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JANUARY, 1968

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wisconsin *alumnus*



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PROF. HARRY STEENBOCK DIES

*discovered
Vitamin D*



PROF. Harry Steenbock, famed Wisconsin scientist, scholar, and University benefactor died in Madison on Dec. 25, 1967 at the age of 81.

In a eulogy, Madison Campus Chancellor William H. Sewell took account of Prof. Steenbock's life and his contributions to science and the University:

"Harry Steenbock was born on a crossroads farm in Charlestown, Wis., in 1886. He attended country schools at New Holstein and high school at Chilton, entering the University of Wisconsin College of Agriculture in 1904. He received his Ph.D. degree here in 1916 and became professor of biochemistry three years later.

"Prof. Steenbock was one of the University's greatest scholars and teachers for half a century, among the earliest to bring international fame to this institution, attracting scholars from far corners of the world. Under him, more than 50 graduate students have received advanced degrees at Wisconsin.

"His research contributions have had a profound effect upon the citizens of the state, the nation, and the world. His discoveries relating to the production of Vitamin D by the irradiation of sterols led to the virtual disappearance of rickets in young children, considered one of the outstanding medical achievements of this century. His discoveries of the Vitamin A activity of the carotene fraction of plant lipoids and contributions to man's knowledge of vitamins E, B₁, B₆, and the inter-relationships of fats, minerals, and vitamins with body processes continue to have far-reaching effects.

"He was instrumental in formulating the plan which brought the Wisconsin Alumni Research Foundation into being, with funds from the patent of the Vitamin D discovery returned to research at the University. This funding system served to set a pattern for scientific support in a wide range of educational institutions around the world.

"He became emeritus professor here in 1956, but by special action of the University Regents he was asked

to continue work in his University laboratories, and his work on the mechanism of action of Vitamin D resulted in the development of diets which are still used for bioassay of the vitamin today.

"In 1965 the Harry Steenbock Research Professorship in Biochemistry at the University was established to support research and education at its highest level, memorializing a man who has played a leading role in both areas for so many years.

"In that same year the Wisconsin Academy of Sciences, Arts and Letters cited him for his work with ultraviolet irradiation and his work in helping set up the Wisconsin Alumni Research Foundation, and in 1959 the American Institute of Nutrition voted him the Borden Award for "long and continued investigation in the fields of mineral metabolism, the relation of ultraviolet light to anti-rachitic activity, and the physiological chemistry of vitamins A and D."

"In 1950 a poll was taken among the people of Wisconsin to name the 10 greatest living Wisconsin residents. Harry Steenbock was named by the people to that list—the only University of Wisconsin faculty member so chosen.

"His great energy, his scientific ability, and his foresight in advancing research combined into a unique and remarkable scientific career which has provided lasting benefits to mankind."

UW President Fred Harvey Harrington added his own personal tribute following Prof. Steenbock's death:

"We all mourn the passing of Dr. Steenbock. He is one of the great men in the history of the University. His scientific work has helped the whole of mankind and his philanthropical impulse has been of enormous importance to the development of this institution and the State of Wisconsin."

The family has suggested that memorials be made to the Wisconsin Society for Ornithology or the Wisconsin Academy of Sciences, Arts, and Letters.

wisconsin alumnus

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Letters

Dow Protest, continued

Mrs. Jennings (UW'17) and I (UW '21) wish to associate ourselves unreservedly with the "Resolution" of the Association as it is displayed on p. 9 of the November issue of the *Wisconsin Alumnus*. It is a statement of our own convictions concerning the relationship that should exist between students and University authorities.

Blandford Jennings '21
Maplewood, Mo.

I have read with interest the November issue of the *Alumnus*. I like your method of reporting. . .

You will receive numerous comments about student behavior and administrative discretion based on "Day of Obstruction," and I add mine to the rest. Chancellor Sewell has emphasized the Laws of the University which provide for freedom of speech, assembly, association, etc., among the students, but that support of causes must be by lawful means which "do not disrupt the operations of the University."

I see nothing wrong in what the Chancellor has said; it is what anyone of us would say were we chancellor. However, there are numerous facets to this situation which a chancellor cannot logically entertain which nevertheless exist; for example:

1. 20-year-old students are more sensitive to the violence and inhumanity of war than are 50 year-old alumni, regents, or administrators;

2. By providing Dow with space and facilities, the University is tacitly endorsing its recruiting and its production of napalm;

3. Some of the means of communication and protest open to the average citizen, such as voting, are as yet closed to some students; the mass protest is open to all;

4. Protests, unpopular or illegal at the time or in the place that they occur, sometimes do produce the results the protesters desired; the tragic death of three young protesters in Mississippi aided in influencing public opinion sufficiently for lawmakers to move in the direction of more effective civil rights legislation; protests by students have brought them gains (as well as reverses) in what they may hear and support on campus.

The answer to this dilemma of dedicated young people clashing with law-upholding regents and administrators is to ask Dow to recruit elsewhere—to not use University facilities; its program is too controversial for the campus. The principle upheld in allowing Dow to recruit on campus is not worth the damage done to the University and its primary objectives. I'm sure the University would not allow the Mafia to recruit on campus.

continued on page 31



ON WISCONSIN

Arlie M. Mucks, Jr. / *Executive Director*

Wisconsin is a great university because of the outstanding quality of the people who have contributed their individual and collective resources to its substance and reputation. Wherever you look in the fields of teaching, research, and public service, notable Wisconsin men and women have made their mark not only on the history of the University, but on the history of our civilization.

This fact was brought forcibly to mind recently with the death of the famous Dr. Harry Steenbock. Here was a man who brought great fame to his native state and his alma mater through a discovery that was beneficial to millions and millions of people throughout the entire world. Dr. Steenbock not only found a cure for rickets in his discovery of Vitamin D, but, when it was apparent that he could realize a great deal of income from the development of his discovery, he insisted that the benefits be turned over to the University.

With the assistance of Dean Charles Sumner Slichter, Dr. Steenbock helped organize the Wisconsin Alumni Research Foundation. Over the years, millions of dollars have been returned to the University for research in the life sciences and humanities through this organization. Dr. Steenbock's type of individual greatness and selflessness has characterized the strength of this University throughout its history.

In reflecting on the achievements of Dr. Steenbock, it is essential to also take note of the many University of Wisconsin people who have made notable contributions to society ranging from the discovery of a test for butterfat in milk to providing the guiding spirit behind the formulation of our Social Security system.

The people who have been responsible for these breakthroughs have, characteristically, also been self-effacing individuals who have been willing to dedicate their lives to building a better University as well as a better world. Perhaps it would be useful to list just a few of those Wisconsin people who have made significant contributions to this University. Everyone, I realize, will have his own list, but here are some memorable Wisconsin names I think appropriate to mention in this instance: Stephen M. Babcock, Frederick Jackson Turner, Charles R. Van Hise, Selig Perlman, Edwin Witte, E. A. Birge, Conrad Elvehjem, Howard K. Beale, Helen C. White, George C. Sellery, William Ellery Leonard, and Alexander Meiklejohn. Quite naturally, this list is only a partial categorization of those individuals who have, through their particular personal gifts, enriched the University.

These are, however, names of the past—like Dr. Steenbock, they are now a part of our proud Wisconsin heritage. It is important to remember and honor those people who have put this university in the forefront of higher education. But it is also important to take stock of current and coming generations. There are people on this campus now who will soon reach the magnitude of those who have gone before. They deserve our recognition and encouragement, for it is here that men and women are continuing the search for truth and knowledge which best describes the University of Wisconsin. It is here that revelation and innovation are commonplace.

This is what constitutes the special element of greatness that is Wisconsin.

Protesters Convicted by Civil Court

THE OUTBREAK of violence that took place on the University's Madison campus during a disruptive protest against the Dow Chemical Company, on Oct. 18, 1967 continued to be an issue of major concern as reaction to the protest moved into the law courts in the month of December.

Trial for six students charged by District Attorney James C. Boll with disorderly conduct following the Oct. 18 protest, which saw a pitched battle fought between students and police called in to preserve order, began in Dane County Circuit Court on Dec. 11. The students brought to trial were: Mana Lee Jennings, Arlington, Va.; Michael D. Oberdorfer, Bethesda, Md.; Robert A. Weiland, Flushing, N. Y.; William G. Simons, Larchmont, N. Y.; Gregor Sirotof, East Orange, N. J.; and Carlos Joly, Baltimore, Md.

After a week-long trial where the prosecution spelled out the ways in which the defendants had been disruptive while the defense made allegations of police brutality, a 12-man jury returned a guilty verdict for five of the students; only Joly was acquitted.

The convicted students were given a maximum 30-day jail sentence by Circuit Judge W. L. Jackman, but were later released pending an appeal of their cases to the State Supreme Court.

The week before the trial, more than 2,000 students had signed an advertisement which appeared in the *Daily Cardinal*. The ad claimed that the signees were "equally responsible for any action against Dow Chemical Corporation that occurred at the demonstration of Wednesday, Oct. 18."

Shortly after the students' trial, Jonathan Stielstra, a junior from Stevens Point, Wis., pleaded "no contest" to a charge that he cut down the American flag atop Bascom Hall on the day of the anti-Dow protest. Stielstra received a 30-day jail sentence imposed by Circuit Judge William C. Sachtjen.

In a surprise move following the conviction of the students, Robert

Cohen, a graduate student from Levittown, Pa., who has been involved in several campus protest actions over the past two years, pleaded "no contest" to a disorderly conduct charge stemming from his participation in the most recent Dow Protest. Judge Sachtjen adjudged Cohen guilty and and imposed a maximum \$100 fine. (Cohen had been the subject of a controversy at the November meeting of the UW Board of Regents when President Fred Harvey Harrington asked the Regents to suspend him from his duties as a teaching assistant in the philosophy department because of the grave civil and University charges that had been levied against him as a result of his protest activities.)

Cohen also announced that he planned to leave Madison and to marry a Wisconsin girl—Susan Brady, a senior in history from Manitowoc—and would seek a job teaching at the high school or college level and complete his work toward a Ph.D. at another school. He also stated that he would complete serving a jail sentence imposed on him last September after he was convicted of disorderly conduct in a protest against Dow Chemical which occurred on the Madison campus in February, 1967.

In other court actions, Federal Judge James E. Doyle temporarily restrained a State Senate select committee, created to investigate incidents surrounding the Oct. 18 protest, from questioning two students—Cohen and David Goldman, Cresskill, N. J. Judge Doyle also turned down a request to issue a restraining order barring the University from disciplining students for misconduct, saying that if he did so, it would do more damage to the University than it would to the students' rights.

Fifteen students were subject to University discipline for their involvement in the Oct. 18 protest. By the end of the year, three of the students had been expelled and were appealing for reinstatement, three had voluntarily dropped out of school, and nine were still facing disciplinary

action.

Legislative reaction to the Oct. 18 protest and its aftermath produced a great deal of discussion, but little in the way of concrete actions. The State Senate, as a result of its select committee hearings, approved a bill clarifying the powers and authority of the Board of Regents in administering the University and also passed a resolution providing for the establishment of an eight-member liaison committee to work between the Legislature and state-assisted colleges and universities. The Senate action was not acted upon by the Assembly before the Legislature adjourned its fall session.

A bill to impose a 15% out-of-state enrollment limit on the University was introduced into the Assembly but no action was taken on the proposal.

The University, in the meantime, was moving to establish a set of rules defining acceptable conduct within University buildings and on University property.

The proposed rules are:

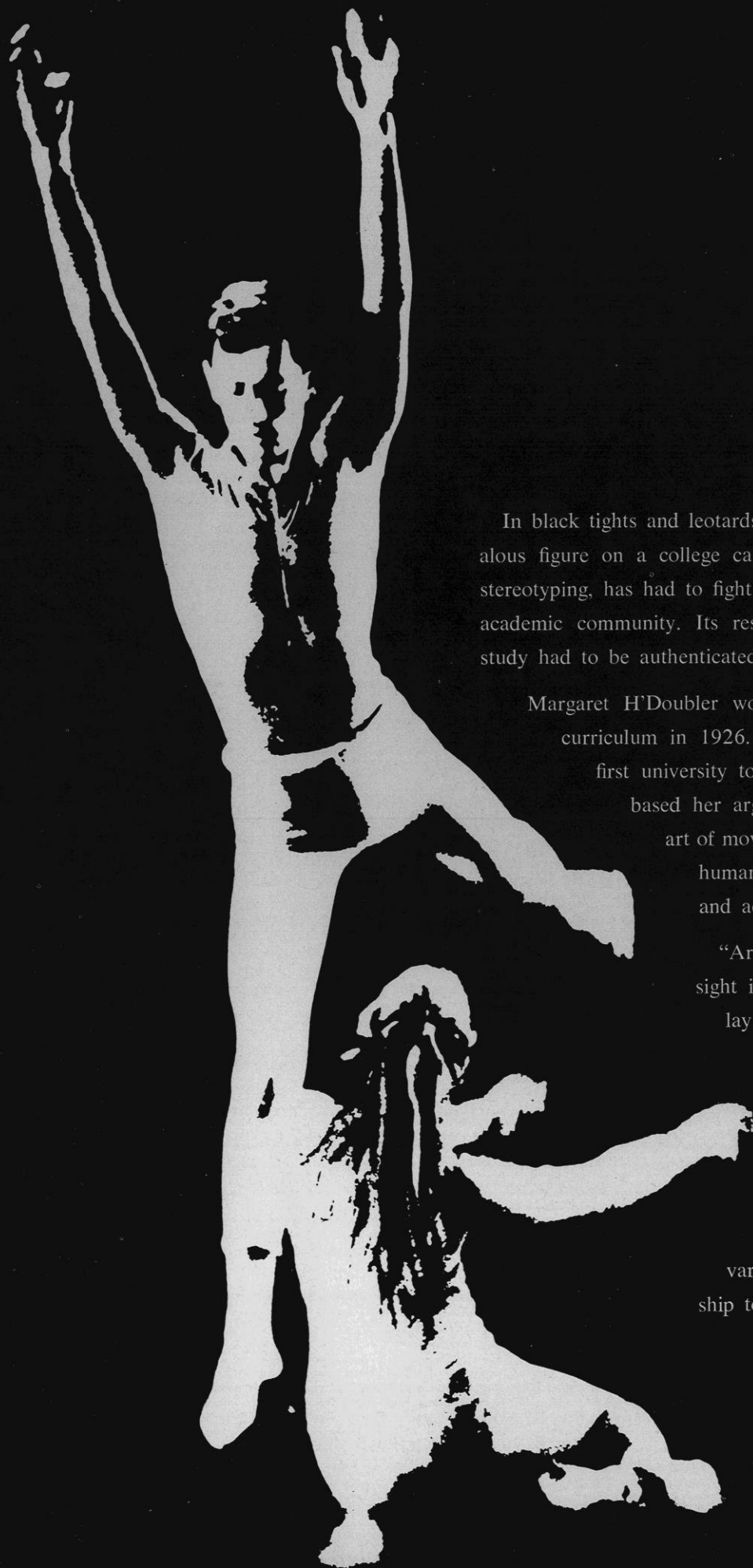
- Intentional blocking of hallways, rooms, entrances to rooms or buildings, sidewalks or roadways on University grounds is prohibited.

- Any law enforcement officer, security employee, or other employee whose duties include controlling the operation of a building or area of the campus may require persons on University property to identify themselves.

- The use of public address systems on University property is prohibited except when University officials have authorized the use of such equipment in rooms or areas designated by them for specific program needs.

- All persons, other than those assigned to work in a building, are prohibited from entering or remaining in any University building after the normal closing hours.

The rules were presented to the Board of Regents at their December meeting but no action was to be taken on them until after a public hearing scheduled for Jan. 12.



In black tights and leotards, the dancer seems a curiously anomalous figure on a college campus. Dance, because of unfortunate stereotyping, has had to fight for recognition and acceptance in the academic community. Its respectability as a legitimate course of study had to be authenticated.

Margaret H'Doubler won a place for dance in the college curriculum in 1926. Wisconsin became, at that time, the first university to offer a dance major. Dr. H'Doubler based her argument on the fact that dance as the art of movement is subject to the laws of physics, human anatomy and physiology, psychology and aesthetics.

"Art may provide us with the deepest insight into man, the creator, but science can lay the ground work for a truthful art and point up valid ways of dealing with the factual aspects of experience," Dr. H'Doubler maintains.

In the following series of articles, produced by the UW dance department, we explore and explain the various aspects of dance and its relationship to the mission of the University.

Form and Feeling in the Dance

by Louise Kloepper

chairman, UW dance division

THE HUMAN BODY is at once an instrument to accomplish tasks, an instrument through which thoughts and feelings are experienced, and an object of esthetic expression and contemplation. To separate the body's feeling aspect from its movement aspect is difficult because such a separation is purely a *mental* discrimination of varying facets of the total phenomenon—the feeling, moving human being.

It has been my concern in teaching beginning technique and composition classes to help young dancers discover their body as an instrument and thereby discover the relationship of the subjective self to the objective body self—to discern the distinction between the personal-feeling-doing self and the body self. Awareness of the avenues of communication between the self and the body as an instrument help to objectify movement in the dance experience.

The dancer's primary means of self-communication is through his muscle or kinesthetic sense. But young dancers too often resort to the painter's means of self-communication—the visual sense—and therefore overlook this direct experience with body action. The problem in teaching dance technique and composition is to clarify the relationship between the individual as a person and his body as an instrument.

The technique class I teach offers an opportunity for the student to study his own movement with an inward looking eye. To effect the subjective-objective relationship of the dancer to his body instrument, attention can be called to a single action. The mind concentrates more deeply if given one point of mental focus at a time. The single action can be "observed" and felt by the senses by noting (1) its structural action, (2) its spatial action, (3) its rhythmic action, (4) etc., etc., etc. Since the student in this instant is observing himself as he would another moving body, his attitude is objective. When the student responds to the "feel" of the movement, the attitude becomes subjective.

I attempt to teach technique from the above point of view as well as develop the necessary strength, coordination, speed, and flexibility.

Composition provides another avenue for discovering how to project ideas and feeling. We work with the movement possibilities inherent in an idea—with the shapes the idea may take in and through space, the dynamic flow it may suggest. This material is used as *the material*, to be subjected by the dancer to disciplined manipulation according to compositional devices and principles. The dancer's personal feeling or idea as such no longer becomes important except as it provides a guideline for selection of the infinite varieties of feeling and expression that describe the dance.

THE TEACHING OF DANCE is not a job for dancers who have failed. Rather, it is a profession for those who delight in the movement of their bodies and want others to discover the meaning they have found in such an experience.

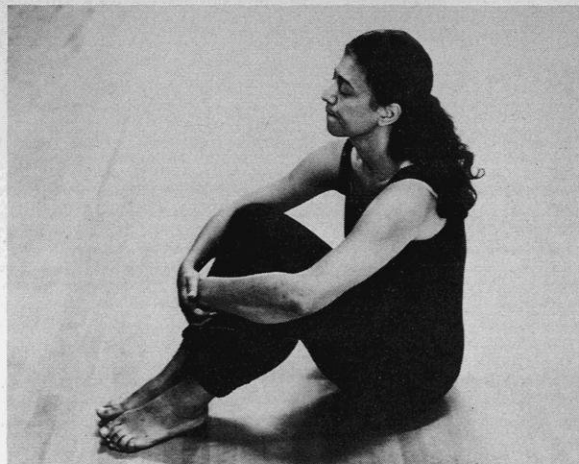


Sally Richardson, M.S. candidate in dance—Late one night while riding the milk train to Atlanta, I realized that I had to dance. It was as simple as that. So, in eager ignorance, I went to work. During my senior year at the University of Michigan, I sandwiched in as much training as possible while completing a major in English. Afterwards, having heard that the department here had set up the first degree program in dance, I enrolled as a graduate student at Wisconsin.

My interest is in education. I want to teach because it's a way of sharing what I feel is important. As I see it, there is little which is truly ours. All that really belongs to us as human beings are the minds and bodies we've been given. Dance affirms both. Its concern is movement, the result of interaction between a mind which directs and a body that responds. For me then, dance is a celebration of what is.

Hannah Priwer, sophomore in dance
—I have seen students of dance decide they are going to teach before they have ever started dancing. How can they know that teaching is the field they can give the most to? A person who feels that "Those who can do; those who can't, teach," has a good chance of being a mediocre teacher. This is worse than not teaching at all. A truly good teacher must feel inspired to give this knowledge, and give it unselfishly. I, personally, am not ready to do that.

I may decide to teach, but only after I've found that this desire is stronger in me than the desire to dance professionally, to choreograph, or to work in dance therapy.





John Wilson, lecturer in dance—Dance and its sister fine arts have the remarkable capacity to plumb the depth of the human soul and to survey the breadth of human experience in one and the same gesture. Since the ultimate value of education is to understand and elucidate that depth and breadth, then the natural home of the fine arts is in the very center of our educational system.



Joe Hawes, assistant professor of dance—Movement is the dancer's medium. But it is also an important factor in the art of music. Although tone is the medium of music it is only through the movement of the medium that music is achieved. It is the objective of the music-dance relationship course to give the student an awareness of the above along with a knowledge of how the elements of music—rhythm, tempo, pitch, accent, dynamic shading, and tone quality—can be used to accompany and reinforce the art of dance.

Tibor Zana, director of the Wisconsin Ballet Company—This department sees the importance of ballet in the curriculum as an integral part of the education of the student in dance and thus is working toward incorporating ballet into the major program.

In my ballet classes I give the students an experience in style as well as practical experience in one discipline required to train their bodies for the precision and skill needed for expression.



SELF-EXPRESSION IS A PRODUCT of self-awareness. A dancer must intellectually understand this and discipline his own body before it can accurately state the ideas and feelings he wishes to share. A university campus offers the time and research facilities for the experimentation and study needed for such personal enlightenment.





Molly Lynn, assistant professor of dance—Though we have dance majors with varied backgrounds, abilities, and drives and non-major student groupings of a similarly heterogeneous nature, there are aspects of dance which everyone can experience. As a teacher, I am intensely desirous of having each student understand, as an individual, his own structure and intellectual and emotional resources in relation to a dance movement idea or phrase.

Mary Fee, professor of dance—I want my students to learn something about themselves. This, I believe, comes from an increasing body awareness and an increasing knowledge about: a) what they can express through the body instrument and b) what it can feed back to them through the senses. I hope they will discover that body control is synonymous with self control in that the application of the disciplines of artistic form must be self imposed, thus self disciplined. I also hope they will discover that the mind's sensitivity to aesthetic reaction stimulated by its own moving body opens the door to a wealth of experiences intellectually and emotionally meaningful.

In addition, I believe that continuing self-directed art experiences in dance will in the future keep ever fresh the aspect of self discovery which leads to greater depths of self understanding. And, finally, because of the universal character of movement in the life of all individuals, I am hopeful that students will reach similar depths in the understanding of others.

Elaine Slomovitz, junior in dance—I am working for a degree in dance with therapy as my area of concentration. My program involves classes in music, rhythm, composition, technique, physiology, anatomy, and psychology. In addition, I take part in field work which is being done twice a week at Mendota State Hospital with about twenty patients. One of the students leads the group and a few other students observe and participate with the patients. The use of dance therapy has led to improvement in the mental conditions of many patients and it is an exciting encounter—academically, practically, and personally.

Maja Schade, professor, dance therapy—In dance therapy, movement is the key word as it is in dance. Here, however, movement in its most elementary and simplest form must be considered. Sophisticated and stylized movement has no meaning for the mental patient. Working as a dance therapist is something very different from teaching dance, or from actually dancing. Yet the sensitivity toward movement, utilization of movement for a special end and the love and appreciation of movement are the same.

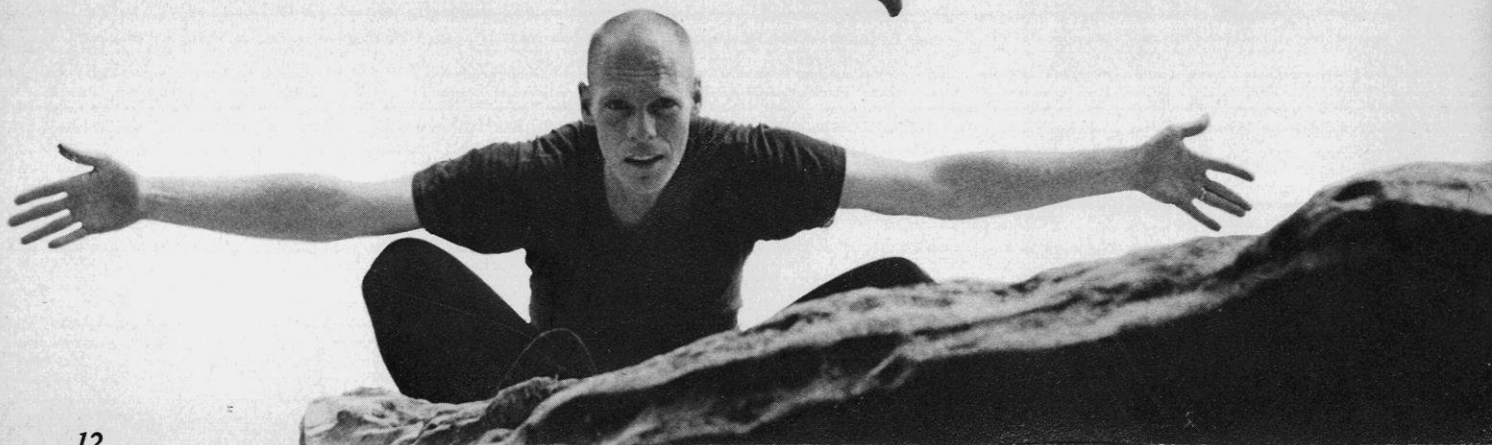
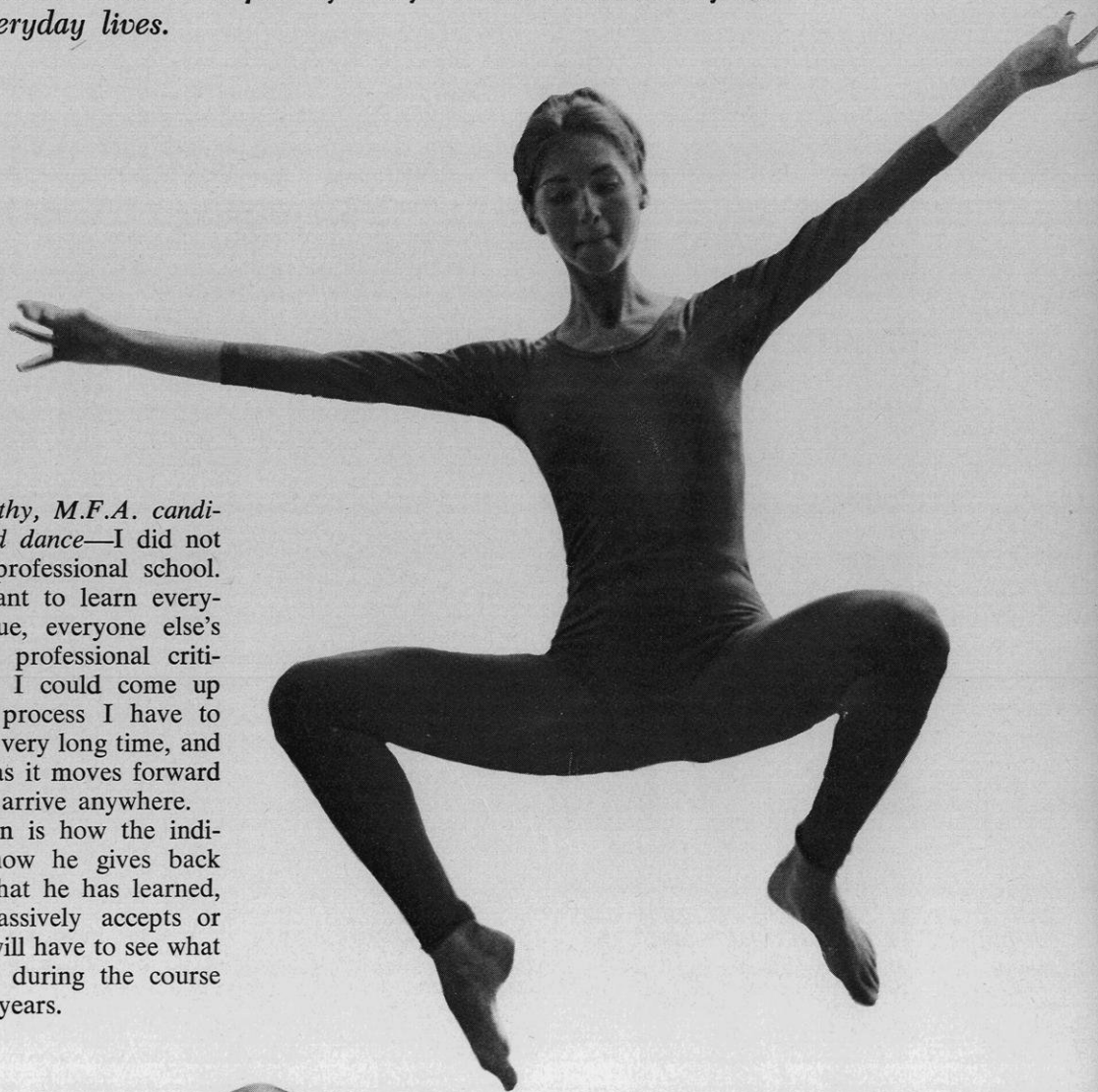
In a mentally ill individual, where healthy relationship to the body, to the environment, and to fellow beings has broken down, body movement seems to be the most direct avenue to restore normal relationships. Through movement, the patient can strengthen his health potential physically and also psychologically because movement and play carry a connotation of health and memories of earlier, happier times.

Through movement, a friendly, non-threatening environment can be created in which the individual can find expression of feelings lacking in his present life and can re-learn to relate himself to others as well as communicate non-verbally with others. Through movement, a means of expression can be provided as well as a framework within which the patient can feel safe to express himself.

DANCE NOT ONLY DEMANDS COMMUNICATION between performer and audience, but also between the dancer's inner self and his body as it moves through time and space. Such an experience can take place in a kindergarten class, in a mental institution, as well as on the stage of Lincoln Center. In this sense, dance is not designed for only a select few but becomes a part of the form and substance of our everyday lives.

Barbara Abernethy, M.F.A. candidate in theater and dance—I did not want to go to a professional school. Mostly I didn't want to learn everyone else's technique, everyone else's method. I wanted professional criticism for whatever I could come up with myself. The process I have to go through takes a very long time, and regresses as often as it moves forward—I may not even arrive anywhere.

But an education is how the individual develops, how he gives back in his own way what he has learned, not what he impassively accepts or casually rejects. I will have to see what happens to myself during the course of the next three years.




Molly Lynn assistant professor of dance—Real development of performing dancers, I believe, takes place when consistent experiences are assimilated over a long enough period of time to give the dancer the materials and motivation for self-direction and the inner power to execute the dance form.

Repetition, practice, technical struggles, objective analysis, invention of movement and assimilation of movement already invented by the choreographer or teacher only make sense when structural limitation is thoroughly understood and transcended by inner desire. You do not learn unless you want, and really want, what is available to you at a given moment.

John Wilson, lecturer in dance—A truly gifted fine artist is a devoted student of the liberal arts and sciences. He could not be otherwise. Without relentless and objective probing into his society and his culture he would not have the capacity to construct his metaphors in movement, sound, paint, stone, or word, and his efforts would produce no art. The primitive understands his limited culture and society without benefit of "liberal education," and his artistic metaphors are nonetheless universally significant. But our sophisticated culture and society requires artists who, like society itself, have lost their childhood naivete and must synthesize anew.

In dance at Wisconsin, I am working with my students toward that synthesis, and toward understanding the depth of the soul and the breadth of experience through endowment of movement. Man is by nature a dancer. He danced long before he conceived of "fine" and "liberal" arts. It is a phenomenon more basic to education in its most valuable sense than text books or test tubes. Dance is a synthesizer without itself being synthetic.





STUDENT POWER

***A review of the development of an important change
in student attitudes at the University of Wisconsin***

by Harriet Moyer

STUDENT POWER. The term sparks visions of demonstrations walk-outs, injunctions, campus disruptions—but what are the facts? Is there a tie-in between the recent demonstrations at Madison and the student power movement? The majority of the students say “no”, or that the tie-in is indirect. This is the same conclusion reached by Prof. James F. Crow, head of the department of genetics and medical genetics, who is chairing an Ad Hoc Committee on the Role of Students in the Government of the University. What then is this student power movement which is so much in the news and what issues are involved at Wisconsin?

Ask six students to define the term, student power, and you'll get six different answers, but there will be some underlying similarity in the answers. Most of the students will agree that the movement at Wisconsin is *currently* focused on issues outside the classroom, that the student wants clearly defined “rights” to conduct his life as he wishes when not in class, and that the important future concerns of the movement will be involved with academic issues. A few students will say that student power is primarily, if not almost exclusively, concerned with extracurricular areas. The recent demonstrations on the campus were essentially a protest against war per se and Vietnam in particular. According to students, the demonstrations became an indirect part of the student power movement when they were linked to the movement via statements by officials and news coverage.

How and where did the student power movement get started? Many authorities attribute its beginning to the civil rights movement, for it was in this endeavor that students learned the “tactics of bringing an organization to a stop, of dramatizing events, of appealing to publics.” They learned “how to get power and it is a lesson that has not been lost.” Some students attribute the movement's beginnings to left-wing politics, the free speech movement at Berkeley, the purported impersonality of the large American university, and the social structure in general.

Contrary to the opinion of the “man on the street,” student activists are not “dumb and dirty.” A current study by Richard Flacks indicates that the typical activist is highly intelligent and comes from a home where humanistic values are stressed. The parents of these students were found to be highly educated and political liberals. The fathers were usually professional men and the mothers frequently pursued careers of their own. The atmosphere in their homes was permissive and democratic. Student activism is a “result” not a “revolt”,

concluded Flacks. The activists are concerned about their world and their education. They completely reject the “beats” or “hippies” who have attempted to solve their problems by “dropping out” of society. The activists are concerned idealists who are trying to implement their ideals within the context of society.

One Wisconsin student stated that the dichotomy involved in the student power movement probably boils down to “student ideals versus the pragmatism of the university.” Student idealism is nothing new but the militant activism personified in some respects by the student power movement is new to the University scene.

STUDENT ACTIVISTS are neither typical nor statistically representative of the millions of college students, but activists seldom are. Joseph Gusfield, professor of sociology at the University of Illinois contends that “They are more likely to be found at the larger universities or the small colleges that form the core of the academically prestigious schools. That very place makes them important in directing and giving verbal shape to the ideas of this generation. Nor are numbers a guide to significance. Numbers alone give little indication of capacities to mobilize others in critical periods nor the ability to create and shape events.”

Wisconsin is in the vanguard of liberal schools even in the judgment of some of Madison's most adamant student activists. Berkeley, Michigan, and Columbia are most often compared to Wisconsin for liberalism in the students' minds. Madison administrators have been concerned with assuring student representation on campus committees. As the fall semester got underway, for example, students held 94 voting seats and nine non-voting seats on 17 of the 25 Madison campus committee areas, and students were recently appointed to two new committees.

The general tenor of the campus atmosphere over the past years has generated emphasis on and concern for evaluation of students' participation in the government of the University. Last August, the Ad Hoc Committee on the Role of Students in the Government of the University was appointed. This committee, chaired by Prof. Crow, is currently in the throes of writing its report after months of study. Amount of student participation in the University operation and how best to implement this participation appears to be the real crux of the student power movement. The Ad Hoc Committee's specific recommendations on these matters will be available in the near future.

Students in the "power movement" are operating under several basic assumptions. These assumptions deal with students, the university, and society. Students assume that they are mature enough to live their own lives and responsible enough to be entitled to a broader say in their education. In other words, the students are completely rejecting the need for any paternalism or "in loco parentis" on the part of the University. "Some students are really kicking against structure and any authority at all and yet they know that 'no authority' won't work either," said one grad student.

Assumptions dealing with the University and society basically concern the place of the university in society and the balance between research, service, and education. "We assume that there has been tremendous growth in the service and research areas and practically none in the educational areas. We assume that there is a need for a re-balance in the three areas," said one student leader. Another student added, "the University should be closely guarded to prevent its helping a 'war machine' in any way—that includes research and contracts." Still another student said, "The Left feels that society is irrational, i.e. war, one-third of all people born into poverty, etc. The power elite perpetuate this irrationality through the democratic method. The University is a part of the power structure. Therefore, by changing the University, students can force a change in the type of individual produced and therefore change society into a more 'rational' vein."

The basic structure of society comes under fire from the students. "We assume that it is two-faced and operating under 'the big lie.' Hypocrisy permeates society on all levels including education, business, and the legislative process."

Goals and issues arising from these assumptions vary from campus to campus. The National Student Association has, for the present, zeroed-in on seven areas of campus operations: regulation of student activities, financing of student government, regulation of cultural programming, determination of dormitory policies, establishment of housing rules, establishment of social rules, and disciplinary decisions.

PERHAPS the most difficult issue the Wisconsin student power movement has concentrated on has been the civil versus university authority question. Students frequently reiterate that they wish to be treated exactly as other citizens with neither more nor less protection under civil laws than any other persons. "All discipline problems except those involving academic performance

should be handled by the civil authorities," goes the argument. However, when the civil authorities were called during recent Dow Chemical demonstrations, students were among the first to criticize this action.

"There is no easy answer as to where and how the University should exercise its authority over students," said Dr. Crow. "At present, policy is guided by the Remington Report which suggests that University authority should be used only when there is a threat to: (1) the safety of members of the University community, (2) University property, and (3) University operations."

Functions of the Placement Bureau have also been under fire by Wisconsin students recently. Students challenged the propriety of organizations which are involved with the war effort to come to the campus for recruitment purposes. Students apparently do not challenge the University's furnishing such student personnel services as placement, counseling, financial aids, and housing. Instead, they are raising questions about the methods of operations of these services and have expressed a desire for more control of these areas.

Once satisfactory solutions to the above mentioned "non-academic" issues have been reached, Wisconsin student leaders plan to concentrate on "academic" reforms. Such topics as grading, course evaluation, and degree requirements are scheduled to be raised for discussion by the students. In fact, these topics have already "made the campus scene" to a limited extent. The students are working on a booklet which will evaluate courses and some students are advocating a fail, pass, high pass, honors system of grading. There are, of course, serious problems in each of these areas. An evaluation of a course can easily turn into a popularity contest in which students give high ratings to courses which are taught by professors who have pleasing personalities but are not necessarily good teachers.

According to Prof. Crow, the fail, pass, high pass, honors system could be very much like the traditional "A", "B", "C" system of grading. Some would substitute professors' recommendations instead of grades as determinants for graduate school entrance, but this system has an element of the very paternalism which the students reject because it would substitute a questionable personal judgment in the form of a recommendation for a more precise measurement, the grade.

Closer contacts with professors is an expressed goal of some students. Yet a recent study by Wisconsin Assistant Dean of Education Josiah S. Dilley, indicated that non-communication between students is caused "in part by lack of student desire" and in part by "faculty

inaccessibility." Dean Dilley infers that there is a need for a reassessment of the value of out-of-class, student-faculty contacts since "both parties seem to be resisting (contacts) and the benefits may be non-existent."

Contrary to popular supposition, few if any students advocate student power in the sense of students completely taking over the reins of the University. The students are advocating a "joint control" over academic matters and wish to insure that their views will carry some weight in future decision-making. But this "joint control" is the area which is viewed with the greatest skepticism by faculty and administrators. There have been precedents in other countries where students used their influence for political maneuvers and thus, in essence, destroyed the currently accepted concept of a university.

The faculty fears a possible lack of consistency and continuity in university operations if students are given more control because of the transitory nature of their affiliation with the University. The fact that the hearings of the Ad Hoc Committee were not well attended is of special concern to the faculty because they fear that the student spokesmen at the hearings possibly did not represent the majority of the students. "After all, who does speak for all the students?" Prof. Crow asks. "Who truly represents the student body? I believe that the typical student is a very responsible person and that the University could be more responsive to students' desires and needs and make a bigger effort to know the results of their thinking. The problem is setting up the mechanics to insure proper representation of the entire student body."

AWARENESS of the same problem on the part of the students is indicated by one student who commented, "Last fall 6,000 voted for student power because it sounded good. They didn't understand the ramifications of the bill and construed it to mean the elimination of social restrictions—women's hours specifically." In the most recent student elections the Wisconsin Student Association's constitutional revisions necessary to implement student power recommendations failed to carry. Furthermore, no more than one-third of the student body votes in campus or student government elections.

But the student activists do vote and they vote with an intelligent understanding of the ramifications of the student power movement. What really lies beneath their

involvement? Prof. Gusfield claims "campus activism is a major phase in the discontent with the pluralism of American society. What the rebellious students are calling into question in attacking their universities is the very spirit of organization life that characterizes the multiversity: its dispassionate avoidance of moral conflict."

Certain dangers are inherent in student power as in any other movement. "There is danger of the movement's developing into nihilism and despair. Impetus to the movement is based somewhat on the criticalness of the decisions the generation must face. 'The Bomb' can destroy millions within seconds and once the decision is made it can not be rescinded," said the leader of one Wisconsin religious center.

Expressions of despair by the current student generation and rejection of the social structure can be observed in this generation's art. "When read properly, a poem, a painting, or a piece of scientific work by a young person can tell us more about his generation than an article entitled, 'What Youth Wants' can," according to Reuel Denney, professor of social sciences at the University of Chicago. A recent dramatic presentation entitled, "Cancer," given by Wisconsin students, portrayed society in a shattered, chaotic condition full of despair and futility. Weary of committees, seminars, discussions which lead to no perceptible action, the students are suspicious of anything that appears to substitute communication for power, commitment, and tangible actions. They demand confrontations and want to know the exact delineation of power in the University structure. But the power in the University organization is diffused and decisions are usually based on the harmonious operations, compromises, and reasoned thinking of many individuals.

Madison Campus Dean of Student Affairs Joseph Kauffman recently spoke on the liberal university administrator's dilemma. If the students are motivated primarily to force confrontations with university authority rather than attempting to change specific policies, "then it may well be that attempts of accommodation escalate the protests." That would mean "that reasonableness and tolerance which is what a university should be" could be bad. "This is the quandary."

Obviously there are no easy answers. Educator Robert Hutchins recently wrote, "They (student activists) would once have been compelled by necessity to conform to the demands of the economic and social system. Will this happen in an affluent society? If not, we may see important changes in the system within ten years."

1967 → a typical, historic year

THE NEW YEAR is generally a time for making resolutions; it is also a time for taking stock. A review of the events that described the developments that took place at the University of Wisconsin in 1967 helps to focus on its importance and complexity, and particularly on its standing among the foremost universities of the world.

Student power demands and a number of campus disturbances provided the headlines, but the University also made news in its established role of pace-setter in higher education.

Here are some of the 1967 advances:

Total student enrollment for all campuses soared to a new record total of 54,997, and the University held sixth in the nation in total registration;

Construction was started on two new freshman-sophomore year Centers, one at Baraboo, the other at West Bend, both scheduled to open in September, 1968;

Programs for the two new four-year University campuses, one at Green Bay for northeastern Wisconsin and the Parkside campus in the Kenosha-Racine area for southeastern Wisconsin, progressed steadily during 1967, with both scheduled to open in the fall of 1969;

The increased workload made necessary an increased budget for the University of \$201,735,745 in 1967-68;

The University received more than \$45 million in gifts and grants, including contract grants from the federal government; and

Some \$53 million in buildings were under construction on University campuses in Madison, Milwaukee, Wausau, Baraboo, and West Bend, and many major projects were completed and placed in education-research use during 1967.

Major buildings completed include Van Hise Hall, Chemistry units 2, 3, 4, and the gymnasium addition on the Madison campus, and the Fine Arts building and the Library, aptly de-

scribed as a "dream come true" on the Milwaukee campus.

Under construction in 1967 and due to be completed or near-completed in 1968 are the Earth and Space Science building that will probe the atmosphere and take data directly from satellites; the Art, Art Education, History and Music building and the Elvehjem Art Center; the Agriculture-Life Sciences Library, the Nielsen Tennis Stadium, and the Engineering Research building on the Madison campus, the Baraboo-Sauk County Center, the Washington County Center at West Bend, and the Marathon County Center expansion at Wausau.

The University's new record high enrollment of 54,997 students on all of its 13 campuses this academic year represents an increase of 3,790 students or 7.4 per cent over a year ago.

On the Madison campus, there are an even 33,000 students, an increase of 6 per cent over 1966-67; at Milwaukee, 15,419, up 8.8 per cent over a year ago; and at the 11 University Centers, 6,578, an increase of 11.3 per cent.

Of the 54,997 total, 42,323 are undergraduates and special students. There are 12,955 freshmen, 11,600 graduate students, 668 law students, and 406 medical students. The total includes 32,707 male students, 22,290 women. The students on the University of Wisconsin's campuses come from every one of Wisconsin's 72 counties, from all 50 states and the District of Columbia, and from 99 countries scattered throughout the world.

This was an important year in the history of the UW faculty, which was increased during the year to handle the additional teaching load due to the expanded student enrollment. For the first time, faculty members throughout the state are represented in a faculty government structure which now includes University Committees at each major unit, including the new UW-Green

Bay and UW-Parkside, a system-wide University Faculty Assembly of 59 elected members with more to be added from Green Bay and Parkside, and a system-wide University Faculty Council of nine members.

Pres. Fred Harvey Harrington commented that system-wide faculty government is appropriate as the University enters an era when more students will be enrolled at campuses throughout the state than on the Madison campus.

The University's increased budget of \$201,735,745 for the 1967-68 fiscal year represented an increase of \$26,954,846 over 1966-67. Funds for the budget come from five different sources: \$80,719,307 from state appropriations, \$40,908,943 from the federal government, \$38,969,649 from fees and other receipts, \$10,000,000 from gifts and grants, \$16,577,297 from dormitories, Union, and athletic income, and \$14,560,549 from University Hospitals.

Dr. William H. Sewell, distinguished sociologist and member of the UW faculty since 1946, became chancellor of the Madison campus when R. W. Fleming resigned to become president of the University of Michigan. The dean of students for the entire University system, Dr. Martha E. Peterson, resigned to become president of Barnard College in New York.

Dr. Sewell has achieved international regard in his field and filled a series of administrative assignments with distinction. He served successively as chairman of the department of rural sociology and social science research committee, chairman of the departments of sociology and anthropology, and since February 1964, Vilas Professor of Sociology.

One of the UW's leading biochemists, Dr. Robert M. Bock, was appointed dean of the Graduate School.

As on many other campuses across the nation, student protests flared on the University's Madison and Milwaukee campuses, opposing the Viet-

nam conflict, and Dow Chemical and CIA job interviews.

One of the protest disturbances in October on the Madison campus ended with police action, and has resulted in law court, faculty disciplinary committee actions, and legislative hearings, which still were not ended as the year came to a close.

Several of the student protesters withdrew from the University, three others were expelled but have appealed their expulsion, while several others are facing jury trial in circuit court.

NATIONAL RECOGNITION came to the University of Wisconsin during 1967 in a number of areas.

UW Pres. Harrington was chosen president-elect of the National Association of State Universities and Land Grant Colleges. The position makes him No. 1 spokesman for public higher education in the nation, since the association is composed of the 99 major public institutions located in all 50 states and Puerto Rico, and traces its history from 1887.

Late in the year also Chancellor J. Martin Klotsche of the University's Milwaukee campus was elected president of the Association of Urban Universities, representing about 100 institutions throughout the nation.

During the year a young University of Wisconsin astronomer was named one of 11 new scientist-astronauts by the National Aeronautics and Space Administration. He is Prof. Robert A. Parker, who reported for training at the Manned Spacecraft Center in Houston, Tex., Sept. 18.

The overall quality of the Wisconsin faculty again was rated third in the nation in an analysis by Dr. Raymond H. Ewell, vice president for research of the State University of New York at Buffalo. Wisconsin was the top-ranked Big Ten institution in the evaluation, based on ratings in the 1966 study of graduate education by the American Council on Education. The University of California at Berkeley came out on top with 845 points in the computation, while Harvard scored 842 and Wisconsin 708.

The quality of educational research performed at Wisconsin has been rated second nationally in a ranking

based on opinions of leaders in the field. Wisconsin and Chicago tied for runnerup to Stanford University in a survey conducted by the Bureau of Applied Social Research, Columbia University.

The U. S. Department of Health, Education, and Welfare selected the UW as one of six new document clearinghouses in the field of education in 1967. The new clearinghouses are designed to make significant research findings and other important reports available. The University received an initial allocation of \$169,529 for educational facilities. Areas of specialization included teaching of English, library and information sciences, educational media and technology, early childhood education, and adult and continuing education.

A survey placed Wisconsin seventh among state universities and land-grant colleges whose alumni are executives of the largest corporations in the United States. The University was credited with contributing 23 top executives in the 500 major industrial corporations surveyed by the Office of Institutional Research of the National Association of State Universities and Land-Grant Colleges.

Another compilation ranked University Hospitals among the top 25 in the U. S., as evaluated by a jury of hospital experts for a national magazine.

The University still ranks third among the nation's public institutions in voluntary support and rose to 14th place among all American colleges and universities, public and private, according to 1967-published tabulations by the American Alumni Council and the Council for Financial Aid to Education. Among the public institutions only California and Michigan were ahead of Wisconsin. The voluntary support comes from foundations, non-alumni individuals, alumni, corporations, and religious organizations. It does not include contract grants from the federal government.

Gifts and grants to the University, including federal funds, totaled \$45,323,742.65 during 1967, an increase of nearly \$11 million over 1966.

A \$4,396,900 grant for assistance

to Madison graduate students in the social sciences and humanities—the largest single grant ever received by the University of Wisconsin from any source, came from the Ford Foundation during the year. The seven-year grant—largest in the University's history from a foundation, federal agency, corporation or private individual—is part of a major experimental program by the Ford Foundation, aimed at reforming doctoral education in these fields. The grant will supplement UW funds available from other sources for assistance to graduate students, helping them to achieve doctorates in a shorter time. Trimming the time span would make the scholars available sooner to society for full-time employment and service.

The Ford Foundation also gave the University another grant during the year of \$800,000 to establish a Center for Development on its Madison campus with training, research, and overseas service programs in economics and public administration for developing nations.

The Center grows out of a long relationship of the University of Wisconsin and the Ford Foundation in overseas development projects, and University programs aimed at helping nations in Asia, Africa, and South America improve their economics and administration. Wisconsin economists and political scientists, long associated with overseas development programs, will be joined by members of other interested disciplines in the ultimate form of the Center. It also will work closely with the Midwest Consortium for International Affairs in project-related research and project management.

Another large grant of \$3,609,021 came to the University in 1967 from the Wisconsin Alumni Research Foundation (WARF). Two-thirds of the amount, or \$2,401,121, is earmarked for Graduate School research. The remaining \$1,207,900 will cover part of the cost of the new Agriculture-Life Sciences Library now under construction on the Madison campus.

It was, as they say, a big year. And 1968 will probably be bigger as the University of Wisconsin continues its forward movement.

The University

UW Remains Sixth in Total Enrollment

THE UNIVERSITY of Wisconsin remains sixth in the nation in total enrollments this year; the Wisconsin State Universities are eighth, up from 11th place last year in the annual *School and Society* magazine compilations by Dr. Garland G. Parker of the University of Cincinnati.

In total enrollment, the University of Wisconsin is listed sixth with 57,052 students, the Wisconsin State Universities eighth with 50,996. In full-time students, the Wisconsin State Universities are sixth with 45,618, while the University of Wisconsin is seventh with 44,267.

While the figures in the *School and Society* tabulations differ somewhat from official institutional enrollment figures because of slightly different definitions of enrollment and cut-off times for reporting, the relative size of institutions is accurate. Another comparison would be the 1967 on-campus enrollments of 54,997 for the University of Wisconsin and 50,996 for Wisconsin State Universities.

The top 10 institutions in total enrollment are listed by *School and Society* as: State University of New York, 225,572; California State Colleges, 212,376; City University of New York, 143,494; University of California, 120,383; University of Minnesota, 64,558; University of Wisconsin, 57,052; University of Texas, 53,468; Wisconsin State Universities, 50,996; University of Illinois, 47,974; and Indiana University, 47,642.

Bryant E. Kearl Appointed Madison Campus Vice Chancellor

BRYANT E. Kearl, associate dean of the graduate school and professor of agricultural journalism at the University, has been named Vice Chancellor of the Madison campus.

According to the terms of his appointment, Dr. Kearl will work with colleges and departments in the development of their academic and research programs. He will give particular attention to new programs, especially those involving inter-departmental relationships, to international programs of the Madison faculty, and to efforts of departments to improve undergraduate and graduate teaching.

He will retain his title as professor of agricultural journalism. He has served that department for more than 25 years, many of those years as chairman.

A native of Idaho, Dr. Kearl holds the B.S. degree in political science and journalism from the Utah State Agricultural College. He earned the master of science degree in agricultural journalism at Wisconsin and the Ph.D. in political science and journalism at the University of Minnesota. He came to Wisconsin in 1941 as a graduate assistant and 10 years later was named chairman of agricultural journalism. He became Associate Dean of the Graduate School in 1963.

In 1952 he spent four months as special consultant to the Federal Ministry of Agriculture in Germany, advising officials how to apply the "Wisconsin Idea" to rebuilding German agriculture. In 1961-62 he was visiting professor at the University of Bonn. In 1964-65 he was planning officer for the University of East Africa. He has been active in the UW land tenure program in Latin America. His publications range from communication in developing countries to the political content of newspapers.

Committees Conducting Search for Two New Deans

THE UNIVERSITY is currently in the process of finding successors for two Madison Campus deans who will be leaving their positions this year—Dr. Arthur H. Uhl of the



Alumni Clubs Provide Scholarships for Several University Students

ALUMNI CLUB scholarship winners from throughout Wisconsin and the country were represented this past fall at a special luncheon held in their honor. The event was sponsored by the Alumni Association and the UW Foundation, the two organizations which sponsor a matching scholarship program for Wisconsin alumni clubs.

Under the program, local Wisconsin alumni clubs raise an amount of money up to \$1,000 which is then matched by the Foundation. This past year, 24 Wisconsin clubs participated in the program and raised over \$10,000; 46 students currently attending the University were given scholarship awards in varying amounts.

Those present at the special luncheon and the alumni clubs they represent include:

Front row—Nancy Hurst, Indianapolis, Ind.; Georgia Heise, Janesville; Judy Kraus, Kenosha; Lila Kurt, Sheboygan; Christina Landauer, Eau Claire; Patricia Janz, Sheboygan; Sandra Schwartz, Washington, D. C.; Melody Carlsen, Milwaukee; and Anne Laursen, Boston.

Middle row—Quentin Brown, Racine; Donald Olson, Sturgeon Bay; Roger Westmont, Manitowoc; Tim Hess, Madison; James Hrcirik, Burlington; Robert Heidt, Sturgeon Bay; and John Nametz, Sheboygan.

Back row—Robert Marschke, Jr., Indianapolis, Ind.; Lawrence Schneider, Sturgeon Bay; Robert W. Jacobi, Jr., Indianapolis, Ind.; Mark Wegner, Fort Atkinson; Peter Thomsen, Jefferson; Carlyle Chan, Milwaukee, and Gary Dufek, Sturgeon Bay.

School of Pharmacy and George H. Young of the Law School.

Dr. Uhl, who has headed the school since 1935, will retire next year and Madison Chancellor William H. Sewell has appointed a faculty committee to make a thorough search both inside and outside the campus for a successor.

The School of Pharmacy became an independent unit of the University in 1950 and Dr. Uhl was installed as its first dean. His 17 years of service make him the senior dean on the Madison campus.

A native of Galesville, Wis., Dean Uhl received his Ph.D. from Wisconsin in 1930. He has served as president of the American Pharmaceutical Association, the Wisconsin Pharmaceutical Association, and the Ameri-

can Association of Colleges of Pharmacy.

In 1960, the Wisconsin association named him the "Wisconsin Pharmacist of the Year," and in 1965, the American Pharmaceutical Association presented its annual research achievement award to the Wisconsin dean.

Dean Young has headed the Law School since 1957. He told the Board of Regents in October that he planned to step down at the start of the 1968-69 academic year and return to teaching and research in his special field of interest, Wisconsin corporation law.

Dean Young, 52, was a practicing attorney in Madison before he joined the UW law faculty in 1950. He became a full professor of law in 1953.

University Offers Smorgasbord of Language Courses

IT IS NOW possible to study more than 40 foreign languages, from classical Greek to Quechua, at the University in Madison.

The numerous new languages offered in recent years are the result of UW research and public service projects around the world. Quechua, for example, is the tongue of many Indians in South America, and it was added to the curriculum in the fall of 1966.

The newest offering is elementary spoken Tibetan taught in the Indian Studies department by a lama wearing the flowing dark red robes of his order. The department also offers Hindi, Telugu, Sanskrit, Urdu, Vedic,

elementary literary Tibetan, historical Persian, and readings in Buddhist Chinese or Japanese Buddhist texts. If the need arises, the faculty is prepared to teach Kannada, Oriya, Pali, and Prakrit.

The Wisconsin student can now choose among three African tongues: Hausa, Swahili, and Xhosa. He can switch over to the French department to study modern African literature in French. He can also study southern Bantu literature and comparative Bantu linguistics.

In Hebrew and Semitic Studies, students can choose classical, legal, or documentary Arabic, or the spoken Arabic of Egypt, or Aramaic, or Hebrew.

The Scandinavian department offers Danish, Finnish, Norwegian, Swedish, and Old Norse. Under Slavic languages are listed Czech, Polish, Serbo-Croatian, Russian, and Old Church Slavonic. Under East Asian are Chinese, Japanese, Indonesia, and Tagalog-Pilipino.

The old familiar languages—Latin, Greek, French, Italian, German, Spanish—are offered in more courses than ever before. Modern Greek is now listed, as well as classical. Portuguese as spoken in Brazil today has joined the roster of courses in the department of Spanish and Portuguese. Both “high” and “medium-high” German are listed by that department, and more than three densely-packed pages in the semester time-table are needed to list the courses in French and Italian.

Researchers Develop Program to Deter Drop-outs

SEVERELY retarded reading ability, poor discipline, and truancy, spiced with a genuine dislike for school—put these ingredients together, and you get a recipe for the school drop-out.

But University of Wisconsin researchers in Madison have found an additive that may deter such potential drop-outs from actually quitting school. The Research and Development Center for Cognitive Learning has developed a program by which colored tokens and money are used as rewards for greater student efforts.

The program was tested among 32 students from inner-city Milwaukee

junior high schools, with Dr. Arthur Staats directing the project. Prof. Staats notes that the students were severely retarded readers, some were mentally retarded, others were emotionally disturbed, and some posed acute discipline problems.

The Remedial Program for Severely Disabled Readers showed outstanding results. In word recognition the 32 students' improvement was five times greater than that of a similar group which did not receive the same treatment. In reading achievement their gain was about twice as great.

And Karl Minke of the Center adds that the students “were truant less and had fewer discipline problems. More important, these kids liked school more. Not one dropped out of the program.”

Students in the project had only 12 truancy absences, but a similar group of students not in the program had 90. Teacher grades for deportment improved for the project group while grades for the group not in the project became worse.

“This project was primarily an experiment in developing a system for motivating students,” Dr. Staats said. “Other subjects could be programmed with the same system we used for the reading program.”

“This motivational system has several important advantages for inner-city schools. Students can earn a little money while being motivated to learn and stay in school. It also provides employment for inner-city adults and involves them in school activities.”

Professor Studies Personality Through Novel Approach

COCKTAILS AND CARTOONS are giving UW psychologists added knowledge of human behavior.

The psychologists have developed a method of using alcohol and humor to reveal personality traits. What people think is funny reveals certain “dimensions” of their personality, says Prof E. Mavis Hetherington.

And alcohol? “People develop inhibitions to help them act in ways that seem socially acceptable,” she explains. “Alcohol serves to release these inhibitions.”

According to psychoanalytic theory, cartoons depicting aggression would seem funnier to people with inhibited aggressive tendencies than to people lacking these impulses. Also, according to theory, alcohol should make antisocial cartoons seem funniest to people whose aggressions are most strongly inhibited.

To test this hypothesis, Prof. Hetherington gave cocktails—some made with alcohol, and some not—to 192 student volunteers. The students then judged the humor of selected cartoons. The alcohol “lowered the guard” of the 96 volunteers who received the alcoholic cocktails. These people found more humor in aggressive cartoon themes than their sober counterparts did.

Of the 96 students getting non-alcoholic drinks, nearly all believed they had received alcohol. Thinking they were intoxicated didn't affect their inhibitions, however, for their response to cartoons was more guarded than the response of those students who were given real cocktails.

In a similar experiment with cartoons, Prof. Hetherington gave girls the opportunity to electrically shock an experimenter who had ridiculed them as they participated in a test. Potentially aggressive girls didn't seem satisfied by this “revenge,” however, for they then also gave high humor ratings to aggressive cartoons. The low-aggression girls, on the other hand, had been forced to do something they wouldn't ordinarily do. They were distressed over having to shock someone. They shunned the aggressive cartoons afterward.

Prof. Hetherington says she believes her findings show that drinking alcohol or performing anti-social acts are releases for further aggressive tendencies in people who already possess strong aggressive inclinations.

Humor preferences in cartoons could turn out to be a measuring stick for determining these inhibited impulses, she explains. “Freud thought that dream interpretation was the road to the subconscious mind,” she says, “but humor may prove to be an alternate route.” Prof. Hetherington's research was supported by the Wisconsin Graduate School Research Council.

Mrs. Stone and I. B. Singer Writers in Residence

TWO WRITERS in residence have been appointed to the UW staff for periods of instruction in creative writing during 1967-68.

Ruth Stone, American poet and short story author, is already installed on Bascom Hill as visiting lecturer for the full academic year. Isaac Bashevis Singer, one of the world's leading authors of fiction, will undertake the resident assignment for the second semester under the title of Rennebohm visiting professor. He is the second writer in residence to hold the endowed post since it was established in 1962 to widen opportunities in the humanities. Elizabeth Bowen, distinguished Anglo-Irish writer, was the first.

English department chairman Walter Rideout pointed out that “the department's intent to encourage creative writing talent at Wisconsin is indicated by the bringing of two people for this year.”

Under the writer in residence program, students who have demonstrated skills in writing are given the opportunity to work with contemporary authors through classes and frequent informal conferences. The writer in residence also provides opportunities for the public through one or two public lectures on literary subjects.

Singer, who writes in Yiddish but is well equipped to teach in English, is much admired by other writers, especially American ones, for his style and combination of traditional and modern attitudes and techniques. Though living in the United States since 1935, the author, son of a rabbi, writes almost exclusively about the Jewish world of pre-war Poland where he was born and raised.

He has four novels to his credit: *The Family Moskat*, *The Magician of Lublin*, *Satan in Goray*, and *The Slave* as well as three or more collections of short stories including *Gimpel the Fool*, *Short Friday*, and *The Spinoza of Market Street*. All have been published in English translation by Farrar, Strauss and Giroux, New York City.

Mrs. Stone, a native of Virginia, has written two books of poetry: *In*

an Iridescent Time, 1960, and another forthcoming, still untitled. The first volume placed the poet among nominees for the Pulitzer Prize. Single poems by Mrs. Stone have appeared in many of the nation's quality periodicals and she is represented in at least 10 American anthologies of American poetry. Her stories have reached readers through *The New Yorker* and *Commentary*.

The new Wisconsin writer in residence studied at the University of Illinois and Radcliffe. She has been for limited periods a member of the staffs of Radcliffe, Wellesley and Brandeis and she also has served as editor for the Wesleyan University Press as well as poetry editor for *The Writer*.

Honors for poetry, conferred on the American writer, include the Kenyon Review Fellowship in Poetry, the Borestone Mountain Poetry Award, the Bess Hekin Poetry Prize, given by Poetry Magazine, and the Shelley Memorial Award.

Glee Club Record Available

A LIMITED NUMBER of long-playing records featuring selections by the UW Men's Glee Club, directed by Arthur F. Becknell, are available for \$3.00 each. The album is a 90th anniversary souvenir record and features traditional and modern selections as well as a medley of Wisconsin songs. Copies of the album may be obtained by writing John M. Clark, School of Music, University of Wisconsin, Madison, Wis. 53706.

Journalism Program to Develop Specialized Writing Skills

TODAY'S increasing specialization of knowledge has created a need for journalists who can handle scientific, technical, and other complex material for both trade publications and the mass media. In an effort to meet this need, the University of Wisconsin is establishing a master's degree program in specialized writing.

Prof. Wilmott Ragsdale, who heads the School of Journalism's new program, says the need is not for a second-rate scientist or educator who writes, but rather for a first-rate thinker and writer about science or

education who has a background in the field. "Our goal," he says, "is to produce writing which is accurate enough to satisfy a specialist but simple enough to be comprehended by the layman."

Students interested in any field of specialized writing are eligible for the program, explains Ragsdale, whether it be biology or religion or law. Each student's program will be individually tailored according to his background, but all students will take courses both in their special field and in journalism.

General requirements for the program are much like those for the regular journalism master's degree at Wisconsin but will be met differently. Half the 24 required credits will be in journalism and the others in the student's field of interest. Part of the journalism credits will be received in a writing seminar which the special program student will take every semester. A thesis will be required in the special program as in the regular Wisconsin master's program, but it may grow out of articles done in the seminar.

A journalism undergraduate major is not a pre-requisite for acceptance to the program. Three semesters will usually be required to complete the degree requirements but may take longer if the student needs to make up journalism courses.

The writing program is on an experimental basis this spring semester and will be added to next year's catalog. The number of students admitted will be kept small to permit individual attention. Application to the writing program must be made separately from application for admission to the graduate school.

Ragsdale has a wide range of journalism experience to qualify him for heading the new master's program. He worked for *Time* magazine as State Department reporter and London war correspondent; for the *Wall Street Journal* as White House and State Department reporter; and for the *Newsweek* magazine as education editor, music and art reporter and Asian correspondent. He has taught literary criticism and literature courses as well as journalism reporting courses.

Working with Ragsdale on the new

program are Prof. Clarence Schoenfeld, well-known for his books and feature-writing on conservation and wildlife, and Prof. Steven Chaffee, (who is on the staff) of the Wisconsin Mass Communications Research Center.

Ragsdale describes Wisconsin's new program, planned for the practicing journalist, as "a departure from our Journalism School's research orientation at the graduate level."

Marine Center Established

A CENTER for Marine Studies has been established at the University to bring together the University's wide range of marine research and educational facilities.

The plan for the Center has received approval of the UW Regents and a Center director and two associate directors have been named.

The director of the new Center will be Robert A. Ragotzkie, professor of meteorology. Associate directors are J. Robert Moore, professor of geology, and Norman E. Huston, director of the Instrumentation Systems Center in the College of Engineering.

The Center will serve as a central agency to coordinate and unify research and study in the various fields of marine science on the Madison campus. A marine research laboratory is to be established as a part of the new center.

"The laboratory will provide the environment and intellectual stimulation necessary for unification and growth of the marine research programs already existing on the Madison campus," Ragotzkie said.

An ocean engineering laboratory to be under the direction of Huston will develop the necessary new equipment, tools, and instruments needed for advanced oceanographic research. This new laboratory will also serve as a central office between the University's basic oceanographic research and ocean engineering efforts.

"An advanced marine studies group will work on the broad problems of understanding, utilizing and managing marine resources in the best interests of man," Ragotzkie commented.

"The project will be unique in that natural scientists and mathematicians will be encouraged to forego some of their specialized research activities to work with economists, lawyers, and political scientists on problems involving the oceans and Great Lakes."

The staff of the new Marine Center will primarily be scientists who are now members of other University departments. The only change in this aspect of the University's marine research is that individual scientists may be partly supported from time to time by the Center.

University officials said the Center was organized to take added advantage of the existing program of marine research at Wisconsin, and that the center will increase the program's existing potential for rapid growth through unification. The University's current program of marine research includes a wide variety of research projects in meteorology, biology, and geology and geophysics.

Pioneer Engineering Mission to India Terminated

THE United States Agency for International Development (US AID) Mission to India contract, which has been operated for the past 14 years by the UW College of Engineering at Madison has expired.

Prof. Merton R. Barry, engineering graphics, director of the UW Engineering Foreign Programs, has just completed the final report on the project which was originally inaugurated by the University in 1953 at the request of the U. S. State Department. Funds for the project were supplied by the federal government and the government of India.

The program, originally started under the federal Technical Cooperation Administration in 1953, has been continued since 1959 under a contract with the International Cooperation Administration, now the Agency for International Development. It was scheduled to end by 1967. The final report now covers the last half of the program.

The India program was one of three engineering foreign programs operated by the UW College of Engineering. The other two, still

in operation, are the Wisconsin-Monterrey, Mexico, exchange program inaugurated in 1961 under a Carnegie Corporation grant, and the Wisconsin-Singapore Polytechnic technical education program under a Ford Foundation grant.

Under the USAID-UW engineering education-research project in India, the University of Wisconsin established an inter-university cooperative relationship with the engineering and technical colleges and institutes of India to aid in the improvement, strengthening, and expansion of the technical educational capacities of the Indian schools.

The University provided the engineering and technical experts from America to teach and work with Indian educators and researchers in electrical engineering, mechanical engineering, construction materials, town and regional planning, architecture, hydraulics, fluid mechanics, applied elasticity, chemical engineering, mineral chemistry, irrigation engineering, and power engineering.

During the period 1953 to 1959 seven engineering colleges were assisted by the 34 University of Wisconsin team members. During the contract period 1959 to 1966 efforts were concentrated on Bengal Engineering College, Howrah and the University of Roorkee to help them become centers for the training of engineering college teachers. In addition, the U.W. College of Engineering assisted development of a program of Summer Institutes for advanced training of engineering college teachers. Four regional summer schools were conducted in 1964, eight in 1965, engaging 16 U. S. faculty members, and twelve in 1966, with 23 U. S. faculty members taking part.

In addition to Bengal Engineering College and the University of Roorkee, Wisconsin has been associated with Jadavpur University, Calcutta; the Indian School of Mines, Dhanbad; Bihar Institute of Technology, Sindri; Birla Institute of Technology, Ranchi; the Indian Institute of Science, Bangalore; the Colleges of Engineering at Poona and Guindy; the Indian Institute of Technology, New Delhi; P.S.G. College, Coimbatore; Central Electronics Research Institute, Pilani; the Birla College of

Engineering (now B.I.T.) Pilani; and the Punjab Engineering College, Chandigarh.

Curricula leading to the master of science degree in engineering were instituted in several branches of mechanical and electrical engineering and in public health engineering at the University of Roorkee.

"Establishment of new, or improvement of existing laboratories to support the new curricula proceeded under the supervision of the team of American professors carrying out the contract," Prof. Barry said in his report. "Better coordination between lecture and laboratory experimentation was established. Improved teaching methods, examinations, and audio-visual techniques in instruction were introduced by the local staff with the assistance and encouragement of the team members.

"An improved sanitary engineering laboratory was developed at Bengal Engineering College by a contract-trained participant supervised by the visiting staff, and a soils information center for the State of West Bengal was founded on the same campus by another participant with the advice and counsel of one of the visiting professors."

Twenty-nine engineering faculty members from 18 colleges and universities throughout the nation, including nine from the UW's Madison and Milwaukee campuses, provided 21.9 man years of education-research service from 1959 to 1967.

Besides Wisconsin, other colleges and universities which provided engineering educators and researchers for work at the Indian schools included Michigan, Minnesota, Illinois, Wichita, Michigan State, Cincinnati, Johns Hopkins, Arizona State, Texas, Penn State, Purdue, Washington University, St. Louis; University of Washington, Seattle; San Jose State College, Swarthmore College, and Georgia Institute of Technology.

UW engineering professors who worked at the Indian schools were Profs. R. R. Benedict, Norman Braton, William J. Feiereisen, the late Charles A. Gilpin, Roy A. Lindberg, Edward P. Mikol, the late Gerald Pickett, Charles Salmon, George Sell, James G. Van Vleet, and Warren C. Young.

A total of 127 students, teachers, and researchers in engineering and technology have been given specialized and advanced training in the United States under the program in engineering education and research during the period from 1959 to 1967. A total of 33 were involved between 1953 and 1959. They were trained in engineering education methods and research in the various engineering fields, most of them here on the Madison campus of the University of Wisconsin.

The project was directed by the late emeritus Dean of Engineering, M. O. Withey from 1953 to 1960. Professor Barry guided the project from 1960 to completion.

Badger Bookshelf

SEVERAL Wisconsin alumni authors were busy in 1967, producing a number of books on a wide variety of subjects.

Three authors published historical studies including:

The Spiegel Affair by David Schoenbaum '55 (Doubleday & Co., Inc.: New York—\$4.95), an historical account of a 1962 crisis within the Federal German Republic that arose over a controversy involving West Germany's most influential news magazine, *Der Spiegel*. The book presents the story of an affair that is,

in many ways, a microcosm of the politics and pressures of postwar Germany.

The Napoleonic Revolution by Robert B. Holtman '35 (J. B. Lippincott Co.: Philadelphia, Pa.—\$4.50) emphasizes the role of Napoleon as a revolutionary innovator whose influence touched nearly every aspect of European political and social life and has extended to our own times. Prof. Holtman claims that Napoleon prepared the way for a United Germany and Italy and stimulated growth of the force of nationalism current in

the world today. Also discussed is Napoleon's influence in the fields of military strategy, government administration, law, economics, education, propaganda, and diplomacy.

Three Carpetbag Governors by Richard N. Current '40 (Louisiana State University Press: Baton Rouge—\$3.75) examines the careers of three governors—Harrison Reed of Florida (1868–1872); Henry Clay Warmoth of Louisiana (1868–1872); and Adelbert Ames of Mississippi (1872–1876)—and points out that some serious historical reconsideration should be given to the traditional image of the carpetbaggers who have been characteristically thought of as “unscrupulous Northern exploiters who played upon race hatred and used federal force to set themselves up as virtual dictators.”

Three novels by Wisconsin alumnae include: *Haunted Summer* by Hope Dahle Jordan '27 (Lothrop, Lee & Shepard Co., Inc.: New York—\$3.50), a tale of suspense for teenage readers; *Miss Marvel* by the late Pulitzer Prize winner Esther Forbes '18 (Popular Library: New York—60¢), a novel about the loss of innocence; and *Harry Martin's Wife* by Elizabeth Corbett '10 (Meredith Press: New York—\$4.95), set in Greenwich Village in the 1930s and continuing the story of Alice and Harry Martin which was part of Miss Corbett's previous novels, *The Crossroads* and *The Heart of the Village*.

For the hobbyist there are two books:

Pageant of the Gun by Harold L. Peterson '47 (Doubleday & Co., Inc.: Garden City, N. Y.—\$5.95) is an entertaining and informative history of firearms that vividly conveys all the humor, excitement, and drama of ten centuries of arms development. Written by a noted authority on antique firearms, the book is rich in gun lore and historical anecdotes and serves as a fascinating introduction to the world of guns and gun collecting.

The Night Before Cookbook by Paul Rubinstein and Leslie Rubinstein '59 (The Macmillan Co.: New York—\$5.95). The secret of the Rubinstein approach to cooking in this book is that most of the time-

consuming chores involved in the preparation of a special meal are done the night before. Each of the specialties appearing in the 200 recipes included in this book requires no more than 60 minutes' preparation before serving. The recipes run the whole culinary gamut, from an avocado appetizer to zabaglione for dessert.

Several books in the list are for special interests:

To Enjoy Marriage by W. W. Bauer, M.D. '15 and Florence Maryvne Bauer (Doubleday & Co., Inc.: New York—\$4.50) offers straightforward counsel for all young couples contemplating or starting in married life.

Evolution and Human Behavior by Alexander Alland, Jr. '54 (Natural History Press: Garden City, N. Y.—\$1.45) presents an original view of the human process and prepares the student of anthropology with a concise introductory background in Darwinian evolutionary theory, Mendelian genetics, and the biochemical structure of hereditary materials, especially DNA.

Brazilian Planning: Development Politics and Administration by Robert T. Daland '47 (University of North Carolina Press: Chapel Hill—\$6.00) contributes significantly to our understanding of the complex Brazilian political system during the period from 1945 to 1965. At the same time, it stands as a case study in the nature and effectiveness of national planning in a developing country.

Research in Labor Problems in the United States by Milton Derber '37 (\$2.45) is part of the Random House Studies in Labor series. Prof. Derber is a distinguished specialist in industrial relations and a professor of labor and industrial relations at the University of Illinois.

The Private Language Problem: A Philosophical Dialogue by John Turk Saunders and Donald F. Henze '50 (Random House: New York—\$2.25) resulted from a discussion of Wittgenstein's Philosophical Investigations and is a searching investigation into the existence of private language.

Alumni News

1900–1910

Hugo J. Wichmann '05 and his wife, Patty, have relocated in Nalcrest, Florida. Their new address is Apt. 65-E, P.O. Box 3008.

1911–1920

Paul T. Rothwell '17, chairman of the board of Bay State Milling Company, writes that his firm is consolidating its sales, administrative and corporate offices at 4700 Prudential Center, Boston, Mass.

1921–30

Dean **Arthur H. Uhl '21** of the University of Wisconsin School of Pharmacy has announced that he will retire at the end of the current academic year.

Herbert A. Bunde '25 plans to retire as Seventh District Circuit Judge, Wisconsin, at the end of his term in January, 1969.

Edwin C. Buxbaum '25, who retired in 1961 from the Du Pont Company after 36 years of service, received a Ph.D. in anthropology this year from the University of Pennsylvania. He is now assistant professor of anthropology at the University of Delaware.

Mrs. Charles Boxer (Emily Hahn '26), the noted writer, was featured in a recent story in the *Chicago Daily News*.

Charles M. Perlman '26 retired recently from the Wisconsin State Division of Highways after 35 years of service.

Earl Morse '27 was recently elected chairman of the board of trustees of the Union of American Hebrew Congregations in New York City.

Alfred Willoughby '27 was recently reappointed executive director of the National Municipal League and editor of the *National Civic Review*.

Dr. I. H. Schultz '28, of Mazomanie, Wis., has left for Vietnam where he will spend two months working in a civilian hospital.

Eugene J. Zander '28, a member of the Maryland House of Delegates, recently retired as operations officer of the Human Resources Research Office of The George Washington University.

1931–40

Donald Perkins '32 is executive vice president-sales of Cowles Communications.

Roy E. Dulak '33 was recently presented the TSWA Award for 1967 by the Texas Social Welfare Association for his work as “the outstanding professional in the field.”

Wilbur J. Cohen '34, Under Secretary for Health, Education and Welfare, was recently named winner of the 1967 Rockefeller Public Service Award by Princeton University in the field of “The General Welfare.”

Navy Captain Calvin T. Doudna '35 was recently decorated with a gold star in lieu of his second Legion of Merit for his

actions while serving as Force Surgeon, Headquarters, Fleet Marine Force, Pacific, from May 1964 to July 1967.

Lloyd M. Cooke '37 was recently elected a director of the American Chemical Society. He is manager of planning in the food products division of Union Carbide in Chicago, Ill.

Edmund James Frazer '37 and Helen Clark Keene were married recently in Pasadena, Calif.

1941-45

Paul G. Bjerke '41, chief pharmacist at Luther Hospital in Eau Claire, was recently honored by the Wisconsin Pharmaceutical Association as the 1967 recipient of the A. H. Robins "Bowl of Hygeia" Award of outstanding community service.

Mrs. Lois H. Manly (Hagen '41) has been named assistant women's editor of *The Milwaukee Journal*.

Wesley C. Stehr '42 has been appointed commercial staff administrator of American Telephone & Telegraph Company, New York.

1946-50

Carl H. Adam '46 has joined the staff of Fensholt Public Relations, Chicago, as an account executive.

Theodore R. Deppe '46, chairman of the Department of Recreation and Park Administration of Indiana University, has been elected president of the Society of Park and Recreation Educators.

Edward J. Scheiwe '46 was recently coronated a 33 degree Mason, one of the highest Masonic honors. He also writes that his agency ranks third in size for 1967 of all the general agencies of General American Life Insurance Company, St. Louis.

John R. Jamieson Jr. '47 has been named deputy administrator of the Federal Highway Administration in Washington, D. C.

Gerhard Drechsler '48 recently received a meritorious honor award from the U. S. Information Agency. He is chief of USIA's exhibits division.

Edited by **Robert L. Peters '48**, *The Letters of John Addington Symonds* has just been published by the Wayne State University Press.

Paul Bloland '49, Dean of Students at the University of Southern California, has been named chairman of the Academic Council for the College Student Personnel Institute.

Douglas R. Kanitz '49 has been named manager, promotion and product planning, standard control products, in the heavy industry division of Square D Company, Cleveland, Ohio.

Gordon S. Skinner '49 has been promoted to head of the University of Cincinnati's department of economics.

Russell J. Hovde '50 has been elected a second vice president of the Continental Illinois National Bank and Trust Co., Chicago.

COMING APRIL 23!

Wisconsin Women's Day--1968

Featuring the University Singers directed by Prof. Donald Neuen

In addition, several UW faculty members will lead the seminars. This year's theme is: "Education—A Lifeline"

Mark your calendar now. Further details in next month's Alumnus.

1951-55

Donald K. Moe '51 has been named manager—engineering in the specialty transformer department of General Electric, Ft. Wayne, Ind.

Carol V. Blomgren '52 has just returned from a teaching—treatment mission to Cartagena, Colombia on Project HOPE.

Kenneth K. Clark Jr. '52 was featured in a story in the *Wisconsin State Journal*. He is Madison planning director.

Leon Stein '52 and Mary Jane Loewi were married recently in Milwaukee.

Nellie McCannon '53 was selected as the outstanding woman journalist honored at the Matrix Table, sponsored by the University of Wisconsin chapter of Theta Sigma Phi.

Peter Myers '53 was honored as an outstanding young farmer by the American Farm Bureau federation. He farms 195 acres in Catron, Mo.

James W. Gunderson '55 has been named administrative assistant of the *Daily Missoulian*, Missoula, Mont.

E. Lester Levine '55, of the U. S. Office of Education, has been on loan to the President's Council on Youth Opportunity as director of research since June, 1967.

Russell Myers, Jr. '55 has been promoted to commander in the Navy Civil Engineer Corps. He and his wife (**Margaret H. Hubbard '54**) and family are residing in Hawaii.

1956-60

David L. Herfel '57 is enrolled in the Air Force Institute of Technology educa-

tion-with-industry program.

Richard P. Urfer '58 has been elected a director and appointed president and chief executive officer of Diebold Computer Leasing, Inc., Jersey City, N. J.

James E. Young '58 recently won the 1967 Alfred P. Sloan creative television producer award.

Wayne H. Wagner '60 has been promoted to assistant vice president in Wells Fargo Bank's Systems and Data Processing Department, San Francisco, Calif.

1961

Diane Norma Ankerson was recently sworn into the United States Army Nurse Corps in San Francisco.

William F. Fraley recently married Ellen C. Hagan of Milwaukee. He is employed as an insurance management specialist at Allis Chalmers.

William L. Nobles has been appointed assistant Wood County district attorney in Wisconsin.

Richard O. Trummer has been appointed Military Products Manager of Microdot's Connector and Cable Products, Pasadena, Calif.

1962

Mr. and Mrs. John D. McDonald (**Margatha Murray**) announce the birth of their first child, Molly Maureen.

Carolyn J. Zahn is employed with the National Institute of Mental Health at Bethesda, Maryland. She recently earned her Ph.D. in child psychology from the University of Minnesota.

Milwaukee Club Stages Art Premier

OVER 800 attended a Preview of the First Annual Art Show sponsored by the Wisconsin Alumni Club of Milwaukee and presented by the University of Wisconsin department of art at Madison, under the direction of Prof. Gibson Byrd. The affair was held at the Milwaukee War Memorial Center on Sunday, December 3rd, and stimulated considerable discussion regarding today's contemporary art.

Assisting in the preview show were instructors and students who demonstrated the various techniques used in the preparation of wood block, litho stone, intaglio, and silk screen prints. The showing continued for two weeks at the War Memorial Center. According to Robert W. Maercklein, chairman of the event, it is planned to repeat the exhibit next year with specific emphasis on Wisconsin University landscape and campus scenes.

Judge for the Exhibition was Mr. Misch Kohn, from the Institute of Design at Illinois Institute of Technology. Friends of the Alumni Association who contributed toward a \$1,000 fund for the Awards of Excellence were:



Mr. and Mrs. Eric Hagerup preview some of the works displayed at the Milwaukee Art Show with UW faculty artists Dean Meeker and Gibson Byrd.

Allen-Bradley Co.
The Cramer-Krasselt Co.
First Wisconsin National Bank
Maercklein Advertising, Inc.
Marshall & Ilsley Bank
Pelton Steel Casting Co.
Marine National Exchange Bank
Mr. & Mrs. Elmer Winter
Frederick C. Winding
Malcom K. Whyte Memorial
WITI-TV 6

The Art Show Preview is just one of several new events planned by the Milwaukee group, headed by Eric Hagerup, president. According to Mr. Hagerup, future plans besides the Founder's Day Dinner include a college baseball game between the University of Wisconsin and another Big Ten team at the Milwaukee's County Stadium, a summer picnic event, and a concert with the new University Singers.

1963

Rodney O. Radke recently completed an ordnance officer career course at Aberdeen Proving Ground, Md.

Roger W. Rolke recently received his Ph.D. in chemical engineering from Princeton University.

A. Richard Seminaro has joined the trust department of the Bank of Madison.

1964

Mr. and Mrs. Norbert L. Keller (Carole Kuehn) announce the birth of a daughter, Linda Susan.

Peter McNaughton recently became a member of the Harvard R.O.T.C. staff. He and his wife (**Susan S. Stewart**) will reside in Wellesley, Mass.

Bruce A. Craig was recently appointed an assistant attorney general of Wisconsin.

1965

Mr. and Mrs. Kenneth W. Bateman (Jane Ritzenthaler) announce the birth of a son, Andrew James.

Michael J. Dolske was recently gradu-

ated from transportation officer candidate school at Ft. Eustis, Va.

David A. Kuykendall is working in the Department of Psychiatry at Womack Army Hospital, Ft. Bragg, N. C.

Mr. and Mrs. Richard Stenlund (Janet Tenaglia) announce the birth of Kirstin Ann.

1966

Roy Henry Abramovitz has been admitted to the School of Judaica of the Jewish Theological Seminary of America, New York City, where he will prepare to be a rabbi.

Roger L. Eberhardt, Charles W. Lutter, Jr. and Errol L. Reksen recently received their silver wings upon graduation from U. S. Air Force navigator schools.

Edward Gulesserian Jr. recently was graduated from helicopter school at Ft. Rucker, Ala.

Thomas J. Thomas, Paul T. Thoreson, and John W. Zwerg recently received their U. S. Air Force silver pilot wings.

Oscar M. Torres Ramos recently completed eight weeks of basic training at Ft. Gordon, Ga.

1967

Gregory Armstrong is living in England and is on Her Majesty's Service studying at the Royal Botanical Garden.

Dennis R. Engel, Carl W. Geenen, and Claire S. Whipple have completed their basic training at Lackland AFB, Tex.

Stephen Gershaw was recently commissioned a second lieutenant in the U.S. Air Force.

Arnold Pedowitz was recently graduated from a VISTA training program. He will spend one year working in Omaha, Neb., with the Holy Family Parish, Inc.

Terry W. Rose is serving as law clerk to U.S. Court of Appeals Judge F. Ryan Duffy of the seventh circuit. The court hears appeals from the district courts of Wisconsin, Illinois, and Indiana and the federal administrative agencies.

Charles L. Swanson Jr. has been named vice president of W-I (Wisconsin-Illinois) Canteen Service, Inc., Madison, Wis.

Martha Terrey Weber is a Pan American World Airways stewardess.

Newly Married

1960

Marilyn K. KRUEGER and Thomas McHugh
Linda Ellen Schultz and Carlton Bernard SIELAFF, Madison

1961

Jo Ann ISBERG and James Eckles
Lynda Bird Johnson and Marine Capt. Charles Spittal ROBB, Washington, D. C.
Ann L. JOHNSON '66 and David H. WOLLMAN

1962

Bonnie Jean EDELMAN and Matthew Bryan Delaney, Whitefish Bay
Marilyn MOUCKKA and George Cipov

1963

Sharon L. ANDERSON and John Schoville
Karen Jean Clark and Charles F. DOPKE, Madison
Marilyn J. KUHR and Harold E. Dordel
Andrea J. MORELL and Robert W. Davis
Judith Lydia ROESSEL and Bruce Lee Beren, Milwaukee

1964

Nancy BUXBAUM and Mauro Pelatti
Rose Mary Atty and David F. KEESE, Cedar Rapids, Ia.
Arlene Jean Misiorowski and John Harold MASH, San Diego, Cal.
Judith C. VAN BOLHUIS '67 and Gordon P. NEUMANN
Lynda L. COHN and John SIMON
Elizabeth SMART and Jerome Rosen

1965

Sylvia Jane BROCKHAUS and Robert M. Collins, Lake Mills
Mary Elizabeth SASS and Richard Leo Ashley, Kohler
Alice May JACKSON '64 and Peter Klaus SCHWALBE, Kenosha

1966

Carolyn Everett BIRCH and Terence Jack BLASING, Milwaukee
Jeane Olson and Rexford Robert BROSS, Jr., Madison
Carol A. CARPENTER and Jacinto C. Esteban
Joan Mary FREPPEL and John Harrington, Goshen, In.
Victoria CAIRO '64 and Paul Hayden GRIMSTAD, Madison
Roberta Lee HUTZEL and Frederick Howard Kane, Madison
Jo Ann JENNINGS and William J.

Binger, Madison
Ronaldyn J. Anderson and Jon F. LEIDER, Wauwatosa
Suzanne A. MEYER and Timothy Brown
Mary Louise JOHNSON '67 and Randall L. RAY
Louise Frances SHERMAN and Mitchel J. Stein
Joyce CHRISTIANSEN and Thomas M. TELZROW, Valley Forge, Pa.

1967

Elizabeth Barbara STEINBERG '66 and David ARNOTT, West Bend
Mary Winifred BABB and John Druse Emory, Whitefish Bay
Patricia Mary Carlson and Robert James BRODHAGEN, Union Grove
Sharon Ann CHANDLER and Jonathan Peters Fowler, Oconomowoc
Susan Jane SCHMITT and Steven Fred CHESTER, Whitefish Bay

Trudy Lynn DAMGAARD and John Arno Schroeder, Nashua, Ia.
Mary Margaret FEUERSTEIN and James Cole
Clarice Hartzheim and Carl William GEENEN
Joyce Ann Phillips and Gary Bruce JOHNSON, Endeavor
Eileen Mary Phernetton and David Allen KELLESVIG, Madison
Constance O. HENSHAW and Herman Richard LICHTFUS
Barbara Jean LOWE and Robert LeRoy Laeser, Milwaukee
Cheryl Studier and Marvin MATHIAK, Cuba City
Mary Elizabeth PETERSON and James Charles Hubacher, Madison
Mary Ellen MARTINSON and Michael Kent STEENSON, Fox Point
Diana Ellen TARLOW and Allan R. Strauss



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Necrology

Mrs. Richard Lloyd Jones, Sr. '96 (Georgia H. HAYDEN), Tulsa, Okla.
Ruth Bogardus SAFFORD '03, Ames, Iowa
Carl William ZIEPPRECHT '03, Dubuque, Iowa
Evartes Haskins BLAKESLEE '07, Great Falls, Mont.
Mrs. W. Hansford Pope, '07 (Grace Allen GILMORE), Sacramento, Calif.
Alzo Pierre ROSSELOT '08, Westerville, Ohio
Mrs. Morris F. Fox '10 (Lucy RIPLEY), Milwaukee, Wis.
Edda Valborg OFSTIE '14, Everett, Wash.
Paul James PIERCE '14, Madison
Douglas Ross SOUTAR '14, Oklahoma City, Okla.
Mrs. Floyd E. Jenkins '15 (Alma Madeline GEHRZ), Milwaukee
Herbert Henley HAYMAKER '16, Manhattan, Kans.
Albert Friend MEYER '16, Chicago, Ill.
Grover Cleveland ALMON '17, Weyauwega in Sarasota, Fla.
Erwin Otto HUEBNER '17, Madison
Deane Griswold DAVIS '18, Sioux Falls, S. Dak. in Seal Beach, Calif.
Elmer Vern GABLER '18, Muscoda in Richland Center
Mrs. Alfred Paul Haake '18 (Helen Avalee RICE), Largo, Fla.
Robert Dustin MANSFIELD '18, Hacktstown, N. J.
Arthur S. J. PETERSON '18, Chicago, Ill.
Mrs. Willard Moorehouse Sporleder '19 (Lydia ANDRAE), Hamburg, N. Y.
Albert Roland ZIESKE '20 Antioch, Ill.
Mrs. Arvid F. Hoorn '21 (Alice Hazel MERENESS), Pine City, Minn.
Clarence Hannibal KNUDSON '21, Dodgeville
Alfred Edward BERGMAN '22, Minneapolis, Minn.
Leslie W. BLIZARD '22, Madison in Portage
Leonard Glover COOPER '22, Madison
Armand Frederic KETTERER '22, Madison
Leslie Howard ROCKWELL '22, Manchester, N. H.
Newton Gaudenz WITWEN '22, Sauk City
Chester Crandall ELLICOTT '23, Salt Lake City, Utah
Eleanor Roberts SANFORD '23, La Crosse
Edward Francis DUFFY '24, Watertown
Henry Jacob HELD '24, Oconomowoc
Gordon Edward SMITH '25, Croton-on-Hudson, N. Y.
Arnold Anton VIETH '25, Custer, S. D. in Mesa, Ariz.
Alden Wesley WHITE '26, Madison
Mrs. Leonard Schmitt '27 (Grace Pa-

tricia ZEMLIKA), Merrill
Mrs. Edward Charles Esser '28 (Alice M. KELLEY), Madison
Charles Scheier APTER '30, Milwaukee
Mrs. Silas McAfee Evans '30 (Lorraine C. McMANAMY), Mequon
Lulu Anne MARCH '30, Darlington
Mrs. Arthur Clifford Anderson '32 (Florence Nora FIEDLER), Madison
Charles Henry NAPPER '33, San Anselmo, Calif. in Gallup, N. Mex.
James Ernest JACKSON '34, San Antonio, Texas
James Robert MALONEY '36, Rockford, Ill.
Robert Daniel KRALOVEC '39, Wilmington, Dela.
W. Howard BERKEL '42, Munising, Mich.
Harry Gillmore KNUDTSOHN '43, New London
Theodore Lawrence MESANG '46, Corvallis, Ore.
Mary Belle TILLOTSON '46, Topeka, Kans.
Donald Vernon SLETTE '47, Eau Claire in Newhall, Calif.
Daniel Marvin BERMAN '48, Landover, Md. in New Delhi, India
Edward Lind OLSON '48, Springfield, Ill.
Mrs. Knox P. Burno '49 (Gretta Pam PETERSON), Wausau
Richard Peter DEBRUIN '49, Wheaton, Ill.
Orlando Francis GUACCIO '51, Chattanooga, Tenn.
James Riddle HUNDLEY, Jr. '62, Williamston, Mich.
Gerald Charles NORTH, Jr. '66, Kenilworth, Ill.
Paul Winton WAHLER, Jr. '66, Racine in Vietnam

John Savage, Designer of Hoover Dam, Dies

JOHN L. Savage '03, an internationally-known engineer who designed Hoover and Grand Coulee dams, died Dec. 28, 1967 at a nursing home in Englewood, Colo., following a long illness.

Savage, a native of Wisconsin, was 88 years old last Christmas day.

As chief design engineer for the Bureau of Reclamation for 21 years, Savage directed some of the federal agency's most impressive engineering accomplishments, including the design of more than 40 major dams and other structures. He retired in 1945.

Following World War II, Savage made round the world trips a dozen times as a consultant for postwar reconstruction. He was a private consultant to at least 19 nations for water resources projects, including a dam in Switzerland, a series of dams and power facilities in India, and

structures in Palestine, Mexico, Ceylon, Spain, Afghanistan, and Australia.

Several construction techniques that are now standard procedure were developed by Savage. He also invented, or helped invent, devices used in hydraulic engineering. His work helped produce Shasta, Parker, and Imperial dams and the All-American canal in California.

Savage was born Dec. 25, 1879 near Cooksville, Wis., and was a 1903 graduate of the UW. He joined the United States Reclamation Service, which preceded the Bureau of Reclamation, and worked on the Minidoka project in Idaho before leaving to become a private consultant in Boise, Idaho. He rejoined the bureau in Denver in 1916 and was named chief design engineer in 1924. In that post, he was principal designer for what then were the world's largest concrete dams—Grand Coulee, Hoover, and Shasta.

His alma mater awarded him an honorary Doctor of Science degree in 1934.

Edward Gardner, Memorial Union Trustee, Dies

EDWARD H. Gardner, former member of the UW English and commerce faculties and a trustee of the Memorial Union Building Association died in October at his winter home in Englewood, Fla.

Gardner had attended a meeting of the Union trustees in Madison on Oct. 20 and had visited with faculty and friends. The trustees (the alumni-faculty group which raises funds and represents the donors of the building in guiding the long-term development of the Union) some years ago established the Edward H. Gardner Award for student creative writing in recognition of his long interest in student writing and for his own writing which set the early cultural goals of the Union.

Gardner was also the original campaign director to raise funds for the construction of the Memorial Union Building in the early twenties. As campaign director, Gardner visited Wisconsin alumni from coast to coast. The goal of the campaign was \$1-million, but under his leadership, the fund went beyond that to \$1,200,000.

Letters—continued from page 3

The difference between the illegality of Mafia objectives and the legality of Dow's is insignificant to the students in question.

Robert Rose '41
Fremont, Calif.

As compared to former editions discussing student riots, the current *Wisconsin Alumnus* is refreshingly factual.

The Oct. 18th riot was not an unexpected event. For the past several years, riots have been building up in occurrence and intensity. Without generating a positive program to stop them, the Faculty, the Regents and the Legislature have failed to adequately punish the instigators and leaders. A no-win attitude accomplishes nothing. Only prompt and effective punishment will stop the riots.

Upon finding that he has cancer, a sensible person immediately takes treatment to cure or retard the disease. Seeing a small leak in an earthen dike or dam, an engineer does not sit idly by watching the leak demolish the dam.

By inaction, the University teaches that each individual has the right to obey or disobey the law. This leads to treason. By inaction, the University teaches that the student body is composed of privileged and second class citizens. The privileged have the right to prevent the second class citizens from meeting a representative from the Dow Chemical Co. This is violation of constitutional rights.

The Faculty vote of 681-375 indicates more than one-third of the faculty approves of riots, civil disobedience and violation of constitutional rights.

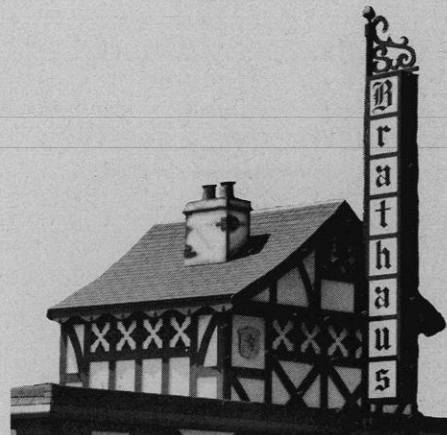
The public and the Legislature are advised relative to the large number of people who are not qualified for taxpayer support. These people are not concerned with our national welfare.

The Regents know the faculty members who should be fired if Wisconsin is to

maintain its educational rating.

The Faculty is advised as to those who have no loyalty to the institution where they work. People lacking such loyalty are inefficient workers who fail to earn their pay and prompt action should be taken.

Robert S. Dewey '14
Midland, Tex.

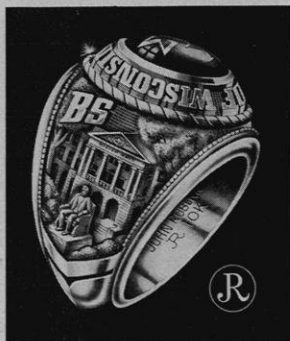


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