



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

Bascom Plaque.

[Madison, Wisconsin]: [s.n.], [s.d.]

<https://digital.library.wisc.edu/1711.dl/ZOHXX3XLOWBD28R>

This material may be protected by copyright law (e.g., Title 17, US Code).

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

Bascom
Plaque

FOR IMMEDIATE RELEASE 5/4/99
CONTACT: Russell Panczenko, (608) 263-3842; Cameron Wilson, (718) 852-8894

LINCOLN STATUE, UW'S CAMPUS ICON, TO GET RESTORATIVE CLEANUP

MADISON - In case you haven't taken a hard look at him lately, Old Abe is under the weather -- because he's under the weather.

The bronze statue of Abraham Lincoln on the top of Bascom Hill at the University of Wisconsin-Madison is minutely corroding away with each drop of acid rain. Abe will, very gradually, start to lose his features if left unattended and exposed to the predations of pollution.

The statue, by sculptor Adolph A. Weinman, was a gift of UW alumnus and regent Thomas E. Brittingham in 1909. It is the only replica of Weinman's statue at Hodgenville, Ky., near Lincoln's birthplace.

Needless to say, the statue today does not have the even bronzy-brown appearance that it did in 1909 or that it would have, had it been indoors. It now sports a streaky green-and-black look that some may assume is "natural."

Well, corrosion may be natural, but it's also unhealthy for Abe. Without cleaning and protection, he is doomed to slow-motion disfigurement over the years, with his facial features and other details the first to go.

"One big myth is that outdoor sculpture will stay there forever, but everything is susceptible to the elements," says Russell Panczenko, director of the Elvehjem Museum of Art and curator of important art on campus. "Maintenance of the Lincoln statue is part of the responsibility of owning it."

Here's good news, he adds, for all those who consider Abe to be an important campus icon: Help for the great president is on the way. As part of the sesquicentennial celebration of its founding, the university has contracted with Cameron Wilson of Brooklyn, N.Y., to spend a week with Abe in September.

Wilson is a nationally known art conservator and owner of his own business, Wilson Conservation. During his visit to UW-Madison this fall, Wilson will remove active corrosion agents from Abe along with remnants of red and green paint left by vandals. He also will clean the statue's base and hot-wax the bronze. The hot wax has a corrosion inhibitor and will be reapplied each year.

"The statue will appear dark brown-green with much less streaking," says

Wilson, "which will bring it closer to its original appearance. The artist didn't intend for it to have green and black streaks - that's just what happens to statuary outside."

Abe's clean-and-wax job will show him off to greater advantage. "Corrosion distracts the viewer from the work of art itself," says Wilson. "After Abe is cleaned, you'll be able to read his form better."

You'll also be able to see details more easily that now require the peer-and-squint approach. For example, a layer of green corrosion makes it hard to see the eagle on the back of Abe's chair.

Wilson will also clean and wax the two dedication plaques near the statue, as well as a plaque with the Gettysburg Address and the "sifting and winnowing" plaque on the front of Bascom Hall. Like the statue, they're displaying the deleterious effects of being outdoors.

Wilson's work will have a hallmark: gentleness. He'll remove corrosion products from Abe with medium water pressure or crushed deoiled walnut shells. And he'll use techniques on the "sifting and winnowing" plaque that clean and protect without substantially altering appearance. In other words, Wilson will not strip the statue and plaques down to like-new condition, and for good reason.

"Some corrosion agents on Abe, for example, are now inactive and stable and form a kind of protection," says Wilson. "Stripping a bronze down to the metal means you are removing part of the metal's surface, which is not an accepted technique in conservation anymore."

In the end, the cure for what ails Abe is responsible stewardship. "We don't want to pretend that time hasn't passed for Abe," says Panczenko. "But at the same time we want to preserve the statue's artistic integrity so it can continue to be a campus icon."

After Wilson completes his work in September, the statue will be unveiled during homecoming weekend Oct. 15-16.

###

- Jeff Iseminger, (608) 262-8287

CONTINUAL AND FEARLESS

THE SIFTING AND WINNOWING
STORY



University
of Wisconsin
Parkside

MEMORIAL, CLASS OF 1910.

“BY WHICH ALONE THE TRUTH CAN BE FOUND”

REDEDICATION CEREMONY

Nov. 30, 1998 • WYLLIE HALL



P R O G R A M

- “ACADEMIC FREEDOM ON TRIAL” W. LEE HANSEN
Professor Emeritus of Economics, UW-Madison
Editor, “Academic Freedom on Trial: 100 Years of Sifting and Winnowing at UW-Madison”
- “SIFTING AND WINNOWING AND THE PROGRESSIVE ERA” JOHN BUENKER
Professor History, UW-Parkside
Author, “The History of Wisconsin: The Progressive Era 1893-1914”
- SIFTING AND WINNOWING AT WORK UW-PARKSIDE STUDENTS
Students Laura Schmalgemeier, Kevin Massarelli, Ed Stein, Ben Krenke and Amanda Bulgrin
will discuss current scholarship and research projects
- PLAQUE REDEDICATION STATEMENT AND UNVEILING JOHN P. KEATING
Chancellor, UW-Parkside

FREEDOM UNDER FIRE

Professor's 1894 trial became a
beacon for academic freedom

PROFESSOR RICHARD T. ELY WAS AN ANARCHIST. Ely was a socialist, an author of “utopian, impracticable and pernicious doctrines.” He was a pro-union rabble-rouser who preferred “dirty, dissipated, unmarried, unreliable and unskilled” workers.

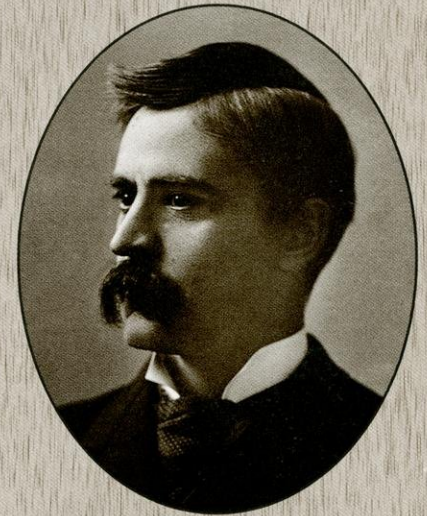
He was a threat to the American way of life.

So you might believe if you read the scathing charges leveled against the UW economics professor in a national magazine by the outspoken Wisconsin superintendent of public instruction.



Richard T. Ely
Professor Stood Accused

PHOTOS COURTESY OF UW-MADISON ARCHIVES



Oliver Wells
Scandalous Accusations



BIG NEWS: *The Ely “inquisition,” as a Madison newspaper described it, drew heavy media coverage from around the nation.*

The clash between Ely and former school teacher Oliver E. Wells in 1894 led to a highly publicized trial. The professor was eventually cleared, but what was remembered for generations were the words issued by the Board of Regents after the trial — so powerful and timeless they were cast into bronze.

The words used to clear Ely - which the professor later called “part of the Wisconsin Magna Charta” - were ensconced on a large tablet and eventually bolted to Bascom Hall at UW-Madison.

Wisconsin Magna Charta

“Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found,” the plaque reads.

Those words became more important for UW-Parkside in 1998, when two duplicates

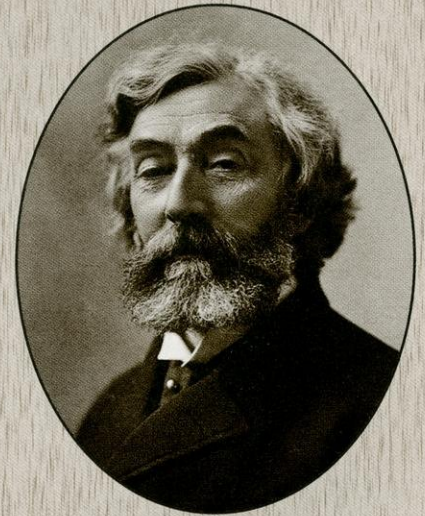
of the famed plaques were freed from a 25-year dormancy in the archives, restored and prepared for installation on campus (see related story).

The plaques are symbols not only linking the university to a proud tradition, but also a modern beacon defending the creation of knowledge that is at the heart of University of Wisconsin education.

“The principles of academic freedom have never found expression in language so beautiful, words so impressive, phrases so inspiring,” said UW President Charles Van Hise at the plaque’s dedication in June 1915.

Theodore Herfurth, a member of the class of 1894 who later wrote a history of the sifting and winnowing story, said the memorial plaque “stands as a sentinel” to guard the progressive spirit of the University.

“When time and the elements shall have effaced every resistive letter on the historic bronze tablet, its imperishable spirit shall still ring clear and true,” Herfurth wrote in



Charles Kendall Adams
‘Sifting and Winnowing’ Author

“Sifting and Winnowing,” published in 1948.

Ely probably couldn’t have imagined such an outcome when Wells, an ex officio member of the UW Board of Regents, attacked him in a 535-word letter to the editor of The

Nation titled "The College Anarchist," published in the July 12, 1894 issue.

Ely, a distinguished political economist, had among his concerns the welfare of the working class and organized labor. He interacted with the labor movement, and wrote about socialism and the social aspects of Christianity in his textbooks

A Covert Socialist?

But Wells' frontal attack accused Ely of fomenting strikes at the Democratic Printing Co. and the Tracy-Gibbs Printing Co. in Madison, and of boycotting a non-union printing company. Wells said Ely's writings masked a covert socialism that constituted an "attack on life and property such as this country has already become too familiar with."

The wide national publicity that followed forced the Board of Regents to appoint a three-member trial panel to investigate Ely in what the Madison Democrat newspaper called an "inquisition."

During a three-day hearing in the UW-Madison Law Building that began Aug. 20, 1894, Wells' attorney attempted to show Ely's teachings were "utopian," "pernicious" and intended to "produce unrest in the lower classes," according to media accounts.

While disturbed about the attack, Ely said he was not overly concerned. "These views are public property," Ely wrote, "and I am willing to bide my time for an unprejudiced public to approve or condemn."

But Wells' accusations began to unravel as

exaggerations, half-truths and misrepresentation.

Testimony showed that Ely did not coerce or direct strikers, boycott non-union shops or promote anarchy. In fact, Ely was hailed as one of America's foremost minds on political economy.

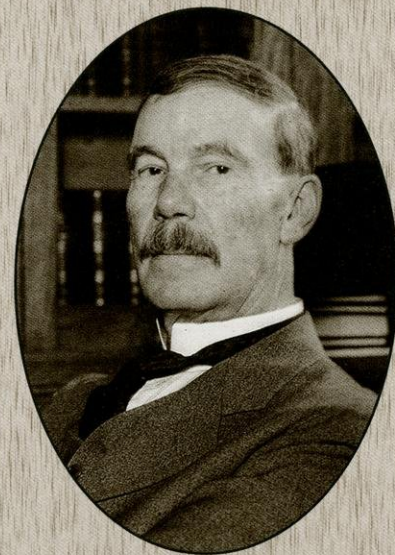
E. Benjamin Andrews, president of Brown University, wrote that to dismiss Ely would "be a great blow at freedom of university teaching." UW President Charles Kendall Adams, after reviewing Ely's writings, said not even "a paragraph or sentence ... can be interpreted as an encouragement of lawlessness or disorder."

Wells abandons his crusade

By the final night of the trial, Wells didn't bother to show. He withdrew his complaint. While stubbornly arguing against Ely's writings, Wells admitted he had gotten some of his facts wrong.

The trial board's report issued to the Board of Regents on Sept. 18, 1894 went beyond an exoneration of Ely. Regents unanimously adopted the report, sending a signal through the ages of its commitment to freedom of inquiry.

"We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge," read the report, believed to be written by UW President Adams. "In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead."



Professor E. A. Ross
*1910 Accusations Led to
Casting of 'Sifting' Plaque*

Another Threat to Freedom

While the poetic words made a statement, they were not resurrected for nearly 20 years when yet another UW professor stood accused of impropriety. Sociology professor Edward A. Ross was accused of consorting with an anarchist and giving a speaking platform to a man who promoted immorality.

Regents were so incensed with the 1910 allegations against Ross that they approved a statement of censure. Suggestions were made that Ross be fired. UW President Charles Van Hise led a vigorous defense of Ross against what again proved to be some-

what dubious allegations. Regents failed to take action against Ross.

A Plaque is Born

Fearing that academic freedom was again in jeopardy, the class of 1910 decided to have the famed sifting and winnowing statement cast into bronze and presented to the University as a gift.

Using scrap plywood and pattern-maker's letters, student Hugo Hering created the somewhat crude pattern and had it cast at Madison Brass Works Inc. for \$25.

Feeling the plaque was a political statement and a slap in the face, Regents rejected it in June 1910. The plaque went into dusty storage in a UW basement.

It wasn't until 1915 when tempers had cooled that the plaque was rescued from storage, bolted to the door post of Bascom Hall and formally dedicated.

"It was one of the cases that defined academic freedom in this country," said W. Lee Hansen, professor emeritus of economics at UW-Madison and editor of "Academic Freedom on Trial," a new book about the plaque. "I don't know of any other schools that have statements that are that concise and expressive."

Plaque Stolen in 1956

The plaque stood as a symbol of freedom for 41 years before pranksters removed it from its hallowed spot on Bascom Hall in 1956.

Just as a fund was being established to recast the plaque, police found the 255-



DEDICATION DAY: UW President Charles Van Hise speaks at the plaque dedication in June 1915.

pound plaque near a trail on campus. It was rededicated in 1957.

In 1964, Racine attorney Kenneth Greenquist, a member of the Board of Regents, sponsored a resolution to create duplicates of the famous plaque for the UW Center campuses.

Plaques were installed at the Racine and Kenosha campuses in 1965 and 1966 on what is now Gateway Technical College's Lake Building and Bradford High School.

UW-Parkside took possession of the plaques at its founding in 1968.

Local ties to the 'sifting' plaque

NATHAN D. FRATT — The Racine banking pioneer and former state senator was a member of the Board of Regents during the 1894 Ely trial.

ALEXANDER J. HORLICK — The president of the Horlick Malted Milk Co. and former Racine mayor was a Regent during the 1910 plaque controversy.

IRVIN G. WYLLIE — While a UW history faculty member, Wyllie edited "Sifting and Winnowing," written by Theodore Herfurth in 1948. Wyllie went on to become UW-Parkside's first chancellor.

RESTORING A TRADITION

For more than 25 years, UW-Parkside's two duplicates of the famed "sifting and winnowing" plaques that memorialize the Richard Ely trial sat in a corner of the Archives, virtually untouched.

On at least two occasions, efforts were made to put the famous plaques on display, but to no avail. Then in 1998, with the University's 30th anniversary looming, Interim Chancellor Gordon Lamb decided the time had come to give the plaques their proper due.



CHRIS PIZTNSKI

NICE FINISH: Martha Glowacki (left) and Mary Dickey put final polish on the restored plaque.

Old trophies line the shelves inside the former Madison Brass Works on the East Side of Wisconsin's capital city. Just feet from where craftsmen over the years made everything from airplane parts to torpedo components sit icons of more leisurely pursuits: a bowling champion from 1949, boat racing trophies from the former owner.

They sit seemingly untouched since the day they were placed there nearly 50 years ago.

Much about the wood-frame foundry seems in a time warp. Old foundry patterns hang along the side walls like suits in a closet. The floor is stacked with flasks and jackets for pouring and forming molten metal. A huge green muller sits in the center, used to mix sand and coal dust. It looks straight from the 1940s.

It's a good thing this place lives in the past. This building where the University of Wisconsin's famous "sifting and winnowing" plaque was made in 1910 came to play a big role in UW-Parkside's project to restore and display its versions of the 255-pound plaque in 1998.

The Madison Brass Works technically no longer exists. Now the Celestial Stone Foundry and Forge, the company and its one employee/owner helped repair and restore UW-Parkside's two sifting and winnowing plaques and cast a rededication plaque using the very same pattern-maker's letters from the original.

In 1910 when UW-Madison student Hugo

Hering made what he later called the “purely hand-made” wooden pattern for the sifting and winnowing plaque, he couldn’t have intended for it to survive much beyond creation of the one plaque.

His effort not only survived his time, but it may still exist today. When contacted by UW-Parkside in early 1998 about making rededication plaques, Tom Pankratz, the owner of Celestial Stone Foundry, located the old wood pattern buried under others at the foundry. He can’t be sure it is the exact version from 1910, but it is a distinct possibility.

“It was accidental that it survived to this day,” Pankratz said, surveying the old pattern, which was badly singed by a fire at the foundry in the 1960s. “It was buried under something.”

Dave Olson, a retired Madison Brass foundry worker who volunteered his time to work on the UW-Parkside project, said it was unusual for patterns to survive long-term. “Most places would either return it to the owner or get rid of it,” he said.

Pankratz carefully lifted letters from the historic pattern to create a plaque for UW-Parkside that states: “Rededicated 1998.” It has the look and feel of the first sifting and winnowing plaque with the added historic flavor from the original letters.

Pankratz also found a master copy of the bronze anchor covers that adorn the original plaque on Bascom Hall at UW-Madison. The ornate, 1.25-inch square tablets were used to cover the holes where the anchors were



CHRIS DUTZOSKI

PIECE OF HISTORY: Tom Pankratz examines what could be the original plaque foundry pattern.

inserted to hold the plaque in place. Using the master, Pankratz created matching anchor covers for UW-Parkside’s plaques.

“Originally it was probably made by a hand carver,” Olson said.

Artists Martha Glowacki and Mary Dickey of Sylva Designs of Sauk City worked with Pankratz to repair and restore the two 4-by-5-foot plaques. The UW-Parkside plaques were cast in 1964.

The holes drilled in the plaques when they

hung at the old UW Centers in Racine and Kenosha were welded and new holes drilled to match the original plaque. The black surface under the brass letters was repaired and repainted. The brass surfaces were machine- and hand-sanded and polished. At completion, the restored plaques had a luster probably matched only by the original sheen.

Glowacki also created plaques that include explanatory text briefly telling the sifting and winnowing story. Those exquisite bronze



CHRIS DUTYNSKI

HOT METAL: Tom Pankratz pours molten bronze to make the 'Rededicated 1998' plaques.

plaques have etched letters and an etched photo of the UW-Parkside campus.

"We enjoyed the project," Glowacki said. She, Dickey and Pankratz, all UW-Madison graduates, said it was a privilege to work on a project of such historic importance to the university.

•••

In the case of the sifting and winnowing plaques, the third time was a charm. A committee of the 20th anniversary first attempted to find a suitable location for the plaques, but that effort was never completed. In 1992, Interim Chancellor John Stockwell expressed desire to install the plaques, but the project didn't happen before he left the university.

In 1998, Interim Chancellor Gordon Lamb saw an opportunity to install the plaques, tie them in to the 30th anniversary and promote a longstanding tradition of academic freedom.

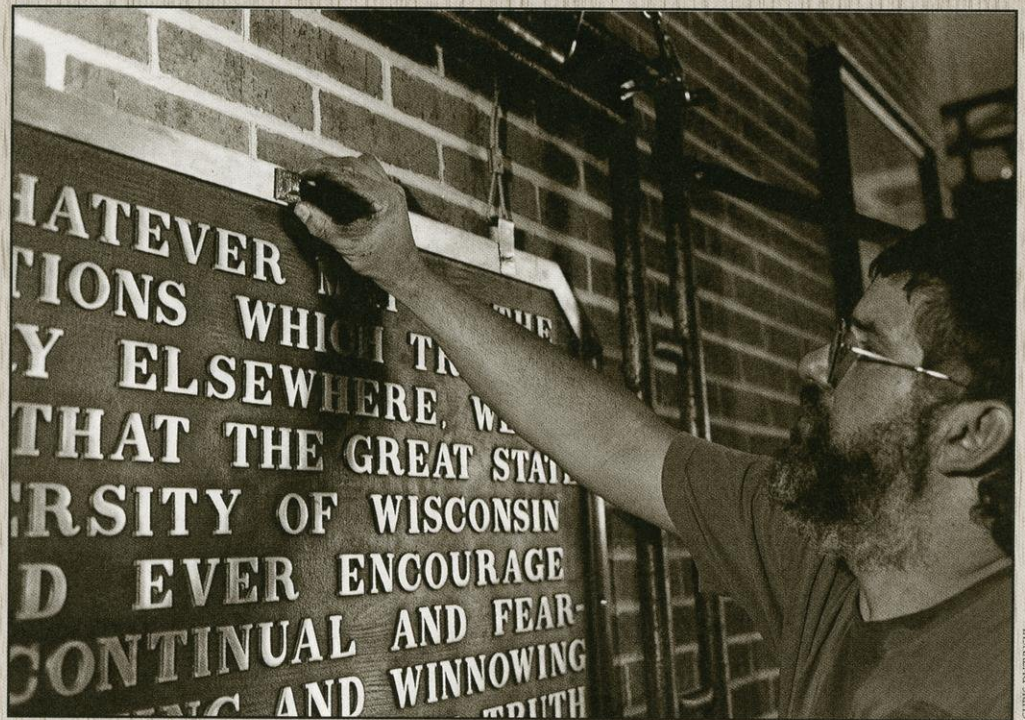
"The plaques symbolize such tradition," Lamb said. "I felt it was important the campus embrace the history and the tradition. The 30th anniversary was the perfect opportunity for that."

The plaques were installed just outside the Library near the portrait of founding Chancellor Irvin Wyllie and outside of the Admissions Office in Molinaro Hall.

And the rest, as they say, is history.

PLAQUE LOCATIONS

- UW-BARABOO/SAUK COUNTY, mounted on quartzite outside main building.
- UW-MADISON, Bascom Hall.
- UW-MANITOWOC, East Building.
- UW-MARATHON COUNTY (Wausau), near the theater in the former main building.
- UW-MARINETTE, Main Building.
- UW-MARSHFIELD, shared lobby of administration building, science building and student center.
- UW-MILWAUKEE, Mitchell Hall.
- UW-ROCK COUNTY (Janesville), Williams Hall.
- UW-SHEBOYGAN, Main Building.
- UW-WASHINGTON COUNTY, Union.
- UW-WAUKESHA, Hallway at intersection of Administration/Northview Hall.



CHRIS DUZYNSKI

INSTALLATION: Pankratz tests the position of an anchor cover as the plaque hangs from a hoist.

SIFTING AND WINNOWING ACKNOWLEDGEMENTS

SIFTING & WINNOWING COMMITTEE

Gordon Lamb, Joe Hanneman,
Ellen Pedraza and Don Kolbe

FOUNDRY WORK AND CASTINGS

Tom Pankratz
Celestial Stone Foundry and Forge
Dave Olson
Retired, Madison Brass Works Inc.

PLAQUE RESTORATION

Martha Glowacki, Mary Dickey
Sylva Designs, Sauk City

MEMORIAL PLAQUE

Joe Hanneman
Writing and design
Martha Glowacki
Etching and execution

PUBLICATIONS

Joe Hanneman
Writing and design
Ellen Pedraza
Research assistance

EVENT PLANNING

Gwen Kristan
University Relations

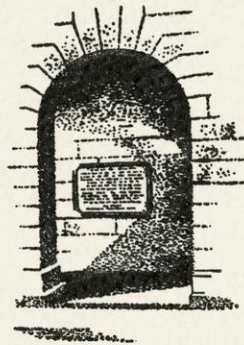


University of Wisconsin-Parkside

900 Wood Road, PO Box 2000 • Kenosha WI 53141-2000

Bascom Place

Sifting and Winnowing



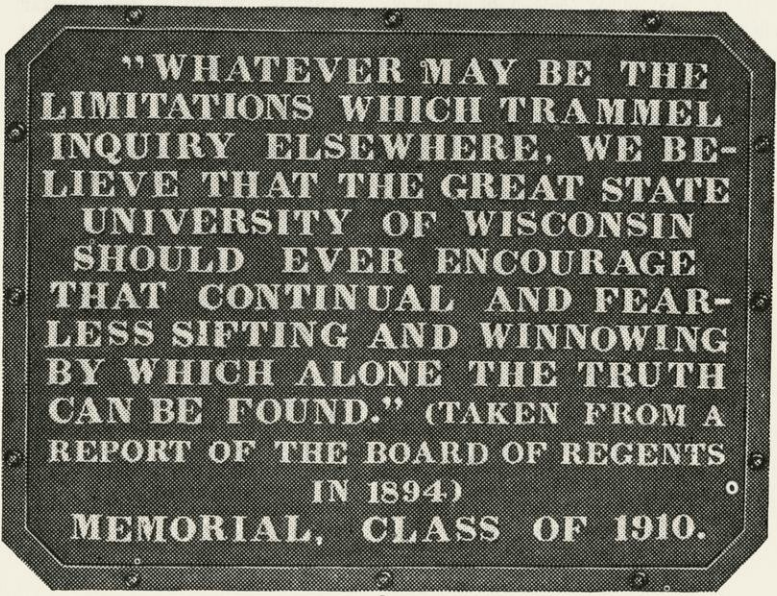
By THEODORE HERFURTH

**Published by the University of Wisconsin
Copyright, February, 1949
by Theodore Herfurth
Second printing 1983**

Sifting and Winnowing

A Chapter in the History of
Academic Freedom
at the
University of Wisconsin

By Theodore Herfurth



**"WHATEVER MAY BE THE
LIMITATIONS WHICH TRAMMEL
INQUIRY ELSEWHERE, WE BE-
LIEVE THAT THE GREAT STATE
UNIVERSITY OF WISCONSIN
SHOULD EVER ENCOURAGE
THAT CONTINUAL AND FEAR-
LESS SIFTING AND WINNOWING
BY WHICH ALONE THE TRUTH
CAN BE FOUND." (TAKEN FROM A
REPORT OF THE BOARD OF REGENTS
IN 1894)
MEMORIAL, CLASS OF 1910.**

Dedication

Genevieve Gorst Herfurth, my wife, was a gracious member of the Class of 1910. Her lamented demise occurred on December 26, 1943.

She had pride in the traditions of her class and recounted with fine pleasure her experiences as a member of it. In conversation she often referred to the class memorial tablet and quoted from it—particularly the words “that continual and fearless sifting and winnowing by which alone the truth can be found.” Her references to the intriguing words gave original impulse to my desire to identify their author and, later, the incentive to examine and record available facts and legends relating to the tablet itself, the reasons underlying its initial rejection by the Regents, the cause of the five-year deferment of its authorized dedication, and, finally, its antecedent history.

To her revered memory this study is dedicated.

THEODORE HERFURTH

Preface

Bascom Hall is the citadel of power of the University of Wisconsin. In this building the Regents of the University officially convene. Theirs is the prerogative and the responsibility to establish, to defend, and to preserve the spiritual, the ethical, and the cultural values which comprise the essence of a great university. Securely riveted to the wall in the loggia, immediately to the left of the main entrance, is a tablet cast in enduring bronze. In picturesque language the tablet heralds to the world that the University of Wisconsin is permanently dedicated to the principle of academic freedom. By reason of its location the plaque extends a greeting and flings a pertinent challenge to university officials and to the multitudes who enter Bascom Hall by its main portal. The tablet proclaims:

WHATEVER MAY BE THE LIMITATIONS WHICH TRAMMEL INQUIRY ELSEWHERE, WE BELIEVE THAT THE GREAT STATE UNIVERSITY OF WISCONSIN SHOULD EVER ENCOURAGE THAT CONTINUAL AND FEARLESS SIFTING AND WINNOWING BY WHICH ALONE THE TRUTH CAN BE FOUND.

Whence came this noble sentiment, and why? Upon whose excellent mind was the thought first mirrored, and whose facile pen etched it out in words so colorful and expressive? Perhaps the words "sifting and winnowing," thoughtfully penned by their author, hark back to that earlier day when he, himself, as a farm boy, may have been required to turn the crank of a winnowing machine, then very generally used by farmers, which separated chaff and refuse from good grain. That early experience and simple lesson may have prepared his mind for a master stroke of his pen in later years in framing a great declaration. At whose behest was this permanent declaration of academic freedom cast in bronze? By whose dictum, under what circumstances, and when was it erected in so prominent a place? To answer these and related questions is the object of this study.

To all who have assisted in this reconstruction of the past, I express sincere appreciation.

THEODORE HERFURTH

Madison, Wisconsin
Spring, 1948

I

THIS STORY of the struggle for academic freedom at the University of Wisconsin begins with a political revolution in the year 1890. In the preceding year the Republican legislature, under Governor William D. Hoard, had passed the Bennett Law which brought all parochial schools under the control of the State Superintendent of Public Instruction. Despite the protests of those favoring complete independence for parochial schools the Republicans chose to support the Bennett Law in the election of 1890. The first plank of the party platform disclaimed any design "to interfere in any manner with such schools, either as to their terms, government, or branches to be taught therein," and argued that since the law was "wise and humane in all its essential purposes" it should not be repealed.

Opposedly, the last plank of the Democratic platform contended that the law represented needless interference with parental rights and liberty of conscience, and denounced the regulation as "unnecessary, unwise, unconstitutional, un-American and undemocratic." The Democrats demanded repeal.

In the campaign which followed, debate centered principally on the Bennett Law. Republicans plastered all parts of the state with placards bearing a picture of the little red school house and a legend urging support of the law. Their campaign failed. Except for the single term of Governor Taylor, (1874-1876), the Republican party had dominated in Wisconsin since 1856. In 1890 the Republican control was broken. George W. Peck of Milwaukee, author of widely known stories about *Peck's Bad Boy*, became Democratic governor for two consecutive terms. Under Democratic auspices the legislature promptly repealed the Bennett Law.

The Democratic victory also elevated Oliver E. Wells, an obscure teacher from Appleton, to the office of State Superintendent of Public Instruction. He assumed his position July 1, 1892. By virtue of this office, Wells automatically became an *ex-officio* member of the Board of Regents of the University of Wisconsin. Within a few years he achieved notoriety by becoming the antagonist and violent public accuser of Professor Richard T. Ely, liberal director of the School of Economics, Political Science and History at the University.

Professor Ely had come to Wisconsin as one of America's most distinguished political economists. He had taken his doctorate at Heidelberg in 1879, and after 1881 had been a member of the faculty of the Johns Hopkins University, then the foremost graduate institution in the United States. According to Professor Edward A. Ross, who had taken work with Ely at Hopkins, his courses were by far the most pervasive and influential offered in the social sciences. Long before he had moved to Madison, Ely had freed himself from orthodox free-

trade economics and had pioneered with a realistic, inductive approach to the subject. Since his economics aimed at promoting the welfare of human beings, Ely's attentions turned frequently to the concerns of the workaday world. He had a special interest in organized labor, an interest which involved him in dispute with Oliver E. Wells shortly after his removal to Madison.

Labor relations had been untroubled in Wisconsin's capital city prior to Ely's arrival. Then in the winter of 1892-93 a union organizer named Klunk, of Kansas City, came to town to organize the printers of the Democrat Printing Company. In January the printers struck, just as the company began fulfillment of its contract for state printing, which in that year amounted to more than \$25,000. The company imported strike breakers and housed them in upper rooms of the Democrat building. There were numerous fights, clubbings, a stabbing in a North Pinckney Street saloon, and other disorders between strikers and strike breakers. A lockout followed the failure of the strike.

Within seven weeks there was another unsuccessful strike, this time at the shop of Tracy-Gibbs Printing Company. Five weeks before the strike Professor Ely called on W. A. Tracy to urge him to unionize his shop. At the time Ely was secretary and member of the executive committee of the Christian Social Union, an organization which sought to apply Christian principles and pressures to the solution of social problems. The printing of the organization's periodical was in Ely's hands, and it was his expressed desire to have this work done in a union shop. When he spoke to Tracy about the desirability of unionizing his shop he coupled the request with a veiled hint that unless the shop were organized the officers of the Christian Social Union might require him to withdraw the printing from Tracy-Gibbs. Ely spoke to Tracy five weeks before the strike, during the strike, and again after the strike, always in the same vein. His suggestions were adroitly discreet: in personal capacity he never threatened a boycott. However, Tracy thought he could divine the professor's intent.

While talking with Tracy about the strike, Superintendent Wells heard of Ely's urgings in the matter. Wells also interviewed strikers at the Democrat company, from whom he gained the impression that Ely had not only fomented their strike, but had also conferred with, advised, and entertained Klunk, the organizer. His suspicions aroused, Wells then read Ely's new book, *Socialism: An Examination of Its Strength and Its Weakness, with Suggestions for Social Reform*. Wells' hasty conclusion was that the book was a piece of rank socialistic propaganda.

Convinced that Ely was an economic heretic, Wells resolved to move against him. Several times he complained to President Charles Kendall Adams and the Regents about Ely's diabolical practices and teachings.

They were not interested. Disappointed by his inability to get official action, Wells decided to make public charges against Ely, charges which would force the Regents to take cognizance and settle the question for all time.

On July 5, 1894, Wells prepared a scathing, excoriating and denunciatory letter which *The Nation* published under the heading, "The College Anarchist." It read as follows:

TO THE EDITOR OF THE NATION:

Sir: Your statement in the last *Nation*, to the effect that there is a sort of moral justification for attacks upon life and property based upon a theory which comes from the colleges, libraries, and lecture rooms, and latterly from the churches, is supported by the teaching and the practice of the University of Wisconsin.

Professor Ely, director of the School of Economics, believes in strikes and boycotts, justifying and encouraging the one while practicing the other. Somewhat more than a year ago a strike occurred in the office of the Democrat Printing Company, the state printers. An agitator or walking delegate came from Kansas City to counsel and assist the strikers. He was entertained at Professor Ely's house and was in constant consultation with him. A little later a strike occurred in another printing office in this city, in which Professor Ely was also an abettor and counsellor. He also demanded of the proprietors that their office should be made into a union office, threatening to take his printing away if they did not comply. (They were publishing a paper for him as secretary of some organization or association.) Upon the refusal of his repeated demands, Professor Ely withdrew his printing, informing them that he had always been in the habit of dealing with union offices. In conversation with one of the proprietors he asserted that where a skilled workman was needed a dirty, dissipated, unmarried, unreliable, and unskilled man should be employed in preference to an industrious, skillful, trustworthy, non-union man who is the head of a family. He also stated that the latter would have no ground of complaint, as he could easily remove the objections to him by joining the union, and that conscientious scruples against joining the union would prove the individual to be a crank.

Such is Ely the citizen and business man—an individual who can say to citizens and taxpayers, "Stand and deliver, or down goes your business," and to the laboring men, "Join the union or starve with your families." Professor Ely, director of the School of Economics, differs from Ely, the socialist, only in the adroit and covert method of his advocacy. A careful reading of his books will discover essentially the same principles, but masked by glittering generalities and mystical and metaphysical statements, susceptible of various interpretations according as a too liberal interpretation might seem for the time likely to work discomfort or loss to the writer. His books are having a considerable sale, being recommended and advertised by the University and pushed by publisher and dealers. Except where studiously indefinite and ambiguous, they have the merit of such simplicity of statements as makes them easily read by the uneducated. They abound in sanctimonious and pious cant, pander to the prohibitionist, and ostentatiously sympathize with all who are in distress. So manifest an appeal to the religious, the moral, and the unfortunate, with promise of help to all insured at the outset a large public. Only the careful student will discover their utopian, impracticable and pernicious doctrines, but their general acceptance would furnish a seeming moral justification of attack on life and property such as this country has already become too familiar with.¹

¹ *The Nation*, 59 (July 12, 1894), 27.

Within a few days the Wells letter had been reprinted in the New York Post, and from there many other newspapers reprinted the story with varying comments. Wells had proceeded effectively. He had precipitated so highly embarrassing a situation that the Regents² could not afford to ignore it. A prompt hearing of the case became imperative.

The board appointed a committee to investigate the charges. Members of the committee were H. W. Chynoweth of Madison, chairman, Dr. H. B. Dale of Oshkosh, and John Johnston of Milwaukee. The committee decided that the Wells letter should constitute the complaint, and that the scope of the hearing should be limited to the charges that Ely had encouraged and fomented strikes in Madison, that he had practiced boycotts against non-union shops, and that he had taught socialism and other vicious theories to students at the University. The committee decided against a complete investigation of Ely's books, lectures and professional papers.

Since Ely was in New York on a lecture engagement when the crisis developed, the defense of his interests was voluntarily taken over by his friends. David Kinley, a former Ely student who later became president of the University of Illinois, and Frederick Jackson Turner, the noted historian, busied themselves in his behalf. They collected evidence, and engaged one of Madison's most skilled and scholarly attorneys, Burr W. Jones, to represent the economist before the Regents' committee.³

Both Wells and Ely were summoned to the first hearing, scheduled for the evening of August 20, 1894 in the senior classroom of the Law Building. Many students, faculty members and prominent townspeople were present, as were Ely and his attorney. Wells did not appear. Instead he sent a letter, explaining and justifying his absence, and protesting against the limited scope of the trial; he was particularly anxious to investigate all of Ely's professional writings.⁴

In an effort to lure Wells to the next session, the committee wrote a letter assuring him a full and impartial hearing, and urging him to

² In 1894 the Board of Regents comprised the following:

State Superintendent of Public Instruction, ex-officio	O. E. Wells	
President of the University, ex-officio	C. K. Adams	
John Johnston	Charles Keith	William P. Bartlett
H. W. Chynoweth	George H. Noyes	Orlando E. Clark
N. D. Fratt	George Heller	D. L. Plumer
B. J. Stevens	H. B. Dale	John W. Bashford

³ Richard T. Ely, *Ground Under Our Feet* (New York, 1938), 218-233, describes Ely's reactions to his trial for economic heresy.

⁴ Madison *Democrat*, August 21, 1894. Newspaper coverage of the trial was complete, and remarkably accurate. A full stenographic transcript was taken during the hearings. One copy of this transcript is filed with the manuscript papers of the University Board of Regents, for August, 1894. Other copies are available in the Ely Collection, located in the Manuscript Division of the Wisconsin Historical Society.

appear on the evening of August 21. This time he came, reinforced by a distinguished local attorney, Colonel George W. Bird. The latter operated at a disadvantage, for he had been called into the case so suddenly that he had had no time to interview witnesses or make other necessary preparations. Ely's attorney suffered under no similar handicap. The accused also enjoyed the advantage of a large and sympathetic audience. As points were scored for Ely, the audience registered approval with noisy applause, much to the discomfiture of Wells and his attorney, who threatened to withdraw if demonstrations of favoritism continued.

One of the first to testify before the committee was Thomas Reynolds, a striker at the Democrat office. Presumably he could offer proof that Ely had been involved in that dispute. Colonel Bird tried to compel Reynolds to admit that he had said that Ely had conferred with and counseled the organizer, Klunk. Reynolds declared that if he had ever thought that Ely was involved, he had been mistaken; that if he had said that Ely was implicated it was because someone had unreliably told him so; and that he, personally, had no such knowledge. Unable to get worthwhile testimony from Reynolds, Bird found it impossible to prove that Ely had encouraged a strike.

When W. A. Tracy, the printer, was called to the stand he testified that, although on three separate occasions Ely had urged him to unionize his shop, he had not coupled it with a threat that he personally might assume responsibility for taking the Christian Social Union's printing to another establishment. In fact, even though Tracy's shop remained unorganized, Ely had left the printing with Tracy. In view of this it was impossible to prove that Ely had practiced a boycott.

Had Ely indoctrinated students with socialist ideas? Wells demanded that all of the professor's pamphlets, books, lectures and professional papers be investigated as pertinent to this question. Chairman Chynoweth laughingly rejected this suggestion as involving too stupendous and irrelevant a task. Wells and Bird, who assumed such an exploration was implicit in the promise of a full and impartial hearing, were tremendously dissatisfied with the chairman's ruling. With Wells in full retreat the hearings were adjourned until the evening of August 23.⁵

Once again Wells failed to appear, and once again he submitted a lengthy letter expressing dissatisfaction with the narrow scope of the trial. Despite the fact that his letter repeated many charges previously made, it contained one important admission: "It is proper to state that I am unable to establish the correctness of the information upon which I made the statement in my letter of July 5th to *The Nation*, that the walking delegate from Kansas City was entertained at

⁵ Madison *Democrat*, August 22, 1894.

Professor Ely's house and was in constant consultation with him, or that Professor Ely's connection with the strike in the Democrat Printing Company's office was as there stated." However, he insisted that since Ely had urged unionization on the firm of Tracy-Gibbs company, he had, "whether intentionally or not . . . aided and abetted this strike."

After the Wells communication had been read at the third session, formal trial procedure was abandoned at the suggestion of Ely's attorney. The meeting was then thrown open to the search for truth, wherever found. At this juncture David Kinley presented a letter he had received from Klunk, the organizer. Klunk reported that while at Madison he had had a long conference with one he had assumed to be Ely at the professor's seminar room in the old Fuller Opera House, now the Parkway Theatre. Klunk made a point of describing the physical appearance of his conferee; the description obviously did not fit Ely. It did fit a student in Ely's seminar, H. H. Powers, so the supposition was that Powers, and not Ely, had conferred with the labor organizer. At that time both Ely and Powers wore short full beards. This superficial similarity might have led to error in identification. The Klunk letter made a profound impression on those present at the hearing; its effect was an alibi for Ely.

This was followed by a reading of many letters, highly commendatory of Ely, over the signatures of prominent American economists, historians and educators. E. Benjamin Andrews, president of Brown University, wrote that Ely was America's most influential teacher of political economy. "For your noble university to depose him," declared Andrews, "would be a great blow at freedom of university teaching in general and at the development of political economy in particular." Carroll D. Wright, United States Commissioner of Labor, offered the opinion that Ely had given workingmen catholic views of their relations to industry and society. "His influence upon workingmen has been the influence of the pulpit," Wright averred. Dr. Albert Shaw, writer and editor, observed that Ely's teachings and writings, considered in their totality, encouraged reverence for government, law and order. President Charles Kendall Adams of Wisconsin, who had undertaken an analysis of Ely's *Socialism* for the committee, reported that "From the beginning to the end of the book there is not a paragraph or a sentence that can be interpreted as an encouragement of lawlessness or disorder." Granting that parts of the book, taken out of context, might suggest a sympathy for socialism, Adams insisted that "I am utterly unable to see how any careful reader can read the whole of the book without commending the fairness of its spirit and the general elevation of its tone and without conceding that the reasoning of the author leads away from socialism rather than towards it." When the

reading of testimonials had been finished the dramatic trial of Richard T. Ely was brought to a close.⁶

It was evident that Wells had lost his case, and that Regents Chynoweth, Dale and Johnston would submit a report exonerating Ely. Another matter was less evident. During the course of the trial little had been said about the question of academic freedom. Would the Regents be content with clearing the accused, or would they use the occasion to publicize some larger statement favorable to academic freedom?

On September 18, 1894, the trial committee submitted its final report to the board. The report, unanimously adopted, exonerated Ely, and heralded the board's devotion to academic freedom:

As Regents of a university with over a hundred instructors supported by nearly two millions of people who hold a vast diversity of views regarding the great questions which at present agitate the human mind, we could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary. Such a course would be equivalent to saying that no professor should teach anything which is not accepted by everybody as true. This would cut our curriculum down to very small proportions. We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils be removed and others prevented. We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.⁷

The outcome of the Ely trial, and especially the proclamation of academic freedom, were given wide publicity by the press. Years later Richard T. Ely could pridefully refer to the Regents' report as "that famous pronouncement of academic freedom which has been a beacon light in higher education in this country, not only for Wisconsin, but for all similar institutions, from that day to this. Their declaration on behalf of academic freedom . . . has come to be regarded as part of the Wisconsin Magna Charta . . ."⁸

⁶ Complete texts of the letters and reports from which the above extracts were taken, were published in the *Madison Democrat*, August 24, 1894.

⁷ *Ibid.*, September 19, 1894.

⁸ Ely, *Ground Under Our Feet*, 232.

II

THIS ENTIRE STUDY had its inception in a desire to identify the author of the "sifting and winnowing" motto for which the University of Wisconsin has become famous. When inquiries on this point were first addressed to friends at the University, two candidates for the honor of authorship were prominently mentioned. Attention was called to the declaration of the elder La Follette that "This declaration of freedom was framed by Herbert W. Chynoweth, then a member of the board . . ."

Contradicting this, however, was the assertion of J. F. A. Pyre, historian of the University: "The sentences were written by President Adams, though they have sometimes been ascribed to the chairman of the committee which reported them to the Board of Regents."¹⁰ The association between Professor Pyre and President Adams had been quite intimate, so that Pyre might well have had direct evidence on the authorship of the well-known words. Unfortunately, neither Pyre nor La Follette bolstered his nomination with supporting testimony.

Of the major participants in the Ely trial, Ely was the sole survivor when this study was undertaken in 1942. Inquiry disclosed that at that time Ely was in his 89th year, was living in semi-retirement near New York City, and was in declining health. It was not known whether Ely could or would bear evidence as to the authorship of the words on the tablet. Of all living men it seemed patent that he, the defendant in the trial of 1894, should have such first-hand knowledge. He had had the friendship, the aid, and presumably also the confidence of President Adams in 1894. His testimony, if obtainable, was vital to the purposes of this study.

At the request of the author, three of Ely's close acquaintances successively consented to solicit a statement from Ely. The three letters were written at varying intervals because of Ely's failure to make seasonable reply to the first two inquiries. However, he did make prompt answer to the letter addressed to him by W. S. Kies, a prominent New York alumnus who was closely associated with Ely for a number of years and was one of the trustees of Ely's Foundation.

On the facing page is a photographic copy of that letter.

About the same time Professor E. E. Witte also received an answer from Ely, offering the same emphatic information. It is evident that the quest was initiated seasonably. Ely died in the following year.

The Alfred T. Rogers mentioned in the Ely letter was the son-in-law of H. W. Chynoweth, chairman of the hearing committee.

In view of this evidence each reader may decide for himself whether or not, in the spirit of the motto, the truth has been found.

⁹ Robert M. La Follette, *La Follette's Autobiography* (Madison, 1913), 29.

¹⁰ James F. A. Pyre, *Wisconsin* (New York, 1920), 293.

ELY ECONOMIC FOUNDATION

Devoted to Impartial Scientific Research

DIRECTOR OF RESEARCH

Richard T. Ely

RESEARCH ASSOCIATES

Ralph H. Hess
Willford I. King

Joseph A. S. Kenas
Pearl Rosenihal

551 Fifth Avenue, New York, N. Y.

Telephone MUrray Hill 6-0108

June 8, 1942

Mr. W. S. Kies,
Graybar Building,
New York, N. Y.

Dear Kies:

In reply to your inquiry of June 3, the words were undoubtedly written by C. K. Adams. Adams told me so, himself, and the internal evidence bears this out. It was a style natural to Adams and not to Chynoweth.

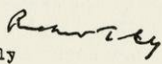
I have only pleasant recollections of Chynoweth and only praise for his conduct of the trial but he did not and could not have written those words. LaFollette was mistaken and naturally so, because Chynoweth, as Chairman, signed the whole report although he did not write it all.

I have had a number of inquiries from various people in Madison, recently, on this same point, including a letter from Alfred T. Rogers and Professor Witte. I wonder what the origin of all these inquiries could be.

I am feeling quite well, again and spent a part of this morning weeding our corn which is about knee high.

With best regards,

Faithfully yours,


Richard T. Ely

III

EVEN THOUGH the declaration of 1894 had put the University on record as favoring academic freedom, the principle and the practice were not guaranteed simply by a declaration. In 1910, and again in 1915, bitter battles were fought over the principle; in these struggles the Regents and the Class of 1910 were the chief combatants.

Political considerations were important in 1910. The dominant Republican party in Wisconsin was split into two factions: the Stalwarts and the Progressives. The Progressives, led by Robert M. La Follette, were also known to their opponents as Liberals, Radicals, Socialists and La Follette-ites. Stalwarts were awarded the uncomplimentary titles of Standpatters, Reactionaries, Monopolists and Tories; of these labels, that of Tory seemed most invidious. During the campaign these names were freely applied, adding to the intensity of feeling. When the ballots were counted, the Progressive faction emerged victorious.

Divisions within the Republican party were reflected in the University. Undergraduates, and especially the members of the Class of 1910, seem to have been overwhelmingly and ardently pro-La Follette. During the election year the Regents sensed that a "radical" element controlled class politics, while classmen felt that Stalwart sentiment predominated among the Regents. There is little doubt that political partisanship affected the contests between classmen and Regents.

All Regents¹¹ on the board in January, 1910, either had been appointed or reappointed by Governor James O. Davidson, a leader of the Stalwarts after his split with La Follette in 1906. While no completely reliable check can be made now, available evidence suggests that of the fifteen members of the 1910 board, ten were Stalwarts and five Progressives. That partisanship was not unknown was amply testified to by the resignation of W. D. Hoard in 1911. In a letter of resignation, addressed to Governor Francis E. McGovern, Hoard wrote:

I hereby tender my resignation from the Board of University Regents to take effect at once. Failing health and an unwillingness to longer remain as a member of a body that has lately been reconstructed upon the basis and for the main purpose of political partisanship for the La Follette faction in politics are my chief reasons for resigning. I do not believe that a great state school like our University can be wisely, honestly or efficiently administered from so narrow a standpoint.¹²

¹¹ At this time the Board of Regents comprised the following:

State Superintendent of Public Instruction	ex-officio	Charles P. Cary
President of the University	ex-officio	Charles R. Van Hise
Magnus Swenson	Frederick C. Thwaits	Mrs. Florence G. Buckstaff
W. D. Hoard	James S. Trotzman	Gustave Keller
Pliny Norcross	D. P. Lamoreux	Granville D. Jones
Lucien S. Hanks	Edward Evans	A. P. Nelson
Enos L. Jones		

¹² Milwaukee *Sentinel*, April 1, 1911.

This was the response of a Stalwart who disapproved the liberal reconstruction of the board after 1910.

Prior to 1910 the liberal press lost no opportunity to heckle and criticize the Regents. In 1908 the *Milwaukee Journal* reported that "There is considerable talk that reactionary members of the Board of Regents believe that teachings in some departments of the University are too liberal and that they propose to limit it even if they have to interfere with the pedagogical management . . ." John R. Commons, Richard T. Ely and Edward A. Ross were the professors reported to be most eligible for the lash. The *Journal* alleged that President Van Hise, who was known to be close to La Follette, was having difficulties with the board. At the beginning of his regime Van Hise had laid great stress upon research as a basis for academic advancement. In a direct attack on this position the Regents were said to have adopted a promotion policy in which teaching counted as heavily as research. "Some claim," said the *Journal*, "that research work has resulted in the class of discussion to which a majority of the Regents object."¹⁸

Professor E. A. Gilmore of the law faculty was reputed to have courted Regent displeasure with his researches on the right of the state to control its water powers. Gilmore, who subsequently became vice-governor of the Philippines and later president of the University of Iowa, had prepared a brief favorable to state control, at the request of a legislative committee. Among the Regents were two who were interested in private exploitation of water power, and reportedly these gentlemen had censured the law professor for jeopardizing their interests. The alleged Gilmore censure was widely discussed, and did little to promote good feeling between students and faculty on the one hand and Regents on the other.

Conflicts within the University were sharpened by other episodes of the years 1909 and 1910. The first of these involved Lincoln Steffens, the muckraking journalist who had set out to expose La Follette. However, after conferences with La Follette, he not only experienced complete conversion, but became a militant advocate of La Follette's entire political philosophy. In February, 1909, Steffens published in the *American Magazine* an article captioned, "Sending a State to College." The article was highly complimentary to the University of Wisconsin, and to President Van Hise and his extension program in particular. However, in a paragraph on academic freedom, Steffens hurled a shaft at the Regents. "The conclusion I drew from talks with both sides," wrote Steffens, "both the Tory Regents and the 'radical' instructors, was that while there are no 'Socialists' on the faculty, there are several men who are more radical than they dare to teach. They

¹⁸ *Milwaukee Journal*, November 30, 1908. In this period Fred MacKenzie, U. W. 1906, a *La Follette Progressive*, was Madison correspondent for the *Milwaukee Journal*.

do 'the best they can'; they 'suggest' the truth, but as one of them put it, 'we have to smear it a little.'"¹⁴ Steffens' comments were not appreciated by the Regents.

Less than a year after Steffens had cast doubt on the board's devotion to academic freedom, an incident involving Emma Goldman, the anarchist, and Edward A. Ross, professor of sociology, seemed to lend confirmation to the doubt. Emma Goldman visited Madison between January 25 and 27, 1910. During this time she met with the student Socialist Club at the Y.M.C.A., and delivered an evening lecture downtown. For each appearance she had a goodly audience, which included many university students and members of the faculty. Professor Ross was accused of displaying undue friendship for the lecturer: he was charged with announcing her evening address to his classes, and of escorting her around the university campus. Much of the state press was furious at Ross, at the University, and at Emma Goldman.

The cries of the rabid were not completely justified. As a local newspaper reported, "Those who attended the lecture . . . for the purpose of seeing bombs thrown or listening to inflammable utterances, were doomed to disappointment. The proceedings were entirely orderly and good-mannered to the last degree."¹⁵ As for Ross' part in the incident, he tells his own story best:

. . . About this time Emma Goldman came to town to lecture on Anarchism and on my way to class I learned of infuriated patriots tearing down her posters. This struck me as not quite sportsmanlike and, since the topic of the day was Tolerance, I characterized such manifestations as anti-social and un-American, thereby calling attention to the Goldman lecture.

I did not attend it, but the next morning Miss Goldman called on me at my office, and I took her over the campus pointing out its beauties. Promptly the newspapers shrieked that I was an anarchist; and then certain financiers and capitalists on the Board of Regents (clever team-work!) solemnly shook their heads and gave it out to the newspapers as their pondered opinion that I was not fit to remain at Wisconsin. This was sheer pose, for President Van Hise told me my real offense was publishing *Sin and Society*, and that for more than two years certain Regents had been looking for a pretext to oust me.¹⁶

On January 31, four days after Emma Goldman's departure, Parker Sercombe of Chicago lectured in the classroom of Professor Ross, without prior approval of university authorities. For some time Sercombe had sought an invitation to address Ross' large sociology class; finally Ross permitted him to come to Madison to talk on "Education in a Democracy." Ross said Sercombe's educational theories were "not without merit," but this was lost sight of when word leaked out that Sercombe was an advocate of free love. Ross recalls:

¹⁴ Lincoln Steffens, "Sending a State to College," *American Magazine*, 67 (February, 1909), 362.

¹⁵ Madison *Democrat*, January 27, 1910.

Promptly Chicago sources supplied the Wisconsin capitalistic newspapers with certain half-baked proposals of his regarding marriage, which had not come to my attention, and their readers were told, "This is the sort of man Professor Ross allows to address his class! Your sons and daughters at the University of Wisconsin run the risk of being corrupted."¹⁷

Matters were made worse when Sercombe used his acceptance at the University to advertise himself as a lecturer. Again the press yielded to violent outbursts, and the Regents were furious at the unwarranted assumption of academic privilege by Ross.

When the board met on March 2, 1910, the greater part of their deliberations was taken up with the Goldman and Sercombe incidents. As a result of the discussions a resolution of censure was unanimously adopted by the board. The resolution declared:

WHEREAS, it has come to the knowledge of the Board of Regents that Professor E. A. Ross of the department of sociology in our University has invited to lecture in the University and under its auspices, persons whose record and expressed views are subversive of good morals, therefore be it

RESOLVED, by this Board of Regents that we strongly disapprove of such action, and that the President of the University is requested to inform Professor Ross of the censure of the board and their unanimous disapproval of his indiscretions.¹⁸

Without the support of courageous President Van Hise, Ross probably would have been ousted. When called upon to make a formal report on the Goldman and Sercombe incidents, Van Hise strongly opposed any summary action, and warned that the faculty would rise in defense of Ross if necessary. Said Van Hise:

. . . it has been suggested that Professor Ross be removed from his professorship in the University. I do not know whether or not this suggestion is to be seriously considered; but it is clear to me that such an action would be wholly indefensible. In the first place it would be an injustice; for the mistakes which Professor Ross has made are not sufficiently grave to have more weight than years of service as a teacher highly appreciated by his students, including many of the higher grade; second the removal of a professor on the grounds considered would damage the University most seriously in the eyes of the academic world. The effects of such a drastic action as the removal of a professor holding a continuing appointment for so inadequate a cause would not be overcome for years.¹⁹

Ross was in China when his fate was decided. At Vancouver and Shanghai he had received cables from Van Hise warning him to expect the worst. He was worried, for he foresaw a return to America with no academic chair waiting for him. Two weeks after his arrival in China he attended a missionary service in Peking, where Luther's "A Mighty Fortress Is Our God" was sung:

As we sang I recalled *his* daring and compared what *he* faced with what *I* faced. Luther's fighting spirit rose in me, I worried no more but from then on gave my

¹⁶ Edward A. Ross, *Seventy Years of It* (New York, 1936), 289-290.

¹⁷ *Ibid.*, 289.

¹⁸ Madison *Democrat*, March 3, 1910.

¹⁹ Records of the Board of Regents, March 2, 1910.

whole attention to studying the Chinese. In April a cable from the staunch Van Hise notified me that the motion to oust me failed. Playing for time he had been able to gather protests from so many liberals out in the state that some of the hostile Regents lost their nerve and an adverse majority was converted into a minority.²⁰

How were these episodes viewed by the members of the Class of 1910? Did they see in the 1910 occurrences a resurgence of the unenlightened bigotry which in 1894 had placed in jeopardy the tenure of Richard T. Ely? The class leaders thought this was the case. Soon they would set in motion a project designed either to make unavoidable an official rededication of the University to the principle of academic freedom laid down in 1894, or, if that should fail, to expose the Regents to the peril of widespread public criticism.

IV

FOR AT LEAST two decades Wisconsin graduating classes had left memorials, usually gravestones bearing class numerals, to be placed in the woodlot behind Main Hall. The presentation and acceptance of the memorial had become a traditional feature of Class Day exercises prior to 1910. As events proved, the presentation of the 1910 memorial was of special significance in the history of the University.

While the Goldman and Sercombe episodes were still under discussion the Class of 1910 was busy with class politics. One candidate for the presidency, James S. Thompson, campaigned on a platform which called for the popular selection of the class memorial and guarantee of its dedication at graduation time.²¹ Despite the fact that Thompson lost the election to Francis Ryan Duffy on March 18, 1910, his voice was heard when the memorial committee considered the selection of a gift.²² Thompson urged that no gravestone mark the resting place of the Class of 1910; instead he recommended that the class memorialize itself through the 1894 academic-freedom proclamation, the statement to be cast in bronze and erected in a prominent place on the campus.

This novel suggestion did not originate with Thompson. It came from Lincoln Steffens. While preparing his article on the University, Steffens had discovered the 1894 statement, and had expressed regret

²⁰ Ross, *Seventy Years of It*, 290.

²¹ Shortly after his graduation from the University of Wisconsin, Thompson accepted a position with McGraw-Hill Book Company. He has had no other employer. After a long term as vice-president he was elected and still serves as president of McGraw-Hill.

²² After graduating from the University of Wisconsin, Duffy practiced law at Fond du Lac. In November, 1932, he was elected to the United States Senate as a Democrat. On June 26, 1939, he was confirmed as United States District Judge for the Eastern District of Wisconsin, with offices at Milwaukee. This position he continues to hold.

that it had never been adequately publicized and preserved. To Fred MacKenzie, managing editor of *La Follette's Magazine*, he suggested the use of the class memorial to rededicate the Regents to the 1894 principle. Through MacKenzie the suggestion was transmitted to James S. Thompson, and through Thompson to the memorial committee. "I can still recall very definitely that Fred called me out from luncheon one day at the Phi Kappa Psi house to propose this idea," said Thompson. "He cautioned me against revealing too much of the source of the subject for fear that political discussion or argument might hamper the execution. He and I agreed that the idea was fundamentally excellent and that political implications ought not to be permitted to interfere with its successful adoption by the class. Fred was always enthusiastically gleeful in observing the success of our efforts."²³

Even though the majority of the classmen had not the slightest hint that Lincoln Steffens had conceived their memorial, the suggestion seemed so reasonable that it was quickly agreed upon. Hugo Hering, chairman of the memorial committee, recalls the homely manufacture of the much-publicized plaque:

I personally prepared the pattern of the Tablet for casting. It was purely a hand-made job, in which I used a three-ply wood veneer panel as a background. I bought white metal letters, such as used by Pattern Makers, and fastened these letters to the veneer back. Each letter had prongs on the reverse side, and after being properly aligned, was hammered down into the wood. I carted the pattern to the Madison Brass Foundry, and Henry Vogts made the casting, at a cost of \$25.00.²⁴

With the plaque ready for dedication, class officers approached the Regents on the matter of its acceptance and erection. The members of the board were cool and evasive. Some asserted that as individuals they could not grant approval; that the question must be decided by the entire board at a formal meeting; that there would be no formal meeting prior to graduation day, at which time it would be too late. Others objected that the classmen had by-passed President Van Hise in bringing the question before the board directly; others that the approach had been too oblique, through the board's secretary and executive committee. There was also an opinion that it would be inadvisable to extend to each graduating class the privilege of prescribing the character and placement of its memorial gift. Like Laocoön, high priest of Apollo at Troy, the Regents feared the Greeks even though bearing gifts.²⁵

²³ Thompson to Milton J. Blair, April 14, 1944. (In author's possession) That Steffens fathered the project is confirmed by Hugo Hering, chairman of the 1910 memorial committee, in a letter to the author, April 26, 1944; and by Milton J. Blair, in response to the author's questionnaire, in 1942.

²⁴ Hering to the author, April 26, 1944. That the tablet was the work of an amateur is attested by the uneven lines of the finished product.

²⁵ M. E. McCaffrey, then secretary of the Board of Regents, informed the author that

Baffled and disappointed, but determined to wring eventual victory from present defeat, the classmen conducted the traditional Class Day exercises on June 20, 1910. Despite the withholding of Regent approval, class orator Carl F. Naffz of Madison presented the tablet to the University. Genial and popular Professor William A. Scott of the School of Commerce accepted the plaque and made the response. His response must have been made in purely personal capacity, however, for the record shows that Scott's acceptance was authorized neither by the Regents nor the faculty. The response seems to have been Scott's valorous gesture of friendship towards the class and its project.

If the classmen hoped that Scott's gesture would effect a transfer of the gift to the University, their hope died quickly. On June 22, two days after the exercises, the following entry was made in the records of the Board of Regents:

A request from the President of the senior class to place a memorial tablet in one of several locations named was presented and was referred on motion of Regent Thwaites, with second by Regent Keller, to President Van Hise with instructions to notify the class why the request could not be granted.

While the record gave no hint of the explanation which Van Hise was to offer, newspaper reports summarized the ostensible reason. A local paper said the Regents were opposed to "making a 'graveyard' out of the university grounds," and they hesitated to "establish a precedent which would lead to the mutilation of the buildings . . ." ²⁶ Regent Magnus Swenson was quoted as saying, "You know, they allowed that to occur some years ago until the campus began looking like a graveyard and then they dug up all the old memorials and put them back in the woods. People pass by and say, 'Well, who's buried there?'" ²⁷

On the day that the governing board decided against accepting and erecting the memorial, President Van Hise, in his commencement address, spoke on the dangers to state universities from political control, from the demand for returns measurable in dollars and cents, and from restrictions on freedom of teaching. This did not imply that Van Hise was championing the memorial crusade. As one Regent recalled, Van Hise "showed considerable feeling at the want of courtesy on the part of the students in not having in any way consulted him about this tablet, and appeared to be against its acceptance by the Regents." ²⁸

within the governing board suspicion was rife; that underneath the ostensibly ingenuous tender of the memorial plaque was an insidious, clandestine purpose to stigmatize or "smear" the Regents.

²⁶ Madison *Democrat*, June 23, 1910.

²⁷ Milwaukee *Journal*, June 28, 1910.

²⁸ Granville D. Jones to the Regents, May 25, 1915. Van Hise's position was further defined by Jones in a letter to Francis R. Duffy, June 9, 1915. Copies of these letters, and all correspondence hereafter cited, now in the author's possession, will be placed in the Manuscript Division of the Wisconsin Historical Society in the near future.

After commencement a report was circulated that the class planned to buy a piece of property four feet square, on State Street, on which to erect the memorial.²⁹ Nothing came of this enterprise. Meantime the classmen carried their case to the newspapers. The item most cordially resented by the Regents was an interview given out by class president Francis R. Duffy. Duffy announced that President Van Hise's conservation work had "met with opposition from some interests in the state which do not have the public welfare as their basis." He recalled that Professor Gilmore had been rebuked by the water-power interests and declared that "At about the same time another member of the faculty was instructed not to carry on certain research work in connection with the early history of Wisconsin." These incidents inspired the Class of 1910 to select their special memorial, for the class believed "the search for truth should not be interfered with, in a great university . . ." Events of 1910 also raised the question of how long Wisconsin could retain its place as the leading state university, and as a university of the people, "if the Regents will not allow members of the faculty to express their honest convictions on problems that are of interest to all the people, or at least object to their doing so." Duffy promised that Regent rejection of the memorial tablet would be widely publicized in newspaper and magazine articles during the next few months, and named Lincoln Steffens as a likely commentator.³⁰

The stir created by the classmen was heard in high political councils in the fall of 1910. On September 28, a Progressive-dominated Republican platform convention met at Madison. Whether as a gesture of partisanship towards the Class of 1910, or of reproach to the Regents, or merely as a remarkable coincidence, one plank of the Republican platform pledged the party to the defense of the 1894 view of academic freedom.

Not until 1912 was the memorial question reconsidered by the Regents. The minutes of the board meeting of April 25, 1912, record that:

The matter of the memorial tablet of the Class of 1910 was brought up for consideration. On motion of Regent Mahoney, second by Regent Seaman, the tablet was accepted, Regent Jones voting "No."

Significantly, nothing was said about the erection of the plaque. If unerecited, the purpose of the class would be thwarted.

Meantime, what had become of the tablet? Soon after its original rejection it had been carried, by parties unknown, to the dingy basement of the Administration Building. There it accumulated dust and cobwebs for five years, until rescued by the 1910 alumni in the spring of 1915.

²⁹ Milwaukee *Sentinel*, June 28, 1910; Milwaukee *Journal*, June 28, 1910.

³⁰ Fond du Lac *Daily Commonwealth*, June 30, 1910.

V

AT THE TIME of the plaque's rejection classmen suspected that the defacement of buildings and grounds had little to do with the board's adverse decision, though this was the announced basis of the action. In 1942 ex-Regent C. P. Cary, who had participated in the 1910 decision, was asked whether the Regents were primarily interested in discouraging graduating classes from thinking that whatever memorials they might tender would necessarily be accepted and erected by the board. "It is quite possible that such was the minor purpose in the minds of some Regents," replied Cary, "but that was not the chief reason for the rejection."

As seen by Cary, how did the board view the 1910 situation? Were the Regents distressed by the attentions paid Emma Goldman, and did they assume that a considerable number of students had radical inclinations? "Yes, beyond question," said Cary. "The dominating element in the Class of 1910 might have presented such a plaque if there had been no Emma Goldman visit to Madison, but it is highly improbable." The Regents also knew there were some radicals among the students and faculty, but "like the humorist who thought a reasonable number of fleas were good for a dog, the Regents did not bother about it. In fact, most of them were pleased to have it so; they did not desire a dead sameness of views."

Did the Regents believe that the Class of 1910 was under the influence of some radical political element which made acceptance of the tablet undesirable? "There was a suspicion that such might be the case," said Cary. "The student radicals may have been stimulated to activity by politicians, at least encouraged by the general political upheaval. In fact I think they were."

Did the Regents assume that in tendering the plaque the class was aiming an unmerited thrust at the board, one which implied that the Regents were ultra-conservative industrialists and politicians opposed to academic freedom? "To this question my answer is *yes*," replied Cary. "No single Regent was opposed to the wording or sentiment of the plaque—except the gratuitous fling in the opening sentence at other institutions that might be cramped in their instruction—but they were opposed to being slapped in the face without occasion for it." Cary recalled that "It was the entire situation and spirit of it all that was resented. The spirit as the Regents interpreted it was something like this: There, dern ye, take that dose and swallow it. You don't dare refuse it even if it gags you, and it probably will."

What induced the board to accept the tablet, but not erect it, in 1912? Cary's recollection was that "The representatives of the class of 1910 came back in 1912 to the Regents in a chastened spirit; admitted mistakes on their part, as I recall it. Politics had settled down in the

meantime. As before stated, the board unanimously approved, in the abstract, the principle of freedom in the university classrooms."⁸¹

The Class of 1910 looked upon Granville D. Jones as the Regent who most strongly opposed the acceptance and erection of the tablet. As Francis R. Duffy informed a Regent in 1915, "Regent Jones of Wausau has been the backbone of the opposition and has really constituted practically the only opposition to the acceptance of this memorial. You are aware that Mr. Jones has been closely identified with the water-power interests in his section of the state. In fact, he told me himself."⁸² A man strong in opinion and forthright in expression, Jones never wearied of resisting affronts to the Regents, and never abandoned the opinion that the memorial tablet was intended as an affront. Hiding behind the plaque he saw the figures of Lincoln Steffens, Fred MacKenzie of *La Follette's Magazine*, and Richard Lloyd Jones, Progressive editor of the *Wisconsin State Journal*. "I know that the inspiration of this memorial tablet was vile," Jones told his fellow board members. "I believe the class was duped and made use of for the purpose of discrediting the Regents."⁸³ To class president Duffy he wrote, "I have always considered that the attempt of a lot of malicious and vicious pups to use your class as a 'cat's paw' for their own selfish purposes was monstrous."⁸⁴

According to Jones, the students had never known the truth about the Ross and Gilmore incidents. "They were incited by mischievous persons and with the enthusiasm and loyalty of youth, reached the conclusion that the Regents of the University, or at least some of them, were endeavoring to interfere with academic freedom and the search for truth . . ." Jones assured the misinformed that there was "no Regent action that school year which interfered or attempted to interfere in any way with reasonable academic freedom." When the memorial was rejected he "anticipated there would be a good deal of magazine and newspaper discussion of the matter, in which Mr. Lincoln Steffens of evil memory would participate."⁸⁵

Regent Jones had no special regard for the noble phrases of the memorial tablet. "So far as the words on your tablet are concerned," he wrote to Duffy, "they are only objectionable in connection with the time and manner of their application."⁸⁶ To his brethren on the

⁸¹ The above quotations are excerpts taken from Cary's written answers to a questionnaire prepared by the author in 1942.

⁸² Duffy to Regent Theodore Hammond, May 26, 1915.

⁸³ Jones to the Regents, May 25, 1915.

⁸⁴ Jones to Duffy, May 13, 1915.

⁸⁵ Jones to Duffy, June 9, 1915. According to the late M. E. McCaffrey, for many years secretary to the Board of Regents, the 1910 board customarily referred to Lincoln Steffens as "Stinkin' Leffens."

⁸⁶ Jones to Duffy, May 13, 1915.

board he confided, "The sentiment on this tablet, though somewhat dogmatic, is harmless and inoffensive. So, for that matter, is the multiplication table and all the axioms. This, however, does not justify inscribing them on monuments and posing them on the university buildings and grounds. The purpose of this tablet was to wantonly insult the then Regents."³⁷

Had the class intended to insult the Regents? According to one classman who should have known, "The motive was simply to commit the University to a policy of academic freedom which seemed to have been infringed by the Goldman and other incidents."³⁸ Never did the Regents win any admission that insults were intended.

In view of the testimony offered by the Regents themselves, it is evident that the 1910 board did not reject the plaque primarily because it threatened to deface university buildings. They rejected it because they despised Lincoln Steffens, who fathered the project. They rejected it because they saw in it an attempt of Wisconsin Progressives and student radicals to embarrass a Stalwart board. They rejected it because they could not agree that the board's behavior in the Ross episode constituted a violation of academic freedom.

VI

BY THE SPRING of 1915 the stage was set for the final act in the drama of the memorial plaque. There were new faces, and a new balance of power, in the Board of Regents.³⁹ Whereas the 1910 board had numbered ten Stalwarts and five Progressives, the 1915 body was made up of nine Progressives and six Stalwarts. The ascendancy of the liberal element was an omen favoring peace between the board and the Class of 1910. Early antagonisms had lost much of their sharpness, so that even the Stalwarts, except for G. D. Jones, were prepared to look with favor on the memorial tablet.

The approaching class reunion inspired a new sense of urgency among the class leaders in 1915. Francis R. Duffy still retained the presidency; he, together with Milton J. Blair, attendance chairman, and William J. Meuer, general reunion chairman, organized the home-

³⁷ Jones to the Regents, May 25, 1915.

³⁸ The quotation is taken from Milton J. Blair's answer to a questionnaire prepared by the author in 1942.

³⁹ At this time the Board of Regents comprised the following:

State Superintendent of Public Instruction, ex-officio	Chas. P. Cary	
President of the University, ex-officio	Charles R. Van Hise	
Gilbert E. Seaman	Theodore M. Hammond	Granville D. Jones
Mrs. Florence G. Buckstaff	James F. Trotman	Orlando E. Clark
A. J. Horlick	Miss Elizabeth A. Waters	Ben F. Faast
F. W. A. Notz	D. O. Mahoney	A. P. Nelson
Edward M. McMahan		

coming. It was agreed that Regent approval of the dedication and erection of the memorial would constitute the greatest inducement in luring classmen back to Madison. In pursuing this end, Blair in Chicago, and Duffy and Meuer in Wisconsin, worked independently of one another, and so much to cross purposes as to place in jeopardy the success of their project.

So far as Blair knew, the Regents had been "tough" and had not changed their attitudes in five years. Assuming that a frontal attack on the enemy was most likely to yield results, he assailed the legislature and the Regents in the pages of the *New Republic*. He charged that the legislature was trying to impose on the university faculty "a particular brand of economic teaching which will receive a certificate of orthodoxy." He reviewed the Ely and Ross incidents, and railed against the original rejection of the class memorial:

The bronze tablet with its troublesome inscription lies in the dust of a university building basement. This memorial epitomizes the thing for which the University is now fighting. The Class of 1910 is making a determined effort to have its memorial placed on the campus at its Quinquennial Reunion this spring. The granting or withholding of consent may indicate whether the University will continue to be a great educational institution or will become merely the dispenser of a particular brand of certified orthodoxy.⁴⁰

At about the same time, printed placards appeared in all Madison street cars. The legend on the placards was as follows:

Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state UNIVERSITY of WISCONSIN should ever encourage that continual and fearless sifting and winnowing by which alone the TRUTH can be found.

This is the legend on a handsome bronze tablet—the Memorial of the Class of 1910. The Regents have never granted this tablet a place on the campus. If they will finally consent we will dedicate our Memorial at Wisconsin's greatest Reunion.

1910 COMING BACK—500 STRONG!⁴¹

Following the Blair article and the placards by only four days came an editorial by Richard Lloyd Jones in the *Wisconsin State Journal*. Jones complained that "while the tombstones of other classes have found permanent place to make our campus ridiculous, the class tablet of 1910 with its heroic challenge is secreted away in some darkened cellar, and the Regents have not yet found a place for it in the light of day." Returning classmen would ask the board embarrassing questions about the tablet. "Why has it been set up against a cellar wall? What is

⁴⁰ Blair's letter was printed in the *New Republic*, 3 (May 15, 1915), 44. Before retiring, Milton J. Blair spent twenty-five years in the advertising business, the last fifteen as vice-president of the great J. Walter Thompson Company. He served with the War Advertising Council, and for the last two years has devoted himself to the writing of a book. He now resides in New York.

⁴¹ The placards were printed at a cost of \$5.50; advertising space cost \$22.50 for one month. One of the original placards is in the author's possession.

there in this declaration that can embarrass this University in the light of day? . . . Let the Regents answer."⁴²

Meantime, Francis R. Duffy and William J. Meuer had pursued a course quite different from that initiated by Milton J. Blair. Believing that time and change of personnel had already softened Regent opposition, they assumed that through friendly conference and conciliation, harmony could be restored and the desired object attained. With the assistance of President Van Hise they had approached some Regents directly, and had written friendly letters to others.

Their work had proceeded with fair effectiveness until Blair's letter appeared in the *New Republic*. When Meuer conferred with Van Hise on May 28, the president was indignant. He felt that the classmen had not been dealing in good faith, and warned that if further attacks were made on the Regents the memorial crusade would be lost. Meuer wrote to Blair:

Briefly, we had our point won so far as putting up the tablet was concerned, but the article you wrote in the *New Republic* has upset everything. President Van Hise told me yesterday that he considered it the most infamous and insidious misrepresentation of facts that could have been issued. That it comes as a distinct blow to the University at this time, that if the Regents had any backbone or manhood about them, they would never grant the request now.⁴³

Both Meuer and Duffy begged Blair to refrain from giving further offense.

The chief peace-making efforts had to be directed at Regent G. D. Jones, who clung to his opinion that the plaque had been inspired by "malicious and vicious pups," such as Lincoln Steffens. "I believe the same forces were back of that movement that are now pressing the consideration of this matter by the Regents," Jones declared. "I believe the class was duped and made use of for the purpose of discrediting the Regents."⁴⁴ This was stoutly denied by Duffy, who told Regent Hammond, "There is nothing in the memorial which is an effort to slip something over on the Regents, Mr. Jones' opinion notwithstanding."⁴⁵

By way of placating Jones, and at the same time making the class position clear, William Meuer wrote a lengthy letter to him. Pertinent passages are quoted:

I am sure the class does not want to have trouble, and I'm equally sure that the Regents do not want trouble. I am also confident that Mr. Blair did not mean to stir up any animosity and that it was merely in his enthusiasm to get five hundred people back for the reunion that he has been guilty of any possible indiscretions. I am sending you a copy of the street car sign and Mr. Jones is sending you some

⁴² *Wisconsin State Journal*, May 19, 1915.

⁴³ Meuer to Blair, May 29, 1915. William J. Meuer is a business man; at present he is the proprietor of the Meuer Photoart House in Madison.

⁴⁴ Jones to the Regents, May 25, 1915.

⁴⁵ Duffy to Hammond, May 26, 1915.

of the circulars. This lays before you everything that has happened and it seems like good evidence to the effect that we merely want a big crowd back and that we do want to put our memorial up. However, we want to put it up only for the sake of the tablet itself and want it divorced absolutely from all previous history. My hope is that we merely find a place for it quietly, in some satisfactory location—satisfactory to all concerned, and then stage a dignified dedication which will commemorate the words for what they are and not for the unfortunate circumstances they have been connected with. Such a procedure will not embarrass your board and it will, at the same time, satisfy the class which is justly indignant at the long five-year delay it has endured.

Certainly, the University has no more staunch friend than I and I am very much afraid that a refusal will cause a tremendous upheaval which the University, at this crisis cannot afford to endure . . . As man to man, I ask you then for the good of our University and all concerned, that you work with us in finding a place to put the tablet. I sincerely hope you will agree with me that this is the best way out.⁴⁶

Regent Jones replied immediately, but the tenor of his reply betrayed his misgivings:

I am very glad to get your letter of May 27th. I am entirely agreeable to the arrangement you suggest. I have exerted my best efforts for many years to avoid involving the University in controversy. I have submitted to much gross personal misrepresentation to avoid this . . .

The truth is the Regents have at no time, so far as I am aware, opposed in any way academic freedom within the University. The hue and cry raised in February and March, 1910, was chiefly the work of politicians, in which, unfortunately, some self-styled friends of the University joined. Much was said that was imprudent. Much was said that was wholly false and vicious. There is some blame on some university officials. I honestly believe none of this attached to the Regents . . . I am confident your class does not want to besmirch the Regents of 1910, though I have no doubt certain mistaken enthusiasts are inclined to do so. I think that once and for all there should be an honest, temperate statement made that will be just to the Regents and university authorities of 1910, so that as a historical incident the erecting of this monument on a suitable place on the university grounds shall be free from sinister effect.⁴⁷

To class president Duffy, Jones also wrote, "I believe a manly statement from your class of the facts, which would completely exonerate the Regents of 1909-10 from the false charges that were then, and to some extent are now circulated against them, would be honorable and beneficial to our University."⁴⁸ He did not want the tablet to be a memorial to the Regents' behavior in the Ross incident.

In order to satisfy Jones' demand for a statement absolving the board of blame, two letters were addressed to the board. The first, prepared by William J. Meuer, said:

⁴⁶ Meuer to Jones, May 27, 1915. At the time of these negotiations the tension between the University and the state administration was considerable. In 1914 the Board of Public Affairs sponsored the Allen Survey, which proved to be highly critical of the University. Furthermore, Governor Phillip was known to be unfriendly towards Van Hise and the University. This explains the "crisis" to which Meuer referred in writing to Jones.

⁴⁷ Jones to Meuer, May 28, 1915.

⁴⁸ Jones to Duffy, June 9, 1915.

The Board of Regents in delaying the matter of accepting the class memorial and later delaying in the designation of a site, acted in good faith on their part and . . . the trouble has been due to misunderstandings and to an unfortunate trend of events which beclouded the true motives of the class in adopting the memorial.⁴⁹

The second statement, submitted by Meuer and Milton J. Blair, declared:

We wish to state that there was no ulterior motive in the choice of this memorial. Our sole desire was to put into enduring bronze the splendid idea for that academic freedom which has made the University of Wisconsin one of the world's greatest institutions of learning. We deplore the fact that any political significance was attached to this memorial. We assure you that it was not conceived with any such consequence in view. Our motives were sincere and were inspired only by the great love and respect which we have for our Alma Mater.⁵⁰

The board rejected both statements as unsatisfactory. Regent Jones came forward with the opinion that the class declaration "substantially includes an assertion that the Regents discussed, and sought to interfere with academic freedom. This is untrue and should certainly be eliminated."⁵¹

By way of eliminating untruth, Jones and A. P. Nelson, then president of the board, prepared a "satisfactory" statement which the classmen were expected to sign. The Regent version read as follows:

To the Regents of the University of Wisconsin and to the Public:

The Class of 1910 of the University of Wisconsin presented a bronze tablet to the University at the Commencement of 1910 as the class memorial. There was at the time considerable untruth and unfortunate newspaper comment relating to this tablet, which has recently been revived.

Upon careful investigation we find that the events in the University during the school year 1909-10, and especially during the winter and spring of that year, were greatly misrepresented at that time, and that there was, in fact, no action of the Regents of the University which unduly interfered with or sought to interfere with reasonable academic freedom in the University, or that was in any way prejudicial to what we believe are its best interests.

We have made this investigation as representatives of the University of Wisconsin Class of 1910, and for the purpose of fairly ascertaining the facts and clearing this entire matter from misstatements and injustice. We hope this true statement will prevent further misunderstandings in this matter.⁵²

Milton J. Blair was one of the class officers whose signature was required. Upon reading the Nelson and Jones statement, Blair exploded:

In regard to that part of the statement which reads "and there was, in fact, no action of the Regents which unduly interfered with or sought to interfere with reasonable academic freedom in the University," I wish to say that such a statement is a misleading sophism. . . .

Neither can I subscribe myself to any doctrine of "reasonable academic freedom." This phrase imputes that there should be only a limited academic freedom, and

⁴⁹ Meuer to the Regents, June 1, 1915.

⁵⁰ Meuer and Blair to the Executive Committee of the Regents, no date.

⁵¹ Jones to Duffy, June 9, 1915.

⁵² Copy furnished by William Meuer.

that the majority on the Board of Regents should prescribe this limit. To me this is not freedom. A man is either free or he is not free. If he is reasonably free he is under restraint. Convicts are reasonably free on parole, political appointees are reasonably free as long as they do not incur the displeasure of the person appointing them, children as reasonably free as long as they do not exceed parental authority. Perhaps the "reasonable academic freedom" to which the Board of Regents asks us to subscribe ourselves is the political sort of reasonable freedom, perhaps it is only the paternal sort. In either case, I do not wish, nor do I think the Class of 1910 wishes, to propose a freedom for the University of Wisconsin which is only conditional.

I cannot agree to the statement "that there was no action in any way prejudicial to what we believe are its best interests." I found that the conflict of authority between the Board of Visitors and the Board of Regents, created a set of conditions which were prejudicial to what I believe are the best interests of the University of Wisconsin. I found that there was a sentiment and an attempted action which were prejudicial. I found that there had been an antagonism to President Van Hise, Professor Ross, Professor Gilmore and Professor Turner which was prejudicial to the best interests of the University, as I see these interests. To cover all of this antagonism and to say that there was no prejudicial action merely because prejudicial attempts did not crystallize into formal action is a grave misrepresentation, which it would be neither honorable nor just for us to subscribe to.

In regard to the last paragraph I wish to say that I wish the entire matter might be cleared from misstatements and misrepresentations, but to "hope that this true statement will prevent further misunderstandings in the matter" is merely to delude ourselves and the public because I do not consider it a true statement and I cannot in honesty to myself and our class, subscribe my name to it.⁵⁸

For a time it appeared that Blair's strong stand would wreck the hopes for peace. However, Van Hise, as mediator, saved the negotiations. In collaboration with William J. Meuer he worked out a compromise statement acceptable to all parties. From the Jones and Nelson form a few words and phrases were deleted, and a few added; afterwards, on his own account, Meuer "doctored it up" a little more. The expurgated version was altogether harmless and devoid of objectionable confessions. It acknowledged no victor, conceded no defeat. It was a draw.

On June 15, 1915, Van Hise went before the board to read the compromise letter:

To the Regents of the University of Wisconsin and to the Public:

The Class of 1910 of the University of Wisconsin presented a bronze tablet to the University at the Commencement of 1910 as a Class Memorial.

There has been considerable discussion relating to the tablet and a number of statements have been made which are untrue and unfortunate.

Upon careful investigation we find that the events in the University during the school year 1909-10 were, in several instances, misrepresented at the time, and that, in fact, no action was taken by the Board of Regents which interfered with academic freedom in the University.

⁵⁸ Milton J. Blair to William Meuer, June 4, 1915.

We have made this investigation as representatives of the University of Wisconsin Class of 1910, and for the purpose of fairly ascertaining the facts and clearing this matter from misstatements and injustice. We hope this statement will prevent further misunderstanding in the matter.

(Signed) F. RYAN DUFFY
President U. W. Class of 1910
Chairman Attendance Committee

(Signed) WM. J. MEUER
General Reunion Chairman
Reunion Secretary

Van Hise followed the reading with a verbal report; he announced that the tablet had already been placed on University Hall. Appropriately, it was G. D. Jones, bulwark of the opposition, who moved that the president's report and the class letter be accepted.⁵⁴

On the same day President Van Hise addressed the happy classmen who assembled to witness the dedication of the plaque. Said Van Hise:

The principles of academic freedom have never found expression in language so beautiful, words so impressive, phrases so inspiring. It was twenty-one years ago that these words were incorporated in a report of the Board of Regents exonerating a professor (Dr. Richard T. Ely) from the charge of "socialism" that was brought against him. This professor had incurred the displeasure of some who regarded socialism as so dangerous that they wanted no mention of this great social fact made in the University. This report back in 1894 marks one of the great landmarks in the history of the University. And from that day to this, no responsible party or no responsible authority has ever succeeded in restricting freedom of research and teaching within these walls. There are no "sacred cows" at Wisconsin. There is no such thing as "standardized" teaching in any subject. Professors and instructors present faithfully the various sides of each problem. Their duty is to train the students to independent thinking. They are in no sense propagandists for any class or interest. A university to be worthy of its name must be progressive—not progressive in the partisan sense, but in the dictionary sense. I would not care to have anything to do with a university that was not progressive.⁵⁵

Joseph E. Davies, a rising Democrat from Milwaukee, had been invited to make the principal address on this occasion. Even though he was unable to appear he sent a message which Francis R. Duffy read to the assemblage. Said Davies:

The Class of 1910 has rendered a great service to the University of Wisconsin, and to those ideals in education and government, which the University of Wisconsin has come to stand for in so splendid a way, throughout the world. The

⁵⁴ Records of the Board of Regents, June 15, 1915. President Van Hise and State Architect Arthur Peabody decided that the plaque should be placed in the loggia of University Hall where it would have the advantage of "being exposed to the public at all times, at the same time being protected from the weather by the portico."

⁵⁵ Wisconsin *State Journal*, June 16, 1915. Note that Van Hise did not say that no responsible authority had ever attempted to restrict freedom of research and teaching; he said no responsible party had ever succeeded in restricting research and teaching.

principle which is enunciated in bronze upon the tablet . . . is the expression of the spirit which has made the University of Wisconsin great in fame and great in the service which it has rendered . . . that principle has become settled, and cemented into the very foundations of the University, and into the relation of the state toward academic freedom. . . . Never again will the question be raised. The issue has been settled and determined. The dedication, in my judgment, of your memorial tablet signalizes the permanent redemption of the great principle, which is vital to our great University, and to the enduring interests of the citizens of the commonwealth.⁶⁶

After a century of service to the people of Wisconsin, the University may be justifiably proud of its tradition of academic freedom.

In its innermost significance, the memorial tablet stands as a sentinel, guarding, interpreting and proclaiming the ever-buoyant and progressive spirit of the University of Wisconsin in its unceasing struggle upward for more light and its untrammelled search for truth wherever found.

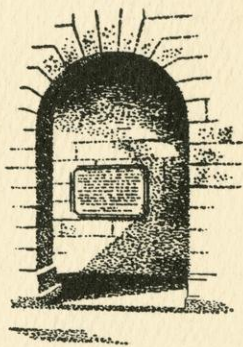
When time and the elements shall have effaced every resistive letter on the historic bronze tablet, its imperishable spirit shall still ring clear and true.

How appropriate today, in rekindling the torch of freedom set ablaze by the sturdy pioneers of 1894, to say with them:

WHATEVER MAY BE THE LIMITATIONS WHICH TRAMMEL INQUIRY ELSEWHERE, WE BELIEVE THAT THE GREAT STATE UNIVERSITY OF WISCONSIN SHOULD EVER ENCOURAGE THAT CONTINUAL AND FEARLESS SIFTING AND WINNOWING BY WHICH ALONE THE TRUTH CAN BE FOUND.

⁶⁶ *Wisconsin State Journal*, June 14, 1915, p. 2.

Sifting and Winnowing



By THEODORE HERFURTH

Published by the University of Wisconsin
Copyright, February, 1949
by Theodore Herfurth

Second Printing, Published by the Class of 1910, March, 1957
By Permission of the Theodore Herfurth Estate

Sifting and Winnowing

A Chapter in the History of
Academic Freedom
at the
University of Wisconsin

By Theodore Herfurth

**"WHATEVER MAY BE THE
LIMITATIONS WHICH TRAMMEL
INQUIRY ELSEWHERE, WE BE-
LIEVE THAT THE GREAT STATE
UNIVERSITY OF WISCONSIN
SHOULD EVER ENCOURAGE
THAT CONTINUAL AND FEAR-
LESS SIFTING AND WINNOWING
BY WHICH ALONE THE TRUTH
CAN BE FOUND." (TAKEN FROM A
REPORT OF THE BOARD OF REGENTS
IN 1894)**

MEMORIAL, CLASS OF 1910.

Dedication

Genevieve Gorst Herfurth, my wife, was a gracious member of the Class of 1910. Her lamented demise occurred on December 26, 1943.

She had pride in the traditions of her class and recounted with fine pleasure her experiences as a member of it. In conversation she often referred to the class memorial tablet and quoted from it—particularly the words “that continual and fearless sifting and winnowing by which alone the truth can be found.” Her references to the intriguing words gave original impulse to my desire to identify their author and, later, the incentive to examine and record available facts and legends relating to the tablet itself, the reasons underlying its initial rejection by the Regents, the cause of the five-year deferment of its authorized dedication, and, finally, its antecedent history.

To her revered memory this study is dedicated.

THEODORE HERFURTH

The Author

The author of this booklet, Mr. Theodore Herfurth, is one of the University of Wisconsin's most loyal friends. His interest in the University and concern for the welfare of its students span several generations of Wisconsin men and women.

He entered the University with the Class of 1894, and upon leaving it, became associated with his father in the conduct of an insurance business established many years before. Mr. Herfurth later became the chief executive of Theodore Herfurth, Inc., and serves in that capacity today.

In 1928 he established for senior men at the University of Wisconsin "The Theodore Herfurth Award for Initiative and Efficiency," and in 1943 a similar award for women; both evidence of his concern for the recognition and advancement of competency and achievement among Wisconsin students.

He also created a series of comparatively similar awards at Madison public high schools.

In addition to this effective aid in the University's scholarship program, Mr. Herfurth has made a sound contribution to his Alma Mater by writing this document concerning one of Wisconsin's historic events.

L. E. LUBERG

Assistant to the President

University of Wisconsin
July 31, 1948

Preface

Bascom Hall is the citadel of power of the University of Wisconsin. In this building the Regents of the University officially convene. Theirs is the prerogative and the responsibility to establish, to defend, and to preserve the spiritual, the ethical, and the cultural values which comprise the essence of a great university. Securely riveted to the wall in the loggia, immediately to the left of the main entrance, is a tablet cast in enduring bronze. In picturesque language the tablet heralds to the world that the University of Wisconsin is permanently dedicated to the principle of academic freedom. By reason of its location the plaque extends a greeting and flings a pertinent challenge to university officials and to the multitudes who enter Bascom Hall by its main portal. The tablet proclaims:

WHATEVER MAY BE THE LIMITATIONS WHICH TRAMMEL INQUIRY ELSEWHERE, WE BELIEVE THAT THE GREAT STATE UNIVERSITY OF WISCONSIN SHOULD EVER ENCOURAGE THAT CONTINUAL AND FEARLESS SIFTING AND WINNOWING BY WHICH ALONE THE TRUTH CAN BE FOUND.

Whence came this noble sentiment, and why? Upon whose excellent mind was the thought first mirrored, and whose facile pen etched it out in words so colorful and expressive? Perhaps the words "sifting and winnowing," thoughtfully penned by their author, hark back to that earlier day when he, himself, as a farm boy, may have been required to turn the crank of a winnowing machine, then very generally used by farmers, which separated chaff and refuse from good grain. That early experience and simple lesson may have prepared his mind for a master stroke of his pen in later years in framing a great declaration. At whose behest was this permanent declaration of academic freedom cast in bronze? By whose dictum, under what circumstances, and when was it erected in so prominent a place? To answer these and related questions is the object of this study.

To all who have assisted in this reconstruction of the past, I express sincere appreciation.

THEODORE HERFURTH

Madison, Wisconsin
Spring, 1948

I

THIS STORY of the struggle for academic freedom at the University of Wisconsin begins with a political revolution in the year 1890. In the preceding year the Republican legislature, under Governor William D. Hoard, had passed the Bennett Law which brought all parochial schools under the control of the State Superintendent of Public Instruction. Despite the protests of those favoring complete independence for parochial schools the Republicans chose to support the Bennett Law in the election of 1890. The first plank of the party platform disclaimed any design "to interfere in any manner with such schools, either as to their terms, government, or branches to be taught therein," and argued that since the law was "wise and humane in all its essential purposes" it should not be repealed.

Opposedly, the last plank of the Democratic platform contended that the law represented needless interference with parental rights and liberty of conscience, and denounced the regulation as "unnecessary, unwise, unconstitutional, un-American and undemocratic." The Democrats demanded repeal.

In the campaign which followed, debate centered principally on the Bennett Law. Republicans plastered all parts of the state with placards bearing a picture of the little red school house and a legend urging support of the law. Their campaign failed. Except for the single term of Governor Taylor, (1874-1876), the Republican party had dominated in Wisconsin since 1856. In 1890 the Republican control was broken. George W. Peck of Milwaukee, author of widely known stories about *Peck's Bad Boy*, became Democratic governor for two consecutive terms. Under Democratic auspices the legislature promptly repealed the Bennett Law.

The Democratic victory also elevated Oliver E. Wells, an obscure teacher from Appleton, to the office of State Superintendent of Public Instruction. He assumed his position July 1, 1892. By virtue of this office, Wells automatically became an *ex-officio* member of the Board of Regents of the University of Wisconsin. Within a few years he achieved notoriety by becoming the antagonist and violent public accuser of Professor Richard T. Ely, liberal director of the School of Economics, Political Science and History at the University.

Professor Ely had come to Wisconsin as one of America's most distinguished political economists. He had taken his doctorate at Heidelberg in 1879, and after 1881 had been a member of the faculty of the Johns Hopkins University, then the foremost graduate institution in the United States. According to Professor Edward A. Ross, who had taken work with Ely at Hopkins, his courses were by far the most pervasive and influential offered in the social sciences. Long before he had moved to Madison, Ely had freed himself from orthodox free-

trade economics and had pioneered with a realistic, inductive approach to the subject. Since his economics aimed at promoting the welfare of human beings, Ely's attentions turned frequently to the concerns of the workaday world. He had a special interest in organized labor, an interest which involved him in dispute with Oliver E. Wells shortly after his removal to Madison.

Labor relations had been untroubled in Wisconsin's capital city prior to Ely's arrival. Then in the winter of 1892-93 a union organizer named Klunk, of Kansas City, came to town to organize the printers of the Democrat Printing Company. In January the printers struck, just as the company began fulfilment of its contract for state printing, which in that year amounted to more than \$25,000. The company imported strike breakers and housed them in upper rooms of the Democrat building. There were numerous fights, clubbings, a stabbing in a North Pinckney Street saloon, and other disorders between strikers and strike breakers. A lockout followed the failure of the strike.

Within seven weeks there was another unsuccessful strike, this time at the shop of Tracy-Gibbs Printing Company. Five weeks before the strike Professor Ely called on W. A. Tracy to urge him to unionize his shop. At the time Ely was secretary and member of the executive committee of the Christian Social Union, an organization which sought to apply Christian principles and pressures to the solution of social problems. The printing of the organization's periodical was in Ely's hands, and it was his expressed desire to have this work done in a union shop. When he spoke to Tracy about the desirability of unionizing his shop he coupled the request with a veiled hint that unless the shop were organized the officers of the Christian Social Union might require him to withdraw the printing from Tracy-Gibbs. Ely spoke to Tracy five weeks before the strike, during the strike, and again after the strike, always in the same vein. His suggestions were adroitly discreet: in personal capacity he never threatened a boycott. However, Tracy thought he could divine the professor's intent.

While talking with Tracy about the strike, Superintendent Wells heard of Ely's urgings in the matter. Wells also interviewed strikers at the Democrat company, from whom he gained the impression that Ely had not only fomented their strike, but had also conferred with, advised, and entertained Klunk, the organizer. His suspicions aroused, Wells then read Ely's new book, *Socialism: An Examination of Its Strength and Its Weakness, with Suggestions for Social Reform*. Wells' hasty conclusion was that the book was a piece of rank socialistic propaganda.

Convinced that Ely was an economic heretic, Wells resolved to move against him. Several times he complained to President Charles Kendall Adams and the Regents about Ely's diabolical practices and teachings.

They were not interested. Disappointed by his inability to get official action, Wells decided to make public charges against Ely, charges which would force the Regents to take cognizance and settle the question for all time.

On July 5, 1894, Wells prepared a scathing, excoriating and denunciatory letter which *The Nation* published under the heading, "The College Anarchist." It read as follows:

TO THE EDITOR OF THE NATION:

Sir: Your statement in the last *Nation*, to the effect that there is a sort of moral justification for attacks upon life and property based upon a theory which comes from the colleges, libraries, and lecture rooms, and latterly from the churches, is supported by the teaching and the practice of the University of Wisconsin.

Professor Ely, director of the School of Economics, believes in strikes and boycotts, justifying and encouraging the one while practicing the other. Somewhat more than a year ago a strike occurred in the office of the Democrat Printing Company, the state printers. An agitator or walking delegate came from Kansas City to counsel and assist the strikers. He was entertained at Professor Ely's house and was in constant consultation with him. A little later a strike occurred in another printing office in this city, in which Professor Ely was also an abettor and counsellor. He also demanded of the proprietors that their office should be made into a union office, threatening to take his printing away if they did not comply. (They were publishing a paper for him as secretary of some organization or association.) Upon the refusal of his repeated demands, Professor Ely withdrew his printing, informing them that he had always been in the habit of dealing with union offices. In conversation with one of the proprietors he asserted that where a skilled workman was needed a dirty, dissipated, unmarried, unreliable, and unskilled man should be employed in preference to an industrious, skillful, trustworthy, non-union man who is the head of a family. He also stated that the latter would have no ground of complaint, as he could easily remove the objections to him by joining the union, and that conscientious scruples against joining the union would prove the individual to be a crank.

Such is Ely the citizen and business man—an individual who can say to citizens and taxpayers, "Stand and deliver, or down goes your business," and to the laboring men, "Join the union or starve with your families." Professor Ely, director of the School of Economics, differs from Ely, the socialist, only in the adroit and covert method of his advocacy. A careful reading of his books will discover essentially the same principles, but masked by glittering generalities and mystical and metaphysical statements, susceptible of various interpretations according as a too liberal interpretation might seem for the time likely to work discomfort or loss to the writer. His books are having a considerable sale, being recommended and advertised by the University and pushed by publisher and dealers. Except where studiously indefinite and ambiguous, they have the merit of such simplicity of statements as makes them easily read by the uneducated. They abound in sanctimonious and pious cant, pander to the prohibitionist, and ostentatiously sympathize with all who are in distress. So manifest an appeal to the religious, the moral, and the unfortunate, with promise of help to all insures at the outset a large public. Only the careful student will discover their utopian, impracticable and pernicious doctrines, but their general acceptance would furnish a seeming moral justification of attack on life and property such as this country has already become too familiar with.¹

¹ *The Nation*, 59 (July 12, 1894), 27.

Within a few days the Wells letter had been reprinted in the *New York Post*, and from there many other newspapers reprinted the story with varying comments. Wells had proceeded effectively. He had precipitated so highly embarrassing a situation that the Regents² could not afford to ignore it. A prompt hearing of the case became imperative.

The board appointed a committee to investigate the charges. Members of the committee were H. W. Chynoweth of Madison, chairman, Dr. H. B. Dale of Oshkosh, and John Johnston of Milwaukee. The committee decided that the Wells letter should constitute the complaint, and that the scope of the hearing should be limited to the charges that Ely had encouraged and fomented strikes in Madison, that he had practiced boycotts against non-union shops, and that he had taught socialism and other vicious theories to students at the University. The committee decided against a complete investigation of Ely's books, lectures and professional papers.

Since Ely was in New York on a lecture engagement when the crisis developed, the defense of his interests was voluntarily taken over by his friends. David Kinley, a former Ely student who later became president of the University of Illinois, and Frederick Jackson Turner, the noted historian, busied themselves in his behalf. They collected evidence, and engaged one of Madison's most skilled and scholarly attorneys, Burr W. Jones, to represent the economist before the Regents' committee.³

Both Wells and Ely were summoned to the first hearing, scheduled for the evening of August 20, 1894 in the senior classroom of the Law Building. Many students, faculty members and prominent townspeople were present, as were Ely and his attorney. Wells did not appear. Instead he sent a letter, explaining and justifying his absence, and protesting against the limited scope of the trial; he was particularly anxious to investigate all of Ely's professional writings.⁴

In an effort to lure Wells to the next session, the committee wrote a letter assuring him a full and impartial hearing, and urging him to

² In 1894 the Board of Regents comprised the following:

State Superintendent of Public Instruction, ex-officio	O. E. Wells	
President of the University, ex-officio	C. K. Adams	
John Johnston	Charles Keith	William P. Bartlett
H. W. Chynoweth	George H. Noyes	Orlando E. Clark
N. D. Fratt	George Heller	D. L. Plumer
B. J. Stevens	H. B. Dale	John W. Bashford

³ Richard T. Ely, *Ground Under Our Feet* (New York, 1938), 218-233, describes Ely's reactions to his trial for economic heresy.

⁴ *Madison Democrat*, August 21, 1894. Newspaper coverage of the trial was complete, and remarkably accurate. A full stenographic transcript was taken during the hearings. One copy of this transcript is filed with the manuscript papers of the University Board of Regents, for August, 1894. Other copies are available in the Ely Collection, located in the Manuscript Division of the Wisconsin Historical Society.

appear on the evening of August 21. This time he came, reinforced by a distinguished local attorney, Colonel George W. Bird. The latter operated at a disadvantage, for he had been called into the case so suddenly that he had had no time to interview witnesses or make other necessary preparations. Ely's attorney suffered under no similar handicap. The accused also enjoyed the advantage of a large and sympathetic audience. As points were scored for Ely, the audience registered approval with noisy applause, much to the discomfiture of Wells and his attorney, who threatened to withdraw if demonstrations of favoritism continued.

One of the first to testify before the committee was Thomas Reynolds, a striker at the Democrat office. Presumably he could offer proof that Ely had been involved in that dispute. Colonel Bird tried to compel Reynolds to admit that he had said that Ely had conferred with and counseled the organizer, Klunk. Reynolds declared that if he had ever thought that Ely was involved, he had been mistaken; that if he had said that Ely was implicated it was because someone had unreliably told him so; and that he, personally, had no such knowledge. Unable to get worthwhile testimony from Reynolds, Bird found it impossible to prove that Ely had encouraged a strike.

When W. A. Tracy, the printer, was called to the stand he testified that, although on three separate occasions Ely had urged him to unionize his shop, he had not coupled it with a threat that he personally might assume responsibility for taking the Christian Social Union's printing to another establishment. In fact, even though Tracy's shop remained unorganized, Ely had left the printing with Tracy. In view of this it was impossible to prove that Ely had practiced a boycott.

Had Ely indoctrinated students with socialist ideas? Wells demanded that all of the professor's pamphlets, books, lectures and professional papers be investigated as pertinent to this question. Chairman Chynoweth laughingly rejected this suggestion as involving too stupendous and irrelevant a task. Wells and Bird, who assumed such an exploration was implicit in the promise of a full and impartial hearing, were tremendously dissatisfied with the chairman's ruling. With Wells in full retreat the hearings were adjourned until the evening of August 23.⁵

Once again Wells failed to appear, and once again he submitted a lengthy letter expressing dissatisfaction with the narrow scope of the trial. Despite the fact that his letter repeated many charges previously made, it contained one important admission: "It is proper to state that I am unable to establish the correctness of the information upon which I made the statement in my letter of July 5th to *The Nation*, that the walking delegate from Kansas City was entertained at

⁵ Madison *Democrat*, August 22, 1894.

Professor Ely's house and was in constant consultation with him, or that Professor Ely's connection with the strike in the Democrat Printing Company's office was as there stated." However, he insisted that since Ely had urged unionization on the firm of Tracy-Gibbs company, he had, "whether intentionally or not . . . aided and abetted this strike."

After the Wells communication had been read at the third session, formal trial procedure was abandoned at the suggestion of Ely's attorney. The meeting was then thrown open to the search for truth, wherever found. At this juncture David Kinley presented a letter he had received from Klunk, the organizer. Klunk reported that while at Madison he had had a long conference with one he had assumed to be Ely at the professor's seminar room in the old Fuller Opera House, now the Parkway Theatre. Klunk made a point of describing the physical appearance of his conferee; the description obviously did not fit Ely. It did fit a student in Ely's seminar, H. H. Powers, so the supposition was that Powers, and not Ely, had conferred with the labor organizer. At that time both Ely and Powers wore short full beards. This superficial similarity might have led to error in identification. The Klunk letter made a profound impression on those present at the hearing; its effect was an alibi for Ely.

This was followed by a reading of many letters, highly commendatory of Ely, over the signatures of prominent American economists, historians and educators. E. Benjamin Andrews, president of Brown University, wrote that Ely was America's most influential teacher of political economy. "For your noble university to depose him," declared Andrews, "would be a great blow at freedom of university teaching in general and at the development of political economy in particular." Carroll D. Wright, United States Commissioner of Labor, offered the opinion that Ely had given workingmen catholic views of their relations to industry and society. "His influence upon workingmen has been the influence of the pulpit," Wright averred. Dr. Albert Shaw, writer and editor, observed that Ely's teachings and writings, considered in their totality, encouraged reverence for government, law and order. President Charles Kendall Adams of Wisconsin, who had undertaken an analysis of Ely's *Socialism* for the committee, reported that "From the beginning to the end of the book there is not a paragraph or a sentence that can be interpreted as an encouragement of lawlessness or disorder." Granting that parts of the book, taken out of context, might suggest a sympathy for socialism, Adams insisted that "I am utterly unable to see how any careful reader can read the whole of the book without commending the fairness of its spirit and the general elevation of its tone and without conceding that the reasoning of the author leads away from socialism rather than towards it." When the

reading of testimonials had been finished the dramatic trial of Richard T. Ely was brought to a close.⁶

It was evident that Wells had lost his case, and that Regents Chynoweth, Dale and Johnston would submit a report exonerating Ely. Another matter was less evident. During the course of the trial little had been said about the question of academic freedom. Would the Regents be content with clearing the accused, or would they use the occasion to publicize some larger statement favorable to academic freedom?

On September 18, 1894, the trial committee submitted its final report to the board. The report, unanimously adopted, exonerated Ely, and heralded the board's devotion to academic freedom:

As Regents of a university with over a hundred instructors supported by nearly two millions of people who hold a vast diversity of views regarding the great questions which at present agitate the human mind, we could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary. Such a course would be equivalent to saying that no professor should teach anything which is not accepted by everybody as true. This would cut our curriculum down to very small proportions. We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils be removed and others prevented. We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.⁷

The outcome of the Ely trial, and especially the proclamation of academic freedom, were given wide publicity by the press. Years later Richard T. Ely could proudly refer to the Regents' report as "that famous pronouncement of academic freedom which has been a beacon light in higher education in this country, not only for Wisconsin, but for all similar institutions, from that day to this. Their declaration on behalf of academic freedom . . . has come to be regarded as part of the Wisconsin Magna Charta . . ."⁸

⁶ Complete texts of the letters and reports from which the above extracts were taken, were published in the *Madison Democrat*, August 24, 1894.

⁷ *Ibid.*, September 19, 1894.

⁸ Ely, *Ground Under Our Feet*, 232.

II

THIS ENTIRE STUDY had its inception in a desire to identify the author of the "sifting and winnowing" motto for which the University of Wisconsin has become famous. When inquiries on this point were first addressed to friends at the University, two candidates for the honor of authorship were prominently mentioned. Attention was called to the declaration of the elder La Follette that "This declaration of freedom was framed by Herbert W. Chynoweth, then a member of the board . . ."

Contradicting this, however, was the assertion of J. F. A. Pyre, historian of the University: "The sentences were written by President Adams, though they have sometimes been ascribed to the chairman of the committee which reported them to the Board of Regents."⁹ The association between Professor Pyre and President Adams had been quite intimate, so that Pyre might well have had direct evidence on the authorship of the well-known words. Unfortunately, neither Pyre nor La Follette bolstered his nomination with supporting testimony.

Of the major participants in the Ely trial, Ely was the sole survivor when this study was undertaken in 1942. Inquiry disclosed that at that time Ely was in his 89th year, was living in semi-retirement near New York City, and was in declining health. It was not known whether Ely could or would bear evidence as to the authorship of the words on the tablet. Of all living men it seemed patent that he, the defendant in the trial of 1894, should have such first-hand knowledge. He had had the friendship, the aid, and presumably also the confidence of President Adams in 1894. His testimony, if obtainable, was vital to the purposes of this study.

At the request of the author, three of Ely's close acquaintances successively consented to solicit a statement from Ely. The three letters were written at varying intervals because of Ely's failure to make seasonable reply to the first two inquiries. However, he did make prompt answer to the letter addressed to him by W. S. Kies, a prominent New York alumnus who was closely associated with Ely for a number of years and was one of the trustees of Ely's Foundation.

On the facing page is a photographic copy of that letter.

About the same time Professor E. E. Witte also received an answer from Ely, offering the same emphatic information. It is evident that the quest was initiated seasonably. Ely died in the following year.

The Alfred T. Rogers mentioned in the Ely letter was the son-in-law of H. W. Chynoweth, chairman of the hearing committee.

In view of this evidence each reader may decide for himself whether or not, in the spirit of the motto, the truth has been found.

⁹ Robert M. La Follette, *La Follette's Autobiography* (Madison, 1913), 29.

¹⁰ James F. A. Pyre, *Wisconsin* (New York, 1920), 293.

ELY ECONOMIC FOUNDATION
Devoted to Impartial Scientific Research

DIRECTOR OF RESEARCH

Richard T. Ely

RESEARCH ASSOCIATES

Ralph H. Hess
Willford I. King

Joseph A. S. Kanas
Pearl Rosenthal

551 Fifth Avenue, New York, N. Y.

Telephone MUrray Hill 6-0106

June 6, 1942

Mr. W. S. Kies,
Graybar Building,
New York, N. Y.

Dear Kies:

In reply to your inquiry of June 3, the words were undoubtedly written by C. K. Adams. Adams told me so, himself, and the internal evidence bears this out. It was a style natural to Adams and not to Chynoweth.

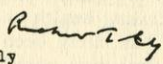
I have only pleasant recollections of Chynoweth and only praise for his conduct of the trial but he did not and could not have written those words. LaFollette was mistaken and naturally so, because Chynoweth, as Chairman, signed the whole report although he did not write it all.

I have had a number of inquiries from various people in Madison, recently, on this same point, including a letter from Alfred T. Rogers and Professor Witte. I wonder what the origin of all these inquiries could be.

I am feeling quite well, again and spent a part of this morning weeding our corn which is about knee high.

With best regards,

Faithfully yours,


Richard T. Ely

III

EVEN THOUGH the declaration of 1894 had put the University on record as favoring academic freedom, the principle and the practice were not guaranteed simply by a declaration. In 1910, and again in 1915, bitter battles were fought over the principle; in these struggles the Regents and the Class of 1910 were the chief combatants.

Political considerations were important in 1910. The dominant Republican party in Wisconsin was split into two factions: the Stalwarts and the Progressives. The Progressives, led by Robert M. La Follette, were also known to their opponents as Liberals, Radicals, Socialists and La Follette-ites. Stalwarts were awarded the uncomplimentary titles of Standpatters, Reactionaries, Monopolists and Tories; of these labels, that of Tory seemed most invidious. During the campaign these names were freely applied, adding to the intensity of feeling. When the ballots were counted, the Progressive faction emerged victorious.

Divisions within the Republican party were reflected in the University. Undergraduates, and especially the members of the Class of 1910, seem to have been overwhelmingly and ardently pro-La Follette. During the election year the Regents sensed that a "radical" element controlled class politics, while classmen felt that Stalwart sentiment predominated among the Regents. There is little doubt that political partisanship affected the contests between classmen and Regents.

All Regents¹¹ on the board in January, 1910, either had been appointed or reappointed by Governor James O. Davidson, a leader of the Stalwarts after his split with La Follette in 1906. While no completely reliable check can be made now, available evidence suggests that of the fifteen members of the 1910 board, ten were Stalwarts and five Progressives. That partisanship was not unknown was amply testified to by the resignation of W. D. Hoard in 1911. In a letter of resignation, addressed to Governor Francis E. McGovern, Hoard wrote:

I hereby tender my resignation from the Board of University Regents to take effect at once. Failing health and an unwillingness to longer remain as a member of a body that has lately been reconstructed upon the basis and for the main purpose of political partisanship for the La Follette faction in politics are my chief reasons for resigning. I do not believe that a great state school like our University can be wisely, honestly or efficiently administered from so narrow a standpoint.¹²

¹¹ At this time the Board of Regents comprised the following:
State Superintendent of Public Instruction Charles P. Cary
President of the University, ex-officio Charles R. Van Hise
Magnus Swenson Frederick C. Thwaites Mrs. Florence G. Buckstaff
W. D. Hoard James S. Trotman Gustave Keller
Pliny Norcross D. P. Lamoreux Granville D. Jones
Lucien S. Hanks Edward Evans A. P. Nelson
Enos L. Jones

¹² Milwaukee *Sentinel*, April 1, 1911.

This was the response of a Stalwart who disapproved the liberal reconstruction of the board after 1910.

Prior to 1910 the liberal press lost no opportunity to heckle and criticize the Regents. In 1908 the *Milwaukee Journal* reported that "There is considerable talk that reactionary members of the Board of Regents believe that teachings in some departments of the University are too liberal and that they propose to limit it even if they have to interfere with the pedagogical management . . ." John R. Commons, Richard T. Ely and Edward A. Ross were the professors reported to be most eligible for the lash. The *Journal* alleged that President Van Hise, who was known to be close to La Follette, was having difficulties with the board. At the beginning of his regime Van Hise had laid great stress upon research as a basis for academic advancement. In a direct attack on this position the Regents were said to have adopted a promotion policy in which teaching counted as heavily as research. "Some claim," said the *Journal*, "that research work has resulted in the class of discussion to which a majority of the Regents object."³³

Professor E. A. Gilmore of the law faculty was reputed to have courted Regent displeasure with his researches on the right of the state to control its water powers. Gilmore, who subsequently became vice-governor of the Philippines and later president of the University of Iowa, had prepared a brief favorable to state control, at the request of a legislative committee. Among the Regents were two who were interested in private exploitation of water power, and reportedly these gentlemen had censured the law professor for jeopardizing their interests. The alleged Gilmore censure was widely discussed, and did little to promote good feeling between students and faculty on the one hand and Regents on the other.

Conflicts within the University were sharpened by other episodes of the years 1909 and 1910. The first of these involved Lincoln Steffens, the muckraking journalist who had set out to expose La Follette. However, after conferences with La Follette, he not only experienced complete conversion, but became a militant advocate of La Follette's entire political philosophy. In February, 1909, Steffens published in the *American Magazine* an article captioned, "Sending a State to College." The article was highly complimentary to the University of Wisconsin, and to President Van Hise and his extension program in particular. However, in a paragraph on academic freedom, Steffens hurled a shaft at the Regents. "The conclusion I drew from talks with both sides," wrote Steffens, "both the Tory Regents and the 'radical' instructors, was that while there are no 'Socialists' on the faculty, there are several men who are more radical than they dare to teach. They

³³ *Milwaukee Journal*, November 30, 1908. In this period Fred MacKenzie, U. W. 1906, a La Follette Progressive, was Madison correspondent for the *Milwaukee Journal*.

do 'the best they can'; they 'suggest' the truth, but as one of them put it, 'we have to smear it a little.'"¹⁴ Steffens' comments were not appreciated by the Regents.

Less than a year after Steffens had cast doubt on the board's devotion to academic freedom, an incident involving Emma Goldman, the anarchist, and Edward A. Ross, professor of sociology, seemed to lend confirmation to the doubt. Emma Goldman visited Madison between January 25 and 27, 1910. During this time she met with the student Socialist Club at the Y.M.C.A., and delivered an evening lecture downtown. For each appearance she had a goodly audience, which included many university students and members of the faculty. Professor Ross was accused of displaying undue friendship for the lecturer: he was charged with announcing her evening address to his classes, and of escorting her around the university campus. Much of the state press was furious at Ross, at the University, and at Emma Goldman.

The cries of the rabid were not completely justified. As a local newspaper reported, "Those who attended the lecture . . . for the purpose of seeing bombs thrown or listening to inflammable utterances, were doomed to disappointment. The proceedings were entirely orderly and good-mannered to the last degree."¹⁵ As for Ross' part in the incident, he tells his own story best:

. . . About this time Emma Goldman came to town to lecture on Anarchism and on my way to class I learned of infuriated patriots tearing down her posters. This struck me as not quite sportsmanlike and, since the topic of the day was Tolerance, I characterized such manifestations as anti-social and un-American, thereby calling attention to the Goldman lecture.

I did not attend it, but the next morning Miss Goldman called on me at my office, and I took her over the campus pointing out its beauties. Promptly the newspapers shrieked that I was an anarchist; and then certain financiers and capitalists on the Board of Regents (clever team-work!) solemnly shook their heads and gave it out to the newspapers as their pondered opinion that I was not fit to remain at Wisconsin. This was sheer pose, for President Van Hise told me my real offense was publishing *Sin and Society*, and that for more than two years certain Regents had been looking for a pretext to oust me.¹⁶

On January 31, four days after Emma Goldman's departure, Parker Sercombe of Chicago lectured in the classroom of Professor Ross, without prior approval of university authorities. For some time Sercombe had sought an invitation to address Ross' large sociology class; finally Ross permitted him to come to Madison to talk on "Education in a Democracy." Ross said Sercombe's educational theories were "not without merit," but this was lost sight of when word leaked out that Sercombe was an advocate of free love. Ross recalls:

¹⁴ Lincoln Steffens, "Sending a State to College," *American Magazine*, 67 (February, 1909), 362.

¹⁵ Madison *Democrat*, January 27, 1910.

Promptly Chicago sources supplied the Wisconsin capitalistic newspapers with certain half-baked proposals of his regarding marriage, which had not come to my attention, and their readers were told, "This is the sort of man Professor Ross allows to address his class! Your sons and daughters at the University of Wisconsin run the risk of being corrupted."¹⁷

Matters were made worse when Sercombe used his acceptance at the University to advertise himself as a lecturer. Again the press yielded to violent outbursts, and the Regents were furious at the unwarranted assumption of academic privilege by Ross.

When the board met on March 2, 1910, the greater part of their deliberations was taken up with the Goldman and Sercombe incidents. As a result of the discussions a resolution of censure was unanimously adopted by the board. The resolution declared:

WHEREAS, it has come to the knowledge of the Board of Regents that Professor E. A. Ross of the department of sociology in our University has invited to lecture in the University and under its auspices, persons whose record and expressed views are subversive of good morals, therefore be it

RESOLVED, by this Board of Regents that we strongly disapprove of such action, and that the President of the University is requested to inform Professor Ross of the censure of the board and their unanimous disapproval of his indiscretions.¹⁸

Without the support of courageous President Van Hise, Ross probably would have been ousted. When called upon to make a formal report on the Goldman and Sercombe incidents, Van Hise strongly opposed any summary action, and warned that the faculty would rise in defense of Ross if necessary. Said Van Hise:

... it has been suggested that Professor Ross be removed from his professorship in the University. I do not know whether or not this suggestion is to be seriously considered; but it is clear to me that such an action would be wholly indefensible. In the first place it would be an injustice; for the mistakes which Professor Ross has made are not sufficiently grave to have more weight than years of service as a teacher highly appreciated by his students, including many of the higher grade; second the removal of a professor on the grounds considered would damage the University most seriously in the eyes of the academic world. The effects of such a drastic action as the removal of a professor holding a continuing appointment for so inadequate a cause would not be overcome for years.¹⁹

Ross was in China when his fate was decided. At Vancouver and Shanghai he had received cables from Van Hise warning him to expect the worst. He was worried, for he foresaw a return to America with no academic chair waiting for him. Two weeks after his arrival in China he attended a missionary service in Peking, where Luther's "A Mighty Fortress Is Our God" was sung:

As we sang I recalled *his* daring and compared what *he* faced with what *I* faced. Luther's fighting spirit rose in me, I worried no more but from then on gave my

¹⁶ Edward A. Ross, *Seventy Years of It* (New York, 1936), 289-290.

¹⁷ *Ibid.*, 289.

¹⁸ Madison *Democrat*, March 3, 1910.

¹⁹ Records of the Board of Regents, March 2, 1910.

whole attention to studying the Chinese. In April a cable from the staunch Van Hise notified me that the motion to oust me failed. Playing for time he had been able to gather protests from so many liberals out in the state that some of the hostile Regents lost their nerve and an adverse majority was converted into a minority.²⁰

How were these episodes viewed by the members of the Class of 1910? Did they see in the 1910 occurrences a resurgence of the unlightened bigotry which in 1894 had placed in jeopardy the tenure of Richard T. Ely? The class leaders thought this was the case. Soon they would set in motion a project designed either to make unavoidable an official rededication of the University to the principle of academic freedom laid down in 1894, or, if that should fail, to expose the Regents to the peril of widespread public criticism.

IV

FOR AT LEAST two decades Wisconsin graduating classes had left memorials, usually gravestones bearing class numerals, to be placed in the woodlot behind Main Hall. The presentation and acceptance of the memorial had become a traditional feature of Class Day exercises prior to 1910. As events proved, the presentation of the 1910 memorial was of special significance in the history of the University.

While the Goldman and Sercombe episodes were still under discussion the Class of 1910 was busy with class politics. One candidate for the presidency, James S. Thompson, campaigned on a platform which called for the popular selection of the class memorial and guarantee of its dedication at graduation time.²¹ Despite the fact that Thompson lost the election to Francis Ryan Duffy on March 18, 1910, his voice was heard when the memorial committee considered the selection of a gift.²² Thompson urged that no gravestone mark the resting place of the Class of 1910; instead he recommended that the class memorialize itself through the 1894 academic-freedom proclamation, the statement to be cast in bronze and erected in a prominent place on the campus.

This novel suggestion did not originate with Thompson. It came from Lincoln Steffens. While preparing his article on the University, Steffens had discovered the 1894 statement, and had expressed regret

²⁰ Ross, *Seventy Years of It*, 290.

²¹ Shortly after his graduation from the University of Wisconsin, Thompson accepted a position with McGraw-Hill Book Company. He has had no other employer. After a long term as vice-president he was elected and still serves as president of McGraw-Hill.

²² After graduating from the University of Wisconsin, Duffy practiced law at Fond du Lac. In November, 1932, he was elected to the United States Senate as a Democrat. On June 26, 1939, he was confirmed as United States District Judge for the Eastern District of Wisconsin, with offices at Milwaukee. This position he continues to hold.

that it had never been adequately publicized and preserved. To Fred MacKenzie, managing editor of *La Follette's Magazine*, he suggested the use of the class memorial to rededicate the Regents to the 1894 principle. Through MacKenzie the suggestion was transmitted to James S. Thompson, and through Thompson to the memorial committee. "I can still recall very definitely that Fred called me out from luncheon one day at the Phi Kappa Psi house to propose this idea," said Thompson. "He cautioned me against revealing too much of the source of the subject for fear that political discussion or argument might hamper the execution. He and I agreed that the idea was fundamentally excellent and that political implications ought not to be permitted to interfere with its successful adoption by the class. Fred was always enthusiastically gleeful in observing the success of our efforts."²³

Even though the majority of the classmen had not the slightest hint that Lincoln Steffens had conceived their memorial, the suggestion seemed so reasonable that it was quickly agreed upon. Hugo Hering, chairman of the memorial committee, recalls the homely manufacture of the much-publicized plaque:

I personally prepared the pattern of the Tablet for casting. It was purely a hand-made job, in which I used a three-ply wood veneer panel as a background. I bought white metal letters, such as used by Pattern Makers, and fastened these letters to the veneer back. Each letter had prongs on the reverse side, and after being properly aligned, was hammered down into the wood. I carted the pattern to the Madison Brass Foundry, and Henry Vogts made the casting, at a cost of \$25.00.²⁴

With the plaque ready for dedication, class officers approached the Regents on the matter of its acceptance and erection. The members of the board were cool and evasive. Some asserted that as individuals they could not grant approval; that the question must be decided by the entire board at a formal meeting; that there would be no formal meeting prior to graduation day, at which time it would be too late. Others objected that the classmen had by-passed President Van Hise in bringing the question before the board directly; others that the approach had been too oblique, through the board's secretary and executive committee. There was also an opinion that it would be inadvisable to extend to each graduating class the privilege of prescribing the character and placement of its memorial gift. Like Laocoön, high priest of Apollo at Troy, the Regents feared the Greeks even though bearing gifts.²⁵

²³ Thompson to Milton J. Blair, April 14, 1944. (In author's possession) That Steffens fathered the project is confirmed by Hugo Hering, chairman of the 1910 memorial committee, in a letter to the author, April 26, 1944; and by Milton J. Blair, in response to the author's questionnaire, in 1942.

²⁴ Hering to the author, April 26, 1944. That the tablet was the work of an amateur is attested by the uneven lines of the finished product.

²⁵ M. E. McCaffrey, then secretary of the Board of Regents, informed the author that

Baffled and disappointed, but determined to wring eventual victory from present defeat, the classmen conducted the traditional Class Day exercises on June 20, 1910. Despite the withholding of Regent approval, class orator Carl F. Naffz of Madison presented the tablet to the University. Genial and popular Professor William A. Scott of the School of Commerce accepted the plaque and made the response. His response must have been made in purely personal capacity, however, for the record shows that Scott's acceptance was authorized neither by the Regents nor the faculty. The response seems to have been Scott's valorous gesture of friendship towards the class and its project.

If the classmen hoped that Scott's gesture would effect a transfer of the gift to the University, their hope died quickly. On June 22, two days after the exercises, the following entry was made in the records of the Board of Regents:

A request from the President of the senior class to place a memorial tablet in one of several locations named was presented and was referred on motion of Regent Thwaites, with second by Regent Keller, to President Van Hise with instructions to notify the class why the request could not be granted.

While the record gave no hint of the explanation which Van Hise was to offer, newspaper reports summarized the ostensible reason. A local paper said the Regents were opposed to "making a 'graveyard' out of the university grounds," and they hesitated to "establish a precedent which would lead to the mutilation of the buildings . . ."²⁶ Regent Magnus Swenson was quoted as saying, "You know, they allowed that to occur some years ago until the campus began looking like a graveyard and then they dug up all the old memorials and put them back in the woods. People pass by and say, 'Well, who's buried there?'"²⁷

On the day that the governing board decided against accepting and erecting the memorial, President Van Hise, in his commencement address, spoke on the dangers to state universities from political control, from the demand for returns measurable in dollars and cents, and from restrictions on freedom of teaching. This did not imply that Van Hise was championing the memorial crusade. As one Regent recalled, Van Hise "showed considerable feeling at the want of courtesy on the part of the students in not having in any way consulted him about this tablet, and appeared to be against its acceptance by the Regents."²⁸

within the governing board suspicion was rife; that underneath the ostensibly ingenuous tender of the memorial plaque was an insidious, clandestine purpose to stigmatize or "smear" the Regents.

²⁶ Madison *Democrat*, June 23, 1910.

²⁷ Milwaukee *Journal*, June 28, 1910.

²⁸ Granville D. Jones to the Regents, May 25, 1915. Van Hise's position was further defined by Jones in a letter to Francis R. Duffy, June 9, 1915. Copies of these letters, and all correspondence hereafter cited, now in the author's possession, will be placed in the Manuscript Division of the Wisconsin Historical Society in the near future.

After commencement a report was circulated that the class planned to buy a piece of property four feet square, on State Street, on which to erect the memorial.²⁹ Nothing came of this enterprise. Meantime the classmen carried their case to the newspapers. The item most cordially resented by the Regents was an interview given out by class president Francis R. Duffy. Duffy announced that President Van Hise's conservation work had "met with opposition from some interests in the state which do not have the public welfare as their basis." He recalled that Professor Gilmore had been rebuked by the water-power interests and declared that "At about the same time another member of the faculty was instructed not to carry on certain research work in connection with the early history of Wisconsin." These incidents inspired the Class of 1910 to select their special memorial, for the class believed "the search for truth should not be interfered with, in a great university . . ." Events of 1910 also raised the question of how long Wisconsin could retain its place as the leading state university, and as a university of the people, "if the Regents will not allow members of the faculty to express their honest convictions on problems that are of interest to all the people, or at least object to their doing so." Duffy promised that Regent rejection of the memorial tablet would be widely publicized in newspaper and magazine articles during the next few months, and named Lincoln Steffens as a likely commentator.³⁰

The stir created by the classmen was heard in high political councils in the fall of 1910. On September 28, a Progressive-dominated Republican platform convention met at Madison. Whether as a gesture of partisanship towards the Class of 1910, or of reproach to the Regents, or merely as a remarkable coincidence, one plank of the Republican platform pledged the party to the defense of the 1894 view of academic freedom.

Not until 1912 was the memorial question reconsidered by the Regents. The minutes of the board meeting of April 25, 1912, record that:

The matter of the memorial tablet of the Class of 1910 was brought up for consideration. On motion of Regent Mahoney, second by Regent Seaman, the tablet was accepted, Regent Jones voting "No."

Significantly, nothing was said about the erection of the plaque. If unerected, the purpose of the class would be thwarted.

Meantime, what had become of the tablet? Soon after its original rejection it had been carried, by parties unknown, to the dingy basement of the Administration Building. There it accumulated dust and cobwebs for five years, until rescued by the 1910 alumni in the spring of 1915.

²⁹ Milwaukee *Sentinel*, June 28, 1910; Milwaukee *Journal*, June 28, 1910.

³⁰ Fond du Lac *Daily Commonwealth*, June 30, 1910.

V

AT THE TIME of the plaque's rejection classmen suspected that the defacement of buildings and grounds had little to do with the board's adverse decision, though this was the announced basis of the action. In 1942 ex-Regent C. P. Cary, who had participated in the 1910 decision, was asked whether the Regents were primarily interested in discouraging graduating classes from thinking that whatever memorials they might tender would necessarily be accepted and erected by the board. "It is quite possible that such was the minor purpose in the minds of some Regents," replied Cary, "but that was not the chief reason for the rejection."

As seen by Cary, how did the board view the 1910 situation? Were the Regents distressed by the attentions paid Emma Goldman, and did they assume that a considerable number of students had radical inclinations? "Yes, beyond question," said Cary. "The dominating element in the Class of 1910 might have presented such a plaque if there had been no Emma Goldman visit to Madison, but it is highly improbable." The Regents also knew there were some radicals among the students and faculty, but "like the humorist who thought a reasonable number of fleas were good for a dog, the Regents did not bother about it. In fact, most of them were pleased to have it so; they did not desire a dead sameness of views."

Did the Regents believe that the Class of 1910 was under the influence of some radical political element which made acceptance of the tablet undesirable? "There was a suspicion that such might be the case," said Cary. "The student radicals may have been stimulated to activity by politicians, at least encouraged by the general political upheaval. In fact I think they were."

Did the Regents assume that in tendering the plaque the class was aiming an unmerited thrust at the board, one which implied that the Regents were ultra-conservative industrialists and politicians opposed to academic freedom? "To this question my answer is *yes*," replied Cary. "No single Regent was opposed to the wording or sentiment of the plaque—except the gratuitous fling in the opening sentence at other institutions that might be cramped in their instruction—but they were opposed to being slapped in the face without occasion for it." Cary recalled that "It was the entire situation and spirit of it all that was resented. The spirit as the Regents interpreted it was something like this: There, dern ye, take that dose and swallow it. You don't dare refuse it even if it gags you, and it probably will."

What induced the board to accept the tablet, but not erect it, in 1912? Cary's recollection was that "The representatives of the class of 1910 came back in 1912 to the Regents in a chastened spirit; admitted mistakes on their part, as I recall it. Politics had settled down in the

meantime. As before stated, the board unanimously approved, in the abstract, the principle of freedom in the university classrooms."⁸¹

The Class of 1910 looked upon Granville D. Jones as the Regent who most strongly opposed the acceptance and erection of the tablet. As Francis R. Duffy informed a Regent in 1915, "Regent Jones of Wausau has been the backbone of the opposition and has really constituted practically the only opposition to the acceptance of this memorial. You are aware that Mr. Jones has been closely identified with the water-power interests in his section of the state. In fact, he told me himself."⁸² A man strong in opinion and forthright in expression, Jones never wearied of resisting affronts to the Regents, and never abandoned the opinion that the memorial tablet was intended as an affront. Hiding behind the plaque he saw the figures of Lincoln Steffens, Fred MacKenzie of *La Follette's Magazine*, and Richard Lloyd Jones, Progressive editor of the *Wisconsin State Journal*. "I know that the inspiration of this memorial tablet was vile," Jones told his fellow board members. "I believe the class was duped and made use of for the purpose of discrediting the Regents."⁸³ To class president Duffy he wrote, "I have always considered that the attempt of a lot of malicious and vicious pups to use your class as a 'cat's paw' for their own selfish purposes was monstrous."⁸⁴

According to Jones, the students had never known the truth about the Ross and Gilmore incidents. "They were incited by mischievous persons and with the enthusiasm and loyalty of youth, reached the conclusion that the Regents of the University, or at least some of them, were endeavoring to interfere with academic freedom and the search for truth . . ." Jones assured the misinformed that there was "no Regent action that school year which interfered or attempted to interfere in any way with reasonable academic freedom." When the memorial was rejected he "anticipated there would be a good deal of magazine and newspaper discussion of the matter, in which Mr. Lincoln Steffens of evil memory would participate."⁸⁵

Regent Jones had no special regard for the noble phrases of the memorial tablet. "So far as the words on your tablet are concerned," he wrote to Duffy, "they are only objectionable in connection with the time and manner of their application."⁸⁶ To his brethren on the

⁸¹ The above quotations are excerpts taken from Cary's written answers to a questionnaire prepared by the author in 1942.

⁸² Duffy to Regent Theodore Hammond, May 26, 1915.

⁸³ Jones to the Regents, May 25, 1915.

⁸⁴ Jones to Duffy, May 13, 1915.

⁸⁵ Jones to Duffy, June 9, 1915. According to the late M. E. McCaffrey, for many years secretary to the Board of Regents, the 1910 board customarily referred to Lincoln Steffens as "Stinkin' Leffens."

⁸⁶ Jones to Duffy, May 13, 1915.

board he confided, "The sentiment on this tablet, though somewhat dogmatic, is harmless and inoffensive. So, for that matter, is the multiplication table and all the axioms. This, however, does not justify inscribing them on monuments and posing them on the university buildings and grounds. The purpose of this tablet was to wantonly insult the then Regents."³⁷

Had the class intended to insult the Regents? According to one classman who should have known, "The motive was simply to commit the University to a policy of academic freedom which seemed to have been infringed by the Goldman and other incidents."³⁸ Never did the Regents win any admission that insults were intended.

In view of the testimony offered by the Regents themselves, it is evident that the 1910 board did not reject the plaque primarily because it threatened to deface university buildings. They rejected it because they despised Lincoln Steffens, who fathered the project. They rejected it because they saw in it an attempt of Wisconsin Progressives and student radicals to embarrass a Stalwart board. They rejected it because they could not agree that the board's behavior in the Ross episode constituted a violation of academic freedom.

VI

BY THE SPRING of 1915 the stage was set for the final act in the drama of the memorial plaque. There were new faces, and a new balance of power, in the Board of Regents.³⁹ Whereas the 1910 board had numbered ten Stalwarts and five Progressives, the 1915 body was made up of nine Progressives and six Stalwarts. The ascendancy of the liberal element was an omen favoring peace between the board and the Class of 1910. Early antagonisms had lost much of their sharpness, so that even the Stalwarts, except for G. D. Jones, were prepared to look with favor on the memorial tablet.

The approaching class reunion inspired a new sense of urgency among the class leaders in 1915. Francis R. Duffy still retained the presidency; he, together with Milton J. Blair, attendance chairman, and William J. Meuer, general reunion chairman, organized the home-

³⁷ Jones to the Regents, May 25, 1915.

³⁸ The quotation is taken from Milton J. Blair's answer to a questionnaire prepared by the author in 1942.

³⁹ At this time the Board of Regents comprised the following:

State Superintendent of Public Instruction, ex-officio	Chas. P. Cary	President of the University, ex-officio	Charles R. Van Hise
Gilbert E. Seaman	Theodore M. Hammond	Granville D. Jones	
Mrs. Florence G. Buckstaff	James F. Trotman	Orlando E. Clark	
A. J. Horlick	Miss Elizabeth A. Waters	Ben F. Faast	
F. W. A. Notz	D. O. Mahoney	A. P. Nelson	
Edward M. McMahon			

coming. It was agreed that Regent approval of the dedication and erection of the memorial would constitute the greatest inducement in luring classmen back to Madison. In pursuing this end, Blair in Chicago, and Duffy and Meuer in Wisconsin, worked independently of one another, and so much to cross purposes as to place in jeopardy the success of their project.

So far as Blair knew, the Regents had been "tough" and had not changed their attitudes in five years. Assuming that a frontal attack on the enemy was most likely to yield results, he assailed the legislature and the Regents in the pages of the *New Republic*. He charged that the legislature was trying to impose on the university faculty "a particular brand of economic teaching which will receive a certificate of orthodoxy." He reviewed the Ely and Ross incidents, and railed against the original rejection of the class memorial:

The bronze tablet with its troublesome inscription lies in the dust of a university building basement. This memorial epitomizes the thing for which the University is now fighting. The Class of 1910 is making a determined effort to have its memorial placed on the campus at its Quinquennial Reunion this spring. The granting or withholding of consent may indicate whether the University will continue to be a great educational institution or will become merely the dispenser of a particular brand of certified orthodoxy.⁴⁰

At about the same time, printed placards appeared in all Madison street cars. The legend on the placards was as follows:

Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state UNIVERSITY of WISCONSIN should ever encourage that continual and fearless sifting and winnowing by which alone the TRUTH can be found.

This is the legend on a handsome bronze tablet—the Memorial of the Class of 1910. The Regents have never granted this tablet a place on the campus. If they will finally consent we will dedicate our Memorial at Wisconsin's greatest Reunion.

1910 COMING BACK—500 STRONG!⁴¹

Following the Blair article and the placards by only four days came an editorial by Richard Lloyd Jones in the *Wisconsin State Journal*. Jones complained that "while the tombstones of other classes have found permanent place to make our campus ridiculous, the class tablet of 1910 with its heroic challenge is secreted away in some darkened cellar, and the Regents have not yet found a place for it in the light of day." Returning classmen would ask the board embarrassing questions about the tablet. "Why has it been set up against a cellar wall? What is

⁴⁰ Blair's letter was printed in the *New Republic*, 3 (May 15, 1915), 44. Before retiring, Milton J. Blair spent twenty-five years in the advertising business, the last fifteen as vice-president of the great J. Walter Thompson Company. He served with the War Advertising Council, and for the last two years has devoted himself to the writing of a book. He now resides in New York.

⁴¹ The placards were printed at a cost of \$5.50; advertising space cost \$22.50 for one month. One of the original placards is in the author's possession.

there in this declaration that can embarrass this University in the light of day? . . . Let the Regents answer."⁴²

Meantime, Francis R. Duffy and William J. Meuer had pursued a course quite different from that initiated by Milton J. Blair. Believing that time and change of personnel had already softened Regent opposition, they assumed that through friendly conference and conciliation, harmony could be restored and the desired object attained. With the assistance of President Van Hise they had approached some Regents directly, and had written friendly letters to others.

Their work had proceeded with fair effectiveness until Blair's letter appeared in the *New Republic*. When Meuer conferred with Van Hise on May 28, the president was indignant. He felt that the classmen had not been dealing in good faith, and warned that if further attacks were made on the Regents the memorial crusade would be lost. Meuer wrote to Blair:

Briefly, we had our point won so far as putting up the tablet was concerned, but the article you wrote in the *New Republic* has upset everything. President Van Hise told me yesterday that he considered it the most infamous and insidious misrepresentation of facts that could have been issued. That it comes as a distinct blow to the University at this time, that if the Regents had any backbone or manhood about them, they would never grant the request now.⁴³

Both Meuer and Duffy begged Blair to refrain from giving further offense.

The chief peace-making efforts had to be directed at Regent G. D. Jones, who clung to his opinion that the plaque had been inspired by "malicious and vicious pups," such as Lincoln Steffens. "I believe the same forces were back of that movement that are now pressing the consideration of this matter by the Regents," Jones declared. "I believe the class was duped and made use of for the purpose of discrediting the Regents."⁴⁴ This was stoutly denied by Duffy, who told Regent Hammond, "There is nothing in the memorial which is an effort to slip something over on the Regents, Mr. Jones' opinion notwithstanding."⁴⁵

By way of placating Jones, and at the same time making the class position clear, William Meuer wrote a lengthy letter to him. Pertinent passages are quoted:

I am sure the class does not want to have trouble, and I'm equally sure that the Regents do not want trouble. I am also confident that Mr. Blair did not mean to stir up any animosity and that it was merely in his enthusiasm to get five hundred people back for the reunion that he has been guilty of any possible indiscretions. I am sending you a copy of the street car sign and Mr. Jones is sending you some

⁴² *Wisconsin State Journal*, May 19, 1915.

⁴³ Meuer to Blair, May 29, 1915. William J. Meuer is a business man; at present he is the proprietor of the Meuer Photoart House in Madison.

⁴⁴ Jones to the Regents, May 25, 1915.

⁴⁵ Duffy to Hammond, May 26, 1915.

of the circulars. This lays before you everything that has happened and it seems like good evidence to the effect that we merely want a big crowd back and that we do want to put our memorial up. However, we want to put it up only for the sake of the tablet itself and want it divorced absolutely from all previous history. My hope is that we merely find a place for it quietly, in some satisfactory location—satisfactory to all concerned, and then stage a dignified dedication which will commemorate the words for what they are and not for the unfortunate circumstances they have been connected with. Such a procedure will not embarrass your board and it will, at the same time, satisfy the class which is justly indignant at the long five-year delay it has endured.

Certainly, the University has no more staunch friend than I and I am very much afraid that a refusal will cause a tremendous upheaval which the University, at this crisis cannot afford to endure . . . As man to man, I ask you then for the good of our University and all concerned, that you work with us in finding a place to put the tablet. I sincerely hope you will agree with me that this is the best way out.⁴⁶

Regent Jones replied immediately, but the tenor of his reply betrayed his misgivings:

I am very glad to get your letter of May 27th. I am entirely agreeable to the arrangement you suggest. I have exerted my best efforts for many years to avoid involving the University in controversy. I have submitted to much gross personal misrepresentation to avoid this . . .

The truth is the Regents have at no time, so far as I am aware, opposed in any way academic freedom within the University. The hue and cry raised in February and March, 1910, was chiefly the work of politicians, in which, unfortunately, some self-styled friends of the University joined. Much was said that was imprudent. Much was said that was wholly false and vicious. There is some blame on some university officials. I honestly believe none of this attached to the Regents . . . I am confident your class does not want to besmirch the Regents of 1910, though I have no doubt certain mistaken enthusiasts are inclined to do so. I think that once and for all there should be an honest, temperate statement made that will be just to the Regents and university authorities of 1910, so that as a historical incident the erecting of this monument on a suitable place on the university grounds shall be free from sinister effect.⁴⁷

To class president Duffy, Jones also wrote, "I believe a manly statement from your class of the facts, which would completely exonerate the Regents of 1909-10 from the false charges that were then, and to some extent are now circulated against them, would be honorable and beneficial to our University."⁴⁸ He did not want the tablet to be a memorial to the Regents' behavior in the Ross incident.

In order to satisfy Jones' demand for a statement absolving the board of blame, two letters were addressed to the board. The first, prepared by William J. Meuer, said:

⁴⁶ Meuer to Jones, May 27, 1915. At the time of these negotiations the tension between the University and the state administration was considerable. In 1914 the Board of Public Affairs sponsored the Allen Survey, which proved to be highly critical of the University. Furthermore, Governor Phillip was known to be unfriendly towards Van Hise and the University. This explains the "crisis" to which Meuer referred in writing to Jones.

⁴⁷ Jones to Meuer, May 28, 1915.

⁴⁸ Jones to Duffy, June 9, 1915.

The Board of Regents in delaying the matter of accepting the class memorial and later delaying in the designation of a site, acted in good faith on their part and . . . the trouble has been due to misunderstandings and to an unfortunate trend of events which beclouded the true motives of the class in adopting the memorial.⁴⁹

The second statement, submitted by Meuer and Milton J. Blair, declared:

We wish to state that there was no ulterior motive in the choice of this memorial. Our sole desire was to put into enduring bronze the splendid idea for that academic freedom which has made the University of Wisconsin one of the world's greatest institutions of learning. We deplore the fact that any political significance was attached to this memorial. We assure you that it was not conceived with any such consequence in view. Our motives were sincere and were inspired only by the great love and respect which we have for our Alma Mater.⁵⁰

The board rejected both statements as unsatisfactory. Regent Jones came forward with the opinion that the class declaration "substantially includes an assertion that the Regents discussed, and sought to interfere with academic freedom. This is untrue and should certainly be eliminated."⁵¹

By way of eliminating untruth, Jones and A. P. Nelson, then president of the board, prepared a "satisfactory" statement which the classmen were expected to sign. The Regent version read as follows:

To the Regents of the University of Wisconsin and to the Public:

The Class of 1910 of the University of Wisconsin presented a bronze tablet to the University at the Commencement of 1910 as the class memorial. There was at the time considerable untrue and unfortunate newspaper comment relating to this tablet, which has recently been revived.

Upon careful investigation we find that the events in the University during the school year 1909-10, and especially during the winter and spring of that year, were greatly misrepresented at that time, and that there was, in fact, no action of the Regents of the University which unduly interfered with or sought to interfere with reasonable academic freedom in the University, or that was in any way prejudicial to what we believe are its best interests.

We have made this investigation as representatives of the University of Wisconsin Class of 1910, and for the purpose of fairly ascertaining the facts and clearing this entire matter from misstatements and injustice. We hope this true statement will prevent further misunderstandings in this matter.⁵²

Milton J. Blair was one of the class officers whose signature was required. Upon reading the Nelson and Jones statement, Blair exploded:

In regard to that part of the statement which reads "and there was, in fact, no action of the Regents which unduly interfered with or sought to interfere with reasonable academic freedom in the University," I wish to say that such a statement is a misleading sophism. . . .

Neither can I subscribe myself to any doctrine of "reasonable academic freedom." This phrase imputes that there should be only a limited academic freedom, and

⁴⁹ Meuer to the Regents, June 1, 1915.

⁵⁰ Meuer and Blair to the Executive Committee of the Regents, no date.

⁵¹ Jones to Duffy, June 9, 1915.

⁵² Copy furnished by William Meuer.

that the majority on the Board of Regents should prescribe this limit. To me this is not freedom. A man is either free or he is not free. If he is reasonably free he is under restraint. Convicts are reasonably free on parole, political appointees are reasonably free as long as they do not incur the displeasure of the person appointing them, children as reasonably free as long as they do not exceed parental authority. Perhaps the "reasonable academic freedom" to which the Board of Regents asks us to subscribe ourselves is the political sort of reasonable freedom, perhaps it is only the paternal sort. In either case, I do not wish, nor do I think the Class of 1910 wishes, to propose a freedom for the University of Wisconsin which is only conditional.

I cannot agree to the statement "that there was no action in any way prejudicial to what we believe are its best interests." I found that the conflict of authority between the Board of Visitors and the Board of Regents, created a set of conditions which were prejudicial to what I believe are the best interests of the University of Wisconsin. I found that there was a sentiment and an attempted action which were prejudicial. I found that there had been an antagonism to President Van Hise, Professor Ross, Professor Gilmore and Professor Turner which was prejudicial to the best interests of the University, as I see these interests. To cover all of this antagonism and to say that there was no prejudicial action merely because prejudicial attempts did not crystallize into formal action is a grave misrepresentation, which it would be neither honorable nor just for us to subscribe to.

In regard to the last paragraph I wish to say that I wish the entire matter might be cleared from misstatements and misrepresentations, but to "hope that this true statement will prevent further misunderstandings in the matter" is merely to delude ourselves and the public because I do not consider it a true statement and I cannot in honesty to myself and our class, subscribe my name to it.⁵⁸

For a time it appeared that Blair's strong stand would wreck the hopes for peace. However, Van Hise, as mediator, saved the negotiations. In collaboration with William J. Meuer he worked out a compromise statement acceptable to all parties. From the Jones and Nelson form a few words and phrases were deleted, and a few added; afterwards, on his own account, Meuer "doctored it up" a little more. The expurgated version was altogether harmless and devoid of objectionable confessions. It acknowledged no victor, conceded no defeat. It was a draw.

On June 15, 1915, Van Hise went before the board to read the compromise letter:

To the Regents of the University of Wisconsin and to the Public:

The Class of 1910 of the University of Wisconsin presented a bronze tablet to the University at the Commencement of 1910 as a Class Memorial.

There has been considerable discussion relating to the tablet and a number of statements have been made which are untrue and unfortunate.

Upon careful investigation we find that the events in the University during the school year 1909-10 were, in several instances, misrepresented at the time, and that, in fact, no action was taken by the Board of Regents which interfered with academic freedom in the University.

⁵⁸ Milton J. Blair to William Meuer, June 4, 1915.

We have made this investigation as representatives of the University of Wisconsin Class of 1910, and for the purpose of fairly ascertaining the facts and clearing this matter from misstatements and injustice. We hope this statement will prevent further misunderstanding in the matter.

(Signed) F. RYAN DUFFY
President U. W. Class of 1910
Chairman Attendance Committee

(Signed) WM. J. MEUER
General Reunion Chairman
Reunion Secretary

Van Hise followed the reading with a verbal report; he announced that the tablet had already been placed on University Hall. Appropriately, it was G. D. Jones, bulwark of the opposition, who moved that the president's report and the class letter be accepted.⁵⁴

On the same day President Van Hise addressed the happy classmen who assembled to witness the dedication of the plaque. Said Van Hise:

The principles of academic freedom have never found expression in language so beautiful, words so impressive, phrases so inspiring. It was twenty-one years ago that these words were incorporated in a report of the Board of Regents exonerating a professor (Dr. Richard T. Ely) from the charge of "socialism" that was brought against him. This professor had incurred the displeasure of some who regarded socialism as so dangerous that they wanted no mention of this great social fact made in the University. This report back in 1894 marks one of the great landmarks in the history of the University. And from that day to this, no responsible party or no responsible authority has ever succeeded in restricting freedom of research and teaching within these walls. There are no "sacred cows" at Wisconsin. There is no such thing as "standardized" teaching in any subject. Professors and instructors present faithfully the various sides of each problem. Their duty is to train the students to independent thinking. They are in no sense propagandists for any class or interest. A university to be worthy of its name must be progressive—not progressive in the partisan sense, but in the dictionary sense. I would not care to have anything to do with a university that was not progressive.⁵⁵

Joseph E. Davies, a rising Democrat from Milwaukee, had been invited to make the principal address on this occasion. Even though he was unable to appear he sent a message which Francis R. Duffy read to the assemblage. Said Davies:

The Class of 1910 has rendered a great service to the University of Wisconsin, and to those ideals in education and government, which the University of Wisconsin has come to stand for in so splendid a way, throughout the world. The

⁵⁴ Records of the Board of Regents, June 15, 1915. President Van Hise and State Architect Arthur Peabody decided that the plaque should be placed in the loggia of University Hall where it would have the advantage of "being exposed to the public at all times, at the same time being protected from the weather by the portico."

⁵⁵ Wisconsin *State Journal*, June 16, 1915. Note that Van Hise did not say that no responsible authority had ever attempted to restrict freedom of research and teaching; he said no responsible party had ever succeeded in restricting research and teaching.

principle which is enunciated in bronze upon the tablet . . . is the expression of the spirit which has made the University of Wisconsin great in fame and great in the service which it has rendered . . . that principle has become settled, and cemented into the very foundations of the University, and into the relation of the state toward academic freedom. . . . Never again will the question be raised. The issue has been settled and determined. The dedication, in my judgment, of your memorial tablet signalizes the permanent redemption of the great principle, which is vital to our great University, and to the enduring interests of the citizens of the commonwealth.⁵⁶

After a century of service to the people of Wisconsin, the University may be justifiably proud of its tradition of academic freedom.

In its innermost significance, the memorial tablet stands as a sentinel, guarding, interpreting and proclaiming the ever-buoyant and progressive spirit of the University of Wisconsin in its unceasing struggle upward for more light and its untrammelled search for truth wherever found.

When time and the elements shall have effaced every resistive letter on the historic bronze tablet, its imperishable spirit shall still ring clear and true.

How appropriate today, in rekindling the torch of freedom set ablaze by the sturdy pioneers of 1894, to say with them:

WHATEVER MAY BE THE LIMITATIONS WHICH TRAMMEL INQUIRY ELSEWHERE, WE BELIEVE THAT THE GREAT STATE UNIVERSITY OF WISCONSIN SHOULD EVER ENCOURAGE THAT CONTINUAL AND FEARLESS SIFTING AND WINNOWING BY WHICH ALONE THE TRUTH CAN BE FOUND.

⁵⁶ *Wisconsin State Journal*, June 14, 1915, p. 2.



1 • 8 • 4 • 8

NEWS

UNIVERSITY OF WISCONSIN-MADISON

News & Information Service
19 Bascom Hall • 500 Lincoln Drive
Madison, Wisconsin 53706-1380

Phone: 608/262-3571
Fax: 608/262-2331

FOR IMMEDIATE RELEASE

9/9/94

CONTACT: W. Lee Hansen, (608) 263-3869

CAMPUS TO CELEBRATE ACADEMIC FREEDOM CENTENNIAL

MADISON — The 100th anniversary of "Sifting and Winnowing," a landmark declaration about academic freedom, will be celebrated on the University of Wisconsin-Madison campus Sept. 16-17.

In 1894, University of Wisconsin Professor Richard T. Ely, recognized as one of America's top political economists, was accused of "encouraging and fomenting" labor strikes in Madison, practicing boycotts against non-union shops, and teaching socialism and other vicious theories to students. The charges were made by the State Superintendent of Public Instruction Oliver E. Wells.

A Board of Regents committee investigated the charges, holding a trial of sorts on the matter. The investigation resulted in the exoneration of Ely and the adoption by the Regents of the now famous "Sifting and Winnowing" statement on academic freedom on Sept. 18.

The statement concluded: "Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Events for the anniversary celebration include:

- A two-day Academic Freedom Conference, Friday and Saturday, Sept. 16 and 17 in

- more -

Bascom Plaque

Sifting and Winnowing — Add 1

the State Historical Society auditorium, 816 State St. The conference is open to the public, and no registration is required.

- A keynote address by Nat Hentoff, a Village Voice columnist and the author of "Free Speech For Me, But Not For Thee," on Friday, Sept. 16, at 8 p.m. in the Memorial Union Theater. Tickets, which are free, but required for the speech, can be obtained at the Memorial Union Box Office. Tickets are limited to two per person.

- A ceremony rededicating the university's commitment to the principles of academic freedom, Friday, Sept. 16, at 4 p.m. in front of Bascom Hall. Participants will include Gov. Tommy Thompson, UW-Madison Chancellor David Ward and UW System President Katharine Lyall.

The opening session of the Academic Freedom Conference, which runs from 8:45 a.m. to 11:45 a.m. on Friday, will focus on the Ely "trial," the Economics Department and the emergence of academic freedom. Among the speakers will be Benjamin Rader, a history professor at the University of Nebraska-Lincoln and author of the Ely biography, *The Academic Mind and Reform: The Influence of Richard T. Ely in American Life*.

On Friday afternoon, a trio of UW-Madison faculty members will address the issues of free speech, hate speech codes and academic freedom.

Political science professor Donald Downs will speak on "Free Speech and the Mission of the University." Law professor Ted Finman will discuss "Hate Speech in Theory and Practice," and Linda Greene, also a member of the Law School faculty, will address "Hate in the Cloak of Liberty." A panel will then comment on their remarks from the perspective of faculty, students, alumni and those outside of the university community. The session will run from 1:30 p.m. to 3:45 p.m.

The theme of the closing session on Saturday morning is "Academic Freedom and

Sifting and Winnowing — Add 2

Sifting and Winnowing at Wisconsin." It will be held from 8:45 a.m. to noon.

UW-Madison political science professor Joel Grossman will address the question of whether there are limits to academic freedom and history professor E. David Cronon will comment on sifting and winnowing issues at UW-Madison. The session will also include commentaries from faculty and student representatives on reinterpreting the 1894 "Sifting and Winnowing" statement.

Each of the conference sessions will include a brief period for questions from the audience.

Commenting on the importance of the "Sifting and Winnowing" commemoration, Chancellor David Ward said, "The Regents' 1894 declaration is often quoted with approval, but it is continuously challenged in practice.

"We hope that by once again calling attention to it and examining the meaning of academic freedom, we can remind ourselves and our critics of the importance of free inquiry and the special mission of the academy in our society."

Economics Professor W. Lee Hansen chairs the committee that has been organizing the centennial events.

###

— Liz Beyler, (608) 263-1986

HISTORY OF PLAQUE

The "Sifting and Winnowing" plaque, cast in a local factory, was given to the university by the Class of 1910 and was presented on June 20, 1910. The conservative regents, apparently convinced that partisans of La Follette Progressivism had instigated the gift, denied the request to install it.

The plaque was stored in the basement of Bascom Hall, where it gathered dust until 1915, when the composition of the Board of Regents changed. It was then bolted to the outside of Bascom Hall.

In May, 1954, vandals covered the plaque with a coat of red paint.

That wasn't the end of its story. In late October 1956, the 200-pound plus plaque disappeared in what was believed to be a student prank. In early December of that year, an anonymous telephone tip led university police to the plaque, which was found undamaged, leaning against a tree in a wooded area near Lake Mendota just west of the main campus (near the Willows swimming beach). Police had searched that same area following its disappearance, but had not found it then.

The day before the plaque was recovered, the regents had authorized its replacement and had appointed a fund-raising committee to raise the estimated \$800 needed. Police surmised the plaque had been left in the woods after that action was taken.

Professor Scott M. Cutlip, chair of the Freedom Plaque Fund Committee, said everyone in the university community was delighted that what he termed "Wisconsin's cherished symbol of freedom" had been found intact.

"We are confident that out of this thoughtless vandalism will come new appreciation and respect for the plaque and the principles for which it stands," Cutlip said.

A university news release issued on the occasion of the 50-year reunion of the Class of 1910 noted: "Return of the historical statement in bronze prompted a rededication of the University to the cause of unfettered seeking after knowledge and, at special ceremonies on Feb. 15, 1957, the plaque was once again affixed to the face of Bascom Hall."

###

— *Liz Beyler, (608) 263-1986*

University News and Information Service

"WHATEVER MAY BE THE
LIMITATIONS WHICH TRAMMEL
INQUIRY ELSEWHERE, WE BE-
LIEVE THAT THE GREAT STATE
UNIVERSITY OF WISCONSIN
SHOULD EVER ENCOURAGE
THAT CONTINUAL AND FEAR-
LESS SIFTING AND WINNOWING
BY WHICH ALONE THE TRUTH
CAN BE FOUND." (TAKEN FROM A
REPORT OF THE BOARD OF REGENTS
IN 1894)
MEMORIAL, CLASS OF 1910.

1994 Academic Freedom "Sifting and Winnowing"
Committee Members

Alexandra Atkins, *Undergraduate student*

E. David Cronon, *Humanities Institute*

Judith Croxdale, *Botany*

Sharon Dunwoody, *Journalism*

Joel Grossman, *Political Science*

W. Lee Hansen, *Economics, Conference Chair*

Robert H. Haveman, *Economics*

Art Hove, *Provost's Office*

John Kaminski, *Center for the Study of the American Constitution*

Robert J. Lampman, *Economics*

Ian Rosenberg, *Undergraduate student*

Michael Stevens, *State Historical Society of Wisconsin*

*Sifting and Winnowing
Plaque Rededication Ceremony*



4:00–4:30 p.m., Lincoln Terrace

Musical Prelude and Fanfare

Speakers

David Ward

UW–Madison Chancellor

Tommy Thompson

Governor

Katharine Lyall

UW System President

Michael W. Grebe

UW System Board of Regents President

William S. Reznikoff

UW–Madison University Committee Chair

Musical Finale

Bascom Plaza

1

20 July 1994
WL Hansen
PRMeetg.794

TO: ✓ Susan Trebach, Peg Davey, Liz Beyler, Art Hove, Pat Elsner
FROM: W. Lee Hansen
SUBJECT: Meeting, Tuesday, July 26, 1:30 p.m. in Susan Trebach's office
RE: Invitations, Publicity, and Arrangements for Academic Freedom
Conference, Friday and Saturday, September 16-17, 1994

Here is some background information I put together for our meeting next Tuesday. I tried to hit all bases so that nothing slips past us in finalizing plans for the Academic Freedom Conference, etc. Not all of this information is pertinent to all of you but I thought it useful to lay out everything that was on my mind or that had accumulated in little notes to myself.

Key elements of Conference

Conference

Rededication Ceremony

Nat Hentoff speech

State Hist. Soc. Ely Exhibit

Wisconsin Union Film Festival

Publicizing Conference

Feature and News stories in:

Wisconsin Week
 Badger Herald Registration Issue
 Daily Cardinal Registration Issue
 Wisconsin State Journal
 Literary calendar
 Friday Sept 16 -weekend
 Capitol Times
 Isthmus
 Radio announcements?

Follow up stories in above

plus

Wisconsin Alumnus
 UW Foundation newsletter
 other UW publications?

Campus Posters

Publicity Displays

University Bookstore

replicas of plaque
 (copies for conf comm and participants,
 also key helpers)
 window display
 inside book display
 Hentoff books

Borders and Canterbury Books

Hentoff books
 Others?

Leadership Efforts to Publicize

David Ward-Chancellor

New grad student orientation
 New dept chair orientation
 Meeting with deans
 Board of regents meeting August
 others??

John Wiley-Provost

Deans, chairs, directors
New dept chair, grad student, and
faculty orientation meetings

Dean of Students Office

Welcome Week

Departments designated for special invitations
(bring conference to attention of their students)

Economics
History
Political Science
Philosophy
Business
Journalism
Communication arts
Others

Conference ArrangementsRededication Ceremony

Banners on Bascom Hill and Bascom Hall
 Large Sifting and Winnowing Replica for:
 Outside Bascom Hall
 State Historical Society Auditorium
 Union Theater
 Tent or canopy for Lincoln Plaza
 Set up stage podium, etc
 Seating arrangements for speakers, honored
 guests, and other invitees
 Musical arrangements
 Trumpet flourishes
 Carrillon concert: 3:50-4:00; 4:30-4:40
 Public address system
 Video taping on ceremony
 Photographer
 Other trappings

Rain contingency!

272 Bascom Hall --to be reserved
 seating arrangements, etc.

Reception

Birge Hall
 Set up
 Food
 etc.

State Historical Soc Auditorium

Seating arrangements on stage
 Mikes and recording of sessions
 Coffee breaks ?? what is their policy?

Photos of Participants

Arrange for this

Press Arrangements

Editorial writers from major newspapers
 All state newspapers
 National newspapers
 Chronicle of Higher Education
 Radio-TV interviews--Hentoff, Rader
 Wis Public Radio, others
 Call Hentoff and get his bio, photos, etc.

Friday Lunch

University Club

Friday Dinner

Memorial Union

Programs and invitations:

General invitation

General invitation and reception

Handout program for rededication ceremony

Detailed program for conference

Formal Invitations

Committee Members

Presenters, session chairs, etc.

Helpers

Special Guest List

Members, Board of Regents

Former President Fred Harrington

Former President Edwin Young

Former Chancellor Irv Shain

Former Chancellor William Sewell

David Fellman, Former AAUP National President

President, UW-Madison AAUP Chapter

President, UW Alumni Association

President, UW Foundation

Director, State Historical Society

University Committee Members

Mrs. Harold Kubly, whose father Theodore Herfurth authored Sifting and Winnowing, Univ. of Wis. 1949

Children of Richard T. Ely

William Brewster Ely

Mary Ely

Two surviving participants in 1957 Rededication after stolen plaque was returned

Emeritus Professor Merle Curti

Helen Rehbein, 1957 Student Senate President

Undergraduate student representatives

David Beckwith, former Regent President

Ody Fish, former Regent

Chief Justice Nathan Heffernan, State Supreme Court

Justice Shirley Abrahamson, State Supreme Court

Attorney General James Doyle

All former living governors: Nelson, Lucey, Dreyfus, Schreiber, Earl

Dane County Delegation to State Legislature
Majority and Minority Leaders, State Legislature
Education-related Committee Chairs, Members
Congressional Representatives
Scott Klug, House of Representatives
Herbert Kohl, Senate
Russell Feingold, Senate

National AAUP President
National AAUP General Secretary

Emerti faculty

Conference Volume

Contact UW Press

Publish through UW Publications
Marketing? by UW Press?

Editorial assistance

Memo to authors on format, disk, deadlines, etc.

Outlets for short versions of papers
Wisconsin Magazine of History
Wisconsin Academy Proceedings
Badget Herald--Op Ed page

UNIVERSITY OF
WISCONSIN
MADISON

June 16, 1994

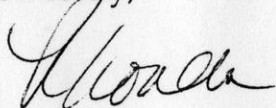
W. Lee Hansen
Professor, Letters & Science
Room 6422 Social Science Building
CAMPUS

Dear Lee:

Enclosed please find a list of key legislators and officials in Wisconsin state government. I think you will find this list helpful in planning for the Conference on Academic Freedom.

If I may be helpful as the planning proceeds, please contact me at 3-5510.

Sincerely,



Rhonda Norsetter
Special Assistant to the Chancellor

Office of the Chancellor

LEGISLATOR CHECKLIST

Dane County Delegation

- Senator Charles Chvala(D)
- Senator Fred Risser(D)
- Senator Joe Wineke(D)
- Rep. Rudy Silbaugh(R)
- Rep. Eugene Hahn(R)
- Rep. Doris Hanson(D)
- Rep. Rebecca Young(D)
- Rep. Spencer Black(D)
- Rep. Tammy Baldwin(D)
- Rep. David Travis(D)
- Rep. Richard Skinrud(R)

Assembly Leadership

- Rep. Walter Kunicki(D)
- Rep. David Travis(D)
- Rep. David Prosser(R)

Senate Leadership

- Senator Michael Ellis(R)
- Senator Brian Rude(R)
- Senator Robert Jauch(D)

Assembly Committee on Colleges & Education

- Rep. Stan Gruszynski(D), Chair
- Rep. Doris Hanson(D)
- Rep. Alvin Baldus(D)
- Rep. Rosemary Hinkfuss(D)
- Rep. Mark Meyer(D)
- Rep. Tammy Baldwin(D)
- Rep. Sheila Harsdorf(R)
- Rep. Sheryl Albers(R)
- Rep. Robin Kreibich(R)
- Rep. Kathleen Krosnicki(R)
- Rep. Mark Green(R)

Senate Committee on Education

- Senator Barbara Lorman(R), Chair
- Senator Joanne Huelsman(R)
- Senator George Petak(R)

- Senator Alberta Darling(R)
- Senator David Helbach(D)
- Senator Alice Clausing(D)
- Senator Calvin Potter(D)

Joint Committee on Finance

- Senator Joe Leeann(R), Co-chair
- Senator Mary Panzer(R)
- Senator Timothy Weeden(R)
- Senator Margaret Farrow(R)
- Senator Dale Schultz(R)
- Senator Robert Cowles(R)
- Senator Gary George(D)
- Senator Charles Chvala(D)
- Rep. Barbara Linton, Co-chair(D)
- Rep. Greg Huber(D)
- Rep. James Holperin(D)
- Rep. Mary Hubler(D)
- Rep. G. Spencer Coggs(D)
- Rep. Shirley Krug(D)
- Rep. Steven Foti(R)
- Rep. Ren Brancel(R)

WI State Gov't: Executive Branch

- Governor Tommy Thompson(R)
- Lt. Gov. J. Scott McCallum(R)
- Secretary of State Douglas LaFollette(D)
- State Treasurer Cathy Zueske(R)
- Atty Gen'l James Doyle(D)
- Superintendent John Benson
- State Auditor Dale Cattanach
- Leg. Council Director David Stute
- Leg. Fiscal Bureau Director Bob Lang
- Leg. Ref. Bureau Director H.R.Theobald

Building Commission

- Governor Tommy Thompson(R)
- Sen. Carol Buettner(R)
- Sen. Brian Rude(R)
- Sen. Fred Risser(D)
- Rep. Lolita Schneiders(R)
- Rep. Robert Turner(D)
- Rep. Antonio Riley(D)
- Mr. Bryce Styza

JUNE 1994

WISCONSIN STATE GOVERNMENT

SELECTED DIRECTORY:

*Dane County Delegation
Assembly Leadership
Senate Leadership
Assembly Committee on Colleges and Education
Senate Committee on Education
Joint Committee on Finance
Executive Branch
Building Commission*

June 1994

Dane County Delegation: State Senate and Assembly

Senator Charles Chvala(D)	419 Southwest, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-9170
Senator Fred Risser(D)	206 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-1627
Senator Joe Wineke(D)	417 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-6670
Rep. Rudy Silbaugh(R)	10 East, State Capitol P.O. Box 8953 Madison WI 53708 608/266-7678
Rep. Eugene Hahn(R)	8 East, State Capitol P.O. Box 8952 Madison WI 53708 608/266-3404
Rep. Doris Hanson(D)	100 N. Hamilton Street, Rm 301 P.O. Box 8952 Madison WI 53708 608/266-5342
Rep. Rebecca Young(D)	119 MLK Blvd, Rm 303 P.O. Box 8953 Madison WI 53708 608/266-3784
Rep. Spencer Black(D)	219 North, State Capitol P.O. Box 8952 Madison WI 53708 608/266-7521
Rep. Tammy Baldwin(D)	100 N. Hamilton Street, Rm 314 P.O. Box 8952 Madison WI 53708 608/266-8570
Rep. David Travis(D)	223 North, State Capitol P.O. Box 8953 Madison WI 53708 608/266-2401

Rep. Richard Skinrud(R)

100 N. Hamilton Street, Rm 410
P.O. Box 8953
Madison WI 53708
608/266-3520

Assembly Leadership

Rep. Walter Kunicki(D)
(Speaker)

110 MLK Blvd, Rm 101
P.O. Box 8952
Madison WI 53708-8952
608/266-3387

Rep. David Travis(D)
(Majority Leader)

223 North, State Capitol
P.O. Box 8953
Madison WI 53708-8953
608/266-2401

Rep. David Prosser(R)
(Minority Leader)

21 North, State Capitol
P.O. Box 8953
Madison WI 53708-8953
608/266-3070

Senate Leadership

Senator Michael Ellis(R)
(Majority Leader)

210 South, State Capitol
P.O. Box 7882
Madison WI 53707-7882
608/266-0718

Senator Brian Rude(R)
(President)

235 South, State Capitol
P.O. Box 7882
Madison WI 53707-7882
608/266-5490

Senator Robert Jauch(D)
(Minority Leader)

323 South, State Capitol
P.O. Box 7882
Madison WI 53707-7882
608/266-3510

Assembly Committee on Colleges and Education

Rep. Stan Gruszynski(D)
(Chair)

9 North, State Capitol
P.O. Box 8952
Madison WI 53708-8952
608/267-9649

Rep. Doris Hanson(D) (Vice-Chair)	100 N. Hamilton Street, Rm 301 P.O. Box 8952 Madison WI 53708-8952 608/266-5342
Rep. Alvin Baldus(D)	118 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-7683
Rep. Rosemary Hinkfuss(D)	120 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-0485
Rep. Mark Meyer(D)	100 N. Hamilton Street, Rm 310 P.O. Box 8953 Madison WI 53708-8953 608/266-5780
Rep. Tammy Baldwin(D)	100 N. Hamilton Street, Rm 314 P.O. Box 8952 Madison WI 53708-8952 608/266-8570
Rep. Sheila Harsdorf(R)	304 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-1526
Rep. Sheryl Albers(R)	100 N. Hamilton Street, Rm 401 P.O. Box 8952 Madison WI 53708-8952 608/266-8531
Rep. Robin Kreibich(R)	100 N. Hamilton Street, Rm 408 P.O. Box 8952 Madison WI 53708-8952 608/266-0660
Rep. Kathleen Krosnicki(R)	100 N. Hamilton Street, Rm 413 P.O. Box 8952 Madison WI 53708-8952 608/266-3363
Rep. Mark Green(R)	100 N. Hamilton Street, Rm 412 P.O. Box 8952 Madison WI 53708-8952 608/266-5840

Senate Committee on Education

Senator Barbara Lorman(R) (Chair)	19 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-5660
Senator Joanne Huelsman(R)	33 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-2635
Senator George Petak(R)	12 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-1832
Senator Alberta Darling(R)	35 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-5830
Senator David Helbach(D)	323 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-3123
Senator Alice Clausing(D)	420 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-7745
Senator Calvin Potter(D)	334 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-2056

Joint Committee on Finance

Senator Joseph Leean(R) (Co-Chair)	115 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-0751
Senator Mary Panzer(R)	131B South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-8551
Senator Timothy Weeden(R)	37 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-2253

Senator Margaret Farrow(R)	134 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-9174
Senator Dale Schultz(R)	4 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-0703
Senator Robert Cowles(R)	28 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-0484
Senator Gary George(D)	40 South, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-2500
Senator Chuck Chvala(D)	419 Southwest, State Capitol P.O. Box 7882 Madison WI 53707-7882 608/266-9170
Rep. Barbara Linton(D) (Co-Chair)	127 South, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-7690
Rep. Greg Huber(D)	6 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-0654
Rep. James Holperin(D)	221 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-7141
Rep. Mary Hubler(D)	7 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-2519
Rep. G. Spencer Coggs(D)	214 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-5580
Rep. Shirley Krug(D)	209 North, State Capitol P.O. Box 8952 Madison WI 53708-8952 608/266-5813

Rep. Steven Foti(R) 131B South, State Capitol
P.O. Box 8952
Madison WI 53708-8952
608/266-8551

Rep. Ren Brancel(R) 137 South, State Capitol
P.O. Box 8952
Madison WI 53708-8952
608/266-7746

Wisconsin State Government: Executive Branch

Tommy Thompson(R)
(Governor) 115 East, State Capitol
P.O. Box 7863
Madison WI 53707-7863
608/266-1212

J. Scott McCallum(R)
(Lieutenant Governor) 22 East, State Capitol
Madison WI 53702
608/266-3516

Douglas LaFollette(D)
(Secretary of State) 30 W. Mifflin, 10th Floor
P.O. Box 7848
Madison WI 53707
608/266-8888

Cathy Zeuske(R)
(State Treasurer) 101 E. Wilson, 5th Floor
P.O. Box 7871
Madison WI 53707-7871
608/266-3711

James Doyle(D)
(Attorney General) 114 East, State Capitol
P.O. Box 7857
Madison WI 53707-7857
608/266-1221

John Benson
(State Superintendent of
Public Instruction) 125 S. Webster Street
P.O. Box 7841
Madison WI 53707-7841
608/266-1771

Dale Cattanach
(State Auditor:
Leg. Audit Bureau) 131 W. Wilson Street, Ste 402
Madison WI 53707-3233
608/266-2818

David Stute
(Director: Legislative
Council Staff) One East Main, Ste 401
Madison WI 53701-2536
608/266-1304

Bob Lang
(Director: Legislative
Fiscal Bureau) One East Main, Ste 301
Madison WI 53703-3300
608/266-3847

H. Rupert Theobald
(Chief: Legislative
Reference Bureau)

100 N. Hamilton Street
Madison WI 53703
608/266-3561

Building Commission

Gov. Tommy Thompson(R)
(Chair)

115 East, State Capitol
P.O. Box 7863
Madison WI 53707-7863
608/266-1212

Sen. Carol Buettner(R)

11 South, State Capitol
P.O. Box 7882
Madison WI 53707-7882
608/266-5300

Sen. Fred Risser(D)

206 South, State Capitol
P.O. Box 7882
Madison WI 53707-7882
608/266-1627

Sen. Brian Rude(R)

239 South, State Capitol
P.O. Box 7882
Madison WI 53707-7882
608/266-5490

Rep. Lolita Schneiders(R)

315 North, State Capitol
P.O. Box 8953
Madison WI 53708-8953
608/266-3796

Rep. Antonio Riley(D)

100 N. Hamilton Street, Rm 311
P.O. Box 8953
Madison WI 53708-8953
608/266-0645

Rep. Robert Turner

119 Martin Luther King Jr Blvd, Rm 302
P.O. Box 8953
Madison WI 53708-8953
608/266-0731

Mr. Bryce Styza

P.O. Box 966
Waukesha WI 53187
414/547-6810

On Wis -

Sept + earlier -

Story in April WW
and again in late Aug.

TV - Rededication - visual
print - Hentoff et al

will have large
replica of plaque

Background on plaque -

• brochure

• longer, Herfurth monograph

Plaque was stolen
in 1957 - was
recovered +

rededicated then

Contacts: 3-3869

Lee Hansen +

Art Hove

State Hist Soc display
on Ely

22 March 1994

Preliminary Program

1994 Academic Freedom ("Sifting and Winnowing") Conference
Friday and Saturday, September 16 and 17

Friday morning: 8:45-11:45 am Session--State Historical Society Auditorium

Theme: The Ely "Trial" and the Emergence of Academic Freedom

Moderator: Robert H. Haveman (Economics), Chair, Department of Economics
Leadoff Speaker (15 minute summary of paper)

The Political-Economic-Social Environment Surrounding the Ely Trial

Speaker: John Buenker (History), University of Wisconsin-Parkside, who is preparing a history of the Progressive Era (1893-1915) for the History of Wisconsin series

Televised Dramatization of Ely "Trial" (approx. 50 minutes)
From the Profiles in Courage Series

Open Discussion (10 minutes)
Coffee break (15 minutes)

Major Speakers (15 minute summaries of papers)

Ely and the Founding of the Economics Department

Speaker: Robert J. Lampman (Economics) UW-Madison; author-editor of Economists at Wisconsin: 1892 - 1992

Reflections on the Ely Biography 25 Years Later

Speaker: Benjamin Rader (History), University of Nebraska-Lincoln; author of Ely Biography, The Academic Mind and Reform: The Influence of Richard T. Ely in American Life

Economists, Academic Freedom, and the Economics Profession,

Speaker: A. W. Coats (Economics), Duke University, the unofficial "historian" of the economics profession

Panel discussion by speakers (15 minutes)

Audience questions (adjourn no later than 11:45)

12:00 noon--Lunch for conference speakers and committee: Faculty Club

Friday afternoon: 1:30-3:45 pm Session--State Historical Society Auditorium

Theme: Clarifying the Issues: Free Speech, Hate Speech Codes, and Academic Freedom

Moderator: James Baughman (Journalism)

Major speakers (15 minute summaries of papers)

Donald Downs (Political Science), UW-Madison

Ted Finman (Law), UW-Madison

Linda Greene (Law), UW-Madison

Coffee break (10 minutes)

Panel of Reactors (5 minutes each):

one student

one alum

one faculty member

Questions and Open Discussion (adjourn no later than 3:45)

Friday afternoon Rededication: 4:00-4:30 pm--Lincoln Plaza in front of Bascom Hall

Short presentations (3-5 minutes each)

- University Committee Chair
- David Ward, UW-Madison Chancellor
- Katherine Lyall, UW System President
- President, UW Board of Regents
- Tommy Thompson, Governor

Special Invited Guests

- | | |
|--|---|
| President, UW-Madison AAUP Chapter | David Fellman, Former AAUP National Pres. |
| UW Alumni Association President | UW Foundation President |
| State Historical Society Director | Undergraduate student representatives |
| Herfurth family members (?) | Ely family members (?) |
| Merle Curti, Emeritus Professor | |
| Representative(s) of State Legislature | Chief Justice of Wisconsin Supreme Court |

Reception in Birge Hall 4:30-5:45 pm

6:00 pm Dinner for conference speakers, committee, and guests: Faculty Club

Friday evening Session: 8:00 pm--Memorial Union Theater

Moderator: W. Lee Hansen (Economics), Conference Chair

Introduction: David Ward (Geography), Chancellor

Keynote Speaker

Academic Freedom, Sifting and Winnowing, and the First Amendment

Speaker: Nat Hentoff, Village Voice, New York City, author of Free Speech for Me--But Not for Thee.

Audience Questions

Post speech reception

Saturday morning Session: 9:15 am--State Historical Society Auditorium

Theme: Academic Freedom and Sifting and Winnowing at Wisconsin

Moderator: *John Kaminski (History)*

Major Speakers (20 minute summaries)

Are There Limits to Academic Freedom?

Speaker: Joel Grossman (Political Science), UW-Madison; 1993-94 Chair of University Committee

Sifting and Winnowing Issues at UW-Madison

Speaker: David Cronon (History), UW-Madison; senior author, University of Wisconsin History: 1925-1950

Audience Questions (10 minutes)

Coffee Break (15 minutes)

Theme: Reinterpreting the Sifting and Winnowing Statement in the Context of the 1990s and Beyond

Moderator: Sharon Dunwoody (Journalism)

Panel of Speakers (5-7 minutes each)

- several younger faculty members
- an undergraduate student
- someone representing the public or an alum
- Chancellor David Ward

Panel Discussion Among Speakers(15 minutes)

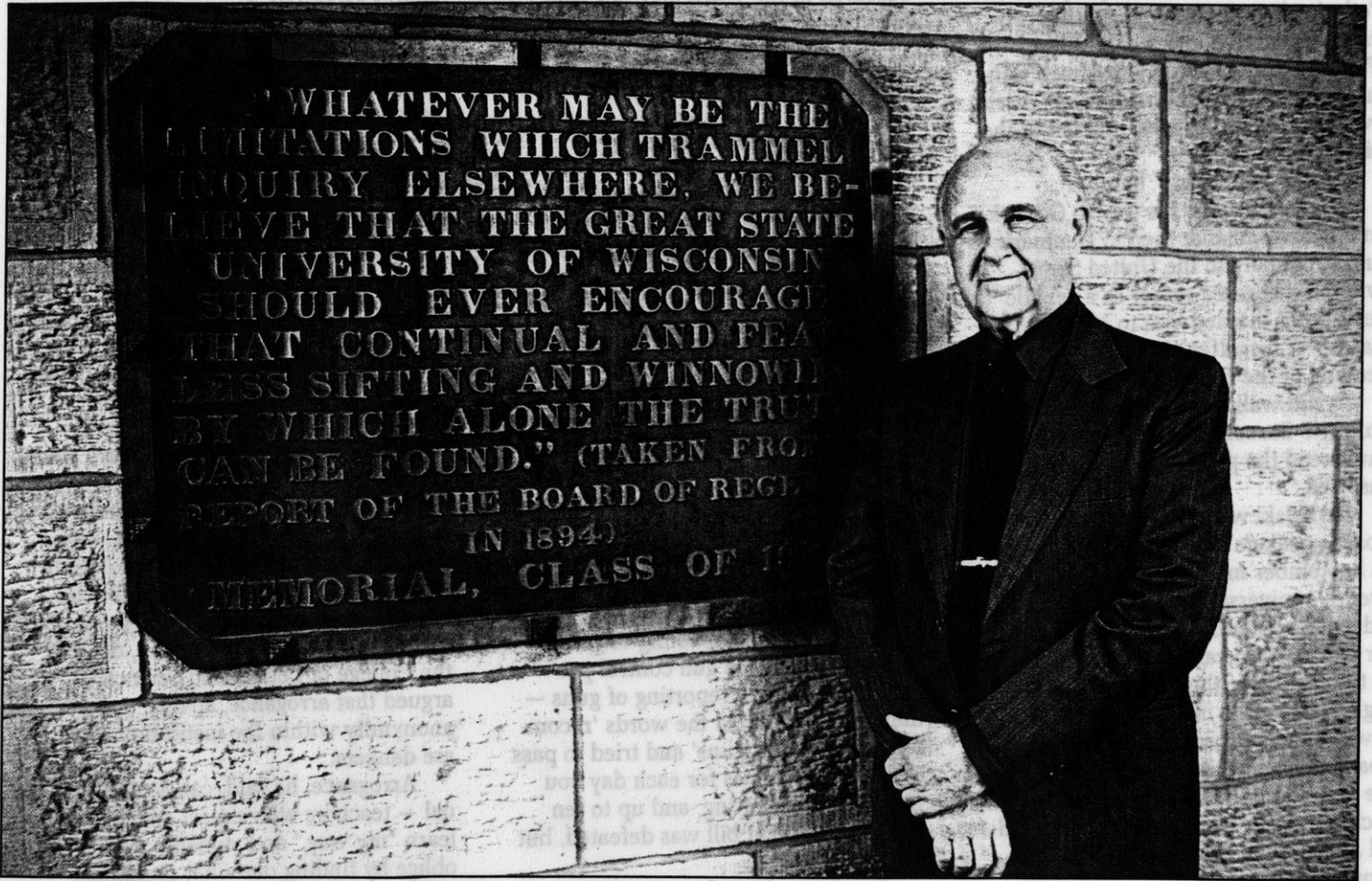
Audience Questions (10 minutes)

Adjourn 11:45 am

SIFTING AND WINNOWING

One hundred years after the Board of Regents adopted its famous saying, UW-Madison leaders continue to uphold their commitment to academic freedom.

BRENT NICASTRO



by Steve Schumacher

Waclaw Szybalski vividly remembers the first time he saw the bronze “sifting and winnowing” plaque that hangs prominently on the front of Bascom Hall. It was soon after his arrival at the University of Wisconsin in 1959.

The plaque, which commemorates the UW Board of Regents’ 1894 defense of academic freedom, touched the “incorrigible idealist” in Szybalski.

“It was like I had been struck by lightning,” he says in an Eastern European accent that betrays his roots. “I read it four times. I am a little embarrassed to say it, but it still brings tears to my eyes when I think about it.”

The seventy-three-year-old Szybalski (pronounced Sch-bal'-ski), a professor of oncology at the McCardle Laboratory for Cancer Research, was raised in Lvov, Poland — a university town "not unlike Madison," he says. He was a young university graduate when the Soviet Union was allowed to extend its territory into Poland at the end of World War II.

The Soviets had promised free elections. Instead, they undertook the suppression of scientific inquiry and an "ethnic cleansing" campaign that brutally displaced about a half-million Poles. Szybalski was given fifteen minutes' notice, loaded onto a truck, driven two hundred miles west and left at the side of the road.

"It was merciless," he says.

Szybalski made his way to Gdansk, in northern Poland; then to Denmark; and eventually to the United States, where he began a career as a genetic researcher that led him to Madison. He has never forgotten that first emotional reading of the regents' statement.

"I still walk all my visitors, rain or shine, to Bascom Hall," he says. "They must read the plaque, and they must be inspired."

Szybalski was one of more than two dozen speakers at a campus conference in September marking the one-hundredth anniversary of the Ely case (see sidebar), which UW-Madison Chancellor David Ward calls "a shining moment in the history of this university, and for higher education in the United States." It was a moment in which the 1894 Board of Regents voted out of step with the governor who had appointed them, deciding that a faculty members' political activities or teaching philosophy should not be censored.

At the conference, faculty members, university administrators, government officials, students, and journalists delivered a clear message: the issues of academic freedom and free speech raised in the Ely case are still at the heart of the university's mission, even if they've grown more complex. Speakers discussed a wide range of today's issues in two days, from hate speech codes to the pressures of political correctness, intellectual property rights, government relations, the demand for public accountability, and the threats to scientific research.

Szybalski studies recombinant DNA. He currently is developing a process

that will allow scientists to "read" or "map" DNA — the building material of human genes and chromosomes — one hundred times faster than currently possible. Such rapid sequencing holds enormous promise for treating disease by "fixing" defective genes.

He also testifies to legislatures around the world against proposals that would place restrictions on such research. It is a special cause.

"Joseph Stalin suppressed scientific research in the 1940s and '50s, and I was personally affected," he says.

A slide of the plaque is a given part of his testimony.

"If [Nobel Prize-winner] Howard Temin came to the UW today as a young unknown scientist, he wouldn't be funded."

"I tell the legislators, 'Look, you should be ashamed — one hundred years ago, people had more courage than you do if you pass this bill,'" he says. "One bill in the U.S. Senate would have required the reporting of genetic research just as the gun control proposal required the reporting of guns — they just substituted the words 'recombinant DNA' for 'guns' and tried to pass it. There were fines for each day you were late in reporting, and up to ten years in jail. That bill was defeated, but it wasn't easy."

Regulation isn't the only issue threatening research — funding is another, said UW-Madison zoology professor Robert Auerbach, another of the conference speakers.

Campus research was at one time funded mainly by the university, through state funds, matching funds from the Wisconsin Alumni Research Foundation, and private donations, Auerbach says. Researchers were free to pursue imaginative ideas, he said, because they were accountable primarily to a university community which understood the value of such research.

"Now, there is more and more need for huge sums of money from government agencies for accomplishing techni-

cal and scientific goals — the space program, the supercollider," he says.

Research priorities are set by the funding agencies. When the war on cancer was declared, Auerbach said, some scientists changed the focus of their research to include questions about cancer; the same thing has happened with AIDS research and other high-profile projects.

At the same time, he said, funding has become more scarce, especially for junior scientists, leaving fewer avenues for young researchers to explore. The result is less funding for the innovative ideas that can lead to surprising discovery.

"If [Nobel Prize-winner] Howard Temin came to the UW today as a young unknown scientist, he wouldn't be funded," Auerbach said. Temin believed that the transfer of genetic information was a two-way street between DNA and RNA, which if true would open a new world in the understanding and treatment of disease. However, his theory was "the complete antithesis of the dogma of molecular biology in the '60s," Auerbach says, and was ridiculed.

But the university funded Temin's work. Temin, who sadly died this year of cancer, was right, and his revolutionary work brought him the Nobel Prize.

Not all threats to academic freedom are external. Phillip R. Certain, dean of the College of Letters and Science, argued that arrogance, apathy, and anonymity within the institution also are dangers.

Arrogance, he said, can be individual — teachers who expect students to learn "my way," and students who oblige by finding out what professors want and giving it back to them — or it can be institutional, leading to a lack of diversity in the faculty and student body.

The nation gained in Ely's time when the great land-grant universities opened education to Midwestern farm kids who had been excluded by the private schools of the East, Certain says, and it can gain again if it opens the doors of higher education to those now excluded.

Apathy exists mostly among students who seek a grade rather than knowledge, a career path rather than learning, he believes. And anonymity is the institutional result of large universities with large classes that hinder individual give-and-take.

But Certain cites positive signs. Students still can choose from a rich curriculum; there has been a growth in the number of small classes taught by faculty for freshmen, and in capstone seminars for seniors. And next year, there will be a revival of the Experimental College, a great educational experiment that made the UW famous earlier this century. Freshmen in one

of the Lakeshore residence halls will take part in a "learning community" with faculty that focuses on liberal education.

The university also has a new Emerging Scholars Program in mathematics, aimed at students from rural Wisconsin high schools, women, and minorities whose high school curricula did not prepare them for calculus. They

are treated as scholars, encouraged to work harder, and work cooperatively rather than competitively. The result in the first year, Certain says, was that the two sections of Emerging Scholars got the highest grades in the course.

"The struggle is never over," Certain says. "However, when people ask me, I tell them that sifting and winnowing is as alive today as it ever has been." □

BY WHICH THE TRUTH CAN BE FOUND

A look back at the Ely trial

The "trial" of UW economics professor Richard Ely by the Board of Regents in 1894 provided a rallying cry for academic freedom that still resonates throughout higher education. But the regents' defense of Ely wasn't the end of the story by any means.

Ely had been accused by an ex-officio member of the regents of supporting labor union strikes, organizing boycotts of non-union businesses, and teaching socialism and other "dangerous" theories.

The board investigated, and exonerated Ely. Its report contained these words:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The regent statement was a strong one, but it did not end the controversy.

According to UW-Parkside history professor John Buenker, an expert on the Progressive era in politics, the friction that created the Ely case continued well into the twentieth century. In fact, the entire incident reflected a political battle between business leaders, conservative politicians, and the regents on the one hand, and the Progressive elements represented by Robert M. La Follette and his followers on the other.

La Follette was to become a national force, and the University of Wisconsin was linked to him because of its reputation as a leading seat of progressive thought. The relationship between the state legislature and the university grew more contentious, Buenker says, as the university's enrollment — and its budget — boomed at the turn of the century. The legislature demanded more accountability in exchange for the increased funding, and it launched full-scale investigations into the university's operations in 1897, 1906, and 1913.

The ire of the legislature, and some of the regents' more conservative members, was further fueled by a series of incidents beginning in 1909. These involved the freedom of scholars to advocate restrictions on the right of property-ownership and profit-making. Regent investigations followed, Buenker says, and a shaky compromise resulted: the regents expressed respect for the faculty right to do research, but asserted their own right to oversee that activity.

The compromise was strained a number of times when socialist speakers came to campus. Then, muckraking journalist Lincoln Steffens visited and suggested that the class of 1910 make its class gift a plaque of the sifting and winnowing statement. The students voted to do so, Buenker says, and then petitioned the regents for permission to hang the plaque on Main Hall (now Bascom Hall). The regents declined the gift, saying the students had been duped by radicals.

At Commencement that spring, UW President Charles Van Hise

touched on the controversy, warning of the dangers of political control of public universities. And the president of the senior class reiterated his pledge to donate the plaque.

But the plaque was relegated to the basement of Bascom.

It wasn't until 1912, says E. David Cronon, the former dean of Letters and Science at UW-Madison and co-author of the newly-released *The University of Wisconsin: A History* (see story, page 17), "that the regents "grudgingly" accepted the gift. But they still did not allow its public display.

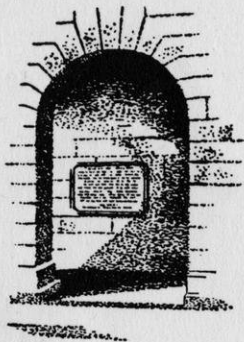
Only in 1915, when the 1910 class officers were planning their five-year reunion and asked what had happened to their gift, did the regents "somewhat unenthusiastically" agree to President Van Hise's recommendation to hang the sign on the front of Bascom Hall, where it stands today.



Professor Richard Ely

"WHATEVER MAY BE THE
LIMITATIONS WHICH TRAMMEL
INQUIRY ELSEWHERE, WE BE-
LIEVE THAT THE GREAT STATE
UNIVERSITY OF WISCONSIN
SHOULD EVER ENCOURAGE
THAT CONTINUAL AND FEAR-
LESS SIFTING AND WINNOWING
BY WHICH ALONE THE TRUTH
CAN BE FOUND." (TAKEN FROM A
REPORT OF THE BOARD OF REGENTS
IN 1894.)

MEMORIAL, CLASS OF 1910.



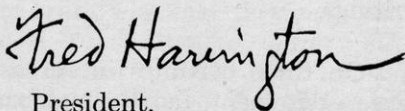
Published by the News and Publications Service
The University of Wisconsin, Madison, Wisconsin

The University of Wisconsin's part in the long and continuing struggle for academic freedom in America is symbolized by a bronze plaque bolted to the door-post of Bascom Hall, the central building on the Madison campus of the University.

This booklet tells briefly how the words came to be uttered in 1894, to be cast into bronze in 1910, and how they live today at the University.

When the University of Wisconsin-Milwaukee was established in September, 1956, one of its first graduating classes had a replica of the plaque cast for the entrance to the University's main building in Milwaukee.

And when, in 1964, the State of Wisconsin asked the University to display at the New York World's Fair the one thing that meant University of Wisconsin, a replica of the plaque again was chosen.

A handwritten signature in cursive script that reads "Fred Harington". The signature is written in dark ink and is positioned above the printed name and title.

President,
The University of Wisconsin

Birth of a Tradition

Like many other institutions of higher education, The University of Wisconsin on more than one occasion in its early history encountered pressures endangering its freedom of learning and teaching. Objections to the ideas of President John Bascom from some members of the Board of Regents and some elements in the population figured in his leaving the University in 1887.

Seven years later, when the institution was moving from small college to University status, another incident caused great anxiety among members of the faculty and many friends of the University. One of the University's leading scholars, Richard T. Ely, professor of economics and nationally known champion of social welfare, was denounced publicly by the state superintendent of public instruction, an *ex-officio* member of the Board of Regents. Professor Ely was charged with having encouraged and fomented strikes in two Madison printing shops, with practicing boycotts against non-union firms, and with teaching socialism and other dangerous theories in his classes and in his writings.

On three evenings in August, 1894, in an atmosphere of tense excitement, faculty members, students, townsmen, and a committee of three University Regents assembled in the Law

Building for a formal trial. The result was a debacle for the accuser; not only did the Regents exonerate Professor Ely, but in unanimously adopting the report of the trial committee, they heralded the University's devotion to academic freedom in unforgettable phrases.

This report, often called the University's Magna Carta, is believed to have been written by President Charles Kendall Adams. It was hailed throughout the country as a beacon light of free inquiry at a time when this value was under attack in many places.

In it, the Regents declared that knowledge had not reached its final goal, the condition of society was not perfect. The declaration concluded:

“We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”

Symbol of a Free University

The declaration of 1894 established the principle of academic freedom at the University but could not guarantee its use. State administrations change, as do Boards of Regents, and in the early 1900's the State and the University were both affected by bitter political conflicts.

In March, 1910, the Board of Regents unanimously censured Professor E. A. Ross, Wisconsin sociologist of national standing, who had aroused disapproval from members of the Board of Regents for views he had expressed in his book, *Sin and Society*. His involvement in the Madison appearance of anarchist Emma Goldman, reaped further criticism. He also had permitted to speak in his classroom a Chicago educator whose views regarding marriage offended a considerable section of the public. It seems clear that only President Van Hise's insistence that the removal of Ross would be unjust and a violation of academic freedom prevented the Regents from dismissing the sociologist. And now it was rumored that conservative members of the board also had expressed disapproval of the ideas of other progressive-minded members of the faculty.

Lincoln Steffens, the muckracking journalist who had become devoted to LaFollette Progressivism and to the cause of academic freedom at Wisconsin, suggested the idea of a plaque containing the famous "sifting and winnowing" sentence from the 1894 Regent declaration. Convinced that academic

freedom again was in danger, the Class of 1910 accepted the idea as a class memorial.

A student member of the senior class committee purchased patternmaker's letters, tacked them to a plywood panel, and took it to a local foundry where the bronze casting was made. The selection of the gift and its manufacture were made without the knowledge of the Regents.

When they learned, the majority of the board, conservative in their views, believed the gift implied that the Regents had curtailed academic freedom, and the board refused to accept the casting. A representative of the class presented the plaque unofficially to a member of the faculty during the Commencement exercises. The Regents relented and accepted the plaque in 1912, but it gathered dust in storage until, in 1915, when the composition of the board had changed and feelings had cooled, the plaque was duly bolted to the door-post of Bascom Hall.

Speaking at the dedication, President Van Hise described academic freedom at Wisconsin in these words:

“This report back in 1894 marks one of the great landmarks in the history of the University. And from that day to this, no responsible party or no responsible authority has ever succeeded in restricting freedom of research and teaching within these walls. There are no ‘sacred cows’ at Wisconsin. There is no such thing as ‘standardized’ teaching in any subject.”

New Brightness

Since 1915, the principles inscribed on the plaque have been cited whenever academic freedom seemed endangered at the University.

More than once the desire of student organizations to invite speakers with unpopular ideas brought controversy and even turmoil to the campus. Such was the situation in 1922 when the Regents declared that the "sifting and winnowing" principle "shall be applicable to teaching in the classroom and to the use of University halls for public addresses, under the control of the president of the University with appeal to the regents."

And with every citation of the words of the plaque, its tenets become a more integral part of the life of the University, an important factor in safeguarding, deepening, and extending the intellectual, ethical, and spiritual values of Wisconsin.

In the autumn of 1956, the plaque disappeared from Bascom Hall, apparently a thoughtless student prank. President E. B. Fred, calling for its return, made its disappearance and the appeal for its restoration an educational enterprise. Weeks passed; then, spontaneously, from members of the University community, from Regents, visitors, alumni and citizens of Wisconsin, came offers to provide a replica. If it had been

the intention of those who removed the bronze tablet to weaken the principles of academic freedom engraved thereon, the vandals were disappointed. Their act actually drew attention to the plaque and its meaning as nothing else could have done.

An anonymous telephone call led to the return of the plaque before a replacement was cast. The Regents took the occasion of its rededication and replacement on Bascom Hall to reaffirm their faith in freedom of inquiry:

“The search for truth is the central duty of the University but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack The University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind.”

The Regent resolution concluded:

“The University will ever be dedicated to the truth and to the freedom that gives it life.”

Copies of the resolutions adopted by the Regents and other records relating to the story of the plaque were sealed in a special box placed in the walls of Bascom Hall behind the restored plaque.

A Fresh Dedication

The most recent University reference to the principles of the statment of 1894 came in 1964, when University Regents, converted traditional faculty tenure policies into a legal tenure code and preceded it with this declaration:

“In adopting this codification of the rules and regulations of The University of Wisconsin relating to academic tenure, the Regents reaffirm their historic commitment to security of professorial tenure and to the academic freedom it is designed to protect. These rules and regulations are promulgated in the conviction that in serving a free society the scholar must himself be free. Only thus can he seek the truth, develop wisdom and contribute to society those expressions of the intellect that ennoble mankind. The security of the scholar protects him not only against those who would enslave the mind, but also against anxieties which divert him from his role as scholar and teacher. The concept of intellectual freedom is based upon confidence in man’s capacity for growth in comprehending the universe and on faith in unshackled intelligence. The University is not partisan to any party or ideology, but it is devoted to the discovery of truth and to understanding the world in which we live. The Regents take this opportunity to rededicate themselves to maintaining in this University those conditions which are indispensable for the flowering of the human mind.”

1990R JAN 09
1515H
1515C SER-UN
1515C NEMSCINFO SVCS
1515C BASCOM HALL
1515C 500 LINCOLN DRIVE
0050

WISCONSIN WEEK

UNIVERSITY OF WISCONSIN-MADISON

FOR FACULTY AND STAFF

SEPTEMBER 21, 1994

A surprise announcement: university exempt from budget exercise

By Bill Arnold

Maybe Governor Tommy G. Thompson's top aide should visit Bascom Hill a little more often.

Department of Administration (DOA) Secretary James Klausner — who explained that he doesn't get much chance to meet with UW-Madison and UW System officials on campus these days — forced a few eyebrows skyward and a few jaws earthward Friday afternoon by announcing that he and the governor had decided not to require UW-Madison and other UW institutions to submit 5- and 10-percent budget reduction plans for the 1995-97 budget biennium, alleviating "worst-case scenario" projections of deep, systemwide budget cuts totaling about \$80 million.

The announcement — made during a rededication ceremony for the "Sifting and Winnowing" plaque on Bascom Hall — took UW officials by surprise.

"This obviously is very good news, and I am pleased that Secretary Klausner and Governor Thompson are exempting UW-Madison and the rest of the UW institutions from going through with this painful budget exercise," said Chancellor David Ward, adding that the exercise would have required consideration of some extreme options, such as layoffs, significant enrollment reductions and major program cuts.

But, Ward makes it clear that the exemption does not mean that UW-Madison will avoid cuts after the Legislature takes up the biennial budget early next year. "Although our share of the state budget has declined in recent years, we realize that the UW System budget still receives about 11 percent of the state taxes. It is open to cuts for property tax relief. So, we still feel that we are in jeopardy of being subject to cuts," he said.

Representing the governor at the ceremony, Klausner told the audience that he and Thompson decided the UW could not sustain deep budget cuts in the face of projected systemwide enrollment increases. He said cuts would be "futile" and "impossible" if the state wants to "maintain the quality and integrity" of the UW.

"At the outset of the (budget) instructions to the university, I indicated to Katharine (UW System President Katharine Lyall) and Mike Grebe (Regents President Michael Grebe) that we could not see how the university possibly really could, with increasing enrollment, live with a 5-percent or a 10-percent reduction," Klausner said, referring to the reduction proposals that all state agencies are being asked to submit to the DOA by Nov. 15.

"I apologize for my departure (from prepared remarks), but I don't have that opportunity to come and visit with you as formally as this, and so I thought I might share it with you all," Klausner said, after being applauded by the 150 or so university officials, faculty, students, staff and "friends" who gathered to pay tribute to the centennial celebration of academic freedom (see related story).

Nearly all state programs have been targeted for po-
(Continued on page 2)



PHOTOS: JEFF MILLER

Lincoln Terrace provided the setting for last Friday's ceremony to rededicate the sifting and winnowing plaque — part of a two-day event held to commemorate the 100th anniversary of the university's famous statement on academic freedom. Speakers at the ceremony included Chancellor David Ward, Secretary of Administration James Klausner (representing Gov. Tommy Thompson), UW System President Katharine Lyall, UW System Board of Regents President Michael Grebe and UW-Madison University Committee Chair William S. Reznikoff.

Principle of 'sifting and winnowing' lives on

By Jeff Iseminger

Universities, said a man who once founded a university, are "based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."

The author of those eloquent words? It was the man considered the father of the University of Virginia, the man who penned another ringing endorsement of freedom, the Declaration of Independence: Thomas Jefferson.

Consider how Jefferson's words resonate with those stamped on a plaque mounted on the front of Bascom Hall: "Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The plaque, a gift from the Class of 1910, quotes an 1894 report from the Board of Regents. The report exonerated Richard T. Ely, UW professor of economics, who was publicly denounced for teaching socialism and advocating strikes and lockouts in Madison.

Ely had been "tried" by a committee of regents. The committee cleared Ely of any wrongdoing and issued the 1894 report from which the "sifting and winnowing" words were taken.

Jump a hundred years from that report to last weekend, when the centennial anniversary of its issuance was celebrated with a two-day conference on academic freedom. The conference speakers, though they differed with

each other in some ways, all seemed to say: The "sifting and winnowing" words are not a platitudinous sentiment attenuated by time, but a living, fire-breathing principle that continues to touch nerves today.

A moving tribute to the power and freshness of "sifting and winnowing" came from one of the conference speakers, Wacław Szybalski, professor of oncology. Szybalski grew up in Poland under both Hitler and Stalin, brutal regimes that made mincemeat of academic freedom. "Maybe I am an incorrigible idealist and romantic, even at my age," he said, "but each time I read the plaque, I feel a tingle going down my spine."

It is a testament to the force of "sifting and winnowing" that in some people it has engendered not tingling thrills, but irritating embarrassment. Indeed, said E. David Cronon, professor of history, the regents in 1910 — more conservative than their counterparts of 1894 — did not even accept the plaque as a gift until 1912.

The plaque gathered dust in the basement of Bascom (then Main Hall) until the class of 1910 officers asked what had happened to the class memorial when planning their five-year reunion. "Not until 1915," said Cronon, "did the regents somewhat unenthusiastically agree to President Van Hise's recommendation that the plaque be mounted prominently on the front of the building."

The university has not always lived up to "sifting and winnowing," noted Cronon: "American entry into World War I brought a tidal wave of hysterical patriotism and intolerant conformity to the campus." For example, the regents withheld the degrees of students who refused military service as conscientious objectors.

On the whole, however, academic freedom has been prized and vigorously defended at UW-Madison, said Cronon and other conference speakers.

At the same time, said Joel Grossman, professor of
(Continued on page 3)



Asking the UW System to make budget cuts in light of increasing enrollments would be "futile" and "impossible," Klausner said.

'Each time I read the plaque, I feel a tingle going down my spine.'

INSIDE

MILESTONES

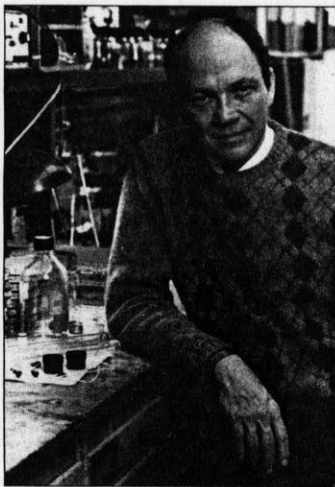
UW Arboretum celebrates 60 years; Biotechnology Center marks a decade 8-9

A new UIR

A name change is only the beginning for University-Industry Relations 14

Tired of traffic jams?

Transportation Services' Flex Parking may be just what you need 16



JEFF MILLER

Bill Reznikoff's office on the third floor of UW-Madison's Biochemistry Building has a certain researched-in look to it. Sure, there's a computer, lab notes, books, journals, charts, and a chalkboard scribbled with complex formulas and solutions. But there, just a few feet from his desk — in a molecular genetics laboratory that every visitor must walk through to get to Reznikoff's digs — students are busy researching the structure of DNA, the building blocks of all living organisms. For Reznikoff, this close proximity to his students and to real live research is perfect.

PROFILE

BILL REZNIKOFF

There are so many teaching activities that don't take place in the classroom — we really have to shift the focus away from classroom teaching as the only measure of what we do as faculty.

"I've always loved research, and here I'm really able to maintain close interactive relationships with my students. This lab work is all about independent study and developing a feel and a joy for discovery. And when they're here, I need

them to be thinking and asking questions," Reznikoff says, quickly warning a visitor that the conversation may — and likely will — be interrupted by students stopping by to ask questions or just to say "hello."

A professor of biochemistry, Reznikoff says his love of research and the study of things biological really started when he was a grade-school kid in Pelham, N.Y., and during summers in Woods Hole, Mass.

"My father was a physician and I came from a scientific environment. I thought that being a scientist was normal and that everybody else was crazy," he says with a smile.

Reznikoff's zest for research accelerated during the 1960s. After graduating with a bachelor's degree in biology from Massachusetts' Williams College in 1963, he went on to a predoctoral fellowship in biology at The Johns Hopkins University and a stint as a research assistant at the Oak Ridge National Laboratory. Reznikoff and his wife, Cathy — a professor of human oncology here — received their doctoral degrees in biology from Johns Hopkins in 1967, and until 1970 they were postdoctoral fellows at Harvard Medical School.

He was hired as an assistant professor of biochemistry here in 1970 and worked his way up the academic ladder, becoming full professor in 1978. In 1985, he was named the Evelyn Mercer Professor of Biochemistry and Molecular Biology. He served as chair of Biochemistry from 1986 to 1991. Reznikoff's work as the director of the Cellular and Molecular Biological Training Grant since 1981 has helped to attract and guide precious outside financial resources to UW-Madison graduate training and research projects.

A desire to have a hand in maintaining and enhancing UW-Madison's excellence led Reznikoff to join the Faculty Senate in 1982, and earlier this year he became chair of the University Committee.

Reznikoff says he's working to keep lines of communication open to UW System officials, the Board of Regents and state lawmakers, and he's committed to addressing public and legislative concerns about faculty instructional workload.

"There are so many teaching activities that don't take place in the classroom — we really have to shift the focus away from classroom teaching as the only measure of what we do as faculty," he says. "The University Committee is trying to draw a clearer picture of what it is we do to people outside of the university."

Reznikoff's foremost priority, he says, is ensuring that the governance role of the faculty is fulfilled. But he also has a personal interest in safeguarding the university's level of excellence and vitality: Cathy Reznikoff shares his love for teaching, and Charlie — one of their three children — is a sophomore here.

"This is a wonderful university — it's diverse, collegial and cutting-edge," he says. "I plan on working in a positive way to help the faculty and the administration keep it that way."

— Bill Arnold

Barrows assumes leadership of student academic services

By Bill Arnold

Paul W. Barrows, an associate dean in the Graduate School since 1991, will assume a key administrative role in the area of student academic services.

John Wiley, interim provost and vice chancellor for academic affairs, announced today that Barrows has been given responsibility for services including the university's Student Financial Services, Admissions, Office of the Registrar, and Career Advising and Planning Services. While he continues to perform some of his duties for the Graduate School, Barrows will be affiliated with the office of the provost and vice chancellor for academic affairs with a working title of associate vice chancellor.

Wiley says he's "delighted" that the university was able to retain Barrows "against a very attractive outside offer. Paul has received national visibility for his work and a lot of respect for the job he's done in the Graduate School. He's been a critical part of our team here, and now he'll continue to be able to contribute as a valuable resource for this university."

Barrows will be playing a lead role in guiding and coordinating many of UW-Madison's diversity initiatives, including "The Madison Commitment" — the university's plan for increasing and enhancing ethnic and racial diversity among faculty, staff and students.

"Paul is very skilled at making policy recommendations and suggestions that have ensured progress in minority recruitment and retention, and he'll be even more influential in helping us meet the goals of The Madison Commitment," Wiley says.

Barrows says he's excited to be joining the leadership team for student academic services, and plans to do a lot of "listening and learning" during the next few months. "We have people in student aca-



Barrows

ademic services who have distinguished themselves nationally in their areas of expertise. I'm anxious to build on the strength of that tradition," says Barrows, who was also appointed to the UW-Madison Athletic Board earlier this year.

The solid work being done by the associate vice chancellors and others in the Office of the Provost and Vice Chancellor for Academic Affairs also has Barrows looking forward to his new role. "There's a strong team in place in the Provost's Office, and I'm extremely pleased to be joining them," he says.

In the Graduate School, Barrows continues to work on, among other duties, securing increased and more long-term funding for fellowships to minority graduate and professional school students — part of the university's goal of increasing the pool of potential minority faculty, researchers and professionals.

In 1992, Barrows chaired the Chancellor's Advisory Committee for Minority Student Recruitment and Financial Aid. The committee's report offered an in-depth analysis of improvements needed to streamline and upgrade the admissions and financial aid processes.

Before being appointed to his post in the Graduate School in 1991, Barrows served as a special assistant to former Chancellor Donna E. Shalala, consulting on minority affairs and other issues affecting the university. He is also a faculty associate in the departments of History and Afro-American Studies, and teaches courses in those areas.

Barrows was the special assistant to the dean of the Graduate School at the University of Minnesota, Twin Cities, for four years. He then became the executive director for the Collegiate Education of Black and Minority Students at the University of Massachusetts at Amherst.

He received a bachelor's degree in Afro-American studies from the University of Massachusetts at Amherst and a master's degree in African history and politics from the State University of New York at Albany. In 1990 he received a Ph.D. in history at the University of Minnesota, Twin Cities.

Sifting and winnowing ...

(Continued from page 1)

political science and law, we must remember that the "right" of academic freedom carries with it responsibilities and limits. And it accrues not just to the individual faculty member, but also to the faculty as a whole.

"A faculty member's course preferences," said Grossman, "may have to yield to a department's judgment about courses that must be offered to meet student needs or professional certification standards. Likewise, an instructor's grading methods and standards, normally and properly a matter left to his or her discretion, may have to yield to a department's or college's contrary policies."

Forces that erode academic freedom can be insidious, said Robert Auerbach, professor of zoology. Without great sums of money to equip labs, today's scientists cannot make even simple inquiries. With state support diminishing as a percentage of the university's budget, scientists have turned to outside funding agencies.

"Does the old maxim, 'He who pays the piper calls the tune,' not inevitably come into play here?" asked Auerbach. Increasingly, he said, the research agenda is being set by industry sponsors and government agencies, not individual researchers.

In fact, said Auerbach, "Howard Temin [Nobel laureate at UW-Madison who died this year], when he came to Madison as a young, unknown scientist, would in the present research climate not have been funded, and were he to hold stubbornly to his idea of reverse transcription — the antithesis of the central dogma of molecular biology of the 1960s — he would quite likely not have made tenure."

The benefits of sifting and winnowing should be extended by faculty members to undergraduates, said Raymond Kotwicki, who received his bachelor's degree in May and now is enrolled in the Medical School.

"Regardless of university ideals," he said, "professors' evaluations of students' performances may reflect the degree to which the authority figures agree or disagree with pupils' beliefs. To promote academic freedom in the classroom, professors must not use grades as weapons to polarize thoughts."

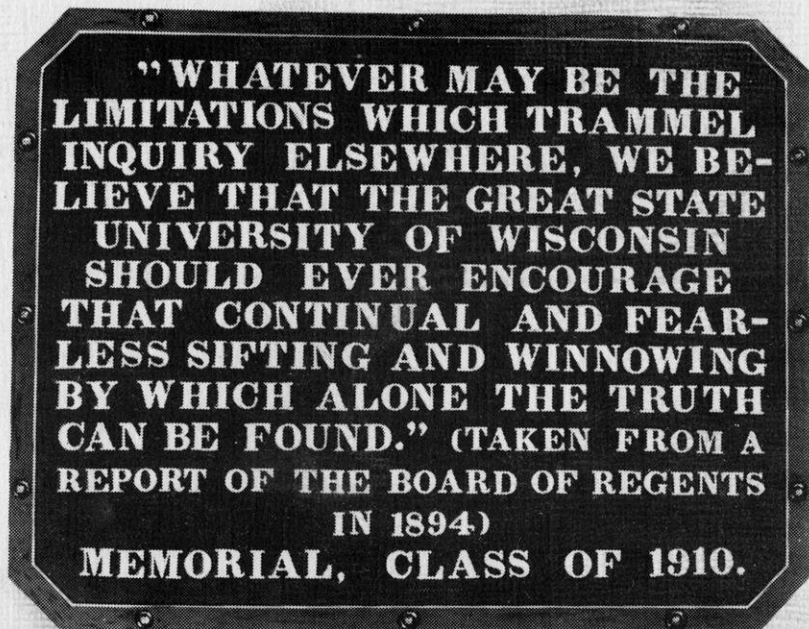
Intellectual browbeating by professors is one form of the arrogance that can be a barrier to the exercise of academic freedom, said Phillip Certain, dean of the College of Letters and Science. Arrogance can also flow from entire disciplines, when their practitioners insist that academic respectability must be based on theory.

Another barrier to academic freedom can be seen in student apathy, said Certain. "Is there fearless sifting and winnowing when the weekend runs from Thursday through Sunday nights?" he asked. "When students sit passively through their classes?" He also cited the anonymity of large lectures as a barrier, a problem which can be surmounted by superlative teaching and growth in the number of small classes taught by faculty.

Other themes addressed in the sifting and winnowing conference were "The Ely Trial," the Economics Department and the Emergence of Academic Freedom" and "Clarifying the Issues: Free Speech, Hate Speech Codes and Academic Freedom." Conference chair was W. Lee Hansen, professor of economics.

THE UNIVERSITY OF WISCONSIN

Pledges Anew Its Faith in



FREEDOM PLAQUE REDEDICATION

PROGRAM

Bascom Hall

Friday, February 15, 1957

PROGRAM

3 to 3:30 p.m. Carillon Concert by Prof. Percival Price,
University Carillonneur, University of Michigan

3:30 p.m. CONVOCATION BASCOM THEATER

Presiding Dean Mark H. Ingraham,
College Letters and Science

The University Hymn Ensemble from University A Cappella
Choir, J. Russell Paxton Conducting,
Accompanist--Miss Joyce Babler

"The Responsibility of Freedom" Governor Vernon Thomson

Introduction of Speaker President E. B. Fred

"The Wisconsin Tradition of Academic Freedom"
Prof. Helen C. White, President
American Association of
University Professors

"How It All Began" Judge F. Ryan Duffy, U. S. Court of
Appeals, President Class of 1910

Copper Chest Ceremony Participating:
Former Governor Oscar Rennebohm, Member Board of Regents
Judge Duffy
Professor Merle Curti, Frederick Jackson Turner Professor
of History
Miss Helen Rehbein, President of Student Senate

Battle Hymn of the Republic . . . Ensemble from A Cappella Choir

4:30 p.m. PLAQUE REMOUNTING Front of Bascom Hall

Narrator: Robert Dick, University Extension Division

Music by University of Wisconsin Band Prof. Ray Dvorak,
Conducting

Participants:

Former Governor Rennebohm, Member Board of Regents
President Harold Konnak, Board of Visitors
President Lawrence Fitzpatrick, Wisconsin Alumni Assn.
Judge Duffy
Mrs. O. C. Gillett, Vice President Class 1910
President Fred

Varsity Led by Professor Dvorak

4:45 to 5:15 p.m. Carillon Concert by Professor Price

This Program Was Arranged by

THE FREEDOM PLAQUE REDEDICATION COMMITTEE

Prof. Scott M. Cutlip, Chairman

Mr. A. F. Ahearn

Prof. Henry Ahlgren

Mr. John Berge

Prof. S. T. Burns

Mr. Robert Dick

Mr. A. F. Gallistel

Prof. Louis Kaplan

Mr. Henry Klee

Mr. John McNelly

Miss Helen Rehbein

Mrs. Eldon Russell

Prof. Robert Taylor





1 • 8 • 4 • 8

NEWS TIPS

Bascom Plaza

UNIVERSITY OF WISCONSIN-MADISON

News & Information Service
19 Bascom Hall • 500 Lincoln Drive
Madison, Wisconsin 53706-1380

Phone: 608/262-3571
Fax: 608/262-2331

Sept. 16, 1994

TO: Editors, news directors
FROM: Liz Beyler, (608) 263-1986
RE: Klauser announcement

(Editor's note: For tape, broadcast outlets may call the audio line at the Office of News and Public Affairs after 6:30 p.m. at (608) 263-4576.)

State Administration Secretary James Klauser, representing Governor Tommy Thompson at the "Sifting and Winnowing" rededication ceremony on the UW-Madison campus this afternoon, departed from his prepared remarks and made an announcement that took university officials by surprise. Klauser said he and the Governor had talked about it several times today and had come to a conclusion. We thought you might appreciate having a transcription of his announcement:

"We're about to begin a process in state government sifting and winnowing budget requests and I guess after having done it now for eight years, I'm not intimidated by the process, but it's an important process.

"We have some economic pressures; we have some other challenges. My department issues instructions to other agencies as to how to proceed. At the outset of the instructions to the university, I indicated to Katharine (System President Katharine Lyall) and Mike Grebe (Regent president) that we could not see how the university possibly really could, with increasing enrollment, live with a 5 percent or a 10 percent reduction. It's helpful to take a hard look at things, but given the complexity of the institution and what this might require, the Governor and I have concluded this afternoon — and I hope Katharine and everyone else is listening, because they are fully unaware of what I am about to say — that it makes no sense, since we know at the outset that it's impossible to do and maintain the quality and the integrity of this institution, that they should engage in an effort that would be futile in any event.

"And so, even though the SAVE Commission hasn't completed its work, I think we can save the university some work and all the multiple campuses and all the people here involved by telling you that you do not have to engage in that activity. We will talk about perhaps some other ways we might approach this as the budget entails, and that together we can present — the administration, if it should be the electorate's choice to do this come some 60 days — that we together present a budget to the Legislature that we will work together to see that it stays intact.

"I apologize for my departure, but I don't have that opportunity to come and visit with you as formally as this, and so I thought I might share it with you all."

###

PHOTO BY JANE EDDY
 UNIVERSITY OF WISCONSIN
 500 LINCOLN DRIVE
 MADISON, WISCONSIN 53706
 608/262-1111

WISCONSIN WEEK



UNIVERSITY OF WISCONSIN-MADISON

FOR FACULTY AND STAFF

SEPTEMBER 7, 1994

Cross-College Advising Service links students to campus resources

If the more than 1,600 freshmen who have signed up for appointments are any indication, the university's new Cross-College Advising Services (CCAS) will enjoy runaway success.

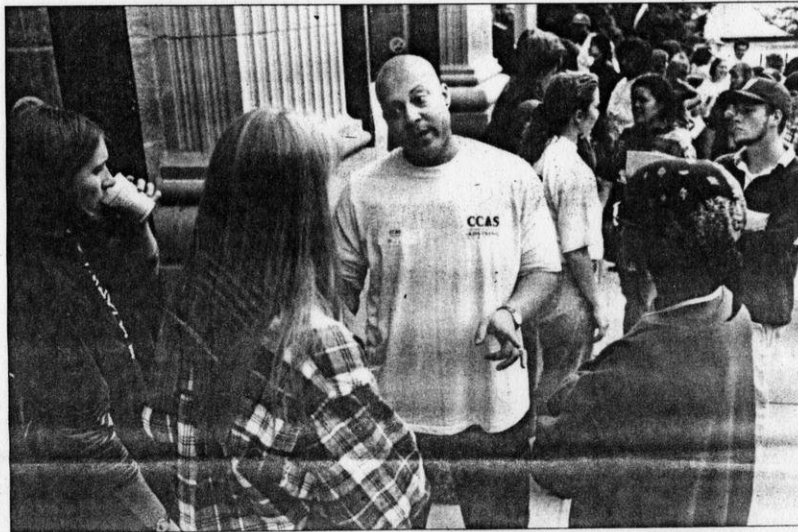
CCAS grew out of a survey of undergraduates done in 1993. The study showed that students, particularly beginning students who had not declared a major, wanted more help in achieving a fit between their educational and career goals.

A 10-member team of academic staff advisers has been assembled to work cooperatively with faculty and academic staff advisers in each school and college. Four of the 10 advisers have expertise in specific areas: international studies, business, physical sciences/engineering, and natural sciences.

At the helm of CCAS is Carlotta V. Calmese, who comes to UW-Madison from Charles R. Drew University of Medicine and Science in Los Angeles. There, she served as director of the Allied Health Careers Opportunity Program, designed to increase the number of underrepresented groups in those professions.

"I envision CCAS as a student-centered service," she says. "Some individuals have the idea that students should know where they're going and what they're going to be doing right out of high school, but that approach is not always realistic. CCAS can help those undecided students become more informed and aware, and consequently make wise decisions in their academic programs, which will lead to career goals."

The initial 1,600 advisees signed up for CCAS services through the university's Summer Orientation and Advising for Registration (SOAR) program. At SOAR, each student was assigned an adviser; they will meet at least three times during the student's first year. Students identifying a major were assigned an adviser in that academic department; students who did not indicate a preferred major were assigned a CCAS adviser. CCAS personnel say this first round of SOAR students is only the beginning; they



anticipate departments will refer at least another 1,500 students during the academic year.

For more information about the program or for an appointment, contact Calmese at 10 Ingraham Hall (old Commerce Building), 265-5460.

— Barbara Wolff

Bill Hebert, above, one of 10 advisers in the new Cross-College Advising Service, talks with first-year students at an ice cream social held during Wisconsin Welcome. CCAS will work with faculty and academic staff advisers across campus to help students reach their educational goals.



CELEBRATING ACADEMIC FREEDOM

The 100th anniversary of "Sifting and Winnowing," a landmark declaration about academic freedom, will be celebrated on campus Sept. 16-17.

In 1894, UW Professor Richard T. Ely, recognized as one of America's top political economists, was accused of "encouraging and fomenting" labor strikes in Madison, practicing boycotts against non-

union shops, and teaching socialism and other vicious theories. The charges were made by the State Superintendent of Public Instruction Oliver E. Wells.

A Board of Regents committee investigated the charges, holding a trial of sorts on the matter. The investigation resulted in the exoneration of Ely and the adoption by the Regents of the now famous "Sifting and Winnowing" statement on academic freedom on Sept. 18, 1894.

The statement concluded: "Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Events for the celebration include:

- A two-day Academic Freedom Conference, Friday and Saturday, Sept. 16 and 17 in the State Historical Society auditorium, 816 State St. The conference is open to the public. No registration is required.

Conference sessions will examine the trial of Professor Ely, the hate speech issue, which has been the subject of recent controversy, and the meaning and significance of academic freedom in both the

university's past and future.

- A keynote address by Village Voice columnist Nat Hentoff, author of "Free Speech For Me, But Not For Thee," on Sept. 16, at 8 p.m. in the Memorial Union Theater. Tickets, which are free, but required, can be obtained at the Memorial Union Box Office beginning Sept. 8. Tickets are limited to two per person.

- A ceremony rededicating the university's commitment to the principles of academic freedom, Sept. 16, at 4 p.m. in front of Bascom Hall. Participants will include Gov. Tommy Thompson, UW-Madison Chancellor David Ward and UW System President Katharine Lyall.

"The Regents declaration is often quoted with approval, but it is continuously challenged in practice," said Ward. "We hope that by once again calling attention to it and examining the meaning of academic freedom, we can remind ourselves and our critics of the importance of free inquiry and the special mission of the academy in our society."

Economics Professor W. Lee Hansen chairs the committee that has been organizing the centennial celebration.

— Liz Beyler

Preliminary fall enrollment figures

As of the beginning of classes Thursday, Sept. 1, preliminary figures showed that 38,091 students were enrolled at UW-Madison for the fall 1994 semester, according to Registrar Donald Wermers.

Students are eligible to register through the second week of classes, and final enrollment figures will be available during the fourth week of the semester, Wermers said.

On the first day of classes one year ago, 39,103 students had enrolled and final fall, 1993 enrollment was 40,924. The final enrollment for fall 1994 is expected to be about 40,000, Wermers said.

— Bill Arnold

Spotlight

Wisconsin Union Theater
 1994-95 Season

Insert

Bringing technology transfer to life
 University Research Park marks
 decade of public, private partnership 11

Easing the car crunch
 Transportation Services offers
 new commuting options 12

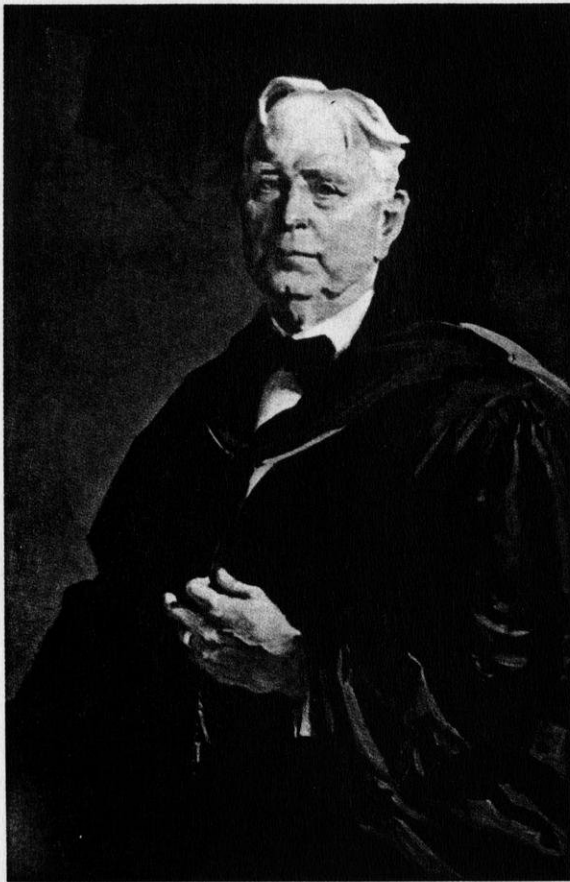
*Class Gifts Bascom
Sifting + Winnowing Plaque*

Arthur Hove with the editorial assistance of Anne Biebel

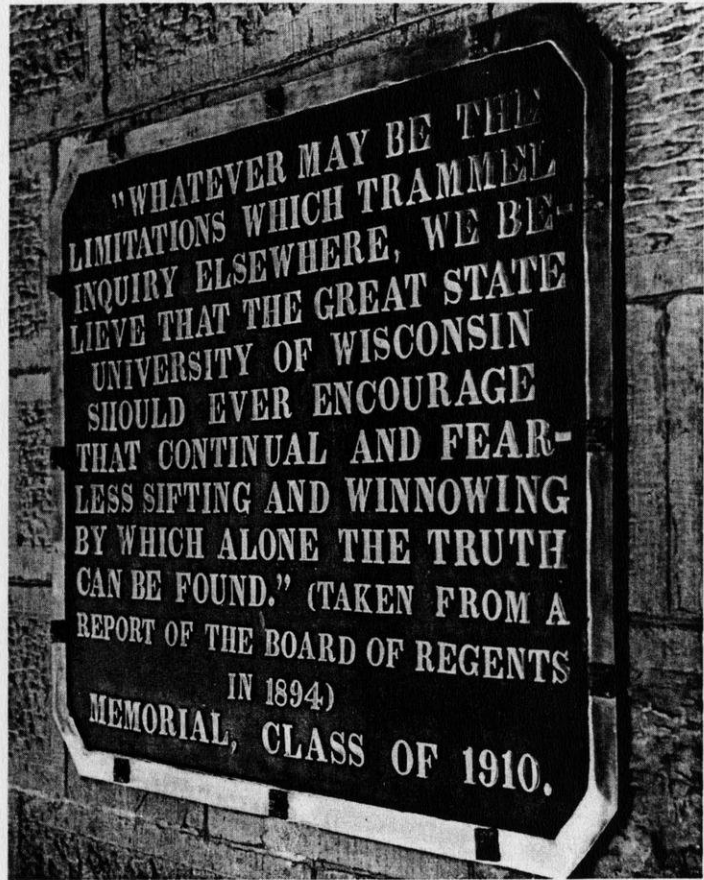
THE UNIVERSITY OF
WISCONSIN
A PICTORIAL HISTORY



THE UNIVERSITY OF WISCONSIN PRESS



The university's famous "sifting and winnowing" statement, memorialized on the plaque given by the class of 1910, is a quote from a report approved by the regents following an investigation of the controversial teachings advanced by economics professor Richard T. Ely, pictured above.



President Adams is believed to have drafted the statement characterized as "the University's Magna Carta" of academic freedom. The plaque did not gain immediate acceptance when first offered, since some members of the board of regents considered its proclamation too radical and provocative. The regents did not officially accept the gift for two years,

temporarily relegating the plaque to the basement of University Hall. Following considerable discussion and political maneuverings, the plaque was resurrected after the regents approved a resolution allowing it to be mounted on the building in 1915 in conjunction with the fifth reunion of the class of 1910.

graduate at the university under William F. Allen, earned his doctorate at Johns Hopkins University, and returned to join the UW faculty. At the 1893 meeting of the American Historical Association held in Chicago, he read his paper "The Significance of the Frontier in American History," which had a central influence on the study of American history for decades.

As excellent scholars came to the university, day-to-day administrative matters became more complex, and knowledge grew in specialized fields. The curriculum, which had been continually evolving since the close of the Civil War, increasingly emphasized the practical and vocational aspects of learning. The broadening curriculum and the increase in the number of disciplines led in 1889 to the establishment of four colleges: Letters and Science, Mechanics and Engineering, Law, and Pharmacy. The development continued with the establishment of the School of Economics, Political Science, and History in 1892 and the School of Music during the 1894-1895 academic year. In 1899 the regents approved inauguration of the summer session, which began informally more than a decade earlier as a joint venture between the university and the Wisconsin Teachers Association. These developments led to an increased administrative profile, as deans and directors were appointed to oversee the development of curricula and programs.

At the same time, the faculty governance pioneered under Bascom became a distinctive feature of university life. So did the principle of academic freedom, as a landmark episode established the right of faculty members to pursue the truth free of political interference. The person called to Wisconsin to organize the new School of Economics, Political Science, and History was Richard T. Ely, a distinguished professor of economics at Johns Hopkins University. A letter published in the July 12, 1894, issue of the *Nation* magazine by Oliver E. Wells, state superintendent of public instruction, accused Ely of fomenting strikes and boycotts and advocating "utopian, impractical, or pernicious doctrines." The regents appointed a special committee to investigate the matter, since Wells was a member of the board.

The regent committee delivered its report on September 18, 1894. It declared Wells's charges without foundation. At the encouragement of Regent John M. Olin, the report contained an additional section which dealt with the general question of academic freedom. The report pointed out that the university faculty during the previous eighteen months had written nearly two hundred books, pamphlets, and magazine articles which represented a wide variety of thought and opinion. The regents concluded: -

In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead.

Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.

As further testament of their conviction, the regents adopted a resolution censuring Wells.

A change in the makeup of the student population accompanied the change in the faculty profile. Enrollment increased rapidly during this period, rising from 612 in the fall of 1887 to nearly 2,000 by the turn of the century. Although they still came primarily from the middle class, the students represented a broader geographic distribution. And with increased emphasis on scholarship and research, graduate students composed a growing percentage.

The outward aspects of student life were changing, too. Student publications displaced some of the influence of the literary societies. The student yearbook the *Trochos* (a Greek approximation for the word *badger*) appeared in 1885. It became the *Badger* in 1889 and subsequently served as an important annual measure of the scope and substance of student life. After several earlier newspapers, such as the *Aegis* and the *University Press*, had come and gone, the *Daily Cardinal*, founded in 1892, rapidly became a prominent forum for student thought and opinion as well as a means for providing a sense of identity for the expanding student population.

Intercollegiate athletics also came to prominence during this period. Success in track and crew gained recognition for the university. The Wisconsin football team was particularly successful during the last decade of the century, spurred on by the sensational achievements of Pat O'Dea, the fabled "Kangaroo Kicker" from Australia.

Enthusiasm for intercollegiate athletics demonstrated that schools would go to extensive lengths to compete with their rivals. With no eligibility rules for participants, athletes enrolled to participate in sports rather than to worry about making satisfactory progress toward a degree. Some freely transferred from one college to the next, plying their talents wherever they would be in the greatest demand. Townspeople saw the intercollegiate rivalries as an entertaining way of pitting one university community against another. Gambling and drunkenness at the games were a common occurrence.

The faculty were initially indifferent, but this attitude changed quickly as it became evident that the popularity of intercollegiate athletics took students' minds away from the classroom. A special committee on athletics, created in 1889, adopted specific eligibility rules in 1894. The faculty concern about athletics was a regional phenomenon. In January 1895 President Smart of Purdue University called for a meeting in Chicago to consider what could be done to regulate intercollegiate athletics. This meeting led to the formation in February 1896 of a controlling organization, consisting of faculty represen-



1 • 8 • 4 • 8

NEWS

Bascom plaque

UNIVERSITY OF WISCONSIN-MADISON

News & Information Service
19 Bascom Hall • 500 Lincoln Drive
Madison, Wisconsin 53706-1380

Phone: 608/262-3571
Fax: 608/262-2331

FOR IMMEDIATE RELEASE

5/11/94

CONTACT: Art Hove, (608) 262-7956

UNIVERSITY TO COMMEMORATE STATEMENT OF ACADEMIC FREEDOM

MADISON — *"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."*

Mark your calendars: An important event in the University of Wisconsin-Madison's history will take place in September when the campus commemorates the 100th anniversary of the famous "sifting and winnowing" statement on academic freedom contained in a Sept. 18, 1894, report by the University of Wisconsin Board of Regents.

As part of the celebration, an "Academic Freedom Conference" will be held Sept. 16-17 in the State Historical Society auditorium, 816 State St. It will feature presentations by several well-known academic freedom experts on the UW-Madison faculty, as well as faculty from other universities.

Writer and *Village Voice* columnist Nat Hentoff, author of *Free Speech For Me — But Not For Thee*, will deliver the keynote address on Friday, Sept. 16, at 8 p.m. in the Memorial Union Theater.

The conference will take a historical look at the emergence of academic freedom on the nation's campuses and discuss current issues such as hate speech codes. It will conclude Saturday morning, Sept. 17, with a panel discussion on "Reinterpreting the Sifting and

- more -

1:24 r-r Freeh-259-0600

Sifting and Winnowing -- Add 1

Winnowing Statement." The panel will include Chancellor David Ward, faculty members, an undergraduate student and a representative of the public.

"This conference will help remind us of the importance of academic freedom, the University of Wisconsin's important role in helping shape it, and our need to be ever vigilant in protecting its principles," says economics Professor W. Lee Hansen, chair of the committee that is organizing and hosting the events.

A public ceremony to rededicate the "sifting and winnowing" plaque on the front of Bascom Hall and reaffirm the university's commitment to the principles of academic freedom will take place on Friday, Sept. 16, at 4 p.m. on the Lincoln Plaza. State, university and UW System officials have been invited to participate in the ceremony. The bronze plaque, a commencement gift to the university from the class of 1910, was stored in the basement of Bascom, then University Hall, until its official dedication in 1915.

For more information on the "Sifting and Winnowing" events, contact Art Hove, special assistant to the provost, at (608) 262-7956.

###

— Liz Beyler, (608) 263-1986

POSITION VACANCY LISTINGS

The University of Wisconsin is an equal opportunity employer and specifically invites and encourages applications from women and minorities.

Academic staff

This is not a complete list of positions available. These were selected from vacancies posted before April 27. To ensure consideration, apply by the deadline date. Salaries listed are for full-time employment.

For more information, visit the Academic Personnel Office, 174 Bascom Hall, from 8 a.m. to 4:30 p.m. Call 263-2511 to have an individual position description mailed. Vacancies also are available on WiscINFO.

Copies of these and other current faculty and academic staff positions are available for viewing at the Academic Personnel Office and at Ag Student Affairs, 103 Ag Hall; Career Advising and Placement, 905 University Ave.; Classified Personnel, 228 Peterson Building; Educational Placement, B150 Education Building; Hospital Personnel, D6/215 CSC, 600 N. Highland Ave.; Memorial Library, Main Lobby, 728 State St.; Wisconsin Center for Educational Research, 242 Educational Sciences; UW-Extension Personnel, 105 Extension Building; State Employment Service, 206 N. Broom St.; and Equal Opportunity Programs, UW System, 1802 Van Hise Hall.

021968: Assoc. Senior, Inform Process Consult, Med/Biostatistics, minimum \$25,578-\$50,519 annual. B.S. or M.S. with at least five years of programming/information systems experience in an academic setting. Experience working in a university research environment. Experience with Oracle, UNIX, SQL, knowledge of forms and interface design, database concepts, PC and Macintosh database software such as Filemaker Pro, Foxbase Pro, Paradox and client/server technology such as Gopher and world wide web is highly desirable. Experience working in a medical school environment desirable. Apply by May 12.

021969: Dir, Computer Srv (M), Bus/Technology Support Center, minimum \$44,346-\$66,520 annual. B.A. or B.S. with information systems or computer science specialization

preferred. Business courses or background is a plus: (1) knowledge of client/server environment (IBM and Apple), VAX (or similar mid-range systems), software (including Pathworks), emerging technologies (including video-conferencing, telecommunications); (2) familiarity with university teaching and research computing environments, and ability to communicate and work with faculty, students and administration. Apply by May 12.

021982: Lecturer, Veterinary Med/Comparative Biosciences (50% time), \$36,000 annual. DVM and/or Ph.D. in biological science. Experience in gross veterinary anatomy preferred, but experience in comparative anatomy acceptable. Must be willing to teach in a team of four laboratory instructors. Apply by May 9.

021986: Admin Prgm Specialist, Intercollegiate/Administration, \$30,000 annual. Bachelor's degree required. Experience with scheduling and coordination of events, facilities maintenance and development, with athletics or sports related background preferred. Apply by May 6.

021987: Admin Prgm Manager I, FRCS (50% time), minimum \$25,578-\$38,366 annual. B.A., B.S. required; M.S. or M.A. preferred, speciality in textiles and costume collection management, museum textile management and/or documented experience in textile collection management. Documented experience in textile collection management. Background or expertise in the following areas: textiles and costumes; textile and costume history; museum studies/collections management. Must have demonstrated organizational skills and experience. Familiarity with computerized database management systems required. Apply by May 6.

021988: Assoc. Student Serv Coord, Educ/Educ Placement & Career Services (50% time), \$28,000 annual. Bachelor's degree required; master's preferred in counseling, education, social work or related field. Two years of experience working with college students as a teacher, counselor or academic advisor. Experience working with college students of color desirable. Apply by May 13.

021996: Academic Librarian, General Library System, \$30,232 annual. MLS from ALA-accredited library school. Background in women's studies as demonstrated by minimum of three years of professional experience, preferably in an academic library public service position; excellent verbal and written communication skills; excellent organizational and planning skills. Preferred experience in collection development; record of professional service and publication; experience working in a multi-campus or consortial environment. Apply by May 11.

021997: Asst Coach, Intercollegiate Ath/M&W Swimming, \$30,000 annual. Bachelor's degree required. Minimum of two years coaching experience preferred. Apply by May 15.

021998: Coach, Intercollegiate Athletics/W Basketball, \$50,000 annual. Bachelor's degree required. Minimum of five years coaching experience preferred. Apply by May 13.

022001: Assoc Lecturer, Educ/Kinesiology (33% time), \$28,000 annual. Master's degree required; Ph.D. preferred. Three years clinical experience in health care and occupational therapy with emphasis on physical disabilities. Current certification in occupational therapy or eligibility for same. Apply by May 19.

022008: Senior, Systems Programmer, DoIT/Systems Engineering, minimum \$30,232-\$47,000 annual. Requirements include a bachelor's degree in computer science, electrical or computer engineering, or a related field with at least three years practical experience in the network area. Course work in and experience with network hardware TCP/IP, Decnet, or UNIX is a plus. Other requirements include good interpersonal skills and an ability to assist users with varying skill levels. Apply by May 18.

022009: Senior, Systems Programmer, DoIT/Platforms & Operating System Tech, minimum \$29,352-\$50,519 annual. B.S. in computer science or related. Three or more years experience. Fluency in both UNIX and VMS. Strong operating system background. Knowledge of a variety of the hardware platforms from among the following: IBMM (rs/6000), HP, Next, Sun, Dec (VAX, Alpha, Risc). Programming background in either Fortran, C, or Pascal. Good communication skills. Apply by May 18.

021960: Lecturer, L&S/Botany (80% time), \$27,900 annual. Ph.D. in botany or biology preferred. Some prior teaching experience at the college level, including field demonstrations with local flora and plant communities. Apply by May 11.

022016: Assoc Research Specialist, Med/Medicine, Tobacco (50-100% time), \$23,500 annual. Bachelor of arts or bachelor of science minimum; psychology preferred. Minimum of one year experience including study design and analysis, epidemiology or related experience. Apply by May 6.

022017: Assoc Clin Nurse Specialist, Med/Medicine, Allergy (75-100% time), \$26,345 annual. Bachelor's degree in nursing. Pulmonary and/or asthma experience desirable; administrative experience/prior experience in research coordination desirable; familiar with utilizing microcomputers. Registered nurse (Wisconsin licensure). Apply by May 6.

022018: Asst, Assoc Researcher, Grad/SSEC (33% time), \$22,580 annual. M.S. in meteorology (minimum) with an emphasis on ocean climate modeling. Three+ years of experience with atmospheric or oceanic circulation models, C programming experience, familiar with the methods of acquiring sea surface temperatures and producing forecasts. Apply by May 6.

022019: Assoc, Outreach Specialist, Grad/Waisman Center (30-100% time), minimum \$22,961-\$35,000 annual. M.A./M.S. preferred in social work, nursing, early childhood special education, psychology, speech and language pathology, occupational or physical therapy, B.S./B.A. with relevant work experience could be considered. Two years experience working with young children with disabilities and their families, one-three years experience with personnel training, technical assistance, or program management. Apply by May 6.

022022: Asst, Assoc, Researcher, Med/Biostatistics (50-100% time), \$21,910 annual. M.S. in statistics or biostatistics. Previous collaboration in biologic medical research. Experience with statistical analysis systems (SAS) software required. Experience with (1) S or S-plus; (2) desktop publishing software; (3) Oracle or other relational database management system (RDBMS), and/or (4) UNIX work station environment would be valuable. Apply by May 9.

022023: Assoc, Inform Process Consult, Hospital/Information Systems, \$25,578 annual. B.S. in computer science or related field. Will accept recent graduate at the associate level. Prefer one-two years experience. Practical application experience in hospital systems will

be heavily weighed. Unmodified level requires four years experience. Apply by May 9.

022024: Lecturer, Educ/Art (75% time), \$22,500 annual. MFA degree in the area of jewelry and metalsmithing. Minimum one year teaching experience at the college level required. Seeking candidates with distinguished professional achievements who can show evidence of proven capabilities in creative teaching situations at all levels from beginning to graduate. Apply by May 13.

022025: Researcher, B.S. or B.A., Advanced Degree Preferable, Law School, \$35,000 annual. In early stages of career in journalism or government, with several years of experience. Apply by May 9.

022026: Assoc, Senior, Lecturer, Engr/Engr Professional Development (37-38% time), \$28,000 annual. M.A. specialization in teaching Japanese as a foreign language. At least two years of experience teaching Japanese at a college/university level. Additional teaching experience at high school or summer program is desirable. Apply by May 11.

022029: Assoc, Research Specialist, Med/Oncology, \$19,000 annual. B.A. or B.S. in biology, biochemistry or related field. One-two years experience with live animals, preferably rodents; prefer at least one year performing rat karyotypic analyses. Apply by May 11.

022030: Assoc, Research Specialist, Med-Psychiatry/Psych Inst (75-100% time), \$18,724 annual. B.A. or B.S. in psychology, psychobiology, or biology with specialization in neuroscience. Some laboratory or research experience required. Research experience in neuroscience is desirable. Apply by May 11.

022031: Lecturer, L&S/Music (50% time), \$27,900 annual. Minimum master's degree in piano. Two years teaching experience in beginning, elementary and intermediate class piano. Apply by May 11.

022032: Assoc Research Specialist, L&S/Psychology, \$20,800 annual. B.A./B.S. in psychology with special interests in clinical psychology. No minimum number of years—prior psychological research experience is necessary. Prior diagnostic interviewing experience and classes in abnormal/clinical psychology are desirable. Apply by May 11.

022033: Assoc Researcher, L&S/Psychology (50% time), \$27,600 annual. Minimum master's in behavioral/neuroscience. Minimum three years experience working in human electrophysiology. Apply by May 11.

022034: Assoc, Researcher, L&S/Psychology, minimum \$27,600-\$32,000 annual. Ph.D. in psychology or neuroscience. A minimum of three years relevant research experience with psychological and/or neuroimaging methods. Facility with a range of different computer systems. Apply by May 25.

022036: Research Specialist, Med/Pediatrics, \$20,606 annual. B.S. or M.S. in biology, chemistry or related field. We are looking for individuals with at least two years experience in molecular biological techniques and/or tissue culture procedures. The specialists will be responsible for production of viral and nonviral vectors which will be used in gene therapy studies. Apply by May 11.

UW System

Senior Vice President for Academic Affairs. The deadline for nominations is May 20; for applications, June 10. Candidates must have a strong academic background with an earned doctorate; evidence of strong commitment to teaching and scholarly activities and values; demonstrated capacity for senior academic administration; an understanding of and commitment to the UW System's tradition of faculty, academic staff and student participation in university governance; exceptional oral, written, analytical, and interpersonal skills; and, intellectual and physical vigor necessary for leadership in a complex, dynamic educational system. Anticipated date of employment will be Sept. 1, or as soon as possible thereafter. Salary maximum is \$120,000. Applications or nominations, should be sent to Ronald C. Bornstein, Senior Vice President for Administration, UW System, 1730 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706-1557.

Classified Staff

Information is in job bulletins posted regularly at employing unit personnel offices or at the Classified Personnel Office; 228 Peterson Building, or call the promotion hotline at 262-3469. The same information, found in the State Current Employment Opportunities Bulletin and the State Employee Promotion and Transfer Bulletin is accessible through WiscINFO and the 3270 transaction INQUIRE (Online Reference Works).

University to commemorate academic freedom statement's 100th year

Mark your calendars: An important event in the history of the University of Wisconsin-Madison will take place in September when the campus commemorates the 100th anniversary of the famous "sifting and winnowing" statement on academic freedom contained in a Sept. 18, 1894 report by the University of Wisconsin Board of Regents.

As part of the celebration, an "Academic Freedom Conference" will be held Sept. 16-17 in the State Historical Society auditorium, 816 State St. It will feature presentations by several well-known academic freedom experts on the UW-Madison faculty, as well as faculty from other universities.

Writer and Village Voice columnist Nat Hentoff, author of *Free Speech For Me — But Not For Thee*, will deliver the keynote address on Friday, Sept. 16, at 8 p.m. in the Memorial Union Theater.

The conference will take a historical look at the emergence of academic freedom on the nation's campuses and discuss current issues such as hate speech codes. It will conclude Saturday morning, Sept. 17, with a panel discussion on "Reinterpreting the Sifting and Winnowing Statement." The panel will include Chancellor David Ward, faculty members, an undergraduate student and a representative of the public.

"This conference will help remind us of the importance of academic freedom, the University of Wisconsin's important role in helping shape it, and our need to be ever vigilant in protecting its principles," says economics professor W. Lee Hansen, chair of the committee that is organizing and hosting the events.

A public ceremony to rededicate the "sifting and winnowing" plaque on the front of Bascom Hall and reaffirm the university's commitment to the principles of academic freedom will take place on Friday, Sept. 16, at 4 p.m. on the Lincoln Plaza. State, university and UW System officials have been invited to participate in the ceremony. The bronze plaque, a commencement gift to the university from the class of 1910, was stored in the basement of Bascom, then University Hall, until its official dedication in 1915.

For more information on the "Sifting and Winnowing" events, contact Art Hove, special assistant to the provost, at 262-7956.

— Liz Beyler

'Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.'

UW's future noted in strengths, traditions

*Bascom
Plaque*

WI Week 9/13/89

(EDITOR'S NOTE: Chancellor Donna E. Shalala delivered her annual State of the University address to the Faculty Senate on Monday. The speech is reprinted below in its entirety.)

Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Everyone here recognizes these words. They are, of course, from the 1894 Board of Regents resolution in defense of Richard Ely, a turn-of-the-century professor, scholar and champion of social welfare. He had been denounced for teaching socialism, fomenting strikes and advancing dangerous theories in his teaching and research on economics.

The Regent resolution defending Ely's academic freedom is considered this university's Magna Carta. Almost every day, I walk by the plaque on Bascom Hall that bears those words, and they seemed an appropriate preface for my remarks this afternoon, because I'd like to talk about the future. In doing so, I want to emphasize that our plans for the future of this great university rest on the principles, traditions and achievements of all those who have preceded us—preceded us in our classrooms and laboratories, in our offices and board rooms.

In their 1894 resolution, the Regents said:

"We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils removed and others prevented. We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge.

In all lines of academic investigation, it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead."

I have been struck this past month

at how timeless this principle of academic freedom remains. Late last week, our present Board of Regents resoundingly upheld these tenets by approving a contract to conduct field research on Bovine Growth Hormone.

I'm sure you know full well the controversy that has swirled around this research project. Legitimate research has been caught up in a web of political, economic and social controversy—controversy that threatens the freedom "to follow the indications of truth wherever they may lead."

In this case, we cannot know whether BGH will prove socially and economically feasible in the long run, but those determinations will only result from the advancement of research.

Since its founding, the mission of this university has been tied to carrying on research and teaching that will illuminate and enhance the lives

of people throughout this state, this nation and the world. We have been devoted to extending the knowledge derived from that research as broadly as we can, and we have been phenomenally successful, particularly in the field of agriculture.

We have been successful because we have always kept our university's Magna Carta in mind. We have passionately defended our freedom to search out new knowledge, whether it be related to the invention of the silo, the synthesis of the gene, math research, or the human health effects of pesticides—all controversial issues to some group at one time or another. Had we done otherwise, our research agenda would only have been shaped by politics and public opinion. If that had been allowed to happen, we would not now be one of America's preeminent universities.

Our mission, our responsibility, our resolve are to push forward the

boundaries of knowledge and to provide our society with the capacity to make informed choices. We will stand by that resolution in the decades ahead.

I welcome the opportunity today to thank the Regents for their support and to reaffirm our commitment to academic freedom. I also publicly welcome the opportunity to officially unveil a new report that looks ahead and defines some future directions for this university, directions that have strong roots in our strengths and past traditions.

This report, "Future Directions: The University in the 21st Century," represents the culmination of more than two years of enormous effort by 26 faculty, staff members and students. They were asked by my predecessor, Bernie Cohen, to look into their crystal balls, and chart the best possible future course for this university.

They have done a remarkable job. I urge you to read this document carefully and to discuss and debate it in the months ahead. It is insightful and provocative, and represents not only the committee's thinking on these issues but that of hundreds of people from across the campus and beyond. I particularly want to thank Fannie LeMoine and Joseph Corry who guided this project.

I'd like to take a few minutes to share some of the highlights of their report, and also set the scene for future discussions of these findings. The report will be widely disseminated. The committee has outlined six directions for the future of this university. I expect that each of these directions, and the committee's recommendations related to them, will receive special attention during the coming months in our important governance bodies, including the Faculty Senate.

—over—



Donna E. Shalala

Highlights . . .

- **On academic freedom:** "Legitimate research has been caught up in a web of political, economic and social controversy—controversy that threatens the freedom to 'follow the indications of truth wherever they may lead.' In this case, we cannot know whether BGH will prove socially and economically feasible in the long run, but those determinations will only result from the advancement of research."
- **On recruitment and retention:** "It is clear that the excellence of this university depends on the excellence not of its programs and departments, but ultimately on the excellence of its people. The Future Directions Committee has strongly urged an aggressive program of recruitment, development and retention of the highest quality faculty, staff and students. We must devise strategies that will ensure that we retain and recruit the best and the brightest in all our ranks."
- **On research facilities:** "Today's highly sophisticated research requires modern equipment, adequate space and first-class support facilities. Too often, competing universities win away our top faculty and students, not with lucrative salary offers, but with very handsome research endowments and generous offerings of laboratory and office space."
- **On The Madison Plan:** "I am heartened by the number of minority faculty and staff we have been able to recruit, and keep, in recent years. Our new minority faculty and staff members join those in our community who are working so hard to recruit minority students and to make UW-Madison's environment more hospitable to people of all races and to women. We have a promising beginning."

I was struck by a number of things as I read through this report. First, it is clear that the excellence of this university depends on the excellence not of its programs and departments, but, ultimately, on the excellence of its people. The committee has strongly urged an aggressive program of recruitment, development and retention of the highest quality faculty, staff and students.

As we look toward a doubling of faculty retirement rates by the end of this century, as we project an ever-growing need for top flight specialists on our academic staff, as we face ever stiffer competition for a shrinking pool of top high school students, we must devise strategies that will insure that we retain and recruit the best and the brightest in all our ranks.

I am very pleased that the leaders of state government and our univer-

sity system have so aggressively supported us on faculty catch-up and provided some modest support for academic staff catch-up, but we are not out of the woods. We must not only catch up with our peer universities, we must keep up as well. That will depend on the state employee compensation package, and on developing ways to insure that competitive compensation for our faculty and staff is built into the biennial budget process.

I also want to take note of the classified staff and teaching assistants whose compensation is determined by a different process. We must insure that they, too, are adequately supported as they are an integral and critical part of this community.

I am heartened by the strong support we have garnered on the need for appropriate pay from the general public, from the Board of Regents, President Shaw, Governor Thompson, Speaker Tom Loftus and other legislative leaders; from the press,

community and business leaders; and from our alumni and donors. I am also encouraged by the quality of faculty and staff we have been able to recruit over the past year. And I am pleased that we have been able to persuade some outstanding faculty members to stay here despite very handsome offers from other attractive, first-rate institutions.

At the same time, I am delighted

with the rising quality and diversity of our student body. As the Futures Committee report points out, the excellence of both undergraduate and graduate students is a vital ingredient in the formula for a great university. I am pleased to report that despite the shrinking pool of Wisconsin college-bound high school students, we were able to recruit a group of freshmen whose average high school class rank was close to the eighty-second percentile. It is an even stronger class than last year's. And the number of honors students in this entering class is the highest it's been in seven years.

Our strategies for managing our enrollments, combined with the start of a more aggressive program to recruit top students, are paying the dividends we'd hoped for in the form of a smaller but higher quality freshman class. I urge you to look carefully at the Futures Committee recommendations on this issue, and discuss the proposals that we cap undergraduate enrollment at 27,500 students and limit our freshmen classes to 5,000 students at most.

At the same time, last spring, UW-Madison was among the nation's top universities in the number of Ph.D. degrees granted. Clearly, we continue to be a major force in graduate and professional education but we must strengthen our commitment to recruiting the

very best graduate students who contribute so much to our research, our teaching and the overall intellectual life of the university.

Last year at this time, I said that the most important task that lay before me was to pick new leadership for this university. I made a pledge to find people who met the highest standards of academic and personal integrity, and who shared with us a vision for the future of this institution.

With the help and guidance of the faculty, academic staff and students who served on our search and screen committees, we were able to recruit an exceedingly impressive group of people to these posts. Several, as you know, are UW-Madison graduates and long-time faculty members who reflect another important Madison tradition—that of "growing our own."

David Ward, vice chancellor for Academic Affairs; John Wiley, dean of the Graduate School; Donald

Crawford, dean of our largest college, the College of Letters and Science; Melany Newby, our new vice chancellor for Legal and Executive Affairs; and our new associate vice chancellors—Richard Barrows, Richard Ralston, Fannie LeMoine and John Torphy. I can assure you that this is a bright, imaginative, enthusiastic and farsighted team of leaders and I welcome the opportunity to work with them.

I know that, among other things, they will express their commitment to the themes of the Futures Committee report. One of the most critical is that of maintaining our edge and our excellence in research. This, of course, is tied to recruiting and retaining top people but it also depends on nurturing new research developments which are often dependent on multidisciplinary research—another activity encouraged by this report. And our success depends on getting research support.

During this past year, we saw our extramural research support climb to almost two hundred and forty million dollars. We maintained our rank as the nation's third largest research university despite the fact that we do no classified research and, unlike our counterparts, receive very little research money from the Defense Department.

Over the next few years, all of us will aggressively pursue outside research support. At the same time, John Wiley, David Ward and I will begin a major review with outside expertise to find strategies to upgrade research facilities on the campus. Today's highly sophisticated research requires modern equipment, adequate space and first-class support facilities. Too often, competing universities win

away our top faculty and students, not with lucrative salary offers, but with handsome research endowments and generous offers of laboratory and office space.

This must be one of our most important priorities. We must modernize our existing facilities as well as build new ones; we must streamline the process by which we gain approval for the facilities we need; we must meet the challenge of federal granting offices that are looking to make large-scale research investments that demand more substantial

institutional support; and we must tenaciously pursue every funding avenue available to us.

This past state budget gave us much needed support for our "laboratories of the mind"—our libraries. The approval of more than four million dollars for our library operation and collections was a significant and encouraging response to what we identified as our top priority after salaries.

At the same time, the pledge of \$10 million from the Vilas Trust for the Biotechnology/Genetics building project was another important step toward meeting our facilities need; now we must work energetically to get federal financing for that project.

The private gifts toward the School of Business building are another encouraging development. They underscore the vital need to link private donations with public support in meeting facility and research support needs.

We are fortunate to have strong private institutions to support us—namely, the Wisconsin Alumni Research Foundation and the UW Foundation. This past year, our UW Foundation cracked the top 10 university foundations in the country, with a record-breaking \$42 million raised in support of the UW-Madison campus. Working with the deans, Foundation President Sandy Wilcox and his staff have been very effective in raising funds to endow faculty chairs in a number of departments—a strategy that will enhance our ability not only to recruit good people, but to give them the opportunities they need to be successful here.

Last year, I emphasized the importance of the Foundation's upcoming capital campaign to our plans. The Futures Committee also has highlighted the need for enhanced private support. I intend to spend a good deal of my own time over the next three years on major fundraising activities. Our efforts to date have been very promising. Not only have we received gifts that represent a boon to our academic and research enterprise, we have received generous donations such as the wonder-

ful gift of Frautschi Point that greatly enhance our campus from an aesthetic and environmental viewpoints.

Such gifts go far to making this

campus a better place for undergraduate students—another direction highlighted by the Futures Committee report.

Our faculty, staff, administrators and students have responded in wonderful ways to our commitment to improve the undergraduate experience here. "Sink or swim" is not an acceptable educational philosophy at this university.

I know that strengthening our undergraduate programs is a high priority both for Vice Chancellor David Ward and for all of our deans who have undergraduate students. They will consider carefully Futures Committee recommendations that each incoming freshman be given a faculty or senior staff mentor; that we institute general orientation sessions and teaching clinics for our graduate student teaching assistants; that we do more to improve

our honors programs and recognize great teaching; and that we establish a university teaching committee to insure that the best and most up-to-date teaching practices are nurtured and embraced on this campus.

We have made strides in these directions already. The very popular L&S seminars taught to freshmen by some of our most distinguished emeritus faculty will be continued this year, and L&S has begun a major, new initiative in TA training. We have just completed the most comprehensive SOAR and freshmen orientation week programs seen here in many years.

I salute the dedicated staff members from our new student development center, our admissions office, our residence halls, our dean of students office and other units throughout the campus who have given our new freshmen such a warm and enlightening reception to their new home. And I was pleased to see so many distinguished faculty members involved in these orientation programs and Welcome Week activities, faculty like Harold Scheub who devoted dozens of hours to our SOAR program.

There are other exciting undergraduate educational programs underway. I just learned, for example, of Debbie Barnett. Debbie is a senior this year majoring in biochemistry. Last year, as a junior, she succeeded in doing something that has stumped scientists around the world for 25 years—she successfully nurtured an in-vitro fertilized hamster through two cell cleavage divisions, a feat that her advisor on the project, Professor Barry Bavister, characterized as “a significant breakthrough in this field.”

Debbie, who is planning to go on to graduate school, was a student in Professor Paul Williams’ BioCore course. Each year, 60 students earn credit by working in research laboratories throughout the campus. Faculty members volunteer to mentor these juniors and seniors, whose lives and careers often are influenced profoundly by their experiences. Williams hopes to expand the number of these opportunities, and has found his research colleagues eager to have these students in their laboratories.

I hope to see such programs flourish. Our undergraduate students

benefit far more than the public recognizes from our preeminence in research, and we must make that connection between research and teaching clearer to parents, legislators, donors and the public.

We also must continue to make the case for our commitment to the goals of the Madison Plan. I was glad to see the Futures Committee endorse those goals in highlighting the need to ensure an environment of equity and diversity.

Our world is changing. The workforce of the 21st century will reflect a more diverse mix of people—more minorities, more women, more older adults. All universities must play a role in preparing those future workers, and in paving their way—universities must play a more active role in shaping social change.

I am encouraged by the progress we have made toward our Madison Plan goals in the last 18 months. I am heartened by the number of minority faculty and staff we have been able to recruit, and to keep, in recent years. Our new minority faculty and staff members join those in our community who are working so

hard to recruit minority students and to make UW-Madison’s environment more hospitable to people of all races and to women. We have a promising beginning.

Ethnic studies requirements are now in place for our entering freshmen. New administrative rules are in effect that will in no way restrict academic freedom, but will rather protect individual students from one-on-one racial and sexual verbal harassment, much as existing rules of the workplace have protected each of us from such harassment by our fellow employees. We are developing academic exchange programs with predominately black colleges. We will review academic staff titles to eliminate gender bias. All of these are encouraging developments but, as the Futures Committee report reminds us, we must not flag in our commitment to create an environment free of bias, whether it involves race, gender, age, sexual preference or handicapped status.

Only an environment as free socially as it is academically will ensure the greatness of this university in the next century.

On Wisconsin!!

FEATURE STORY

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

9/4/64 jb

RELEASE: Immediately

By JACK BURKE

MADISON, Wis.--His name is almost forgotten--but Richard T. Ely, the hero of the University of Wisconsin's famed "sifting and winnowing" plaque, really started something 70 years ago.

To mark the anniversary this month, and to stress the great impact created by the message on the plaque, the University will hold several special programs this fall.

First, UW Pres. Fred Harvey Harrington will tell the colorful story at the new students' convocation in Madison on Sept. 10.

When alumni association officers and directors from all over the country meet here Sept. 19, Pres. Harrington will relate anew the school's role in the long and continuous struggle for academic freedom, and how this is symbolized by the plaque on Bascom Hall.

NBC-TV has announced that a Saturday night documentary series, "Profiles in Courage," would include a program in October devoted to Ely, the man responsible for the statement on the plaque. The series is based on the best-selling book by the late Pres. Kennedy.

The message was taken from a report made by UW regents on Sept. 18, 1894. This ringing declaration followed a bitter battle. It was this eloquent, forthright defense of academic freedom which marked a milestone in the conflict for an unfettered atmosphere on public university campuses, and for the unrestricted right to pursue ideas regardless of where the paths might lead.

Add one--Ely

Prof. Ely came to Wisconsin in 1892 with a wide reputation as one of the nation's most distinguished economists. He had written five books, often expressing displeasure at the sterility of academic discussion of urgent issues; played a strong role in the founding of the American Economics Association which advocated government action to protect the people against exploitation; and worked for a number of tax commissions.

Because of his challenging books, he had come under fire repeatedly from the Nation, then an ultraconservative eastern magazine.

In the summer of 1894, with the country sunk in a depression, dozens of strikes broke out. Two of these occurred in Madison printing firms, and brought out fights, clubbings, a stabbing, and a lockout.

Ely stepped into the battle, and urged the owners of the printeries to permit union shops and other concessions for the workers. Conservative politicians became enraged and attacked Ely in the Nation and the New York Post, among other publications.

One of the most relentless attackers was Oliver E. Wells, a former Appleton, Wis., school teacher who, as state superintendent of public instruction, served as a member of the University regents. He charged the economics professor with writing "malicious" socialist books, with lecturing widely on socialism, with teaching alien and revolutionary doctrines, with threatening to cancel a UW printing order unless a firm signed a union contract, and with entertaining union organizers.

In an eloquent statement, Prof. Ely denied the charges "in each and every particular." And University Pres. Charles Kendall Adams stepped forth to explain in detail the vital difference between discussing something like socialism--and advocating it.

Prominent educators and citizens in all parts of the country sent letters to be read in Ely's defense. Declared E. B. Andrews, president of Brown University:

"For your noble university to depose him would be a great blow at freedom of university teaching in general and the development of political economy in particular."

-more-

Add two--Ely

Albion W. Small, head of the University of Chicago social science department, noted:

"In my judgment no man in the United States has done so much as he (Ely) to bring economic thought down out of the clouds and into contact with actual human concerns. Nothing could be more grotesque than to accuse him of encouraging a spirit of lawlessness and violence."

The regents cleared Ely with a unanimous ballot. The result was the report, written by Pres. Adams, which concludes with the statement appearing on the bronze tablet:

"...whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Sixteen years later, the declaration still was only a sentence in an almost forgotten document. But in 1910, E. A. Ross, professor of sociology and anthropology, came under heavy fire for befriending Emma Goldman, a notorious anarchist who appeared on the campus to address a student organization.

The regents, now mainly conservatives, censured Ross. But Pres. Charles Van Hise sided with the professor, and warned the regents that the faculty would support Ross if they tried to fire him.

Amid this storm and turmoil, the Class of 1910 met to discuss a memorial for the school. Lincoln Steffes, known as the "muckraking journalist," happened to be on campus, and proposed the "sifting and winnowing" plaque. The class promptly adopted the suggestion, and a Madison brass foundry cast the message in bronze for \$25.

Angry, the regents refused to accept it. They concluded, and correctly, that they and their conservatism were being ridiculed. As a result, the plaque languished in a University basement room for five years. At a reunion in the spring of 1915, the Class of 1910 renewed its plea that the plaque be mounted on Bascom Hall.

Add three--Ely

By this time the regents' political complexion had changed once more, and the plaque was given their blessing. It was hung. Except for a month in 1956, when it was stolen, it has been up ever since. UWM got its replica in 1958.

Ely taught at Wisconsin for 33 years, and became known everywhere as "the father of urban land economics." In 1925 he left Madison to become research professor of economics at Northwestern University. Here, at the age of 76, he married one of his graduate students, Margaret Hahn. (His first wife, Anna Anderson, had died some years earlier, leaving him four children). At 79, he became the father of a son, and a year later, of a daughter.

At 84, he wrote a lucid, humble autobiography. In it he expressed pride in the "sifting and winnowing" declaration which, he wrote, "has become part of the Wisconsin Magna Carta."

Earlier this year University regents rededicated themselves and their efforts to the ideals expressed on the plaque, with a declaration which stated in part:

"...in serving a free society, the scholar must himself be free. Only thus can he seek the truth, develop wisdom, and contribute to society those expressions of the intellect that ennoble mankind.

"The security of the scholar protects him not only against those who would enslave the mind, but also against anxieties which divert him from his role as scholar and teacher.

"The concept of intellectual freedom is based upon confidence in man's capacity for growth in comprehending the universe and on faith in unshackled intelligence. The University is not partisan to any party or ideology, but it is devoted to the discovery of truth and to understanding the world in which we live.

"The regents take this opportunity to rededicate themselves to maintaining in this University those conditions which are indispensable for the flowering of the human mind."

THE UNIVERSITY OF WISCONSIN
OBSERVATORY HILL OFFICE MADISON 6, WISCONSIN

Bascom Plaque

ASSISTANT TO THE PRESIDENT
UNIVERSITY NEWS SERVICE
UNIVERSITY PUBLICATIONS SERVICE

June 25, 1964

Dear Editor:

Bolted to the door-post of Bascom Hall, the central building on the Madison campus of the University of Wisconsin, is a bronze plaque which symbolizes the University's part in the long and continuing struggle for academic freedom in America.

The background story of how the words of the plaque came to be uttered 70 years ago, is told in this little pamphlet.

In 1964 the State of Wisconsin asked the University to display at the New York World's Fair the one thing that meant the University of Wisconsin. A replica of the plaque was chosen and is now on display in the rotunda of the Wisconsin Pavilion.

James F. Scotton
Director
UW News Service

Digitized by Bascom Library
Plaque

C O P Y

PREAMBLE TO THE TENURE RULES

Adopted Unanimously by the University of Wisconsin Board of Regents
Friday, January 10, 1964

In adopting this codification of the rules and regulations of the University of Wisconsin relating to academic tenure, the Regents reaffirm their historic commitment to security of professorial tenure and to the academic freedom it is designed to protect. These rules and regulations are promulgated in the conviction that in serving a free society the scholar must himself be free. Only thus can he seek the truth, develop wisdom and contribute to society those expressions of the intellect that ennoble mankind. The security of the scholar not only protects him against those who would enslave the mind but also against anxieties which divert him from his role as scholar and teacher. The concept of intellectual freedom is based upon confidence in man's capacity for growth in comprehending the universe and on faith in unshackled intelligence. The University is not partisan to any party or ideology, but it is devoted to the discovery of truth and to understanding the world in which we live. The Regents take this opportunity to rededicate themselves to maintaining in this University those conditions which are indispensable for the flowering of the human mind.

##

FEATURE STORY

6/2/60 vh

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE: Immediately

MADISON, Wis.--Induction into the Half-Century Club isn't the only honor which the returning members of the Class of 1910 will find as they meet for reunion on the University of Wisconsin campus this Commencement weekend.

The 1910'ers--men and women who graduated from Wisconsin 50 years ago this June--will also bask in a proud distinction as the donors of Wisconsin's famous Sifting and Winnowing Plaque. The bronze tablet which hangs beside the entrance to Bascom Hall heralds to the world that the University of Wisconsin is permanently dedicated to the principle of academic freedom. It reads:

"WHATEVER MAY BE THE LIMITATIONS WHICH TRAMMEL INQUIRY ELSEWHERE WE BELIEVE THAT THE GREAT STATE UNIVERSITY OF WISCONSIN SHOULD EVER ENCOURAGE THAT CONTINUAL AND FEARLESS SIFTING AND WINNOWING BY WHICH ALONE THE TRUTH CAN BE FOUND."

The UW Class of 1910 had at latest count some 301 surviving members living in 55 communities in Wisconsin, in 34 other states, the District of Columbia, Canada, China, the Philippines, and Puerto Rico. Many of those who find their way to a Madison reunion will make a sentimental journey up Bascom Hill to view their 50-year-old gift and review its dramatic history in which they played a vital part.

The 1894 circumstance which brought about the freedom statement centered upon a charge made by a UW regent against Richard T. Ely, professor of economics and nationally known champion of social welfare. The regent claimed that Prof. Ely had encouraged and fomented strikes in Madison, had practiced boycotts against non-union firms, and had taught socialism and other dangerous theories in his classes and writings.

-more-

add one--Plaque

At a trial marked by high excitement and attended by students, faculty and townsmen, the UW regents heard the evidence. The result was described as "a debacle for the accuser." Not only did the regents exonerate the UW professor; they also adopted the resolution of which the Sifting and Winnowing lines are a part--a resolution destined to become the University's Magna Carta. It was hailed throughout the country as a beacon light of freedom to inquire at a time when the liberties of the mind were frequently under attack.

But the declaration of such high principles did not guarantee action in keeping. The regents themselves in 1910 unanimously censured Prof. E. A. Ross, pioneer sociologist, for his liberal opinions and willingness to find a platform for the expression of unpopular views.

It was because of this incident and others of similar implications for academic freedom that the Class of 1910, preparing to graduate, decided to make a gift of a plaque containing the Sifting and Winnowing lines from the 1894 regents' resolution.

"The plaque was cast in a local factory and we were ready to present it to the University," recalls Federal Judge F. Ryan Duffy, Milwaukee, Class of 1910. "Then for the first time we realized the current Board of Regents was anything but enthusiastic about our proposal. ...But we went ahead anyway. On June 20, 1910, during the exercises, Carl Naffz, upon behalf of the class, presented the tablet. The popular Prof. William A. Scott accepted. However, two days later, the Board of Regents, without explanation, denied our request. The tablet was consigned--by somebody, to the somewhat dingy basement of the administrative building."

The conservative regents had been firmly convinced that partisans of LaFollette Progressivism had instigated the class gift.

By 1912 the plaque had been accepted but it remained gathering dust in storage until 1915 when the composition of the board changed. With this change came a change of heart. The plaque was bolted to the outside of Bascom Hall and since

add two--Plaque

1915, "the principles thereon inscribed have been cited by members of the UW community whenever freedom of discussion and inquiry has been threatened."

But the adventures of the plaque did not end with 1915. In the autumn of 1956 the tablet disappeared in what was assumed to be a student prank. The theft drew attention to the importance of the bronze symbol as nothing else could and soon a spontaneous movement was started to replace the plaque with a replica. As a Freedom Plaque Fund took shape and the resolve of the University became clear, the whereabouts of the stolen tablet was revealed by a mysterious telephone call to UW authorities.

Return of the historical statement in bronze prompted a re-dedication of the University to the cause of unfettered seeking after knowledge and at special ceremonies on Feb. 15, 1957, the plaque was once again affixed to the face of Bascom Hall. The date was the 12th anniversary of Dr. E. B. Fred's acceptance of the presidency of the UW. Helen Constance White, distinguished UW professor of English, first woman president of the American Association of University Professors, and a frequently heard voice for the right of untrammelled inquiry, was the main speaker at the memorable 1957 event in which the University pledged anew its faith in the rights of a free mind.

Miss White will be the speaker again Friday as the Commencement weekend gets underway with the annual Half Century Club luncheon in Tripp Commons, Memorial Union. Her subject once again will be the Sifting and Winnowing Plaque and its fullest meaning.

##

Bascora Plaque
U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

2/18/57

RELEASE:

Immediately

MADISON--The state university, "the university for all of the people," may turn out to be the greatest of all American inventions, according to an article in the March issue of Holiday magazine.

A salute to "The Mighty Big Ten," the article invites Easterners to "rub the ivy out of their eyes" and take a look at these "centers of maturing culture for a maturing society." The author is Paul Engle, poet-professor at the State University of Iowa.

He cites unique contributions of Big Ten universities, including Wisconsin, to the theater, music, art and literature and credits them with inventing "the idea of the university as a place where every human action is a proper one for study" and the conception that "the whole state is the campus."

"Only a huge quantity of educated men and women," Engle writes, "will allow the United States to survive the menace of the last half of this century. Only such universities as those in the Big Ten, with their nearly two hundred thousand students, can supply such trained minds. The hope of education for the few, dedicated to pure and remote knowledge, is fine, touching and doomed."

The article was written as a Big Ten answer to a previous one in Holiday entitled, "The Ivy League Colleges: Their Natural Superiority."

Engle writes that the "greatest single fact about the Big Ten--no matter how over-emphasized athletics may be, or how many inferior students may be around briefly, or how giddy the parties or pretty the girls, or how many courses in muffin baking have replaced courses in the love poems of Catillus, any student who wants it can get an education equal to the capacity of his mind."

ad one--Big Ten article

The article quotes in capital letters the University of Wisconsin's Bascom Hall plaque inscription declaring that the University "should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Among the photographs accompanying the article are a color shot of Wisconsin's freshman crewmen with Lake Mendota in the background and a picture of an International Club gathering.

11/11/11
11/11/11

Bascom Plaque

FREEDOM PLAQUE REDEDICATION PROGRAM

FRIDAY, FEBRUARY 15, 1957

3 to 3:30 p.m. Carillon Concert by Professor Percival Price 30 min.

3:30 p.m. FREEDOM PLAQUE CONVOCATION Bascom Theater (Room 272)
(To be broadcast over WHA and State Network)

Chairman Dean Mark H. Ingraham, College of
Letters and Science

(Events leading to ceremony, theme of ceremony, etc.) 3 min.

The University Hymn, Ensemble from University A Cappella
Choir

J. Russell Paxton, Conductor

Joyce Babler, Accompanist

4 min.

"The Responsibility of Freedom"

Governor Vernon Thomson of the State of Wisconsin

5 min.

Introduction of President Fred

Remarks and Introduction of Miss White by President Fred
5 min.

"The Wisconsin Tradition of Academic Freedom"

Professor Helen C. White, President American Association of
University Professors 20 min.

"How It All Began"

Judge F. Ryan Duffy, U.S. Court of Appeals and President
of Class of 1910 10 min.

Copper Chest Ceremony

(Dean Ingraham Narrating)

Former Governor Oscar Rennebohm (Regent Resolutions)

Judge Duffy (Booklet, Roster)

Professor Merle Curti (UW History)

Miss Helen Rehbein (Clippings, program)

Sealing of copper chest on stage

4 min.

Battle Hymn of the Republic Ensemble from A Cappella Choir 5 min.

Program Guide FREEDOM PLAQUE CONVOCATION--2

4:30 p.m. Miss Rehbein, flanked by Judge Duffy and Mr. James Thompson, will carry copper chest and lead participants on stage out of theater down to plaque site. Audience will be asked to wait until Chest Escorting Party has left theater.

REMOUNTING CEREMONY

Robert Dick, University Extension Division, Narrating

4:32 Miss Rehbein, Judge Duffy, and Mr. Thompson place Chest in wall

Wisconsin Medley The University of Wisconsin Concert Band
Professor Ray Dvorak, Conducting

(While band plays for approximately 5 minutes, men from Buildings and Grounds staff will put plaque in place with large bolts)

Decorative bolts will then be put in by:

Former Governor Oscar Rennebohm, Member Board of Regents

President Harold Konnak of Board of Visitors

President Lawrence Fitzpatrick of Wisconsin Alumni Association

Judge F. Ryan Duffy, President Class of 1910

Mrs. O. C. Gillett, Vice President Class of 1910

President E. B. Fred

(This symbolic remounting of the Freedom Plaque on Bascom's wall will take place without speeches. The ceremonies will be described as they take place by Robert Dick over a public address system for the benefit of audience, which will be unable to see from close in. He will work significance of occasion into his narration.)

4:40 p.m. Professor Dvorak will lead band and audience in "Varsity"

(At the conclusion of Varsity, the spotlight which is to illuminate plaque during hours of darkness, will be turned on.)

4:45 p.m. to 5:15 Carillon Concert by Professor Price

Bascom Plaque

REMARKS OF F. RYAN DUFFY, CHIEF JUDGE, UNITED STATES COURT OF APPEALS FOR THE SEVENTH CIRCUIT, AT CEREMONIES REDEDICATING THE BRONZE FREEDOM PLAQUE, UNIVERSITY OF WISCONSIN BASCOM HALL, FEB. 15, 1957.

Before proceeding to my assigned subject, I wish to congratulate Dr. Fred, for on this day he commences his thirteenth year as President of the University of Wisconsin. But congratulations are due in greater measure to the University which has been fortunate indeed to have had the capable and inspired leadership of Dr. Fred over the past twelve years. I think this is a particularly appropriate occasion to pay tribute to Dr. Fred as he always has been a consistent and effective champion in the defense of academic and intellectual freedom.

It has been suggested to me by the Committee in charge of this program that I direct my remarks principally to the circumstances under which the Class of 1910 selected the bronze plaque as our Class Memorial, and also, something of the stormy history that surrounded the delayed acceptance of the Memorial by University authorities. My assigned subject is "How It All Began."

Members of our class were pretty much agreed that we should not follow the precedent established by the graduating classes for the preceding two decades. During that period these classes had erected near Main Hall, as we then called it, granite or marble headstones inscribed with the numerals of the respective classes. These headstones gave the appearance of a second class cemetery. We, of 1910, were determined that our Memorial would be something different.

In the early spring of 1910, the senior class had a red-hot election for class officers. The ticket headed by James H. Thompson referred to a memorial in their platform. They had a plank for the popular selection of a Class Memorial, and a guaranty of its dedication at graduation time. Naturally, I was not consulted when the Thompson group wrote its platform, and I must say I was somewhat mystified then, and still am quite uncertain, just what that plank meant. In any event, Jim and his adherents must have had something in mind other than a tombstone.

We, of 1910, were intensely loyal to our Alma Mater. We were thrilled when we read or otherwise learned that Ambassador Bryce of Great Britain had referred to Wisconsin as the greatest state university in America. We were proud of the school's accomplishments in the various fields of research, and highly approved of the efforts of faculty members and others in their untiring quest for the truth. We liked the Wisconsin idea that the boundaries of the campus were the boundaries of the state, and that the university had brought the fruits of knowledge to people in all parts of Wisconsin. We believed in the concept that the University should be a partner with the state in the application of the fruits of science and research to the process of government. Undoubtedly, we were quick to resent any suggestion or intimation that any group could restrain or influence faculty members in their teachings because that group might have a selfish interest in the subject which was being taught.

Frankly, we were disturbed at several occurrences which, to our minds, indicated attempts had been made to criticize and censor certain faculty members because of research which they had done or suggestions they had made pertaining to subjects which they taught. The most important of such incidents, in my mind, at least, involved Professor E. A. Gilmore. At the request of a legislative committee he had made research into the legal questions pertaining to water powers, and had prepared a brief favorable to the right of a state to control its water powers. We understood that Professor Gilmore had encountered strong objection and indeed, condemnation, at the hands of several of the Regents because of his efforts. We believed that the criticism thus made was entirely unwarranted. You may recall that Professor Gilmore was later Vice Governor of the Philippines, and thereafter the President of the University of Iowa.

I recall somewhat vaguely about some criticisms as to the stand of President Van Hise on matters pertaining to the conservation of our natural resources, and of Professor John R. Commons as to something or other he advocated or discussed in the field of economics. Then there was the big furor about Professor Edward A. Ross and the Emma Goldman affair. This event resulted in much newspaper publicity and considerable public condemnation. Somehow or other, I didn't get excited over that incident. I thoroughly disagreed with all of the Goldman preachings, but I couldn't see much objection to students or citizens of Madison attending her lecture if they so desired, which lecture, by the way, was held some place down town. Apparently, in the minds of many, Professor Ross made a grievous mistake in showing Emma Goldman some of the interesting points on the campus, and conferring with her in his office. I recall quite distinctly that it was my view that the incident was not worth the full-blown investigation which followed, and which resulted in a vote of censure by the Regents. We also were informed that Professor Ross' position on the faculty was saved only through the valiant efforts in his behalf by President Van Hise.

It was in this climate that our classmate, James Thompson, proposed that our Memorial consist of a bronze plaque inscribed with a quotation from a report by the Board of Regents, dated September, 1894, which followed the trial of Professor Richard T. Ely by that body on a charge that might well be designated as economic heresy. It has been established by Theodore Herfurth in his booklet that the author of that report was Charles K. Adams, the Seventh President of the University of Wisconsin who served from 1892 to 1901. The report of the Regents not only exonerated Professor Ely, but was a resounding declaration that academic freedom was an integral part of the University of Wisconsin. Perhaps right then and there was born the ringing challenge of "On Wisconsin."

Some point has been made that Fred MacKenzie first suggested the idea of the plaque to Jimmy Thompson, and that MacKenzie was then connected with LaFollette's magazine. Several of the Regents were convinced that Thompson and, indeed, our entire class had been duped by clever politicians. Thompson knew MacKenzie as the President of the Wisconsin Alumni Magazine. I personally didn't know the suggestion came from MacKenzie, but had I known, I am certain it wouldn't have made a bit of difference. My classmates and I were in thorough accord with the sentiment expressed. And, after all, the sponsor of the quoted phrase was the Board of Regents of the University of Wisconsin.

The plaque was cast in a local factory, and we were ready to present it to the University. Then, for the first time, we realized the Board of Regents was anything but enthusiastic about our proposal. We were told there would be no meeting of the Board until after Class Day exercises. But we went ahead anyway. On June 20, 1910, during Class Day exercises, Carl Naffz, upon behalf of the class, presented the tablet. The popular Professor William A. Scott accepted. However, two days later, the Board of Regents, without explanation, denied our request. The tablet was consigned--by somebody--to the somewhat dingy basement of the Administrative Building.

Within the next five years several of the class conferred with the members of the Board of Regents, at first to obtain acceptance of the Memorial and later for permission to have it placed on the campus. I recall visiting with Miss Elizabeth Waters who lived in my home city of Fond du Lac. We discussed the matter on at least two occasions. I conferred also with Regent Mahoney and carried on a correspondence with Regent Hammond. I understood that other members of the class contacted other members of the Board. Nothing was done, however, until April 25, 1912, when the Board of Regents accepted our tablet but said nothing as to when or where the tablet might be erected.

Our first class reunion was scheduled for June, 1915. Milt Blair and Bill Meuer who had charge of the reunion, put on quite a campaign to have our reunion the setting for the dedication of the plaque. I also endeavored to give assistance. On June 15, 1915, the Board of Regents approved the placing of the tablet on the wall of Main Hall.

In the records of the proceedings of the Board of Regents under the same date appears the following entry: "President Van Hise and State Architect Peabody decided that the plaque should be placed in the loggia of University Hall where it would have the advantage of being exposed to the public at all times, at the same time being protected from the weather by the portico."

President Van Hise spoke at the dedication. It was evident that the sentiment on our bronze tablet struck a very responsive chord in his heart. Among other things he said: "The principles of academic freedom have never found expression in language so beautiful, words so impressive, phrases so inspiring."

Down through the years since 1915 we 1910ers have been intensely proud of our Memorial. We were convinced that the declaration inscribed on that bronze plaque would be a constant reminder that academic freedom was an important part of the very foundation of this great institution of learning. In 1950, on the occasion of our fortieth class reunion, we held appropriate rededication ceremonies in which President Fred took a leading part.

Then, on last October 31st, we could scarcely believe our eyes as we read news accounts that some persons, for reasons still unknown, had removed the plaque. It seemed as though it had disintegrated into thin air. What was it that inspired such an act of vandalism? Could any reasonable person object to the principle of a fearless search for the truth? Or was it the result of some person's perverted idea of humor, or a prank?

Great efforts were made to locate the tablet. President Fred issued an appeal to the public asking its return. I did likewise. But no trace of the plaque was found. Faculty members, students and alumni were indignant. There seemed to be unanimous agreement that a duplicate of the plaque should be cast and that it be replaced on the wall of Bascom Hall. Many donations were offered to defray the cost. The Regents authorized the establishment of the Freedom Plaque Fund. In a beautifully phrased declaration the Board of Regents, on December 8, 1956, declared "The search for truth is the central duty of the University but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when truth and freedom are under attack, the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind."

On December 8th the press gave prominence to the establishment of the Freedom Plaque Fund. Much public interest was aroused. At about 9 p.m. on that night, the University police received an anonymous telephone call from a pay station telling them exactly where they could find the plaque, out on Willow Drive. This area previously had been searched with great care, and no trace of the tablet had been found, but that night the plaque was there --undamaged. It is a tough old tablet all right, having spent nearly five years of its infancy in the basement of the Administration Building, and recently, at the ripe age of 47, being deposited unceremoniously in a ditch by the side of a road. But the inherent luster of our Memorial has not been dimmed.

Upon the return of the plaque, the campaign for donations for the Freedom Plaque Fund was abandoned. It was decided there should be a rededication of the original plaque. President Fred undertook the lead in this proposal and appointed a committee to have charge. Professor Scott M. Cutlip was the Chairman. It was then discovered that only two or three copies of the Theodore Herfurth "Sifting and Winnowing" booklet were available. You will recall that this booklet, dedicated to his wife and our classmate, Genevieve Gorst Herfurth, was the result of several years of research. At the request of the Committee, the Class of 1910, by 104 donations, have raised over one thousand dollars, and have provided for the reprinting of five thousand copies of the Herfurth booklet. The spirit of our class was wonderful. We received donations from some who are in no financial condition to make a donation, but they earnestly desired to have a share in this great undertaking.

And so today the Memorial of the Class of 1910 will again be hung on the wall of Bascom Hall. Generations yet unborn will read this challenging declaration, and I hope will be inspired to dedicate themselves to the principle of academic freedom.

I think the best description of our Memorial that I have ever come across came from a letter written by Theodore Herfurth on June 9, 1949, which, I believe, has never heretofore been published. Mr. Herfurth said: "When did any class about to graduate from the University leave a memorial gift more fitting, more significant, or more epochal in the history of the University than did the Class of 1910? That gift was what in vulgar parlance may be termed 'a bullseye.' It is still as active, as fruitful and as radiant as in the beginning. There is no longer any doubt about the lack of academic

freedom at the University of Wisconsin. The light of that memorial gift has shone far and wide, illuminating the minds of men to the fact that the truth and only the truth is what counts in the world."

As we leave these exercises today, I feel certain there is engraved deeply in our hearts and in our minds these words: "Whatever may be the limitations which trammel inquiry elsewhere we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

###

Bascom Plaza

MAIN ADDRESS BY PROF. HELEN C. WHITE, CHAIRMAN OF THE UNIVERSITY OF WISCONSIN ENGLISH DEPARTMENT AND PRESIDENT OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS AT CEREMONIES REDEDICATING THE FREEDOM PLAQUE, BASCOM HALL, UNIVERSITY OF WISCONSIN, FEB. 15, 1957

Release: 3:30 p.m., Friday, Feb. 15 .

The Wisconsin Tradition of Academic Freedom

Mr. President, Mr. Governor, ladies and gentlemen:

First of all, I want to express my appreciation of the honor you have done the American Association of University Professors in asking its president to speak for the faculty of Wisconsin on this historic occasion. I am proud to remember that President Fred when he became Dean of the Graduate School defined his schedule as forty-nine per cent administration and fifty-one per cent teaching and research that he might maintain his membership in our chapter, and though as always he gave each half of his job what most of us would have considered one hundred per cent attention, his attendance at chapter meetings put the rest of us to shame. And Dean Ingraham is not only one of the most distinguished of my predecessors in the presidency of the A.A.U.P., but a friend and counsellor on whose never-failing interest and wisdom generations of A.A.U.P. officers, both local and national, have come to depend. This respect of the administration of Wisconsin for its professors is one of the things that has made possible our record of devotion to our common principles, and the continuing reliance of the A.A.U.P. on Wisconsin, in turn, is one of the finest evidences I know of the recognition nationally accorded to the Wisconsin tradition of Academic Freedom.

Dedications and rededications may seem a mere formality to some people, but I think they are a very important thing in family life and in community life, and still more in the life of an institution which partakes to a considerable degree of the character of both. For any real community life is based upon a great many assumptions, usually unvoiced and taken for granted. It is, therefore, a good thing now and then to remind ourselves of some of these principles that we live by that give value and direction to our common life. For it is all too easy to lose sight of them in the routines of day-to-day living, particularly on campus, where the college generations succeed each other so fast that each new undertaking is advertised as the "first annual", and if it survives the first repetition is established as an "old custom". Under such circumstances there is something peculiarly instructive in the commemorative occasion, especially when it reminds us that this Wisconsin tradition of ours is already more than six decades old.

The "sifting and winnowing" plaque on Bascom Hall was so much a part of the landscape that most of us had ceased really to notice it as we went in and out those crowded doors. Indeed, when it disappeared last fall, there was, you remember, some uncertainty as to when it had gone. That is one of the dangers of something like freedom, that is as the very air we breathe. One takes it so much for granted that one ceases to think about it. In that sense, we may even owe some debt to the various currents of suspicion and alarm that from time to time have blown up State Street to our pleasant heights. I remember a legend that was already old when I first came. It is of the professor who, during a famous investigation of the University, was asked if he had noticed that the figure of Progress on the top of the Capitol dome had her back on Bascom Hall. The questioner mischievously wondered if there was perhaps something disparaging in that sculptural orientation.

"Thank God," said the old-timer. "there is one pair of eyes in Wisconsin that is not fixed on the University!"

Of course, we all know that the continued interest of the State of Wisconsin is something on which we depend for our very life. And to one who came as I did from a part of the country where the state university does not occupy the highest hill on the landscape, it never ceases to be a wonderful thing that the State of Wisconsin, year in and year out, in breezy weather and in calm, does keep a steady and, on the whole, generous and proud eye upon our institution. And it is the more wonderful when you remember that with the human eye being as selective as it is and the human ear as undependable as it is our patrons and protectors must now and then hear some very odd things of us. I have often thought as I read student themes that if parents get as highly colored a picture of the University as we sometimes get of the home towns from which their informants come, it isn't surprising that parental solicitude is now and then aroused. What does surprise a professor, however, especially at this season of the year when he's just finished reading a variety of versions of what he is supposed to have been saying for a whole semester, is the idea that anybody ever paid enough attention to what he had to say to be catastrophically affected for either good or evil. But seriously, parental concern is something that we all respect. I think, therefore, that we owe it to our constituency to take every chance to explain what we are trying to do and why. And especially should we take the opportunity of an occasion like this to make clear why it is that we do lay so much stress on academic freedom.

We want it, of course, that we may do our own distinctive work--that is, the work of research and teaching. Both of these are creative enterprises. Anybody who has ever attempted even the humblest "do-it-yourself" project knows what it means to try to make something of his own. However modest the thing which he attempts, he wants it to be his own; he wants it to express his vision, however imperfectly. He wants to express it, also, in his distinctive fashion. Before you ask a man to do a creative job, then, you must face that fact--that he is going to want to be free to do it in his own way, the best way he can. That is why when you want to make sure of a good job you are careful about choosing the man in the first place; why you demand evidence of his competence. Then when you're satisfied about that, you let him do the best he can for you.

That is why at the University we put a good deal of store by character, and why on the whole the wrong sort of man doesn't last very long here. And that is why we put so much stress on training and evidence of competence, scrutinizing records and gathering testimonials. We know that we have to live with the man we bring here, and, I assure you, we have enough pride in ourselves to want only the best company we can get. But once we have a man here and have tried him and tested him, and made him one of us, then we have to trust him within the field of his competence. And we have to do that not for his sake but for the sake of the society he serves. A doctor who will tell you only what you want to hear and not what you ought to hear, or a lawyer, or a business adviser, or a clergyman, is not of much use to anybody. It is indispensable to the service which we expect of our experts in various fields that they should at all times be free to do their best for us.

Of course, academic freedom, like anything else, can be abused by the bluff, the exhibitionist, or the crackpot. That they should not go their destructive way unchallenged is the responsibility of all of us whose credit they compromise. But we should remember always that the real test of principle comes

when people we do not like are involved. There are always certain prejudices of what might be called basic rhythm to watch out for. If a man is slower in his reactions than I am, then clearly he is a stupid fellow; but if he is a good deal quicker than I am, then undoubtedly he is too bright to be trusted! We all of us have to watch out for our natural human preference for a congenial world.

Of course, there are foolish ideas, and all sorts of illusions as well, and the highest hill on the landscape is sure to attract the winds. I once heard the late Carl Russel Fish say that Wisconsin was a very interesting place to be because there was no idea loose in the country, wise or foolish--particularly foolish (may I remind you that this was in the middle thirties)--but sooner or later it turned up here. I suspect that is why so many of the young people who sounded radical at that time turned out so solidly middle-of-the-road afterward--they had heard it all before. The atmosphere of free critical discussion is, it seems to me, the best possible protection against folly. More than once I have known healthy student laughter to blow away an absurdity much faster than any professional blast.

The ultimate threat is, I suspect, not political at all, from either the right or the left. Some of the staunchest defenders of academic freedom that I have known have been what most people would call thoroughly conservative men. It is rather a matter of philosophy or even psychology: the habit of oversimplification. "But I thought a liberal was always a liberal," one of my students said to me once when she was reminded that not all the answers were on one side. We need free discussion to fill in the shades between black and white, and jog the immature mind from premature complacency.

And especially do we need it when we are living as we are today in a world where we may be sure that we shall have sooner or later to face some very uncomfortable facts. I can remember when I and many of my countrymen a good deal older than I thought that ours being a young nation with the voice of the future, we had only to raise that voice for a fair share of the world to rally to us. Now even the veriest freshman among us knows that it isn't so simple as that. It is precisely because it isn't so simple that it is so very important that those to whom we look for surveying new country, for map-making, to say nothing of road-opening, should in the years ahead be people who have been trained to seek the truth at any cost, and to give as true an account of what they have learned as they can, even when they know that they must tell us what none of us would choose to hear.

There is today a good deal of dispute over the advantages of various types of bomb shelters for our bodies. But there is no dispute over one fact, and that is that there are no bomb shelters for our minds. Indeed, I know of no readier way to disarm ourselves than to try to hide from disturbing knowledge, and, conversely, I know of no surer way to steady our nerves and find the courage we need than to take arms against a sea of rumors and alarms and by understanding end them.

The fact is that truth in any age is hard to find, and wisdom more difficult of compass than the world's wealth. In the free give-and-take of the University students get a vision of what a life-long undertaking the pursuit of both is. Indeed, I think that that is the most valuable thing we give them on this campus. For there is only one thing more important than the preservation

of freedom, and that is its use. That is why I like so much that sentence of the Board of Regents' Resolution of December 8, 1956. "The search for truth is the central duty of the University, but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free." In other words, freedom is the first business of all of us. That is, in a word, the heart of our Wisconsin Tradition of Academic Freedom.

###

Bascom Plaque

REDEDICATION OF "SIFTING AND WINNOWING" PLAQUE

University of Wisconsin Bascom Hall Theater

Madison, Wisconsin

Friday, February 15, 1957--3:30 P.M.

Remarks by University of Wisconsin President E. B. Fred

Release: 3:30 p.m. Friday, Feb. 15

STUDENTS, ALUMNI, COLLEAGUES, AND FRIENDS:

On this occasion, which I believe is one of deep significance to this University and State, I take for a text this phrase:

"In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead."

This sentence from the Board of Regents' declaration of 1894 immediately precedes the sentence on the plaque we re-dedicate today.

My point will be that freedom is the key concept in this meeting today.

As the 1894 board pointed out, "we cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect."

The idea that freedom is the most effective tool for perfecting society and expanding knowledge was not a new or radical theory in 1894. It grew in the hearts of American colonists and became a force in the casting off of foreign bonds. It is clearly expressed in our Declaration of Independence.

We have found it of immense practical value ever since, particularly when linked with education.

President Eisenhower has pointed out that "education of the people, freedom for the people--these interdependent purposes have been the core of the American dream."

In this combination, he has recalled, the founders of our republic "saw an energy that could hurdle mountains, harness rivers, clear the wilderness, transform a continent."

When this University reached the half-century mark in its existence, a Jubilee was held and the past reviewed. One leading characteristic of the University seemed to stand out. The Governor of Wisconsin at that time said:

"At this university, whether in pursuit of scientific or ethical or economic truth, there is no forbidden ground. In this institution, maintained by the state, there are no interests to be consulted or compromised with. No investigator wears blinders, no teacher is admonished to tread softly."

Charles R. Van Hise, who had known this institution as a student and as a faculty member, and who was that day being inaugurated as its president, in his address, pointed to the benefits such freedom brought the University and the world. He stated:

"No knowledge of substance or force or life is so remote

or minute, although apparently indefinitely distant from present practice, but that to-morrow it may become an indispensable need. The practical man of all practical men is he who, with his face toward truth, follows wherever it may lead, with no thought but to get a **deeper insight into the order of the universe** in which he lives.

"It cannot be predicted," he added, "at what distant nook of knowledge, apparently remote from any practical service, a brilliantly useful stream may spring. It is certain that every fundamental discovery yet made by the delving student has been of service to man before a decade has passed."

The progress of mankind since those words were spoken bears out the assertion. We need only review the swift pace of advance in our own lifetime to see the untold good to which new knowledge is immediately put--knowledge gained with freedom's power.

An important factor in the splitting of our world into ideological camps today is a difference over the part that freedom plays in progress.

Totalitarianism denies the effectiveness of freedom and the right to be free. We believe deeply in freedom and have prospered by this belief.

There are indications that our beliefs have not gone unnoticed. We see an increasing use of our words, if not our principles, by those who would compete with us. They use the name of freedom to accomplish their purpose of bondage.

In the coming phase of this struggle, our task seems to be to prove that words are not enough--that principles and actions must underlie the phrases.

Reducing this world problem to our own sphere, it seems to me that this re-dedication today should be marked by renewed intent to employ to the fullest degree the principles of the plaque--to utilize their fullest power for the advancement of knowledge.

With unhampered freedom, the search for truth can be productive and successful.

To signalize our deep concern with "The Wisconsin Tradition of Academic Freedom," our committee has asked Professor Helen White to present the main address on this occasion.

She is an excellent choice, for the "first lady" of our faculty is a devoted and articulate exponent of intellectual freedom.

Born in Connecticut, educated in Boston schools and at Radcliffe, she came to us for graduate work. She has remained to bring distinction to the University of Wisconsin and herself in the combined roles of scholar, teacher, author, and administrator.

As the first woman to become president of the American Association of University Professors, she has earned the tribute of her colleagues for her dedication to teaching.

May I present our distinguished professor of English--Dr. Helen C. White.

Bascom Plaque WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

2/14/57

Immediately

MADISON--Mrs. Anna Ely Morehouse, Princeton, N.J., daughter of Prof. Richard T. Ely, has written that her late father would be "amazed and proud" to know that the UW regents' "sifting and winnowing" phrase is still being quoted widely.

Prof. Ely was exonerated by the regents in 1894 of charges of promoting "pernicious" economic doctrines. The regents passed a resolution on that occasion declaring that the University "should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found." This passage is cast in bronze on the Bascom Hall plaque which will be rededicated in campus ceremonies Friday (Feb. 15) at 3:30 p.m.

In a letter received by UW Pres. E. B. Fred today, Mrs. Morehouse wrote:

"I am sure that my father would be delighted and pleased that out of the great " Sturm und Drang" phases of his life came this famous expression concerning the aims of academic freedom. He would also, I think, be amazed and proud to know that the phrase is still being quoted not only within Wisconsin but outside the state as an ideal to work for."

She added that she and her brother, Richard, who lives in Alexandria, Va., "wish we could be at the dedication in person, but we will be there in spirit."

Prof. Ely taught economics at Wisconsin from 1892 to 1925.

####

Bascom Plaque

CUT LINES

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

2/13/57

RELEASE: Immediately

The copper chest shown under inspection by A. F. Ahearn (seated) University of Wisconsin superintendent of buildings and grounds, and Harold Robinson, a University shop foreman, will play a part in ceremonies at the University Friday (Feb. 15). Historic books and documents will be sealed in the chest, which in turn will be sealed in the front wall of Bascom Hall behind the famous "sifting and winnowing" plaque. The plaque, which was stolen last fall and later recovered, will be rededicated at a convocation at 3:30 p.m. in Bascom Theater and remounted afterward in its traditional place on the wall near the entrance to the building. Top state and University officials will participate in the observance, which will be open to the public.

--Stan Shivers Photo

###

Bacon Plaque

MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

2/13/57 mcg

RELEASE: Immediately

Percival Price, professor of campanology and carillonneur at the University of Michigan, will play two special concerts on the University of Wisconsin carillon for the rededication of the "sifting and winnowing" plaque Friday.

As a prelude to the ceremonies, Prof. Price will play, from 3 to 3:30 p.m., a program to include "Suite," Bender; "Four Miniatures," Gordon, and his own composition, "Sonata for Thirty Bells."

His second program, at 4:40 p.m., will begin with a group of Wisconsin songs, include selections from Mozart, Degruytersboek, Brahms, and Scriabin, and conclude with popular melodies from the music literature of America, France, Ireland, Germany, and Australia.

During his stay on the University campus Prof. Price will study the University carillon and recommend improvements to a special committee scheduled to meet Saturday.

UNIVERSITY OF WISCONSIN

U. W. NEWS

Bascom Plaque

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

2/11/57

RELEASE:

Immediately

MADISON, Wis.--Gov. Vernon Thomson and former Gov. Oscar Rennebohm will take part in the Freedom Plaque Convocation at the University of Wisconsin Friday (Feb. 15).

They will join other Wisconsin alumni, University officials, faculty members, students, and citizens in rededicating the famed "sifting and winnowing" plaque which was stolen from the front of Bascom Hall last fall and later recovered.

The full program for the convocation and a brief outdoor ceremony at which the plaque will be remounted was announced today by Prof. Scott M. Cutlip of the School of Journalism, chairman of the rededication committee.

Gov. Thomson, making his first official appearance on the campus of his alma mater as the state's chief executive, will speak on "The Responsibility of Freedom" at the convocation, which will be held in Bascom Theater at 3:30 p.m. Former Gov. Rennebohm, a University regent, will put copies of Board of Regents resolutions in a copper chest to be placed in the wall of Bascom Hall, and will place one of the bolts through the plaque.

The convocation's main address, entitled "The Wisconsin Tradition of Academic Freedom," will be delivered by Prof. Helen C. White, chairman of the UW English department and president of the American Association of University Professors (AAUP). She will be introduced by UW Pres. E. B. Fred.

F. Ryan Duffy, chief judge of the U.S. Court of Appeals for the Seventh Circuit and president of the class of 1910, will speak on "How It All Began."

ad one--plaque rededication

The plaque, containing words from a Board of Regents resolution on freedom of inquiry, was originally presented to the University by Judge Duffy's class more than four decades ago.

Presiding at the convocation will be Dean Mark H. Ingraham of the College of Letters and Science, who is a former president of the AAUP.

The convocation will conclude with a ceremony in which significant books and documents will be sealed in a copper chest. In addition to the regent resolutions to be placed in the chest by Rennebohm, there will be a booklet and a list of class of 1910 members placed by Judge Duffy; copies of the official two-volume history of the University placed by Prof. Merle Curti of the history department; and news clippings and a copy of the convocation program placed by Miss Helen Rehbein, Appleton, president of the UW Student Senate.

Miss Rehbein will carry the chest to the time-honored site of the plaque at the front entrance of Bascom Hall. There, at 4:30 p.m., the chest will be placed in the wall and the plaque mounted in front of it. Miss Rehbein will be escorted by Judge Duffy and James S. Thompson, Princeton, N.J., retired president of the McGraw-Hill Book Co., who as a member of the class of 1910 took an active part in the original plaque project.

Bolts for the plaque will be placed by Rennebohm; Harold Konnak, Racine, chairman of the UW Board of Visitors; Lawrence Fitzpatrick, Madison, president of the Wisconsin Alumni Association; Judge Duffy; Mrs. O.C. Gillett, Madison, vice president of the class of 1910; and Pres. Fred. Robert Dick, Extension Division radio-TV coordinator, will narrate the remounting ceremony.

An ensemble from the University A Cappella Choir conducted by Prof. J. Russell Paxton will sing at the convocation. The University Concert Band conducted by Prof. Raymond F. Dvorak will play for the remounting ceremony.

The ceremony will conclude with Prof. Dvorak leading the band and the audience in front of Bascom Hall in the singing of "Varsity." This will be followed by the turning on of a spotlight which is to illuminate the plaque at night.

ad two--plaque rededication

The rededication program will be broadcast over University Radio Station WHA and the State Radio Network.

The bronze tablet contains a passage from a resolution passed in 1894 by the University's regents, who refused to fire a professor accused of promoting "pernicious" economic doctrines. The passage, which over the decades has become an honored tradition at Wisconsin, reads:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The principles of the plaque were reaffirmed by the present Board of Regents last December in a resolution which declared:

"The search for truth is the central duty of the University. But truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind."

Noting that the date of the Freedom Plaque Convocation will mark the beginning of Pres. Fred's 13th year in office, Prof. Cutlip said. "We hope to use this occasion to pay the tribute due him for his stout and effective defense of the freedom of learning at Wisconsin during a most trying time in our national life."

#####

Bascom Plaque FEATURE STORY

2/7/57

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--Thirty-six words on a bronze plaque have become engraved in the minds of generations of students and professors at the University of Wisconsin.

The words embody a time-honored tradition of freedom to seek the truth.

Rededication of the plaque this month will stir memories of the stormy days late in the last century when the words first appeared in a Board of Regents resolution:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Cast in enduring metal, this proclamation was bolted to the entrance of Bascom Hall more than four decades ago. In the words of UW Pres. E. B. Fred, it became "known throughout the world as the hallmark of that philosophy of free inquiry for which Wisconsin stands."

One night last fall the plaque vanished. Detective work and a public plea for its return failed to bring it back. Public-spirited individuals and groups offered to help finance a replacement. The regents in December approved a fund drive which would give all the people of Wisconsin an opportunity to join in replacing the plaque. The next day the original was returned, quietly and anonymously.

-more-

ad one—plaque

The University scheduled a public Freedom Plaque Convocation for 3:30 p.m., Feb. 15, for Bascom Theater. It will be followed by a brief plaque remounting ceremony in front of Bascom Hall.

The story of the plaque begins in a classroom of the Law Building in the summer of 1894. The University's regents were there to weigh nationally publicized charges that the late Prof. Richard T. Ely was guilty of fomenting strikes and writing books containing "utopian, impracticable and pernicious doctrines."

Students, faculty members and townspeople crowded into the hearing room, which rang with accusations of economic heresy. But to Ely's support rose some of the nation's most distinguished economists, historians and educators.

E. Benjamin Andrews, president of Brown University, wrote that Ely was America's most influential teacher of political economy. "For your noble university to depose him," declared Andrews, "would be a great blow at freedom of university teaching in general and at the development of political economy in particular."

Pres. Charles Kendall Adams of Wisconsin testified that a study of a controversial book on socialism by Ely contained no "encouragement of lawlessness or disorder" and actually reasoned "away from socialism rather than towards it."

The regents on Sept. 18, 1894, unanimously adopted a report exonerating Ely and spelling out their stand on academic freedom:

"As Regents of a university with over a hundred instructors supported by nearly two millions of people who hold a vast diversity of views regarding the great questions which at present agitate the human mind, we could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary. Such a course would be equivalent to saying that no professor should teach anything which is not accepted by everybody as true. This would cut our curriculum down to very small proportions.

ad two--plaque

"We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils be removed and others prevented. We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead."

The statement concluded with the words of the plaque.

But the plaque itself did not come into being until 16 years later, when political controversy again rocked the campus.

This time the trouble centered around the late Edward A. Ross, renowned professor^{of} sociology. The regents in 1910 censured him for inviting to the University "persons whose record and expressed views are subversive of good morals." The professor was not ousted, however.

Wisconsin's graduating class of 1910, concerned about the future of freedom on the campus, decided to give to the University as its class memorial the 1894 regents' proclamation cast in bronze. The idea had been conceived by the journalist Lincoln Steffens while preparing a national magazine article on the University.

The classmen presented the plaque to a commerce professor during the Class Day exercises. Two days later the regents rejected the seniors' request that it be mounted on a campus building.

Another storm blew up. A Progressive-dominated Republican platform convention adopted a plank pledging the party to the defense of the 1894 proclamation. In 1912 the regents reconsidered their action and accepted the plaque. But it gathered dust in the basement of the administration building for another three years.

ad three---plaque

The 1910 graduates made peace with the regents in 1915 and got the plaque mounted on Bascom Hall. It was dedicated during their class reunion.

The president of the class of 1910, F. Ryan Duffy, later became a United States senator from Wisconsin and is now chief judge of the U.S. Court of Appeals, Seventh Circuit. He will speak at the Feb. 15 convocation on the origin of the plaque.

The present University regents have reaffirmed the principles of the plaque in a resolution declaring that the "search for truth is the central duty of the University."

"But," the resolution continues, "truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind."

####

UNIVERSITY OF WISCONSIN
D-13

February 5, 1957

Judge F. Ryan Duffy
718 Federal Building
Milwaukee, Wisconsin

Dear Judge Duffy:

Scott Cutlip tells me that your campaign for funds to reprint the "Sifting and Winnowing" booklet has been very successful. I want to congratulate you and offer my thanks for your efforts on this project.

I now have a firm bid from Walter Frautschi at the Democrat Printing Co., Madison, for an exact duplication of the original publication, by photo-offset. For 2,500, the charge would be \$527. For 5,000, it would be \$793. This would be total cost, delivered to the University.

I have a somewhat lower bid on letterpress printing, but by the time engraving and proofreading costs were added, it would be higher than the offset price.

Thus I would suggest that we order 4,000 or 5,000 photo-offset copies. My office will be happy to mail copies to each of the donors, or, if you prefer, one to each member of the Class of 1910, without charge against the fund. We would consider it a sort of University "thank you" to the class.

I would appreciate your go-ahead on this project, particularly in the matter of expanding our printing order to 5,000.

It also would be helpful if you could provide my office with a copy of the remarks you intend to make at the plaque dedication ceremony a few days before the ceremony date so that we can have copies made for the press. Cutlip reports that you also have gathered more data on your class activity relative to the plaque which should be put into the copper case behind it. It might be well if we also had an extra copy of this material in advance, so we could provide that, too, to the press.

Again I want to say how much we appreciate what you have done for us in making possible a reprint of the booklet.

Sincerely,

Robert Taylor
Director

RT:mo
CC: Scott Cutlip

Bascom Plaque U. W. NEWS

2/1/57

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON--Chief Judge F. Ryan Duffy of the United States Court of Appeals, Seventh Circuit, will play a prominent role in the rededication of the renowned "sifting and winnowing" plaque at the University of Wisconsin.

The bronze tablet, which was stolen last fall and later recovered, will be rededicated at a Freedom Plaque Convocation Friday, Feb. 15, at 3:30 p.m. in Bascom Theater on the campus.

Judge Duffy, who is president of the class of 1910 which originally presented the plaque to the University, will speak at the convocation on "How the Plaque Idea Came About." He also will take part in a brief ceremony in which the plaque will be remounted in its place of honor at the entrance to Bascom Hall.

Special invitations to participate in the convocation have been sent to 326 members of the class of 1910, it was announced by Prof. Scott M. Cutlip of the UW School of Journalism, chairman of the Freedom Plaque Rededication Committee.

In addition to his part in the convocation, Judge Duffy has been raising funds from members of his class to finance a reprinting of a brief history of the plaque written by the late Theodore Herfurth, Madison businessman and philanthropist. Each member of the class will receive a copy.

The words on the plaque come from an 1894 Board of Regents resolution advocating that the University protect the freedom of the scholar and encourage "that continual and fearless sifting and winnowing by which alone the truth can be found."

ad one--Judge Duffy

During a time of controversy over intellectual freedom, the class of 1910 had the "sifting and winnowing" passage cast in bronze and presented it to the University as a class memorial. This stirred up more controversy at first and it was not until 1915 that the plaque finally was mounted on Bascom Hall, where it became a campus landmark.

Judge Duffy practiced law in his home town of Fond du Lac after his graduation from the University. His practice was interrupted by service in World War I. From 1933 to 1939 he served in the U. S. Senate before becoming a federal judge. He now lives in Milwaukee.

The University presented Judge Duffy with the honorary degree of doctor of laws in 1952.

trick

Bascom Plaque

U. W. NEWS

1/25/57

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--Prof. Helen C. White, author, literary scholar, and president of the American Association of University Professors, will give the main address at the rededication next month of the famed "sifting and winnowing" plaque at the University of Wisconsin.

"The Wisconsin Tradition of Academic Freedom" will be the title of Miss White's address at the Freedom Plaque Convocation at 3:30 p.m. Feb. 15 in Bascom Theater.

The convocation will be followed by a brief outdoor ceremony at which the plaque, which was stolen last fall and later recovered, will be remounted at the entrance to Bascom Hall. The bronze tablet carries an 1894 Board of Regents Declaration that the University "should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Prof. Scott M. Cutlip, chairman of the Freedom Plaque Rededication Committee, said Miss White, who heads the UW English department, was the committee's unanimous choice as principal speaker "because she is a nationally renowned scholar and has long been actively engaged in defending and extending intellectual freedom. In a real sense, too, the committee wished to use this occasion to recognize her position as national president of the American Association of University Professors, the first woman ever to hold this office."

The convocation program, Prof. Cutlip announced, also will include a talk by F. Ryan Duffy, Milwaukee, chief judge of the United States Court of Appeals, Seventh District, on "How the Plaque Idea Came About."

ad one--plaque convocation

Judge Duffy, who served in the United States Senate from 1933 to 1939, was president of the class of 1910 which originally presented the plaque to the University. His alma mater presented him with an honorary degree in 1952. He currently is raising funds among members of his class for the reprinting of a short history of the plaque written by the late Theodore Herfurth, Madison businessman and philanthropist.

Prof. White has been a part of the Wisconsin tradition since shortly after World War I. Author of a number of novels and works of scholarship in the field of literature, Miss White has been awarded honorary degrees by several colleges and last year won the Champion Award from the Catholic Book Club of America for her literary contributions. She received her B.A. and M.A. degrees at Radcliffe College and her Ph.D. at Wisconsin.

Dean Mark H. Ingraham of the College of Letters and Science will preside at the convocation. UW Pres. E. B. Fred will introduce Miss White.

The people of Wisconsin are invited to attend the convocation and ceremony, Prof. Cutlip said. The event will be built around the theme set by the present Board of Regents in a resolution passed last month reaffirming the plaque's principles. The resolution said:

"The search for truth is the central duty of the University. But truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind."

####

Bascom Plaque U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

1/21/57

RELEASE:

Immediately

MADISON--The famous bronze plaque which for more than four decades has symbolized freedom to seek the truth at the University of Wisconsin will be rededicated in a public observance Friday, Feb. 15.

A Freedom Plaque Convocation will be held at 3:30 p.m. in Bascom Theater, followed by a brief ceremony in front of Bascom Hall for the mounting of the plaque in its old place near the entrance.

Plans for the rededication were announced today by Prof. Scott M. Cutlip, chairman of the Freedom Plaque Rededication Committee.

Dean Mark H. Ingraham of the College of Letters and Science, senior dean at the University and a former president of the American Association of University Professors, will preside at the convocation. The principal speaker will be announced later this week.

The plaque was stolen last October. Its disappearance prompted several offers by individuals and groups to provide funds for a new one. The regents in December approved a Freedom Plaque fund drive to enable the public to take part in the plaque's replacement. One day later the original plaque was returned and the fund drive was called off.

"There has been enthusiastic interest in and support for the idea of having an appropriate ceremony to rededicate Wisconsin's famed freedom plaque," Prof. Cutlip said. "We are trying to plan a brief, but fitting program to provide an opportunity for our students, faculty, and Wisconsin's citizens to testify anew to their devotion to the principle of freedom of thought.

ad one--freedom plaque

"Freedom is a right and a concern of all of our citizens. Therefore the public as well as our students and teachers are sincerely invited to participate in this salute to Wisconsin's sturdy tradition of intellectual freedom."

Members of the Freedom Plaque Committee are Miss Helen Rehbein, Appleton, president of the UW Student Senate; Prof. Louis Kaplan, acting director of University libraries and president of the Wisconsin chapter of the American Association of University Professors; Henry Klee of the UW staff, president of Local 171, State, County and Municipal Employees Union; John Berge, executive director of the UW Alumni Association; A. F. Ahearn, UW superintendent of buildings and grounds; Prof. Henry L. Ahlgren, associate director of Agricultural Extension and chairman of the UW public functions committee; A. F. Gallistel, UW director of physical plant planning; Prof. S. T. Burns, chairman of the School of Music; Prof. Robert Taylor, director of the UW News Service; Robert Dick, radio-TV coordinator in the Extension Division; Mrs. Eldon Russell, Madison, secretary of the UW Board of Visitors; and Lawrence Fitzpatrick, Madison, president of the UW Alumni Association.

The plaque was mounted at the entrance of Bascom Hall in 1915 by leaders of the UW class of 1910. Embossed in bronze on the plaque are these words from a Board of Regents report which exonerated the late Prof. Richard T. Ely in 1894 of charges of fomenting "pernicious" economic doctrines:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

####

the
plaque
is
returned

"WHATEVER MAY BE THE LIMITATIONS WHICH TRAMMEL INQUIRY ELSEWHERE, WE BELIEVE THAT THE GREAT STATE UNIVERSITY OF WISCONSIN SHOULD EVER ENCOURAGE THAT CONTINUAL AND FEARLESS SIFTING AND WINNOWING BY WHICH ALONE THE TRUTH CAN BE FOUND." (TAKEN FROM A REPORT OF THE BOARD OF REGENTS IN 1894)
MEMORIAL, CLASS OF 1910.

THE WISCONSIN PLAQUE—that famous “sifting and winnowing” expression of a University’s ideals—has been returned.

And the very unfunny episode of its disappearance from the face of Bascom Hall has served a good purpose, after all.

The heavily-bolted bronze plaque was missing from its accustomed place of honor from October 30 until, more than a month later, an announced campaign for replacement of the tablet prompted its return by the thieves who had taken it away. A telephone call on December 8 led campus officers to a wooded spot near Willow Drive, where the plaque, still in good condition, was discovered. This recovery has brought a halt to the “drive” for funds for plaque replacement—which was to be an extremely low-pressured drive, anyway, since several groups had offered to pay the replacement cost.

“This problem of making a choice between would-be donors played a large role in President Fred’s decision to invite broad participation in the drive,” Prof. Scott Cutlip, chairman of a short-lived Freedom Plaque committee, had told University Regents.

The Regents—and many other individuals and groups—had responded with a ringing affirmation of the principles of the plaque. As the Regents declared:

“(The plaque’s) meaning cannot be taken from the hearts and minds of those who cherish learning. . . . A Freedom Plaque Fund should be used not alone for the re-casting of the symbol of our ideals but also for the perpetuation of the principles for which it stands.”

So it has been that an unpleasant deed is giving new circulation to a theme well worth frequent emphasis.

And, while there’ll be no drive for funds, the plans are still underway for appropriate rededication ceremonies when the plaque is restored to its familiar location—this time with bolts set in concrete and illuminated by a perpetual light.

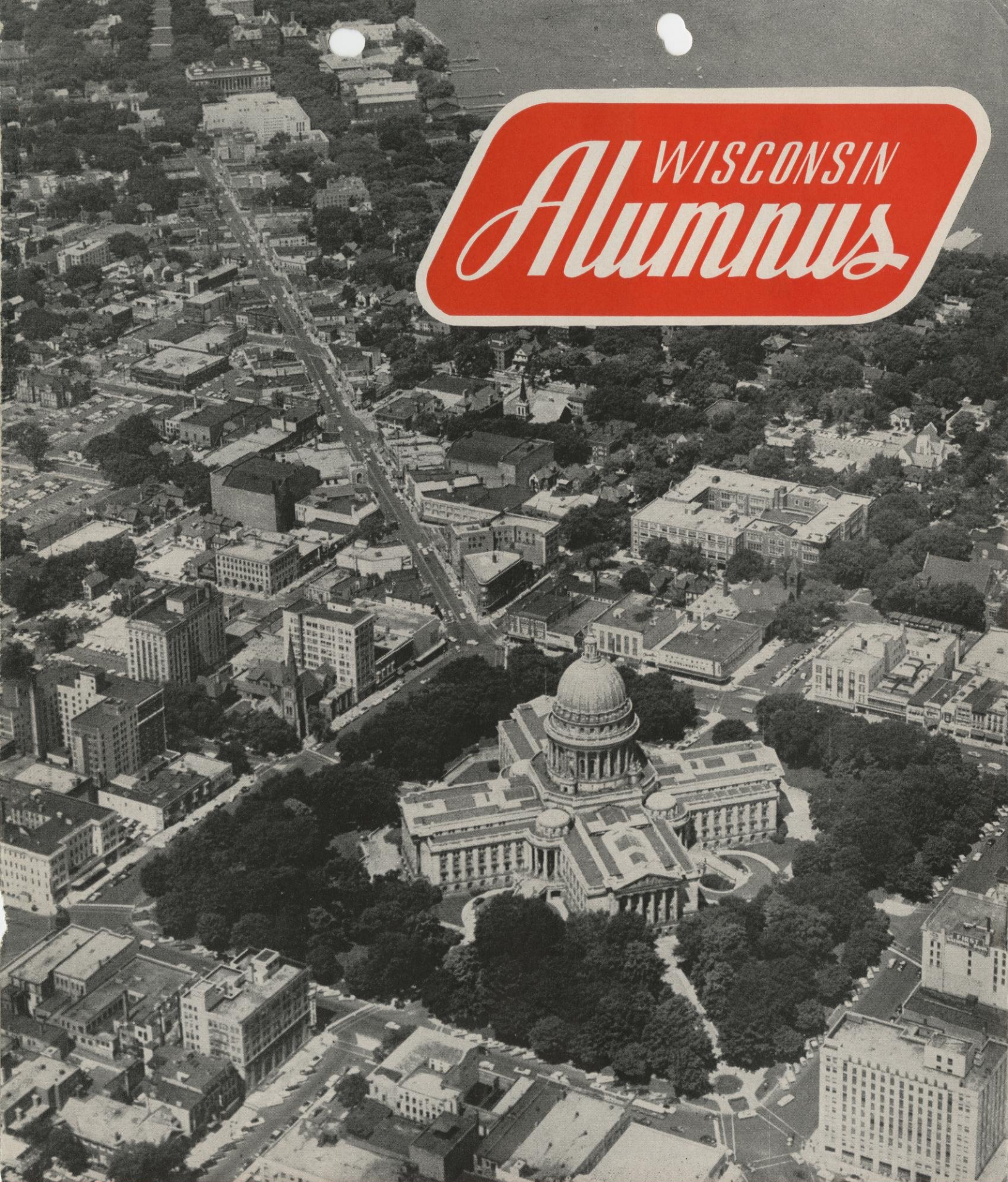
★ ★ ★

The quotation on the Bascom Hall plaque is the climactic paragraph of a statement by the University Board of Regents in 1894, following an investigation that revealed as false the “evidence” upon which a state official charged the great Prof. Richard T. Ely with economic heresy and the fostering of radicalism. Here are the paragraphs of that statement leading up to that on the plaque:

“Many of the universally accepted principles of today were but a short time ago denounced as visionary, impracticable and pernicious. . . . We could not think of recommending the dismissal or even criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary. Such a course would be equivalent to saying that no professor should teach anything which is not accepted by everybody as true. This would cut our curriculum down to very small proportions.

“We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended. . . . In all lines of academic investigation it is of the utmost importance that the investigator shall be absolutely free to follow the indications of truth wherever they may lead.”

★ ★ ★



WISCONSIN
Alumnus

In This Issue

Service to the State

January 15, 1957

COPY

45 Parkside Drive
Princeton, New Jersey

December 24, 1956

President E. B. Fred,
University of Wisconsin,
Madison, Wisconsin.

Dear Doctor Fred:

Can you easily turn back the clock and recall a brash young man calling in your laboratory to arrange eventually for the proud (for him) publication of Löhnis and Fred?

Also did you recall in signing last spring the citation for him for the School of Journalism, that it was the same guy? And connect him with the Class of 1910's memorial plaque on the front of Bascom Hall? I hope so.

Your Christmas card just received of course gives me a great lift. I had heard that you had broadcast an appeal for the return of the famous tablet and that some one had responded. I salute you therefore and must confess that my little participation in the arrangement for the tablet has always given me a great feeling of pride.

You are a generous man to submit to the pressures to continue in the Presidency when you are entitled to step down and away from what must be an arduous and penalizing responsibility. Yet I know from the various bulletins and reports, of what a magnificent record you have established as President. I salute you and in closing must say that I have always had great pride in saying to my friends, of course, "I knew him when ---".

I am in my seventh year of retirement from business and third year of life here at Princeton, -- you can understand how after almost 40 years of contact as publisher with scientists, engineers and educators generally, I would find life in this quiet community especially satisfying. I can only wish you similar satisfaction in the retirement which I hope will be yours to enjoy in the not indefinite future.

With kindest personal regards,

Sincerely,

s/ James S. Thompson (U of W. '10)

James S. Thompson

[Sifting & Winnowing]

December 12, 1956

Mr. Walter Frautschi
Democrat Printing Company
Fordem Street
Madison, Wisconsin

Dear Walter:

There is a possibility that we might get non-University funds for reprinting the enclosed booklet.

Could you give me a quotation on the cost of printing it in quantities of 1,000, 2,500, and 5,000 by:

1. Letterpress with our supplying the three needed engravings.
2. Offset copy of the present book. (No re-setting of type.)

I understand that there might be some change in paper stock required by the type of printing, but both estimates should be on paper as close as possible to the original.

There is a possibility that the Class of 1910, or some other group, might finance this edition outside of University channels.

Sincerely,

Robert Taylor
Director

RT:mo
Encl.

U. W. NEWS

Bascom Hall Plaque
FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

12/10/56

RELEASE:

Immediately

MADISON--The University of Wisconsin called off its drive for funds to replace its famed "sifting and winnowing" plaque Monday following the recovery Sunday night of the original plaque which had been missing since Oct. 30.

University police recovered the plaque in a woods near Lake Mendota just west of the main campus after an anonymous telephone call directed them to the spot. The plaque, which has been bolted to the wall of Bascom Hall since 1915, carried a declaration which the University Board of Regents made in 1894:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The Freedom Plaque Fund Committee, through its chairman, Prof. Scott M. Cutlip, issued the following statement late Monday afternoon:

"Members of our committee, like everyone else in the University family, are delighted that Wisconsin's cherished symbol of freedom has been found intact. We are confident that out of this thoughtless vandalism will come new appreciation and respect for the plaque and the principles for which it stands.

"At a meeting this afternoon our committee voted to recommend

1. That, in view of the plaque's return, there be no further effort to raise funds even though the fund had several other worthwhile objectives.

ad one--plaque

- "2. Return of the several hundred dollars already generously given to the Freedom Plaque Fund by the Class of 1955, the Rothschild post of the American Legion, the members of the Board of Visitors, and several individuals.
- "3. That appropriate re-dedication ceremonies be held when the plaque is restored to its place on Bascom Hall.
- "4. Endorsement of the Student Senate plans to carry on its educational campaign on the importance of freedom to the University."

####

Bascom Plaque U. W. NEWS

12/8/56

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--The University of Wisconsin regents Saturday issued a ringing reaffirmation of the principles of the University's stolen "sifting and winnowing" plaque and established a Freedom Plaque Fund for its replacement.

"An act of vandalism has removed from the walls of Bascom Hall a plaque which proclaimed our faith and which had become a symbol of the spirit of Wisconsin," the regents declared. "Its meaning cannot be taken from the hearts and minds of those who cherish learning.

"The numerous offers to aid us in replacing this plaque tell us of the many who share our faith. In order that all may join in this endeavor we establish a Freedom Plaque Fund. It should be used not alone for the re-casting of this symbol of our ideals but also for the perpetuation of the principles for which it stands."

The famous bronze plaque, which had been bolted to the front of Bascom Hall for more than four decades, disappeared late in October. It carried in bold relief these words from a Board of Regents report issued 62 years ago:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The 1894 report grew out of a celebrated controversy in which the late Prof. Richard T. Ely was accused of promoting "pernicious" economic doctrines. The regents exonerated Ely. The UW graduating class of 1910 had the "sifting and winnowing" passage cast in bronze and mounted on Bascom Hall, where it became a campus landmark and an honored tradition.

ad one--plaque

In their statement Saturday the 1956 Board of Regents said:

"The search for truth is the central study of the University. But truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind."

UW Pres. E. B. Fred appointed Prof. Scott M. Cutlip of the School of Journalism as chairman of a Freedom Plaque Fund Committee to include representatives of students, faculty, staff, alumni and other groups.

Prof. Cutlip said contributions may be sent to: Freedom Plaque Fund, Bascom Hall, University of Wisconsin, Madison.

####

Sifting and Winnowing U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

12/8/56

6 p.m. Sunday, December 9

MADISON--(ADVANCE FOR USE AFTER 6 P.M. SUNDAY, DEC. 9)--Members of the Freedom Plaque Fund Committee in charge of public subscriptions for the University of Wisconsin's "sifting and winnowing" plaque were announced today by Prof. Scott M. Cutlip, committee chairman.

The University regents Saturday approved plans for the Fund to replace the bronze plaque which was stolen from the front of Bascom Hall in October.

Committee members are:

Miss Helen Rehbein, Appleton, president of the UW Student Senate; Prof. Louis Kaplan, acting director of University libraries and president of the Wisconsin chapter of the American Association of University Professors; Henry Klee of the UW staff, president of Local 171, State, County and Municipal Employees Union; Lawrence Fitzpatrick, Madison, president of the UW Alumni Association; Judge F. Ryan Duffy, Milwaukee, of the U. S. Court of Appeals, president of the UW class of 1910 which donated the original plaque; Clarence Bylsma, Madison, president of the UW class of 1952; Robert Ozburn, Madison, representing the class of 1955; John Berge, executive director of the Alumni Association; Mrs. Eldon Russell, Madison, secretary of the UW Board of Visitors; and Joseph S. Holt, assistant to the UW vice president of business and finance, who will handle finances.

The committee announced a donation of \$250 from the class of 1955. The regents Saturday accepted a gift of \$10 toward replacement of the plaque from the Rothschild, Wis., American Legion post.

ad one--plaque fund

In accepting chairmanship of the Freedom Plaque Fund, Prof. Cutlip said:

"I regard it as a privilege to participate in this move to dramatize and dedicate anew Wisconsin's famed 'sifting and winnowing' plaque--our cherished symbol of the freedom of learning.

"Everyone--student, teacher, citizen--has a stake in the untrammelled freedom to know. Thus it is fitting that everyone should have the opportunity to share in replacing and rededicating our freedom plaque on Bascom Hall.

"This will not be a high pressure fund raising drive. There is no fund goal. Our goal, rather, is widespread participation and rekindled interest in a high cause--the freedom to learn, search for and speak the truth. I know our students, our faculty, our staff, our alumni and our friends throughout Wisconsin will enthusiastically respond to this inspiring plan for a Freedom Plaque Fund."

Prof. Cutlip is a member of the School of Journalism staff and a former assistant to UW Pres. E. B. Fred.

He said contributions in any amount "from dimes to dollars" may be sent to: Freedom Plaque Fund, Bascom Hall, University of Wisconsin, Madison. Checks made out to "University of Wisconsin Freedom Plaque Fund" will be tax deductible.

The plaque was mounted at the entrance to Bascom Hall in 1915 by leaders of the class of 1910. Embossed in bronze on the plaque are these words from a UW regents' report exonerating the late Prof. Richard T. Ely of charges of economic unorthodoxy:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

####

Sifting & Winnowing

A RESOLUTION BY THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN
December 8, 1956

Sixty-two years ago upon an occasion of sharp controversy the Regents of the University declared "it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead," and that "the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The search for truth is the central duty of the University but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack the University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind.

To symbolize these principles the Class of 1910 conceived and gave to the University for all time the tablet which for 41 years graced Bascom's walls.

An act of vandalism has removed from the walls of Bascom Hall a plaque which proclaimed our faith and which had become a symbol of the spirit of Wisconsin. Its meaning cannot be taken from the hearts and minds of those who cherish learning.

The numerous offers to aid us in replacing this plaque tell us of the many who share our faith. In order that all may join in this endeavor we believe that we should establish a Freedom Plaque Fund. It should be used not alone for the re-casting of this symbol of our ideals but also for the perpetuation of the principles for which it stands.

The University will ever be dedicated to the truth and to the freedom that gives it life.

Therefore be it resolved that the Board of Regents go on record in support of establishing a Freedom Plaque Fund.

Preliminary Plan for Replacement of the Sifting and Winnowing Plaque.

I. It is suggested that a small ad hoc committee be assembled to discuss the feasibility of a plan such as the one outlined below to replace the plaque. Perhaps more than details of the plan the committee should discuss whether this is the proper time for a fund-raising venture which would take considerable time from people at a point where demands on their time for holiday preparations are greatest.

II. METHOD

1. On Friday, Oct. 30, exactly one month from the date the plaque was discovered missing, begin a one-month campaign for funds to replace it, mostly through newspaper and radio promotion.
 - a. Concentrate promotion of the drive among students and faculty, but extend it out into the state.
 - b. Limit the size of the gifts to \$1, but especially encourage nickle and dime contributions so that the largest possible number of contributors can feel personal ownership of the plaque.
 - c. Provide, from the start, an unlimited project into which extra donations can be put. Thus, up to 100,000 donors, could be assured that at least 1 cent of their donation would go into the plaque itself.
 - d. Indicate that if the old plaque is returned, it will be placed in safe-keeping in the University Library's Memorial Room.

III. SUGGESTED PROCEDURES

1. Obtain immediately a contract for the replacement plaque, its installation and lighting so that early delivery can be accepted.
2. Help students set up a controlled collection--perhaps a Monday night "house-to-house" canvass, complete with plenty of student vim. Involve the Cardinal, student government, the Union Directorate and committeemen, the band, and similar all-campus organizations in the campaign. Keep careful account of the number of contributions and attempt to approach 100 per cent.
3. Arrange a single faculty and staff collection through department secretaries with the stress on complete coverage rather than on amounts.
4. Use dignified general promotion, throughout the state stressing always the philosophy of the plaque and the number of donors. Do not make special solicitations of any kind. Keep all general giving completely voluntary.
5. Set up a "Freedom Fellowship Fund," an open fund into which any portion of the donations not needed for the plaque replacement can be put. Such a fund could support, for example, graduate study of some phase of the basic American freedoms.
6. Plan a dedication of the new plaque at a time when Legislators can be invited and a great scholar--ours or imported--can give a down-to-earth but inspirational address on the value of freedom in this University.

IV. SUGGESTED CLEARANCES

1. Administrative Committee (done)
2. Officers of the Class of 1910 (Judge Duffy ?)
3. Library Committee (For acceptance of old plaque if found).

V. SUGGESTED ORGANIZATION

1. A well known professor with organizational ability and conservative leadings should be chosen to head the drive. (Noble Clark ?)
2. Committee members who have easy avenues of contact with special groups should be encouraged to gather subcommittees to help promote and organize the drive.
 - a. STUDENTS--Dean Zillman (with a committee made up of the Dean of Women and all top student leaders)
 - b. FACULTY--Alden White
 - c. STAFF--Juta Riley
 - d. STATE--Lorenz Adolfsen
 - e. PUBLICITY--Robert Foss
3. This committee can be extended into many specialized areas if the ad hoc committee wants to broaden the drive into labor, industry, government, schools, etc.

Bascom Plaque

U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

11/5/56

RELEASE:

Immediately

MADISON--University of Wisconsin Pres. E. B. Fred today called for the return of the University's famed "Sifting and Winnowing" plaque, saying "it is one of our proudest possessions...a hallowed symbol of a great institution."

The plaque, a gift of the class of 1910, bearing the declaration of the University regents of 1894 pledging that the University "should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found," has been missing since last Tuesday from the wall of Bascom Hall, to which it had been bolted since 1915.

The president's statement follows in full:

"I call upon those who removed the 'Sifting and Winnowing' plaque to let us know, as soon as possible, where it is, so that it can be returned to its place of honor on Bascom Hall.

"It is one of our proudest possessions.

"In an era of social turmoil, when the freedom of this University was under attack, our Board of Regents made the declaration from which the noble phrases on the plaque were taken.

"Through the devotion of the University to the principles that these phrases express, this plaque has become known throughout the world as the hallmark of that philosophy of free inquiry for which Wisconsin stands. These words read by generations of students, and cherished by the sons and daughters of this University, have transformed mere metal into a hallowed symbol of a great institution.

-more-

ad one--Pres. Fred

"The late Theodore Herfurth, who was a member of the class of 1894, the year of the declaration, and who, before his death, wrote an appreciation of the plaque, described, better than I can, its importance to the University. He wrote:

"'In its innermost significance, the memorial tablet stands as a sentinel, guarding, interpreting, and proclaiming the ever-buoyant and progressive spirit of the University of Wisconsin in its unceasing struggle upward for more light, and its untrammelled search for truth wherever found.'

"Those who have taken the plaque should read it, consider its significance, and make arrangements for its return."

####

SOCIETY NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

6/10/55

MADISON--University of Wisconsin students of yesteryear, back for the annual Commencement-Reunion Weekend June 16-19, will participate in a variety of class activities climaxed by Wisconsin's All-Alumni Dinner and program on Saturday night (June 18) in the Memorial Union.

This year the traditional All-Alumni affair will be centered around the expanded program of the University of Wisconsin Foundation, the University's fund raising arm, according to John Berge, executive director of the Wisconsin Alumni Association.

"One of the originators of the idea for a state adult education center, which the foundation is bringing to realization through the planned Wisconsin Center Building, was retiring Commerce School Dean Fayette Elwell," Berge said, "and he will be on hand to explain what the center will do for the University's program of institutes, short courses, and conferences."

Alumni will also have the opportunity to meet Robert Rennebohm, former University football player who on June 1 became executive director of the foundation.

Another part of the All-Alumni program will feature presentation of Alumni Association "distinguished service citations" to two outstanding alumni, and formal presentation of association awards to outstanding University students.

Earlier in the weekend schedule, various classes will get together for separate functions and on Saturday morning there will be the annual meeting of the Wisconsin Alumni Association.

ad one--alumni reunions

Reunions will begin Friday noon, June 17, when the Golden Anniversary Class of 1905 is inducted into the Half Century Club at a Memorial Union luncheon. That afternoon the Class of 1910 will play golf and cards at the Blackhawk Country Club and the Class of 1915 will take a tour of the campus. Commencement is scheduled for 5 p.m. at Camp Randall Stadium.

Friday evening the Class of 1910 will have a dinner meeting at Nob Hill; the Class of 1930 will dine at the Chanticleer, as will the class of 1935; the Classes of 1915 and 1945 will have dinners at the Memorial Union and the Class of 1905 will dine at the Hoffman House. The Class of 1950 will gather later in the evening at the Cuba Club.

The annual meeting of the Alumni Association is set for the Wisconsin Union Theater at 9:30 a.m., followed by a meeting of the organization's board of directors. A journalism alumni meeting is set for 11 a.m. in Journalism Hall.

Also on Saturday morning will be a campus tour by the Class of 1910, during which there will be a rededication of the "sifting and winnowing" plaque, on Bascom Hall, which that class gave to the University. Participating will be Pres. E. B. Fred and Judge F. Ryan Duffy of Milwaukee, president of the class.

Saturday noon picnics and luncheons are scheduled for the Class of 1910 at the home of Prof. Henry Schuette (719 Farwell Drive); the Class of 1915 at the Memorial Union; the Class of 1917 at the home of Mrs. William Conlin (739 Farwell Drive); the Class of 1925, the Class of 1930, and the Class of 1935 at the Memorial Union, and the Class of 1905 at the Madison Club. The Class of 1915 at 2:30 p.m. will take a boat ride on Lake Mendota, and at 2 p.m. the Class of 1950 has scheduled a picnic on the intramural field.

Reunions will conclude with informal alumni breakfasts on the Memorial Union Terrace Sunday morning.

####

W. J. Meiner

U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

4/7/51

[Sifting + Winnowing]

Madison, Wis.--A new \$10,000 President Adams fellowship in Greek language was set up by the University of Wisconsin regents Saturday from funds left the University by C. K. and Mary M. Adams, the University's seventh president and his wife.

It was the eighth such fellowship set up under the provisions of the will of President Adams, who headed the UW from 1892 to 1901. Adams funds previously established three fellowships in English, two in Greek, and two in history.

Adams was the president who wrote the regent-adopted proclamation of academic freedom for Wisconsin which pledges that the University should ever encourage "that continual and fearless sifting and winnowing by which alone the truth may be found."

He was president when the Law building, Gymnasium, and Historical library were built, when student extra-curricular activities and student government gained their first emphasis, and when the Schools of Music and Commerce and the first formal UW Summer Session were inaugurated.

His will provided that when the capital in his fund accumulated, fellowships in English language and literature, Greek language and literature, and modern history should be set up until 15 fellowships in all were provided.

Each year, fellowships are supported by the earnings from these basic fellowship funds.

###

[Sifting + Winnowing]

1

F. RYAN DUFFY
718 Federal Building
Milwaukee, Wisconsin

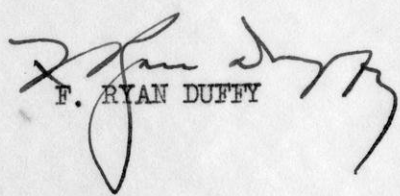
RECEIVED
JUN 30 1950
NEWS SERVICE
June 29, 1950

University of Wisconsin News Service,
Observatory Hill Office,
Madison, Wisconsin.

Gentlemen:

I have received the photograph which you have sent to me of President Fred and myself standing before the Class of 1910 Memorial Bronze Plaque. I do appreciate having this photo, and thank you for sending it.

Very sincerely,


F. RYAN DUFFY

RE-DEDICATION OF BASCOM HALL PLAQUE
By the Class of 1910 -- Bascom Hill
Saturday, June 17, 1950, 11:30 a.m.
Remarks by University of Wisconsin President E. B. Fred

RELEASE: 11:30 a.m.
Saturday, June 17

*File
Bascom Hall
Plaque*

I can think of no more fitting way to re-dedicate the great principle expressed upon this famous plaque than to recall the thoughts uttered by President Charles Van Hise when this plaque was first dedicated.

On June 15, 1915, President Van Hise addressed the students and alumni who had gathered for the ceremony in these words:

"The principles of academic freedom have never found expression in language so beautiful, words so impressive, phrases so inspiring. . . . This report back in 1894 marks one of the great landmarks in the history of the University. And from that day to this, no responsible party or no responsible authority has ever succeeded in restricting freedom of research and teaching within these walls. There are no 'sacred cows' at Wisconsin. There is no such thing as 'standardized' teaching in any subject. Professors and instructors present faithfully the various sides of each problem. Their duty is to train the students to independent thinking. They are in no sense propagandists for any class or interest. A university to be worthy of its name must be progressive -- not progressive in the partisan sense, but in the dictionary sense. I would not care to have anything to do with a university that was not progressive."

May I here express my own hope and desire that the University of Wisconsin will continue to give living expression to this ideal. The University of Wisconsin is dedicated to the development of freedom-loving and truth-seeking citizens.

add 1 - Re-dedication of Bascom Hall Plaque

The sentiment and conviction expressed in this excerpt from a report of the Regents of the University of Wisconsin written more than fifty years ago have given challenging expression to the animating purpose of these endeavors. The principle here permanently written is firmly cemented into the foundations of the University. It is now a world-famous and often-quoted statement of high educational principle. May the ideals here set forth to which we now re-dedicate ourselves endure forever.

###

U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

1/18/50

RELEASE:

Release Wed., January 25

*File
Sifting + Winnowing*

Madison, Wis.--The University of Wisconsin today wrote "finis" to the long debate over who wrote the world-famed words which are considered its declaration of academic freedom:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The University says the author undoubtedly was Charles Kendall Adams, president of the University from 1892 to 1901. It reports that new evidence makes the authorship "certain."

Theodore Herfurth, Madison insurance executive and University alumnus, is credited with unearthing the final proof. Herfurth, in a booklet titled "Sifting and Winnowing," published by the University last year, first presented testimony by Richard T. Ely that Pres. Charles Kendall Adams had written the phrase.

When Balthasar H. Meyer, Wisconsin alumnus and ex-professor who for 28 years was a member and chairman of the interstate commerce commission, read the booklet, he immediately wrote Herfurth:

"In the language of the last two sentences on page 12 of your booklet you indicate that 'the truth has been found.' Yet possibly some persons still may question the correctness of that conclusion."

The phrase in question had been part of a statement exonerating Professor Ely after a "trial" in 1894 on charges that Ely had fomented strikes in Madison, that he boycotted non-union shops, and that he taught socialism and "other vicious theories" to students at the University.

ad one--sifting and winnowing

The "trial" took place during the period when Balthasar Meyer, then an instructor in economics, lived in President Adams' house. Meyer knew well both Ely and Adams. In his letter he explains:

"It was during this formative period of the School of Commerce that Professor Ely first intimated to me his doubts regarding the degree of support he was getting from President Adams.... Knowing of my friendly relations with Dr. Adams, which resulted from my living in the president's house, it was not unnatural for Dr. Ely to ask me whether I would be willing to see President Adams in his behalf. I readily agreed to do so, and my important interview followed not long after.

"After I had stated the purpose of my call, President Adams recited his friendliness toward Professor Ely ever since the time Ely came to Wisconsin.... In proof of his firm support of and loyalty to Ely, Adams emphasized his sympathetic attitude toward Ely during the entire period of the blistering attack made upon him by state superintendent Wells, culminating in his contributions to the final report to the board of regents which exonerated Ely of the charges and declared for freedom in university teaching.

"The climax of Adams' statement was reached when he explained to me that he personally had contributed several paragraphs to the now famous report of the hearing committee in the Ely trial of 1894; that he, himself, had written the concluding paragraph in which appears the sentence that is now blazoned on the bronze memorial tablet donated by the Class of 1910 to the University of Wisconsin..."

Herfurth considers Meyer's confirmation of the authorship of the phrase the end of his long search for binding evidence which he began because of conflicting reports on the authorship.

University Historian J. F. A. Pyre had written:

"The sentences were written by President Adams, though they have sometimes been ascribed to the chairman of the committee which reported them to the board of regents."

ad two--sifting and winnowing

On the other hand, the elder LaFollette had said:

"This declaration of freedom was framed by Herbert W. Chynoweth, chairman of the trial committee." Another time-honored member of the faculty of the University of Wisconsin attributed the words to Senator William F. Vilas. None of the nominators offered any corroborative testimony in support of his statement.

In June 1942, Herfurth received from Richard T. Ely the following statement:

"In reply to your inquiry of June 3, the words were undoubtedly written by C. K. Adams. Adams told me so, himself, and the internal evidence bears this out. It was a style natural to Adams and not to Chynoweth."

Herfurth adds:

"Now with the indubitable, precise, and convincing evidence given by so distinguished a scholar as Balthasar H. Meyer, confirming the positive statement of Richard T. Ely, is there any who can doubt that it was the scholarly and noble-minded Charles Kendall Adams who wrote the famous pronouncement of academic freedom at the University of Wisconsin?"

##

YOUR UNIVERSITY OF WISCONSIN YESTERDAY

The Battle of the Bronze Plaque

AT THE entrance to Bascom Hall, the administrative center of the University of Wisconsin, there is a bronze tablet with the challenging inscription:

Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.

Since 1915, when the tablet was placed there, many student generations have come and gone, and the tablet and the words on it have become so familiar as to be commonplace. But there is a story behind it—a story of embattled youth and political turmoil—in which famous names figure. After a four year study, Theodore Herfurth, an alumnus of the University ('94) and a member of the State Historical Society, has tried to reconstruct it in a 76-page manuscript dedicated to the memory of his wife, Genevieve Gorst Herfurth, a member of the class of 1910.

* * *

It was the class of 1910 which had the tablet cast, but the memorial was not affixed to the wall of Bascom Hall until 1915, because of friction between the class and the Regents. Mr. Herfurth's manuscript is largely an account of the long campaign of the class to make the tablet and its inscription a conspicuous part of Wisconsin tradition.

The words were taken from a report issued in 1894 by the Board of Regents, in a celebrated case involving academic freedom. The late Oliver E. Wells, state superintendent of public instruction and an ex officio member of the board, accused the late Prof. Richard T. Ely, an economist, of teaching socialism and disregard for law. Dr. Ely was vindicated after a hearing which attracted national attention.

In their report, the Regents declared that "in all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of the truth wherever they may lead," and then they added the words that appear on the tablet.

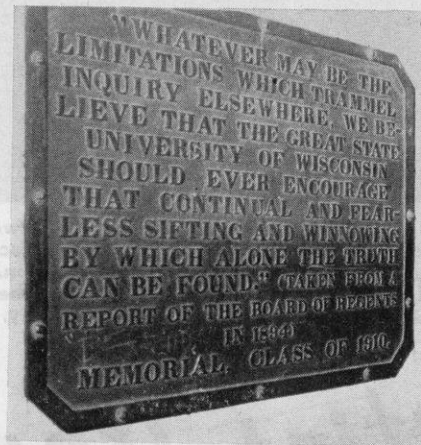
* * *

In the following decade, the state was rent by a struggle between two wings of the Republican party—the progressive faction led by the late Senator Robert M. La Follette and the conservatives or "stalwarts," whom La Follette's disciples called "tories." The fight raged as merrily on the campus as it did in the rest of the state, and the class of 1910, according to Herfurth, had strong La Follette sympathies. All the Regents, on the other hand, had been appointed or reappointed by Gov. James O. Davidson, who was regarded as a stalwart, and most of them were considered stalwarts in their own right.

In 1909 Lincoln Steffens, a crusading journalist who admired La Follette, published a magazine article on the University. He commended President Charles R. Van Hise but reproved "tory Regents," who, Steffens intimated, would not let certain faculty members teach the truth as they knew it. The ardent young La Follette men of the class of 1910 took notice, and soon heard other stories to disquiet them.

Prof. E. A. Gilmore, later vice-governor of the Philippines and president of the University of Iowa, figured in one of them. At the request of a Legislative committee, Gilmore had written a brief supporting the state's right to control its water powers. Students heard that the Board of Regents—two of whose members were interested in privately owned water power—had let Dr. Gilmore know that it was displeased with his conduct.

In January of 1910 E. A. Ross, now emeritus professor of sociology, saw a woman tear down posters advertising a lecture by Emma Goldman, the anar-



THE FAMOUS TABLET on the facade of Bascom Hall—a Wisconsin tradition which is as worthwhile today as it was in 1894.

chist. Resenting what he regarded as an attempt to interfere with free speech, Professor Ross announced in class the time and place of the lecture. Miss Goldman visited him at his office, and he escorted her about the campus.

About the same time, Parker Sercombe of Chicago, who was criticized as an advocate of free love, came to Madison and lectured before one of Ross' classes. Ross said later that he had not known of Sercombe's unorthodox opinions on marriage; these, however, were not a part of the classroom lecture.

On Mar. 2, 1910, the Regents censured Ross in a resolution expressing "unanimous disapproval of his indiscretions." The leaders of the class of 1910 began to chafe at what they considered bigotry; they thought of that incident in 1894 when Ely had been under fire.

For its parting gift to the University, the class decided upon the tablet with its now famous words. Herfurth believes that the idea was Lincoln Steffens' and that it was communicated to the class officers through Fred MacKenzie, managing editor of La Follette's magazine. Offered at Commencement, the memorial was accepted by Prof. William A. Scott of the School of Commerce, but without official authorization. The Regents, who considered the presentation a hostile gesture, rejected the tablet on the following day.

The members of the class, Herfurth says, were dismayed and incredulous. Ten days after the rejection, from his home at Fond du Lac, the class president fired an angry shaft at the Regents. He was F. Ryan Duffy, now Federal Judge Duffy of Milwaukee, and in an interview he was quoted as having said:

This incident should serve to make the people of this state think over the proposition of how the University can retain its place as "the leading state university" and as a "University of the people" if the Regents will not allow members of the faculty to express their honest convictions on problems that are of interest to all the people, or at least object to their doing so.

In September, the Progressives, having won control of the Republican state convention, wrote into their platform a pledge of academic freedom, using the words of the Regents of 1894 only three months after the Regents of 1910 rejected them in bronze.

In 1912 the Regents reversed themselves and voted to accept the tablet, but it continued to gather dust in the basement of the Administration Building, for no provision was made for its erection.

* * *

Slowly the political complexion of the board changed, with Progressives in the ascendancy. The class of 1910 arranged for a reunion at the 1915 Commencement, and it was the task of William J. Meuer, general chairman of the reunion and now a Madison businessman, to negotiate with the Board for the final erection of the memorial in a conspicuous place on the campus. Letters, editorial criticism, even street-car advertising, were brought to bear on the Regents.

Meuer was asked whether the class had had an ulterior motive when it offered the tablet in 1910. He said he knew of none, and fellow classmen supported his statement. The Regents demanded a letter, written by them, which would absolve their body of any charges of interference with academic freedom. Class leaders bristled, but a "peace treaty" statement signed by Duffy and Meuer was finally agreed upon.

The "war" over, the tablet was erected and dedicated on June 15 at an unusually joyous reunion of the class of 1910.



FOUR SORORITY GIRLS play a hand of bridge by a fraternity hearth while two of their dates kibitz. Knitting on the sofa is the fraternity's new resident housemother. After a wartime hiatus, Wisconsin's fraternities have come back vigorously. As a pleasant way of campus life they still are without competition, and even the dorms no longer undersell them. Thanks to moral and financial guidance from the University and the mature attitude of veteran actives, Badger Greeks can well sing, "Happy Days Are Here Again." But fortunately, Langdon St.'s roaring '20s are gone beyond revival.

Fraternities Come Back

A NEW RENAISSANCE is taking place on the campus this year. Social fraternities are being re-born. But they aren't the good old hell-raising outfits of the '20s. They still have their fun and frolic, but this time they are a blend of the old and the new, with regulations to guide them and more mature men to lead them toward building a sturdy foundation for campus social life.

Back in 1928 frats reached an all-time high in dominating Wisconsin life. There were 62 active chapters operating here and 40 per cent of the male students were members. This figure fell off to 37 active chapters in 1941, and during the war the fraternity pulse was kept feebly beating by only six chapters that managed to survive. The

By PETER H. MURPHY, '49

start of 1947 finds 24 chapters installed in their houses and five others shopping around for houses to move into.

During the war years, with the draft calling most of the men in school and nearly all of those who were about to come to college, fraternities could not find men to keep the chapter strength up. Bills mounted and income dwindled. Some of the houses could not stand the grind and left the Wisconsin scene forever. Others were forced to become inactive and rent their properties to women's groups or the ASTP.

The six chapters that carried on operations through the war were Alpha Chi Sigma, Alpha Delta Phi, Sigma Phi, Theta Delta Chi, Triangle, and Theta Chi.

With the return of the men from the services and the surge back to fraternity life, the 24 chapters that have

either taken over their old houses or bought new ones are Phi Delta Theta, Sigma Nu, Phi Gamma Rho, Chi Phi, Beta Theta Pi, Delta Tau Delta, Delta Theta Sigma, Delta Kappa Epsilon, Kappa Sigma, Phi Sigma Delta, Pi Lambda Phi, Sigma Alpha Epsilon, Chi Psi, Delta Sigma Pi, Delta Upsilon, Psi Epsilon, and Sigma Chi.

Today a considerable number of one-time frat houses are now rooming houses and women's dorms. Many newly reactivated fraternities are hard pressed to find property. Phi Kappa, Sigma Phi Epsilon, Phi Epsilon Pi, Sigma Delta Phi, and Phi Kappa Sigma are activated but do not as yet have their own houses.

While fraternities still epitomize the glamor and romance of college life, they have come to realize that they also have very concrete academic responsibilities. They must lead the way toward better scholarship, better student gov-

This is my original

File 12/49
"Sifting + Winnowing"

Madison, Wis.--A voice in Washington, D.C. was raised recently to corroborate the testimony of the late Richard Ely that Charles Kendall Adams wrote the "Sifting and winnowing" statement enshrined in bronze on Bascom hall at the University of Wisconsin.

The voice is that of Balthasar H. Meyer, University alumnus and ex-professor, former chairman of the Interstate Commerce commission, once chairman of the Wisconsin Railroad Commission and member of the Wisconsin Public Service Commission.

When Meyer read the brochure "Sifting and Winnowing" written by Theodore Herfurth, Madison insurance man, and published by the University, he immediately wrote Herfurth to offer his testimony.

"In the language of the last two sentences on page 12 of your booklet, "the truth has been found,"he wrote. "Nevertheless I understand that some persons still question the correctness of that conclusion."

Meyer lived in President Adam's house when he was instructor in economics at the University. He was intimate with both Ely and Adams. In his letter he explains:

"It was during this formative period of the School of Commerce that Professor Ely first intimated to me his doubts regarding the support he was getting from President Adams..... Knowing of my friendly relations with Dr. Adams, which resulted from my living in the President's house, it was not unnatural

2--meyer evidence

for Dr. Ely to ask me whether I would be willing to see President Adams in his behalf. I readily agreed to do so and my important interview followed not long after.

"After I had stated the purpose of my call President Adams recited his relations to Professor Ely since the time Ely came to Wisconsin.....In proof of his support and loyalty to Ely, Adams emphasized his attitude toward Ely during the entire period of the attack upon him by State Superintendent Wells, culminating in his contributions to the report of the Board of Regents which exonerated Ely of the charges and declared for freedom in University teaching.

"The climax of Adams' statement was reached when he explained to me that he personally had contributed several paragraphs to the now famous report of the hearing committee in the Ely trial of 1894; that he had written the concluding paragraph in which appears the sentence that is now blazoned on the bronze memorial tablet donated by the Class of 1910 to the University of Wisconsin:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Herfurth, a member of the University class of 1894, spent more than four years sifting through masses of documents to produce his brochure. He dedicated it to his late wife, Genevieve Gorst Herfurth, a member of the class of 1910 which presented the plaque to the University.

The story began with the trial of Richard Ely, then

3--meyer evidence

professor of economics at the University, on charges that he had fomented strikes in Madison, that he boycotted non-union shops, and that he taught socialism and "other vicious theories" to students at the University.

On Sept. 18, 1894, the trial committee submitted its final report to the board. The report, unanimously adopted, exonerated Ely completely, in phrases often quoted since:

".... We could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary.... In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead...." The report ends with the famous "sifting and winnowing" statement.

Conflicting claims of authorship led Herfurth to undertake his study. University Historian J.F.A. Pyre had written: "The sentences were written by President Adams, though they have sometimes been ascribed to the chairman of the committee which reported them to the Board of Regents."

On the other hand, the elder LaFollette had said; "This declaration of freedom was framed by Herbert W. Chynoweth, then a member of the board...."

In June of 1942 Herfurth received from Richard Ely the following statement:

"In reply to your inquiry of June 3, the words were undoubtedly written by C.K. Adams. Adams told me so, himself, and the internal evidence bears this out. It was a style natural to Adams

4--meyer evidence

and not to Chynoweth."

"With Balthasar Meyer's evidence to set beside Richard Ely's, who can any longer doubt that it was Charles K. Adams who conceived those moving lines, and no other?" Herfurth concludes.

##

THEODORE HERFURTH, INC.

Established 1875

GENERAL INSURANCE SERVICE

REAL ESTATE MORTGAGES FIDELITY AND SURETY BONDS

400 Washington Building

MADISON 3, WISCONSIN

Dec. 23, 1949

Mrs. Hazel McGrath,
c/o University News Service,
Madison 6, Wis.

Dear Mrs. McGrath:

I wish to congratulate you in general terms on the excellent article you have prepared.

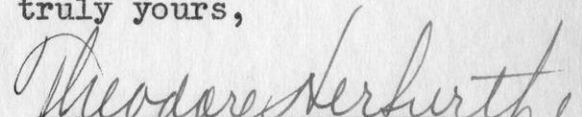
I edited it in part and sent my edition to Balthazar H. Meyer for his criticism or approval. He made a few changes in his own handwriting on the two copies I sent him. With his own hand, he signed "approved" on each separate page of the two copies and then returned them to me. I enclose herewith one copy which bears not only my approval but the written approval of Mr. Meyer.

I also enclose a copy of his letter to me dated Dec. 21st. I think it would be well for you to please consider his suggestions as to title.

Next will come the real problem. That is, how widely do you think this release may be disseminated? It should receive wide publicity in all the leading newspapers. It should be copied in the university Alumnus and the Wisconsin Magazine of History. Of course, the release to the daily press should be of identical date and, may we say, ten days after you actually mail them the article for publication?

Please 'phone me to say what you think of the article as it now has been amended with the idea of making it absolutely factual. You may call me at 5-0308 if I am not at my office. I have been very careful not to do or say anything which may not be true or which is not in strict accordance with facts.

Very truly yours,


Theodore Herfurth

TH:MS

COPY

WASHINGTON 12/21/49

Dear Mr. Herfurth:

This draft by Hazel McGrath is entirely satisfactory and I have so noted on each page. However, I assume she will use some appropriate title such, for instance, as "Who is the Author"; "Who wrote the declaration of freedom in the University" or any title preferred by Hazel McGrath. Her name should be attached as is usually done by columnists. It would look all right to say "Authorship of famous Declaration not in doubt" by Hazel McGrath, University News Service.

*please
spare me
this.*

Of course, you will kindly ask Hazel to save a few copies for me. You will tell her how many you would like to have!

With kindest Holiday Greetings,

B. H. Meyer

*File
Sifting & Winnowing*

Recently a voice of unquestionable authority was raised in Washington, D. C. It was that of Balthasar H. Meyer, noted university alumnus and ex-professor, once member and chairman of the Wisconsin railroad commission, later changed to the Wisconsin Public Service Commission, and subsequently for 28 years member and chairman of the Interstate Commerce Commission. Its purpose was to corroborate the previously given testimony of Professor Richard T. Ely that none other than Charles Kendall Adams had written the famous "sifting and winnowing" motto enshrined in bronze on Bascom Hall at the University of Wisconsin.

When Meyer read the brochure "Sifting and Winnowing", written by Theodore Herfurth of Madison and published by the University of Wisconsin, he immediately wrote Mr. Herfurth as follows:

"In the language of the last two sentences on page 12 of your booklet, you indicate that 'the truth has been found'. Yet possibly some persons still may question the correctness of that conclusion."

Mr. Meyer lived in President Adams' house when he was instructor in economics at the University. He was an intimate of both Ely and Adams. In this letter he explains:

"It was during this formative period of the School of Commerce that Professor Ely first intimated to me his doubts regarding the degree of support he was getting from President Adams....Knowing of my friendly relations with Mr. Adams, which resulted from my living in the president's house, it was not unnatural for Dr. Ely to ask me whether I would be willing to see President Adams in his behalf. I readily agreed to do so, and my important interview followed not long after.

"After I had stated the purpose of my call, President Adams recited his friendliness toward Professor Ely ever since the time Ely came to Wisconsin... In proof of his firm support of an loyalty to Ely, Adams emphasized his sympathetic attitude toward Ely during the entire period of the blistering attack made upon him by state superintendent Wells, culminating in his contributions to the final report to the board of regents which exonerated Ely of the charges and declared for freedom in university teaching.

"The climax of Adams' statement was reached when he explained to me that he personally had contributed several paragraphs to the now famous report of the hearing committee in the Ely trial of 1894; that he, himself, had written the concluding paragraph in which appears the sentence that is now blazoned on the bronze memorial tablet donated by the Class of 1910 to the University of Wisconsin:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin, should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Mr. Herfurth spent many months sifting through masses of documents to produce his brochure.

The study began with the much heralded trial of Richard T. Ely, then professor of Economics and Director of the School of Economics and History, at the University, on charges that he had fomented strikes in Madison, that he boycotted non-union shops, and that he taught socialism and "other vicious theories" to students at the university.

On September 18, 1894, the trial committee of which Herbert W. Chynoweth was chairman, submitted its final report to the board. This report was unanimously adopted by the board of regents. It completely exonerated Ely in phrases often since quoted:

"...We could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary.in all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead...."

The report ends with the famous "sifting and winnowing" statement.

Conflicting claims of authorship led Mr. Herfurth to undertake his study. University Historian, J. F. A. Pyre had written: "The sentences were written by President Adams, though they have sometimes been ascribed to the chairman of the committee which reported them to the board of regents."

On the other hand, the elder LaFollette had said: "This declaration of freedom was framed by Herbert W. Chynoweth, chairman of the trial committee." Another time-honored member of the faculty of the University of Wisconsin attributed the words to Senator William F. Vilas. Not one of the nominators offered any corroborative testimony in support of his statement.

In June 1942, Mr. Herfurth received from Richard T. Ely the following statement:

"In reply to your inquiry of June 3, the words were undoubtedly written by C. K. Adams. Adams told me so, himself, and the internal evidence bears this out. It was a style natural to Adams and not to Chynoweth."

Now with the indubitable, precise and convincing evidence given by so distinguished a scholar as Balthasar H. Meyer, confirming the positive statement of Richard T. Ely, is there any who can doubt that it was the scholarly and noble-minded Charles Kendall Adams who wrote the famous pronouncement of academic freedom at the University of Wisconsin?

Sifting & Thinning

July 21, 1949

Mr. Alonzo Fowle III
The Fowle Printing Company
524 North Milwaukee Street
Milwaukee, Wisconsin

Dear Mr. Fowle:

I want to take this opportunity to express to you our appreciation for the prompt attention you gave our Purchase Order B-45303 for 1,000 reprints of "Sifting and Thinning."

Inasmuch as these booklets were delivered several weeks ago, and we have not received your invoice to date, I am wondering if an oversight may have occurred in this billing. Inasmuch as the University's fiscal year ended June 30, 1949, we are most anxious to receive and process all invoices as soon as possible. Will you please call this matter to the attention of your Accounting Department.

Again...thanks for the splendid cooperation.

Sincerely,

Robert Taylor
Director

RT:blk

June 17, 1949

Mr. Alonzo Fowle III
The Fowle Printing Company
524 N. Milwaukee Street
Milwaukee, Wisconsin

Dear Mr. Fowle:

Thank you for your kind letter of June 9.

Our purchase order B-45303 has been issued to you for reprinting 1,000 copies of "Sifting and Winnowing," in accordance with your estimate No. B-496.

Will you please request that your Invoice Department bill us as soon as the order is completed. All payments for purchase orders written this fiscal year (ending June 30) must be paid by October 30 to be applicable to this year's budget; therefore, we will appreciate your cooperation in this matter.

Thank you for your past interest.

Sincerely,

Robert Taylor
Director

RT:blk



June 9,
19 49.

RECEIVED

JUN 11 1949

NEWS SERVICE

Mr. Robert Taylor
University News Service
Observatory Hill Office
Madison, Wisconsin

Dear Mr. Taylor:

On June 1, 1949 we submitted our estimate No. B-496 regarding the printing and binding of your pamphlet - Sifting and Winnowing. We have not received a reply from you as to the disposition of our bid so we were wondering if this estimate did get into your hands to be properly processed.

If at any time we might be of service to you please give us a buzz.

Thank you again for the opportunity to quote on your pamphlet Sifting and Winnowing.

Sincerely,

THE FOWLE PRINTING COMPANY

Alonzo Fowle III

Alonzo Fowle III

AF/hc

We've ordered

U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN
RELEASE:

3/9/49

Bascom Plaque

NOTE TO EDITORS:

In UW news story dated 3/4/49 for release Thursday, March 10, which begins "With academic freedom under debate in colleges," and concerns the publication of the booklet, "Sifting and Winnowing," there is a mistake in the sixth paragraph of add one.

That paragraph should read:

He recalls how Professor Ely "had come to Wisconsin as one of America's most distinguished political economists," how he "had freed himself from orthodox free-trade economics and had pioneered with a realistic, inductive approach to the subject," and how the state superintendent of public instruction, Oliver E. Wells, had published, etc.

The underlined portion above is a substitution for the phrase: "a Madison businessman", which should be deleted.

Robert Taylor

Director, UW News Service

U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Thursday, March 10

3/4/49

Bascom Plaque

Madison, Wis.--With academic freedom under debate in colleges and universities throughout the nation, the University of Wisconsin today took the opportunity to re-state its declaration of academic freedom:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The statement, taken from a report of the University's Board of Regents in 1894, is cast in bronze and bolted to the entrance of Bascom hall, the central building on the Wisconsin campus.

The University today highlighted the statement by issuing a booklet entitled "Sifting and Winnowing...A Chapter in the History of Academic Freedom at the University of Wisconsin."

The author of the pamphlet, Theodore Herfurth, entered the University with the class of 1894, is now the chief executive of a Madison insurance firm which bears his name, and through the years has provided awards for "initiative and efficiency" to high school and University students.

(more)

ad one--Sifting and Winnowing

His booklet is a conscientious history of the University's academic freedom plaque.

Herfurth traces the authorship of Wisconsin's academic freedom statement to Charles K. Adams, the seventh president of the University, who served from 1892 until 1901.

It was issued, Herfurth relates, at the conclusion of the trial of a University economist, Richard T. Ely. It was Ely, in a letter written for Herfurth shortly before Ely's death, who definitely established the authorship of the declaration.

"The words were undoubtedly written by C. K. Adams. Adams told me so himself, and the internal evidence bears this out. It was a style natural to Adams," Ely wrote.

The story behind the declaration and its display is one of "embattled youth and political turmoil," Herfurth says.

He recalls how Professor Ely "had come to Wisconsin as one of America's most distinguished political economists," how he "had freed himself from orthodox free-trade economics and had pioneered with a realistic, inductive approach to the subject," and how a Madison businessman had published in *The Nation*, "a scathing, excoriating and denunciatory letter," accusing Ely of fomenting strikes in Madison.

Herfurth tells of a committee, set up by the Board of Regents to investigate the charges, and how, on Sept. 18, 1894, the committee submitted its report to the board, which not only exonerated Ely but also "heralded the board's devotion to academic freedom," with the following statement:

(more)

ad two--Sifting and Winnowing

"As Regents of a university with over a hundred instructors supported by nearly two millions of people who hold a vast diversity of views regarding the great questions which at present agitate the human mind, we could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary. Such a course would be equivalent to saying that no professor should teach anything which is not accepted by everybody as true. This would cut our curriculum down to very small proportions. We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils be removed and others prevented. We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Herfurth reveals that the casting of the declaration into bronze and its erection at the University generated almost as much heat as the charges which brought the declaration.

(more)

ad three--Sifting and Winnowing

Although the University class of 1910 had the tablet cast, the memorial was not affixed to Bascom hall until 1915 because of friction between the class and the Board of Regents.

Wisconsin was divided into two camps of Republicans then, the Progressives, led by "Old Bob" LaFollette, and the conservatives. The class of 1910 had strong LaFollette sympathies, while all the regents had been appointed or reappointed by the conservative governor.

In 1909 Lincoln Steffens had brought the matter to a head by publishing a magazine article on the University, commending President Van Hise and reproving "tory regents" who, he intimated, would not let faculty members teach the truth as they saw it.

Herfurth believes that the idea of the plaque originated with Lincoln Steffens, and that it was given the class officers through Fred MacKenzie, managing editor of LaFollette's magazine.

The memorial was offered at commencement in 1910 and accepted unofficially by Prof. William A. Scott of the School of Commerce. The regents, who considered it a hostile gesture, rejected it the following day.

Members of the class were incredulous, Herfurth points out. Ten days after the rejection, class president F. Ryan Duffy, now federal judge, wrote of the regents:

"This incident should serve to make the people of this state think over the proposition of how the University can retain its place as 'the leading state university' if the regents will not allow members of the faculty to express their honest convictions on problems that are of interest to all the people..."

(more)

ad four--Sifting and Winnowing

The Progressives, surging to power gradually, wrote into their platform a pledge of academic freedom. In 1912 the regents reversed themselves and voted to accept the tablet. No provision was made for its erection, however, so it gathered dust for three more years.

The class of 1910 arranged for a reunion in 1915, and William J. Meuer, a Madison photographer who was general chairman of the affair, negotiated with the regents for the final step. The regents insisted that class representatives write a letter absolving them of any charges of interference with academic freedom. A "peace treaty" statement signed by Duffy and Meuer was finally accepted.

On June 15, 1915, the tablet was erected and dedicated. President Van Hise spoke at the ceremony:

"The principles of academic freedom have never found expression in language so beautiful, words so impressive, phrases so inspiring. It was 21 years ago that these words were incorporated in a report of the board of regents exonerating a professor from the charge of 'Socialism' that was brought against him....And from that day to this, no responsible party or no responsible authority has ever succeeded in restricting freedom of research and teaching within these walls."

Herfurth concludes:

"In its innermost significance, the memorial tablet stands as a sentinel, guarding, interpreting, and proclaiming the ever-buoyant and progressive spirit of the University of Wisconsin in its unceasing struggle upward for more light and its untrammelled search for truth wherever found."

Milwaukee Mechanics' Insurance Company
ORGANIZED 1852

LOYALTY GROUP

JOHN R. COONEY, PRESIDENT
WM. B. REARDEN, EXECUTIVE VICE-PRESIDENT
H. A. CLARK, VICE-PRESIDENT
LLOYD W. BROWN, 2ND VICE-PRESIDENT
BERNARD ALABACK, 2ND VICE-PRESIDENT
O. B. BROWN, 2ND VICE-PRESIDENT

THEODORE HERFURTH, INC., AGENTS

TELEPHONE BADGER 2243
400 WASHINGTON BUILDING
MADISON 3, WISCONSIN

February 4, 1949

RECEIVED

FEB 5 1949

NEWS SERVICE

Mr. Robert Taylor
c/o University News Service
University of Wisconsin
Madison 6, Wisconsin

Dear Bob:

This will confirm understanding I had with you over the phone yesterday afternoon. You will please instruct the printer to prepare for me, privately, eight hundred (800) copies of Sifting and Winnowing at 5 cents per copy. The eight hundred copies will be sufficient so that I will not need any of the 2,000 copies which the University is ordering for its own purposes.

Very truly yours,

Theodore Herfurth
Theodore Herfurth

TH:KL

THEODORE HERFURTH, INC.

Established 1875

GENERAL INSURANCE SERVICE

REAL ESTATE MORTGAGES FIDELITY AND SURETY BONDS

400 Washington Building
MADISON 3, WISCONSIN

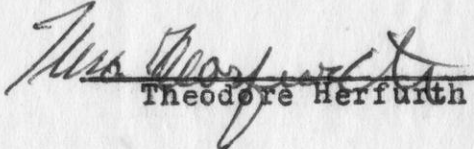
August 5, 1948

Mr. Robert Taylor
730 University Ave.
Madison 5, Wis.

Dear Sir:

Please examine carefully the enclosed draft and then telephone me of your approval or disapproval. It is only slightly different from the original you sent me but I think it is more accurate.

Very truly yours,


Theodore Herfurth

TH:MS

THEODORE HERFURTH, INC.

Established 1875

GENERAL INSURANCE SERVICE

REAL ESTATE MORTGAGES FIDELITY AND SURETY BONDS

400 Washington Building

MADISON 3, WISCONSIN

May 24, 1948

Mr. LeRoy Luberg
c/o The President's Office
University of Wisconsin
Madison 6, Wisconsin

Re: Wyllie's Revision of my Compilation

Dear Roy:

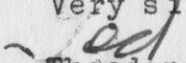
As agreed, I am enclosing herewith in duplicate re-written pages of Wyllie's revision. The number of pages has not been increased. Comparison of old and revised pages has already been carefully made at this office. In the interest of entire accuracy, you may desire to have re-comparison made. Presumably, you should find no errors.

On the last page of Wyllie's original revision, I have omitted the words, "It has reason to be proud of the presidents, regents, faculty and students who have defended the tradition in the continuing struggle against those who would subvert it." Close examination will disclose that, in the sentence expunged, the reader might assume that there is by implication, an intention to stigmatize the regents of 1910. I had no such intention and do not think it would be fair. Careful examination of the words, "who have defended the tradition in the continuing struggle against those who would subvert it" would imply that unceasingly some person or some board in position of power at the university had been making persistent attack on the principle of academic freedom. Personally, I know of no such instance since 1910. Surely, neither Van Hise nor Buerge, nor Glenn Frank, nor Dykstra, nor Fred, nor any of their supporting bodies of regents have raised a voice against that principle. Therefore, the charge contained in the last quoted words has no foundation whatsoever in fact. If any reader should extend a challenge, I would be compelled to admit that the last quoted words were merely a figment of imagination and wholly unreliable.

It will not be so very difficult for you to slip in the new pages and eliminate the old pages. When done you should have on hand two complete and final copies of the entire text.

If there be anything further that I can do to make your path easy in this matter, please command me.

Very sincerely yours,


Theodore Herfurth

TH:AK

Bascom Hall Page 1 of Preface
called
Main Hall on Page 21
called
University Hall on Page 41.

Think there should be a footnote
somewhere to **explain** that these names
designate the identical building.

THEODORE HELLMAN

April 5, 1948

Mr. Luberg:

I have read "Sifting and Winnowing" with much pleasure. In my judgment Wyllie has done a fine job. He has reduced the long quotations judiciously, he has taken out much repetitive matter, and he has retained, unusually well it seems to me, the tone and temper of the paper as prepared by Mr. Herfurth. Mr. Herfurth will of course be the best ~~john~~ judge on this matter, but it seems to me that the account is still Mr. Herfurth's, in spirit, in style, and in its balanced judgments.

I was again impressed, as I read this article, with the piece of historical investigation which Mr. Herfurth has done, and with the really excellent account he managed to bring together. I hope he likes it as much as I do.

Sincerely



Vernon Carstensen

I too have read this and believe Mr. Wyllie has tightened the argument, preserved the pertinent evidence, and told the story Mr. Herfurth so skillfully dug out in a succinct, forceful, and lucid manner. I hope Mr. Herfurth will be pleased with the straightforward, hard, compact quality of the narrative.

Sincerely



Mark Curtis

April 5, '48

UNIVERSITY OF MARYLAND
COLLEGE PARK

DEPARTMENT OF HISTORY
COLLEGE OF ARTS AND SCIENCES

April 2, 1948

Mr. LeRoy Luberg
Assistant to the President
University of Wisconsin
Madison, Wisconsin

Dear Mr. Luberg:

Enclosed you will find my revision of SIFTING AND WINNOWER. Since I wrote you at length yesterday, only two or three points need to be touched on now.

First, three footnotes are missing in this revision. They are footnotes 48, 49 and 52. I am writing Mr. Herfurth, and will ask him to supply the citations to Mr. Carstensen, who will insert them in the proper places. This can be done more conveniently in Madison than here.

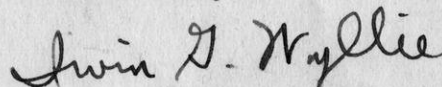
Second, I will retain Mr. Herfurth's original draft for a few days, since it may be necessary to refer to it in case any questions are raised. From Mr. Herfurth's communications I judge that he has at least one copy of the original in Madison.

Third, I have put in 95 hours working out this revision. If I have made any major blunders I shall be happy to correct them on my own time.

In closing I would like to say that it has been a pleasure to work over Mr. Herfurth's manuscript. He has an excellent story, one capable of winning the university the same kind of favorable publicity as followed the 1894 proclamation of academic freedom.

Thank you for your many kindnesses.

Sincerely,



Irvin G. Wyllie

THE UNIVERSITY OF WISCONSIN
MADISON 6

OFFICE OF THE PRESIDENT

Memorandum

To: Bob Taylor

From: Mr. Luberg

You will note from the attached memo from Theodore Herfurth dated April 20, 1948 that the manuscript "Sifting and Winnowing" was turned over to this office for final handling. I thought you might like to have this for reference.


L.E.L.

October 18, 1948

THEODORE HERFURTH

427 WASHINGTON BUILDING
MADISON, WISCONSIN

April 20, 1948

Mr. E. B. Fred, President
University of Wisconsin
Madison 6, Wisconsin

Dear Mr. Fred:

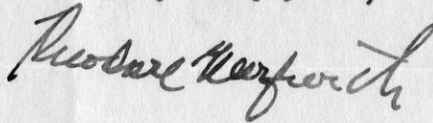
I have read the edited edition of my original draft of "Sifting and Winnowing".

I felt it necessary to make a few revisions in order to keep the statements completely correct and in accordance with my original findings. On these revisions I have consulted Mr. LeRoy Luberg and Mr. Vernon Carstensen and have their confirmation.

I am therefore submitting this revised manuscript for whatever purposes you and the members of your staff may see fit to use it.

I have greatly appreciated the opportunity of consulting with university staff members about this manuscript and am indeed pleased that so much interest has been shown in making plans for its ultimate publication.

Very truly yours,



TH:MS

THEODORE HERFURTH, INC.

AGENTS

427 WASHINGTON BUILDING

MADISON 3, WISCONSIN

April 21, 1948

Mr. Roy Luberg
c/o President E. B. Fred's Office
University of Wisconsin
Madison 6, Wisconsin

Dear Roy:

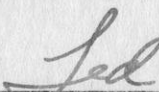
This afternoon I placed on your desk three separate packets comprising the Wyllie revision and two copies of the same as amended by agreement with you and Professor Carstensen. Inadvertently, my letter to President Fred was not included. Therefore I am enclosing it to you for presentation to Mr. Fred.

You will observe that I have made a horizontal marginal mark on the two copies prepared at my office. The same will identify the position where changes in the Wyllie revision were made. In case you cannot easily identify, please call me.

Thank you.

With good wishes, I am

Sincerely yours,



Theodore Herfurth

TH:KL



History of Higher Education (Left page of book)

In the history of American higher education, one of the greatest statements of the principles of academic freedom was made by The University of Wisconsin in 1894.

After public trial, Wisconsin economist Richard T. Ely, champion of social progress, was exonerated of charges of labor activities, subversion, and teaching "Utopian, impracticable, and pernicious doctrines."

But, more than that, the Regents of the University then declared their faith in free experimentation, free teaching, in these words:

University of Wisconsin (Right page of book)

"We cannot...believe that knowledge has reached its final goal, or that the present condition of society is perfect.

"...In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead."

The Regents' statement ended with historic words which were hailed throughout the nation as a beacon light of academic freedom, later cast in bronze and made part of higher education's heritage.

The Wisconsin Plaque

Through the years, this credo of freedom often has been challenged, but never erased at Wisconsin.

One such occasion was in 1910. Then, to reaffirm the University's faith and to provide an enduring testimonial for future generations, the graduating class had the famous "sifting and winnowing" sentence cast in bronze.

It was bolted to the entry of Bascom Hall, atop the Madison campus, the building in which the historic declaration first was stated. From that plaque this copy has been cast.

Truth and Freedom

In rededicating the University to the principle "that in serving a free society the scholar must himself be free," the Regents of the University, in 1964, declared:

"The security of the scholar not only protects him against those who would enslave the mind but also against anxieties which divert him from his role as scholar and teacher...."

"The Regents take this opportunity to rededicate themselves to maintaining in this University those conditions which are indispensable for the flowering of the human mind."

University of Wisconsin (Right page of book)

"We cannot...believe that knowledge has reached its final goal, or

that the present condition of society is perfect.

"...In all lines of academic investigation it is of the utmost importance

that the investigator should be absolutely free to follow the indications of

truth wherever they may lead."

The Regents' statement ended with historic words which were hailed

throughout the nation as a beacon light of academic freedom, later cast in

bronze and made part of higher education's heritage.

The Wisconsin Plaque

Through the years, this credo of freedom often has been challenged, but

never ceased at Wisconsin.

On such occasions was in 1910. Then, to reaffirm the University's faith

and to provide an enduring testimonial for future generations, the governing

class had the famous "alighting and winging" sentence cast in bronze.

It was bolted to the entry of Bacon Hall, atop the Madison campus, the

building in which the historic dedication first was stated. From that plaque

this copy has been cast.

Birth of a Tradition

25 pages

6 30h.

Like many other institutions of higher education, The University of Wisconsin on more than one occasion in its early history encountered pressures endangering its freedom of learning and teaching. Objections to the ideas of President John Bascom from some members of the Board of Regents and some elements in the population figured in his leaving the University in 1887.

Seven years later, when the institution was moving from small college to University status, another incident caused great anxiety among members of the faculty and many friends of the University. One of the University's leading scholars, Richard T. Ely, professor of economics and nationally known champion of social welfare, was denounced publicly by the state superintendent of public instruction, an ex-officio member of the Board of Regents. Professor Ely was charged with having encouraged and fomented strikes in two Madison printing shops, with practicing boycotts against non-union firms, and with teaching socialism and other dangerous theories in his classes and in his writings.

On three evenings in August, 1894, in an atmosphere of tense excitement, faculty members, students, townsmen, and a committee of three University Regents assembled in the Law Building for a formal trial. The result was a debacle for the accuser; not only did the Regents exonerate Professor Ely, but in unanimously adopting the report of the trial committee, they heralded the University's devotion to academic freedom in unforgettable phrases.

(Birth of a Tradition--2)

This report, often call the University's Magna Carta, is believed to have been written by President Charles Kendall Adams. It was hailed throughout the country as a beacon light of free inquiry at a time when this value was under attack in many places.

In it, the Regents declared that knowledge had not reached its final goal, the condition of society was not perfect. The declaration concluded:

"We feel that we would be unworthy of the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Symbol of a Free University

The declaration of 1894 established the principle of academic freedom at the University but could not guarantee its use. State administrations change, as do Boards of Regents, and in the early 1900's the State and the University were both affected by bitter political conflicts.

In March, 1910, the Board of Regents unanimously censured Professor E. A. Ross, Wisconsin sociologist of national standing, who had aroused disapproval from members of the Board of Regents for views he had expressed in his book, Sin and Society. His involvement in the Madison appearance of anarchist Emma Goldman, reaped further criticism. He also had permitted to speak in his classroom a Chicago educator whose views regarding marriage offended a considerable section of the public. It seems clear that only President Van Hise's insistence that the removal of Ross would be unjust and a violation of academic freedom prevented the Regents from dismissing the sociologist. And now it was rumored that conservative members of the board also had expressed disapproval of the ideas of other progressive-minded members of the faculty.

Lincoln Steffens, the muckraking journalist who had become devoted to LaFollette Progressivism and to the cause of academic freedom at Wisconsin, suggested the idea of a plaque containing the famous "sifting and winnowing" sentence from the 1894 Regent declaration. Convinced that academic freedom again was in danger, the Class of 1910 accepted the idea as a class memorial.

A student member of the senior class committee purchased patternmaker's letters, tacked them to a plywood panel, and took it to a local foundry where the bronze casting was made. The selection of the gift and its manufacture were made without the knowledge of the Regents.

(Symbol of a Free University--2)

When they learned, the majority of the board, conservative in their views, believed the gift implied that the Regents had curtailed academic freedom, and the board refused to accept the casting. A representative of the class presented the plaque unofficially to a member of the faculty during the Commencement exercises. The Regents relented and accepted the plaque in 1912, but it gathered dust in storage until, in 1915, when the composition of the board had changed and feelings had cooled, the plaque was duly bolted to the door-post of Bascom Hall.

Speaking at the dedication, President Van Hise described academic freedom at Wisconsin in these words:

"This report back in 1894 marks one of the great landmarks in the history of the University. And from that day to this, no responsible party or no responsible authority has ever succeeded in restricting freedom of research and teaching within these walls. There are no 'sacred cows' at Wisconsin. There is no such things as 'standardized' teaching in any subject... A University to be worthy of its name must be progressive--not progressive in the partisan sense, but in the dictionary sense. I would not care to have anything to do with a University that was not progressive."

New Brightness

Since 1915, the principles inscribed on the plaque have been cited whenever academic freedom seemed endangered at the University.

More than once the desire of student organizations to invite speakers with unpopular ideas brought controversy and even turmoil to the campus. Such was the situation in 1922 when the Regents declared that the "sifting and winnowing" principle "shall be applicable to teaching in the classroom and to the use of University halls for public addresses, under the control of the president of the University with appeal to the regents."

And with every citation of the words of the plaque, its tenets became a more integral part of the life of the University, an important factor in safeguarding, deepening, and extending the intellectual, ethical, and spiritual values of Wisconsin.

In the autumn of 1956, the plaque disappeared from Bascom Hall, apparently a thoughtless student prank. President E. B. Fred, calling for its return, made its disappearance and the appeal for its restoration an educational enterprise. Weeks passed; then, spontaneously, from members of the University community, from Regents, visitors, alumni and citizens of Wisconsin, came offers to provide a replica. If it had been the intention of those who removed the bronze tablet to weaken the principles of academic freedom engraved thereon, the vandals were disappointed. Their act actually drew attention to the plaque and its meaning as nothing else could have done.

An anonymous telephone call led to the return of the plaque before a replacement was cast. The Regents took the occasion of its rededication and replacement on Bascom Hall to reaffirm their faith in freedom of inquiry:

(New Brightness--2)

"The search for truth is the central duty of the University but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free. At a time when both truth and freedom are under attack The University of Wisconsin must seek the one and defend the other. It must employ with utmost energy the power of truth and freedom for the benefit of mankind."

Copies of the resolutions adopted by the Regents and other records relating to the story of the plaque were sealed in a special box placed in the walls of Bascom Hall behind the restored plaque.

A Fresh Dedication

The most recent University reference to the principles of the statement of 1894 came 70 years later, in 1964, when University Regents, for the first time in the University's history, converted its traditional faculty tenure policies into a legal tenure code which is at the forefront of modern academic theory. They preceded the new code with this declaration:

"In adopting this codification of the rules and regulations of The University of Wisconsin relating to academic tenure, the Regents reaffirm their historic commitment to security of professorial tenure and to the academic freedom it is designed to protect. These rules and regulations are promulgated in the conviction that in serving a free society the scholar must himself be free. Only thus can he seek the truth, develop wisdom and contribute to society those expressions of the intellect that ennoble mankind. The security of the scholar protects him not only against those who would enslave the mind, but also against anxieties which divert him from his role as scholar and teacher. The concept of intellectual freedom is based upon confidence in man's capacity for growth in comprehending the universe and on faith in unshackled intelligence. The University is not partisan to any party or ideology, but it is devoted to the discovery of truth and to understanding the world in which we live. The Regents take this opportunity to rededicate themselves to maintaining in this University those conditions which are indispensable for the flowering of the human mind."

The University of Wisconsin's part in the long and continuing struggle for academic freedom in America is symbolized by a bronze plaque bolted to the door-post of Bascom Hall, the central building on the Madison campus of the University.

This booklet tells briefly how the words came to be uttered in 1894, to be cast into bronze in 1910, and how they live today at the University.

When the University of Wisconsin-Milwaukee was established in September, 1956, one of its first graduating classes had a replica of the plaque cast for the entrance to the University's main building in Milwaukee.

And when, in 1964, the State of Wisconsin asked the University to display at the New York World's Fair the one thing that meant University of Wisconsin, a replica of the plaque again was chosen.

President

OUTLINE FOR NEW "SIFTING AND WINNOWING" BOOKLET.

It is proposed that a brief, pocket-size pamphlet be written by a top University scholar and printed in a quantity sufficient to provide a copy for each current student and for a generation of new students. Primary distribution could be made at the Plaque rededication ceremony in February.

The booklet's purpose would be the building of greater appreciation for what academic freedom means to the individual student.

Subjects covered could include:

- I. A University of Wisconsin Tradition is Born
 - a. The Ely Story.
- II. The Plaque, Symbol of a Free University
 - a. Erection of the Plaque.
 - b. Brief glance at the University's fights for freedom since its erection.
- III. Lost, Found, and Burnished to New Brightness
 - a. The disappearance of the Plaque and the spontaneous offers to replace it.
 - b. The Regents' reaffirmation of "Sifting and Winnowing."
 - c. The return of the Plaque and its rededication.

Suggested format is attached.