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Wisconsin Alumnus

Volume 84, Number 5
July/August 1983

The
Rocky
History
of ROTC

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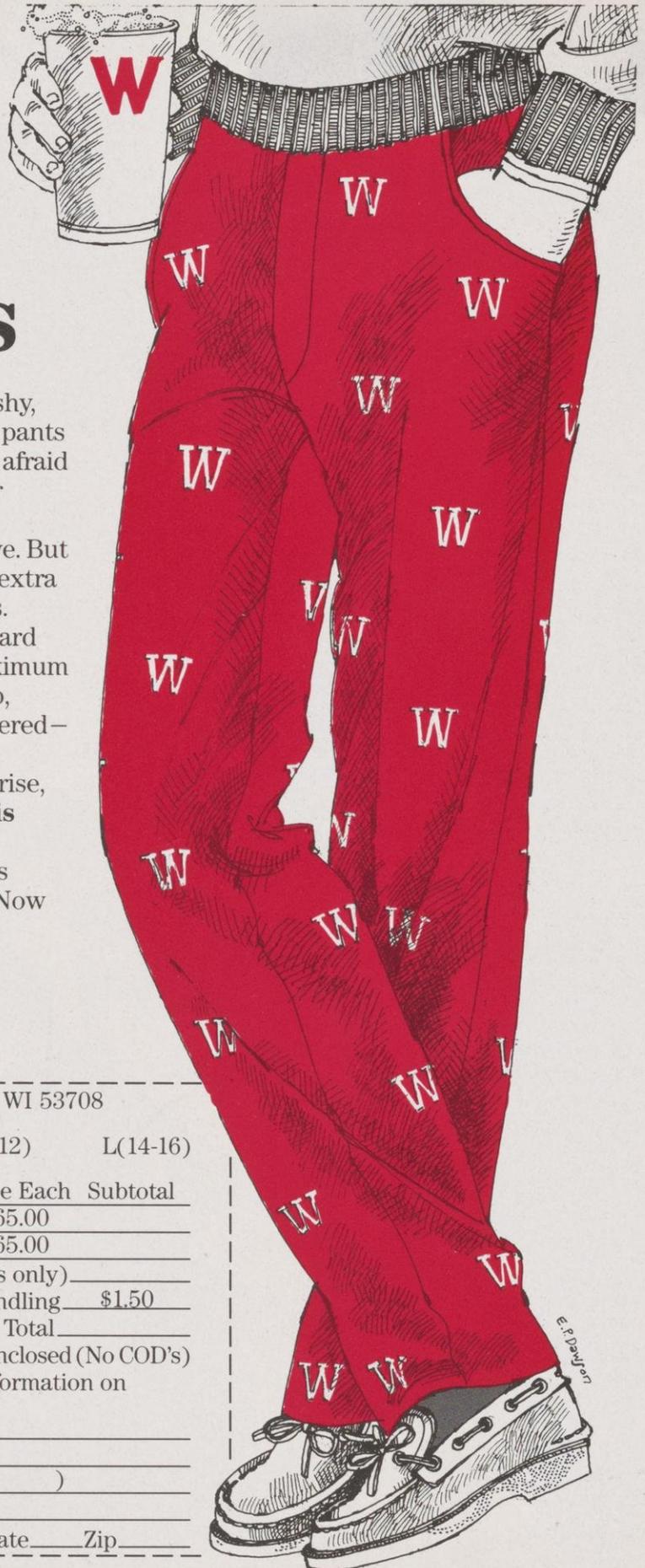
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Wisconsin Alumnus

Volume 84, Number 5
July/August 1983

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ROTC cadets at inspection in the 1960s. *Photo/UW Archives*

THE WISCONSIN ALUMNUS (USPS 687-660) is published six times a year: January, March, May, July, September and November. Second-class postage paid in Madison, Wis. under the act of March 3, 1879. Subscription price (included in membership dues of the Wisconsin Alumni Association) is \$25 a year. Postmaster: Send change of address to editorial and business offices at 650 N. Lake Street, Madison, WI 53706.

Letters



Peace Pipe

In our May/June issue we asked your help in explaining the campus significance of a peace pipe now in the possession of Harriet Haugen Johnson '43 of Bayfield. Here's a probable answer, abridged from a reminiscence sent to Mrs. Johnson.—Ed.

... When he was a freshman in 1917, my good friend Harold M. Groves smoked the peace pipe with a sophomore at graduation time as a symbolic gesture to end the year's strife between the two classes. ... Hazing of freshmen by sophomores was customary treatment. (For example,) the Frosh wore a green skullcap with a red button at the top, and woe to him whom the Sophs found without this symbol of inferiority. He was summarily seized and flung off the pier into the chilly waters of Mendota. (I got dunked, but it took five Sophs to do it, and I took two in with me.)

... When the freshmen were ready to graduate into the sophomore class and the sophomores to become august juniors, the time was appropriate for letting bygones be bygones, the time to smoke the pipe of peace.

HOBART H. KLETZIEN '22
Madison

Sinclair Lewis

The article (May/June) was especially amusing to me because of my recollection of the Main Street Bard at that time. I was what we then called a graduate assistant, trying to make a living in a cruel, cruel world on \$900 for the academic year, and living by the mercy of the credit union at the staid old University Club.

Lewis ate many of his luncheons there during his exploration of the educational badlands. Many of the tenured faculty shunned him for fear of ending up in a novel as some kind of campus babbitt. (An exception was Prof. Miles Hanley, who probably rather hoped this would happen to him.) So mostly Lewis played to a gallery of young punks like me, who had nothing to lose in reputation and much to gain in this Socratic company. Waves of relief rolled over Bascom Hill when he took a powder, but a few of us discovered our loss with great regret.

To paraphrase Browning: We had among us, not so much a spy/As a recording chief inquisitor/Scenting the world, looking it full in the face.

HENRY LADD SMITH '46
Seattle

Good writing is a joy, and your piece on Sinclair Lewis qualifies splendidly . . .

JENKIN LLOYD JONES '33
Editor
The Tulsa Tribune

... May I add a few words on his memorable stay on campus? Since I was in *Stage Door* in a very minor part, I can assure you Marcella Powers did not have a lead, as you stated. Since she was not a University student, heads would have rolled had she had anything but a small role.

She was quiet, soft-spoken, not really accepted by the faculty wives, and not accepting of any of the students. I remember we were titillated by the fact that Lewis's "niece" really wasn't, and that her sophistication far outstripped ours....Sinclair Lewis liked theater people, and he was around the Union Theater stage and box office far more than in the English department.

PHYLLIS LANGNER SCHENKE '41
Charleston, Ill.

Applause for your piece about your adventures with Sinclair Lewis. And the finish to the McClimon article is one to remember and to preserve.

BOB DEHAVEN '29
Minneapolis

The article was a delight. I don't think I have enjoyed an article in the *Alumnus* more. As a former archivist at the State Historical Society of Wisconsin and assist-

ant archivist at the University, I found the trials through which you put my colleagues at both places particularly amusing. Keep up the great work. I read all the *Alumnus* with pleasure and profit.

PATRICK M. QUINN '64, '65
Northwestern University Archivist
Evanston

... It put some yeast in the issue and provided something interesting besides the Obits. Hope you can stir up some more articles of this kind that show relevant personal relations or adventures.

OSCAR E. KIESSLING '23, '25
Falls Church, Va.

... My sister, then a budding UW senior, got up her nerve after a month to knock on Lewis's door to ask him to autograph *Bethel Merriday* for me, since I had just been hired at the *Wisconsin Rapids Tribune*, my first job after five months of searching. This was just a week before he left. Keep 'em flying at the *Alumnus*. Excellent magazine.

WILLIAM A. DRAVES '40
Fond du Lac

'Invaluable Article'

I would like to express the Primate Center's appreciation for Karen Suomi's excellent feature, "Dr. Gartlan's Damp Crusade," in the March/April issue. The story served as the centerpiece for a poster presentation that attracted considerable interest and drew extremely favorable responses from center staff and visitors. In addition, this type of article is invaluable in helping us reach a wide and knowledgeable audience with news of our research program. Because of the UW's position as a leading research institution, it is especially appropriate to have the alumni magazine publicizing activities of its scientists.

JOHN WOLF MA '70
Public Information Office
Wis. Regional Primate Research Center

Is Eight Enough?

My sixth child, Mary, graduated from the University in May. With my wife (Cecilia Dolan MS'49) and me, that makes eight

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The News



Two More Publications Give UW High Ratings . . .

Immediately on the heels of a national study which put our graduate school in the nation's top ten comes another which ranks it fifth, and yet another placing UW-Madison among the ten best public universities in the country.

The first study of the year, conducted by the Conference Board of Associated Research Councils, placed thirty-two of our graduate disciplines among the tops in the nation (WA Mar./April and May/June), with rankings that ranged from first place to forty-second-out-of-101.

Then the May/June issue of *Change* magazine packaged our graduate departments in fifth place nationally. That position was the result of a survey conducted by a faculty member at the University of Pennsylvania, and it addressed itself to com-

bined studies done from 1925 to 1982 and compared seven major reputation rankings. The same survey ranked UW-Madison in the top fifteen schools in all five broad areas examined: mathematics and the physical sciences, humanities, engineering, biological sciences, and social and behavioral sciences.

Money magazine, in its June issue, ranked us one of the ten best public universities in the nation, with citations for excellence in African studies, botany, biochemistry, Spanish and zoology.

Business School Up There, Too . . .

In May, the School of Business broke into the top ten out of more than 1000 nationally for its undergraduate programs, and into nineteenth place out of 470 for its MBA programs. This rating came from The Gourman Report, which is issued by National Education Standards in Los Angeles.

In addition, the report said, UW-Madison accounting programs on both the grad and undergrad level are ranked tenth in the country. The MBA program is ninth among public universities.

The school's dean, Robert H. Bock, commented that the nineteenth-place designation for MBA work "is accurate" in his opinion, but that "on research alone, we're in the top five."

. . . And So Are Our Scholarly Writers

And—one more time—a newly released survey of physical science papers which were published in 1980 lists our campus scientists as co-authors of four of the articles most frequently cited in their fields. The UW-Madison placed eighth among the 118 research institutions worldwide whose scientists contributed authorship to one or more of the 105 articles most frequently cited in the physical sciences other than chemistry.

Physics Prof. Vernon D. Barger was co-author of two of the articles in particle physics. Prof. David Cline and project assistant Kerry L. Whisnant, both in physics, were co-authors of one of the articles. Also from that department, co-authoring another, were Prof. Sau Lan Wu and project associates Thomas C. Meyer and G.N. Zoernig. In astrophysics and geophysics, astronomy department chairman Blair D. Savage co-authored one of the articles.

The 105 papers listed by The Institute for Scientific Information were cited on an average of thirty-six times during 1980-81. The average paper is cited twice in two years.

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Photo/Gary E. Smith

The 1983 winners of our Student Awards competition were honored on Alumni Weekend. Each year outstanding juniors and seniors are nominated by faculty and student organizations and judged on academic accomplishment, extracurricular activity, and self support. Seated in front from left to right are: Timothy I. Rueth, a senior from Jefferson; Helen M. Krogman, a junior from Bloomington, Wis.; Brian D. Hudelson, a junior from Madison; and Colleen A. Sullivan, a senior from Racine. In the back row are: Judith A. Kwak, a junior from Wauwatosa; Kristine M. Hallisy, a junior from Antigo; Michael J. Wendorf, a senior from Wausau; and Stefan M. Sharkansky, a junior from Madison. The ninth winner, senior Rose Thomson of Madison, ten-time all-American cross-country runner, is not shown.



rof. Dick Smith is talking about a special group of children. Their reading ability is low, sometimes barely sufficient to keep them in the classroom.

The cause is not organic—not dyslexia, not brain damage—nor does it necessarily indicate a lower IQ. It's just that they have trouble learning to read. Smith calls them "corrective readers," and he feels strongly about them: "They are, in a sense, captives for twelve years in an institution that is essentially reading-based. So unless teachers and administrators make the necessary provisions for them, those years are going to be unproductive as well as unpleasant. After all, when we do something poorly, we aren't inclined to want to do it."

Richard J. Smith PhD'67 is professor of Curriculum and Instruction. He's been on that faculty since 1969 after thirteen years as a teacher of English and remedial reading in Kiel and Ripon, as a director of summer reading clinics at UW-Oshkosh (where he had earned his BA and MS degrees), as a lecturer in our Extension, and as director of reading development for the Madison Public Schools. This spring he was one of eight whose students and colleagues voted recipients of the Excellence in Teaching Awards, and his \$1000 prize was given by the Wisconsin Alumni Association. His peers cited him as a "relevant and practical teacher," a "creative and productive scholar," and an author of

"widely used and respected professional texts (and) instructional materials."

Of the children who benefit from his calling, Smith said: "While reading ability is partially tied with basic intelligence, there are a lot of reasons why some kids read less well than their intelligence would predict. They might have a lower verbal ability or slower language development; they might lack life experiences, or there may be an emotional problem that prevents them from paying attention as they should.

"We've made great strides in the last ten or fifteen years. Teachers are no longer—I hope—saying, 'Here is *the* program; you'd better do it.' Each year I create new programs and new materials. After we've developed a format we take it into the schools and test it on a metacognitive approach. What proves workable for the majority of the slow-reading students ends up in my Methods classes here. We want teachers to have a large selection of methods and materials so they can adapt any reading assignment to a particular child. We want each child to develop a positive attitude toward reading and to work toward comprehension."

To that end Smith has become a poet. "Low-ability readers have a hard time with mental imagery because they have to be so intent upon the words. So I began to write poems with emphasis on good, strong meter; rhyme, humor. The rhyme reduces the uncertainty of the words and the rhythm is great for oral reading. The language helps to foster mental images. Here's one I did, *A Scary Book*, in five stanzas. I suggest to the teachers that they leave out some of the words so the student will have to make predictions.

Take a look inside this book
If you think you ____.
For in this book, this very book
Scary things are there. . . .

I really cannot tell you more.
Please put this on a shelf.
I've written down such terrible stuff
I've even scared ____.

"The kids have a lot of fun deciding which word goes where." He riffled through several pages of poems. "Here's one of my favorites, *Outside the Tent*. You see, it has questions at the end of each stanza—what's outside the tent? and what does the word 'mawing' mean? It's a real kick to be able to go in and read my poems to a class. I think I've cranked out about fifty now, primarily for elementary school kids. And of course we're telling teachers to find other poems that will work from books and magazines. We find that the kid who isn't really very enthusiastic about recalling the sequence of events in prose will do much better with poetry.

"If comprehension isn't there, time is wasted," Smith said. "A while back there was a great hue and cry about the fact that the schools had 'thrown out the idea of sounding-out words.' That made good press, but it is not true. The major basal series—those from which most kids learn to read—never discarded phonics. But teachers had discovered that a lot of kids who were taught *merely* by sounding-out became a lot of sounder-outers. And, along about the second or third grade, when the joy of sounding-out was dissipated, the joy of reading went with it. Phonics had been overemphasized at the

He Believes Johnny Can Read

Prof. Dick Smith helps teachers help the student with low reading ability.

expense of comprehension." He went to the blackboard. "For example—" He wrote *I was hungry, so I went to the relf*—. "The reader should be taught that by the time he gets to the f in that word, he knows it isn't 'restaurant.' But sometimes the child is so intent on laboring through a letter sequence that the logic of comprehension doesn't stand a chance.

"Furthermore, the truth is that sounding-out isn't all that easy, given the idiosyncracies of the English language. Kids come up with some of the darndest substitutions, and before long the less able among them see it all as a kind of puzzle they're not good at solving. So those critics who say, 'go back to the strong, straight phonics approach' simply don't know what they're talking about.

"Teaching reading as an end in itself is not sufficient. Some programs do that, and I don't think they meet the needs of the children. Teachers and administrators and parents can identify a good program by certain criteria. Does it teach the child to understand the meaning of the word as well as the sound? Does it help him to see that reading is a *communication* process; that someone had a message? The child who can say 'I'm getting that message, and I like or don't like this or that about it' is likely to use reading. But the one who struggles through it just because he or she will have to answer questions later strikes me as one who's never going to enjoy reading. And what a pity to go through twelve years of school and come out with that reaction!

"Of course there are do's and don'ts in guiding our kids into reading. Surveys

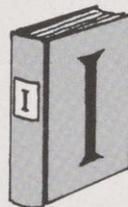
have shown that among a group of kids who were already reading when they came to kindergarten, the common base was that someone had read to them a lot. Parents and teachers can love reading; both are powerful models for children. The parent who says to the child, 'learn to read,' but who is never seen reading gives that child a perfect out. The *Sesame Street* type of programs may help *some* children learn *some* reading basics, but I don't think they're nearly as powerful an impetus as is the parent reading to the child. However, I tell parents that those reading sessions must be done happily and ungrudgingly.

"It's not infrequently that I encounter parents who have a hard time reconciling themselves to the fact that their child is not developing in reading or writing as rapidly as the parent did. In the first place, parents should consider the fact that the child probably can do something else better than the parent could at that age, but germaine to our work is that if the parent pushes too hard the result is counterproductive. Reading is the kind of behavior most of us can't do well if we're emotionally stressed. You know; you get to the bottom of the page and have no idea what you've read. Well, imagine that in a child in school day after day.

"On the other hand, some subjects are just plain boring. The adult avoids them, but the kids in school must wade through them. A teacher errs if the assignment is, 'read this and we'll discuss it tomorrow.' Most students don't have enough background to bring to the printed page. It's up to the teacher to boost their comprehension of what they read by discussing the subject before class, possibly surveying it, certainly bringing to it his or her own

enthusiasm, with all the human-interest factors available. I'm afraid this doesn't happen often enough. There's plenty of assigning and evaluating, but there's an absence of teaching."

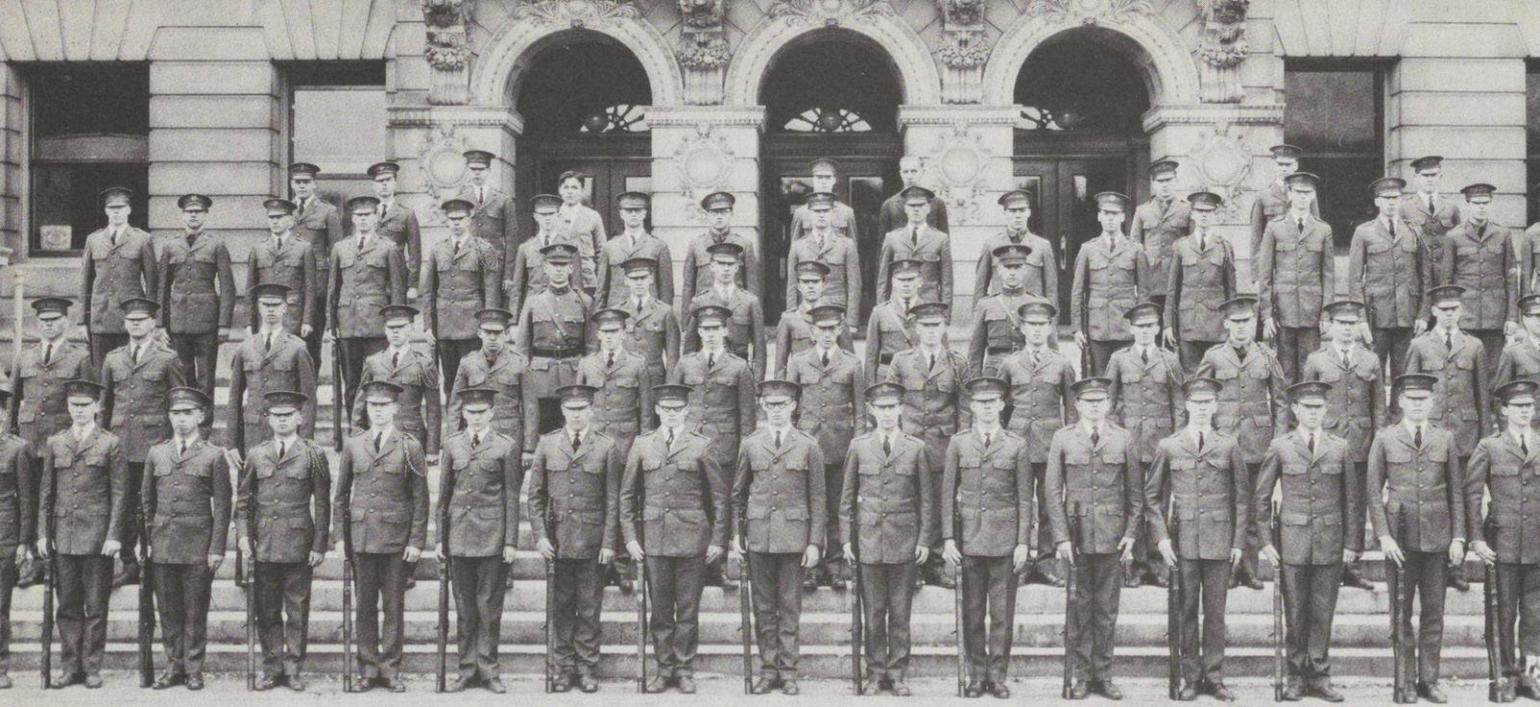
Apparently, little goes into Smith's armamentarium until it has been tested rather widely. He takes his new formats to schools around the area for reaction. He reads his poems to classes at Thoreau and Falk elementary schools here in Madison. He takes his students to Cherokee Middle School as a part of his practicum in remedial reading. "Statewide, we have an excellent arrangement for testing and feedback," he said. "Right now I'm doing research on the working relationship between reading specialists and teachers in their first year on the job. I've surveyed all of our graduates who are teaching for the first time, asking them what's happening out there, what kind of assistance they're getting from reading specialists, how our department could be more helpful.



asked Prof. Smith about the recent headline-getting report, *A Nation at Risk*, which the President received from the National Commission on Excellence in Education—the report which recommended longer school years, a cutback on the teaching of "frivolous" subjects—in short, a back-to-the-basics movement. Smith said: "One of the things I worry about is that it might limit the horizons of young readers. If we have them spending all their school time learning basic skills, do we run the danger that they won't become acquainted with the reasons for learning them? An appropriate simile might be that of a sports team which devotes twelve years to nothing but practice because someday it will play a game; by the time 'someday' comes, the team is so put-off by practice that it doesn't want to play the game. Reading on a widespread basis becomes more vital to our success in life with every passing year. What a dreadful thing if a child is deprived of time to read a library book because he has three workbooks to finish instead of one! Tests are great, but they belong in a balanced program.

"The emphasis on this back-to-basics could be an extension of a traditional fault in our educational attitudes; this is that while students are required by our society to study reading, they're not required by our society to read."

—Tom Murphy



ROTC

The department of military sciences is one of the oldest in the University. The training of army officers began here in the 1860s, although the navy and air force didn't come along until 1945 and 1949 respectively. Predictably and typically, in times of war—with the notable exception of Vietnam—campus enthusiasm for the programs has run high; in times of peace, interest has flagged.

Nationally many such departments owe their existence to the Land Grant (Morrill) Act of 1862 which gave federal land to the states; its sale helped fund colleges to teach agricultural and mechanical arts if they would include in-

struction in military tactics as well. But a year before that the threat of civil war had spurred Wisconsin's commitment to military training. In 1861 students had organized themselves into the University Guards, and faculty and regents recommended that a department of military science be created. The state assembly refused, confident that the rebellion would soon reach "its inglorious end," but informal instruction continued and voluntary drill on Bascom Hill was popular.

The war seriously disrupted University life. The regents complained that "every call . . . has taken from us a portion of our best students." A large

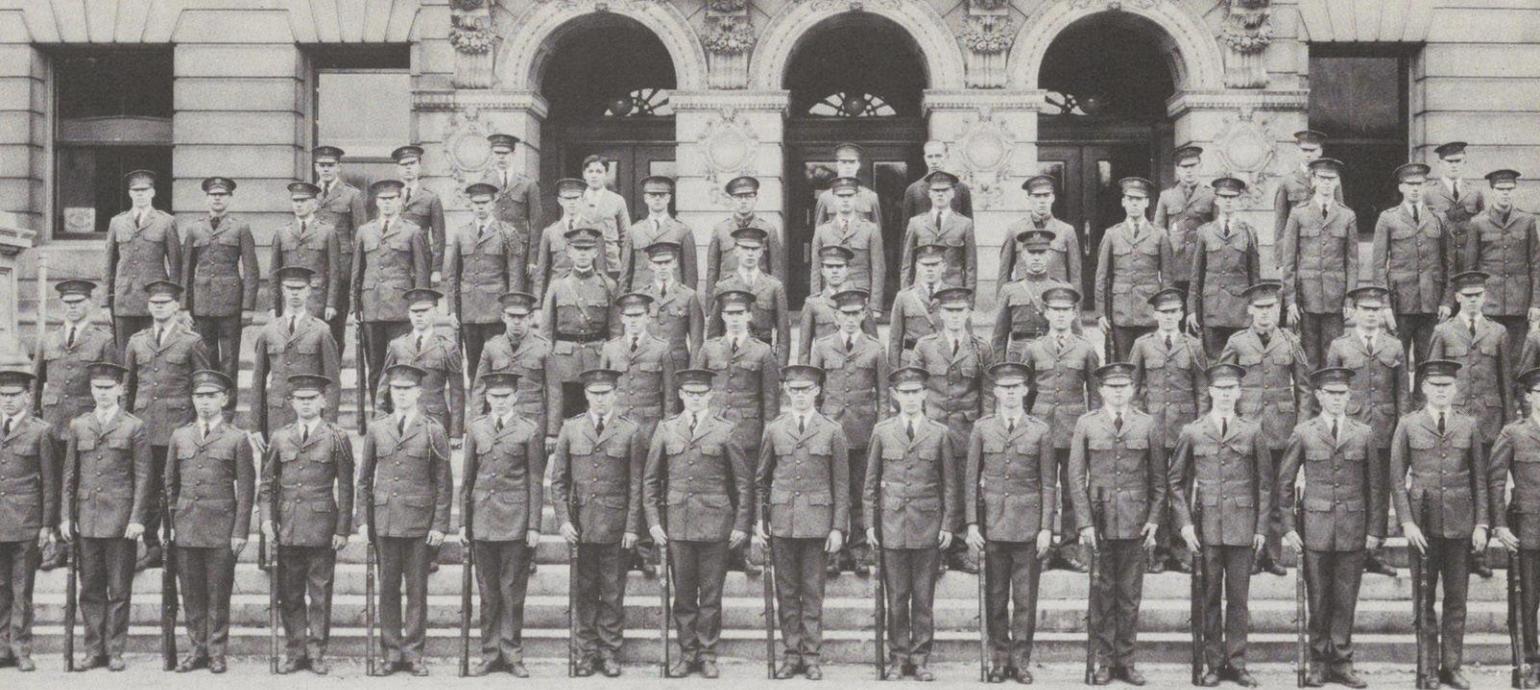
number served in the Union Army; a handful as Confederates. In 1864 no commencement was held because four of the five eligible to graduate had left as volunteers in the 40th Regiment of Wisconsin Infantry.

At the war's close the state moved to take advantage of the Land Grant Act. The regents saw an opportunity to start a program in engineering without extra expense. Its faculty would be army officers, since West Point was the chief engineering school in the country. A department of military science and civil engineering appeared, an armory was established, uni-

forms were handed out, and state law was amended to require drill by all able-bodied men in all colleges of the University. In 1868 Col. W. R. Pease arrived to take up the professorship. His equipment was "meager," his duties "multifarious and onerous."

In the first three years of officers came and went quickly, subject as they were to recall at the whim of a superior in Washington. The regents realized they could not depend on the War Department for the program's success, so an independent course in civil engineering was begun. It became apparent, too, that the state had "given more weight to the military idea than the traffic

Above: Cadets in front of the State Historical Society in the 1920s.



First in war; last in peace.

Since its birth in the 1860s,
ROTC has been the plaything of our national emotions.

By **Christine HacsKaylo**
Assistant to the Editor

would bear." Drill was unpopular in peacetime (although student newspapers urged attendance), and in 1868 President Chadbourne advised that military instruction be made as light as possible. It was unrealistic, he said, to give orders to men between twenty-one and twenty-seven who regarded drill as a hardship.

Successive administrations endeavored to encourage "the proper military spirit" but without any greater success. In an 1876 editorial the *University Press* justified student discontent on the grounds that "American tradition opposes militarism." The next year it noted that drill had "degenerated into a farce," and when

the new commandant arrived three years later he found the department in "the slough of despond."

Apparently conditions didn't improve; the early 1880s saw an impassioned statement in the student newspaper, the *Badger*. The current system had "given rise to a semi-West Point military despotism directly opposed to the liberal policy of our institution. This is no place for subordinating one man . . . to another and allowing that one to command him as if he were his master."

In 1886 things came to a head shortly after the arrival of the universally disliked Lt. Luigi Lomia. The gymnasium was broken into and 100 muskets tampered with. A few

weeks later Lt. Lomia's trousers were found hanging "in a most indelicate fashion" on the front door of Ladies Hall. The regents hired a private detective—to no avail—and tightened the rules governing military instruction. But conduct continued to slide; one story reports that upper classmen, who were not required to drill, appeared at the gym and threw dumbbells into the battalion. When Lomia left in 1888 the agitation subsided, but the 1890s continued to witness complaints.

Then with the outbreak of the Spanish American War in 1898, patriotism not unexpectedly flared. Students proposed

that a regiment of UW men be raised to enlist immediately, but Adams urged caution. A practice regiment was formed with five companies of forty men each; until the end of the war they drilled daily on the lower campus in front of the new State Historical Library.

By the turn of the century Wisconsin was one of 105 schools offering military instruction. The national Defense (Hay) Act of 1916 established the present day Reserve Officers Training Corps, making it available at private as well as state colleges. During World War I years it functioned here in cooperation with a unit of the short-lived Student Army Training Corps; then, with the Armistice, the curriculum was

continued

Then with the outbreak of the Spanish American War patriotism not unexpectedly flared.

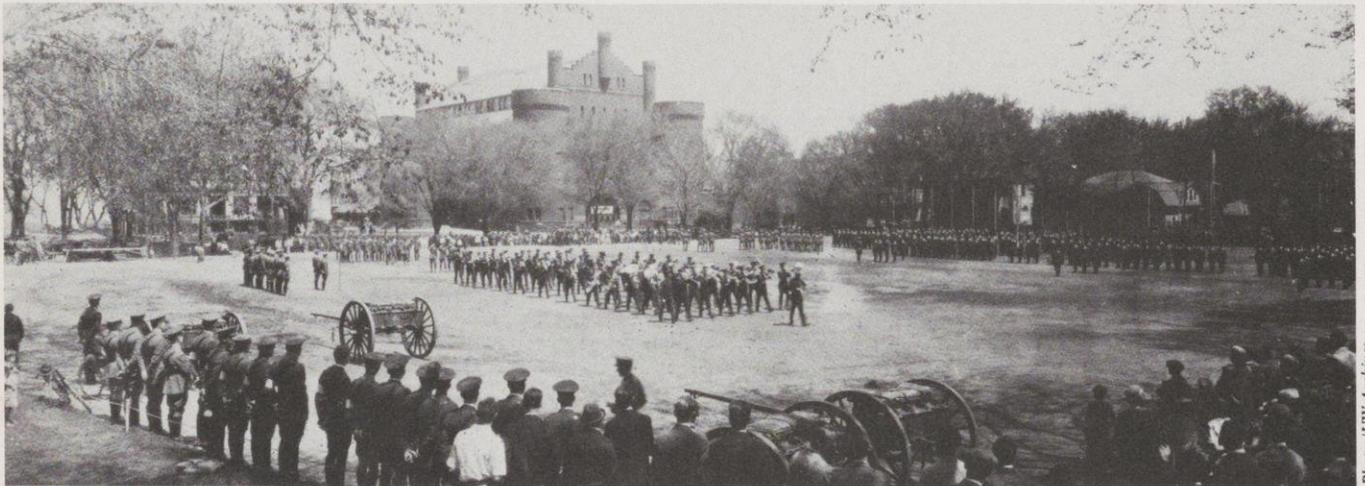
revised to include theoretical instruction. Drill became only one part of training that included courses in military law, organization, topography, history, field engineering.

But appeals to do away with compulsory ROTC once more surfaced. By the mid-'20s some people were alarmed at its na-

platform calling for the abolishment of the local unit. The *Chicago Tribune* was indignant: it sent reporters to investigate, taunted "jelly-spined" UW men in cartoons on its front page, and warned that there was something "palely pink" about the "pacifistic tendencies of Wisconsin's younger genera-

the pattern reasserted itself. Mandatory ROTC was again called into question. Here on campus, the units' '53 and '54 year-end federal inspections witnessed "poster walks" as students carried signs which asked, "Training for War or Education for Peace . . . Which is the University's Job?" Dur-

In 1959, state statutes were amended to permit "voluntary instruction in the military sciences" if the University's faculty so determined and the Board of Regents approved. In 1960 the board agreed to end compulsory ROTC, with the exception of a six-week orientation course for all entering



Spring review on the mall in 1926.

Photos: UW Archives

tionwide growth. A group of educators, John Dewey among them, organized the Committee on Militarism in Education which lobbied Congress for the passage of legislation against mandatory ROTC at land-grant universities. Their campaign was unsuccessful, but a number of schools did move to voluntary systems or dropped it altogether. In 1923, over the protests of UW president E. A. Birge, the state legislature made military training optional.

For the following eighteen years ROTC at the University was a dead issue—although with at least one rather colorful exception. In 1927 the editors of the *Daily Cardinal* adopted a

tion." But the flap died down and through the '30s ROTC was simply "there."

Then in 1941, with the possibility of World War II looming, the state legislature passed a bill once more requiring all able-bodied men to take two years of military science. By 1943 the department was training some 2,600 cadets. That was close to the top figure during those years; there weren't enough men left on campus. The draft, enlistments and war work sharply reduced University enrollments. The war ended, veterans flocked to the nation's campuses, and the program was accepted, given what the world had just been through. Support grew during the Korean War.

And then by the early '50s,

ing the Red Scare of that decade, Congress required ROTC participants to sign a loyalty oath, which became automatically binding under Wisconsin law on all male freshmen and sophomores. Faculty and administration formally objected: the oath appeared to "invite control of students and the University and to narrow the range of discussion of ideas." Panelists debated whether the program should be voluntary; student leaders argued that the regulation had outlived its purpose. WSA voted to work toward its elimination. Postcards were routinely handed out to all registering male students who were urged to "Write the Regents."

freshmen men. Ten years later it was to abolish that requirement as well.

By this time the program had become an object of bitter anti-Vietnam war protest. ROTC classes were held in a battered quonset hut (T-16) in the middle of the west campus. The army's program was headquartered in the Red Gym. At both buildings students broke windows, planted firebombs, and fought with police. In a special WSA referendum in 1969, 72.6 percent of all voting freshmen males went on record against the requirement.

There was faculty dissatisfaction as well. Some questioned granting academic credit "for map-reading and close or-

Drill became only one part of training that included courses in military law, organization, topography, history, field engineering.

der drill," and charged that neither ROTC courses nor instructors measured up to University standards. Others worried that the programs served as recruiting measures. After a massive study, the University Policy Committee called for the elimination of compulsory orientation, but urged the voluntary

scholarship boards, participates in field exercises, provides career counseling, guest lectures, and attends commissionings. He says the program channels some \$2 million annually into the Madison economy. The US Department of Defense pays salaries, the UW provides supplies and secretarial staff. Ac-

Commander John B. Washbush, earned his BA and MA from the UW and his PhD from Marquette; Col. Harold E. Martin of the air force is a graduate of Evansville University and took his MPA at Golden Gate University; army Col. Eugene J. Larson is a member of Wisconsin's class of

ample, expects its midshipmen to be familiar with transformers, generators, power distribution systems, ship design and construction; to know the basics of submarine warfare, mines, bombs, torpedos, missiles, war heads; the fundamentals of blast, heat and radiation from nuclear burst.



Cadets train during W.W. II.

program's retention: the committee might "deplore" the uses to which the military was sometimes put but believed the country would continue to need well-trained officers. It recommended the upgrading and restructuring of ROTC courses and tighter University controls.

Prof. Gordon C. Baldwin, former associate dean of the Law School, is the University's first civilian director of officer education, appointed by the chancellor in 1971. Although the navy, army, and air force ROTC units nominate their own instructors, Baldwin with a special faculty committee must approve the appointments. He prepares the department's budget, sits on qualification and

according to Baldwin, the program costs the state around \$100,000 a year.

He says ROTC instructors come with respectable academic credentials. Neither the army nor the navy has a set program for the development of its teaching personnel but the air force requires at least an MA. All are regular career officers who normally arrive on campus with years of experience in the field as well as additional training at the various war colleges. Capt. G. W. Greene of the navy, the highest ranking commanding officer on campus, holds a BS from Annapolis, a BS (EE) from the Naval Post-Graduate School at Monterey, and an MBA from Auburn-Montgomery University; his second-in-command,

'60 and earned an MBA from Akron University. Detachment commanders are granted the status of full professors.

The department's courses appear on the last page of the time table. They satisfy elective L&S requirements and are open to any student. They're designed to produce junior officers grounded in the basics of military service. Students receive instruction in military organization and history. They are taught military administration, customs, and traditions, the wearing of the uniform, the code of military justice. They learn the elements of command, weapon systems, tactics. They get a wealth of technical information. The navy, for ex-

One day a week they are required to drill in uniform—although not necessarily to march. In their "leadership labs" they deal with such issues as alcohol and drug abuse, affirmative action, the role of women in the military, the basics of effective counseling, the principles of management theory. They enter the two-year advanced professional officers course as juniors. Admission is based on GPAs, detachment commanders' ratings, SAT scores and scholastic ability. Classes are small and stress speech and writing skills, emphasize group discussion and student presentation, and are supplemented with guest speakers. Cadets do not memorize the dates of battles or the

continued

names of heroes but examine the causes and effects of conflict, the role of strategic deterrence, the rise of the Soviet threat. Advanced students manage the various cadet corps.

The navy's program is housed in the brick building (dating back to Navy Radio School in World War II) on University Avenue at Breese Terrace; the air force and army are located in what used to be the student nurses' dorm at Randall and University avenues. Enrollment figures, which hit all-time lows in the early '70s, are slowly rising.

In the anti-Vietnam years, cadets were asked by superiors *not* to wear their uniforms in public. Today they find their peers "tolerant and open-minded." "Benignly indifferent" is the way Capt. Greene describes the general campus attitude. Col. Martin says the US is getting over its "us/they syndrome." He believes that people have "forgotten Vietnam" and that President Reagan has "brought back patriotism." Economic hard times play a part as well. He says he has seen a 20-percent increase in the retention of the freshman class and a 12-percent increase in new recruits this semester over last. The navy unit remains small at 117 midshipmen but its enrollment figures are up, as are the army's, which commissioned twenty-two officers this year, four more than last.

The University saw its first women cadets in the early '70s. They are not flocking to join. Of the air force program's 110 enrollees, only eight are female. Although unit commanders say they are welcome, career opportunities appear narrower and role models are limited at the higher levels. Women traditionally do better than average in making it through the system but their scholarships are fewer and more competitive.

Most ROTC participants are drawn from the Midwest. High school students are eligible for four-year scholarships, University freshmen may apply for three-year scholarships, sophomores for two. They

Enrollment figures, which hit all-time lows in the early '70s, are slowly rising.



ROTC Inspection circa 1960.

must be enrolled full-time, be US citizens, physically fit, and at least seventeen years of age. Competition is brisk and commanders here say they are optimistic about the quality of those applying. Combined SAT scores are averaging above 1200 out of 1600.

The bulk of scholarships go to cadets in technical and hard science disciplines: physics, calculus, engineering. Modern warfare is sophisticated; naval midshipmen may learn the use of boat hails, salutes, flags and pennants but their syllabus also includes the laws of thermodynamics and the fundamentals of electronic navigation theory. Scholarships cover books, fees, and tuition and pay a tax-free stipend of \$100 a month. In addition the military reimburses

all cadets for ROTC textbooks and uniforms and for the four-to-six week summer training they're expected to attend. It can add up to more than \$30,000 over a four-year period.

While the distribution of scholarships varies—nine out of ten navy students receive some form of assistance, only about a third of the army's do—most qualify for the monthly stipend. The financial aid comes with obligations, of course. Some cadets used to be fairly adept at beating the system, picking up the money and dropping out their junior year. Now Congress has tightened those loopholes. Service requirements begin at the sophomore level for

scholarship holders and the tour of duty has been lengthened: eight years of service after graduation—four active and four reserve. About nine out of ten scholarship students receive commissions, but only 25 percent of other incoming freshmen do.

ROTC offers undergrads a point of contact among 42,000 bodies. The army has a big-brother/big-sister program to help freshmen adapt to the campus. (Col. Larson says our registration process hasn't improved in the twenty-three years since he first stumbled through it.) The navy tracks its midshipmen, providing academic counseling, approving all "drops and adds," watching borderline cases closely. The programs are a place to belong, a source of identity and team spirit right from the start. Extracurricular activities include mountaineering, rifle and pistol team competitions, raft and ski trips, inter-terminal sports, dinners and dances.

ROTC appears to attract recruits for a variety of reasons. Some see themselves as future astronauts; some are interested in nuclear engineering; some want to fly planes; some intend to make the service a career. Few seem to think they'll be in for a thirty-year hitch, however, and many will drop out of the program before making a final commitment. The military's approach is realistic; its literature is pragmatic rather than overtly patriotic. Officers say they understand that most students are getting an education to get a job. They say the management experience is useful whether a cadet makes a career of the military or not. They point out that while new people tend to move up slowly in industry or government, junior officers learn to take major responsibility quickly. They mention travel, housing allowances, medical and dental benefits, salary increases.

It's clear that for many ROTC students money is the bottom line. "If you can't pay for school, it's difficult to study," one said. Several said they wouldn't be at Wisconsin without scholarships. All said the stipends help. And some said they would have joined anyway. □

Jon Moline's Course in Skepticism

There's no such thing as a one-sided question.

By Tom Sinclair

Philosophy professor Jon Moline won't give a simple answer to a tough question. Would that there were some, he says, but there aren't, at least when it comes to sorting right from wrong in an environmental dispute. For the past nine years, he has taught a class with the self-explanatory title, "Environmental Ethics." There is novelty in this; it isn't a trendy we-must-protect-the-environment course. Instead it encourages what Moline calls "a willingness to examine ideas from all angles."

The rhetoric that has swirled around nearly two decades of environmental controversies led millions of us to conclude that we can have cleaner water *or* whiter laundry, cheaper cars *or* purer air, open land *or* economic development, more jobs *or* safer jobs—one or the other, right down the line. In truth, Moline believes, the choices are not that easy, nor are they mutually exclusive. He goes to great lengths to instill a healthy degree of skepticism in his students. Sometimes this means playing devil's advocate in the classroom to the point that he has been accused of sounding like James Watt. He finds this ironic in light of his concern for the welfare of the environment. But that's all right, he says: people need exposure to unpopular ideas.

"Our course explores why we hold the opinions we do and whether those opinions are sound," Moline said. "And we find that as soon as we start probing behind the emotional heat we see that positions often tend to be knee-jerk reactions."

Jon Moline is a genial, engaging man, a youthful forty-five. He grew up in Fort Worth and Chicago and studied philosophy, German, and Greek at Austin (Texas) College. He earned his PhD at Duke where his doctoral dissertation led him into the realm of ethics, and joined our philosophy faculty in 1964. Ten years later the Institute for Environmental Studies asked him to teach a new course on ethics and the environment. He liked the idea. IES and the department of philosophy offered the course jointly in the spring of 1975, and 100 students showed up. It turned out to be as enlightening for the professor as it was for them. "We think of the environment as something to be studied scientifically and we think of ethics



Photo/Ken Ibold

as something else again. Yet a lot of people believe that recent ways of treating the environment are not simply imprudent but wrong. I started teaching this course because I wondered whether or not this was true, and if so, why? People enrolled, I believe, primarily because environmentalism was something of a fad. They expected easy solutions, a vast and quick shift in world view that would turn us into noble savages or somehow purify our environmental practices." That, of course, was never to be.

The social idealism of the 1970s gave way to the economic realism of the '80s. Enrollment in Environmental Ethics dropped to about sixty and leveled off. Today's students have fewer illusions about the complexity of the issues. They also have more than a passing interest in the subject; most are majoring in engineering, science, agriculture or business and seek to weigh the achievements and criticisms of their disciplines.

Moline is convinced that ethical questions go hand-in-hand with any serious study of the environment. He likes to quote British philosopher Mary Midgley whose writings he uses frequently in the course. "Her short and wild definition of the word 'moral' is 'the superlative of serious.' By serious, she doesn't mean grave or sober or humorless, but rather trying to do one's homework, looking at all the implications of what one is doing and caring about the side effects."

Good intentions alone—to take the Midgley/Moline view further—are no guarantee that people will act morally. There must be knowledge, too, and that's where the sciences figure in. They supply cold, hard facts to be worked through. For example, consider the plight of the economist who likes to base his decisions on cost-benefit analysis. It's a popular and powerful technique but it runs into problems when used to compare intangibles. How, for instance, do you place a dollar value on clean air? "A lot of good has been done with the cost-benefit model, but so has a lot of harm by those who have no sense of its limits," Moline said. An economist who acknowledges these limits not only makes more work for himself but may have to do battle with colleagues who take a great deal of stock in the method.

Then there's the dilemma facing the environmentalist who dislikes nuclear power. Thousands of tons of radioactive waste are piled up at the nation's nuclear power plants and military reservations waiting some form of permanent disposal. Many environmentalists have fought the various plans to do so on the grounds that the procedures are "unsafe," and, more, such an attitude will encourage further nuclear development. Yet the waste is already a hazard; the risks it poses in temporary storage will continue to grow if nothing is done. How then, Moline asks, does the environmentalist decide what's right or wrong?

Rethinking and changing one's position on such important matters can be painful to the ego. But it can also be satisfying. That's an important part of Moline's message: "I'm convinced that the ethical problems in environmental issues are no different from other moral problems," he says. "Thus, the more you think about the implications of the reasons you've got for the positions you take, the more, in effect, you are working on your personal integrity." □

Tom Sinclair is an editor and writer for the Institute for Environmental Studies.

Life Reeked With Joy

That's when it was "sheik to be educated" and "Voltare wrote a book called Candy." Here's a collection of bloopers from the inspired pens of college freshmen.

By Anders Henrikson



It was the time of the bounding of the serfs.

History, as we know, is always biased, because human beings have to be studied by other human beings, not by independent observers of another species.

During the Middle Ages, everybody was middle aged. Church and state were cooperative. Middle Ages society was made up of monks, lords, and serfs. It is unfortunate that we do not have a medieval European laid out on a table before us, ready for dissection. After a revival of infantile commerce slowly crept into Europe, merchants appeared. Some were sitters and some were drifters. They roamed from town to town exposing themselves and organized big fairs in the countryside. Medieval people were violent. Murder during this Period was nothing. Everybody killed someone. England fought numerous wars for land in France and ended up winning and losing. The Crusades were a series of military expeditions made by Christians seeking to free the holy land (the "Home Town" of Christ) from the Muslims.

In the 1400s most Englishmen were peasants. A class of yeomen arose. Finally, Europe caught the Black Death. The bubonic plague is a social disease in the sense that it can be transmitted by intercourse and other etceteras. It was spread from port to port by infected rats. Victims of the Black Death grew boils on their necks. The plague also helped the emergence of the English language as the national language of England, France and Italy.

The Middle Ages slipped to a halt. The Renaissance bolted in from the blue. Life reeked with joy. Italy became robust, and more individuals felt the value of their human being. Italy, of course, was much closer to the rest of the world, thanks to Northern Europe. Man was determined to civilize himself and his brothers, even if heads had to roll! It became sheik to be educated. Art was on a more advanced level. Europe was full of incredible churches with great art bulging out their doors. Renaissance merchants were beautiful and almost lifelike.

The Reformation happened when German nobles resented the idea that tithes were going to Papal France or the Pope thus enriching Catholic coffers. Traditions had become oppressive so they

*Anders Henrikson is a former Canadian university professor who from papers turned in by his freshman history classes, excerpted the most compelling examples of original scholarship and spelling. He put them together in this sprightly version of history. We found it in *The Wilson Quarterly*.*

From *The Wilson Quarterly*, Spring 1983.
Copyright 1983 by the Woodrow Wilson International Center for Scholars.

too were crushed in the wake of man's quest for resurrection above the not-just-social beast he had become. An angry Martin Luther nailed 95 theocrats to a church door. Theologically, Luther was into reorientation mutation. Calvinism was the most convenient religion since the days of the ancients. Anabaptist services tended to be migratory. The Popes, of course, were usually Catholic. Monks went right on seeing themselves as worms. The last Jesuit priest died in the 19th century.

After the reformation there were both foreign and infernal. If the Spanish could gain the Netherlands they would have a stronghold throughout northern Europe which would include their positions in Italy, Burgundy, central Europe and India thus surrounding France. The German Emperor's lower passage was blocked by the French for years and years.

Louise XIV became King of the Sun. He gave the people food and artillery. If he didn't like someone, he sent them to the gallows to row for the rest of their lives. Vauban was the royal minister of flirtation. In Russia the 17th century was known as the time of the bounding of the serfs. Russian nobles wore clothes only to humour Peter the Great. Peter filled his government with accidental people and built a new capital near the European boarder. Orthodox priests became government antennae.

The enlightenment was a reasonable time. Voltaire wrote a book called "Candy" that got him into trouble with Frederick the Great. Philosophers were unknown yet, and the fundamental stake was one of religious toleration slightly confused with defeatism. France was in a very serious state. Taxation was a great drain on the state budget. The French revolution was accomplished before it happened. The

revolution evolved through republican and tolarian phases until it catapulted into Napoleon. Napoleon was ill with bladder problems and was very tense and unrestrained.

History, a record of things left behind by past generations, started in 1815. Throughout the comparatively radical years 1815-1870 the western European continent was undergoing a Rampant period of economic modification. Industrialization was precipitating in England. Problems were so complicated that in Paris, out of a city population of 1 million people, 2 million able bodies were on the loose.

Great Brittain, the USA and other European countrys had demicratic leanings. The middle class was tired and needed a rest. The old order could see the lid holding down new ideas beginning to shake. Among the goals of the chartists were universal suferage and anal parliment. Voting was to be done by ballad.

A new time zone of national unification roared over the horizon. Founder of the new Italy was Cavour, an intelligent Sardinine from the north. Nationalism aided Italy because nationalism is the growth of an army. We can see that nationalism succeeded for Italy because of France's big army. Napoleam III-IV mounted the French thrown. One thinks of Napoleon III as a live extension of the late but great, Napoleon. Here too was the new Germany: loud, bold, vulgar and full of reality.

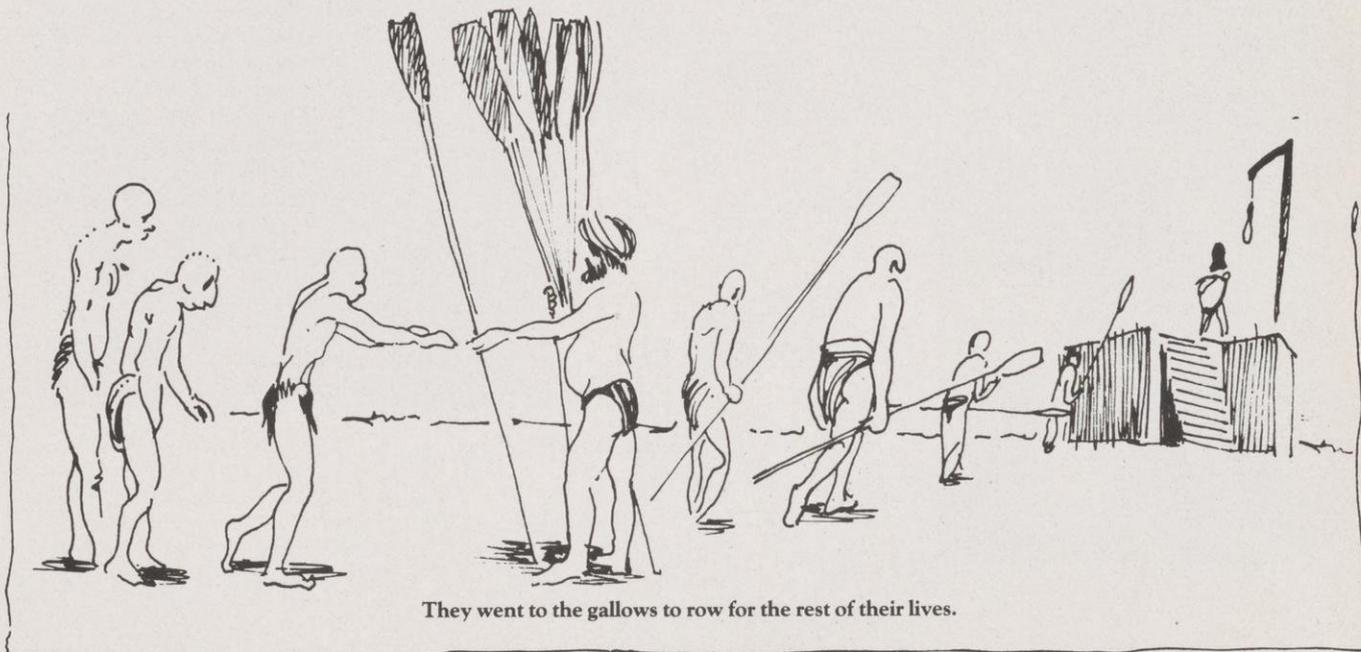
Culture fomented from Europe's tip to its top. Richard Strauss, who was violent but methodical like his wife made him, plunged into vicious and perverse plays. Dramatized were adventures in seduction and abortion. Music reeked with reality.

Wagner was master of music, and people did not forget his contribution. When he died they labeled his seat "historical." Other countries had their own artists. France had Chekhov.

World War I broke out around 1912-1914. Germany was on one side of France and Russia was on the other. At war people get killed, and then they aren't people any more, but friends. Peace was proclaimed at Versigh, which was attended by George Loid, Primal Minister of England. President Wilson arrived with 14 pointers. In 1937 Lenin revolted Russia. Communism raged among the peasants, and the civil war "team colours" were red and white.

Germany was displaced after WWI. This gave rise to Hitler. Germany was morbidly overexcited and unbalanced. Berlin became the decadent capital, where all forms of sexual deprivations were practised. A huge anti-semantic movement arose. Attractive slogans like "death to all Jews" were used by governmental groups. Hitler remilitarized the Rineland over a squirmish between Germany and France. The appeasers were blinded by the great red of the Soviets. Moosealini rested his foundations on 8 million bayonets and invaded Hi Lee Salasy. Germany invaded Poland, France invaded Belgium, and Russia invaded everybody. War screeched to an end when a nukuleer explosion was dropped on Heroshima. A whole generation had been wipe out in two world wars, and their forlome families were left to pick up the peaces.

According to Fromm, individuation began historically in medieval times. This was a period of small childhood. There is increasing experience as adolescence experiences its life development. The last stage is us. □



They went to the gallows to row for the rest of their lives.



Photos/Ken Ibold



goodbye...

faces from Commencement...



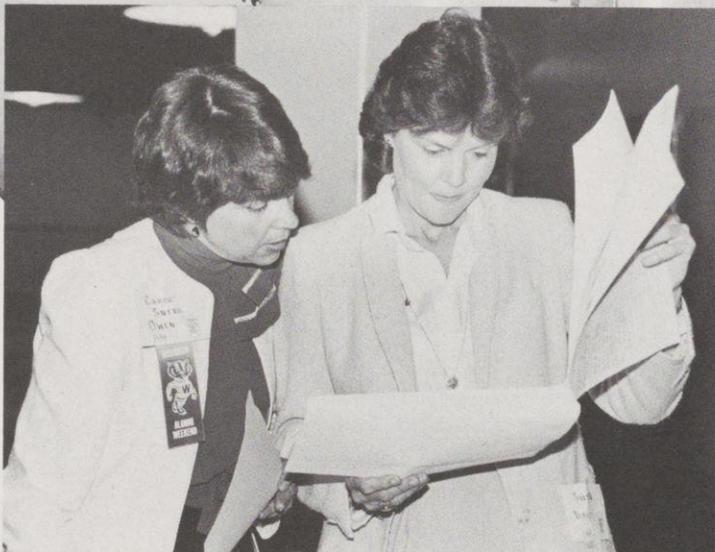


and



hello again.

Alumni Weekend 1983



Photos/Gary Smith



Come Along

China Explorer Cruise

September 7–26, 1983

Hong Kong (four nights)
Shanghai (cruise begins)
Yantai
Hsingang
Tianjin
Peking (two nights)
Dalien
Pusan
Inland Sea of Japan
Kobe (cruise ends)
Kyoto (two nights)

From \$3930,
double occupancy
from Chicago.

Air fares subject to change
pending 1984 tariffs.
Arrangements supervised by
Alumni Holidays, Inc.

Rhapsody Cruise

January 22–29, 1984

Miami
Ocho Rios, Jamaica
Grand Cayman
Playa del Carmen
Cozumel
Miami

From \$1000,
double occupancy
from Miami.
(free air from most major U.S.
cities, round trip to Miami)

Big 10 Caribbean Cruise

Jan. 28–Feb. 10, 1984

Ft. Lauderdale
Santo Domingo
St. Vincent
Barbados
Antigua
Tortola
St. Thomas
San Juan
Ft. Lauderdale

From \$2250,
double occupancy
from Ft. Lauderdale.
(modest air supplement from all
major U.S. cities,
round-trip to Ft. Lauderdale)

Ixtapa Mexican Holiday

February 12–19, 1984

Seven days on Mexico's
golden Pacific coast at the
luxurious Camino Real
resort. Golf, swim secluded
beaches, scuba dive,
water-ski, fish.

From \$999,
double occupancy
from Chicago.

Write for the brochures:
WAA Travel Department
650 N. Lake St.
Madison 53706

The News

continued from page 5

Directors Get News of WAA Membership Growth

The board of directors got impressive figures on the growth of this association at their May meeting. Gayle Langer, our associate director, predicted an increase of at least 5500 by the June 30 conclusion of the fiscal year.

She noted a change in tradition in the past few years. Since before World War II, alumni associations nationwide held little hope of interesting graduates in membership for the first five years out of school. But, here at Wisconsin at least, that trend has ended. Since 1979 memberships have continued to increase, many by recent graduates. This year the number of annual memberships is 77 percent higher than it was five years ago, Mrs. Langer said, resulting in a 92-percent increase in annual dues over 1979.

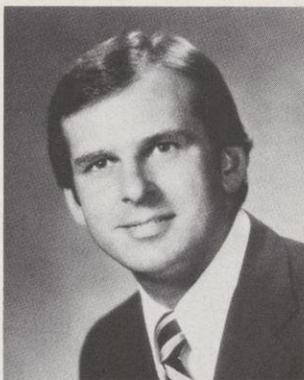
WAA is the only independently financed alumni association in the country.

25-, 50-Year Classes Make Gifts to the University

The Class of 1933 marked its fiftieth anniversary on Alumni Weekend in May, and presented the University with its second-largest anniversary gift ever, \$673,508. Of this, \$40,000 will go to creating an overlook on Observatory Drive, another \$40,000 is marked to support a Bascom Professorship. The balance is for current restricted purposes such as support to specific schools and colleges, activities of the Elvehjem Museum of Art, the Arboretum and the athletic department, and for deferred purposes in the form of commitments to the University by will and trust arrangements.

With class president Hugh Oldenburg, the gift-fund committee is headed by Harriet Gleason Ahlgren and Charles "Jack" Carver.

At its twenty-fifth anniversary dinner, the Class of 1958 voted unanimously to build the Alumni House Gift Fund used to buy equipment and maintain the headquarters for returning alumni. Class president Richard P. Urfer is in the process of drafting an announcement letter to this effect which the UW Foundation will send to all members of the class. Built solely by gifts, Alumni House was turned over to the University upon completion in 1967.



Jon Pellegrin '67 Is New WAA President

Jonathan G. Pellegrin was elected the 1983-84 president of the Wisconsin Alumni Association by the directors at their meeting on Alumni Weekend in May. Jon succeeds Eric Hagerup '58, '62, Milwaukee, who moves up to board chairman.

Pellegrin is president of Ft. Atkinson's Johnson Hill Press, a publisher of agribusiness periodicals with a combined circulation of 2,000,000. He is a past president of the UW Alumni Club of Ft. Atkinson, a longtime director of WAA, and chairman of our Editorial Advisory Committee and a past chairman of our Young Alumni Advisory Committee.

Faculty Salaries Near Big Ten Cellar

According to a survey conducted by the AAUP and released in mid-June, the salaries of faculty on this campus are in eighth place in the Big Ten, and at this writing late in the month, they may stay down there. In the biennial state budget, which has cleared the Senate and is now with the Assembly, Governor Anthony Earl called for a state pay freeze.

According to the AAUP survey, the eighth-place position goes to full professors' salaries which average \$38,000. We're at ninth place for associate professors, at \$27,300, and in seventh place for assistant professors, at \$23,700. Northwestern University leads the conference in salaries, with Michigan in second place. The lowest are at Indiana.

The governor's plan, which brought on predictions of a brain drain throughout the UW System, recommended freezing state employee salaries next year, with a 3.7-percent average increase the following year. However, he proposed that the state absorb another 1 percent of their retirement costs, an action which would increase take-home pay.

Still included in the budget as it went to the Assembly was the proposal made by the governor when he took office in January, allowing for a \$1-million faculty recognition fund. Of the \$500,000 allotted each year, \$250,000 would go toward pay increases for faculty promoted to associate or full profes-

continued on page 23



Traditionally, a representative of the Wisconsin Alumni Association gets up at Commencement to deliver a few words of welcome to those who, in a matter of minutes, will be one of us. This year, the welcomer was Gayle Langer, our associate executive director and, coincidentally, a member of the class of '83. Gayle has spent the last few years hiking the Hill in late afternoons to pick up the few credits she missed the first time around.

1983 Badger Huddles

October 1—Northwestern

Tailgate Party, Dyche Stadium.
(Sponsored by the UW Alumni Club of Chicago.)

10:30 a.m.—12:30 p.m.

All the beer and brats you can consume.

Tickets: \$5, advance sale only.

Reservation deadline: September 20.

Info. Ellen Lebow, 492-3205 or
Howie Kaeding, 383-8930.

October 15—Minnesota

Pohle/Badger Blast

3:30 p.m. (Game 7 p.m.)

(If game is changed to afternoon, party at 9:30 a.m.)

Adults only; must be 19 or over;

college students (19 or over)

with parents only.

Bus transportation to game available.

Tickets: \$7, advance sale only.

Send stamped, self-addressed return

envelope to:

David Reimer

6129 Beard Avenue South

Edina, MN 55410

Reservation deadline: October 5.

October 29—Ohio State

Arlington Arms

1335 Dublin Road

Columbus

11:00 a.m. Cash Bar

November 12—Purdue

Holiday Inn North

I-65 Battle Ground

West Lafayette

11:00 a.m. Cash Bar



Young Alumni Football Bash

Classes of '68-'83 • September 17 • Wisconsin vs. Missouri

10:00

Badger welcome,
cash bar

10:30

Program featuring
Jeff Sauer
coach of our NCAA
hockey champions, and
members of the team

11:15

Social hour, cash bar

11:45

Luncheon

12:25

Traditional UW Band concert
on the terrace

1:30

Special upper-deck
seating block for the
Wisconsin-Missouri game

\$20.00

per person
(Program and luncheon
only: \$8.00)

Seating block tickets
available to those
attending the entire program

**At Union South
Reservation deadline:
September 6**

Wisconsin Alumni Association
650 N. Lake Street
Madison 53706

Enclosed is my check for \$ _____
payable to Wisconsin Alumni
Association for _____ reservations
(_____ at \$20.00) (_____ at \$8.00)
for the Young Alumni Football
Bash on September 17.

Name _____ Class Year _____

Address _____

City, State, Zip _____

Guest(s) _____

continued from page 4

Vrabecs who are alumni of the UW-Madison. We are curious to discover if we've set a record.

A.P. VRABEC '48, '49, MD'51
Beaver Dam

A proud score, but not a record. We recall printing items of this nature over the years; one, in 1982, noted degrees to ten siblings of the Kellor family of Oregon, Wis. We've also been advised of four- and five-generation Badgers. University records don't discern blood relatives, so only our readers and other alumni can give us the winning figure.—Ed.

Who's Soo?

The cutline under the hockey picture (May/June) is wrong. Pat Flatley's goalie opponent plays for the Michigan Tech *Huskies*, not the Lake Superior State *Soo Lakers* as stated. But that's probably something only a hockey fan would notice.

Overall, good article and fine illustrations.

PHIL MENDEL '49
Madison

Mr. Mendel, for many years, was rink announcer for the Badgers. His staccato "Good evening, hockey fans" was the real start of each home game.—Ed.

Russian Intentions

In the May/June issue we ran a letter from Wenzel Smejkal '48 of Spooner, regarding the feature, "Confronting Catastrophe" in March. Mr. Smejkal made the statement that "anyone who believes the Russian military buildup is purely defensive has forgotten the Cuban Missile Crisis of 1962." The following is a reply to Mr. Smejkal.—Ed.

Wenzel Smejkal has a much different interpretation of recent history than I. He uses the "Cuban Missile Crisis of 1962" as an indicator of "Russian" aggressive intentions. *People's Almanac* (1975) reports: "April 17, 1961: In an attempt to 'liberate' Cuba, 1500 Cuban refugees landed at the Bay of Pigs. All were killed or captured. . . . They had been trained and armed in Guatemala by the CIA since May, 1960. . . . Secretary of State Rusk testified all US

agencies involved had unanimously recommended the attack" (p. 245).

In view of this, it would seem reasonable for Castro to be nervous, hence the missiles which resulted in the blockade by the US in October of 1962. Russia offered to trade withdrawal of these in exchange for withdrawal of US missiles in Turkey (bordering the USSR, east of the Black Sea); that is, tit for tat. The US refused, but the missiles were withdrawn from Cuba (p. 247). How much cooperation can one expect?

There is a huge difference between the Communist belief that eventually capitalism will be superseded by socialism—and then communism—and Mr. Smejkal's statement that "their only aim is world domination and they do not deny it."

"Communism" develops when conditions become intolerable for major segments of a population. It cannot be imposed from outside, and physical proximity to such a country means nothing. (If it did, Florida—ninety miles from Cuba—would not be the hotbed of anti-communism that it is.)

Irrational fears and statements support the astronomical military buildup we are now involved in, risking not only national bankruptcy but world catastrophe.

ROBERT H. ROSE '41
Fremont, Calif.

'Artistic Treasures'

I am writing to express my pleasure upon reading (May/June) the informative article, "The Helen Allen Textile Collection." Most people familiar with the University are appreciative of the artistic treasures housed at the Elvehjem Museum of Art, but many are not familiar with the several other fascinating collections the University is caretaker of. (Besides the Allen Collection, there is the Rare Book department of Memorial Library and the permanent collection of student art in the Memorial Union, for example.)

All of these holdings are offered to the public for viewing as well as to scholars for research. During my years of study in art education I was constantly involved with, and amazed at, the resources available to me. Now I can see the part they played in my education, and for them I am extremely grateful and appreciative.

MARK MOILANEN '81, '82
Chicago

continued from page 21

sorships, and the other \$250,000 toward faculty retention and recruiting.

Needless to say, the pay freeze was opposed by faculty and regents; the board requested raises of 4 and 7 percent in the biennium. Ag journalism professor John Ross predicted a "sharp acceleration in (faculty) departures" if the freeze goes through, and UW-System President Robert O'Neil said it would have harmful consequences for our "competitive standing among other universities."

University Avenue Closed Till November

You can't get there from here in the campus area this summer unless you have an unlimited sense of adventure. University Avenue has been closed for widening from its beginning at Bassett Street to Babcock Drive, just east of Breese Terrace. The traffic flow on Johnson and Dayton streets, formerly

continued on page 28

Job Mart

Recent grad desires position as a computer programmer. BS in computer science and mathematics. Knowledge of Pascal, Fortran, C, Basic, Lisp, Assembly. Worked with PDP 11/70 (Wits), PDP 11/45 (Unix), Terak, Univac 1100. GPA 3.34. Would enjoy working in Dane County. Member #8145.

Legal: 17 years corporate legal experience with proven legal, admin, and exec abilities; presently VP, sec'y and gen counsel of N.Y.S.E. company. Seeking challenging position involving active participation with top management. Desire Wisconsin or Midwest location. Member #8146.

Wisconsin Alumni Association members are invited to submit, for a one-time publication at no charge, their availability notices in fifty words or less. PROSPECTIVE EMPLOYERS are requested to respond to the member number assigned to each. Your correspondence will be forwarded unopened to the proper individual. Address all correspondence to: Job Mart, Wisconsin Alumnus Magazine, 650 North Lake Street, Madison 53706.

Make your nominations
now for the

1984 WAA Distinguished Service Awards

The nominee must be:

- An alumnus/a of the UW-Madison
- A member of the Wisconsin Alumni Association
- Available to attend the awards program on Alumni Weekend, May 12, 1984

WAA's Recognition and Awards Committee judges nominees on:

Alumni Citizenship

Participation in programs of the Wisconsin Alumni Association, the UW Foundation, WARF, or of other campus-based alumni-strengthened organizations (e.g. the Memorial Union, Elvehjem Museum, Arboretum, etc.)

University Loyalty

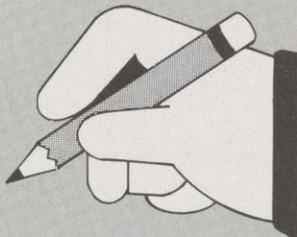
Non-paid services in support of the academic/administrative aspects of UW-Madison schools, colleges or departments or in student recruitment, legislative activities, advisory committees, etc.

Accomplishment

Career achievement and public service on the community, state, or national levels

Please be specific on these points in your letter of nomination.

Nominations must be received by November 30, 1983



Mail to:
Recognition and Awards Committee
Wisconsin Alumni Association
650 North Lake Street
Madison 53706

WLHA: A station all their own.

By Julie Jacob '85

Underneath the peaceful offices of the J. F. Friedrich Center, there's a whole lot of rockin' going on. Its basement is the habitat of WLHA—the Lakeshore Hall Association-sponsored radio station for their dorm residents. Now the office walls are heavy with posters and there are piles of albums and tapes and complicated audio equipment, but it started as an evening of quiet classical music broadcast by Charles Bartlett, an engineering student, in 1952.

That evening the Men's Hall Association was inspired to start its own radio station. It took the call letters WMHA and an AM frequency and a home in the Gilman House library.

WMHA grew and changed along with the campus through the years. It altered its name—to WLHA when women moved into its home, Slichter Hall, in 1960; its location—settling in the Elm Drive Dorms the following year, and its format—switching gradually to rock to reflect contemporary tastes.

WLHA had a strong following of several hundred listeners until the early '70s when burgeoning rock stations almost edged it out. But now it's attracting listeners again by playing progressive new wave music ignored elsewhere, focusing more on student issues, and increasing its publicity by conducting a forty-nine-hour annual trivia contest, and providing music for hall dances.

Although the station has no official connection with the School of Journalism, it gives aspiring broadcasters experience. It airs a newscast that is produced by the class in Introduction to Broadcasting. A half-dozen students each day set aside their knapsacks to become writers, reporters, and producers. They rewrite AP copy, research and tape their own features on campus events, and fit it into fifteen minutes. The radio lab at Vilas Hall is then connected via a telephone line hook-up to WLHA, which airs it at 5:30. The students get the satisfaction of knowing their effort will be heard by "real" listeners, the station can offer solid, campus-orientated news.

"The unique thing about WLHA," said station manager Paul Kosir, "is that it not only provides entertainment, but also very great accessibility for hands-on experi-

ence." About sixty students in journalism, communications, and other fields volunteer. Most work as DJ's, programming at least three hours of music a week, others write additional news or sportscasts, or act as directors or managers. Their time pays off: "Every radio and TV station in Madison has a former WLHA-er working for it," Kosir said.

Unfortunately, WLHA is heard by only a fraction of the campus because its signal is not sent over the air, but channeled directly through the dorm electrical outlets. Until 1981, the Southeast dorms had their own station, but technical and financial difficulties forced it to close. Kosir speculated that someday WLHA might find a way to broadcast there, but for now it is a small, but important, student voice by the lake. □



Student DJ plays the hits at WLHA.

photo Ken Ibold

Julie Jacob, from Racine, is majoring in Journalism.

If your will includes a gift of real estate to the UW Foundation . . .

That's wonderful, but why not consider making the gift during your lifetime and obtaining the substantial tax benefits provided by IRS?

Of course, you can make such a gift by will and it will be gratefully received. However, if you make the gift now, it can still be designated for the University purpose of your choice and you and your spouse can continue to live in the home as before. The major advantage in doing it this way is that you will receive an immediate tax deduction based on the value of the property and your ages at the time of the gift.

Another thought to consider . . . a gift of your residence, vacation home, farm or undeveloped land can be used as the funding asset for a charitable trust that will pay you and your spouse income for life. This avoids capital gains taxes and also provides a valuable deduction for income tax purposes.

These and other gift options may well fit into your financial and estate plans. We would appreciate an opportunity to explore the possibilities with you at any time. For further information and complimentary copies of related literature, contact:

Fred Winding, Vice President
University of Wisconsin Foundation
702 Langdon Street
Madison, Wisconsin 53706
608/263-5554



University of Wisconsin Foundation

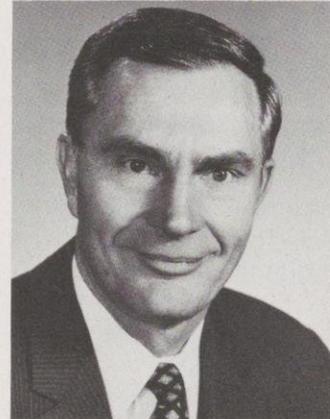
Member News



Wagner '49



Cleasby '50, '51



Eckert '51

20s-40s Ferris State College in Big Rapids, Mich. has named its continuing education program after ROBERT P. GERHOLZ '22 of Flint. He's been on the school's board of control for sixteen years, and was cited as "a mainstay and mentor" of its policymaking.

In Texas, the Piper Award is a coveted one among teachers, honoring them for unusual impact on their community as well as on their students. One of this year's winners was AILEEN S. LOCKHART MS'37, PhD'42, who retires in August as chair of the dance department of Texas Woman's University in Denton.

Lycoming College of Williamsport, Pa. gave a distinguished alumnus award to VINCENT E. MCKELVEY MA'39, PhD'47. He is a former director of the UW Geological Survey and now an adjunct professor at Florida Institute of Technology, St. Cloud.

ARLENE OLMSTEAD Silness '42 has retired after twenty-eight years in the Janesville Public Schools. Over the years—including 1977 when she was the city's Teacher of the Year—she has participated in various classical leagues which exist to promote Latin.

DAVID F. NELSON '43, Wauwatosa, was named Wisconsin Telephone's president and CEO at the beginning of the year. He joined the Bell System in 1946.

ELEANOR DILKS MS'44, PhD'48 has retired as professor of biological sciences at Illinois State University, Normal.

ROBERT L. MABY '47 of Houston hasn't been there very much since last fall. On the lecture circuit for the Society of Petroleum Engineers, he had a schedule which called for twenty-four appearances from September to May. It began in Omaha and ended in Norway, the Netherlands and British Isles.

The Michigan Association of Middle School Educators elected to its Hall of Fame LOUIS ROMANO MS'48, PhD'55. He's on the Education

faculty of MSU, and is one of the founders of MAMSE.

J. BRUCE PLUCKHAHN '49 has moved from Shorewood to St. Louis as curator of the National Bowling Hall of Fame and Museum, scheduled to open next spring.

MORTON J. WAGNER '49, EVP of Shearson/American Express in New York, has been elected co-chairman of the national sales and marketing committee of the Securities Industry Association.

50s&60s Iowa State University, Ames, elevated JOHN L. CLEASBY '50, '51 to a distinguished professorship in engineering. His teaching and research focus on the design of water and waste-water treatment systems, for which he has won several honors.

This spring our School of Business gave its Distinguished Alumnus award to JOHN L. MURRAY '50, president and CEO of Universal Foods Corporation, Milwaukee.

RALPH J. ECKERT '51, Wilmette, chairman and CEO of Chicago's Benefit Trust Life Insurance Company has been elected vice-chairman of the Health Insurance Association of America.

MARVIN W. NEUMANN '51 has joined Denver's Sundance Oil Company as a vice-president for finance, and treasurer.

Davidson Drugs in Sarasota, Florida has a new vice-president. He's WALTER F. KAHNE '56.

GEORGE O'HEARN '57, '60, '65, professor of science education at the UW-Green Bay, is the 1983 recipient of the Gibbs Award, the highest honor given by the Wisconsin Society of Science Teachers.

Sports stories bylined Rudy Martzke in the new newspaper *USA Today* are those of BRUCE MARTZKE '64. (Rudy, his father, was athletic director of South Milwaukee High School for twenty years.) Bruce and his wife PHYLLIS HOLDEN '65, moved to Washington, D.C. last July to join the paper's staff, after he'd been six years on a Rochester, N.Y. publication.

CAROL L. ANDERSON '65, '69, associate director of the Extension at Cornell University, has been granted a Kellogg Fellowship for three years' study in areas of human development.

The alumni association of the University of Kentucky, Lexington, gave one of its Great Teacher Awards this year to JANE S. PETERS '67, '68, '76, an associate professor of art history. She was nominated by her students for her care in preparing lectures and her availability.

70s RICHARD GARCZYNSKI '70 and his brother Tom, who farm in the Beaver Dam area, received an award from the Dodge County Land Conservation Committee for their "outstanding cooperation" in land conservation efforts.

The Trane Company, La Crosse, promoted WADE W. SMITH '72 to manager of its field sales marketing. He's been with the firm since 1973. The Smiths live in Stoddard.

WARREN P. NESBITT '76, Skokie, has moved up to publications manager of *Agri Marketing* magazine there.

STEVEN M. SWASEY '79 has left San Francisco's office of Carl Byoir & Associates to join Burson-Marsteller there as an account executive. □

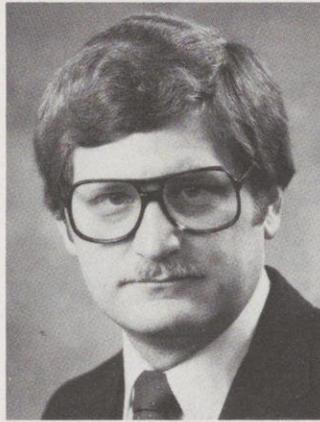
**Come Back In
The Spring!**

**Alumni Weekend
May 11-13, 1984**





Anderson '65, '69



Smith '72



Nesbitt '76

Each year, Harry's Bar & American Grill in Los Angeles runs its Imitation Hemingway Competition. The winner for 1983, out of more than 2500 entries, was LYNDA LEIDIGER '75, a communications specialist for the Automobile Club of Southern California. She titled her saga "A Farewell to Val," and here it is:

Outside it was raining. It does not rain inside, south of Ventura Boulevard. The rain ran down the little brown hills, past the condos and the wine bistros and the off-ramps where the Caltrans carabinieri waited. In the Galleria it was fine. If you have been to the Galleria, then you know how it is. Sometimes clean and warm and bright. Sometimes clean and warm and cold, and the fine strong girls from the valley with their lovely clean legwarmers and tight miniskirts and soft pretzels. Sometimes Jennifer and Andrea and Kimberley. Sometimes Megan. She had been there as long as the concrete, longer than Sears, and she understood how it is when you do not know what it is you want to buy until you have forgotten and bought a Blasters album, only she did not know it then. She had just had her toes done.

"Darling," she said. "Like, awesome." She looked very young and fresh and stone-washed. At the sight of her my stomach went hollow and empty.

"You are a bitchen girl, a tubular girl," I told her. She smiled through her Sony Walkman. "Like, you know, tell me everything at once."

"We will go to Harry's," I said. "We will have wine and a fine meal on a pink tablecloth that is the pink of your Go-Go's sweatshirt and matching moccasins." I tried



Leidiger '75

to tell about the differences between the fettucine and the gnochetti and how the salsa di noce was splendid and not like suchi at all, but I could not tell it as I cannot tell it now. If you have had it you know. It was cooked, I said. I told her the vermicelli was cooked. The calamaretti was cooked. At Harry's it was all royally cooked. I did not speak of the steak tartare. "We will be fierce and fly down the freeway through the rain like two wild birds," I said.

"But, like, I am afraid of the rain, darling," she said. "Sometimes I see myself all grody in it. And sometimes I see *you* grody in it. It's so gross. To the max." She was crying. It was no good.

"Ciao," I said, but it was like saying goodbye to a statue or a preppie. After a while I left her standing in front of Le Juice Bar, and walked to the 7-11 in the rain.



Ours alone, the custom tie in rich red polyester, 3 1/2" wide and fully lined. Bucky, woven in black-and-grey silk and just 3/4" tall, struts in his W sweater, \$16 to members; \$18 to non-members. Add \$1 postage and handling.

Keep Him Tied To Alma Mater

WAA Services Corp.
650 N. Lake St.
Madison 53706

Immediate delivery by first-class mail.

The News

continued from page 23

one-way east and west respectively, has been reversed between Randall Avenue and the far-east end of the campus, and the northern reaches of Park Street are being dug into on a whimsical basis.

The purpose of it all is to widen University Avenue, which has been one-way-west for the past several years. The wide sidewalks in front of the former University Hospital will be considerably narrower to permit increased automotive traffic and better movement of bicycles and buses; the westward flow will continue. The work is supposed to be finished by November.

Math Research Directors Say 'No Classified Work Here'

In response to handouts from a group called Disarmament Now, the directors of the campus's Math Research Center spoke out in June to clear up what they consider public misconceptions about what goes on there.

Acting directors Carl de Boor '82 and Michael Crandall told reporters from the

UW News Service that "we do not do any classified research here. We couldn't even if we wanted to because it is not allowed under UW rules." They said that all research in the center is open to inspection by anyone. "The Army Research Office requested that our research findings be submitted to them for approval prior to publication," de Boor said, "and the University flatly denied that request. Our only obligation is to give them copies of any paper or report that is published."

The ARO is the major supporter of work at the center—it will contribute some \$2.2 million this fiscal year—but those funds go for research in interdisciplinary mathematical sciences as relevant to science and industry as it is to the military, the directors said. And while the disarmament group branded the center Madison's "outstanding participant in the race toward nuclear devastation," de Boor observed that the amount given to the UW is hardly an outstanding portion of the \$852 million allocated to colleges across the nation.

As an example of the kind of research conducted at the center, de Boor cited accomplishments in his own area which have been used by automobile manufacturers to design more aerodynamically efficient cars.

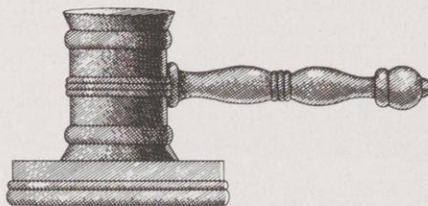
The Math Research Center, now located in the WARF building on the west campus, has been a controversial operation since the years of the Vietnam War. Its location in Sterling Hall was the reason the

building was bombed in August of 1970, an event which took the life of a thirty-three-year-old researcher and did \$6-million damage.

Eight Honored as Distinguished Profs

Again this year, the Faculty Senate gave distinguished teaching awards at the close of the spring semester. The eight who received them are: Lloyd R. Bostian '55, '59, ag journalism; Joy D. Calkin MS'68, PhD'80, nursing; David E. Foster '73, '75, mechanical engineering; Robert P. Fountain, music; Maribeth Gettinger, ed psychology; David L. Nelson, biochemistry; Richard J. Smith PhD '67 (see story on page 6) curriculum and instruction; and Steve J. Stern, history.

The awards are the result of faculty and student recommendations.



Law School Gets New Dean

The dean of law at the University of Idaho assumes the deanship of our Law School in August. Cliff F. Thompson, 48, replaces Orrin L. Helstad, who has returned to teaching after ten years as dean. Thompson earned his law degree at Harvard after studying at Oxford University. He has taught at Idaho since 1978.

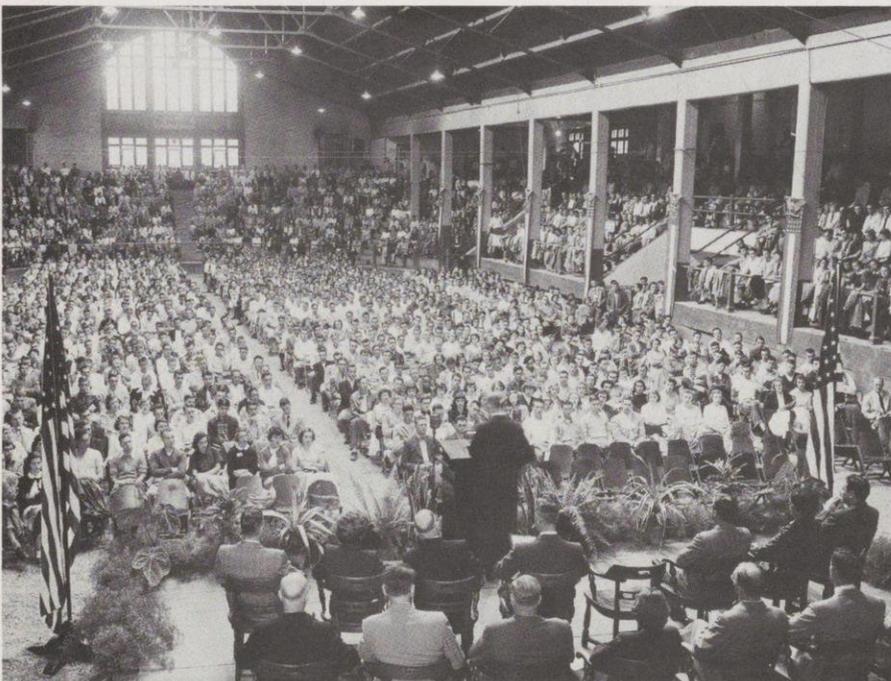
His salary will be \$81,500.

Former Boxers, Fans To Hold Reunion

Former boxing coach John Walsh has announced an August celebration of the fiftieth anniversary of the start of the sport on the campus. All former team members and aspirants—including those assigned here in military service—as well as fans are invited back for the event. The dates are Friday and Saturday, August 26 and 27. Walsh and his successor, Vern Woodward will be on hand, as will the Golden Anniversary team of 1933-34. On Friday night there will be a 6 p.m. dinner at Union South, and on Saturday a Western barbecue and barn-dance at Holmes No-Oaks Ranch. The dinner price is \$10; the barbecue and dance is \$17.50. Reservations and prepayment should be sent to John C. Gibson, 506 Hilton Drive, Madison 53711.

Attendees may take advantage of a special room rate at the Extension guesthouse, Lowell Inn, at the corner of Langdon and Francis streets. Single rooms are \$26; doubles are \$30 per night. Room reservations can be made by phoning (608) 256-2621. □

The Way We Were—13



SEPTEMBER, 1951. Officially it was The President's Convocation, generally it was called Freshman Convocation. At a specified time during fall registration week, all incoming freshmen gathered at the Stock Pavillion where University officialdom greeted them, warned them and read 'em their rights. It was an old practice; some form of it seems to have begun before the turn of the century. By the early '60s attendance had dwindled enough so that the gathering was held in the Field House; late in that decade it moved to the Union Terrace, and then it was no more.

Deaths

In the interests of greater clarity, we're experimenting with this method of listing. Names in capital letters are of the individuals as students. Women's married names appear in parentheses. We'll welcome your comments on this new system.—Ed.

The Early Years

TIEFENTHALER, LEO '08, '09, Milwaukee, in 1979.
HALLS, J. CLARENCE '11, Santa Barbara, in May.
AUSTIN, EDWIN CHARLES '12, Chicago, in February.
WHITAKER (Moore), MAY B. '12, So. Haven, Mich., in March.
SCHWAAB, WALTER F. '13, Nashotah, in 1979.
FREDERICKSON (Schuette), JEAN FYFE '14, Madison, in April.
TROTSMAN, NELSON SMITH '14, San Francisco, in May.
FRYE, CHARLES FRANCIS '15, Oregon, Wis., in May.
LOVEJOY, CARL RUDOLPH '15, Stoughton, in March.
PETTIBONE (Burno), DOROTHY FOSTER '15, Chicago.[*]

[*]Informant did not give date of death.

SPENCER (Strowd), LORAIN CULVER '15, Nashville, in 1979.
GOLDFEIN, IRVING '16, '30, Encino, in February.
MILLER (Osterheld), DORA MAY '16, '49, Madison, in April.
REICHENBAUM (CHANGED TO REICH), DORE '18, Milwaukee, in November.
COLLINS (Weed), FLORENCE E. '19, Evanston, in April.
JACOBS, GERTRUDE MARGARET '19, San Diego, in 1979.
TURNER (Witte), HELEN LOUISE '19, Maumee, Ohio.[*]
BEMIS, GEORGE GORDON '20, '21, MD, Winona, in October.
CHARLSON, MELVIN ROBERT '20, Eau Claire, in 1980.
CHASE, LUCILLE EASTWOOD '20, Santa Fe, in 1982.
GILMAN, ROBERT LOUIS '20, MD, Cheyney, Pa., last July.
KREMERS, LAURA RUTH '20, '24, Burlington, Vt.[*]
LOVELL (Haggart), LOIS VIRGINIA '20, Fargo.[*]
LIEBERMANN (Keck), LUCILE SARA '20, Chicago, in April.
MARSHALL, RICHARD H. '20, Madison, in March.
MCDONALD (Welles), MARY IVA '20, Milwaukee, in April.
RAY, OTTO ADOLPH '20, Salt Lake City, in March.
CARLSON, PAUL ADOLPH '21, '31, Middleton, in March.
DEAN, HARRY CARPENTER '21, '22, Spokane, in January.
GILL, HELEN ETTA '21, Madison, in May.

BLAIR, JOHN PORTWOOD X'22, founder of the nationwide radio/TV spot sales firm that bears his name, one of the first major businessmen to offer a profit-sharing plan to his employees; in Naples, Florida in May.
LONG, JOHN FRANCIS '22, '24, Westfield, Wis.[*]
LORIG, ARTHUR N. '22, place unknown, last December.
MAAG (Toepfer), VIOLA ANNA '22, Milwaukee[*].
MAHER (Kesten), BEATRICE '22, Inverness, Cal., in 1981.
PETERS, DONALD E. '22, '38, Neillsville, in April.
SCHOMISCH, NORMAN N. '22, Appleton, in April.
STEIN, BRUNO ADAM '22, '23, Madison, in March.
BAUM, WALTER HENRY '23, Seattle, in April.
DULEY, FRANK LESLIE PhD'23, Lincoln, Neb.[*]
HAVEN (Aiken), GERTRUDE JEWELLS '23, Phoenix, in March.
NELSON, CARL O. '23, Ettrick, Wis., in January.
ACKLEY (Voss), FLORENCE D. '24, Beloit, in April.
KEISTER (Talbot), MARY LEE MA'24, Huntington, W.Va., in January.
KLINKERT, WM CHARLES '24, Stevens Point, in 1981.
STEPHENS, HENRY LEROY '24, '26, '32, Bowling Green, Ky., in March.
WILEY, HARLEY BEAL '24, Milwaukee, in 1980.
CARR (Keenan), HELEN BENNETT '25, St. Cloud, in March.
JONES, EVERETTE MORGAN '25, '27, Madison, in April.

JONES, RALPH EARL '25, MD, Evergreen Park, Ill./Phoenix, in April.
MARCUS (Heller), BESSIE EDITH '25, Milwaukee, in January.
WALECKA, JOHN ALOIS '25, '29, Wauwatosa, in March.
BREITENBUCHER, JACQUES R. MA'26, Ft. Lauderdale, in March.
CHADA, HARVEY LORENZO '26, '31, '47, Stillwater, Okla., in November.
CRARY (Rahr), VIRGINIA '26, Oak Park, in March.

Correction: We erred in our May/June issue by listing in this section MIRIAM N. CUTLER Freese '27 of St. Paul. She is well. The name should have been MIRIAM TIGAY Cutler '34 of Palo Alto, who died last February. Our apologies to Mr. and Mrs. Freese.

FISCHER (Wegner), SALOME FRANCIS '26, Pierre, S.D., in April.
BROWN (Dick), GERTRUDE MABEL '27, Indianapolis, in March.
DARLING, SYLVESTER J. '27, MD, Mequon, in February.
HAMPL, CONSTANCE ANNA '27, '34, '46, Burke, S.D., in March.
HEIDT, LAWRENCE JOSEPH '27, '28, '30, Arlington, Mass., in April.
HOFFMAN (Weise), LAVONA MARY '27, Elkhorn, in May.
BRANSTAD (Ray), MARGARET EVELYN '28, Ft. Myers, Fla., in April.
DOUGAN, TREVOR C. '28, Hinsdale, in January.
ENGELBRECHT, ELMA CAROLINE '28, Elgin, in April.
HAHN (Nelson), HELEN VIRGINIA '28, Camino, Calif., in March.

continued on page 31

Club Programs

This column serves as a reminder only. Each club sends mailings to members with complete information, including reservation deadlines.

AURORA: August 28, Beer and Brat Fest at Roger Bernard's home, 721 Fordham, 4 p.m. Info: Betty Mabbs, 879-2029.

CHICAGO: September 14, Season Kick-off Cocktail Party, University Club, 76 E. Monroe St, 5-9 p.m., \$5. Info: Steve Sills, 621-2259, days.

FORT ATKINSON: July 31, picnic at the Bell home, South Main Rd, 1-5 p.m. Info: Jeanne Bell, 564-2735.

PORTLAND: August 14, Beer and Brat Fest, Champoeg State Park, 12-6 p.m. Info: Paul Extrom, 646-7912.

Seattle: September 10, Beer and Brat Fest. Info: Claudia Pogreba 783-2231.

Fall Activities

In addition to our open houses at Union South before each home football game, remember these special events.

September 17—(Missouri game) Young Alumni Bash, 10:30 A.M., Union South.*

September 27—Day With The Arts, Wisconsin Center and Memorial Union, all day.

October 22—(Indiana game) Homecoming.

November 5—(Iowa game) Alumni Club Leadership Conference, Union South.*

*Participants in the Young Alumni Bash and Club Leadership Conference may purchase game tickets in our special seating block. See Bash ad on page 22; club leaders will get mailing.



DAY ♦ WITH ♦ THE ♦ ARTS

Tuesday, September 27

Morning Program

Alumni House
Wisconsin Center

(A) *The Colors of Your Life*

In home and office, color affects our energies, our attitudes, even our intellect, the experts tell us. One of them is **Asst. Prof. Joy Dohr** of our School of Family Resources and Consumer Sciences. She'll explain the psychology behind decorators' choices to lift a mood or stimulate or soothe. She'll show you how different shades alter the same interior, and she'll help you determine your own preferences.

(B) *Building a Museum Collection*

In 1970 the Elvehjem Museum of Art purchased an ancient Corinthian pot. It caught the trained eye of **Prof. Warren G. Moon** who, after five years of studying it, pronounced it a treasure. Moon, a specialist in ancient art and classics in our art history department, works with several major museums, and he'll talk about the art market, the detective work and the joys of acquiring collections as remarkable as the Elvehjem's.

(C) *Preserving Historic Wisconsin*

Wisconsin has a rich heritage of cultural features, both historic and ethnic. **Prof. William Tishler** of the department of landscape architecture will discuss them and how they contribute to our quality of life. He'll tell you what many communities and rural areas are doing to conserve and recycle the irreplaceable and significant.

(D) *What Makes The Band?*

Prof. Michael Leckrone, director of University bands, gives you an inside look at the preparation and mechanics that precede a performance. He'll develop a halftime show from concept through rehearsal and the post-performance analysis, and he'll talk about the way band members are selected and the fun and motivation that stimulates them.

Afternoon Program

Union Theater

Howard Karp and Friends.

One of the best-known classical musicians on our faculty, Prof. Karp brings an ensemble of instrumentalists in a half-hour concert.



Speakers Leckrone, Dohr, Moon, and Tishler.

After which . . .

Art Tours: Visit the Elvehjem Museum for the Preston Morton Collection of American Art which will be newly on view there. (At its home in Santa Barbara, it was edited by the EMA's late director, Katherine H. Mead.) There are thirty-eight works by such American greats of the past two centuries as Copley and Inness, Homer, Peto, Henri and Sloan. Or—to the Memorial Union Gallery to view the exhibit of thirty of the bitersweet woodcuts and lithographs of the late Alfred Sessler, who founded the University's printmaking course in 1945. Your guide will be the artist's daughter, **Karen Sessler Stein**, and with his works you see the metal marvels of his friend, Earl Krentzin.

\$15 includes coffee, luncheon

General chairman:
Charlotte Griesmer Peterson '41
Program chairman:
Penelope Swan Wallen '56

Registration and coffee: 8:15—9:15 A.M.

Sessions at 9:30 and 10:40 • You may attend *two* sessions

Luncheon—Noon • Great Hall

Day With The Arts, Wisconsin Center, 702 Langdon St., Madison 53706

Here is my check payable to the Wisconsin Alumni Association, in the amount of \$___ for ___ reservations at \$15 each.

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Circle your choice of two sessions: A B C D

Guest's Name _____ Soc. Sec. No. _____

Address _____

Guest's choice of two: A B C D

No. for Elvehjem exhibit _____ No. for Union exhibit _____

Deaths

continued

MEERY, HAROLD MONROE '28, Rochester, N.Y., in March.
 BENSON, GEORGE BANCROFT '29, MD, San Angelo, Texas, in March.
 VEATCH, GRACE DEMOTTE '29, Danville, Ind., in February.

30s KAHLENBERG, JAMES F. '30, '34, Sarasota, in April.
 BANNEN, JAMES THOMAS '31, Milwaukee, in March.
 KENNEY, ROBERT JAMES '31, Elkhorn, in March.
 MILLER, ENOCH WALTER '31, Milwaukee, in March.
 VOGEL, GLEN FARNUM '31, Seattle, in January.
 MILLER (Kuhlman), RUTH IRENE '32, Beaumont, Texas, in November.
 VARNEY (Metke), IRENE ELLORA '32, Ft. Atkinson, with her husband in a traffic accident in April.
 ESTABROOKS (Pool), ETHEL MAE '33, Oostburg, in 1980.
 KOCVARA, FRANCIS JOSEPH '33, Madison, in April.
 MEYER, MINNIE MARIE '33, '34, '36, Marietta, Ga., in January.

ROSTEN, EDWIN O. '33, who joined the Wisconsin Research Foundation (WARF) in 1934 as an auditor and retired as general manager in 1976. At that time, WARF had presented to the University nearly \$80-million in research funds. In 1978 he received the Distinguished Service Award of WAA. Rosten died in Madison in April.



SMITH, HARLEY A. MA'33, Evansville, Wis., last July.
 CATE, CLINTON ALLAN '34, Ashland, in March.
 TIGAY (Cutler), MIRIAM '34, Palo Alto, in February.
 WAGNER, CHESTER WILLIAM '34, Milwaukee, in January.
 BEZANSON, RANDALL B. '35, Eau Claire, in May.
 SHELL, KENNETH L. '35, Green Bay, in May.
 BALL, RUTH GARDNER '36, '42, Zanesville, Ohio, in March.
 HELLER, CARL GEORGE '36, MD'40, Poulosbo, Wash., in November.
 LAURENT, FRANCIS WM. '36, '37, Stanley, in March.
 OZANNE, DALTON ROBERT '36, '37, Hollister, Calif., in April.
 BURNS, JOSIE AVA MA'37, Jackson, Miss., in 1981.
 HUFFMAN, WILLIS BURTON '37, Fond du Lac, in April.
 REIERSON, RICHARD WOODROW '37, Madison, in May.
 KILLEEN, EMMET ROBERT MD'38, Green Bay, in April.

KUST, MATT JEROME '38, Alexandria, Va., in January.
 STEIN, EUGENE '38, Duluth, in March.
 KOEHN, RICHARD WILLIAM '39, Oshkosh, in April.
 MELOY, DONALD FREDERICK '39, '43, Cross Plains, in April.

40-50s TANK (Hardin), HELEN ELIZABETH '40, Prairie Village, Kan.[*]
 HEINSOHN, LORENZO MPh'41, Visalia, Calif., in March.
 ZIMMERMAN (Schlick), BETTYE JANET MPh'41, Lower Lake, Calif., in March.
 NEARY, WILLARD FRANK '42, Wauwatosa, in April.
 TEN PAS, RAYMOND HENRY '42, MD'49, Sheboygan, in March.
 VOELZ, ROBERT EDWARD '43, Tomahawk, in May.
 WAPLES, ELIOT OTTO PhD'46, Ft. Collins, Colo., in April.
 AHLMANN, ELMER FREDERIC '47, '48, Milwaukee.[*]
 BERGER, WALTER JESSE '47, MD'48, Santa Ana, Calif., in November.
 DICKEMAN, RAYMOND LOUIS '47, '49, Bellevue, Wash., in March.
 ENGSBERG, MARY LOUISE '47, Upper Montclair, N.J., in March.
 GREENBERG, SIDNEY '47, Milwaukee, in 1980.
 JONES, ARTHUR ROBERT '47, '49, Beloit, in May.
 NILES, ALLEN WILSON '48, Cocoa Beach, Fla., in April.
 TANCK, GILBERT JULIUS '49, Kenosha, in 1982.
 HOWLAND, DONALD EVERETT '50, MD'53, Phoenix, in 1981.
 KARLSON, JOHN HOPKINS '50, Greendale, in March.
 SCHUMACHER, ARTHUR WM. JR. '50, '54, Milwaukee, in April.
 BERTE, FRANK '51, Enumclaw, Wash., in March.
 HOFF, RUSSELL PETER '51, White Bear Lake, Minn., in May.
 JOHNSON (Hagen), GWEN LEONE '51, New Berlin, in December.
 WELLS (Darnes), ALMA IRENE MS'51, Springfield, Ill., in April.
 HERMANN, VICTOR HENRY '52, Green Bay, in March.
 DEVINE, WM. JAMES '53, '60, Galena, Ill., in March.
 GOGGINS, JOHN WM. '53, Wisconsin Rapids, in 1980.



BUNN, Peter '56, '61, Madison, the secretary of the faculty since 1978 and in campus administrative posts since 1961, in a June 15 plane crash near Janesville. Memorials in his name to the Kubly Viking Scholarship Fund, c/o UW Foundation, 702 Langdon Street, Madison 53706. Also killed in the crash was HENRY WILSON MD, who was a resident in internal medicine at University Hospitals from 1974-77 and a fellow in 1978-79.

FISHER, ALLEN '54, West New York, N.J., in November.
 CARUSO, CARL '55, Madison, in March.
 BOARDMAN, MABEL ELIZABETH MS'56, East Lansing, in March.
 KLINEFELTER, HARLOW JOHN '57, Madison/Frankfurt, Germany, in May.
 SELBO, WARREN KENNETH MS'57, Stoughton, in May.
 DANIELS, ROGER WILLIAM MM'59, Oshkosh, in April.

60s COHEN (Steinbert), ELIZABETH LEE '63, Rye, N.Y., in April.
 SWANCUTT (Stewart), DOROTHY JEAN MS'63, Milwaukee, last August.
 TEITGEN, ELIZABETH SUE '63, Northbrook, Ill., in April.
 HEINEMANN, THOMAS JOHN '65, Wausaukee.[*]
 NOYOLA, DAVID GABRIEL '65, Madison, in April.
 NEBEL, CARL H. JR. '67, Menasha, in December.
 WEBER, EDWARD DAVID '68, '71, Milwaukee, in December.
 WORDEN, JAMES LEWIS '68, Austin, Texas, in April.
 BICKELHAUPT (Hall), LOIS ANN MS'69, San Mateo, Calif.[*]
 HOOD, CHRISTOPHER ROBIN MA'69, Salt Lake City, in April.

70s ERBS, JOSEPH ARTHUR '72, Cambridge, Mass., in March.
 SHARLIN, ALLAN NATHAN MA'72, PhD'76, Princeton, N.J., in March.
 CROWLEY, WILLIAM PATRICK III '74, MD'78, San Francisco, in April.
 SCHLICHT, YVONNE ANNE '77, '80, Marietta, Ga., in March.

Faculty and Staff

Former basketball coach WILLIAM COFIELD, Madison, of cancer, in June. He was forty-three years old. When Cofield replaced John Powless in 1976 he became the first black head coach in the Big Ten. He resigned under pressure at the end of the 1981-82 season with a six-year record of 61-103.

Asst. Prof. ANTHONY C. KLUG, 34, Madison, of the computer science faculty since 1978, in a bicycle accident in June.

Emer. Prof. ANDRE C. LEVEQUE PhD'32, Madison, in April. He was on the French faculty for forty years until retirement in 1970. Memorials to the French House, 633 N. Frances Street, Madison 53703.

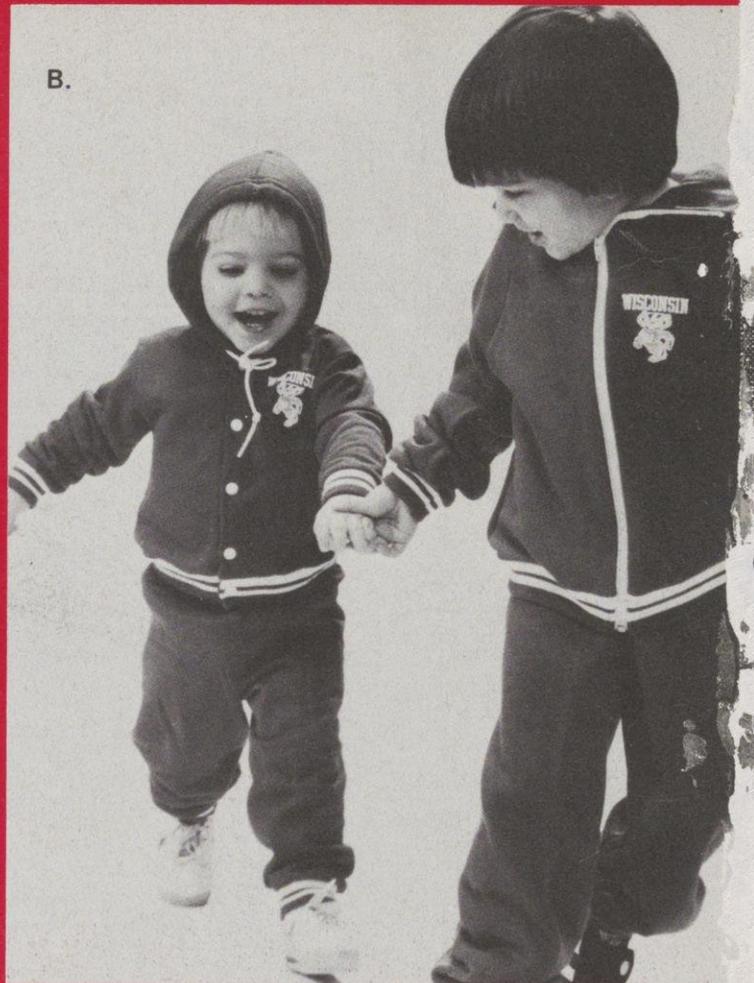
Emer. Prof. MARTIN B. LOEB, 70, Madison, in April. He was the founder (1973) and former director of our McBeath Institute on Adult Life and Aging, and director of the School of Social Work from 1965 to 1973. He retired in 1980 after nineteen years on the faculty. Memorials to the Director's Fund of the School of Social Work, c/o UW Foundation, 702 Langdon Street, Madison 53706.

Emer. Prof. WM. H. MCSHAN, 80, Madison, in May. He joined our zoology faculty in 1936 and remained on it until 1973. □

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