to shield our hopes in pretensions of despair and cloak our idealism in cynical pronouncements. I do not intend this as an indictment of Washington University or of universities in general. To a far greater extent than is generally admitted, universities reflect the society. My point is that of all institutions in society the university should most nourish hope and expectation.

Any attempt at analyzing the dynamics of a university must at some point attend to the age differential between students and faculty members. It is the age differential which largely accounts for the existence of two essentially different cultures within the same community. Although faculty and students engage in a common enterprise, their life-styles, their expectations, and their habits are fundamentally different. Greater sensitivity on the part of both groups to these distinctions would, I believe, make for a relationship in which the hope/despair tension might be more effectively handled and any sense of adversarial positions negated.

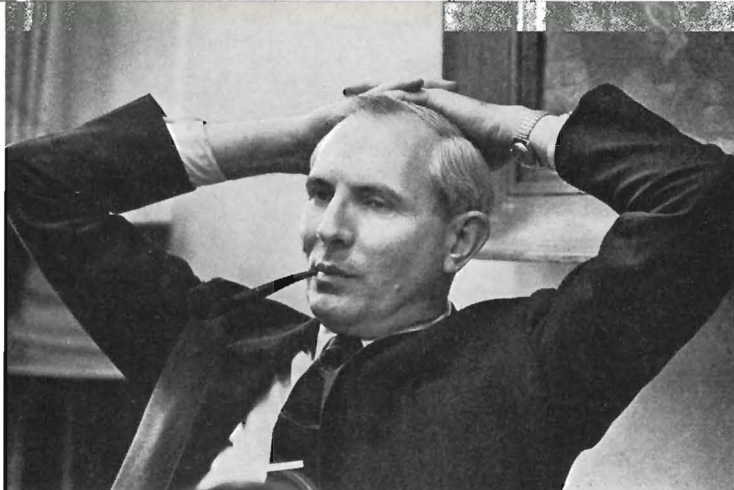
FOR TOO MANY students, faculty members are demi-gods—all powerful, unfathomable, and unpredictable, to be worshipped or feared. Many of the complaints I hear begin, "I know he's brilliant, but . . .," and there follows a complaint in which to the student's dismay the faculty member has behaved like an ordinary, fallible human being. Only as a student gets beyond this dehumanizing assumption can he or she truly profit from the educational process and engage the faculty, not as equals in knowledge but as persons of greater experience who possess, usually, more information, but who are disposed to the usual maladies which beset humanity. There are four significant misperceptions which seem to me too common in the student culture.

ONE OF THESE misperceptions has to do with the role and nature of faculty scholarship. Scholarship is too frequently seen by students as usurping time which ought to be given to them. Scholarship is *essential* to the life of a good teacher. Unless the teacher is active as a scholar throughout his career there is virtually no chance of effectiveness in the later years. If there is a ground for student displeasure, it lies rather in the occasional tendency to confuse scholarship with volume of publications. There is, however, another aspect of scholarship which necessarily influences student/faculty relations. Scholarship is essentially an act performed by an individual in isolation from other persons. While this isolation is less characteristic of some scientific endeavors where research teams function, for the majority of the faculty a great deal of time is spent in solitude. Scholarship is a lonely activity and the excitement which it produces for the scholar is not readily shared. Nor do the solitude and discipline necessary to

scholarship lend themselves naturally to flexible, student-centered teaching. That so many of our faculty are both effective scholars and good teachers is a tribute to their versatility.

A second misperception is that faculty members, by virtue of their positions, are free of the anxieties of competition. To have achieved appointment at a university of high quality, a faculty member must have highly developed critical skills. These very skills, sharpened in the subject area, are equally applicable to a faculty member's self-evaluation, both as person and as scholar. Although a variety of defenses can and are used to protect oneself from the severity of self-indictment, I know of no other profession in which the gnawing fear of inadequacy and failure is more prevalent. To some extent, this is a function of the loneliness of scholarship. To some extent it is a function of the refinement of the subject area whereby most scholarly work is genuinely appreciated only by a small circle of like-interested experts. To some extent it is because praise is given so grudgingly in academic circles. One may spend months and years on a labor of love only to have it rejected by an unfriendly editor or savaged by a critic whose principal object is to show how much better he or she would have developed the topic had it been worth doing in the first place.

A third misperception is that some faculty care neither about their effectiveness as teachers nor about the quality of their relationships with their students. Faculty members are, for the most part, disappointed idealists. Let me cast this in an example which you will more readily understand. I know of no faculty member who did not set out with the hope and expectation of being an outstanding teacher, one respected and admired by his or her students. At the outset of our teaching careers inexperience,



self-consciousness, fear of disapproval, family, and professional pressures may all conspire to make us function at a level far below our expectations. We become defensive, protecting ourselves against negative judgments of students and colleagues. We are perplexed when lectures or discussions that we consider incisive and cogent are met with lack of interest or bewilderment, while casual observations occasionally produce excitement and interest. From these standpoints, a teacher's lot is not a happy one. The surest defence is feigned indifference. In time, feigned indifference becomes habitual indifference, but I think it never irreversible.

A fourth misperception is that the nature of the academy and tenure assures status and security. What students have difficulty understanding is that many of the supportive structures which sustained high faculty morale in the sixties have collapsed. Like other workmen or artisans, faculty members need forms of external reassurance. For six or seven years, however, the faculty has confronted a steady decline in purchasing power, in opportunities for external funding, in opportunities for publication, and in mobility. They have also shouldered some of the worry of their students about an unpromising job market. If one has tenure, one is called upon to make judgments which affect the lives of untenured colleagues far more than was true a decade ago. Unless a serious mistake was made in the initial hiring, each judgment is a legitimate cause for agonizing reflection. And if one is the judged, every glance, every comment, every encounter can be painful. Nothing in our education has prepared either judge or judged for this stress.

What I have tried to show in this brief discussion is that faculty, who are subject to the same life-crises as other mortals—they have spats with their spouses,

worry about their children, overdraw their bank accounts, and fantasize about what might have been—are also subject to unique stresses. If one is to understand the nature of a university, he or she must strive to recognize the forms of "acting out" produced by these stresses.

I began with the faculty because in the literature of education, although much attention is directed to the techniques of teaching, too little attention is directed to the context in which faculty members perform their varied duties. As a literature on "faculty development" evolves and expands, more attention is being given to the impact of "life stages" on the faculty. What happens psychologically when the realization dawns that a scholar's lot is merely competency, not greatness? What are the behavioral consequences of what has been called "academic menopause" when the fear of non-productivity begins to haunt one's thinking and class enrollments shrink? These issues are relevant to any attempt to explore the dynamics of the educational process and therefore the tension between hope and despair.

THE OTHER CULTURE—the student culture—has been much more subjected to testing and to critical analysis. The general conclusions of this research are familiar to most of you. Undergraduates are beset by the tensions which invariably accompany late adolescence—anxiety about competency and independence; about unsettled futures; about sexuality. For most students, the "adult" questions of occupation, of mate, of personal worth are yet unanswerable. Academic success alone cannot allay the reality of these concerns. The collegiate experience in our society is a rite of passage from childhood to adulthood. It is

a time of frustrating dependency. These anxieties and frustrations may be particularly acute for minority students.

Less frequently noted, but of equal importance, are factors which directly affect intellectual development, academic performance, and a student's sense of well-being. Two years ago, as some of us teaching in FOCUS were struggling with a central learning problem: why freshmen who read with some discernment and good recall are reluctant to make critical judgments and comparative evaluations, Professor Loevinger called my attention to a book, *Forms of Intellectual and Ethical Development in the College Years* by William G. Perry, Jr. From a series of interviews with Harvard and Radcliffe students conducted over the four-year span of their undergraduate studies, Perry postulates certain stages in the intellectual development of college students. He traces the movement from the simple dualism of right and wrong, true and false, which marks the dependency on the unquestioned authority figures of childhood to the highly relativistic framework in which higher education occurs. While little in Perry's study is genuinely new or surprising, it succeeds in providing, partially through ample quotations from the interviews, a clear view of the intensity of the struggle of students for bearings. Some, feeling cast adrift as authority figures disintegrate, retreat from the relativistic setting by finding religious or political authorities which seem inviolate. Others wander into relativism with a sense of pleasure, only to get lost as they conclude that no guidepost is more significant than another. The study also traces, happily, the more common pattern in which a student works through various stages of relativism to the point where he or she recognizes the possibility and the obligation of commitment, even in the absence of a fixed inviolate authority.

What Perry's study does best is to show how consuming for students are such questions as: what is to be trusted, how does one know, or whether anything really matters. The study also suggests another factor important to my discussion of hope and despair. For the most part, students are only vaguely conscious of the nature of the intellectual changes occurring. A sense of vague discomfort is more common than a sharp realization of the significance of the evolution of their thinking.

IF THE STUDENTS used for Perry's study are at all representative, and I think they are, students undergo a much more serious dislocation and a more radical development in their ways of coping than we have generally recognized. While the faculty and the classroom play a significant part in this process, friends and classmates play at least an equal role. It is with friends and classmates that efforts are made to synthesize knowledge, to keep it from being a detached, compartmentalized, unassimilated body of information.

My purpose in citing these distinctions between the two cultures which form the academic community is to suggest that each culture is often too preoccupied with its own problems to contribute effectively to the well-being of the other. It is also true, I believe, that members of both groups are insufficiently attentive to the forces which shape their own behavior. Only by becoming more sensitive to both the sources of our own frustrations and those of the other culture can we genuinely profit from our differences. The differences will remain. They are valuable to us in an academic institution. They enhance our interdependency. It is even conceivable that they can contribute more effectively to the reduction

of fear and to the cultivation of hope.

Thus far, I have assumed that hope is an active component of our lives just as fear surely is. Fear of failure, fear of not being appreciated, fear of knowing what we do not want to know or of not knowing what we need to know are part of the stuff of life. Their expressions in the academic community are noteworthy only because of the skill with which we deny or conceal them.

Hope, however, seems more difficult to account for. Traditionally hope has been associated with youth—a time when the future lies ahead, bright and shining. Ironically, the hope of youth is to escape the dependencies, anxieties, and insecurities of youth itself. From the perspective of students, faculty members represent achievement and fulfillment. And there's the rub. As faculty members, we too frequently are more conscious of our failures than of our achievements. Our expectations continue to exceed our grasp. We are conditioned, it seems, to viewing our successes as fleeting, our failures as the constant of our lives. I would suggest that that will continue to be true until we realize that our greater achievements lie in the love for learning and wisdom we engender in our students. Therein may lie our greater hope.

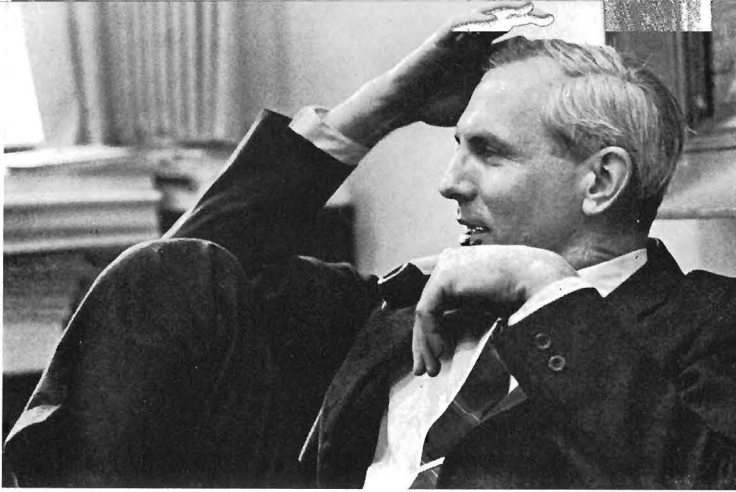
AMONG STUDENTS, hope is both resilient and fragile. It springs up suddenly but cannot survive a heavy frost. Within the Western tradition, hope has been vested primarily in two competing ideologies. The older is the Judeo-Christian belief which anticipates the fulfillment in time of God's plan. The more recent and the more pervasive in our society is the belief in evolutionary progress.

Neither of these ideologies is promul-

gated in the curriculum. The reasons are numerous, but two stand out. First, neither lends itself to rational analysis, our major tool. Both require an act of faith. Secondly, neither accounts for the inordinate human tragedies which have marked this century. There are, of course, individual proponents of both within the academic community. Particularly among students, evangelical Christianity seems to offer hope and a means of coping with the anxieties which ravish us. It nevertheless seems clear to me that neither belief reflects the mood and style of the academic community which rarely concerns itself openly with either.

Because the university community neither promulgates belief in the Judeo-Christian view of history nor belief in Progress, it is sometimes subjected to charges of advocating nihilism and debasing and perverting the youth in its charge. Here I must turn to Albert Camus who expresses through his novels and essays the inability of twentieth-century man to live honestly with the conclusions to which he is drawn. Conclusions is not quite the right word, for Camus suggests, particularly in *The Fall*, that the full meaning of the conclusions is so disturbing that we never press through to them, preferring rather to scurry up blind alleys.

My purpose is not to advance Camus' philosophy of individual rebellion, but to call attention to his characterization of contemporary society as one deserving attention within the academic community. In my judgment, his analogy is superficially accurate as it applies to an academic community such as ours. It is superficially accurate because we maintain a pretense—a pretense that we take satisfaction from our work only grudgingly, that we suffer from the slings and arrows of outrageous fortune, that we are victimized by hostile forces.



Per Veritatem . . .

By maintaining this posture, we, students and faculty alike, feed on our own discontents and seem more nihilistic than we are.

My contention is that we have affected this style of behavior because we find it safer than exposing our fragile hopes to what we fear are hostile critics. It is fashionable to gripe, to grumble, to complain. What we have lost sight of is that this behavior, in part at least pretense, becomes habitual, ultimately quenching the springs of hope which can make the academic community a more viable setting for constructive work.

Several years ago a student brought me a passage which some may find terribly unsophisticated. In a setting where we sometimes seem to make a fetish of unhappiness this statement seems naive.

Sooner or later in life, everyone discovers that perfect happiness is unrealizable, but there are few who pause to consider the antithesis: that perfect unhappiness is equally unattainable. The obstacles preventing the realization of these extreme states are of the same nature; they derive from our human condition, which is opposed to everything infinite. Our ever insufficient knowledge of the future opposes it: this is in one instance hope, and in the other, uncertainty of the following day.

The author cannot be dismissed as naive. The passage was written by Primo Levi, a survivor of the horrors of Auschwitz. As Clamence says in *The Fall*, "what we call basic truths are simply the ones we discover after all the others."

There are more compelling reasons for hope than our insufficient knowledge of what the morrow will bring. Our greater hope may be vested in the control we have over our lot within this university. I am what might be called a

"micro-optimist." I do not know what will become of the universe, of mankind, or of the fate of our nation. But I fervently believe that you and I have significant roles to play in what becomes of this community where I play out my life and where, for a critical period of your lives, you too are actors and agents.

My general contention is that, in contemporary society, only in communities where members are mutually supportive can hope for the unknown future be effectively nourished. Only in such communities can structures be created and sustained that promote discovery and opportunities for personal fulfillment. Unfortunately, in industrialized, urban society, the sense and the effective functioning of community has been largely lost.

MY MORE specific contention is that the university is the setting most conducive to creating and establishing structures supportive of hope without demanding constricting conformity. Within the university community we have already learned in part how to prosper from divergent positions, divergent backgrounds, and divergent assumptions. Much of the strength of the academic community lies in its pluralism. For a pluralistic community to function well, however, a concerted effort at understanding and appreciating one another is required. Faculty need alert, interested, and critical students. Students need informed and perceptive instructors. Each needs the support of the other.

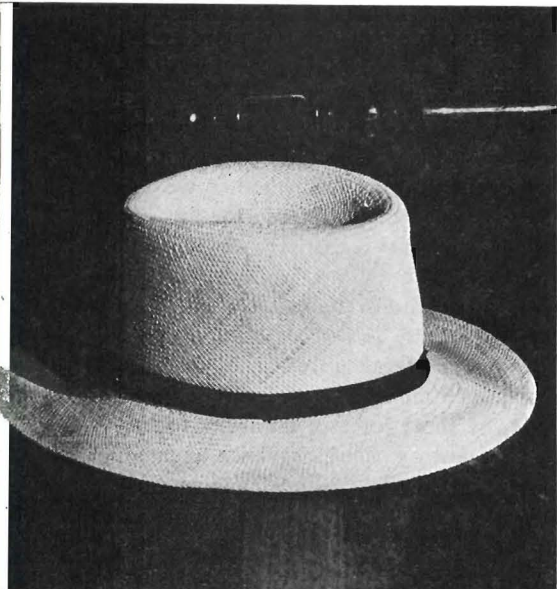
Because faculty members represent continuity within this community, we are primarily responsible for establishing the ambience of the university. When we complain about the prevailing "bitchiness" of students, we must ask to what extent we contribute to that mood.

When we complain about grade-grubbing behavior, we must ask to what extent we overtly or inadvertently shape that behavior. If we find students too rarely exhilarated by a discovery, whether of the beauty of a proof or of an ode of Keats, we must ask whether we are responsible in some measure for the sullen, recalcitrant responses we despise. In asking the questions, we must be prepared to respond to the answers.

If the faculty is responsible for establishing the general ambience of the university community, students are more likely, by sheer force of numbers, to sustain or destroy what has been created. Granted that there are anxieties peculiar to the college age, granted that our society does not assure anyone a secure future, granted that the faculty may not seem preoccupied with the students' well-being, your lot is not improved one whit by self-pity or self-indulgence. If you risk giving yourself to the search for knowledge, if you risk engaging in the constructive communication with peers and faculty necessary to the discovery of truth, you may find that some of the anxieties and fears are less oppressive than you thought.

When, more than seventy years ago, the faculty of this university selected *Per Veritatem Vis* as our motto, it was not so mistaken, I think, as to assume that either truth or strength is easily gained. They did, I believe, think that truth and strength flourish in a community of gentlemen and gentlewomen. While such language seems archaic, the concept is not, for the language portends a community marked by a nobility of intelligence and by qualities of understanding and mutual caring. One obstacle stands between our present state and the nearer realization of such an ideal. In the immortal words of Pogo, "We have met the enemy and they is us."

The Return of Tennessee Williams



TENNESSEE WILLIAMS finally returned to Washington University this fall for the first time since the year he spent as an undergraduate here in 1936-37. It was a happy homecoming. He met with students in an informal question-and-answer session and then read from his works to an overflow crowd in Graham Chapel.

It was standing room only at the Chapel, and some students even scaled the ivy walls for a glimpse of America's Greatest Living Playright through the narrow Chapel windows.

It all started with Shepherd Mead, BA 36, the author of *How to Succeed in Business Without Really Trying*. When Mead was co-editor of *Eliot*, the now extinct campus literary magazine, he published some poetry that was among Williams' earliest writings. For the spring issue of this magazine, Mead wrote a short article on "The Secret Year of Tennessee Williams," in which Mead claimed that "Tennessee Williams went to Washington University, but won't admit it," and then asked, "Why not?"

The Mead article prompted a postscript in the summer issue by Tennessee Williams' brother, Dakin Williams, LLB 42, which enlarged on Mead's piece. After the articles appeared, Dakin indicated that his brother might return to the campus if asked. He was asked and everything worked out just fine. Graham Chapel happened to be free on the day that Williams was planning to travel from his home in Key West to Chicago to see a revival of his play *Camino Real*, and to attend a press conference Dakin was holding that night as part of his campaign for the governorship of Illinois.

At the informal student meeting, the students seemed a bit awed at first in the presence of the author of *The Glass*

Menagerie and *Streetcar Named Desire*, but were soon put at ease by Williams' graceful manner. He answered all questions (including, without doubt, many he had heard hundreds of times before) with patience, courtesy, and humor.

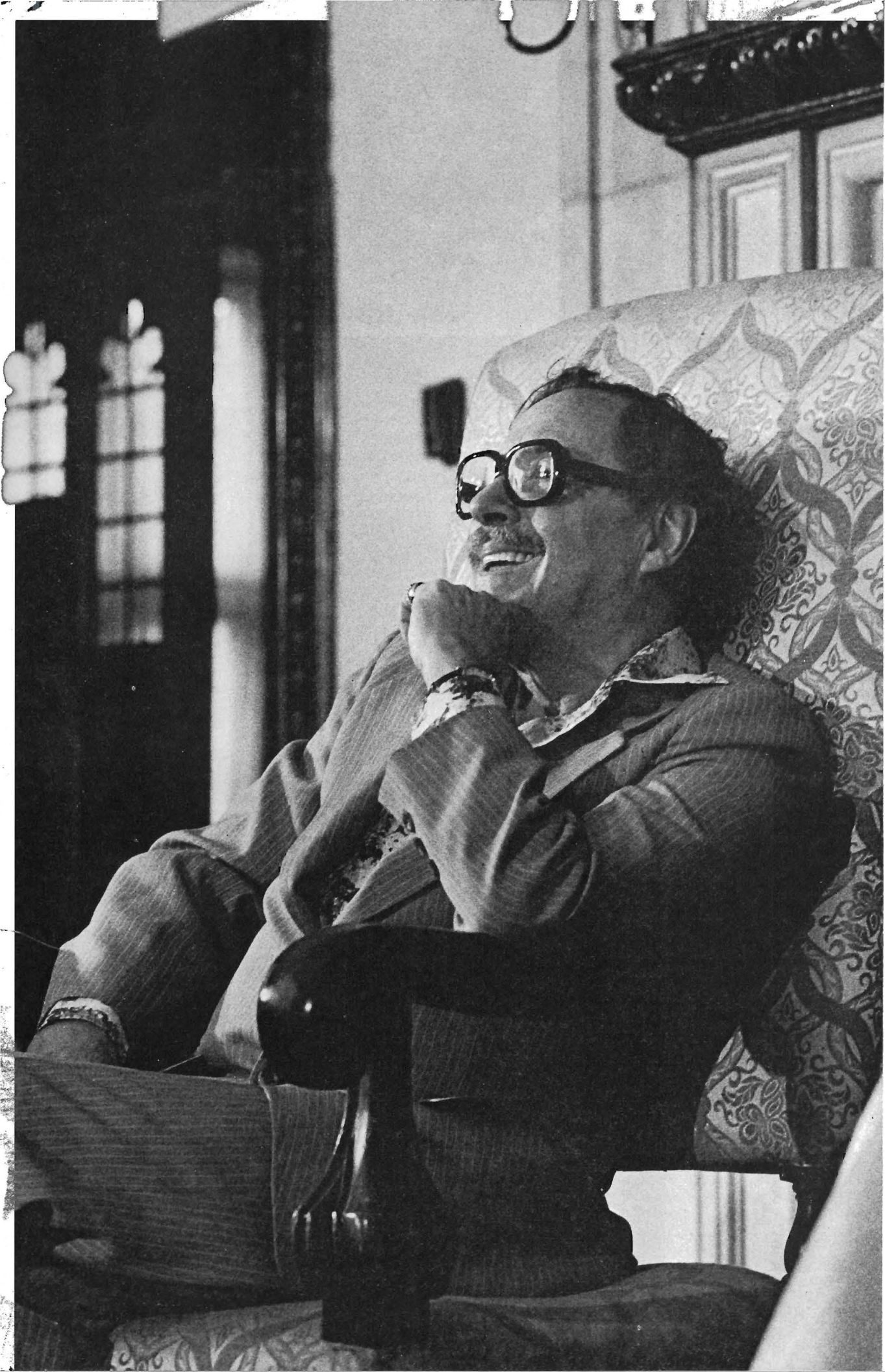
Asked to comment on a student's observation that his plays seemed to "walk a fine edge between tragedy and comedy," he replied, "I like tragic-comedy and I don't think that straight tragedy is viable in America. We have a civilization of technology and gimmickry. When melancholy hits us, we turn on an electronic device."

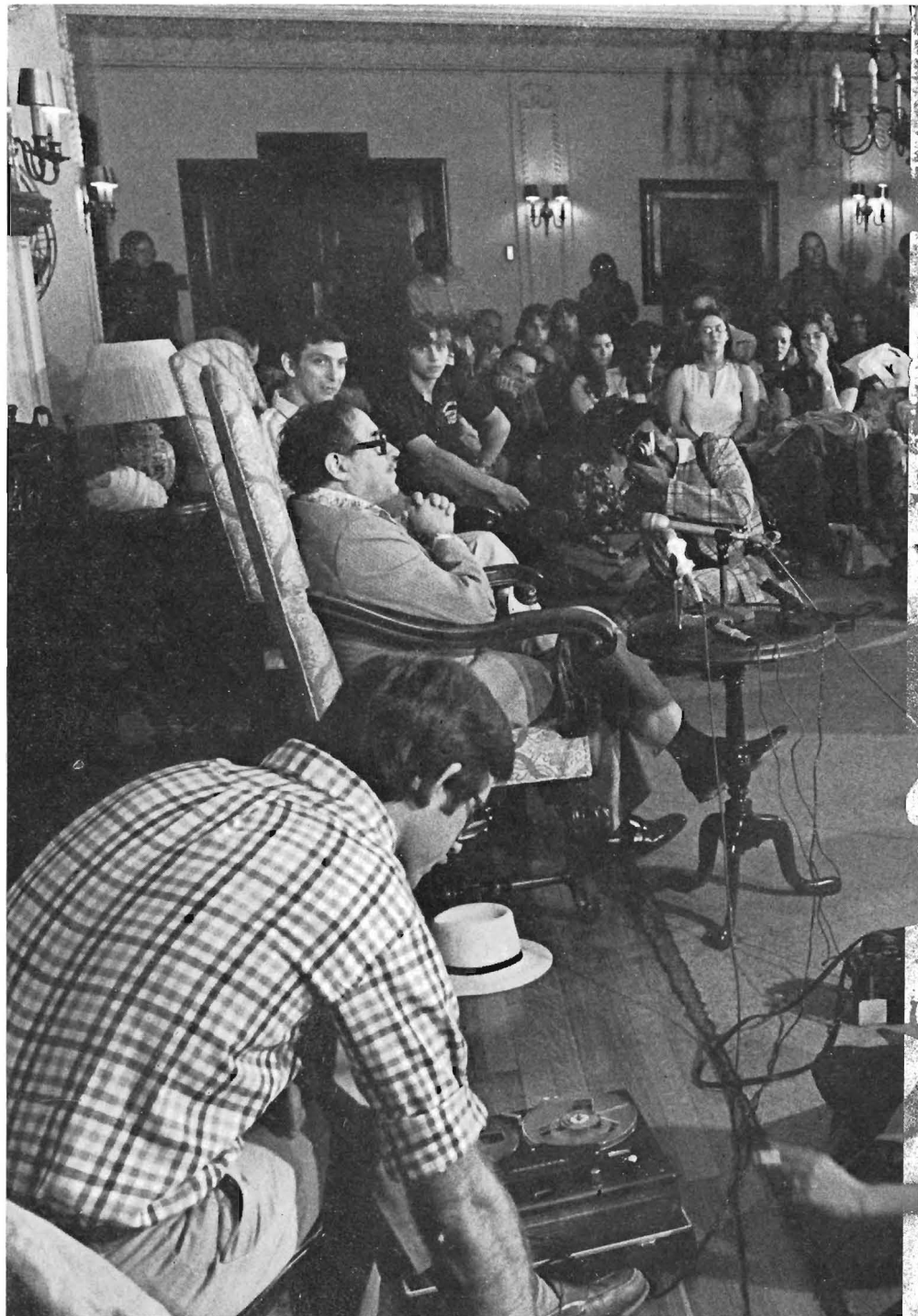
Elaborating on the subject, Williams advised that the character of Blanche DuBois in *Streetcar* must be played with humor even if it is "on the edge of tragedy." "She is a very funny lady," he said, "even though the core of Blanche DuBois is something profoundly touching."

AT THE Chapel assembly, Williams read several of his poems and one short story in a slow, soft, expressive voice with more than a hint of his original Southern accent. His performance met with respectful silence during the readings and long, loud, and enthusiastic applause after each excerpt and at the end. It was a warm welcome home after forty years.

Leaving the campus, Williams remarked that he really had fond memories of the University over that forty-year span, "especially of the poetry club, *Eliot* magazine, and the swimming pool."

Reflecting, he added, "Actually, the only happy times I had in St. Louis were at Washington University."





The Return of Tennessee Williams



Hundreds of physicians in private practice in St. Louis make up the clinical teaching faculty of the Washington University School of Medicine. Their role as unpaid teachers of medical students and of interns and residents in training at the Medical Center contributes vitally to the prominence of Washington University as a major center for life science teaching and research. Outside of the medical center, they lead busy other lives caring for patients in their offices. Some 75 percent of the persons cared for in the medical center's hospitals are patients of the clinical faculty.

George Sato: Clinical Teacher

By Dorothea Wolfgram

DR. GEORGE SATO is a St. Louis pediatrician. If one were to define a doctor's doctor, surely the definition would fit him, for he cares for or has cared for the children of a large percentage of the physicians in this vast city. In 1955, after graduating from Washington University School of Medicine and completing specialty training, he joined the office of Dr. Park White, one of the city's busiest and best-loved physicians. As Dr. White moved out of the practice, Dr. Sato took over a greater and greater part of the patient load and added patients of his own. Today, his practice covers several thousand families.

Dr. George Sato is also an unpaid teacher at Washington University School of Medicine, one of hundreds of private practitioners who make up the School's clinical teaching faculty. From this segment of the faculty, the third- and fourth-year medical students learn important things about how to care for patients, how to use the tools of their trade, and how to apply the foundation of medical knowledge built during the first two years in classroom and laboratory. Among this segment of the faculty, the interns and residents in specialty training find their teachers and models for careers as practicing physicians. With this segment of the faculty come about 75 percent of the patients treated at the medical center.

The division of the medical school faculty into full-time teaching and research professors and part-time clinical

professors is not unique to Washington University, yet in medical schools across the country, this dichotomy is the exception rather than the rule. The full-time salaried model was developed at Johns Hopkins University School of Medicine in the 1900's and in the past quarter-century has been adopted, with variations, by a number of major hospital/research centers. It is not the model of state medical centers or of most independent universities. These generally adhere to some kind of "practice plan" in which faculty members receive a basic salary to teach and do research. In addition, they generate patients and income for themselves and their school through a part-time private practice.

Dr. Samuel Guze, vice chancellor for medical affairs, says that no one who understands the historical development of the Washington University Medical Center could fail to understand that the contribution of the part-time faculty is indispensable. "I am quite sure that today we could not be a national research center without their input. They free the full-time faculty from the burdens of practice, so that its time can be devoted to research.

"The full-time/part-time model has many pitfalls," he adds. "There is always tension between the staffs because their goals and perspectives are different, but it is a healthy tension. It keeps us aware that both viewpoints are vital for us. There are other tensions I would like to eliminate, however. These occur, I think, to the degree that professional life-styles

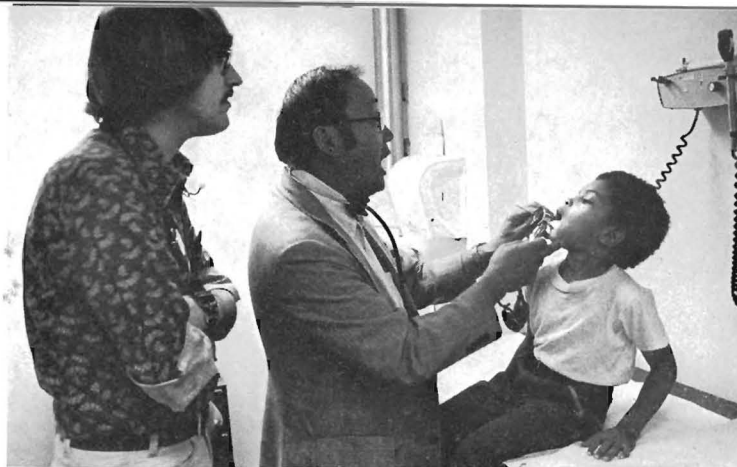
overlap. If the interests of the full-time faculty member and the part-time faculty member are in doing the same thing, there is bound to be conflict. If, for instance, they are competing for patients, the full-time faculty member may envy the fuller practice and the better income of his clinical counterpart.

"In areas where we don't have this competition—in internal medicine, in psychiatry, in neurology, in obstetrics and gynecology, in pediatrics—I think the plan works smoothly. There is absolutely no question for me that even when the system doesn't work smoothly, it is worth working at, because everyone benefits from the diversity."

"THE ROLE of the part-time faculty member differs greatly from department to department," says Dr. Philip Dodge, head of the Edward Mallinckrodt Department of Pediatrics and medical director of St. Louis Children's Hospital. "In pediatrics our roles are so complementary, we would have to work hard to generate significant dissension. Our clinical faculty carries the load of caring for children with minor illnesses, preventive medicine, child development and helping parents to cope. Our full-time people are subspecialists who serve the part-time staff as consultants in many areas, including neurology, metabolism, nephrology, oncology, and cardiology. Everyone in the department works out his or her best world. George Sato represents one of the best in the world of the private pediatrician. He is



Dr. Sato and medical student Steven Langguth give six-year-old Charles Harris a routine physical examination during Dr. Sato's regular sessions with junior-year medical students in the clinic of St. Louis Children's Hospital.



a physician who can see 100 or more patients a day and rarely, if ever, miss anything."

That final remark reflects two aspects of pediatrics with which Dr. Sato has made his own peace but which distress him as a pediatric practitioner. He wonders, often aloud, if his specialty is not a disappearing one. The responsibilities of the pediatrician have eroded as pediatric subspecialists have appeared, so that much of the challenge of the job appears to have been siphoned off.

"Given this fact, pediatrics seems to appeal little to the medical students of today," Dr. Sato said. "They ask me, 'Would you go into it again, if the decision were yours to make today?' I can't answer that satisfactorily for them. Pediatrics is all volume. It is the lowest paying of today's specialties. You keep fees low because you want parents to bring in well babies regularly. The students also say, 'But all a pediatrician ever really takes care of is runny noses.' I can't answer that satisfactorily either, except to say, 'Thank heaven.' Perhaps 85 percent of pediatrics is seeing healthy children, but it is the 15 percent that counts. If you had more than 15 sick kids to see a day, you couldn't deal with it. You'd get behind, be rushed, start making mistakes. You have to know. You can't treat the wrong kidney disease.

"I've been through the other. Gosh, we used to dread seeing the first case of an infectious disease, because we knew what was to come, how severe it would be, and how many we wouldn't be able to pull through. The joy of pediatrics is *now*. It's watching children grow and develop over the years, it's seeing the wonderful recuperative resources of children, once you get them over the hump.

"And it's being able to turn your patient over to a specialist who knows

more about handling a diabetic child than you do. I can't feel jealous of the inroads specialization has made. That's what I want to see, people who can care for my patients better than I can. But it is happening and I don't wonder that these young people are skeptical."

WHAT THE YOUNG doctors and medical students who question Dr. Sato fail to see as heroic is the essence of the heroic role of a pediatrician like Dr. Sato, said a colleague. "As Phil Dodge said, 'He doesn't miss a thing.' His clinical judgment is so sharp, his good sense so intact, he has seen so many children for so long and he knows the whole family history (and maybe even the extended family history), that he is a very special kind of specialist—the diagnostician. What could be more exciting? And with whom, if not children?"

Most importantly it is clinical judgment that Associate Professor (Clinical) Sato brings to the teaching of medicine at Washington University. The demand which the School makes upon his time in exchange for permission to bring his patients to the medical center varies. It may be as much as one afternoon a week for four six-week periods during the school year. Ironically, of course, it is likely that the better the clinician is as a clinician and a teacher, the more likely he or she is to be asked to teach. Clinicians complain about the injustice of granting hospital privileges to physicians who are members of the clinical faculty in name only. Dr. Guze says, "Some members of our full-time faculty don't teach (though no more than 10 percent) mainly because they are good as researchers but not as teachers. The same is true of clinical people. We simply find some are not good teachers and we don't use them."

In addition to teaching, Dr. Sato has served for many years as a member of the Children's Hospital committee which selects its interns. He took a leave of absence from that decision-making body last year, since one of the candidates for internship was his son Richard. Richard, however, was selected without benefit of his father's vote and Dr. George Sato is now back on the committee. He has also served as president of the hospital's medical staff society.

Dr. Sato spends his teaching time in the clinics or emergency room of St. Louis Children's Hospital with junior and senior medical students. They are in pediatrics on their rotations through the medical center's clinical services—medicine, surgery, ob/gyn, psychiatry, pediatrics, etc. Students examine patients, taking family histories and notes on specific complaints. These are then reviewed with the clinician, who helps refine the students technique of examination and information-gathering process and monitors his or her clinical judgments.

A YOUNG WOMAN sat on the couch across from Dr. Sato. She had systematically run down her note pad of patient responses. She ended with an evaluation of her dialogue with a girl referred by a welfare agency because it was believed the child might have a physical disorder affecting her thought patterns. "Remember," he said, "you never know what the mind is doing in a nine-year-old. Find out from the mother how she is doing in school. If there seem to be problems there, you probably want to recommend psychometric testing. But if she's not having school problems, it's probably not necessary. Then just note that you found no physical cause, so that the record has that when you are no longer around."

Dr. Sato generally starts his day in the nursery of St. Louis Maternity Hospital. In pediatrics today, patients are frequently followed through age twenty-one.

Having checked Noah, firstborn of Dr. and Mrs. Robert Lander, Dr. Sato stops to brief Mrs. Lander, MA 73, on Noah's health and to discuss his care and feeding after leaving the hospital. Dr. Lander is a clinical faculty member in orthopedic surgery.



George Sato



The young woman nodded and went back to her patient.

"At Children's, we use our clinical teachers primarily in the ambulatory setting. Rounds on the floors with the interns and residents are handled usually by our full-time people," Dr. Dodge explains. But there is also informal teaching which takes place—often by telephone—as interns and residents discuss the diagnosis and treatment of a patient with his or

her private physician. This teaching also is likely to occur as Dr. Sato visits hospitalized patients and discusses their cases with members of the house staff.

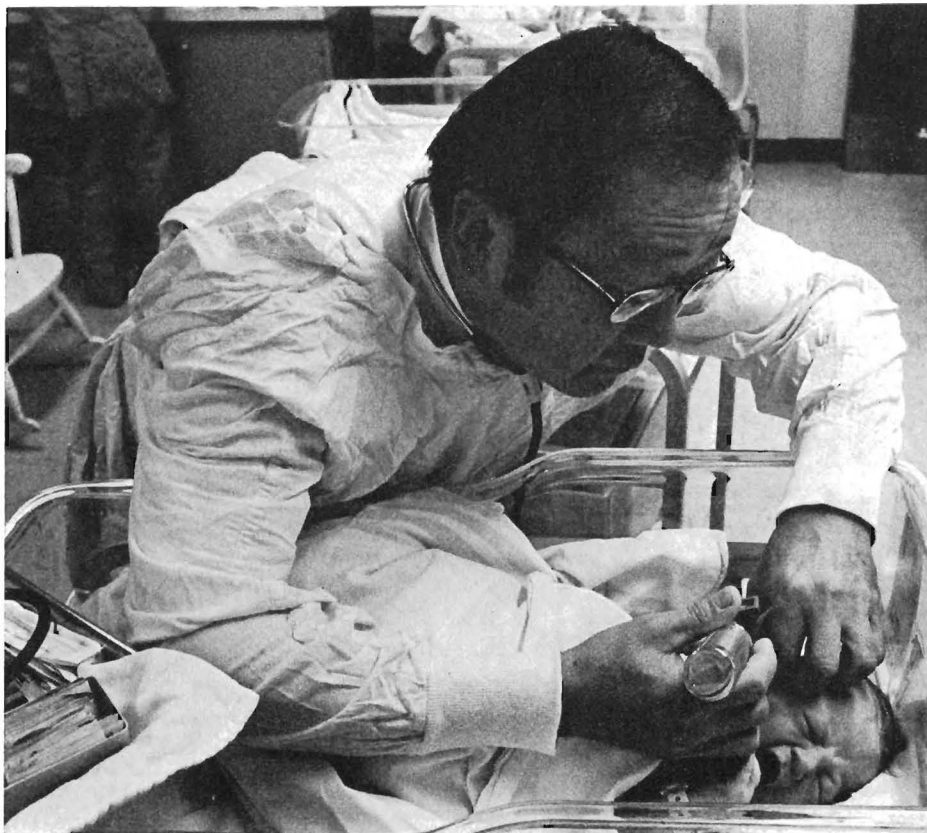
On most days, Dr. Sato's first stop is the Medical Center, where he checks on his patients at Children's and St. Louis Maternity and touches base with new mothers regarding the infant's health and care. Before 8 a.m., he leaves the hospitals for his nearby office to begin

a long day, a day in which he sees some 50 or 60 families (of one to four children each) for routine physical check-ups. Continuously during the day, he also sees sick children and takes emergency telephone calls. After office hours, he picks up other telephone calls, which can number as many as 100.

When the office door finally slams behind him, Dr. Sato's working day is not at an end. On his way home, he stops

George Sato

Immediately after a baby's birth, the pediatrician designated by the parents is contacted. Dr. Sato checks a newborn who has come under his care. He frequently transfers a baby born with a major problem from an outlying hospital to the neonatal unit at the Medical Center.



at the other hospitals to which he admits children or in which he inherits newborns.

George Sato was born in Carlsbad, California, and reared in South Pasadena. He was groomed by his family from childhood to enter medicine. "Every good Japanese mother in California wanted her son to enter medical school so he 'could be independent and always have work,'" he recalls. "I went to UCLA and I really had almost no chance of getting into medical school in California, but my college career was interrupted by the relocation of my family."

During World War II, the Satos were sent to Gila Bend, Arizona, to a relocation center for Japanese-Americans.

From that center, George was selected to be dispatched to the safety of a Mid-west college.

"For some reason, Washington University accepted many of the students from those camps, so there were about twenty Nisei students who came here and, of course, most of us were premed. When we arrived Dean Arno Haack took us over. He guided us through many things, such as the chopstick to fork routine. Now it also happened that Washington University School of Medicine had traditionally accepted one student of Oriental descent in its medical school class. That student usually came from Hawaii, but with the war, that access was closed. Carlyle Jacobson, who was then the assistant dean of the medi-

cal school and in charge of admissions, somehow persuaded the committee that rather than close that place down, it open another, in addition, since there were so many of us wanting to get in. And, miraculously, the committee did and I was one of those accepted. I've never known exactly why, because every one of us must have had 3.8 or higher grade-point average. All we did was study."

He graduated from medical school in 1947, took an internship in Detroit, and returned to St. Louis for residence, and practice, marrying Marjorie Soo Hoo, who is also a physician, in 1948. Dr. Marjorie Sato, however, elected not to practice full time until recently. Instead, she reared the Satos' four children, beginning to practice part time with the St. Louis County Health Department when her children were in school. Only Rick, who is now at Children's Hospital, is following in his parents' footsteps.

"There was no way we could both have practiced," Dr. Sato says, "When we were still making house calls and checking back into the hospital constantly to see that our patients were being treated, I'd regularly get home between 10 p.m. and midnight. Now the house staff is so good, I'm usually home by eight."

But if you call Dr. Sato's office on Sunday afternoon, he is often there, talking to those children with whom he needs to spend unhurried and unharried time. "I have some children—frequently teenagers—with whom I need to talk. Their emotional needs are as real as physical symptoms and I really enjoy being able to find that time." Admittedly, he says, he could send them to a counselor, "And I do, sometimes, but often just a few hours with a child I know well is helpful. I feel I should be able to give that."

**Washington
University**

**Annual
Report
1976-77**

**Comments
by the
Chancellor**





The following is a brief and condensed summary of the operations of Washington University during the fiscal year ending on June 30, 1977. It attempts to give a picture of that year both fiscally and academically.

The report is naturally abridged. It cannot begin to comment on all of the wide range of student and faculty activities or on the research that went on in hundreds of scholarly and scientific fields during the year. It cannot hope to convey adequately what is involved in the exciting teaching and learning process that characterized this year as it has every other year in the University's history. I cannot try to enumerate the many important contributions the University made to its community, and to the nation and the world, during the year.

A report such as this can merely attempt to convey some idea of the accomplishments of the University community and the great intellectual excitement that research and teaching generates. It can report on the uses of the resources entrusted to the University and it can present a balance sheet of income and expenditures. It cannot tell the whole story.

This is my first opportunity, as the newly elected Chairman of the Board of Trustees, to introduce the University's Annual Report. For more than a decade that privilege belonged to Dr. Charles Allen Thomas, my predecessor as Chairman. Speaking for the Board of Trustees, I want to express our gratitude and appreciation to Dr. Thomas for his tremendous efforts on behalf of Washington University.

Maurice R. Chambers
Chairman
Board of Trustees

Annual Report, 1976-77

Highlights

Reports of the Deans

Faculty of Arts and Sciences
School of Architecture
School of Business and Public Administration
School of Continuing Education
School of Dental Medicine
School of Engineering and Applied Science
School of Fine Arts
School of Law
School of Medicine
George Warren Brown School of Social Work

Financial Condition of the University

Total Expenditures and Income
Operations of Separate Fiscal Units
University Assets
University Investments
Statement of Assets, Liabilities, and Fund Balances

Comments by the Chancellor

A total of 2618 degrees was awarded at Washington University's 116th commencement exercises. This number included the largest number of advanced degrees in our history: 1414. Doctoral level degrees from all divisions totaled 604, master's degrees 810. There were 1204 undergraduate degrees.

Of primary importance, of course, is the quality and distinction of the academic enterprise, rather than the quantity of degrees accorded. Some of that quality has been recognized during the year.

Washington University was particularly pleased last fall when one of its most distinguished scholars, Hallowell Davis, was presented the National Medal of Science, the nation's highest honor for achievement in science or engineering. Medals were awarded to Dr. Davis and fourteen other individuals by then President Ford in ceremonies held in the White House. Dr. Davis is Professor Emeritus of Physiology and Research Professor Emeritus of Otolaryngology at the School of Medicine and Director of Research Emeritus at Central Institute for the Deaf.

Recognition has come also to poet Howard Nemerov, Edward Mallinckrodt Distinguished University Professor of English, who was recently inducted into the American Academy of Arts and Letters. Membership in the Academy is limited to fifty artists, writers and composers, drawn from the 250-member parent organization, the National Institute of Arts and Letters. The fifty individuals

selected are thought likely to achieve a permanent place in American culture. Also elevated to the Academy was playwright and former student Tennessee Williams. Another former student, Charles Eames, was elected to the larger group, the first artist in the field of design to be honored by the National Institute of Arts and Letters.

A faculty member, singled out for two distinctions, was Peter H. Raven, Englemann Professor of Botany and Director of the Missouri Botanical Garden. He was chosen as a Fellow of the American Academy of Arts and Sciences, becoming the twelfth faculty member currently holding this honor, and was elected to the National Academy of Sciences, joining eight other Washington University faculty in this eminent organization.

Chancellor William H. Danforth was elected to the twenty-one-member Council (the governing body) of the Institute of Medicine. The Institute, a branch of the National Academy of Sciences, is composed of leading members of medical and other professions. Dr. Danforth has been a member of the Institute of Medicine since 1971. Three others on the faculty are also members.

An individual's contribution to his or her professional field is often recognized by requests to serve on editorial boards or to edit a journal. A quick survey reveals that twenty-five journals are edited on campus. A total of 238 faculty holds editorial positions on more than 300 professional publications, a creditable number for a

medium-sized university of 1168 faculty members.

The dollar value of research awards increased over the year, from \$43.7 million to \$45.5 million or 4 percent. Since these grants are awarded competitively, the magnitude is an indication of the scientific ability of faculty members and a tribute to their entrepreneurial spirit.

The creative arts have flourished. An example is the prize-winning play, *Horay*, whose genesis and production on the Washington University campus culminated in its world premiere at Edison Theatre last March. This original drama by David Kranes was awarded first prize in the Washington University Writers' Theatre Contest, which was conceived by Richard Palmer, Director of Edison Theatre. *Horay* was chosen from approximately 300 manuscripts submitted from all over the country. It was produced by Washington University students under the direction of Sidney Friedman, Chairman of the Performing Arts Area, with assistance of a grant from the CBS Foundation of New York City.

The teaching and research program of the University has been greatly enriched by the establishment of two new professorships. Charles Allen Thomas, for eleven years Chairman of the University's Board of Trustees, and a distinguished chemist, has endowed a professorship in chemistry. This post will be occupied by a new Chairman of the Department of Chemistry, who will be known as the Charles Allen Thomas Professor

of Chemistry.

A visiting professorship was provided by Mr. and Mrs. Tobias Lewin, as an expression of their keen interest in broad humanistic studies. The Lewin Visiting Professor was the noted British historian and Professor of Modern English History at Cambridge University, John Harold Plumb. A lively, provocative lecturer, he spent the month of April with Washington University's History Department.

Four new appointments are worthy of note:

In November, Leon A. Gottfried was named Dean of the Faculty of Arts and Sciences, succeeding Merle Kling, who became Provost earlier in the year. Gottfried, a member of the faculty since 1954, was honored for excellence in teaching in 1968, and is an experienced administrator. He is a Professor of English and former Chairman of the Department of Art and Archaeology.

Following a year-long search, a new Dean of Fine Arts was appointed, Roger I. DesRosiers. A painter-educator from the University of Utah, where he was Chairman of the Department of Art, he takes over leadership of the School from Acting Dean Hylarie McMahon.

The School of Continuing Education also has a new dean, Richard J. Batt, from Tulane University. An attorney, historian, and university administrator, he succeeds John B. Ervin who has joined the Danforth Foundation.

The fourth appointment is that





Faculty of Arts and Sciences —Leon A. Gottfried, Dean

Leon Gottfried was appointed Dean of the Faculty of Arts and Sciences in November, 1976.

In the College of Arts and Sciences, the Focus Program, under the energetic and capable leadership of Dean Burton M. Wheeler, is being expanded. Focus offers separate sequences of courses, each developing a general interdisciplinary topic—Law and Society, The Search for Values, Quantitative Methods and the Social Sciences—to give freshmen a more personal, structured alternative to the elective option. Three new sequences planned in this well-received program for 1977-78 are Traditions and Change, People and Culture, and Comparative Arts. The interdisciplinary program in English and American Literature and History, initiated with the assistance of a grant from the National Endowment for the Humanities, is also being expanded, to include other European languages and cultures.

Our preprofessional students have continued to be successful in gaining admission to excellent law and medical schools, with the acceptance rate for our premedical students running at twice the national average. The advising of preprofessional students has assumed increasing importance. This year, Harold Levin, Professor and former Chairman of Earth and Planetary

Sciences, became Associate Dean of the College with special responsibility for premedical advising.

Undergraduates in the College scored impressive achievements during the year. Three seniors won prestigious individual awards—a Rhodes scholarship, a Marshall fellowship, and a Danforth fellowship. A team of three students placed second in the country in the Putnam competition in mathematics, behind California Institute of Technology but ahead of such strong competitors as Massachusetts Institute of Technology, Harvard, and Princeton.

Dean Ralph E. Morrow of the Graduate School of Arts and Sciences reports with justifiable pride that the Graduate School awarded 140 Ph.D. degrees in 1976-77, the largest number for one year in the history of the Graduate School. Moreover, the University maintained its excellent record of placing more than 90 percent of its Ph.D.'s in positions directly related to their academic training. Perhaps reflecting new directions of student interest, the Graduate Council approved three new programs: a Master of Arts in Statistics, a Master of Arts in Writing, and a Doctor of Philosophy in Organizational Behavior.

Several additions to the faculty this year added greatly to the strength of the natural sciences. Arriving at the beginning of November, Larry A. Haskin assumed the chairmanship of the Department of Earth and Planetary Sciences. Professor Haskin, a distinguished

geochemist, came to Washington University from NASA where he was Chief of the Planetary and Earth Sciences Division of the Johnson Space Center in Houston. In a related area, William Hayden Smith, formerly director of the spectroscopy laboratory at Princeton University Observatory, was appointed to the Department of Chemistry with joint appointment in Earth and Planetary Sciences. Professor Smith is a specialist in the study of planetary atmospheres.

A third important appointment in the sciences was that of Robert E. Thach who became chairman of the Department of Biology in March. Professor Thach, an outstanding biochemist and scientific leader, was recruited from our own School of Medicine. He has been director of the Center for Basic Cancer Research, and director of the Graduate Program in Molecular Biology in the Division of Biology and Biomedical Sciences.

The humanities were strengthened this year by an award from the Andrew W. Mellon Foundation to establish several rotating positions for junior humanists. These positions will be used to strengthen interdisciplinary efforts in the humanities at Washington University. For the coming year, Mellon Fellows will be teaching and doing research in the Departments of German, History, and Philosophy.

Members of the faculty have continued to distinguish

of John H. Biggs as Vice Chancellor for Financial Affairs. By vocation former vice president and controller of General American Life Insurance Company, and by avocation former Vice Chairman of the Missouri Commission on Higher Education, Biggs brings to administration a rare blend of expertise in fiscal management and extensive knowledge of college and university financing.

Biggs's appointment is a part of the administrative reorganization at Washington University following the grievous loss of Carl A. Dauten, Executive Vice Chancellor, who died during the year.

The University experienced another premature loss. William Kurth, University Librarian since 1969, was a victim of cancer. Kurth was a dedicated citizen of Washington University, responsible for the day-to-day management of Olin Library and the departmental libraries under its central supervision. A search committee has been appointed to seek his successor.

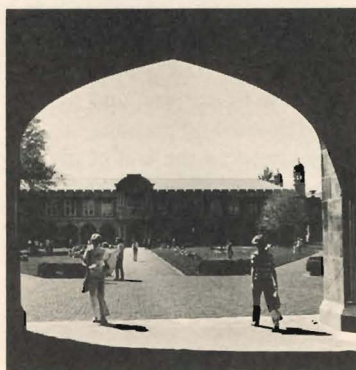
Finally, since May, the Washington University Board of Trustees has a new chairman, Maurice R. Chambers. He succeeds Charles Allen Thomas who retired as chairman, having given the Board many years of loyal and able leadership. Chambers joined the Board in 1968. His stewardship, both in business and in community affairs, ensures a continuity of excellence in this important post.

themselves in their publications, in being elected to office in their professional organizations, and in being awarded grants for study and research.

Awards of grants and contracts are numerous in the scientific areas of arts and sciences. In this report, we shall mention grants and awards won by members of the Faculty of Arts and Sciences whose fields are outside the biological and psychological sciences. Several are of particular interest. One of these was a RIAS (Research Initiative and Support) grant from the National Science Foundation, for a project to be directed by John Sprague, Professor of Political Science; it was the only RIAS grant awarded to a political science department in any American university. The thrust of the project is to develop a greatly broadened curriculum in the mathematical modeling of political processes. Also in Political Science, Robert Salisbury and Kenneth Shepsle were given a grant by the John M. Olin Foundation to prepare plans for a study of congressional staffs, an important but often overlooked factor in legislation. Professor Salisbury was elected president this year of the Midwest Political Science Association. Another grant in the social sciences was given by the Mercantile Bancorporation of St. Louis to Charles Leven, Professor and Chairman of Economics and Director of the Institute for Urban and Regional Studies, to support a symposium on "Challenges and Opportunities in the Mature Metropolis." The three-day symposium, which brought

together a distinguished group of scholars, government servants, and journalists in the field of urban affairs, was appropriately held in St. Louis' new Convention Center. Alvin Gouldner, Max Weber Professor of Social Theory, and Richard Rudner, Professor of Philosophy, received grants from NEH to support summer seminars for college teachers, and John Kautsky, Professor of Political Science, and Mark Selden, Associate Professor of History, received NEH research grants to work on new books.

Finally, the retirement of five outstanding figures in the Faculty of Arts and Sciences should be noted. They were Howard Kelsey, University Organist and Professor of Music; Bruce Melin, Professor of Physical Education and former Chairman of that department as well as former Director of Athletics; Elizabeth Schreiber, Associate Professor of French; Thomas S. Hall, University Professor of Biology; and Rita Levi-Montalcini, Professor of Biology. All have served the University long and well.



School of Architecture— Constantine E. Michaelides, Dean

Early in February, the School of Architecture was visited by a National Architectural Accreditation Board committee. This visit was the first since 1971, and is part of a year-long accreditation process, requiring report writing, formation of review and visiting committees, and the like. Although at this writing we have not yet seen the final accreditation report, all indications are that the School has done very well. Such a visit and the preparations for it serve a useful purpose: they allow the School to take a critical look at its educational goals and the strategies it uses to meet them. However, a recent national study resulting in restructuring of the accreditation process has placed, perhaps unintentionally, undue emphasis on bureaucratic aspects of educational administration, which have had an inhibiting effect on self-criticism. We are very concerned about this emphasis, and, together with a number of other schools, we have been attempting to modify it.

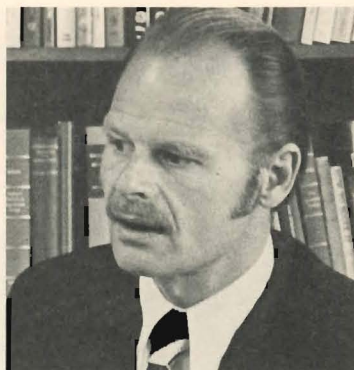
In May, 31 students were graduated with a Master of Architecture degree, and six received the Master of Architecture and Urban Design degree. An additional 35 students completed the undergraduate program and received from the College of Arts and Sciences a Bachelor of Arts degree with a major in Architecture.

Total enrollment in the fall of 1976, 338 students, was about

the same as that of 1975. The number of women students in the School, after the spectacular increases of the last few years, seems to have stabilized to slightly above 20 percent of the total enrollment. Applications for admission to both undergraduate and graduate studies repeated the patterns and numbers of the previous year, which continue to indicate a strong interest among our younger people in issues pertaining to the formation and quality of the environment.

Our semester-long program of bringing in visiting architects, which functions to enrich studies for the Master of Architecture degree, featured these individuals: Nils-Ole Lund, Dean of the School of Architecture in Aarhus, Denmark; Marius Reynolds of London and David Owers of Cambridge, England, practicing architects who also served in the middle 1960's as Washington University faculty members; Oktay Nayman from London and Istanbul, who worked for a number of years with Jorn Utzon on the Sidney Opera House; Theodore Seligson, an alumnus of the School, practicing in Kansas City; and Team Four, a St. Louis architectural and planning firm with long associations with the School.

A faculty Search Committee worked diligently through the spring semester. From a very large pool of candidates for faculty positions, we were able to make two excellent appointments for 1977-78; Associate Professor Edward M. Baum, who has taught for several years at the Graduate



**School of Business and
Public Administration—
Nicholas Baloff, Dean**

The 1976-77 academic year was a good year for the School of Business and Public Administration. Let me review a few of the high points that illustrate the School's accomplishments.

An accreditation review by the American Assembly of Collegiate Schools of Business granted a five-year reaccreditation of our graduate and undergraduate programs. The AACSB applauded our current programs and plans for future development of the School. Simultaneously, faculty committees have spent the past several months examining ways of improving our existing undergraduate, MBA, and doctoral programs.

This year a great deal of progress was made in developing closer relations between the Business School and other units on campus. A new faculty member having special expertise in the relationship between business and public policy holds a joint appointment with the Center for the Study of American Business. The Business School participated recently with the Center in sponsoring a workshop on money and banking. Projects were also undertaken in cooperation with the School of Social Work, the School of Medicine, and the Graduate Institute of Education.

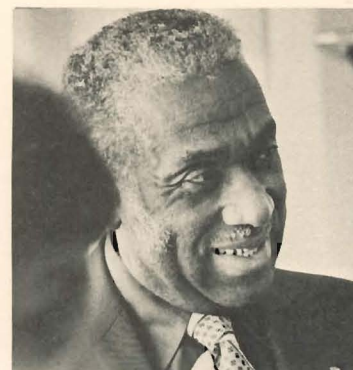
With the support of the University, the Business Placement Office directed by

Leo Eason, has been transferred to the administrative control of the Business School, where it will best serve business students and Arts and Sciences students who are interested in business careers. Our administrative capability in career and academic student counseling has also been strengthened.

Over the past year, we have recruited four new faculty members, and we continue to enroll highly qualified students at both the graduate and undergraduate level. One of our senior accounting students received the American Institute of Certified Public Accountants (AICPA) National Scholarship Award.

As a part of plans to serve better our external constituencies, we plan to establish a stronger communications program with alumni, corporations, and friends of the School through a series of newsletters, lectures, seminars, and other activities.

Prince Hall has been extensively remodeled; the building now serves and accommodates our expanded student population more effectively than previously. Our objective is to create an atmosphere in the School that is as conducive as possible to learning and professional education. June marked the end of my first year as Dean of the School of Business and Public Administration. I should like to express my gratitude for the support of the University administration and alumni and the business community.



**School of Continuing
Education—
John B. Ervin, Dean**

The past year was a satisfying one for the School of Continuing Education. One-hundred ninety-five students received the baccalaureate degree, and seventy-eight students were awarded certificates in twenty major programs that are the equivalent of two years of college work. Thirty degree candidates were graduated with final honors and eleven were elected to membership in Alpha Sigma Lambda Fraternity, national evening school honorary society, in recognition of academic excellence and service to Washington University. Of particular interest to us were the first three graduates of the recently inaugurated Master of Data Processing Program. That program has a current enrollment of twenty-one persons, with five additional on a waiting list, and thirty-four new applications. It has proved to be a valuable addition to the academic scene.

The program exploration and reorganization begun in 1975-76 has continued through 1976-77, in both credit and noncredit divisions of the School of Continuing Education. With an 8 percent increase in program offerings, the School made available a widened variety of courses. During the year, three new certificate programs were introduced: Geodetic Science, specifically designed with and for the U.S. Defense Mapping Agency; Organizational Use of

School of Design, Harvard University, and Assistant Professor Bruno D. Pfister, who has also taught at Harvard and at the Swiss Federal Institute of Technology in Zurich.

Many events take place during an academic year in Givens Hall. The following two underscore the attitudes and initiatives of our students:

During the semester break, a number of students got together to redesign and build the second floor "student lounge." With the School underwriting the cost of the materials and other expenses and the students providing the labor and love, we were able to cut the ribbon late in January.

A studio workshop in the early part of the professional curriculum, under the direction of Assistant Professor G. Z. Brown, designed and built a riverfront heavy timber pavilion for the City of Kirkwood. This experience provided a rewarding mixture of community service and on-site learning experience for future architects.



School of Dental Medicine— George D. Selfridge, Dean

The School of Dental Medicine will return in 1977-78 to a four-year curriculum after an experiment over several years with a three-year curriculum of eleven months each year. There was general agreement among faculty, students, and the School's administration that the four-year program provides a better dental education than the more intense three-year program. The two classes already enrolled under the three-year plan will continue on that track. Our 1977 entering class, however, and all following classes will be participants in a newly-designed four-year program that embodies the most up-to-date concepts in dental education and is the product of more than a year of research and planning by our Curriculum Committee under the chairmanship of Assistant Dean Richard M. Diemer.

The size of the 1977 entering class remains at eighty-four students, the same enrollment maintained for classes in the three-year program. This means a gradual increase in our undergraduate dental student population over the next few years to an eventual total of 336 students. About 3800 applications were received last year for the eighty-four available places in the entering class; our ratio of applications to places continues to be among the highest of all U.S. dental schools.

The School has continued and will continue to work assiduously to broaden and

strengthen its faculty. Among the more significant appointments recently have been those of Dr. Jean Russell, joining us from The Jewish Hospital of St. Louis, who will teach pharmacology, and Mrs. Natalie Simmons, who will teach several new courses in behavioral science.

A long-needed strengthening of ties is underway between our School and the local medical community, particularly with our colleagues at the School of Medicine. As one of the first steps in this effort, two outstanding members of the faculty of Medicine—Drs. David J. Simmons and Steven L. Teitelbaum—have accepted joint appointments in the faculty of Dental Medicine, and arrangements with a third medical faculty member are pending. All three are now engaged in research projects in conjunction with other members of the dental faculty.

A dramatic resurgence of research has begun at the School of Dental Medicine. This new priority is based primarily on the "research without walls" concept, in which researchers from various Washington University medical institutions and Barnes Hospital work together on a great diversity of investigations.

Our postgraduate programs are doing very well, and we have instituted a program of education in oral pathology for dental hygienists, believed to be the only one of its kind. One major administrative change has involved the consolidation of several small departments of

preclinical sciences into a Division of Basic Sciences under the leadership of Dr. John R. Ring, Assistant Dean for Basic Sciences.

Continuing Education has become extremely important for the dental profession, and the School takes very seriously its responsibility to provide excellent short courses for members of the profession. Our course offerings are increasing; we expect to be offering more than thirty courses a year within the next three years.

We look forward to working with the School of Medicine in the transformation of the old A & P bakery, just east of our School, into a new facility to be jointly used by the two Schools. This building will provide badly-needed space for us and will enable us to offer intramural practice facilities to our faculty for the first time.

It has been my pleasure during this first year of my administration to meet large numbers of our alumni, both at the annual alumni meeting in St. Louis and through visits to major cities across the country. A continuation of our always-strong alumni support has been pledged to me. The enthusiasm and loyalty of our alumni bodes very well for the future of our School. All in all, it has been a very good year and the future looks bright.

Human Resources; and Managerial Economics. A fourth certificate program, approved for 1977-78, has been carefully put together with the cooperation of the School of Architecture to teach space planning, building construction, and design of an interior environment.

The decision to terminate the part-time degree program in Accounting and Business Administration brought changes. Two other certificate programs were reorganized into departments outside the Business School: Real Estate is now offered at the School of Architecture and Traffic and Distribution Management is located in the Department of Economics.

It was our special pleasure to honor during the 1977 Certificate Awards Ceremony several faculty who have taught in University College for more than ten years. We owe a special debt of gratitude to Alexander Calandra and Nathan B. Kaufman for thirty years of service each, and to Allen Owen Holtzman for twenty years of service. The maintenance of continuity and quality is dependent upon the loyalty and skill of such teachers.

I cannot complete this brief report without expressing thanks to all of the people at Washington University who have helped to make my twelve-plus years here rewarding and productive.



**School of Engineering and Applied Science—
James M. McKelvey, Dean**

Undoubtedly the most visible and significant event of the 1976-77 academic year was the large increase in the number of undergraduate engineering students on campus.

Engineering classrooms, which for many years have had a sizeable number of empty seats, suddenly became filled to capacity and extra sections of some classes had to be scheduled.

The undergraduate enrollment was 888, compared with 708 the previous year and 550 the year before that. This increase has occurred because of increased freshman enrollments, an increased number of transfer students, and the growth of the School's "Three-Two Program."

This increase in interest in engineering on the part of young people is not unique with Washington University, but is part of a national trend. Engineering enrollments are up at all engineering schools, but the gains at Washington University are greater than the national average. This change comes after a long period of depressed enrollments, a period during which the demand for engineering graduates greatly exceeded the supply. At the present time demand still exceeds supply and placement of engineering graduates is not expected to be a problem for at least the immediate future.

Graduate enrollments also experienced a small gain, going from 321 to 363. However, we anticipate a major surge of

graduate students to occur in about two years, when the full impact of the increased undergraduate enrollment will be felt.

One very beneficial effect of the increased enrollments on the Engineering School is its improved financial position. As a *reserve division* of the University, the School of Engineering is required to operate on its own income; the 1976-77 academic year was the first year that we have been able to do so without receiving a subsidy from the central administration. For the immediate future the financial picture for the Engineering School looks reasonably bright.

Another effect of the increased enrollments has been to tax the physical facilities of the Engineering School to the limit, and then some. With seven academic departments and nearly 900 undergraduate students, compared with five academic departments and about 550 students just a few years ago, the magnitude of the problem can be appreciated. In response to this problem, a plan for expanding and improving the engineering facilities has been prepared. The Engineering Facilities Improvement Plan calls for the renovation of Cupples Hall II, Urbauer Hall, and parts of Sever Hall. In addition, a new engineering building having about 30,000 square feet and which will connect Urbauer, Sever, and Cupples II been proposed. The Engineering Facilities Improvement Plan, together with a proposal for a capital fund drive to pay for it, was presented to the Board of

Trustees in the Spring of 1977, and has been approved. Design work on the new building is now underway and renovations will be started soon. We anticipate completion of the work in about two years.

During the past academic year, the Engineering School lost two of its most productive and valuable senior professors. Professor Eric Weger, Chairman of the Chemical Engineering Department for the past thirteen years, died on January 18, 1977. Professor Erwin Hoelscher, Assistant Chairman of the Department of Mechanical Engineering and a faculty member for twenty-seven years, died on March 22, 1977. A search committee is now seeking a new chairman for Chemical Engineering. In Mechanical Engineering, Professor Wallace Diboll has been named Assistant Chairman.



**School of Fine Arts—
Hylarie McMahon,
Acting Dean**

The past year has been a time for reevaluation of our goals and performance. The School of Fine Arts underwent the process of reaccreditation as a Division I institution of the National Association of Schools of Art, of which it is a founder-member. Valuable insights were gained and shared as faculty and administration prepared the required self-study. The School's status will not be decided until late 1977, but we received the impression that the visiting Evaluation Team concurred in our own conclusion; that, with the exception of one or two specific weaknesses which we are taking measures to correct, our instructional program is consistently strong, though constrained by crowded physical facilities. In the coming year, portions of Bixby Hall are to be remodeled and additional space provided for the School.

The freshman class of 1976 was small, but was balanced by an exceptionally large graduate enrollment. Aware of the fluctuations in our undergraduate numbers, we have worked closely with the Admissions Office throughout the year to improve recruitment procedures. As a result, the freshman class of 1977 is close to our preferred capacity. The Ford Foundation Grant for scholarships, awarded to the School three years ago, and matched this year through the generosity of donors and of the University, will now become an

increasingly important factor in attracting talented young people to Washington University.

Many fine arts students prefer to study in an academic environment which offers an opportunity to enrich their educational experience in ways that independent art schools, usually having a more modest tuition, do not. Students may elect interdisciplinary studies. Some graphics majors, for example, work for a double degree, in fine arts and business administration. Other students are active in performing arts, gaining practical experience through costume and set design. Extracurricular activities also enable students to teach art in a volunteer program to the elderly and children.

This year, the School was successful in obtaining grants from the Missouri Arts Council for assistance in the coming year with its visiting artists program, and with the summer art workshop for high school students. A Missouri Arts Council grant was also received by faculty member William Kohn, for the pursuit of his creative work; Howard Jones received a grant from the National Endowment for the Arts, for the same purpose. Professor Jones was also recognized recently by the National Gallery of Art, Washington, D.C., when his mixed-media piece, "Witness," was acquired by the museum for its permanent collection. One-person exhibitions were mounted by Suzanne Anker, Edward Boccia, David Hershey, Peter Marcus, Hylarie

McMahon, and Cindy Snodgrass; Heikki Seppa and John Baltrushunas were invited to deliver a technical paper before the Society of North American Goldsmiths; and many other creative activities, too numerous to mention, were successfully pursued by our faculty.

Perhaps the most important activity of the year was the search for a new Dean of Fine Arts, and the appointment on July 1, 1977, of Roger DesRosiers. Dean DesRosiers comes to us from the University of Utah, Salt Lake City, where he was Chairman of the Art Department. New administrative leadership is particularly appropriate after this period of reevaluation, and we look forward to an era of new growth and stability.



School of Law— Edward T. Foote, Dean

Another senior scholar of national distinction joined our faculty last year. He is F. Hodge O'Neal, George Alexander Madill Professor of Law, a widely known authority on close corporations. With his arrival, three of the four new senior positions authorized by the School of Law in late 1973 are filled, Robert G. Dixon having joined the faculty as Daniel Noyes Kirby Professor of Law, and Merton C. Bernstein as Walter D. Coles Professor of Law, both in 1975. We are in the process of filling that last precious position.

The American Bar Association and the Association of American Law Schools conducted a routine reaccreditation inspection of the School this past spring. The School remains fully accredited.

It has been a busy year for scholarship and public service by our faculty. Gray Dorsey, Nagel Professor of Jurisprudence and International Law, has been president of the International Association for the Philosophy of Law and Social Philosophy. Frank W. Miller, James Carr Professor of Criminal Jurisprudence, won the Guttmacher Award of the American Psychiatric Association for the new book of which he is lead author, *The Mental Health Process*. Professor Robert G. Dixon has been active as a member of the Administrative Conference of the United States, the U.S. Civil Service Commission Advisory Committee on Administrative

Law Judges, and several other national organizations. Professor Merton C. Bernstein was selected to write a major section of the definitive study of Workmen's Compensation. Professor Daniel R. Mandelker, Howard A. Stamper Professor of Law, participated in the Urban Seminar of the Salzburg Seminar in American Studies, this in addition to publishing his eleventh book. Professor A. Peter Mutharika was appointed to the Committee on Goals and Planning of the World Peace Through Law Center. Professor Ronald L. Carlson has lectured on evidence at least monthly throughout the country, usually to audiences of judges. Professor James P. Chandler organized and hosted a national computer law conference at our school. (I regret to report that Professor Chandler has accepted an offer to join the faculty of another school.) Professor Charles R. Haworth was one of several law professors invited to testify before the Commission on Revision of the Federal Court System and has been appointed to the ABA Task Force to recommend revision of criminal justice standards.

During 1976-77, seven faculty members published books. Our newest faculty member, D. Bruce LaPierre, has been honored by the selection of his first and second articles to be included in separate anthologies of leading works in the fields of communications and environmental law.

Our law school hosted the midwestern regional moot court competition in St. Louis last

fall and, inhospitably, won it. Our moot court team reached the quarter finals in the national competition.

The faculties of law and political science approved a new joint degree program last year, expanding our interdisciplinary offerings.

The national escalation of the number of people wishing to study law during the early 1970's has now ended. Applications to law schools across the country, including ours, declined slightly this year, but the academic quality of applicants is higher than ever.

Last year's entering class of 200 was extremely well qualified. (At the other end of the scale, the graduating class was more than 75 percent employed, even before graduates had taken the bar examination.) Although the consensus is that applications will vastly outnumber spaces available for the foreseeable future, we wonder how many lawyers is enough, or too many, or even too few, and what law schools should be doing about it.

I am extremely pleased to report that alumni support of the School, financially and in other ways, has been most generous and helpful. With the assistance of the Alumni Association Executive Committee, alumni giving by percentage of those participating (26.6%) and unrestricted giving in total amount (\$70,758.13) reached the highest in our history.

One final note, of sadness: Erna Arndt, beloved registrar of the school for twenty-eight

years who retired in 1975, died suddenly in May. Her impact on this institution and its students was unique and unforgettable. A scholarship established in her honor to help students is a fitting tribute to a great lady who devoted her life to the same goal.



School of Medicine— M. Kenton King, Dean

The past year has been a productive one at the School of Medicine. Teaching medical students and resident physicians, providing medical care to thousands of patients, and pursuing new and exciting research areas has kept our large faculty extremely busy. Indeed, busy people make an institution.

On October 11-12, 1976, the School had the distinct pleasure of honoring Dr. Carl F. Cori, Distinguished Service Professor of Biological Chemistry and Professor Emeritus, by holding a symposium on the occasion of Dr. Cori's eightieth birthday. Participating in the symposium were many former students and co-workers of Professor Cori, including three Nobel Prize recipients.

A number of our faculty have been designated as recipients of prestigious awards or elected to high office. Dr. Bernard Becker, Professor and Head of the Department of Ophthalmology, received the first annual Abrecht von Graefe Award for "significant contributions to glaucoma research." Dr. William H. Daughaday, Director both of the Division of Metabolism of the Department of Medicine and of the Diabetes and Endocrinology Center, was named as a recipient of a 1977 Award for Distinguished Achievement from *Modern Medicine*. Dr. David M. Kipnis, Busch Professor and Head of the Department of Medicine, was appointed Chairman of the National Diabetes Advisory Board. Dr.

William M. Landau, Professor and Co-Head of the Department of Neurology and Neurological Surgery, was elected President of the American Neurological Association. Dr. Robert G. Roeder, Professor of Biological Chemistry, was granted the Eli Lilly Award in Biological Chemistry. Limited space precludes listing a number of other faculty members who were honored during the year.

The Program in Occupational Therapy at the School of Medicine has established a graduate program, which began this fall and leads to a Master of Science degree.

The total enrollment of M.D. candidates in the School of Medicine reached an all-time high of 547 in 1976-77. This is a 70 percent increase over the 321 students in the School fifteen years ago in 1962. The 125 women students and forty-nine black students were also school highs. The quality of our students remains excellent. The 1976 entering class carried an undergraduate grade point average of 3.65 on a scale of 4.0 equalling "A." The 120 first-year students were selected from an applicant pool of 6,078, 50 applicants for each class position. The 135 graduates included seven graduates of the School's Medical Scientist Training Program, the latter receiving both the Doctor of Medicine and Doctor of Philosophy degrees.

The College of Arts and Science, the School of Engineering and Applied Science, and the School of Medicine inaugurated an exciting new Scholars Program



**The George Warren Brown
School of Social Work—
Shanti Khinduka, Dean**

With the arrival of four new faculty members, the construction of a modern Learning Resources Center, the graduation of the second largest number of students in our history, the establishment of a research quarterly, the inauguration of a revised curriculum, and the continuing contributions by our faculty to the advancement of knowledge in the field, the year 1976-77 proved to be one of considerable achievement, fulfillment of aspirations, and recognition of additional challenges and priorities.

Many distinguished persons served as Visiting Professors at the School. These included: Chauncey Alexander, Executive Director of the National Association of Social Workers; Joel Fischer, Professor, University of Hawaii; David Gil, Professor, Brandeis University; Richard Lodge, Executive Director of the Council on Social Work Education; Arthur Mandelbaum, Director, Family Therapy Staff Training Program, The Menninger Institute in Topeka, Kansas; and Nazneen Mayadas, Professor, University of Texas at Arlington.

The School's new venture, the *Journal of Social Service Research*, has been designed to foster empirical research in the field. It will publish research papers ranging from clinical to policy studies. The first issue will appear in late fall. The Editorial Review Board of the

Journal includes many top social-welfare researchers in the country.

Applications for this fall remained strong with candidates from practically all parts of the country and many foreign lands applying for admission to the Master of Social Work program. The quality of both the current students and the applicants is continuing very high.

Professor Jack Kirkland has been appointed by Missouri Governor Joseph P. Teasdale as Secretary of Transportation. Professor Richard Parvis has been elected the Secretary of the Inter-University Consortium for International Social Development. One of our earliest graduates, Alice Taylor-Davis, was selected as the Social Worker of the Year by the National Association of Social Workers last May. The faculty of the School continue to be in great demand for offering workshops and institutes, providing consultation, and delivering lectures throughout the country.

The GWB Alumni Association is now a vital partner of the School. Under the general leadership of Homer Bishop and the chairmanship of David Rabinovitz, a new Century Club for the School was established. Initial response by the alumni has been heartening.

The formation of a Practicum Advisory Committee and a Learning Resources Advisory Committee, both of which include representatives from the practice community, reflect the School's commitment to strengthen its bonds with the

St. Louis social work community. As part of its overall objective of preparing competent social workers to practice in our changing society, the School is continually evaluating its curriculum. Inaugurated last year, the core courses have been received enthusiastically by practicum instructors. The next couple of years should see a further refinement of the MSW curriculum.



Financial Condition Of the University

Supported by its many alumni and friends, Washington University took a giant step in fiscal year 1977 toward achieving adequate financing by matching the Danforth Foundation Challenge Grant. In 1973, the Foundation transferred securities, having a market value of \$60 million, to a separate fund to be held until matched by \$60 million in gifts to the University. On May 23, 1977, the matching was completed and the Foundation transferred that fund to the University's endowment. The market value on the date of transfer was \$55,829,000. This endowment will generate income and appreciation to replace the annual gifts which were being received from the Foundation in recent years for support of general operations. It will not provide increased support for general operations. Therefore, because of continued inflation, we are still faced with the dual challenge of obtaining increased support and economizing in order to maintain the sound fiscal base essential to offering an education of highest quality.

Below is a brief analysis of total expenditures and income, the results of the University's separate fiscal units, University assets, and investment.

Total Expenditures And Income

EXPENDITURES

The total operating expenditures of Washington University in fiscal year 1977 amounted to \$131,008,000. In 1976 this figure was \$121,056,000. Approximately 28 percent of the increased

expenditures was attributable to instruction and student aid.

Research, primarily supported by outside agencies, accounted for another 25 percent, and 17 percent of the increase occurred in organized patient care activities, such as the Edward Mallinckrodt Institute of Radiology. The remainder of the increase was divided between operation and maintenance of plant, auxiliary enterprises, academic support, institutional support, and student services.

Capital expenditures for buildings were \$4,962,000.

Investments in all physical facilities, including buildings, land, equipment and library acquisitions, increased \$8,794,000.

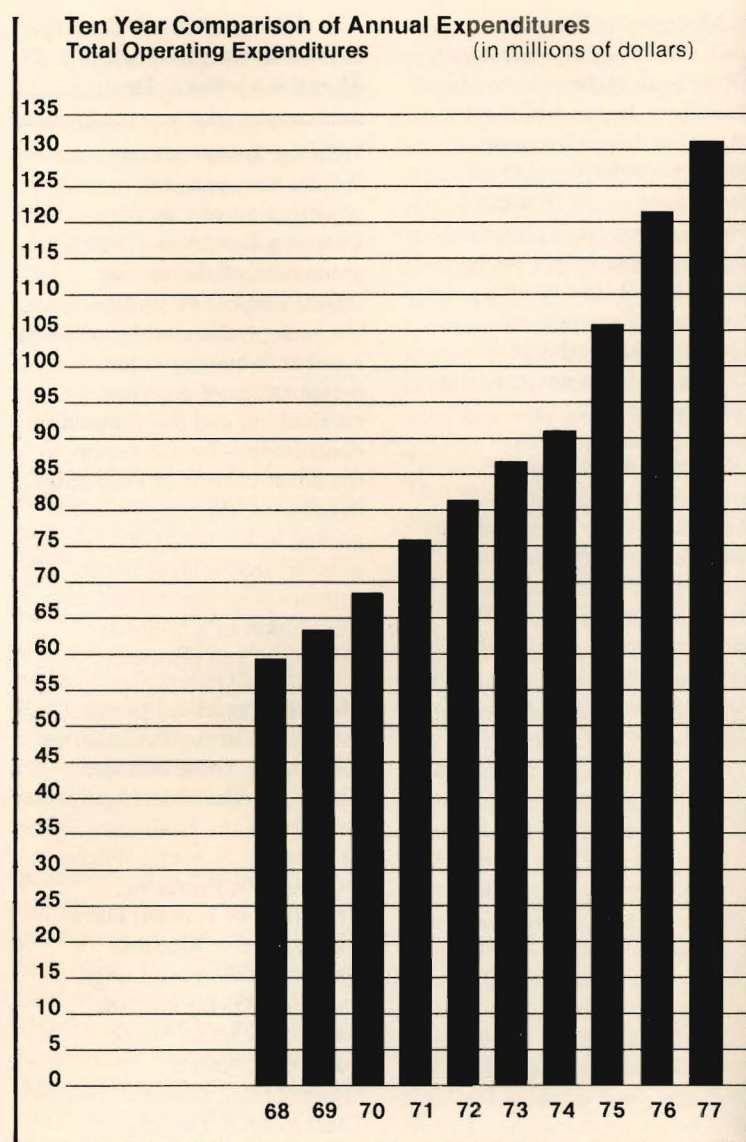
Included in operating expenses is student aid (scholarships, fellowships and stipends), amounting to \$10,251,000 from University income and from governmental and private sources, but excluding College Work Study, Basic Educational Opportunity Grants, and the State of Missouri Student Grants. Student loans are not expended from current funds—their source is a separate fund category. Student loans issued during fiscal year 1977 totaled \$3,256,000, as compared with \$3,022,000 in the prior year.

INCOME

The University has four major sources of support for activities represented by its expenditures. These are:

Operating Revenue

Total operating income, primarily from payments by



those who benefited directly from the University's operation, amounted to \$75,031,000. Student tuition and fees accounted for \$29,250,000. Patient and laboratory fees for medical services provided by faculty and staff amounted to \$16,801,000. Income from organized patient care activities, such as the Edward Mallinckrodt Institute of Radiology, was \$14,029,000. The auxiliary enterprises,

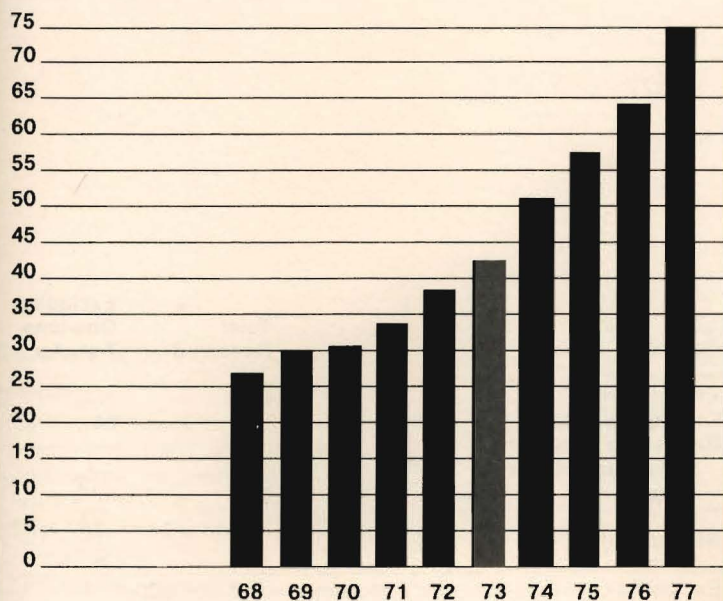
including residence halls, food service, and book stores, had income of \$8,292,000. Other miscellaneous operating revenues totaled \$6,659,000.

Government Grants And Contracts

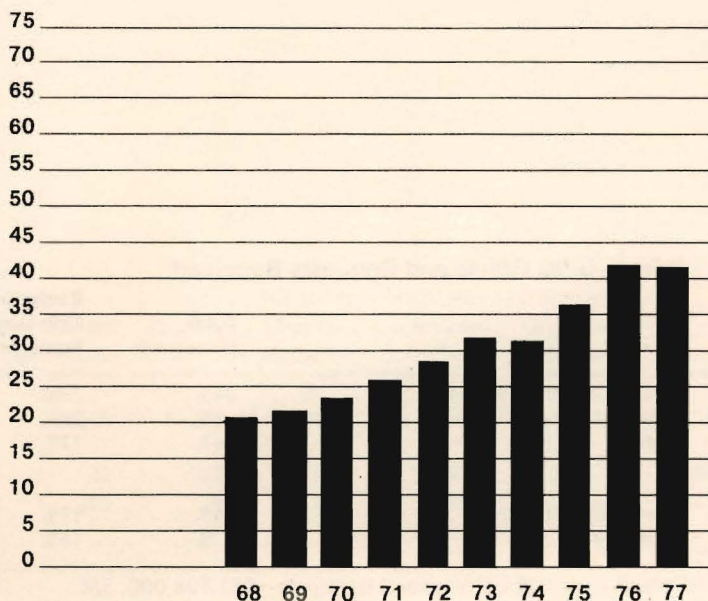
A large portion of the research done by the University is sponsored by grants and contracts from governmental agencies, mostly Federal, for

Ten Year Comparison of Income by Source (in millions of dollars)

Revenue from Tuition and Services

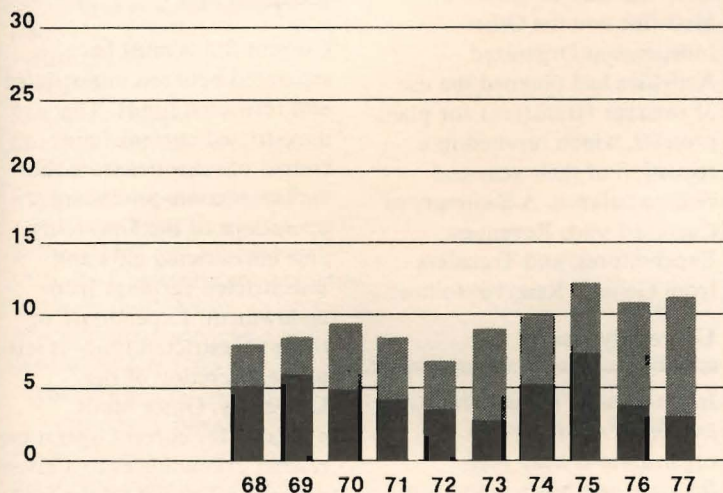


Income Expended from Government Grants and Contracts



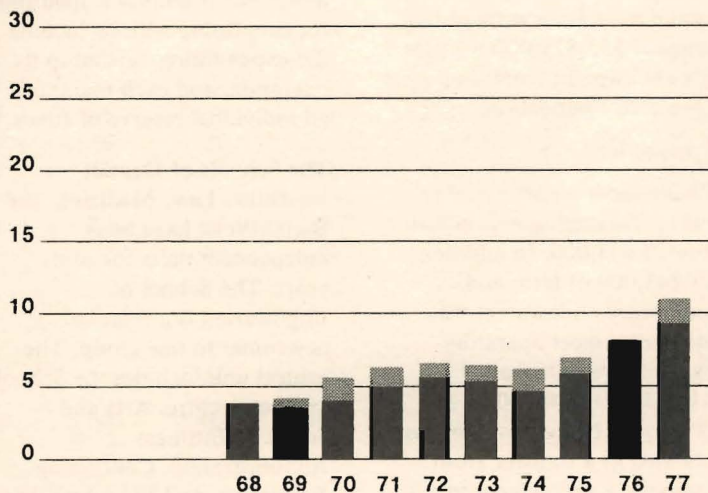
Private Gifts, Grants, Contracts and Bequests Recognized as Operating Income

■ Restricted (Amount Expended)
■ Unrestricted



Endowment Resources Appropriated for Operating Purposes

■ Term and Temporary Endowment Appropriated
■ Income



specific sponsored projects. Total income from governmental sources expended in fiscal year 1977 was \$42,088,000, a decrease of \$158,000 as compared with the previous year. Included in this total is \$2,586,000 for scholarships and traineeships, a decrease of \$560,000 as compared with the previous year. In addition, \$1,940,000 of the total student loan funds issued was 90 percent funded

by the Federal Government under the National Direct and Health Professions loan programs.

Private Gifts, Grants And Contracts

Washington University received \$15,908,000 in gifts and grants from private sources for various purposes, plus \$55,829,000 for endowment representing the transfer of assets of the fund set aside as a challenge grant by

the Danforth Foundation in 1973. In addition, \$739,000 in private contracts was received during fiscal year 1977.

Support from private, non-governmental sources for operating purposes totaled \$13,761,000, of which \$10,989,000 was recognized as current income. Unrestricted gifts received totaled \$3,766,000. The balance received, \$9,995,000, was for

sponsored projects of which \$7,223,000 was spent and recognized as income during the fiscal year 1977, with the remainder being held for future expenditures on these projects. The ten-year chart reflects a large Ford Foundation grant for the years 1968-70.

In addition to gifts for operating purposes, \$58,298,000 was received for endowment, \$368,000 for plant,

Private Gifts, Grants and Bequests Received:

Source	Total Received	Excluding One-time Transfer	Purpose	Total Received	Excluding One-time Transfer
Trusts and Foundations	84%	28%	Endowment	81%	15%
Business Corporations	5%	23%	Current Operations	5%	24%
Alumni	4%	17%	Sponsored Research and other Sponsored Projects	13%	57%
Agencies and Groups	4%	17%	Plant	1%	2%
Individuals	3%	15%	Student aid	0%	2%

Total Private Gifts, Grants and Bequests—\$71,738,000.

Excluding One-time Grant for Endowment—\$15,909,000.

and \$50,000 for student loans. Major sources include alumni, individuals, business corporations, and foundations. A separate table presents a breakdown of the total by source and by purpose, as well as a similar breakdown as it would have been without the unusual \$55,829,000 transfer for endowment from the Danforth Foundation.

Endowment

Endowment income used to support operating expenditures was \$9,943,000. In addition, \$1,243,000 of term and temporary endowment was utilized to meet operating expenditures. Of the \$1,243,000, \$500,000 was a prior year bequest which was planned as a transfer from temporary endowment to balance the budget for fiscal year 1977. An additional \$693,000 represents the difference between the \$752,000 fourth quarter payment which would have been received from the Danforth Foundation for current operations if the endowment fund had not been transferred to the University prior to June 30, 1977, and the \$59,000 of income earned on the fund after it was transferred to the University.

Operation of Separate Fiscal Units

Washington University follows a policy of making professional schools independent fiscal units wherever possible. Each of the independent units is responsible for supporting with its income the expenditures related to its operation, and each maintains an individual reserve of funds.

The Schools of Dental Medicine, Law, Medicine, and Social Work have been independent units for some years. The School of Engineering is a relative newcomer to this group. The central unit includes the Schools of Architecture, Arts and Sciences, Business Administration, Continuing Education, and Fine Arts, plus general university activities and services such as Olin Library.

The central unit is reimbursed for services rendered to the independent units. The central fiscal unit ended the year with expenditures and transfers to reserves for specific purposes in excess of income, but, as planned, this was offset by a one-time transfer of \$500,000 from a previous year's bequest held in temporary endowment. The Schools of Law, Social

Work, and Medicine completed the year with income in excess of expenditures and reserve transfers, while the School of Engineering achieved a net reserve increase with the help of the transfer from the central unit. The School of Dental Medicine and the Other Independent Organized Activities had planned the use of reserves (transfers) for plant projects, which resulted in a reduction of their year-end reserve balance. A Summary of Current Funds Revenues, Expenditures, and Transfers from General Reserves follows.

University Assets

Institutions of higher education and other not-for-profit organizations keep their financial resources in the form of funds to comply with the wishes of donors and to account properly for government grants and contracts. A separate fund is established for each project or purpose. The thousands of funds for which Washington University is accountable are handled in four major groupings: current funds, student loan funds, endowment funds, and plant funds. Except for income from endowment, the resources in special-purpose groupings are not available to

offset ongoing operating expenditures of current funds. The Summary of Assets, Liabilities, and Fund Balances as of June 30, 1977 presents the assets and any claims against them for the four fund groupings.

Current funds must be separated between unrestricted and restricted funds. The unrestricted current funds consist of revenues from the various income-producing operations of the University, plus unrestricted gifts and unrestricted earnings from endowment. Expenditure of these unrestricted funds is left to the discretion of the University. Other funds available for current operations restrict expenditures to a given department or school, or for special, designated purposes such as research in a specified field or by a specified person. Unrestricted and restricted funds are combined in the over-view of current operations of the separate fiscal units presented previously. They are kept distinct in the accompanying Summary of Assets, Liabilities, and Fund Balances.

As of June 30, 1977, the total assets of the current funds were

**Summary of Current Funds
Revenues, Expenditures and
Transfers from Reserves for
Separate Fiscal Units of the
University for Fiscal Year 1977**

Thousands of Dollars	Central Fiscal Unit	School of Engineering	School of Law	School of Social Work	School of Dental Medicine	School of Medicine and Related Activities	Other Independent Organized Activities ^(a)	Total
Revenues:								
Tuition and fees	\$ 18,592	\$3,715	\$2,198	\$1,019	\$1,310	\$ 2,416		\$ 29,250
Government grants and contracts, including all overhead	5,207	2,869	33	217	408	32,560	\$794	42,088
Private gifts	3,210	693	103	9	93	4,625		8,733
Gifts from the Danforth Foundation	2,256							2,256
Endowment income ^(b)	3,004	534	342	282	24	5,757		9,943
Sales and services—educational activities	790	145	51	6	4	2,069		3,065
Sales and services—auxiliary enterprises	6,882					1,410		8,292
Patient and laboratory fees					835	15,966		16,801
Organized patient care activities —sales and services						14,029		14,029
Other income and additions	968	134	45	19	70	2,348	10	3,594
Total revenues	<u>40,909</u>	<u>8,090</u>	<u>2,772</u>	<u>1,552</u>	<u>2,744</u>	<u>81,180</u>	<u>804</u>	<u>138,051</u>
Expenditures and mandatory transfers:								
Instruction	14,671	3,170	1,073	535	1,655	26,479		47,583
Research	3,007	2,163	4	12	57	22,546		27,789
Academic support	3,787	649	925	458	504	2,571	739	9,633
Student services	1,977	350	99	86	115	666		3,293
Institutional support	2,234	250	118	67	101	2,055	54	4,879
Operation and maintenance of physical plant	3,106	398	223	124	257	4,859	(197)	8,770
Scholarships and fellowships	5,064	1,118	312	88	44	679		7,305
Organized patient care activities						13,310		13,310
Auxiliary enterprises	6,400					1,234		7,634
Miscellaneous services						43		43
Mandatory transfers	703				5	61		769
Total expenditures and mandatory transfers	<u>40,949</u>	<u>8,098</u>	<u>2,754</u>	<u>1,370</u>	<u>2,738</u>	<u>74,503</u>	<u>596</u>	<u>131,008</u>
Transfers to committed reserves, plant, and other funds from revenues and prior years' accumulated reserves	(56)	(83)	1	35	106	6,367	243	6,613
Total expenditures and transfers	<u>40,893</u>	<u>8,015</u>	<u>2,755</u>	<u>1,405</u>	<u>2,844</u>	<u>80,870</u>	<u>839</u>	<u>137,621</u>
Net effect of revenues, expenditures and transfers on general reserves	\$ 16	\$ 75	\$ 17	\$ 147	\$ (100)	\$ 310	\$ (35)	\$ 430

(a) Other independent organized activities are Computer Systems Laboratory and the Euclid Power Plant.

(b) Endowment at market value with income for:

Support of current operations	\$110,771	\$8,197	\$6,181	\$4,909	\$ 340	\$92,731	\$223,129
Other purposes	4,204	799	26		37	3,380	8,446
Total endowment	<u>\$114,975</u>	<u>\$8,996</u>	<u>\$6,207</u>	<u>\$4,909</u>	<u>\$ 377</u>	<u>\$96,111</u>	<u>\$231,575</u>

\$39,430,000, including restricted current funds of \$13,507,000 and unrestricted current funds of \$25,923,000. Accounts payable and other such liabilities against unrestricted current funds amounted to \$4,935,000. Another \$13,219,000 of the unrestricted current funds assets was encumbered or otherwise administratively committed for specific future purposes.

The reserves that are uncommitted totaled \$12,671,000. To be deducted from that amount is the deficit of \$4,902,000, accumulated over several years of insufficient income to cover the expenditures of the central fiscal unit.

The uncommitted reserves are

those built up over the years by the independent fiscal units. By long-established policy of the Board of Trustees, these reserves are held available for use in future operations of the fiscal units by which they were generated. Their presence has removed the necessity for the central fiscal unit to go to lending agencies outside the University to obtain the additional funds necessary to meet its expenditures. The central fiscal unit has an obligation to return to the independent units the amounts drawn from their reserves.

Student loan funds totaled \$16,673,000. The student loan funds receivables were \$15,546,000, of which notes receivable from current and former students amounted to \$15,493,000. Outstanding loans

to students included \$12,095,000 under the National Direct and Health Professions loan programs, which were 90 percent funded by the Federal Government.

The book value of the endowment funds was \$217,642,000 (including \$206,630,000 in long-term investments), up \$58,872,000 from the year before. The market value was \$231,575,000, up \$54,832,000 from the prior year. The market value associated with each of the separate fiscal units is presented along with the summary of expenditures and income for each unit.

Plant funds totaled \$187,054,000. Of that amount, \$172,832,000 was invested in land, buildings, books, and

equipment. Total borrowing for physical plant facilities as of June 30, 1977 was \$14,192,000, of which \$10,450,000 represents Housing and Urban Development bonds for student housing and dining facilities.



SUMMARY OF ASSETS, LIABILITIES AND FUND BALANCES AS OF JUNE 30, 1977

	Current Funds		Student Loan Funds	Endowment Funds	Plant Funds
Thousands of Dollars	Unrestricted	Restricted			
Assets:					
Cash and securities maturing within thirty days	\$ 7,698	\$ 4,969	\$ 2,002	\$ 11,264	\$ 5,464
Investments	11,527	7,440	148	206,630	5,637
Receivables	4,598	766	15,546		3,020
Plant	52				172,832
Other	2,048	332	92	3,817	101
Total Assets	<u>\$25,923</u>	<u>\$13,507</u>	<u>\$17,788</u>	<u>\$221,711</u>	<u>\$187,054</u>
Liabilities and Fund Balances:					
Liabilities	\$ 4,935	\$ 312	\$ 1,115	\$ 4,280	\$ 14,456
Deficit	(4,902)				
Deferred undistributed investment income		(252)		25	34
Encumbered and committed reserves	13,219				
Uncommitted reserves of independent units	12,671				
Balance of funds		13,447	16,673	217,406	172,564
Total liabilities and fund balances	<u>\$25,923</u>	<u>\$13,507</u>	<u>\$17,788</u>	<u>\$221,711</u>	<u>\$187,054</u>

The Trust Fund containing The Danforth Foundation Challenge Grant, valued at \$55,829,000, was transferred to Washington University in May 1977. On July 1, 1973, the Danforth Foundation placed \$60 million in assets in a segregated account which paid the University 5 percent of the average quarterly market value as budget support. The difference between the \$60 million pledged and the \$55,829,000 received represents the amount of the excess payments for budget support over the actual net income earned plus the changes in the market values.

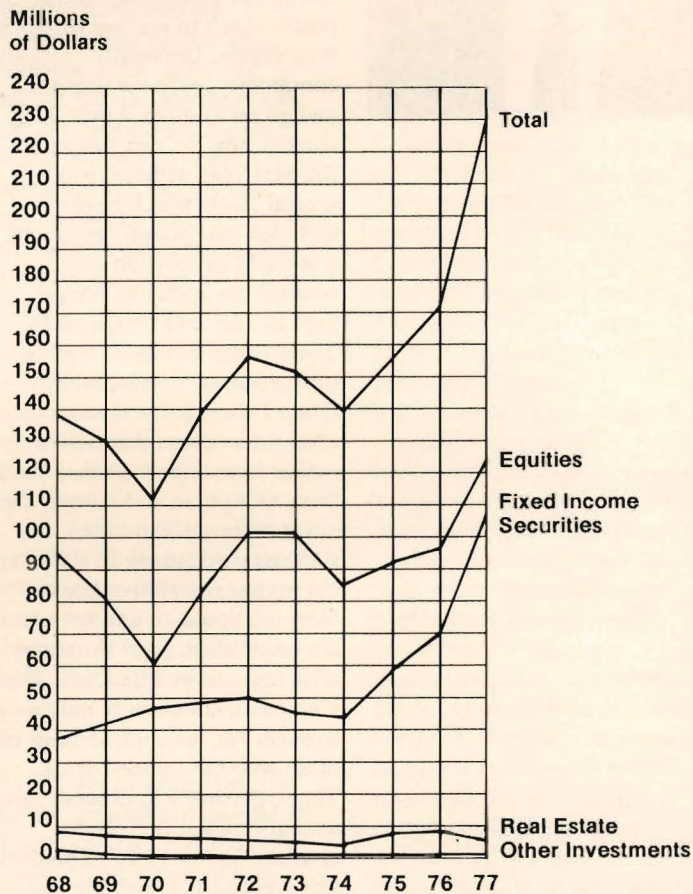
The Capital Pool, which was primarily composed of funds designated by the Board of Trustees to function as endowment (temporary endowment) and which were invested on a total return basis, was discontinued. The assets were transferred to the Endowment Pool as of December 31, 1976. Approximately one-half of the common stocks were sold and invested in fixed income securities.

The market value of endowment investments held by the University was \$231,575,000 at June 30, 1977, compared to \$172,738,000 the preceding year. There were additions to endowment funds during the year of \$59,446,000 of which \$55,829,000 was from the Danforth Foundation. A comparison of endowment investments over the past ten years is presented on the accompanying chart.

Income received from all investments totaled \$12,064,000 and from endowment \$9,725,000 for the year, compared to \$11,602,000 and \$8,969,000, respectively, the preceding year. Income from short-term investments (commercial paper, certificates of deposit, etc.) was moderately less because interest rates declined from the previous year.

The pooled endowment unit value (which reflects market values) declined by 1.4 percent for the year. At June 30, 1977, the pooled fund was invested approximately 53 percent in fixed income and 47 percent in equities.

Market Value of Endowment Fund Investments Held by the University
(Includes Capital Pool Beginning July 1, 1968) Fiscal Years Ended June 30



Comments by the Chancellor



Each year I have the opportunity to work with and get to know rather well the elected leaders of the student body. During the last six years I have seen a number of outstanding individuals pass through these positions. Every spring key people who have meant much to me and to the Washington University community leave the campus and go on to other things. I wonder how we can function the next year without their special assets which have included enthusiasm, good will, a sense of proportion and balance, an ability to bridge gaps in ages and perspectives. There is the inevitable feeling of loss and of irreplaceability. Often I wonder if others or even the students themselves realize how important they have been. Of course, individuals are never replaced. But new students come along of differing but no less impressive talents. New relationships and networks are established. New situations arise and are well handled. The University community moves on stronger for the contributions of those who have gone before. The opportunity to observe this annual renewal is a good antidote for waves of pessimism that frequently sweep our society.

On a much slower time scale, the same patterns occur in other parts of the University. This year just ended has seen a change in Board leadership. Dr. Charles Allen Thomas has relinquished the chairmanship, a duty he first assumed in 1966. Dr. Thomas has seen Washington University's annual budget grow from \$54 million to \$131 million. Over \$200

million has been raised during his term of office. He has presided over the transfer of the Chancellorship from Thomas H. Eliot to me. He had helped in innumerable ways to further my education, especially about the ways of the business community. His generosity has provided Washington University with the Charles Allen Thomas Professorship of Chemistry. As he steps down as Chairman, he rejoins a strong Board that he has done much to create. There was one logical successor, Maurice R. Chambers. Fortunately, Mr. Chambers could be persuaded to take on the task. Planning for the challenging years ahead is now underway.

The Vice Chairmanships of the Board of Trustees are also rotated. Mr. Robert H. McRoberts and Mr. John M. Hayward, both wise and able individuals, have been replaced by Mr. George H. Capps, Mr. W. L. Hadley Griffin and Mr. Edwin S. Jones.

On September 17, 1976, Executive Vice Chancellor Carl Dauten died. No one was more central to Washington University. As a young boy his first job was shelving books in the old Ridgley Library. From that beginning he saw all sides of the institution, as student, as teacher, as scholar, as author of six books, as administrator of the nonacademic areas and of the academic areas, as planner, and as doer. Whenever anyone had a question or doubt, one had only to check with Carl. High intelligence, great organizational talent and boundless good will are rarely so well combined. Since he

cannot be replaced, all of us in the central administration have picked up pieces of his work.

In the Annual Report, the passage of responsibility to new deans and the retirement of certain members of the faculty are noted.

This year the most visible issue on campus was the tenth consecutive annual increase in tuition. A number of students reacted with dismay. Numerous meetings and conferences were held. Increased efforts have been made to explain the financial aspects of the University clearly and in sufficient detail to achieve understanding. The Student Union sponsored a letter which was written to parents of incoming students inviting them to join in the protest of the tuition increase. As a result, I received a number of letters, most rather critical of the tuition, many offering suggestions for other actions that might help solve the financial pressures that make tuition increases necessary. A few were actually understanding and sympathetic of the problems in which all educational institutions, public and private, find themselves.

This past year undergraduate tuition was \$3,650. During the 1977-78 academic year the figure will be \$3,950, an increase of 8.2 percent. Tuition for the professional schools such as Medicine and Law also rose. Over and over we are asked, and indeed ask ourselves, a number of questions. Why does tuition continue to go up? What can we do about it? What is the effect on Washington University? The following



sections will concentrate on the hilltop campus.

First, why does tuition continue to go up?

Tuition increases because the cost of operating the programs and the facilities increases, not because of the addition of new programs or new frills. The cost of operation is dramatically affected by inflation in a manner similar to but in certain key ways different from the effect on the family budget. At Washington University salaries constitute the bulk of the expenditures. As a consequence, our costs tend to increase as salaries go up rather than as the cost of living rises. Over a ten- to fifteen-year period, our cost increases have tended to parallel rises in the salaries of average Americans as reported by the Department of Labor. Does this fact mean that Washington University is paying exorbitantly high salaries? Far from it; in the last four years individual salaries have not kept pace with the cost of living and, indeed, have lagged behind the average of other Americans. Faculty salaries on the hilltop campus are low when compared with salaries of faculty from comparable institutions. This unhappy fact is partially offset by the low cost of living in St. Louis. (Department of Labor statistics indicate that the cost of an intermediate family budget is 24 percent higher in Boston than in St. Louis, 21 percent higher in New York, 10 percent higher in San Francisco, and 6 percent higher in Chicago.) Nonetheless, the situation is serious. Talented people should be compensated

appropriately. Improvement of salaries must remain one of Washington University's highest priorities.

Have we then unusually large expenditures for administration and staff? Again, the answer is no. Our administrative and staff salaries, compared with those of appropriate institutions, would be in line with our faculty salaries. Furthermore, administrative costs for the hilltop campus have been increasing less rapidly than have academic costs so that the percent of expenditures going into administration has been falling.

Of course, salaries are not the only factor pushing up costs. A second major cost for a university campus is the cost of utilities. As is well known, these costs have escalated rapidly—in fact, for the hilltop campus they were 88 percent higher in 1977 than in 1973 in the face of no increase in energy used. The costs of books purchased for the library have been increasing at about 15 percent per year.

While costs have been rising rapidly, non-tuition sources of income have been rising only slowly. Neither endowment income, gifts for the operating budget nor income from federal grants or contracts has kept pace with inflation. As a result, tuition has borne a larger share of the burden.

What are we doing in response to these increases in costs?

Quite a number have asked that we solve our financial problems in ways other than by increasing tuition. Of course, the answer is that we try. We

are doing our best to hold down expenses and to increase other sources of income. We have trimmed frills and operate as efficiently and as effectively as we know how. We have been fortunate both in the quality of our academic and administrative leadership and in the many resources that we have been able to call upon for help. We have used many consultants in business and financial areas, more often than not at no cost to Washington University. For example, the members of the Buildings and Grounds Committee of the Board of Trustees, consisting of talented individuals, have worked long and hard on our problems of energy conservation. A consultant from a national company headquartered in St. Louis has helped us institutionalize ways of constantly reviewing and improving our performance. We have relied increasingly on professional management services when we can demonstrate they can be of benefit to us. The savings have been considerable. To assess the degree of success, we have measured our administrative costs against comparable universities. We find our expenditures at or near the bottom in every area.

We have worked hard also on the income side. Our donor community has responded magnificently to our financial needs. The completion of the \$60 million matching campaign two years ahead of schedule and the 90 percent increase since 1974 in the number of alumni donors are evidence of this fact. The Investment Committee of the Board of

Trustees has managed our endowment well so as to provide income for our programs. We have spent considerable time with federal and state officials and elected representatives to explain our needs and problems and especially the need for scholarship and student loan funds. In these last efforts we collaborate closely with national and state organizations representing higher education.

Another way of assessing our progress is to compare our tuition with that of comparable institutions who are also intent upon building a practicing community of scholars which provide an individualized education. We believe our tuition compares very favorably with that of other institutions of high quality.

We, of course, recognize that the payment of tuition is not easy for students and their families. Every effort is made to increase the total financial aid resources of the University. In the 1977 school year, total aid for undergraduates from University resources, private, federal and state programs (but excluding loan-type aid) came to \$5,160,000 or a 69 percent increase over the comparable 1975 figure of \$3,048,000. The gross figures tend to hide the fact that the Financial Aids Office treats each student as an individual. It is our belief that no student has to leave Washington University purely for financial reasons.

What has been the effect of the financing problems on Washington University?

The University exists for



academic purposes. Therefore, during hard times the academic enterprise must be protected above all else. I believe that the excellence of the faculty and the quality of the classroom experience has not suffered and indeed is higher than ever. I do not believe that such could have been the case had tuition not been increased each year. The bills must be paid. Those who do an outstanding job must be compensated fairly. Unfortunately, at Washington University, as in most other institutions, library collections have not grown as rapidly as is desirable.

The budgets of the administrative areas have been quite tight in recent years. We have learned to operate more frugally and, hopefully, quite effectively. Of concern is the fact that some building maintenance on the hilltop campus has been too long delayed. Renovation of the athletic facilities and some departmental and classroom space is overdue. The dormitory area in the South Forty is in need of landscaping as erosion in some of the hilly spots continues to take place. The plans for the improvement of the physical facilities of the

School of Engineering and Applied Science are encouraging.

Tight budgets have not curtailed imagination or vitality. New programs have evolved. Some, such as the McDonnell Center for the Space Sciences, the Center for the Study of American Business, and the Department of Technology and Human Affairs, have attracted new funds from outside the University. Others, such as the Focus Plan for undergraduates in the College of Arts and Sciences, have been started out of existing resources.

Students have continued to be attracted to Washington University. The fall of 1977 brings the brightest freshman class, at least on paper, yet to be admitted to Washington University. We are reassured by a study done at Dartmouth College which suggests that a college education at that institution for a student from a middle class or upper middle class background requires no higher percentage of the family's after tax income than it did ten years ago. One does not draw from this study the conclusion that financing a college education is easy; rather that it has always been difficult. It does, however, reassure us in our beliefs that we are not, in fact, pricing ourselves out of the market, that the American people still value quality higher education highly and that we are on the right track in not sacrificing quality for short-term financial relief.

As we begin to put together the budget for the year 1978-79, we are struck by the

enormity and the seriousness of the task. We must preserve the heritage of the past, which includes a superior faculty, traditions of excellence, well-stocked libraries, magnificent buildings in a lovely setting; and at the same time we must continue to make the institution accessible to the students of today who can benefit from the Washington University experience.

William H. Danforth
Chancellor
September, 1977

Connections



The creators, Charles and Ray Eames, framed by some of their works including, of course, their famous chairs which are to our age what Chippendale's were to his.

IT WAS AS Kafka might have imagined it! Laumeier Park in South County on a gorgeous Indian Summer's Saturday afternoon was a scene of strange and wonderful juxtaposition. Posing self-consciously before a juniper was a wedding party complete with the bride's fluttering, gossamer veil; not far away was a Trova sculpture of elephantine proportions, and inside a nearby sturdy, solid house, now a gallery, was a part of a Charles and Ray Eames exhibition. Their show is entitled "Connections," but the photographer with his Leica focused on the nervous newlyweds, failed to see the interrelationships. What a marvelous wedding picture he might have made had he seated the couple in Eames chairs dwarfed by the sleek, stark Trova metal image as a backdrop.

It is precisely this ability to perceive connections between the disparate which is the genius of the partners Eames. Both in the park and at Steinberg Hall, where the other half of their exhibition was mounted, the Eameses, husband and wife, dramatically demonstrated the importance of connections to the problem-solving process. They are able, as Ralph Caplan, who wrote the copy for the show's catalogue, stressed, "to make connections between . . . wood and steel, between such seemingly alien disciplines as physics and painting, between blows and mathematical concepts, between people—architects, mathematicians, poets, philosophers, and corporate executives."

The show itself was sponsored by a pair, seldom linked together: Washington University and the St. Louis County Department of Parks and Recreation. On view were Eames-created furniture, films, toys and stunning photographs—graphic demonstrations of the concept of connections, which according to alumnus Eames, is intrinsic to design and architecture.

The kaleidoscopic quality of the exhibition, which spanned three decades, was perhaps most impressively apparent at

Steinberg Gallery. It had all the color and richness of a Byzantine bazaar, but the structure discipline and harmony of a Bach fugue.

One of the highlights of the show was a symposium at Edison Theatre on campus which brought together distinguished artists, historians, and scientists to discuss "A Reasonable Intersection of Interests." It was moderated by Roger DesRosiers, new Dean of the School of Fine Arts.

Perhaps the participant who flavored the dialogue with the most spice was art historian Norris K. Smith who confessed that he found himself, "trying to imagine Michaelangelo and Moses sitting in an Eames chair." It was a conjecture of a connection not even the Eameses had thought to make.



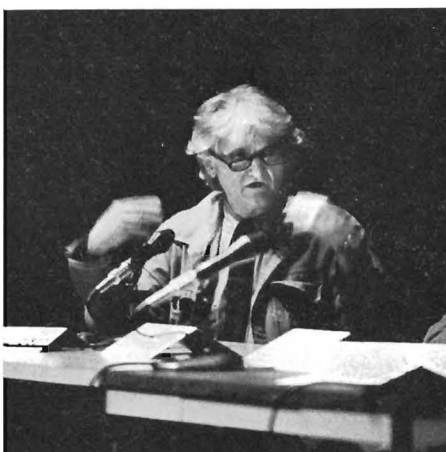
Multi-image presentations are an Eames trademark—with clarity, wit, and wisdom they can and do tie the discoveries of another age to the inventions of today.



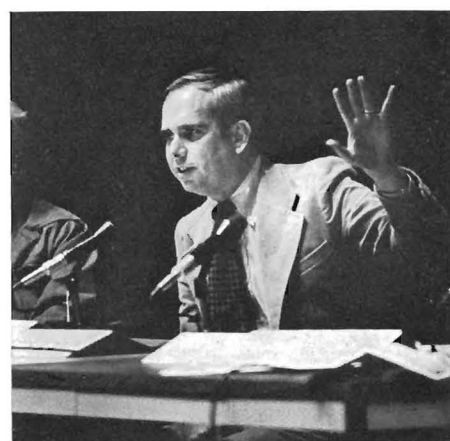
Connections



McDonnell Professor of Physics Robert Walker stressed that it is possible to get different people from different backgrounds working on the same problem.



Architect James Fitzgibbon emphasized that "there is a difference between the visual mind and the non-visual."



Peter Raven, director of the Missouri Botanical Garden, startled the audience when he explained: "There are between five and ten million kinds of living things on earth."



Film maker Charles Guggenheim predicted that the Eameses would one day "be regarded as among the greatest educators of all time."

Portraits In Plaster

FIRST YEAR sculpture students at the School of Fine Arts this semester were introduced to the subject by trying their hands at the creation of plaster sculptures from body molds. The instructor, Jon Palmer, who joined the faculty this year from California State University in Sacramento, points out that the technique permits each student to do his own individual sculpture and also gives them experience in working as a group. "Making plaster statues from body molds is not art," Palmer says, "but when the various pieces are put into an environment, they can make an artistic statement. They become art." Since finishing their work in plaster, the class is moving on to other media—clay, wood, stone, metal—and learning the basic techniques and processes involved in working with all media.



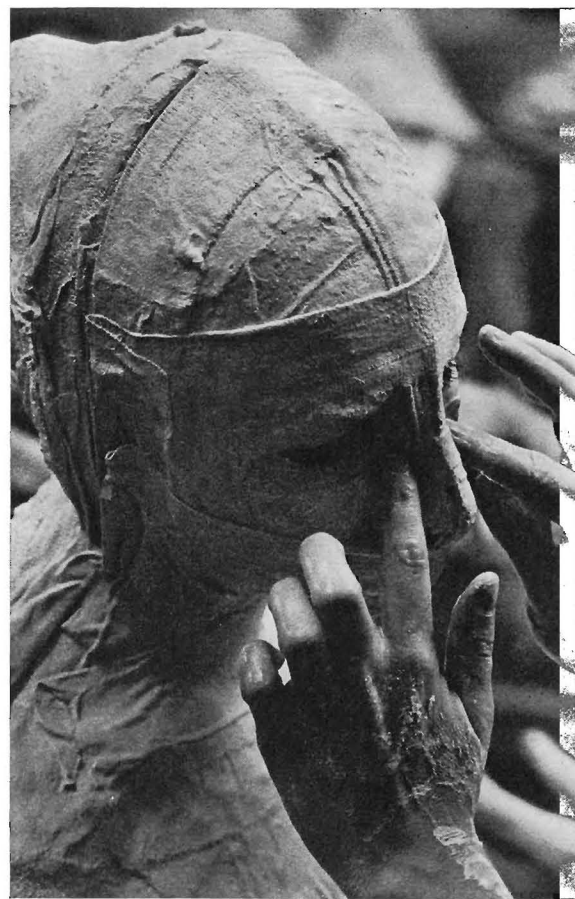
In body-modeling process, the model is first covered with plaster. The hair is oiled to make the plaster easier to remove when the mold is broken apart.



Fibrous material is used to strengthen the mold at places where it tends to crack. Students here are using plaster-soaked hemp.



Casting plaster bandage, cut into short strips and soaked in water, are applied. As many as five layers are applied on legs and near the seams for added strength.

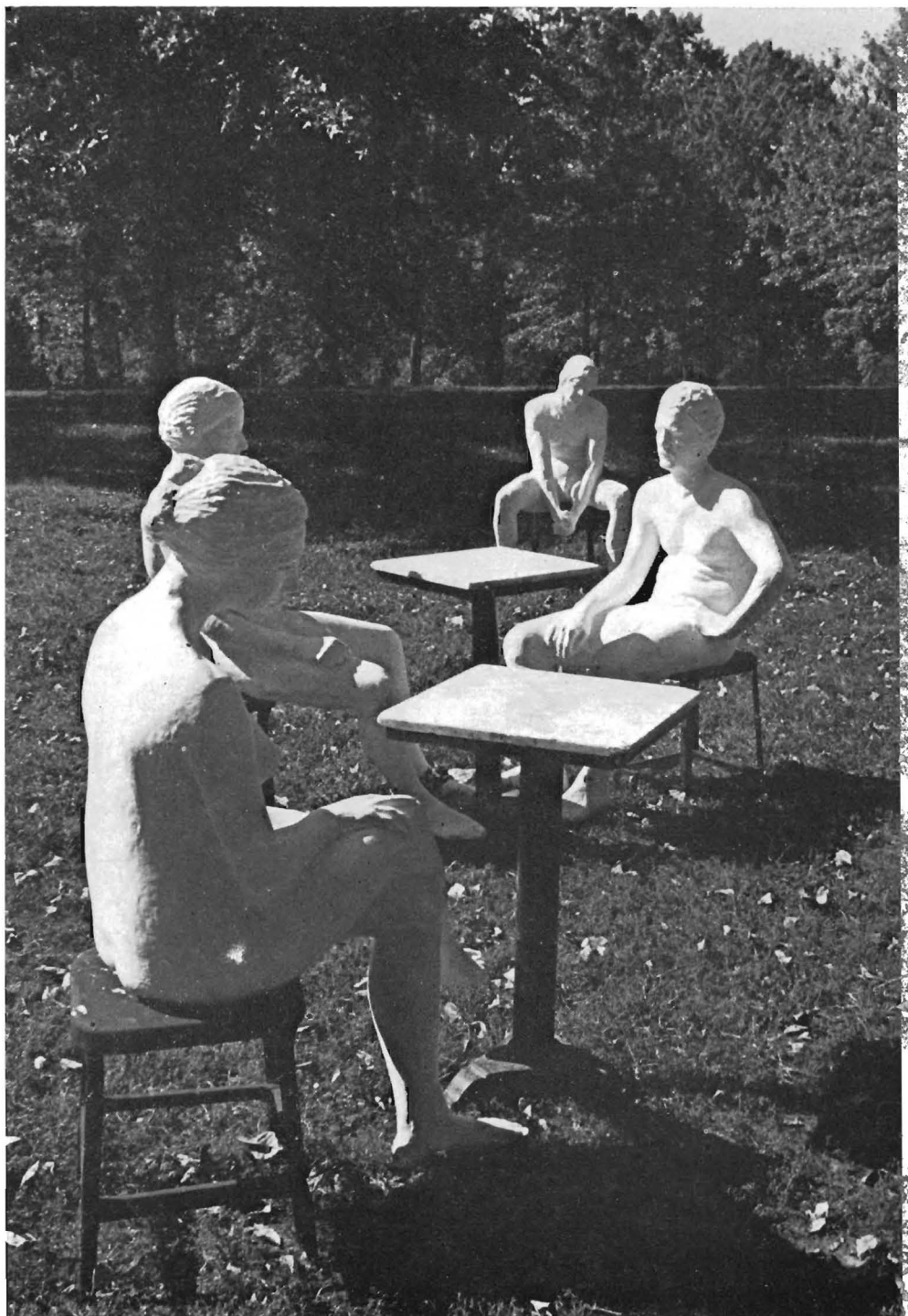


Bandaged and plastered, the model can see and breath through openings left at the eyes and nostrils. Normally, the process takes less than an hour.

Portraits in Plaster



A seam is left up the side of the mold so that the covering can be removed easily. Hemp reinforcing along the seams lends strength and prevents breakage. The model is still inside the mold.



THE FINISHED pieces were grouped in a naturalistic setting in Forest Park (and incidentally, drew a large crowd of passersby, including a mounted policeman).

Palmer has also been working with latex body molds, which give a more realistic appearance. His work in this area and in other kinds of sculpture will be exhibited at one-man shows at the University of Southern California in December and at the San Francisco Museum of Modern Art next fall.

In his body mold work, using plaster or latex, Palmer concentrates in parts and fragments of the body, which in the proper environment, can make powerful statements. Artist George Segal, who also works with plaster molds and partial figures, once said, "The human body is an infinite armature for saying anything."



Student Sharon Levy with her sculpture. Although students work as a team, each has an individual sculpture to finish.



Mold shown after model has been extricated. Mold is filled with plaster, and usually with metal reinforcing rods in legs and back, and then sculpture is carved and finished.

A Gallery Of Trustee Profiles

Harold E. Thayer

"THREE TIMES over the past four years," Harold Thayer remarked recently, "I've flown around the world after opium."

Thayer is chairman of the board and chief executive officer of Mallinckrodt, Inc., one of the major producers of codeine and other opium-based analgesics. As India was until very recently the only source of commercial morphine-bearing poppies, Thayer went to Delhi to aid in arranging for adequate supplies during the acute shortage of vitally needed opium for production of medicinal narcotics.

"Delhi is about halfway around the world from St. Louis," he pointed out, "so an easy way home is to go the rest of the way around."

Thayer has been with Mallinckrodt since 1939 and has headed the multinational chemical and pharmaceutical corporation since 1965. He was educated at Massachusetts Institute of Technology, which he entered in 1930 with a double major in chemistry and business.

"Having recognized that I would never be a Nobel Prize winner," he recalls, "I figured that I would get along better in a combination business-chemistry course than in a strictly technical one."

Thayer joined Mallinckrodt after five years as an engineer in technical sales with American Cyanamid. Twice during his association with the firm, from 1943-52 and again from 1955-58, he served as the project manager of Mallinckrodt's Atomic Energy Commission plants. It was during the latter period that the company was commissioned by the AEC to design and construct a new uranium facility at Weldon Springs, Mo.

During the intervening years, when he was not managing Mallinckrodt's AEC

plants, he served as development director with duties that included the responsibility for organizing a product development department for the company's commercial products.

He was appointed a vice president in 1950, executive vice president in 1959, and president in 1960. In 1965, he became chairman of the board and chief executive officer.

Through these years, Harold Thayer has won recognition as a leader both in the chemical industry and in the general business world. He has been a director and officer of the Manufacturing Chemists Association, a director of the National Association of Manufacturers, and a member of the Public Affairs Committee of the U.S. Chamber of Commerce. Last year, he received the Chemical Industry Award from the Society of Chemical Industry.

As an exceptionally active participant in civic and community affairs, he just completed two years as president of Civic Progress, Inc., is chairman of the board of the Arts and Education Council, and is currently president of Laclede Avenue Real Estate Inc., formed as part of the Washington University Medical Center Redevelopment Corporation project which is restoring and rehabilitating the area around the Medical Center. He is a director of both the Medical Center and Barnes Hospital.

"Through the years," Thayer said recently, "I have perhaps been more deeply involved with the United Way and the Boy Scouts movement than in any other civic activities." He is a member of the executive committee of the United Way and in past years has served as director, campaign chairman, and president. He is a director and past president of the St. Louis Area Council of the Boy Scouts of America. For these and his many other civic activities, he received the *St. Louis Globe-Democrat* "Man of the Year Award" in 1972.

Thayer brings to the University's Board experience with many other educational institutions. He was a member of the MIT board and of St. Louis University's President's Council and has served as a member of Harvard's Medical Sciences Visiting Committee and as a trustee of Ranken Technical Institute.

He was elected a WU trustee in 1967. Currently a member of the Board's Development and Honorary Degree Com-



mittees, he was a member of the Executive Committee from 1968 to 1972.

AT THE UNIVERSITY, he has taken special interest in the School of Business. Through the years, he has given talks before candidates for the Master of Business Administration degree. Thayer's son, Lawrence, incidentally, received the MBA degree from Washington University in 1973.

He has also been greatly interested in the work of the University's Center for the Study of American Business, which he feels is "a uniquely valuable contribution to education."

Asked whether he feels that colleges and universities should be doing more to educate young people about the American business system, Thayer replied:

"Everybody has to take courses in reading and writing and arithmetic from the first grade up, and I believe that there should be equivalent courses in the principles and fundamentals of the free enterprise system."

"I would like to see at least three or four courses in business and economics become required courses at all colleges and universities. Because the capitalistic system is such an important force in our society, every student should understand the business system under which he will live and work when he gets out of school."

William H. Webster

"SINCE MY law school days, I've been associated with Washington University," U.S. Circuit Judge William H. Webster said recently. "I've seen the good times and the rough times. In fact, observing the rough times of the student protests in the late '60's, had much to do with my decision to go back into government service from private practice and accept a position on the bench.

"A lot of people were saying then that the system didn't work," he added. "I believe that it does work and I saw service on the bench as a way of helping to keep it working."

Bill Webster has indeed had a close relationship with the University. Born in St. Louis, he received a B.A. degree from Amherst College and then entered Washington University's School of Law.

He has kept in close contact with the University since his graduation from law school in 1949. He is a past president of the Alumni Federation, which later became the Alumni Board of Governors, and of the Law Alumni Federation. In 1972, he received an alumni citation for his many contributions to the field of law. This year, he received the School of Law's Distinguished Alumni Award. He has served for many years as chairman of the Tyrrell Williams Lecture Committee and as honorary chairman of the Wiley Rutledge Moot Court Society, and regularly judges finals in Moot Court.

When he was president of the Alumni Federation in 1956-57, he introduced the idea of the Faculty Awards, given every Founders Day since. The criteria he proposed are still used in selecting faculty citees.

"All of our faculty are distinguished," Webster points out, "but the key words



in the faculty citations are 'the high esteem in which they are held by their students.' They can be great scholars or great researchers, but above all, they must be great teachers."

Judge Webster became a University trustee in 1974. He has served on the Educational Policy and Honorary Degree Committees and was chairman of the special committee which drew up the current University policy document on academic freedom, responsibility, and tenure.

After graduation from law school, Webster practiced with the firm now known as Armstrong, Teasdale, Kramer & Vaughan from 1949 to 1970, except for periods of military and public service. He served in the Navy in World War II and again in the Korean War. From 1959 to 1961, he took a leave of absence from the law firm to serve as United States Attorney for the Eastern District of Missouri.

In 1970, he was named United States District Judge for the Eastern District and served in that position until 1973, when he was elevated to the United States Court of Appeals for the Eighth Circuit. The Eighth Circuit hears all appeals from

federal courts in the states of Arkansas, Iowa, Nebraska, Missouri, Minnesota, and North and South Dakota.

"The area covered is one of enormous diversification," Judge Webster says. "Our circuit starts at the Canadian border and runs to the Deep South."

The seat of the Eighth Circuit Court is in St. Louis, but it also has courtrooms in St. Paul, Omaha, and Kansas City. In 1974, when Webster brought the court to the WU law school, it was the first time in history that the U.S. Eighth Court of Appeals had sat outside its own courtrooms.

For many years, Judge Webster has been prominent in national professional activities and programs. He is chairman of the Judicial Conference Advisory Committee on the Federal Rules of Criminal Procedure, appointed by the Chief Justice of the United States, and is also a member of the federal judiciary's Habeas Corpus Committee and the Committee on Court Administration. He is chairman of the Corporation, Banking, and Business Law Section of the American Bar Association and a fellow of the American Bar Foundation.

ONE OF Webster's most interesting professional projects was his participation this past summer in the Anglo-American Exchange on Appellate Jurisprudence. Held every fifteen years, the program exchanges judges between Britain and the United States for periods of three weeks. U.S. Chief Justice Warren Burger headed the American team, which included Webster and three other federal appellate court judges. The Americans sat on the bench with the British judges and heard cases, although they did not participate in the decisions.

Richard K. Weil

RICHARD K. WEIL and Washington University have had a close relationship for a long, long time. For one thing, he has been living directly across the street from the main campus for the past forty-two years. Weil and his wife, the former Florence Steinberg, moved into their gracious home on Forsyth Boulevard right after their marriage in 1935 and have lived there ever since.

There are a few other things: Weil's son, Mark, received his undergraduate degree from Washington University in 1962 and is now associate professor of art and archaeology; Mark's wife, Phoebe, is a research associate in the Center for Archaeometry, and Florence's mother, Mrs. Mark C. Steinberg, was the donor of Steinberg Hall of Art and Archaeology and other benefactions to Washington University. Finally, Dick Weil has served as both an active and an emeritus member of the University's Board of Trustees since 1962.

Born in St. Louis in 1902, Weil was educated in St. Louis Public Schools and the University of Pennsylvania's Wharton School of Finance. He left Wharton without a degree because of the illness of his mother and returned to St. Louis to join his father's business, the Weil-Kalter Manufacturing Company. The firm began in the knit fabric business and then concentrated on the manufacture of silk and rayon women's lingerie. The company later changed its name to Artemis, Inc.

Dick and his brother, Paul, who graduated from Washington University in 1925 after starring on both the football and basketball teams, managed the firm with their father, Maurice Weil, until 1938, when Dick bought out Paul's interest. In 1962, the company was sold

to the H. W. Gossard Company of Chicago and Weil formed the Woodbourne Development Corporation, a family holding company of which he is president.

For years a board member of the Jewish Federation, Weil served from 1954 through 1958 as president of the board of Jewish Hospital and is an honorary life member of that board. For a number of years, he was on the board of the Missouri Council of the Arts and was the chairman of the budget committee of the Greater St. Louis Arts and Education Council. He has also served on the boards of the City Art Museum and the executive committee of the St. Louis Symphony Society.

Weil was an active member of the Board of Trustees of Washington University from his election in 1966 until he became an emeritus member in 1974. His term of active service included some of the most crucial years in the University's history, including the era of campus protest, the highly successful Seventy by Seventy fund campaign, the Danforth Foundation challenge grant, and the emergence of Washington University as a nationally recognized institution of higher education.

During these years, Weil served on many important Board Committees, including the Development Committee and the Educational Policy Committee. Although he is now emeritus, he served on both the Development and Buildings and Grounds Committees last year. However,

he said recently, "I've told Dude Chambers (Maurice R. Chambers, Chairman of the Board) that I want to give up all committee posts. I think that we should give younger people with a fresh approach the opportunity to do something."

Despite giving up his committee work, Dick Weil's association with the University continues both formally and informally. He enjoys attending board meetings and talking to students and faculty members when the opportunity arises. He maintains an active interest in Steinberg Gallery and the University art collection.

Interest in art is something that both Dick and Florence Weil have enjoyed for years. They started collecting paintings and art objects in 1948 and continued it for some twenty years.

THE WEILS are still living across from campus, as they have for the past forty-two years. The children are no longer at home, "but they drop in often," according to Weil. In addition to Mark, their children are Paula, who teaches English at a Long Island high school; John, an officer of the Woodbourne Development Corporation, and Richard, Jr., who is city editor of the *St. Louis Post-Dispatch*.

Dick Weil is a familiar sight on the Washington University campus. An ardent walker, he covers four to six miles every day at a rapid pace, much of it on the campus he has known so long and so well.



Raymond H. Wittcoff

WHEN RAY WITTCOFF was a senior at Country Day School in St. Louis, a much-respected teacher, Eugene Hecker, chided the young men of the class for the uniformity of their college applications. He told them that if they had given any thought to the quality of the education they would receive, they would have applied to the University of Chicago, where a new young president, Robert Maynard Hutchins, was engaged in the most exciting educational ventures of the era.

Although Wittcoff had already been accepted at Harvard, he made the radical decision to follow Hecker's advice. He applied to Chicago and was admitted. There the pattern of his life was set—he became a student of Hutchins'.

Wittcoff comments that friends have often accused him of spending more time on educational interests than business, although both have flourished. He is president of Transurban Investment Corporation of St. Louis, a real estate investment firm that has been a prime mover in the redevelopment of the downtown St. Louis business district. In 1959, Wittcoff built

the Thomas Jefferson Building, the first new office building to be constructed in downtown St. Louis in thirty years. Since then have followed the Gateway Tower (housing CBS as a major tenant), the American Zinc Building and the Equitable Building (all owned or developed by Wittcoff) and Boatmen's Towers, in whose development he participated. He was the first president of Downtown St. Louis when the revitalization and rebuilding of the riverfront area was undertaken, and he is a board member of the Jefferson National Expansion Memorial Association, planners of the Gateway Arch.

But Wittcoff has also been heavily invested in education, due, in large part, to his lifelong friendship with Hutchins. When Hutchins was president of the Ford Foundation, he asked Wittcoff to serve as chairman of the National Citizens' Committee for Educational Television. During the 1950's, with the support of the Ford Foundation, that committee worked for the reservation of non-commercial channels and the building of the nation's educational television stations. Wittcoff also served as vice chairman and chairman of the executive committee of the National Educational Television network (NET). His work on a national level was paralleled locally in establishing KETC, the St. Louis area educational television station.

Even now, Wittcoff is a member of the board of Washington University, the Missouri Selection Committee for Rhodes Scholars, the Greater St. Louis Arts and Education Council, and the Governmental Research Institute. He is also a member of the governing board of Jewish Hospital and the Washington University Medical Center. In those capacities, he was instrumental in advancing the major urban

redevelopment sponsored by the Medical Center in the West End.

THROUGH HIS association with education and close personal friendships with Hutchins and with WU Chancellor Arthur Holly Compton, Wittcoff is a devout believer in the power of great teachers to influence the lives of their students, and of great universities to influence the age. He has a clear vision of a university and now, in particular, of Washington University.

"I think a university can be measured against three standards: independence, excellence, and balance. The university must be independent so that it can be a lively center for independent thought where the search for knowledge is unfettered by pressure groups, bureaucracy, or financial exigencies. Its excellence is reflected in its insistence upon keeping high standards in making appointments and judging performance.

"Balance is a more subtle standard, I think. It must mean several things: a balance between teaching and research, graduate and undergraduate programs, science and the humanities, and crucially, between income and expense.

"I don't think that independence, excellence and balance can be achieved without all-out moral and material support, which it is the responsibility of the trustees to secure. Only an institution which is well financed is invulnerable to encroachments upon its standards. I think that at Washington University we are doing well in these things, but it is a continual challenge.

"It seems to me that a university is a very complex institution which too often is looked at by businessmen in terms that are simplistic. In business, the balance sheet gives us an easy way to keep score, but within universities, the criteria for success are more subtle. Often money and resources must be poured in without assurance of any return at all. Basic research is an example. In the long run, it is basic research which has had the greatest impact upon society; yet if quick return is demanded, this research cannot happen."

Although Wittcoff is an alumnus of the University of Chicago, his wife, Connie, recently became a WU alum, completing a master's degree in counseling last May. "We both donned academic robes to march in the commencement procession and our children, Mark and Caroline, had a great time taking pictures," Wittcoff recalls.



Weatherbird in the Family

By Frances Stadler, BA 38
Archivist, Missouri Historical Society

For seventy-six years, the perky and pertinent Weatherbird has been appearing on the front page of the St. Louis Post-Dispatch. For thirty of those years, the task of writing the bird's daily one-liner fell to Carlos F. Hurd, Frances Stadler's father. For more than forty-five years, the bird has been drawn by Amadee Wohshlager, an alumnus of the University's School of Fine Arts.



BIRDS HAVE always fascinated man. The power and grace of flight, the rich coloring and glossy softness of plumage, the lilting song, and the seeming freedom from all earthly restraint have evoked envy, emulation, and poetic outpourings from ground-gripping human beings since the first recordings of thought and feeling. Particularly irresistible to mere people is the idea of a talking bird. Even though we know in our hearts that parrots only mimic human sound, we impute to them the full power of responsible speech and hang on their utterances as if they were, if not Delphic, at least logical and coherent.

One talking bird which has been amazing and amusing humans for many years is the "Weatherbird," a cheerful, chatty little chirper which is listed in no bird-watchers' manual, but which appears daily, along with the weather reports, on the front page of the *St. Louis Post-Dispatch*. He's a funny-looking bird. His eyes are goggly, his feet balloon-shaped, his figure dumpy, his expression self-satisfied and a bit cheeky. His plumage—if indeed he still has any—is concealed beneath clothing most kindly characterized as quaint, and his legs, skinny as a bird's legs should be, are a series of detached hyphens neatly stacked like floating vertebrae. And, although nobody has ever heard a peep out of him, his sayings have been quoted, collected, and laughed at for three-quarters of a century throughout his habitat, the St. Louis area, and points beyond.

The Weatherbird pecked and scratched his way out of the head of Harry B. Martin, *Post-Dispatch* artist, early in the century. Martin, long intrigued by the comic aspects of avian antics, drew a group of birds, seasonally dressed and reflecting in their facial expressions their feelings about various types of weather. He planned to use these with the weather

reports each day, and, on February 11, 1901, a cold, bewildered, muffled, and bundled-up bird with a pipe protruding from his beak stood quietly in a snow flurry to greet the public—a public which in just a short time would prove itself a loyal and enduring fan club. New sketches appeared daily for a while, and then, as the weather repeated itself, so the bird's creator repeated himself—but only twice. Already the daily drawings were being clipped and saved, and it seemed that nobody wanted to see the same one again, so from then on, with just one exception, the bird appeared freshly attired and postured each day. Soon he started to add comment to the weather picture, and such utterances as "Say! Boys get out your skates," or "This is a great day to take pictures," or "Wouldn't this weather frost you?" appeared in small balloons by his head.

Unlike more banal types, however, the bird soon tired of confining his conversational gambits to the fluctuating but inevitably repetitive patterns of the atmosphere, and he began to make such seasonal remarks as "School will soon be over" and "I'm going out to play baseball." On one presumably pretty summer day no figure appeared; instead, there was a bulletin board with a notice posted on it reading "Nothing doing today. I have gone fishing. P. D. Bird." So popular did this little figure become that before Martin's departure from the *Post-Dispatch* in 1903, at least two souvenir Weatherbird albums had been issued by the newspaper. The next artist to take on the job of drawing the daily Weatherbird was Oscar Chopin, son of St. Louis author Kate Chopin. He kept the little creature hopping for the next ten years, sometimes using him as the central figure in a news cartoon, and sometimes even running Weatherbird adventures in comic-strip form.

It was in 1913, when Carlisle Martin,

another *Post-Dispatch* artist (unrelated to Harry B.), began to draw the bird, that another kind of personality began to emerge from the weather box corner. Never at a loss for words, the Weatherbird began now to comment on the more serious things of life, freely expressing his sentiments about human failings and foibles in seven words or less—and sometimes those words were a bit flippant, if not downright irreverent. Since the 'teens, the bird's personality has changed very little, although his appearance has become considerably more sophisticated; where at first just a certain kind of hat might express his sartorial leanings, now he is completely clothed, and always in the spiffiest, if not most fashionable, of outfits.

As he became talkier, the task of creating him became more complex, and the artist no longer supplied his lines. Instead, his utterances were written for him by staff newsmen doubling as gag writers, the first of whom to take on the job on a fairly steady basis being one W. Harry James, a friend and long-time associate of my father, Carlos F. Hurd, on the *Post-Dispatch*.

During the 1920s, my father's contributions for the bird line were used more and more frequently, and eventually the job of supplying the daily quip fell to him exclusively. I can't remember when I first became aware of the Weatherbird, but my acquaintance with him was early and close. Countless hours of pondering and agonizing went into the creation of the bird's brief observations, and occasionally I, as a member of the younger generation, might be called on for such information as whether there really was a song called "The Flat-Foot Floogie" which might somehow be worked into a line. If the bird's own private muse had not chirped out a line before the nightly ten o'clock radio newscast had ended, Dad was in for a sleep-



less night, with only the hope of an inspiration to be provided at breakfast or on the long streetcar ride from the West End to Twelfth Street.

Somehow a "bird line" was always found; the little feathered fellow has yet to miss a day's appearance. On a few occasions the talky titwillow has remained silent—not because there was nothing to talk about, but because there was nothing to say. On December 8, 1941, the bird, already in his U.S. Army uniform and fully aware of the events of the preceding "Day of Infamy," stood stiffly but silently under the American flag, his right wing (which looks mighty like a hand) raised in a snappy salute, his eyes sparkling and his beak bent into a proud smile. On April 13, 1945, as the news of President Franklin D. Roosevelt's death was flashed around the world, the figure of a thoughtful, subdued bird, dressed in black, his hat held reverently in his hand, his head bowed, appeared without words. A similar bird greeted the news of the assassination of Martin Luther King, Jr., in 1968. As for out-and-out repeaters, there has been only one since that first, almost fatal error of Harry B. Martin. On the Saturday after Thanksgiving in 1926, Army and Navy staged their annual football battle at the recently completed Soldiers' Field, Chicago, the first time that the contest had ever been staged so far west. My brother, Clement, was then a cadet at West Point, so the whole family—even little Fanny—went to Chicago to see the game, which, as far as I was concerned, was a poor second in importance to the pre-game parade in which my big brother would march with Company K. The game ended in a 21-21 tie, and the bird, prompted by another voice than that of my absent father, observed: "The Army and Navy, tied and true!" Twenty-two years later, November 27, 1948, the same bird, in the same striped coat and gray fedora, uttered the same

THE LION OF JUDAH TAKES IT ON THE LAM.



POST-DISPATCH
WEATHERBIRD
REG. U. S. PAT. OFF.

line after the same teams had fought through a cold afternoon to achieve the same score.

The Weatherbird attained a sort of maturity—or perhaps it was simply a new degree of consistency and dependability—during the 1930s, when his lines were steadily supplied by my father and the drawing of his picture was taken over by Amadee Wohschlaeger, the artist who has continued to provide the daily sketch for the last forty-five years. The events of the 'thirties had something to do with the quality of the lines; there were, it seemed, things to laugh about in the news then, and even the more serious events of that decade were no match for those which were to follow in the next.

Probably the most quoted, repeated, and chuckled-over line of the bird's entire career was the question asked in 1936 when Great Britain's King Edward VIII made known his intention to marry twice-divorced Wallis Warfield Simpson, and the world waited to see whether permission would be given for this morganatic and ecclesiastically impossible match. Queried the bird: "Will Britannia waive the rules?" When Emperor Haile Selassie was forced to flee Ethiopia ahead of the Italian invaders, the bird observed, "The Lion of Judah takes it on the lam," and in the middle of a summer heat wave the bird, paraphrasing the pompously enunciated title of a popular radio news program, mopped his face and gasped, "Time parches on." The currency inflation of the time was marked on Washington's birthday, 1936, with a wryly expressed "George didn't throw a 59-cent dollar."

The Second World War was, of course, the main and almost only topic of the first five years of the 1940s, and many more classic lines were penned in connection with that conflict. In May 1941, before the United States had become involved in the war, Rudolph Hess flew,

unbidden and alone, to Scotland to negotiate a peace between Germany and Great Britain, amazing both his Fuehrer and his foes, who could only suspect some weird plot behind the move. The bird's question on that occasion was "Hesscape or one-man invasion?" Other lines marked the progress of the Yanks in both European and Pacific battle-grounds: "Japs near end of Manila rope," which ran February 3, 1945, preceded by just two days the cheerful disclosure, "Mac's back." By February 25, American troops had gone almost to the Rhine, and the bird exulted, "Yanks get whiff of Cologne"; the crossing of the river in March brought forth the comment "Pickled Kraut, Yanks' dish at Remagen." Hitler's suicide in May was noted with a simple "Please omit flowers."

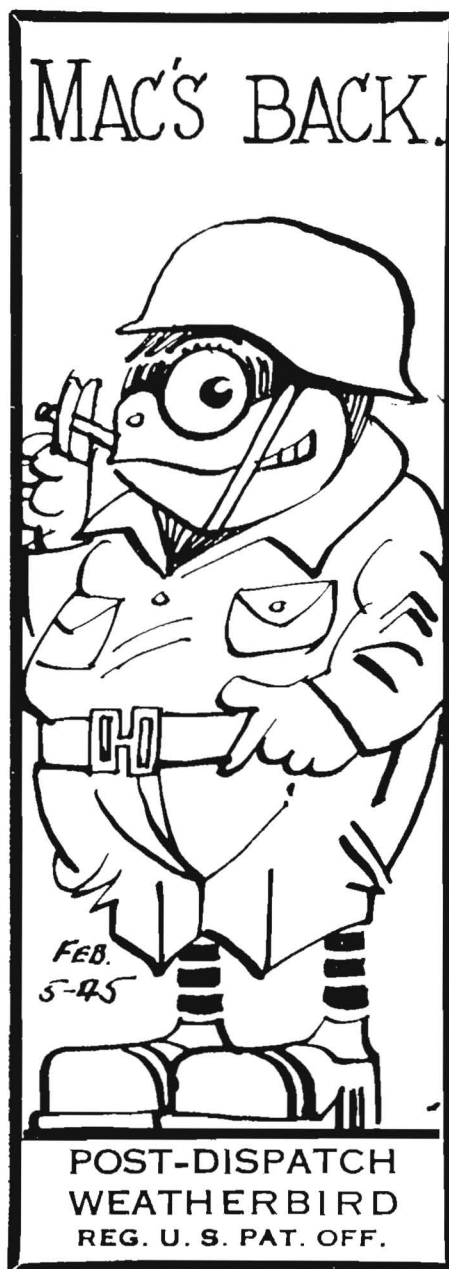
Artist Amadee, who uses only his first name because, he claims, he never learned to spell his second, abandoned a youthful career as a *Post-Dispatch* copy boy to attend Washington University's School of Art in the late 1920s. He returned to the newspaper in 1929 as a staff artist, and three years later embarked on his permanent assignment as Weatherbird artist. The popularity of the little figure is attested to by the number of gifts and letters "Dee" has received from admirers; his collection includes clay, soap, china, and wooden replicas of the bird, and two handworked rugs which are not walked on but are hung on walls of his home.

Collections of the Weatherbird are not unusual; one adoring youngster clipped the panels daily and pasted each one in a large scrapbook which he carried everywhere—to school, downtown, and even to Boy Scout camp. One scrapbook of the earliest birds is in the collections of the Missouri Historical Society; fittingly enough, this one contains many references to the Louisiana Purchase Exposition of 1904, that wonderful World's

Fair which provided the funds for the building of Jefferson Memorial, since 1913 the Society's quarters.

Among my father's clippings are several from the *Post-Dispatch* letters column. One reader wrote, "The first thing I do when I pick up my *Post-Dispatch* every evening is to look at the Weatherbird, not because I'm interested in weather reports, but because that bird is the cutest little chap I ever saw. His remarks are so apropos and he never disappoints me." Another, after ordering "Orchids to that delightful hop-o'-my-thumb," wrote, "Immediately the paper arrives, we see what the Weatherbird says, what he is wearing, and what is his frame of mind. What we find never fails to give a fillip to our spirits." Another writer complained that when the newspaper had, not long before, "printed a series of articles about the people who make the funny paper funny," it had failed "to give space to the greatest of them all. . . . Through war and tornado, drouth and flood, affluence and depression, he always had a word of cheer. . . . What would the old *Post-Dispatch* amount to without the Weatherbird? It seems to me that anyone who can get even a smile on a space not much bigger than a postage stamp should at least receive honorable mention." In 1938 the editor of a southern newspaper pronounced the bird "the swellest columnist now practicing, because he gets through quicker and steps aside. All other columnists confuse me. Mr. Weatherbird never does. The fust time I fetch a load of cotton up the Mississippi, think I'll bring along a sheaf of magnolia blossoms and a mint julep and present the same to this impertinent young rascal, who, beyond a doubt, is to be commended as an exemplary stylist to all newspaper writers."

For those awful days when no inspiration struck, Dad had a standing offer of one dollar for a usable line. None of the



family, so far as I know, ever won the coveted bill, but one faithful contributor, a prominent jurist who submitted many unsuccessful nominations, finally collected his reward for a winner. He was so proud of it, I am told, that he framed it alongside the day's bird and hung it in his office. I am told, too, that the system for providing the bird line since my father's death in 1950 has been the awarding of a fresh, crisp one-dollar bill to the newsman who comes up with the best saying each morning. Fashion and fads have had little effect on the bird over the years; neither, it would seem, has inflation.

The Weatherbird's universal appeal has made him almost a symbol of the newspaper whose front page he adorns, and through the years he has been incorporated into souvenirs, premiums, and advertising. An early souvenir dating from the period when the wing was still a wing, and fingers had not yet evolved for grasping cigar, hat, or Hitler's throat, is a round clothes brush with a red-jacketed, yellow-hatted bird peeping "Brush up! Read the *Post-Dispatch-First in Everything.*" For years the newspaper's delivery trucks were brightly decorated with the bird, and for the last few months, the afternoon news vendors have been decorated, too. T-shirts with full-color reproductions of the Weatherbird are now being worn on the city's busiest corners, and the seventy-six-year-old bird shows no sign of retiring.

Carlos Hurd, cited by *Newsweek* as being "in the tradition of great rewrite men that are respected wherever newsmen gather," was regarded by his fellow writers as one of the finest practitioners of his profession. For his local readers, his reputation rested mainly on two accomplishments: writing the daily Weatherbird line and scooping the world on the sinking of the *Titanic* . . . but that's another story.

Comment

MANY STRINGS TO HER LUTE

ADELE CHOMEAU STARBIRD, for twenty-eight years Dean of Women at Washington University, returned to the campus last month to autograph copies of her new book *Many Strings to My Lute*, a selection of essays and short pieces she has written for St. Louis newspapers since 1946.

To today's generation of students, a "dean of women" would seem a most quaint anachronism. They don't know what they're missing. From her appointment in 1931 until her retirement in 1959, the Dean of Women at Washington University was a vital part of University life, a power to be reckoned with on campus, and an unending source of understanding, wit, and compassion for all students who knew her—both women and men.

This understanding and compassion, and especially the wit, carried over into the newspaper essays that appeared beneath her byline, first in the old *St. Louis Star-Times* and later in the *St. Louis Post-Dispatch*. Like good French wines, they've travelled well from newspaper column to book form and still retain their flavor and sparkle. It must not have been easy to select the 150-odd short pieces collected in the book from the enormous

output of thirty-one years, but the selection was a judicious one: each is a polished little gem of its own.

The book's attractive jacket was designed "with love" by Charles and Ray Eames, subject of the article "Connections," which begins on page 37 of this issue. Charles Eames is Adele Starbird's cousin and lived for some time with her family in Clayton.

The foreword to Dean Starbird's book was written by Chancellor William H. Danforth, a friend of the author for years. He wrote, in part:

"Adele Starbird is an instrument in helping us discover ourselves. She has that quality which forces us to say, 'This is what life is all about,' and in so doing points us toward the richness of human experience."

EUGENE FEENBERG, Wayman Crow Professor Emeritus of Physics, died on November 7. A member of the faculty since 1946, Professor Feenberg was one of our most eminent scientists and distinguished teachers. His work in theoretical physics has had a profound effect on our understanding of the universe from the structure of the atomic nucleus to the nature of neutron stars.

In 1975, Professor Feenberg was elected to the National Academy of Sciences. That same year, he retired from active teaching. On the occasion of his re-

tirement, more than 100 distinguished scientists from throughout the country assembled on campus for the Eugene Feenberg Symposium. It was a remarkable testimonial to the high esteem in which Professor Feenberg was held by his colleagues.

The presence of Eugene Feenberg on this campus over the years has been a great asset to the Physics Department in recruiting bright graduate students and promising young faculty members. He has been an invaluable resource for the people in mathematics and chemistry as well.

After his retirement, he continued to come to the department daily and to engage in important and fruitful research. He and a colleague, Professor John Clark, were working under a National Science Foundation grant at the time of Professor Feenberg's death.

Gene Feenberg was much more than just a great scientist. He was a gentle man, a friendly man, a compassionate man. He was also a quiet man. If you asked him a serious question, he would ruminate at length. Then, just when you began to think that he had forgotten all about it, he would come up with just the right answer. He was also a witty man, with a droll sense of humor that would surface when least expected.

Eugene Feenberg's death is a great loss to science, to the University, and to his family and friends. But we're all richer for having known him.

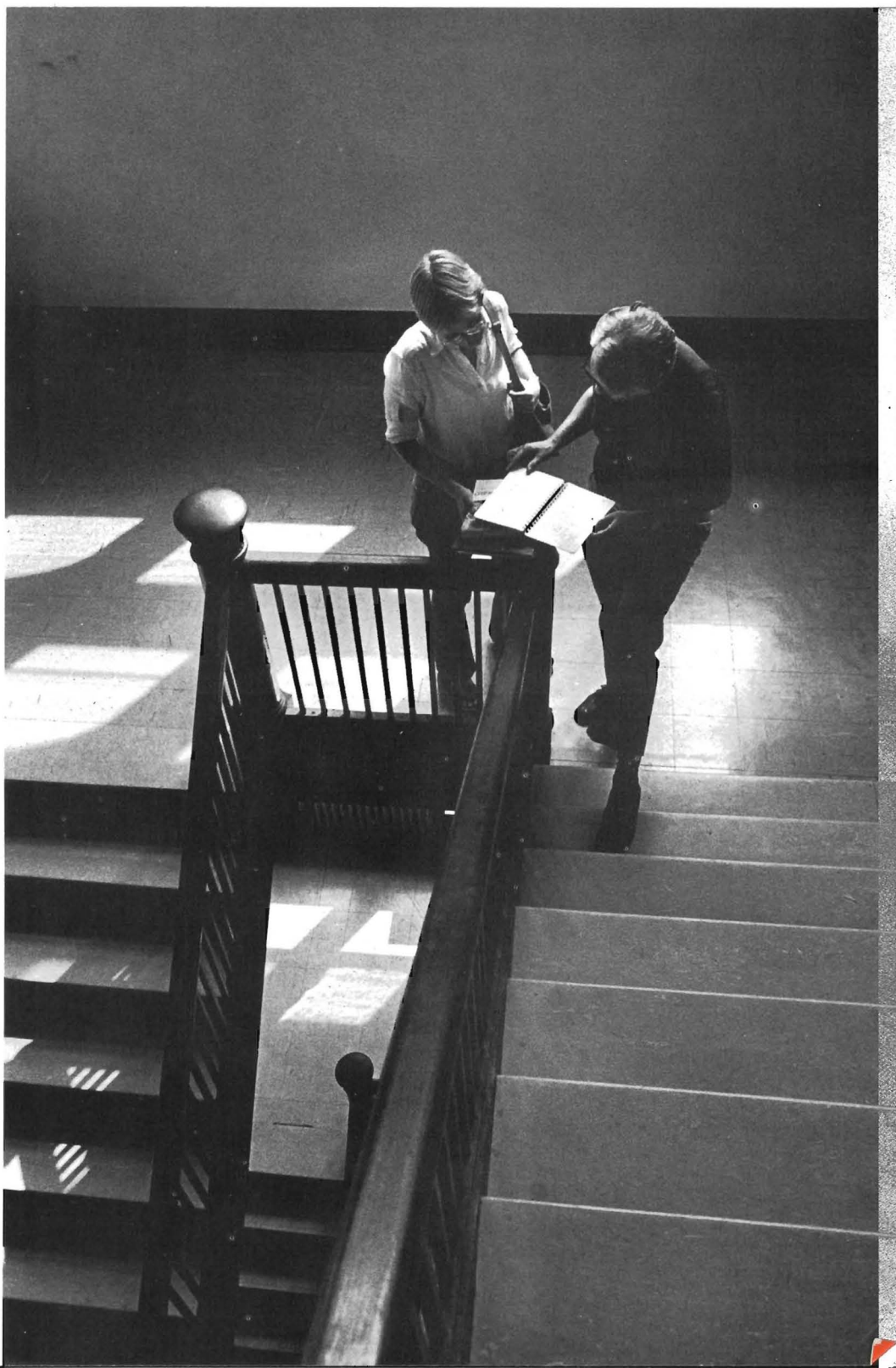


Adele Chomeau Starbird, Dean of Women Emerita, autographs copies of her new book *Many Strings to My Lute* at a reception last month at University House. Seated at left is Chancellor William H. Danforth, who wrote the foreword.

ONE OF THE many new alumni programs and events developed over the last few years was the reception held at the start of the school year for alumni parents of new students. It was the first in what it is hoped will be a regular program of special recognition for those parents whose children have chosen to attend their Alma Mater and an opportunity for them to meet with staff and faculty in an informal way.

This year about seventy-five members of the freshman class have alumni parents. While in most cases only one of the parents is an alumnus, often both parents are alumni. It is the kind of tradition that is pleasant to see at Washington University and one it is hoped will continue to flourish and grow. Some entering students have not only alumni parents, but grandparents and even great-grandparents who attended Washington University.

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