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DECEMBER 1960

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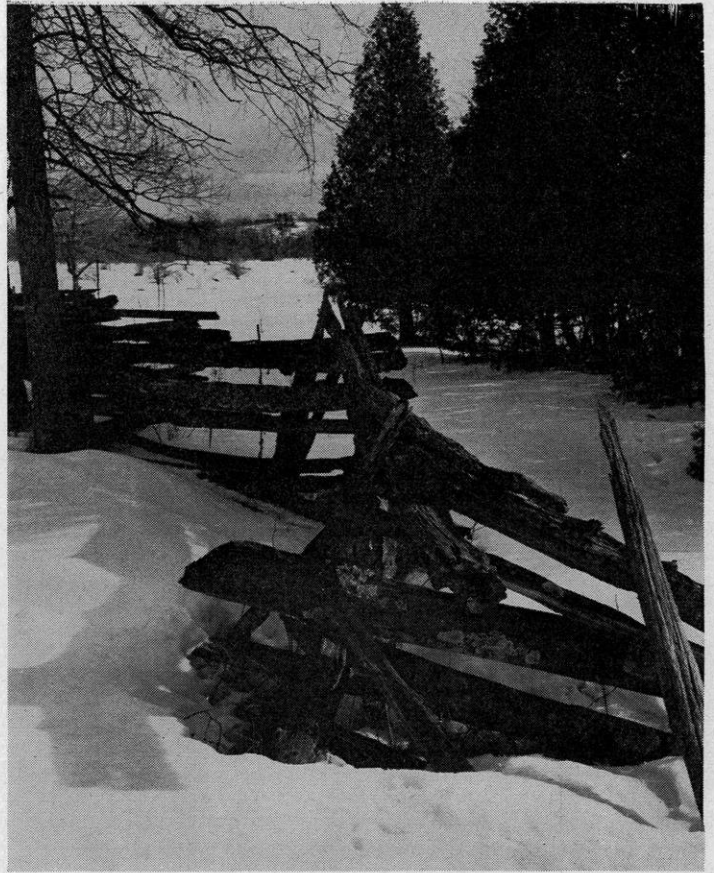
WISCONSIN Alumnus

DECEMBER, 1960



The Badger Band Salutes the Wisconsin Alumni Association, see p. 8

In this Issue: The Enrollment Problem, see pp. 10-19



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from the

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Wisconsin Alumnus, December, 1960



Wisconsin Alumni Association

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A University of Wisconsin research team sets out to find answers to problems facing the independent businessman

Small Business Study

EACH YEAR IN WISCONSIN, nearly 100 milk handling plants are forced out of business because they cannot compete with large scale competition. The same thing happens annually to a number of canners in the state.

The fact that more and more small businesses are dissolving is no coincidence and researchers at the University of Wisconsin, with help from the Federal Government, have embarked on a program designed to examine the status of small businesses in this era of large scale operation.

Two years ago, the Small Business Administration of the Federal Government announced that funds up to \$40,000 were being made available to support specific research in the small business area. The SBA circulated this information along with an appeal for various agencies to submit prospective research projects. This Wisconsin State Department of Resource Development showed an interest in the possibilities of the program and consulted several individuals at the University who were directly concerned with the processes of economic development.

This cooperation resulted in the initiation of the first of these studies at the University of Wisconsin—a study of the

financing of small businesses which was begun in 1959 by Prof. James S. Earley, and is continuing with Prof. John Korbel as an associate.

This year, the second small business study is beginning under the joint leadership of Profs. Robert L. Clodius and Willard F. Mueller, both of the UW agricultural economics department.

"We are interested," says Prof. Clodius, "in exploring those ways in which small businesses can get together through 'cooperative arrangements' and achieve some of the benefits of large scale organizations while still maintaining their identities as small businesses."

Prof. Clodius believes that the "cooperative arrangement" program can provide the small businessman with the help that he needs to stay alive in the world of large scale operation.

"It's not like a merger where everyone loses his identity in the larger unit," Clodius says. "Instead, it's an arrangement whereby the separate small businessmen can band together, for example, and market their own product under their own label without sacrificing their identity as a small business."

Clodius further pointed out that this system has several successful examples in other fields. "Take the Associated Press. There you have a wire service

which circulates national and international news to all of its subscribing newspapers. They, in turn, pick up this news and run it in their own papers—yet the individual papers don't lose their separate identities, and they still print news which they couldn't get from any other source.

"Something similar is being done in the retail grocery field where independent retailers own their own wholesale units. An example in Wisconsin is Roundy's.

"We believe that a cooperative arrangement can be developed for small business which will help them in buying and selling, and the production and merchandising of their product."

When asked about the more specific aspects of their study, Prof. Clodius said that he and Prof. Mueller plan to explore the extent and nature of such arrangements in various phases of food processing, and more specifically the operations of two industries important to Wisconsin—the agricultural dairy processing plants, and the fruit and vegetable canning plants.

Their study is beginning with an investigation of the literature available on the operation of successful cooperative arrangements in other fields. Later, they plan to conduct personal interviews with plant managers and small business operators, and to collect and study the data of several small businesses in an attempt to gain a comprehensive picture of the particular problems which face the small business operators.

Although the study will be basically oriented towards those small businesses which are important to the Wisconsin economy, Prof. Clodius believes that the results of the research will be of national interest, and that any small business faced with the problem of large scale competition will benefit from the results of the study.

"All the modern trends suggest more large scale operations," Prof. Clodius points out. "But we view our research as a way of tending to preserve and maintain small businesses. We realize, however, that the trends can't be set back, but we feel we can help the small businessmen adjust to the apparent facts of life which require larger organizations. This we hope to do through proving the value of the use of cooperative arrangements."

Keeping in Touch with Wisconsin

THE FIRST DISTRICT conference of our Centennial year was held in Ashland on November 16. It was sponsored jointly by the Wisconsin Alumni Club of Chequamegon Bay in Ashland and the Wisconsin Alumni Association, with the Chequamegon Bay Club as the official host. University needs, problems and achievements were discussed by the following speakers:

Arthur DeBardeleben, U.W. Regent from Park Falls

Prof. William H. Young, Budgetary Assistant to President C. A. Elvehjem

George R. Field, Assistant to President Elvehjem

Edward H. Gibson, Field Secretary of the Wisconsin Alumni Association

Similar conferences are now being scheduled for all sections of the state. At all of these meetings alumni will get first-hand information about the problems our University is facing in providing classrooms, laboratories and more faculty members for sky-rocketing enrollments.

The enrollment bulge has come earlier than expected. This year's enrollment on all the University's campuses is 28,781, broken down as follows: 18,786 on the Madison campus; 7,842 at the University of Wisconsin-Milwaukee with 5,601 day school undergraduates, 1,415 evening school undergraduates and 826 graduate students; and 2,153 at the eight University Extension Centers around the state. This total enrollment of 28,781 is 1,776 more than last year's grand total. This increase of 1,776 students is larger than the total enrollment in many colleges over the country.

Many of these colleges and universities already are struggling with the question of whether or not to restrict enrollments—a very ticklish problem for state universities. Only five states now require their state universities by law to admit all high school graduates in their respective states. Wisconsin is not one of these five states.

Ohio State University has just announced that students from the lower third of Ohio high school classes will be admitted only in summer, winter and

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spring quarters. Such students will not be permitted to enroll during the fall quarter. In announcing this new policy the Ohio State University MONTHLY said:

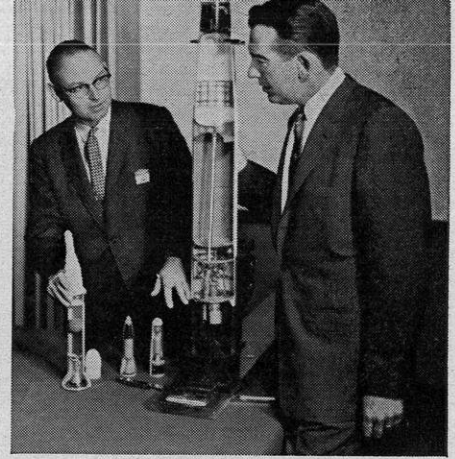
"The new policy is designed to save as many of these students as possible from failure. Entrance in the fall quarter, with its attendant rush and additional enrollment, means that less than desirable attention can be given the poorly prepared student. Better guidance, better counseling, better remedial work can be offered in the less hectic quarters. There's one noticeable exception to the new policy; if a student is in the lower third of his high school class but scores in the upper two-thirds of the American College Test, he can enter any quarter. Reason for this is the wide variation of quality in some high schools."

At its October meeting, the UW faculty voted that out-of-state students must rank in the upper 40 per cent of their high school graduating classes to gain University admission, rather than the upper 50 per cent as is the case now. The new ruling will go into effect in September. Recent trends show that more and more of the University's student body is coming from outside the state. In this year's freshman class, for example, 33 per cent are from outside the state.

At this same faculty meeting Dean Kurt F. Wendt said the University's building facilities must be increased as much in the coming seven years as it did in the fourteen years since World War II to meet the needs resulting from the enrollment bulge. Dean Wendt warned that if these building needs are not met, the faculty will find themselves voting on enrollment restrictions in the near future.

These are just some of the important problems that will be discussed at district conferences during the coming weeks. All of these problems are important to you as a Wisconsin alumnus, so I hope you will attend the conference in your area. Your attendance will give you the facts you need to discuss the University's needs with your senator and assemblyman. Your University needs your active support to get ready for the enrollment bulge which already is jamming classrooms and laboratories.

—JOHN BERGE, *Executive Director*.



Robert Johnson, Missile and Space Systems Chief Engineer, reviews results of a THOR-boosted 5000 mile flight with Donald W. Douglas, Jr., president of Douglas

Missile is space veteran at the age of three

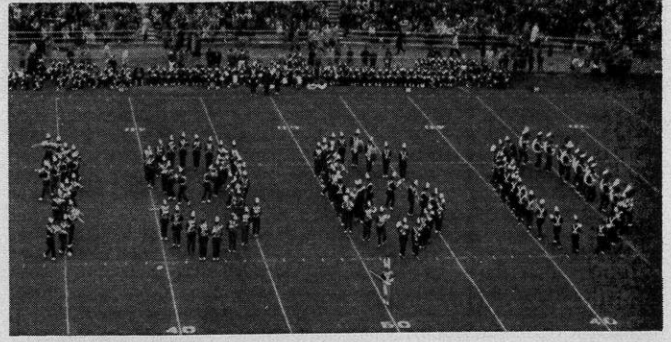
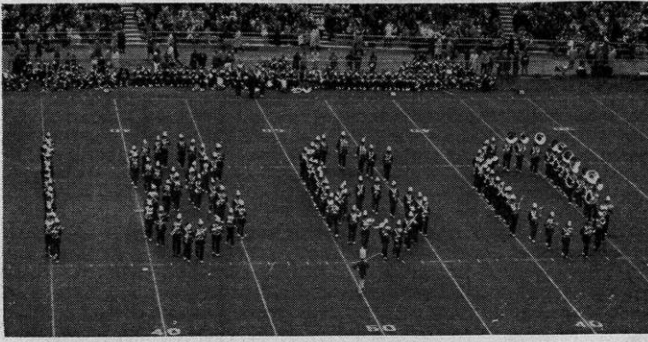
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The band spells out 100 years in honor of the Association's Centennial celebration

Wisconsin Band Honors Association, Berge at Homecoming



Flanked by the band's Centennial Alumni birthday cake, Paul Pohle, John Berge, and Don Anderson leave the field at halftime of the Wisconsin-Northwestern Homecoming game (for details, see story).

HOMECOMING 1960 proved to be a banner day for the Wisconsin Alumni Association and its executive director, John Berge. At halftime of the Wisconsin-Northwestern game, the University of Wisconsin marching band saluted the Association on the occasion of its Centennial year celebration and honored Berge for his quarter century of service as the Association's executive director.

Actually, the tribute proved to be quite a surprise for John Berge. He had escorted WAA president Don Anderson to the middle of the playing field under the pretext that he was to say a few words about the Association to the Homecoming crowd.

"You're going to have to do the talking for me John—I'll be too nervous to say anything in front of that tremendous crowd," Don had claimed.

When they reached the field, however, no speeches were given. Prof. Ray Dvorak directed his band through their halftime show (complete with a huge

birthday cake with the words "Berge" and "Alums" emblazoned on its sides), and Paul Pohle, president of the National "W" Club, presented Berge with a "W" blanket. Then Anderson, with a mischievous smile on his face, gave him a cane which was "appropriately inscribed."

Earlier in the day, the board of directors of the Association had met in their annual Homecoming meeting. At the meeting, alumni club directorships were voted to Green Bay and Cleveland, and an honorary life membership was awarded to Ellsworth Alvord, who, giving freely of his services and refusing to accept any fee for his work, was primarily responsible for obtaining a tax-exemption status for all contributions to the Association, exclusive of alumni dues.

Then plans were outlined for making the Association's Centennial year the best in its history. District conferences with alumni and University officials are underway (see p. 7), and important Founders Day meetings are being planned by local alumni clubs. Special issues of the *Wisconsin Alumnus* will be published in February and June, and the year's activities will be capped off by a Centennial dinner at Commencement.

The membership report was indeed encouraging. Since September, 955 new members have joined—the total for all of last year was 1,586. An outstanding

example of what can be done by actively encouraging membership in the Association was cited by Martin P. Below, chairman of the board and of the membership committee. Marty told how he had personally contacted all of the Wisconsin alumni in his hometown of Glencoe, Ill., by telephone and received an encouraging response from his fellow Badgers.

Walter Frautschi, chairman of the Alumni House committee, reported that negotiations have been taking place between representatives of the University and Sigma Chi fraternity over the proposed site of the Alumni House. Thus far, neither the University nor Sigma Chi has arrived at an offer which both would consider equitable. In that light, Mr. Frautschi introduced a resolution petitioning the Regents "to immediately take whatever steps are necessary to secure this property so that the construction of the Alumni House can proceed without delay."

The second half of the meeting was given over to a discussion of the University's 1961-63 budget by Prof. William H. Young, budgetary assistant to the President. This is the largest budget request in the University's history, and Prof. Young pointed out that it is designed to meet the critical shortages in building, the expenditures needed for the improvement of various programs, and the mounting pressures brought about by increasing enrollment.

Special guests at the meeting were University Pres. Conrad A. Elvehjem and Regent Pres. Carl E. Steiger.

In every aspect, the directors agreed that it had been a most informative and stimulating meeting.

The following evening, the three alumni arms of the University were hosts at a special dinner which marked a "first" in Alumni-University relations. Members of the Senior Council of the Class of 1961 were the special guests of the alumni arms at the dinner held in the Memorial Union. The three speakers in the brief program which followed the dinner were John Berge, executive director of the Wisconsin Alumni Association; Robert Rennebohm, executive director of the University of Wisconsin Foundation; and Edwin Rosten, operations director of the Wisconsin Alumni Research Foundation (WARF). As master of ceremonies, Don Anderson introduced each of the gentlemen who, in turn, explained the operations of their specific alumni arm and told how the seniors, when they become alumni, can help keep the University great by actively supporting one or all three of the alumni arms.

Both the students and the alumni agreed that this unique experiment was a most helpful and informative exchange.

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COAST TO COAST IN THE UNITED STATES



They are Being Educated Today --- But What of Tomorrow?

by L. J. Lins

U. W. Coordinator of Institutional Studies

ENROLLMENT INCREASE in institutions of higher learning in the future is apparent. Community, city, state, and national birth figures indicate a rapid trend toward larger enrollments. Not only has there been an increase in births, signifying a larger potential group from which the colleges might draw greater numbers of students, but also a larger and larger proportion of the post-high school population is seeking additional formal education.

The new freshmen entering college in the fall of 1960 are primarily the children born in 1942; the new freshmen entering in 1975 will be primarily the children born in 1957. There were

61,274 births in Wisconsin in 1942; there were 94,947 births in 1957. This is an increase of 55.0 per cent.

The relationship between the number of undergraduate day students in Wisconsin colleges and the number of Wisconsin youth of college age (18-21 years of age) is increasing. In 1940, this relationship was 13.0 per cent; in 1950, it was 18.1 per cent; this fall it is 26.5 per cent.

The total day enrollment in the fall of 1960 is the largest ever experienced by Wisconsin colleges. It is 28.5 per cent higher than the peak post-World War II enrollment of 51,461. The public universities and colleges in the state

are enrolling an increasing percentage of the collegiate enrollment. The University, this fall, has enrolled 40.3 per cent of all day students attending colleges in the state; in 1958, this percentage was 39.4; six years ago, the percentage was 37.3.

Need for Planning

Unless there is foresighted educational planning, levels of educational attainment in the future may be determined as much by lack of facilities as by lack of intellectual ability. We can ill afford to follow a *laissez-faire* policy and, as a result, fail to plan ahead.

Public institutions must be prepared

to educate an increasing percentage of persons who desire a college education and who can make effective use of that education. At the same time, each institution must be continually alert to means of maintaining and upgrading the quality of instruction. There will need to be very significant increases in budgets and facilities.

In sound planning for higher education, one is concerned with future instruction staff, physical facility, housing facility, and curricular needs. An educational institution has the education of youth as one of its prime responsibilities. In addition, a major institution is concerned greatly with research and service functions. Its students, growing in intellectual maturity through the combined efforts of all facets of educational endeavor, will become the scholars, the scientists, the technicians, the specialists, and the laborers of tomorrow. The preparation of these persons is a real responsibility of our educational institutions, a responsibility which cannot be taken lightly.

Since enrollment is closely related to instructional, building, and curricular needs, it is necessary to anticipate enrollment increases far in advance of the actual increases. Several years elapse between the planning stage and utilization of a building. Research, relative to new instructional methods to meet changing needs, must be under way long before the need is realized. Curricular revisions result from anticipating those needed revisions far in advance of the actual course offerings.

Future Enrollments

It has been noted that the number of births in Wisconsin has increased rapidly and that the percentage of the college age group who attend college is increasing. What does this mean in terms of potential student enrollment at the University of Wisconsin, Madison campus, and the University of Wisconsin-Milwaukee?

To attempt an answer to this question, the writer made long-range enrollment projections for each of the two campuses. These projections are to 1975 with a maximum, intermediate, and low projection for each year. The projections are measures of potential enrollment according to specified assumptions and are dependent upon the power of attracting students from a pool of edu-

cationally qualified individuals and upon the desire and ability of those students to continue their study. Should assumptions relative to the variable factors be violated, the projections will be affected and will be less accurate as a measure of future enrollment potential.¹

The University of Wisconsin, Madison Campus

Two separate projections are made: (1) undergraduate students and (2) graduate and professional students. The projections are based upon the births in the State of Wisconsin; survival of the persons born to college age; differences in survival and actual college age population; the changing ratio between the historical enrollment on the Madison campus and the college age pool by age; and assumptions which can affect future enrollment.²

Undergraduate. For undergraduates, the projection is made using the 18-22 year old age pool in the state corrected according to the proportion of each age in the undergraduate enrollment during the first semester 1958-59.

In making the projections, it is assumed that: (1) there will be no substantial change in the survival rate from birth to college age in the state nor in migration to or from the state, (2) there will be no major changes in retention rates of students who choose to enroll, (3) admission standards for in-state students will remain substantially the same as at present, (4) facilities (both classroom and housing) and staff will be provided to meet the needs of the projected student body, (5) tuition and fees will not change markedly in relation to real income, (6) financial benefits such as scholarships, loans, and job opportunities while attending the University will be expanded at a rate commensurate with the increase in enrollment, (7) economic conditions will remain favorable, (8) there will be no major war or other major catastrophe,

¹ For a more complete treatment of methods of projection, the reader is referred to: L. J. Lins, *Methodology of Enrollment Projections for Colleges and Universities* (Washington 6, D. C.: American Council on Education, March 1960), pp. ix + 67.

² For the complete method used see: L. J. Lins "Projected Enrollment for the Madison and Milwaukee Campuses of The University, 1960-1975." (Madison: Office of Institutional Studies, December 1960).

(9) the retention rate from class to class and the transfer rate from one college or university to another will remain about the same as it has been during the past few years, (10) no new major programs will be added or dropped, and (11) there will be no major institutions added or major changes in existing educational institutions.

In addition to the above assumptions, certain factors have been allowed to vary, creating three different projections: (1) a maximum projection, (2) an intermediate projection, and (3) a minimum projection.

1. **Maximum Projection:** It is assumed that the average increase in the relationship, during the past nine years between the 18-22 year old Wisconsin college age pool and the Madison campus undergraduate enrollment, will continue throughout the forecast period.

2. **Intermediate Projection:** It is assumed that the percentage relationship between the Madison campus undergraduate resident and non-resident students will remain the same as in 1960-61 and that the average increase in the relationship, during the past nine years between the 18-22 year old Wisconsin college age pool and the undergraduate resident enrollment, will continue throughout the forecast period.

3. **Minimum Projection:** It is assumed that the percentage relationship between the Madison campus undergraduate resident and non-resident students will remain the same as in 1960-61 and that the average increase in the relationship, during the past nine years between the 18-22 year old Wisconsin college age pool and the resident undergraduate enrollment, will continue at that rate of increase for the first five years, at .75 of that rate of increase for the next five years, and at .50 of that rate of increase for the last five years of the forecast period.

Graduate and Professional: For graduate and professional (law and medical) enrollments, the projection involves the relationship between the graduate and professional enrollment in a given year and the enrollment of seniors on the Madison campus for the six previous years plus the year in question. There appears to be a closer relationship between the numbers of individuals in the senior classes and the subsequent graduate and professional

enrollment than there is between the graduate and professional enrollment and any age range of small limits.

The assumptions 1-11, applicable to the undergraduate projection, apply also to the graduate and professional projections. The variations in the graduate and professional projections are attributable to a variation in the factor of the increase in the relationship between the enrollment of seniors and the later enrollment of graduate and professional students.

1. Maximum Projection: It is assumed that the average increase in the relationship, during the past ten years between the graduate and professional enrollment and the enrollment of seniors in the six previous years and the year in question, will continue throughout the forecast period.

2. Minimum Projection: It is assumed that there will be no change, during the forecast period, from the 1960 ratio of graduate and professional students to the seniors in the six previous years plus the year in question.

3. Intermediate Projection: The average maximum and minimum projection for each year to and including 1965 is used. For each year of the period 1966-1970, three-fourths of the difference between the maximum and minimum projections is added to the minimum projection. For each year of the period 1971-1975, one-half of the difference between the maximum and minimum projections is added to the minimum projection.

The Madison campus past enrollments and projected enrollments of undergraduate and of graduate and professional students, as well as the total enrollments, are presented in Table I and Graph I. The great increase in potential enrollment underscores the tremendous need for increased budgets and facilities.

The University of Wisconsin-Milwaukee

The actual enrollments and projected enrollments presented here are for day undergraduate students only. Evening undergraduate credit students and graduate students, most of whom have their classes in the evening, are not included. In the fall of 1960, there are 5,630 day undergraduate students, 1,470 evening undergraduate credit students, and 842

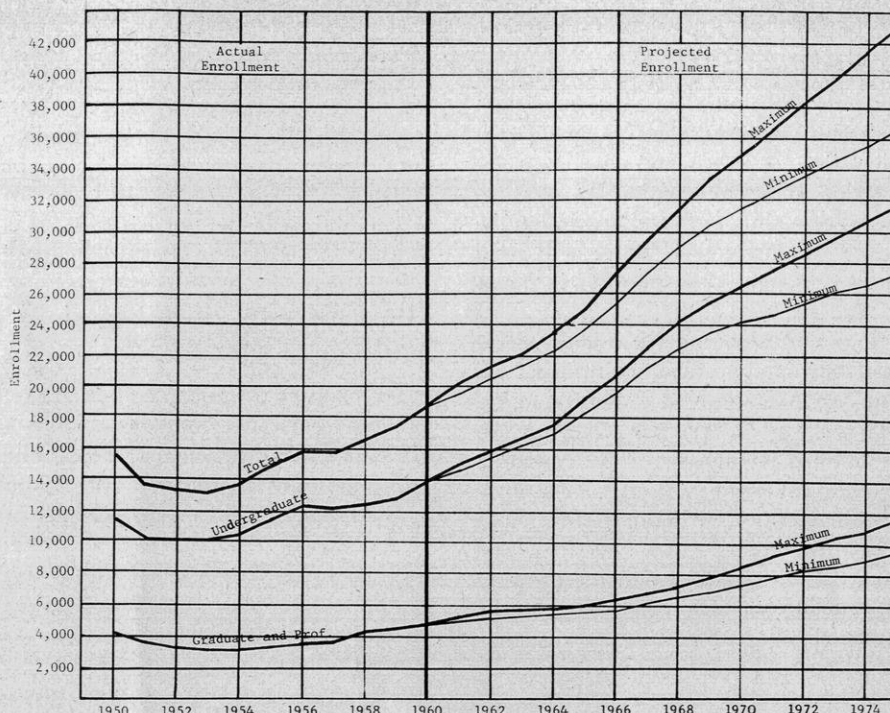


Table I
First Semester Day Enrollment 1950-1960 and Projected Enrollment 1961-1975
The University of Wisconsin, Madison Campus

Year	Actual Enrollment			Projected Enrollment			Projected Enrollment		
	Under-grad.	Grad. & Prof.*	Total	Minimum Under-grad.	Intermediate Grad. & Prof.*	Maximum Under-grad.	Minimum Grad. & Prof.*	Intermediate Total	Maximum Total
1950	11,648	4,007	15,655						
1951	10,139	3,728	13,867						
1952	10,018	3,383	13,401						
1953	10,011	3,137	13,148						
1954	10,576	3,185	13,761						
1955	11,649	3,306	14,955						
1956	12,306	3,612	15,918						
1957	12,154	3,775	15,929						
1958	12,311	4,279	16,590						
1959	12,932	4,501	17,433						
1960	13,969	4,842	18,811						
1961	14,848	5,037	19,885	14,848	5,074	19,922	14,971	5,112	20,083
1962	15,603	5,168	20,771	15,603	5,246	20,849	15,859	5,324	21,183
1963	16,152	5,257	21,409	16,152	5,375	21,527	16,546	5,493	22,039
1964	16,958	5,375	22,333	16,958	5,536	22,494	17,500	5,698	23,198
1965	18,321	5,540	23,861	18,321	5,748	24,069	19,042	5,956	24,998
1966	19,766	5,796	25,562	19,845	6,188	26,033	20,767	6,319	27,086
1967	21,197	6,160	27,357	21,371	6,646	28,017	22,510	6,808	29,318
1968	22,463	6,555	29,018	22,734	7,146	29,880	24,097	7,343	31,440
1969	23,378	6,963	30,341	23,752	7,669	31,421	25,329	7,904	33,233
1970	24,114	7,385	31,499	24,592	8,218	32,810	26,380	8,495	34,875
1971	24,690	7,806	32,496	25,369	8,451	33,820	27,368	9,096	36,464
1972	25,352	8,203	33,555	26,242	8,942	35,184	28,463	9,682	38,145
1973	26,055	8,569	34,624	27,163	9,405	36,568	29,618	10,242	39,860
1974	26,658	8,900	35,558	27,986	9,836	37,822	30,670	10,772	41,442
1975	27,292	9,206	36,498	28,851	10,243	39,094	31,772	11,281	43,053

*Does not include graduate students taking their work on the Milwaukee campus.

graduate students enrolled at the University of Wisconsin-Milwaukee.

The day undergraduate enrollment projections consist of relating the number of new freshmen for each of the past five years to the weighted 17-19 year old age pool in Milwaukee County³ and of surviving the new freshman groups through the four years of college according to the experienced retention rate from class to class for the past five years. Assumptions 2-10, listed under the undergraduate projections for the Madison campus, apply also to the Milwaukee campus. In addition it is assumed that (1) the primary service area will continue to be Milwaukee County and the University of Wisconsin-Milwaukee will attract primarily students who live within commuting distance, (2) the Milwaukee County school census figures are reliable and valid, (3) there will be no new colleges established which will affect the enrollment at the University of Wisconsin-Milwaukee, and (4) there will be no substantial change in the proportion of Milwaukee County residents attending colleges outside of Milwaukee.

A minimum projection, an intermediate projection, and a maximum projection is made according to variation in the assumption relative to the relationship between the number of new freshmen and the weighted 17-19 year old age pool as follows:

1. Maximum Projection: It is assumed that the relationship between the number of new freshmen and the 17-19 year old age pool will be the same in 1961 as in 1960; will increase, by the difference between 1959 and 1960, from 1961 to 1962 (these increases being slight because of lack of much needed buildings); will increase to the percentage of 1958 by 1965 and thereafter will be affected by a decreasing percentage of Milwaukee college new freshmen enrolling in Milwaukee colleges other than the UW-M.

2. Intermediate Projection: The assumption is the same as for the maximum projection through 1964; the relationship increase is projected as .50 of the increase of the maximum projection from 1965 through 1975.

³L. J. Lins "Enrollment and Enrollment Projections University of Wisconsin-Milwaukee," (Madison: Office of Institutional Studies, August 1959), Tables XIV-XIX, pages 29-35.

GRAPH II

ACTUAL AND PROJECTED UNDERGRADUATE DAY ENROLLMENT, MILWAUKEE CAMPUS FIRST SEMESTER

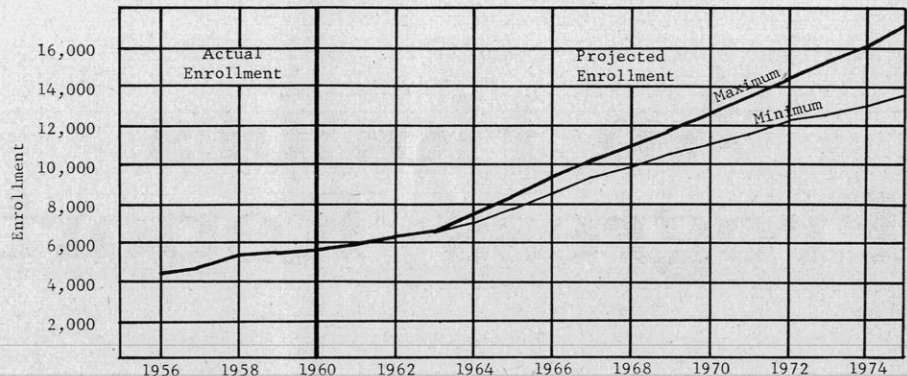


Table II
First Semester Day Undergraduate Enrollment 1956-1960 and Projected Enrollment 1961-1975, the University of Wisconsin-Milwaukee

Year	Actual Enrollment		
1956	4,463		
1957	4,735		
1958	5,191		
1959	5,369		
1960	5,630		
Year	Projected Enrollment		
	Minimum	Intermediate	Maximum
1961	5,925	5,925	5,925
1962	6,125	6,125	6,125
1963	6,428	6,489	6,489
1964	7,030	7,240	7,240
1965	7,916	8,276	8,316
1966	8,677	9,158	9,284
1967	9,342	9,922	10,163
1968	9,952	10,608	10,998
1969	10,506	11,241	11,801
1970	11,080	11,901	12,641
1971	11,644	12,561	13,497
1972	12,175	13,227	14,369
1973	12,631	13,850	15,207
1974	13,078	14,502	16,088
1975	13,541	15,197	17,029

3. Minimum Projection: There will be a slight increase in the relationship of new freshmen to the 17-19 year old age pool between 1961 and 1962 and an increase of .20 per year from 1962 through 1970; thereafter the relationship is held at 16.50. According to this assumption, the relationship of 1958 will not be reached again until 1970.

It is assumed that the lack of additional facilities is the chief reason why the relationship between the number of

new freshmen at the UW-M and the 17-19 year old age pool in Milwaukee County has decreased. It is assumed also that the buildings currently funded will not be sufficient to serve all of the persons who would desire to attend during the next few years.

The past enrollment and projected enrollment of undergraduate day students at the University of Wisconsin-Milwaukee are presented in Table II and Graph II.

An Honors Progress Report

by Alvin C. Whitley

Chairman, Honors Committee

THE WISCONSIN FACULTY as a whole realizes it is their obligation to offer instruction on many levels to students of widely differing preparation, ability, and interest. In the College of Letters and Science this involves during the present semester some 7,813 students from first-semester freshman to graduating senior, studying courses in 36 departments, earning anything from an easy A to an honest C—and lower. And it is the announced policy of the University to continue to provide general and specialized education to a generous cross section of high school graduates.

But the faculty also realizes that their first obligation, and certainly their most pleasant and rewarding one, is to bring out the best in their best students. A large public university which does not do so systematically is incomplete in one of its most important functions. This is the philosophy which led the College faculty to petition the Dean in February, 1958, to appoint a committee to decide if an organized program for superior students were desirable and, if so, what sort. The committee, with Professor Andrew H. Clark as its chairman, reported yes in February, 1959, and opted for a General Honors Program as the type most suitable for the kind of college in the kind of university we are and most feasible in terms of the resources we have and are likely to have in the future. The faculty formally approved this decision.

The concept of Honors work in American education is, of course, neither new nor original. Generations of students in many colleges have pursued, usually in their junior and senior years, special curricula in their major subject, involving independent work, an honors thesis, and a comprehensive examination, with the goal of a specially designated honors degree. This pattern still prevails, principally in the private colleges.

In recent years, however, the large public universities have begun to think of honors work in somewhat broader terms of general honors work. A student still undertakes, in his last two years, a designated honors curriculum in his major subject which culminates in an honors thesis. But to earn an honors degree, he must do a certain proportion of work on the honors level in his other courses, and he may do so throughout his four years. There are many possible variations on the scheme of general honors, based on the degree of isolation of the student. Some programs are "invitational"—that is, the college identifies a limited group of properly qualified students and urges them to follow a separate course of study carefully planned for them. Often inter-disciplinary seminars or colloquia form an important part of the instruction. The degree of isolation of the honors student may be great, though not necessarily so.

Professor Clark's committee chose a more flexible plan which the second, administrative Honors Committee has

spent the past year in implementing. All of us concerned in planning honors work have been proceeding on what might be called Burkean principles: in order to succeed, a new program must grow naturally out of the existing instructional patterns and administrative structure of the College and University; it must fit the patterns of election within the existing degree requirements; and it must be based on the individual course, covering thoroughly a specified area of a given subject and administered by the department which controls it.

Beginning with the underclass level, we asked all departments of the College to provide course work of greater intensity and depth in the way that seemed best suited to their discipline and to the resources of their staff. This semester 29 departments have responded with approximately 65 offerings which have naturally fallen into three general types: completely separate courses for superior students (either newly designed or specially designated sections of existing courses); special laboratory and discussion sections attached to present courses, sometimes involving additional instructional hours and credit and sometimes not; and individual tutorials. These courses are in general automatically open to Honors Candidates, but they are also free to be elected by a regular student with special permission, so that they can be of the widest possible benefit. Virtually all these courses are enrolled this semester.

THE PROGRAM is entirely voluntary. A student who is interested applies for Honors Candidacy. We check his past record, reserving the right of veto if we think he would suffer by being admitted to the program at this point. A continuing student with a 3.4 grade-point average is granted automatic entrance; those with between a 3.0 and a 3.4 are judged individually: if a student is honestly close to a B average in regular courses, it may well be unwise for him to undertake more intensive work. We expect, and indeed require, Honors Candidates to make A's and B's in all their Honors Courses and to maintain a general average of B. Anyone who falls below this average will be automatically dropped from the program, though without any prejudice to his regular college record.

Semester 1, 1960-61	Freshmen	*Sophomores	Totals
Honors Candidates			
Men -----	106	34	140
Women -----	137	50	187
Total Honors Candidates -----	243	84	327
Enrollment in College of L & S -----	3,256	2,434	5,690
Percent of enrollment in the Honors Program -----	7.5%	3.5%	5.7%

*The smaller number of sophomores is largely explained by the fact that the Honors Courses being currently offered fit more logically into the study lists of superior first-year students: an able student is often taking courses one year in advance of his class.

Figure 1.

SEMESTER 1, 1960-61

State	Total Honors Candidates	Total High Schools	Total Towns and Cities
Wisconsin ----- (Madison—32 students) (Milwaukee & Area—47 students)	205	107	84
Illinois ----- (Chicago & Area—30 students)	39	28	20
New York ----- (New York City & Area—35 students)	40	31	11
19 Other States -----	43	41	38
Totals -----	*327	207	153

*Approximately 85 percent of these graduated in the upper ten percent of their high school classes—a figure of dubious importance, since to lead a class of 20 and one of 2,000 are quite different things. There is a clear trend of students who have had accelerated or honors work in high school to continue in college; the transition seems natural and logical to them.

Figure 2.

The student chooses to come in, and, once in, he has almost the same amount of choice as the regular student, except that a minimum of one-third of his work must be in Honors Courses. His reward will be his educational and personal satisfaction and the University's award of Honors for harder work well done. And participation in the Honors Program is the only way that future students in the College of Letters

and Science can receive honors. After the present college generation has graduated (those in residence when the regulations were changed), honors on the basis of grades alone, irrespective of the kind of courses taken, will cease to be awarded.

The Honors Committee is pleased with the response of freshmen and sophomores in this first semester of a new program that might well seem a

little forbidding. The figures exceeded our best hopes (see figure 1).

As one would expect in a large general university, Honors Candidates reflect a great diversity of background and educational aims, with no perceptible trend toward any specialized areas of interest. One hundred and fifty-five students are classified as general B. A., 119 as general B. S. Sixty of this 274 are Integrated Liberal Studies. (At present six I.L.S. courses offer Honors credit, so that an I.L.S. student can, within certain limits, participate in the Honors Program.) Fifty-three students are enrolled in special courses of study, such as applied mathematics and engineering physics, the chemistry course, etc.

The geographical distribution follows a typical Wisconsin pattern (see figure 2).

We are, quite frankly, taking a chance on entering freshmen, and I expect the mortality rate will be, and will continue to be, generous. It is difficult to evaluate their past records, almost impossible to predict individual performances: there are too many things that can go wrong with a freshman inside and outside the classroom. But it is a chance worth taking, for if a student can begin enthusiastically and solidly from his first class week, his incentives may be properly sparked and his whole education enriched. Of the older students one feels more confident, as they do themselves.

THE HONORS Committee is now consulting with departments to plan Honors work for upperclassmen, principally for juniors, to begin with the first semester of 1961-62. Each upper-division Honors Candidate will have a special curriculum in his major and the opportunity to take advanced courses for Honors credit in other departments. In two or three years, we should have a balanced program for our best students, operating equally at all class levels. By systematically providing special opportunities for our ablest students, the College will not only fill an educational gap and solidify its offerings but will better prepare itself for the even greater numbers and diversity of students we can all too shortly expect. At least we hope so.

The Student Counseling Center



"We're dealing with kids who are making the transition from adolescence to adulthood."

WHAT WITH the University of Wisconsin being the size it is, and threatening to nearly double its present enrollment, many people are concerned about the status of the individual student in such a large campus community. Some of these fears are entirely justified: often the student tends to be swallowed up in the larger mass of his fellows; often he has little or no real contact with his professors; often he feels completely lost in his new environment; often the level of his high school study has not properly prepared him to do college work from the beginning.

What most people and students do not know is that the University of Wisconsin has an agency specifically designed to help the student who is having an adjustment problem—whether it be social or academic.

At first, the student can be assisted by his adviser; but advising is primarily for the purpose of helping the student select the proper sequence of courses which will lead him to a specific degree.

The University has an agency which will take the student beyond the normal assistance given by an adviser. The Student Counseling Center was established in 1945 as the result of faculty action. The Center has a mission which is five-fold in purpose: to help the student decide *what* to major in; to increase student reading skills; to help in the

development of improved study skills; to help interpret the tests taken by students during the freshman orientation period; and to help the student work out his personal problems.

Dr. L. E. Drake, director of the Student Counseling Center says, "Our basic aim is to help the individual understand himself and plan things so he can function effectively here at the University."

HELPING THE STUDENT understand himself is a complex process and the staff at the Center approaches the problem in many ways. Each year the Student Counseling Center administers batteries of tests including freshman tests, admissions exams, and state-wide high school exams. Usually, these are the more general type of test and are given to large groups of students for the purpose of group analysis and evaluation. However, the Center also gives various tests to individual students to assist in determining the type of counsel that each should be given. These include ability, achievement, personality, and special skills tests, but the basis of counseling is the interview-relationship. Test scores are often helpful in obtaining a more complete understanding of the student.

Speaking of the reliability of the psychometric data which are collected from the tests, Dr. Drake says, "Tests are helpful in making predictions for groups of people. On the other hand, such data, at times, may lead to more erroneous than correct conclusions. The solution to each student's particular problem lies within himself—we can only make suggestions as to what course he should follow."

The services of the Student Counseling Center are on a purely voluntary basis and are available to any student enrolled in the University of Wisconsin. All the student need do to secure counseling or to develop his reading and study skills is to stop in at the Center's offices at 736 University Avenue.

Students who come to the Center normally ask for help in one or two areas; those who want to develop their skills to do better in college, or those who are having difficulties making a successful emotional adjustment—usually it turns out that there is a combination of factors involved. "The reason

that so many students have trouble in this new situation is because they probably haven't had the experience to develop a sincerity of purpose," Dr. Drake says. "We're dealing with kids who are making the transition from adolescence to adulthood. They're confused. Their values are changing, and a great many of them just don't know how to act like adults."

Last year 1,783 students took advantage of the services offered by the Student Counseling Center. Of that number, the largest percentage simply walked into the Center's offices and requested help; the second largest percentage were referred to the Center by another student; and the remaining percentage were advised of the Center by such sources as a Dean, a housemother, a member of the faculty, or a student handbook. Naturally, the majority of the students who use the Center are freshmen, this being the critical period for academic and social adjustment. However, many upperclassmen and graduate students also seek counsel or wish to develop special skills. In many cases, students will return regularly for prolonged periods of counseling.

Speaking of the more serious case of maladjustment, Dr. Drake pointed out, "We send those who are obviously sick directly to the student infirmary, that is, those who need hospitalization or whose adjustment is totally inadequate."

Once the student's counseling needs are determined through the appraisal of psychometric data, the counseling begins. The Center has certain established prerequisites for its counselors. The Counselor must be well trained in psychology, counseling techniques, and psychometrics; he must confer with the student in private and be able to establish a permissive atmosphere so that the student will feel at ease and be able to relate anything without fear of being judged *good* or *bad* or that his status in the University will be affected by his conversations—as a result, all conferences are kept strictly confidential. Equally important is that there should be sufficient time so that any aspect of the student's personal make-up that appears to be important can be covered. And facilities must be available so that psychological testing and retesting can be done conveniently.

AT PRESENT, the Student Counseling Center has the equivalent of eight full-time counselors. The counseling staff is just now returning to the level it had in 1952 when withering cuts in the University budget made serious inroads on the counseling program at the University. With the expanding enrollment, more counselors will be needed to cope with the increasing demand for the Center's services. (Dr. Drake says that the Center would like to have about 15 full-time counselors for a student population of 28,000). Recognizing the fact that student counseling and guidance at the University of Wisconsin has not developed as rapidly as it should, the University administration has asked for improvement funds in its 1961-63 budget request to bring the program up to standard by 1965.

The Center itself has made recommendations for the improvement of the counseling program. They are: the addition of four counselors during the next biennium; determine the advisability of spreading the counseling services over the campus geographically; that the present program of student advising should be continued and expanded; and that a continuing program of research should be carried on regarding methods of advising and counseling, diagnostic techniques, measurement devices, and factors influencing academic progress and factors contributing to or inhibiting the growth and maturation of students within the University.

The Student Counseling Center, above all, is not a magic spirit that can automatically imbue a student with the mental equipment or desire that he needs to succeed in college and life. As Dr. Drake points out, "None of us knows all the answers—the human being is too complicated." When asked if he thought the methods used in counseling students might tend to mold the students too effectively to the norms of the group, Dr. Drake replied, "On the contrary, we're not trying to teach conformity; we're trying to encourage individuality and growth."

In an attempt to sum up just what the counselors at the Center hope to accomplish, Dr. Drake relied on a metaphor. "We function as catalysts. We don't enter into the action but we help speed up the reaction."



THE OLD German-styled seating area of the Rathskeller (which was not changed in the remodeling of the service area) wasn't capable of absorbing the noon-hour crowds that filled it during the peak half-hour period. In future planning, the seating area will be expanded in a move proposed to put the adjoining billiards room in an underground area between the Union and the gym.

A Revolution in the Rat

AS THE IMPACT of a record enrollment vibrated across the Wisconsin campus this fall, a hallowed corner of the Memorial Union became a valuable register as to just what effects this population "boom" will have on the University's facilities.

In the opening days of the fall semester, it became obvious that the Union Rathskeller was being inundated by a new wave of hungry noontime customers. The Rat, which not so many years ago was strictly for men, was serving some 4,000 people—both men and women—every day during the first half of the semester.

Over the summer, the Rathskeller food serving area had been revamped to accommodate a 25% increase in volume expected in the Union dining rooms. A new self-service snack bar was installed

and ready for operation when the students returned. The new facility features multiple stations where diners may pick up salads, pastries, and beverages without standing in line—in addition, there are two stations at the entrances where customers may phone in special orders and then pick them up at a point further inside the serving area.

The area—designed by Douglas C. Osterheld '39, associate director of the Union—offers better service to more people and offsets increasing production costs without increasing consumer costs. This factor is especially important to those cost-conscious students who eat several of their meals in the Rat.

The famous German styling of the Rathskeller seating area itself was not changed in the remodeling, and much attention to detail was given to keep

the new arrangement germane to the original Teutonic atmosphere. In fact, the new serving facilities are more in keeping with the Germanic theme than were the old: gold and brown tile, for example, replaced stainless steel in the area behind the service counter; lighting was planned to avoid a bright, garish effect—light fixtures of wood were designed to follow the curving lines of the Rathskeller architecture; brass chains which hold the fixtures were carefully “unpolished” to a bur-nished bronze which matches the decor more closely; and menu boards were hand lettered in German script.

The revamping has worked in that the Rathskeller has been able to serve from 75–100% more people than it could accommodate last year at the same time. However, on some days, it seemed that the 2,000 people who represented the increase all had the same idea in mind: eating in the half-hour period between 11:55 a.m. and 12:25 p.m. The result was an overwhelming pressure for service at this critical time.

As an emergency measure, more tables were added to the Rathskeller seating area. Nevertheless, the fact remained that the revamping of the service area called for another revamping, which is presently impossible. In the future, it is planned to increase the Rathskeller’s seating capacity by moving the adjoining billiards room to an underground addition between the Union and the Old Red Gym. But this next step is for some time in the future and measures had to be taken to cope with the present dilemma.

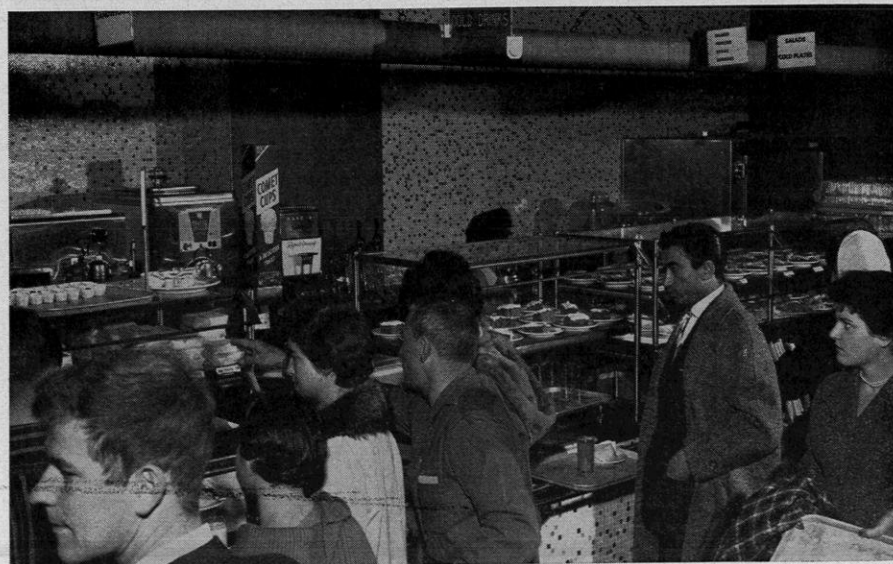
Student vice president of the Union, Robert Simenson, a senior from Cornell, Wis., attacked the problem, and within a few days began implementing his ideas. He encouraged students to “beat the noontime rush” and spread the pressure period over an hour rather than a half-hour.

To accommodate the crowds, rooms in the Union (the same rooms that are used two or three times later in the day for meetings and programs) were opened for card-playing, movies, and noon hour concerts. By giving the students something to do over the noon hour, the pressure during the key half-hour was diminished, and students could enjoy their lunch hour in a relatively relaxed atmosphere.

One of the University’s most popular student “hangouts” has been forced to make some changes in the face of mounting pressures of increased student enrollment.



THE BRIDGE between new and old came with a program to “beat the noontime rush.” Rooms like the Men’s Lounge, shown here, were opened for cards; movies were shown in the Play Circle; noon hour concerts were broadcast in other rooms.



THE NEW service area in the Union Rathskeller lived up to its *raison d’etre*—to be able to serve more people quickly. It started off the year accommodating 75–100 per cent more noontime customers more rapidly every day than last year.

The Role of the University in an Urban Setting

by Dr. J. Martin Klotsche

Provost, University of Wisconsin-Milwaukee

THE CENTRAL DOMESTIC ISSUE of this generation revolves around a constellation of problems related to the growth of our metropolitan areas: the population explosion; the heavy concentration of people in our cities; central city growth and decay; the flight to the suburbs; industrial, commercial and retail dispersion to areas outside the inner core, and the impact of the automobile. They are being given increasing attention by civic leaders, public officials, and a wide variety of public, quasi-public, and private bodies.

Yet the role of the urban university in relating itself to the condition of our cities has not been made clear. On the one hand, our universities have not defined their proper role in this regard. On the other hand, the communities in which our urban universities are located either suspect our contribution—if one is being made—or are passively tolerant of our existence in those cases where we have failed to identify ourselves with our urban setting.

To help define this problem, the University of Wisconsin-Milwaukee, as a part of its seventy-fifth observance of publicly supported education in the Milwaukee area sponsored a conference on October 28-29, 1960, on "The Role of the University in an Urban Setting", with representatives from 45 institutions, 21 states and Canada, 37 cities and some 50 community organizations. The *Wisconsin Alumnus* has asked me to register my impressions of the conference and here they are—admittedly incomplete and quite subjective.

The Challenge to the Urban University

Dr. Henry T. Heald, president of the Ford Foundation and a principal speaker at the conference, suggested that "the university is one of the few immovable islands in a sea of urban change."

"The American city", he said, "is perhaps the most fluid, large social unit in the history of mankind. Urban families move on the average of once every five years. Business and industry relocate in response to a variety of fluctuating economic pressures. Neighborhoods rise and neighborhoods fall. Today's boulevards are tomorrow's slums . . . As a permanent institution of strength the university serves as an anchor in the city's desperate effort to arrest its disintegration and achieve a new stability."

Few institutions have responded in an imaginative way to this challenge. Some urban universities have taken to



A panel of experts discusses some important urban problems at the Milwaukee conference. From left to right, they are: Richard E. Krug, city librarian, Milwaukee; Arthur Else, administrative secretary to the Mayor of Milwaukee; Leo Molinaro, executive director, West Philadelphia Corp.; Charles P. Whitlock, assistant to the president, Harvard University; Donald Z. Woods, dean, school of adult education, Omaha University; and Edmund Fitzgerald, retired board chairman, Northwestern Mutual Life Insurance Co.

flight and accelerated the hegira to the suburbs and the greener pastures of the outer fringe. Others have remained in the city but not of the city. They have been both a part of the city and apart from the city. They have lived in cloistered isolation, unaware of the opportunities the city offers as a ready-made laboratory for the conduct of research and service in the urban field. Urban universities must resist such academic isolation, whatever its cause may be.

Actually, the urban university has a unique role to play in this regard. It can hold up to the view of the community a profile of itself that has the vantage point of perspective and reason. It can examine the metropolis in its totality, seeing one problem in its relationship to the whole of the urban scene. It can identify both the shortcomings and the accomplishments of the community in a way no one else can. It can rise above the local prejudices that stand in the way of progress. It can see beyond the political fragmentation that characterizes so many of our metropolitan areas. It can be a constructive critic, a standard setter, a balancing force. It can blaze new trails. It can stand over and above the tumult and shouting of the market place. It can speak out boldly on matters of principle and bring clarity to community thought in a

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climate free of bias and emotion. It can identify not only what is and can be, but what should be.

I know of no other institution that can perform these functions better than the urban university. By its very nature it can bring urbanity and sophistication to the metropolitan area it serves. But the urban university can only flourish if we capitalize on our great source of strength—the cultivation of learning with all that this implies.

As the social and economic climate of America has changed there have been increasingly strong pressures for broad, all-inclusive, all-purpose educational programs. As industry, commerce, finance have expanded in the last generation or two, the technological knowledge of the academician has become more and more important, just as in an earlier day American agriculture benefited by combining fundamental research with its application to practical problems. Thus there has developed an increasing faith in the power of knowledge to provide answers to the problems of a complex industrialized society with the growing conviction that institutions of higher learning have the responsibility for providing training for a wide variety of occupational groups.

To some, all this has been considered a deplorable deviation from the traditional role of the university. Generally, however, this broadening of the program base has been accepted as an accredited part of the academic structure and a legitimate enlargement of the scope of the university. Admittedly some institutions have abused this responsibility. To cite some ridiculous but true examples, institutions have included such credit courses as Advanced Flower Arrangement, Horse Appreciation and Use, and Advanced Cosmetology. We should not brush off such absurdities too lightly, for all of us connected with expanding urban universities are feeling the pressures to provide additional programs. There is a danger in our yielding to such pressures and being all things to all people. Anxiety to comply and eagerness to please should not cause us to engage in a lust for academic power, for our urban universities have a more important task than to be merely the servants of society. We should aim at all times to strive not to be popular but to be respected, and this we can do by performing those functions which only a university can perform and no one else, reserving to other educational institutions the responsibilities that are not properly those of a community of scholars organized to promote the cause of learning and scholarship.

The Urban University and Teaching

Professional training is needed in the urban field as much as in medicine, engineering, law, teaching, and other professions. The university can play a strategic role in the training of specialists and professionals. There are currently great shortages in a wide variety of urban fields, with the need far exceeding the present supply. Scores of positions, for example, are unfilled in the planning field simply because qualified people are not available. The shortage is likely to become aggravated with increasing populations, increasing public interests in the urban field, an upgrading of the standards of public

service, and with the growing demand for specialists in private industry to work on problems of plant locations, market development, etc.

The university must provide undergraduate and graduate programs to produce a larger reservoir of skilled manpower in this area. It also has an obligation to provide in-service programs to those already on the job, through seminars, workshops, conferences, institutes, and refresher courses. In this way the university can help those already working on urban problems to bring their ideas up to date by exposing them to new developments and new ideas in this field.

But we must also expose all of our university students to the broad aspects of our urban culture—not just those who are going to be specialists in the field. Two out of three Americans today live in metropolitan centers. A much larger percentage of our urban university enrollments emanate from the metropolis. This trend will be considerably accelerated in the years ahead. We must, therefore, devise new approaches to an understanding of the metropolis on the parts of our students. This means a great deal more than simply taking existing courses and combining them into an urban studies major. It will require imaginative and pioneer efforts.

What an opportunity there is for some urban university to develop a general studies program using urban culture as its central theme! Historically, Dr. Heald reminded us in Milwaukee, cities are synonymous with civilization. "Many of man's greatest cultural and spiritual achievements", he pointed out, "have sprung from the cross fertilization of ideas and values that characterizes urban life."

The University and Research

Beyond its responsibilities in teaching, the university has an obligation in the field of research and must play an increasingly significant role in pushing the frontiers of learning forward in this area.

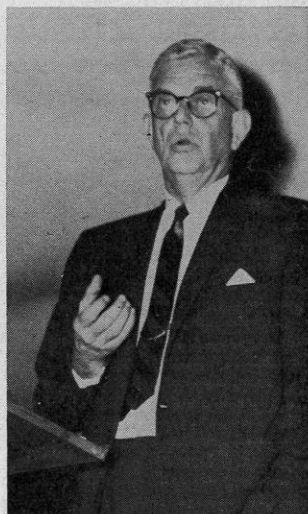
Coleman Woodbury of the University of Wisconsin, in his paper on *Urban Research and Urban Universities* reminded his listeners: "Research is a word that has come on evil days—a fate it shares with many others, for example, science, democracy, politician, planning, community, communism, liberal, conservative. It seems to mean almost anything or, as sometimes used, practically nothing."

Yet there seem to be certain ingredients essential to effective research. For the methods of scholarship are the methods of diligent observation, of the love of order, of inquisitiveness, of distrust of dogmatism, or tentativeness of conclusion, of a minimum of personal involvement, of reasonable skepticism, of open mindedness. These methods have not been employed in the urban field with spectacular success. Here we still use the methods of the witch doctor and the medicine man, and because this is so we are victimized by first impressions from which we can only escape with difficulty. We must risk excursions down unknown paths if we know them to be true and significant, even at the cost of unpleasantness and unpopularity. This may not be gentlemanly but it is scholarly and at times a man cannot be both a gentleman and a scholar.

Ben West, mayor of Nashville, told us at the Milwaukee conference that there were nine major areas that needed the attention of the student of the urban scene. He listed these—not in order of priority—as housing, congestion, schools, water, sanitation, air pollution, transportation, recreation, and government.

We at the University of Wisconsin, under a Ford Foundation grant, have taken a modest approach in this regard and have delineated three major areas of concern for our researchers. First, there is the problem of public finance at the local level. Here we are faced with a strange dilemma in that urban areas represent the greatest aggregation of economic power and wealth ever seen anywhere. Yet we seem to be fiscally impotent to deal with the problems at hand. Should state contributions in the form of taxes and aids be increased in urban areas? What can

Henry T. Heald, president of the Ford Foundation, speaks at the Milwaukee conference. The Ford Foundation has given the University of Wisconsin a one-million dollar grant for research in urban development.



be done to assure that governmental expenditures in urban areas are borne more uniformly by all residents of the area? Should state assistance to support functions of area-wide concern be increased? These are only a few of the questions in the area of public finance that the urban researcher must deal with. Certainly present makeshift solutions to these problems are not adequate.

Second, we need a great deal of study on how community decisions are made. It is commonly agreed that the problems facing our metropolitan areas are becoming more and more aggravated. But we are woefully weak in identifying the obstacles that stand in the way of solving these problems. One of the most neglected aspects of the urban scene is an identification of the elements that must be considered in policy formation. Is the power structure of the community properly understood? What influences are at work in determining the position officials take on various public issues? Failure to move forward in solving some of our problems is in large part due to lack of adequate answers to such questions. We need to study the area of attitudes toward metropolitan organization and discover ways of developing a proper atmosphere for metropolitan-wide area action.

Third, is the problem of urban growth and dispersal. We have witnessed in recent years a great redistribution of our population. Not only have people moved in large

numbers to the cities, but more recently they have moved from the central city to the suburbs. Large immigrant groups have moved, with quite different value orientations, into the vacuum thus created. There has also been considerable family displacement by such government projects as slum clearance, urban renewal and expressways. At the same time the functions of the central business district have changed and dispersion of industry and commerce has become prevalent. What factors have been responsible for these population shifts? How can the new immigrant be better adjusted to his new physical environment? Can we identify major problems encountered by displaced persons in their search for new housing? Again the urban researcher must be called upon to examine such questions.

Although this list is incomplete, and does not do justice to the entire urban field, those who have developed the research design at the University of Wisconsin believe that it avoids several pitfalls. For one thing, it avoids the pitfall of dispersion. There is danger in spreading too thin and stretching limited resources too far. We feel that our research design is manageable although not all inclusive. However, it avoids the pitfall of unrelatedness. There is danger in proliferating studies into such minute particles that their relevancy for the whole will be lost. We feel that our research design has some synthesis and unity. Finally, our approach avoids the pitfall of localism. There is danger in attacking problems that concern one particular community but are not relevant for the urban scene as a whole. We feel that our research design has sufficient breadth, scope, and general interest, and that its results will bear fruit in other locations.

The University and Public Service

Certainly the urban university must lead the way in applying the research findings of the scholar to the basic problems of the metropolitan area. The university should play a decisive role in advancing the cause of American democracy. Our universities should be focal points for a wide variety of creative activity linking town and gown in an upgraded community living. The urban university should develop a close partnership with the people of the area and their needs. It should become the brain of the commonwealth and the laboratory in which popular government can be tested. This does not mean that the university must operate as an academic service station trying to be all things to all people. Yet I believe it is possible for the university to operate in the marketplace without jeopardizing its other functions. It can perform a useful function in integrating knowledge with life.

We can take a lesson from the field of agriculture where the knowledge of the scholar has been put to work to improve our standard of living. It has added to our enjoyment of life in a score of different ways—peaches without fuzz, green beans without strings, watermelons that turn yellow when ready to be eaten, onions that can be peeled without weeping. But, more seriously, man has benefited tremendously because of the knowledge resulting from investigation in such fields as soil research and control of pests and insects.

In agriculture the county agent system has been successfully used to put research into action. Whether the same formula can be applied to the city has not yet been tested. However, the tie between research and its practical application is clear and unmistakable. The technique and know-how of the scholar must be put to work to deal with urban problems in the same manner that it has been used to step up agricultural productivity and improve our standard of living.

The University and the Neighborhood

Beyond the traditional threefold function of the university, one final area of promise should be identified—the leadership role that the urban university can play in the rehabilitation of its own immediate neighborhood. The Milwaukee conference devoted considerable attention to this problem.

What happened in one community was outlined by Neil Carothers, president of the University Circle Development Foundation of Cleveland, Ohio. This Foundation represents 27 cultural institutions including Case Institute of Technology and Western Reserve University. It is engaged in a twenty-year \$175,000,000 development of an educational and cultural center on Cleveland's east side. Members of the Foundation do not buy land or erect buildings unless they are approved by the Foundation. In cooperation with the city the Foundation has organized its own police force to patrol the area. It has hired a professional planning firm to help in its development. It is presently working on a plan to divert through traffic around the cultural area which includes hospitals, museums, art schools and libraries.

A dramatic example of university community cooperation was described by Julian Levi, executive director of the South East Chicago Commission, an agency organized through the leadership of the University of Chicago. For years the area in which the University was located was surrounded by slums with a high crime rate. A planning unit was established with a \$100,000 foundation grant. Out of the organization's work has come a redevelopment program costing 175 million dollars in public and private funds. These are only two examples of many promising case studies that could be cited.

Experience suggests that the university must be concerned about the physical environment and condition of the surrounding community. It must provide leadership in seeing that something is done. It can do this without becoming a civic betterment association, to quote Dr. Levi's phrase, or being diverted into operations in city planning and redevelopment. The objective can best be accomplished by the creation of a partnership between the university and the people of the area, and a close relationship between the university and those agencies in the community, public and private, that are at work in the area of community planning.

IT HAS BECOME APPARENT that an unparalleled challenge is being offered our urban universities. In community after community, the university is being looked to openly for assistance. Universities should welcome such

solicitation. Yet actually too many are being pushed into an urban orientation with reluctance. Many seem to be either unprepared to meet the requirements the city is putting before us or, what is worse, resentful if urban problems push themselves into the picture.

Certainly our urban universities are presently not in the forefront in shaping the future of our cities. I wonder how much of our difficulty is not of our own making. Our public image is not what it should be.

Dr. Heald at the Milwaukee conference suggested that "the fact that a university is an urban university is customarily taken to be a heavy handicap to its development. It is plain enough that the urban university does confront certain obstacles which do not hinder the older residential universities", he concluded. "Too often it is an attitude preoccupied with the darker elements of the situation—defensive, not infrequently apologetic; oriented more toward the avoidance of failure than the affirmative realization of large possibilities and high hopes."

We need to assess our predicament. Is the public image of the urban university not what it should be because we are johnny-come-late on the educational scene? I doubt whether such an interpretation is valid. Is it because we are too local and provincial in our outlook, since so many of our urban universities draw heavily on the commuting area which they serve? There is no doubt some justification for such an interpretation. Is it because we have not always understood the primary role of the university as being the ancient one of preserving the knowledge of the past, transmitting it from generation to generation, but also expanding the frontiers of knowledge into new and uncharted areas? Considerable truth, no doubt, lies in this direction, for we have made dangerous excursions down the road of vocationalism. We have at times been too preoccupied with the service station approach wanting to serve and please our clients on the theory that the customer is always right.

We need to engage in an agonizing reappraisal of our role in relation to the urban scene. This will not be accomplished by one spasm of resolve, or as Mayor West described it, by "one urban slingshot, or a single stone, regardless of the hurler or the accuracy of the stone's trajectory." It will require patience, eternal vigilance, and a continued dedication to the true purpose of the university.

The urban university must seize upon the opportunity being offered it and play a vigorous leadership role by regaining its historic place at the center of the community. It must assist in the regeneration of the city, not only as a market place and workshop, but as a human abode, and as the center of cultural and intellectual energy.

Technological changes and revolution in transportation will tend to disperse the economic functions of the city. The city as the center of manufacturing, distribution, and administration is no longer as essential as at an earlier time. But the city will always be needed as the nerve center of artistic and intellectual development and the urban university can play a strategic role in achieving this goal. What a pity if it should forfeit its opportunity to assist in the reconstruction, rehabilitation and renaissance of our cities.



WHA

Student Training Ground

This is the second of two articles designed to show how radio serves the University and the people of Wisconsin in the areas of teaching and public service.

by H. B. McCarty

—Director, WHA Radio and TV

BBROADCASTING has long been an attractive student activity at the University of Wisconsin. From the early days of wireless transmissions in laboratories to present day production activities students have been deeply involved. Formal course instruction and practical extra-curricular experience before microphones and cameras provide the background for entry to the world of professional broadcasting.

The history of WHA, the University radio station, abounds with the names of students who helped to build and develop that station. Many of them have gone on to achieve prominence in various phases of broadcasting.

In the reception room of Radio Hall, the campus home of WHA, is a mural depicting personalities associated with the station's inception and development. The central figures are the late Professor Earle M. Terry, of the physics department, and Malcolm P. Hanson, student operator of the station in 1917 when it was called 9XM. Other students of Professor Terry, during the World War I era, depicted in the mural are Roswell Herrick, Burton Miller, and C. M. Jansky, Jr.

In the very early days the emphasis was on experimentation in the science of electronic transmission of signals by wireless. Later attention was shifted to programs and the techniques involved in their presentation.

Malcolm Hanson, as a student, found himself obsessed with an overwhelming interest in wireless. Under Professor Terry's direction, he worked with the operation of 9XM. He had a part in the transition from dot-and-dash code transmissions to the sending of voice and music by the new system using triode tubes and modulated signals. In his zeal to improve transmissions he frequented the physics laboratory, where the 9XM equipment was set up at all hours of the day and night. World War I duty

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interrupted this experimentation at 9XM; he joined the United States Navy and was promptly assigned to radio duty on the Great Lakes. From there he was able to exchange messages with the University station in Madison.

When Hanson returned to the University of Wisconsin after the war he again immediately became involved in broadcasting. This time, in addition to the technical operation of the transmitter, he arranged programs for the station. He had absorbed Professor Terry's confidence that radio was destined to play a prominent role in education. He persuaded many faculty members to prepare talks for the "wireless," and put them before the microphone. By 1919 a regular schedule of broadcasts had been established, including features of particular interest to rural people who were then generally out of close contact with news and information sources.

Malcolm Hanson, after leaving Wisconsin, went on to become well-known for his work in aircraft transmitter design for the Navy. He lost his life in the line of duty in a plane crash in the Aleutians—thus cutting short a promising career.

Prominent among the early 9XM engineers who succeeded is C. M. Jansky, Jr., senior member of Jansky and Bailey, consulting engineers in Washington, D. C. Mr. Jansky has represented the United States in numerous international radio conferences, and is an authority in the field of electronic communications. Other students of that early group have achieved fame in business, industry, and educational circles.

Some Distinguished WHA Alumni

The early 'thirties saw a surge of interest in the program aspects of broadcasting. Producing, writing, announcing, and acting opportunities attracted students. They supplemented course instruction with extra-curricular participation in WHA operations to gain practical experience and proficiency. This led many to the places of prominence they now hold in commercial and educational broadcasting circles.

A leader in that group was Gerald A. Bartell, a talented student with natural ability for acting and producing. He quickly earned an assignment on the student staff and upon graduation became a regular staff member. He drew other students into participation, and the "WHA Players" resulted. He is now president of Bartell Broadcasters, Inc., with six radio stations in the United States and television interests in the Caribbean area.

Others who got their feet on the commercial broadcasting ladder through training and experience at WHA include, Melvin Bartell, Alan Beaumont, Bill Carlson, Giraud Chester, George Comte, Bob Davy, Howard Emich, Bill Erin, Ken Peters Fagerlin, Jim and Ed Fleming, Lou Freizer, Al Gilbert, Bill Gumm, Bob Hale, Bob Howard, Tom Kammer, Richard Kepler, Mert Koplín, Bill Lazar, Tom Lueders, Roger Micheln, DeAlton Neher, Fred Niles, Henry Norton, Ben Park, Victor Perrin, Cliff Roberts, Gene Seehafer, Ralph Schroeder, Don Stanley, Rod Synnes, Gordon Thomas, Mort Wagner, Willard Waterman, Fred Weiss, Art Whitfield, Art Lewis Zapel,

E. W. Ziebarth, and doubtless many others who have found places in this expanding industry.

Still others who started at WHA have continued in non-commercial broadcasting. Most of the present WHA professional staff came up "through the ranks". Others, across the country, include Lee Dreyfus (Wayne State University), William G. Harley (on leave from WHA as president of the National Association of Educational Broadcasters), Erling Jorgenson (Montana State), Walter Krulevitch Kingson (UCLA), and James Robertson (National Educational Television and Radio Center).

Formal instruction leading to careers in broadcasting or to the development of abilities in that field related to other pursuits is available through courses grouped in the Division of Radio-Television Education. These courses are offered in commerce, education, engineering, journalism, music, and speech. The degree is earned in one of these fields, with emphasis on broadcasting. Such courses, totaling more than twenty-five hours, are available to undergraduates.

The attainment of proficiency in broadcasting, whether it be in program preparation, or on-the-air appearances, requires individual supervision and guidance. Many students, and faculty members as well, avail themselves of the opportunity to learn through participation in WHA programs.

A Major Communications Device

A major service function of WHA, of course, is that of adapting the resources of the University and state to the particular requirements of radio. To know a subject is not enough. It is necessary to be able to convey it interestingly to listeners. The success achieved in this direction is reflected in the many popular programs which take the University to the people. Teachers and professors have become real "radio personalities" and are well-known throughout the state.

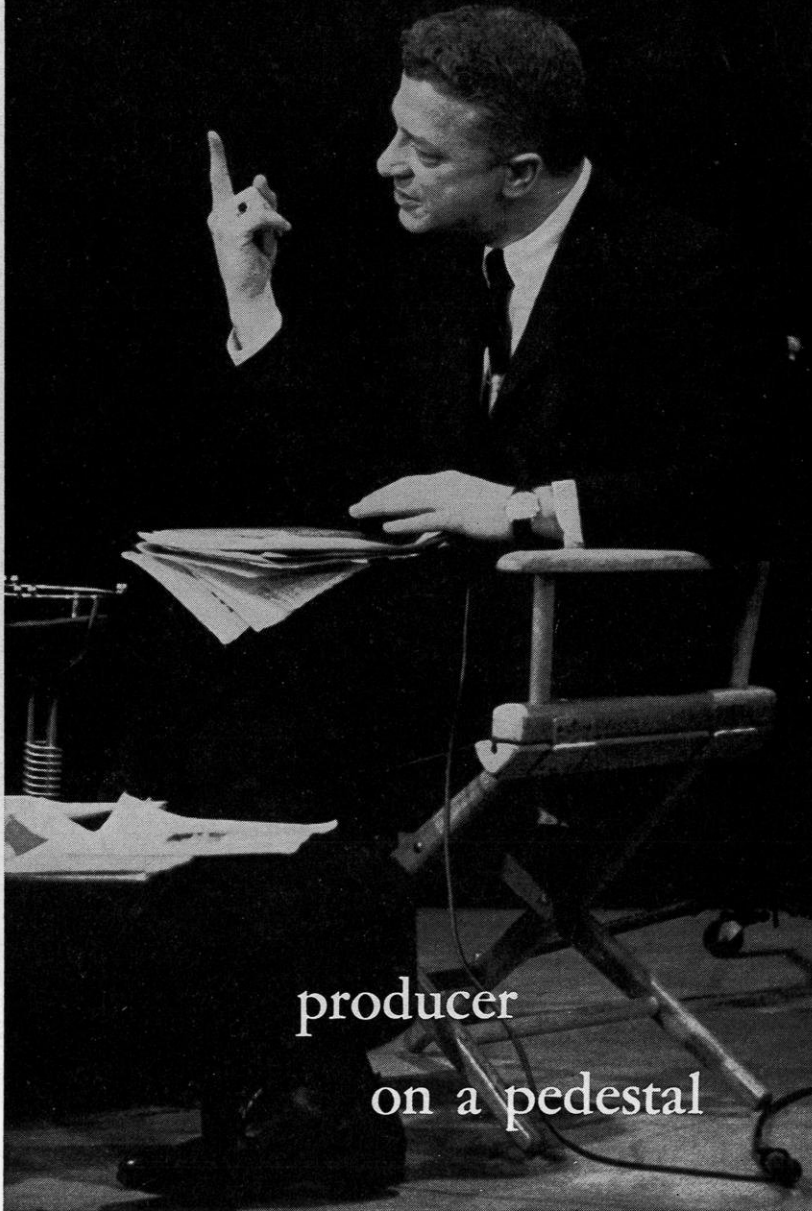
Radio serves as a pipe-line between the University and the people. The institution is, actually, wired for sound. From the broadcasting center in Radio Hall a network of lines reaches into locations in all parts of the campus. Classes, lectures, concerts and special events are being taped for broadcasting. Listeners throughout the state are able in this way to share directly in the cultural opportunities offered by their University.

Radio and television on the campus are thought of, basically, as modern devices of communication. They are tools which help make a reality of the slogan "the boundaries of the campus are the boundaries of the state."

Students trained in broadcasting at the University and going into employment in commercial stations carry with them not only professional skills, but ideals and standards as well. This rebounds to the benefit of the industry and the listening public.

Though progress has been made at Wisconsin in the student training and public service phases of broadcasting, a tremendous challenge still remains. Radio and television—as most modern mass communications devices—are destined to play an increasingly important role in education. Communications is basic to education. Without it there will be no learning. Effectively used it can revolutionize education.

Susskind



producer
on a pedestal

MERCURIAL David Howard Susskind is a self-appointed, one-mangang who is continually struggling to lift American television out of its primeval depths of taste. Instead of feeding the public a pap of commercial cliché, Susskind endeavors to provide television audiences with a diet that will give tone to their cultural muscles. As the producer of such shows as "The Play of the Week," "Open End," "The DuPont Show of the Month," and "The Art Carney Show," Susskind has tried to give the public what he considers to be quality programming. However, as was made obvious in a series of two articles which appeared in *The New Yorker* last summer, Susskind's ambitious projects do not always meet with the ringing approval of sponsors who care little about whether a particular show will elevate or challenge an audience but are more concerned about whether it will "sell." Because of this, Susskind spends a great deal of his time trying to convince prospective sponsors that the bulk of the American viewers are not organisms, sitting in a chair and responding to the various stimuli sent out from a cathode tube, but that these viewers will accept, and welcome, programs which will cause them to think beyond the elementary biological needs of their own bodies.

A case in point is "The Play of the Week," which Susskind produced for its initial 26 weeks. The program is a full-length, video-taped play, repeated nightly over a New York station for a full week. It was initiated as a heady and ambitious project, but from the outset it was supported by name stars who agreed to appear on the show for far below their normal professional fees. Such plays as *Medea*, *Volpone*, *The Power and the Glory*, *Tiger at the Gates*, and *The Waltz of the Toreadors* have been featured on the weekly series. Last year, when the show was faced with a financial crisis and was in jeopardy of being discontinued, thousands of New Yorkers rallied to its defense and requested that the show be continued. The Standard Oil Company of New Jersey stepped in to rescue the program by agreeing to sponsor it and to refrain from dictating the type of plays that could be presented—a smashing victory for Susskind's crusade for cultural programming.

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Another Susskind program, "Open End," has been tremendously popular with New York audiences. Here, Susskind steps in front of the camera to double as a moderator-performer. The show features Susskind in a discussion with one or several persons who have contributed to America's development culturally or politically. The format of the show is casual and Susskind does not interview his guests, he chats with them about various subjects, or he often acts as a catalyst for a lively discussion. After being in front of the camera with learned and literate people, Susskind himself has taken the rôle of a pundit. For this affectation, he has been roundly criticized. In his most famous "Open End" program, the recent confrontation with Soviet Premier Khrushchev, Susskind was jumped on by every major television critic. Jack Gould of the *New York Times* called the show a "cathode tete á tete featuring the Russian leader and video's flamboyant individualist," and said that Susskind was setting himself up as "the last man of the Western world." John Crosby commented, "I think Susskind was monstrosously naive in thinking he could cope with this Russian bear who is a very tough baby, intellectually as well as every other way."

"Television's newest spectacular," as *Esquire* magazine labeled him in a recent article, was born forty years ago this month in New York and, until he entered the University of Wisconsin in 1938, lived in Brookline, Mass. Susskind attended the University for two years and later graduated from Harvard. It was during his freshman year at Wisconsin that he met and married his wife, the former Phyllis Briskin of New York. They have three children, Pamela, 17, Diana, 14, and Andrew, 6.

After wartime duty in the Navy, Susskind decided to try his luck in New York. There he began his career when he took a \$50-a-week job as a press agent for Warner Brothers. (At one time, he had hopes of becoming a college professor.)

During his stint of press agency, Susskind met Alfred Levy. Realizing that they had much in common, specifically, the thesis "that television was the coming thing", the pair founded Talent Associates, Ltd., a firm which Susskind and Levy said would be de-

voted to recognizing the talents of the "creative" people behind the camera.

Shortly after Talent Associates was founded, Susskind was hired by the Music Corporation of America as a press agent. His association with MCA was a bitter one that lasted for three years until he was fired for insubordination. He returned to Talent Associates after his unhappy experience and, from that point on, his stock began to soar as the team of Susskind and Levy began producing and packaging television shows. In the summer of 1952, when producer Fred Coe was on vacation from the "Philco Television Playhouse," Susskind was afforded the opportunity to fill in as its producer for five weeks. In that short time, he produced some memorable shows including N. Richard Nash's *The Rainmaker* which was later turned into a successful Broadway hit and a motion picture. Talent Associates was firmly established now and during the middle 1950's, they produced such shows as "Mr. Peepers," the "Kaiser Aluminum Hour," the "Kraft Theatre," and the "Philco-Goodyear Television Playhouse." Because of its adventurous programming over the years, Talent Associates has collected more awards than any other major producer and packager of television shows.

Susskind has not limited his producing talents to television alone. He has produced one motion picture, "Edge of the City," and is now engaged in producing "Raisin in the Sun," an adaptation of the prize-winning Broadway play by Lorraine Hansberry, who also attended the University of Wisconsin.

Even though he makes the largest part of his living from the medium of television—Talent Associates is producing \$30-million worth of shows this year—Susskind has been one of its most voluble critics. He has continually bemoaned its commercialism, its lack of taste, and its hesitancy to present controversial programs which deal with the challenging issues of our time.

Perhaps a short quotation from a recent story in *Time* magazine best sums up the volatile personality that is David Susskind—"No one can denigrate Susskind's success. Culturally, he may be a would-be explorer who has so far been little more than an exploiter, but financially at least he is the producer phenomenon of modern show business."

ATLAS THOR TITAN

MINUTEMAN

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A Woman of Many Talents

by Louise Marston

IS THE GIFTED GIRL "wasted on being just a housewife?"

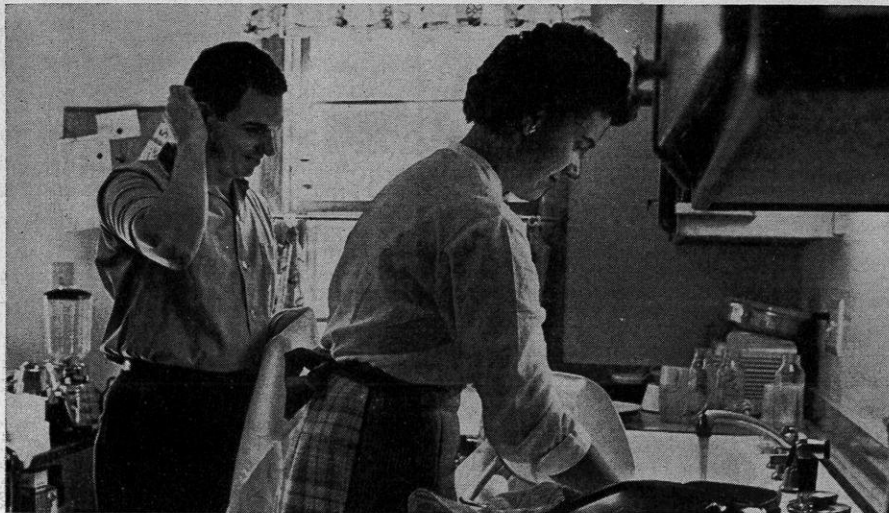
This question has been debated and tossed around a lot recently by the psychologists and other "experts."

Madison has a far-above-average number of exceptionally brilliant women and we decided to ask one of the smartest her opinions on the subject.

Mrs. Richard J. Baumann has an

Mother (upper right)—with daughter, Dawn

Housewife—with husband Dick



Teacher—with political science class



academic record so outstanding that it is utterly ridiculous for her to indulge in coyness or false modesty concerning it. Her intellectual capacity and attainment are a "matter of record" and she can afford to be forthright and frank. She also is a happy wife and mother.

When we asked our question, attractive Mrs. Baumann threw back her head and laughed heartily. "That's one of those loaded questions guaranteed to get you into trouble no matter what you say—so I am going to hedge a little and answer it with that ancient cliché of 'yes' and 'no.'"

Mrs. Baumann, who has had only two grades less than "A" in her academic career, from kindergarten through receiving her PhD degree at the School of Economics and Political Science of the University of London in 1957, definitely feels a gifted girl is "wasted" if she's willing to settle for nothing but sweeping, cleaning, scrubbing, and other monotonous household chores.

However, she makes it very clear that she thinks it is perfectly possible—"easy," as she puts it—for the gifted woman to combine a career with being a happy, devoted, and well-adjusted wife and mother.

"It takes some thought, planning, and just the right husband, of course, and that's where I'm lucky," says Carol Baumann. "Dick and I grew up together in Plymouth and have known each other most of our lives. We share innumerable interests and have great understanding. We don't *always* agree on every little thing, naturally, but wouldn't it be dull if we did?"

Dick Baumann, a 1953 graduate of the University of Wisconsin, where he majored in labor economics, is employment supervisor for the Ohio Chemical and Surgical Equipment Co. He has had one year of graduate work and has served as an Army lieutenant in Washington, D. C. for two years.

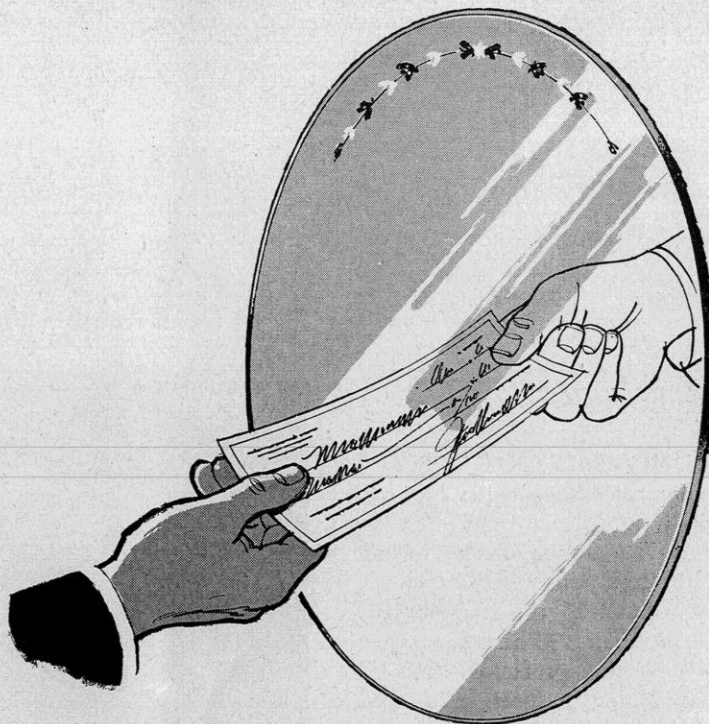
Most important of all, he admires his brilliant wife and is articulate about it. "Carol is not only brainy, she's a terrific wife and mother and a wonderful cook—she just has everything. I would feel extremely guilty if I ever asked a woman of her intellectual capabilities to give up her career and be 'just a housewife,'" he says.

The facts would seem to prove him right. When his wife, the former Carol Edler, was graduated from the University of Wisconsin in January of 1954, she had received the ultimate in scholastic honors for an undergraduate. She was one of the handful of students elected to Phi Beta Kappa in her junior year, and she also had been named to Phi Kappa Phi, Sigma Epsilon Sigma, and numerous other honorary societies. She also was a member of Gamma Phi Beta sorority.

At the time of her graduation, Carol was offered three outstanding scholarships for post-graduate work in the field of international relations—a Marshall scholarship, a Fulbright award, and a Woodrow Wilson fellowship. She chose the Marshall award because it enabled her to study in England for three years.

Since her marriage, she has become the mother of an enchanting red-haired daughter, Dawn, now 10 months old, and has successfully managed a "career" at the University of Wisconsin. Currently, she is involved in three different jobs: she teaches one section of Political Science 7-A (American government) two days a week; she has a half-time research appointment as project associate for the National Security Studies group, directed by Prof. Carlisle P. Runge of the Law School; and she teaches a course in international relations for the UW Extension.

"I thoroughly enjoy my professional career and I hope that I will be able to continue with it even when I achieve my goal of four children," says the active and brilliant Mrs. Baumann.



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The difference between the amount you paid and the market value on the date of sale is considered a charitable gift, for which income tax deductions may be made. This difference, or appreciated value, goes into WARF's portfolio and its earnings are paid to any two beneficiaries (one may be yourself) for life.

Your gift is ultimately used to support research and educational activities at the University of Wisconsin.

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Faculty News

THE UNIVERSITY OF WISCONSIN Board of Regents has approved 58 new faculty appointments for 1960-61. The appointments include seven professors, nine associate professors, an assistant to the vice-president for academic affairs, 33 assistant professors, three visiting professors, two lecturers, a visiting lecturer, new track coach and assistant track coach.

New professors include:

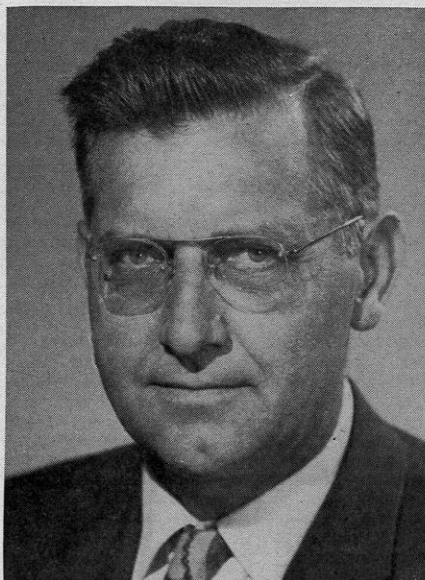
Richard N. Current, professor of history, Wisconsin Ph.D., who since 1955 has been professor and head of the department of history and political science, Woman's College, University of North Carolina, and who has served as lecturer in Japan, India, and Germany;

Hellen M. Linkswiler, professor of home economics (food and nutrition), Wisconsin Ph.D., formerly professor of home economics at the University of Nebraska;

H. Gobend Khorana, who will become professor and third co-director and research team chief at the Institute for Enzyme Research, from the University of British Columbia;

Chu-Kia Wang, civil engineering-structures professor, from the University of Illinois, well-known teacher of architectural engineering and structures who also has taught at University of Colorado and St. John's University, Shanghai, China and served as an engineer with Curtiss-Wright Corp. and as a consulting engineer;

Dr. Jerzy Rose, professor of physiology, who has done extensive research in neuro-physiology and the central nervous system, from the physiology staff of Johns Hopkins University Medical School. He received his M.D. degree



Prof. Vernon Carstensen, noted historian and member of the University of Wisconsin departments of history and agricultural economics for the past 15 years, has been named an associate dean of the Graduate School.

In announcing the appointment, Graduate Dean John Willard reported that Prof. Carstensen will take the place of Dr. Robert L. Clodius who has assumed new duties as chairman of the department of agricultural economics. Prof. Carstensen will devote half-time to teaching duties.

Dr. Carstensen, widely known as speaker and author, includes among his works the massive two-volume *The University of Wisconsin, a History*, which he wrote with UW Prof. Merle Curti; contributions to the volume "Regionalism in America," and many articles in professional journals. He has also served as managing editor of the magazine *Agricultural History*.

from Jagiellon University, Krakow, Poland, became a naturalized citizen in 1943, and served in the U. S. Medical Corps in World War II.

Two previously announced appointees are Mlle. Germaine Bree, Institute for

Research in the Humanities and professor, department of French and Italian, coming from New York University; and Albert J. Reiss, Jr., director of the new Survey Research Laboratory and professor, departments of sociology and anthropology, from the State University of Iowa.

New associate professors include:

Edward C. Fei, economics, who has served on the economics faculty at the University of Washington and at American University, Beirut, Lebanon, and has been visiting associate professor of economics at Swarthmore College during 1959-60;

Arnold Zellner, economics, member of the economics faculty at the University of Washington since 1955, and recipient of a Fulbright grant for research in the Netherlands;

Wilmott Ragsdale, journalism, former Washington and London correspondent for the Wall Street Journal and Time magazine, formerly on the staff of Grinnell College, Iowa, and recently correspondent for Newsweek magazine and journalism teacher at Bangkok, Thailand;

Howard E. Zimmerman, chemistry, formerly on the chemistry faculty, Northwestern University.

John L. Phelan, history, currently on the history faculty, UW-Milwaukee;

A. Burr Fontaine, electrical engineering, UW graduate and currently a visiting associate professor at Wisconsin, formerly on the staff of International Business Machines Corp., New York;

William D. Stahlman, history of science, currently visiting lecturer at Harvard University and recipient of Carnegie Fellow award in history of science;

Herbert H. Rowen, history, UW-M, formerly instructor at Brandeis University and assistant professor at the State University of Iowa, presently visiting associate professor at University of California, at Berkeley;

Nathan Miller, history, UW-M, presently lecturer at Rutgers University, and a specialist in economic history who has written extensively in his field.

Richard Robb Taylor, Jr., a Wisconsin Ph.D., was appointed assistant to the vice-president for academic affairs and assistant professor of sociology. Formerly on the sociology faculty at Wisconsin, he currently is at Princeton University doing a study on "The College and University Presidency."

Other new assistant professors include:

William McCormack, anthropology; **Ray F. Evert**, botany; **David S. Lovejoy**, history; **Richard H. Robinson**, Indian Studies and Indian Language and Area Center; **Fred G. Braner**, mathematics; **Alvin N. Feldzamen**, **Jack E. Ohm**, and **Frank A. Raymond**, mathematics; **Lyle H. Horn**, meteorology; **John W. Harvey**, music; **Raymond F. Sawyer**, physics; **Charles Anderson** and **Louis Froman**, political science;

David Mechanic, sociology; **Jen-Yu Wang**, soils and meteorology; **Julius Adler** and **Gessner H. Echols, Jr.**, biochemistry; **William D. Powrie**, dairy and food industries; **Eugene E. Starkey**, dairy husbandry; **Mary E. Roach**, home economics; **Donald E. Johnson**, rural sociology;

Richard F. Hill, electrical engineering; **Arvin B. Weinstein**, medicine; **Vincent Gott**, surgery; **John A. C. Hetherington**, law; and **Sidney Fleischer**, Institute for Enzyme Research.

New assistant professors at UW-M include: **Manuel Gottlieb**, economics; **James R. Thrane**, English; **Eugene L. Norwood**, German; **Francis W. Carroll**, mathematics; **Henry C. Howard**, mathematics; **Togo Nishiura**, mathematics; and **Morris W. Katz**, mathematics.

Appointed visiting professors were: **John A. Morrison**, geography; **Friedrich Johnson Solmsen**, Institute for Research in the Humanities; and **Amando Lacerda**, Spanish and Portuguese.

Lecturers appointed are: **James A. Fosdick**, journalism and extension, and **Clifford T. Morgan**, psychology. The new visiting lecturer is **Antonio Vilanova**, Spanish and Portuguese.



Members of the University of Wisconsin Pro Arte quartet cordially greet their new second violinist, Robert Basso of Chicago, shown at left, who will join them officially at the beginning of the second semester. He will replace the respected and talented Albert Rahier, for 17 years a pillar of the organization, who retired recently for reasons of health. On a flying visit to Madison to look for housing for his family, Basso met with Pro Arte members shown facing him, left to right: Rudolf Kolisch, leader and first violinist; Lowell Creitz, violoncellist; and Richard Blum, violist.

Currently concertmaster with NBC radio and television orchestra, Basso held a similar post with CBS for 12 years. His background includes an "unlimited scholarship" awarded him by the Chicago Conservatory when he was 12 years old, appearances with the Chicago Symphony under Frederick Stock in his early teens, the concertmaster post for three years with the 344th Army Service Force orchestra, a year and a half with Wayne King's radio orchestra and the B.M. and M.M. degrees from the Chicago Conservatory. He is married and the father of two sons and a daughter.



These women were present when the University Women's Leagues of Madison and Milwaukee met at a tea presented by Mrs. J. Martin Klotsche at Marietta Hall in Milwaukee. From left, the University of Wisconsin-Milwaukee Leaguers are: Miss Oral M. Robbins; Mmes. Henry Hoge, Josef Soffen, Jack Snavely, and Mrs. Klotsche, who is honorary president of the UW-M Women's League. Representing Madison are: Mrs. Conrad A. Elvehjem, honorary president; Mrs. George Washa, president; and Mrs. Ira L. Baldwin.

Up and Down the Hill

WARF Grant For Computer

A \$500,000 grant from the Wisconsin Alumni Research Foundation (WARF) combined with an additional \$400,000 from the National Science Foundation will help the University purchase and install a giant electronic computer. Additional support from the U. S. Army Mathematics Research Center on campus will complete the financing for a computing system, its total cost will be more than \$1,000,000.

Univ. Pres. Conrad A. Elvehjem has announced that purchasing arrangements have been completed with Control Data Corp. of Minneapolis, which is building the machine. Called the CDC 1604, the computer is 100 times faster than the University's present machine, an IBM 650, and can remember 16 times as much information. The new machine can do as much work in 30 minutes as the present computer can in 24 hours.

The new computer, which will be used primarily for scientific research, can handle 100,000 instructions a second, and can store more than 1½ million bits of information. It can recall any one of these bits of information in about two-millionths of a second. In addition to this fast electronic brain, the computing system will include another smaller computer, plus a memory unit and a programming unit. A printer which prints 1,000 lines per minute and

a card reader and punch are also part of the system.

The computing system will be installed at the University's Numerical Analysis Laboratory early next year.

Hebrew Chair at UW-M

The Regents have accepted \$10,000—the first installment of a pledge of \$50,000—from the University of Wisconsin Foundation on behalf of the Wisconsin Society of Jewish Learning, for the development of Hebrew Studies at the UW-Milwaukee.

The gift, which comprises the first endowed chair at Milwaukee, will support the first five years of the program at UW-M. A special letters and science committee at UW-M is at work developing plans for the program, scheduled to begin in the fall of 1961. The program will provide instruction in classical Hebrew and an opportunity for courses in Hebrew literature. This will make possible a teaching minor in Hebrew, and will eventually develop courses in Semitic civilizations of the ancient world and serve as a feeder for the Madison graduate program.

ROTC Report

If the normal number of sophomores enrolled in Army ROTC military science courses on University of Wisconsin campuses at Madison and Milwaukee this year continue on into the junior courses next fall, the UW will easily meet the quota for continued voluntary Army ROTC.



A 15-minute color movie film entitled "National Educational Television" has been presented by the University of Wisconsin Foundation to Harold B. McCarty, director of the University's radio and television operations. McCarty said the film will be used extensively in illustrating speeches and discussions before civic clubs, women's groups, and other interested organizations throughout the state. The film, which was paid for by alumni gifts to the Foundation, outlines the national impact of educational television but is designed so that the speaker can include particular examples of its own which apply to the local situation.

The Regents have specified, in their approval of faculty action taken earlier this year placing military training on a voluntary basis on both campuses, that the University will revert automatically to compulsory basic ROTC if the number of students entering the third year Army ROTC programs in Madison and Milwaukee in the fall of 1961 or 1962 falls below 75 percent of the numbers entering these programs in the fall of 1959.

with alumni clubs

FOX RIVER VALLEY

December 27

Winter Holiday Dance—Conway Motor Hotel—music by Jimmy James

Contact: Mrs. Joseph V. Prohaska, 1206 S. Herbert St., Appleton

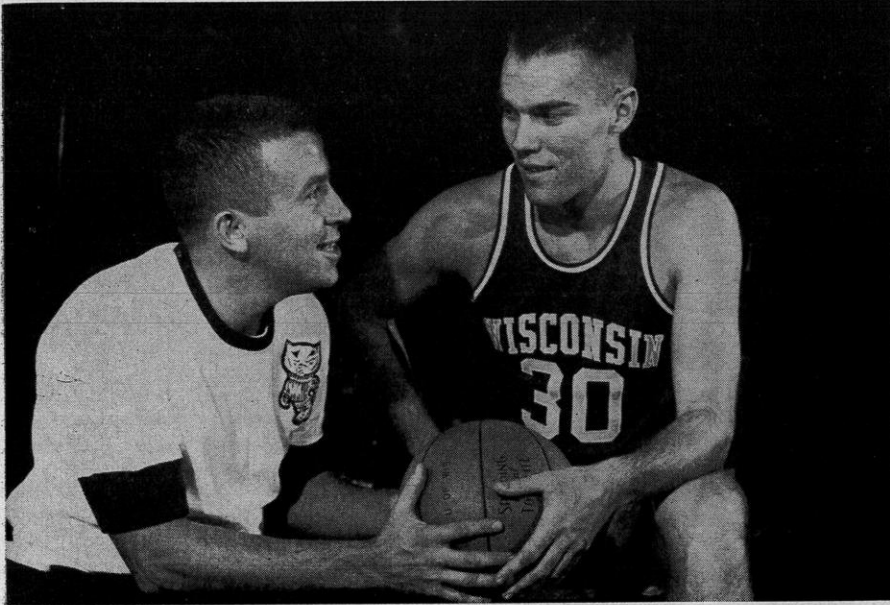
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The University of Wisconsin Alumni Clubs of Chicago and New York were active during the month of November. The Chicago group held a "get re-acquainted" cocktail party at the Bismark Hotel. The affair was a gathering of wives, husbands, and friends, and was under the co-chairmanship of Earl C. Jordan and Lulu Moore Fisher.

The Annual Fall Dinner of the New York Club was held at the Columbia University Club and featured Howard Teichmann '38, Broadway playwright, TV dramatist, and producer as the principal speaker. Certificates of appreciation were awarded to Stanley Feld and James L. Spencer for their work "in promoting alumni club activities helpful to the University of Wisconsin and its alumni."

* * *

The Berlin Alumni Club got the jump on the remainder of the Wisconsin Alumni Clubs by holding its Founders Day Dinner on November 10. The dinner received excellent support and those attending were treated to an illustrated tour of Russia by Prof. Harry Schuck of the School of Commerce.



Sophomore Coach John Erickson with junior Marty Gharrity

Basketball Prospects Bright

by Jim Mott

UNIVERSITY OF WISCONSIN BASKETBALL prospects for 1960-61 show promise of a good season as John Erickson enters his second year as Badger cage coach.

The Badgers, who won four of their final six Big Ten games last season, and finished 9th in the conference standings have three of their top four scorers returning for action this year, plus four other lettermen who should add their experience of last season towards making a stronger Wisconsin team.

Top ranking stars returning include juniors Martin Gharrity, Shawano; Tom Hughbanks, Green Bay; and Jack Ullwell, Appleton. Gharrity, a 6-2 guard, and Hughbanks, a 6-6 forward, tied for team leadership in points scored last year with 312 points in a 24 game

schedule. In addition, Hughbanks was the most consistent of Wisconsin's rebounders in getting the ball off the boards to lead the Badgers "fast-break".

Rounding out Coach Erickson's trio of talented juniors is Guard Jack Ullwell, a 6-0 guard, who tallied 241 points in 24 games, and improved immensely as the season progressed.

A pair of Madison (East) products who made valuable contributions to the 1959-60 team are Dave Vandermeulen, 6-4½ senior forward, whose inspired play led the Badgers to a well-earned 89-80 victory over Purdue in last year's season finale; and Bob Powers, a 6-2 junior guard, who made several fine clutch performances and led all Badger scorers against Marquette last season

with his best collegiate performance of 18 points.

Two other lettermen available include Jim Biggs, 6-2½ senior forward from Chicago, Ill., who missed much of last season's play due to an operation just prior to the season's start; and Dick Dutrisac, a 6-3½ senior guard from Wausau. Biggs had developed into a good scoring threat in his sophomore year, two seasons ago, and was counted upon to carry a good share of the Wisconsin scoring load last year until he was sidelined. His top collegiate performance as a sophomore was 30 points against Northwestern. He also chipped in with 29 points against Iowa.

Outstanding sophomores are available and bolster hopes that, this year, the Badgers can climb to a winning record for the first time since the 1953-54 season.

Top rated first year men include Ken Siebell, a 6-4 guard from Rock Falls, Illinois; and Tom Black, 6-10 center from West Salem, Wisconsin. Siebell, rated one of the best players in his home state two years ago is a good playmaker, a fine rebounder; Black, if he continues to improve, could be the long sought after "big" man that Wisconsin needs to control the rebounds and get its fast break working in each game.

Also highly rated is Tom Gwyn, a 6-6 product of Milwaukee's Messmer high school, and a fine rebounder. He'll be used at either center or forward.

Other sophomores with potential include Nick Brod, 6-5 forward from Huron, South Dakota; Gary Hobbs, 6-3 guard from Silvis, Ill.; Don Patterson, 5-11 guard from Pekin, Ill.; and Lon Ostrom, 6-5 forward from Silvis, Ill.

Expected to report when he recovers from a broken collar bone is sophomore center Hugh V. "Pat" Richter, a 6-6, 230 pound Madison (East) product who originally enrolled at Wisconsin on a basketball scholarship. He will be ready for action early in January.

The Badgers' schedule is again rugged, and includes home and home contests with Indiana, Ohio State, and Purdue, each claiming one member of the 1960 United States Olympic basketball team—Indiana, Walt Bellamy; Ohio State, Jerry Lucas; and Purdue, Terry Dischinger.

The home schedule lists ten home games—three of them non-conference

affairs against Air Force, Marquette and Nevada, and seven Big Ten games, starting with Iowa at Madison on January 9.

Again, in 1960-61, all home games on Saturday will be played at 1:30 p.m., a move that proved popular with Badger cage fans last season. Games on other days of the week will continue to start at the regular 8:00 p.m. time. The schedule:

- Dec. 1 Butler at Indianapolis, Ind.
 3 Air Force at Madison (1:30)
 5 Iowa State at Ames, Ia.
 10 Marquette at Madison (1:30)
 17 Bradley at Peoria, Ill.
 20 Nevada at Madison (8:00)
 28-30 Far West Classic (Washington State, Seattle, Oregon, Arizona State, Oregon State, Portland, Idaho) at Portland, Ore.
- Jan. 7 Michigan State at East Lansing, Mich.
 9 Iowa at Madison (8:00)
 28 Loyola (Chi.) at Chicago, Ill. (Stadium)
 30 Ohio State at Madison
- Feb. 4 Purdue at Lafayette, Ind.
 6 Illinois at Champaign, Ill.
 11 Northwestern at Evanston, Ill.
 13 Iowa at Iowa City, Ia.
 18 Indiana at Madison (1:30)
 20 Minnesota at Madison (8:00)
 25 Ohio State at Columbus, O.
 27 Michigan at Madison (8:00)
- Mar. 4 Northwestern at Madison (1:30)
 6 Indiana at Bloomington, Ind.
 11 Purdue at Madison (1:30)

Harriers Have Good Season

Wisconsin's 1960 Cross Country team concluded its finest dual meet season since 1954 last week-end when it scored victories over Marquette and Northwestern over the Badgers' four mile intra-mural course. The wins evened Wisconsin's season record at three wins, three defeats, and marked the first time in six seasons that Wisconsin's Cross Country team had won three meets in a dual season.

Captain Don Dooley, a junior from Waukesha, won first place in four of the six meets, placing second against Iowa, and third against the Air Force Academy. Teammate Don Loker, Appleton sophomore, was consistently right behind Dooley in each race; while Hartford junior, Jerry Smith, improved rap-

one in a million

Charles Clotfelter of Marietta, Georgia, is cured of cancer, like more than 1,000,000 other Americans. He owes his life to his own vigilance. He went to his doctor *in time*. Charles Clotfelter is living proof that many cancers can be cured if detected and treated early. Do you protect yourself with an annual health checkup? It's your best insurance against cancer.

AMERICAN CANCER SOCIETY

idly at the season's end to give the Badgers much needed depth. Other squad members included Dick Miller, Oregon, Illinois; John Cotton, Appleton; and Brian Marcks, Black Creek.

The Badger harriers, coached by Tom Bennett, participated in the annual Big Ten meet on Friday, November 11, at Chicago. The Badgers took fourth place in the meet which was won by Michigan State. Dooley and Loker finished seventh and ninth, respectively.

1960 SEASON RECORD

- Oct. 8 Wisconsin 30, Minnesota 25
 Oct. 15 Wisconsin 29, Iowa 26
 Oct. 22 Wisconsin 25, Illinois 30
 Oct. 29 Wisconsin 37, Air Force 21
 Nov. 5 Wisconsin 17, Northwestern 43
 Nov. 5 Wisconsin 24, Marquette 33

The 1961 Wisconsin Picture Calendar is now available at \$1.00 a copy. Order yours today from the State Historical Society, Madison 6, Wisconsin.

alumni news

Before 1900

Adeline M. JENNEY '99, Valley Springs, S. D., who has been editor of PASQUE PETALS since 1937, announced recently that they are planning a deluxe issue of PASQUE PETALS—a 16-page monthly publication devoted to poetry—for the 1961 Dakota Territory Centennial in commemorating Lincoln's creation of the five-state territory in 1861.

1901-1910

The Texas-Wisconsin Exploration Corp., which was organized by Ralph E. DAVIS '06, will undertake an extensive drilling program in search of oil and gas in southeastern Sheboygan and northern Ozaukee counties in mid-November.

1911-1920

Stanley C. ALLYN '13, chairman of the board of the National Cash Register Co. of Dayton, O., was one of nine prominent business and educational leaders selected recently by Harvard Business School to the "Hall of Fame" and was awarded a citation for his influence on the advancement of distribution in this field.

Solomon C. HOLLISTER '16 has been elected an Honorary Member according to the October issue of CIVIL ENGINEERING. Mr. Hollister has an international reputation as an engineering educator and is also widely known for his research in concrete and for numerous other activities.

Ralph E. NUZUM '16 has been elected president of the Vernon County Alumni Club.

Members of the Class of 1917 are encouraged to make contributions to the '17 Scholarship Fund in memory of Herman ZISCHKE, class president, who passed away recently.

Kate HUBER '17 has retired from her position in the Social Service Department of the Public Schools of Indianapolis, Ind., where she has served with distinction for 40½ years. One of her enviable records is that she had not missed even five minutes due to illness during that entire period. She

has been very active in the affairs of the Wisconsin Alumni Club of Indianapolis which this year is sending its second student to the University on a scholarship. There is currently one student at the University on a four-year grant and this year, another student has entered the University because of the efforts and accomplishments of many such as Kate Huber in Indianapolis.

Ernest H. SCHWARTZ '18 recently retired as assistant to the general manager of the Wisconsin Steel Works, International Harvester Co., Chicago, Ill. He was actively engaged in the production of steel for 41 years, 5 at Gary Works, U. S. Steel Corporation and 36 years at Wisconsin Steel Works, Chicago, Ill.

Mr. and Mrs. Sam E. OGLE '20 have moved to Madison where he will serve as executive director of the Wisconsin Retail Merchants' Association. He was formerly with Schuster stores in Milwaukee and spends his summers at Manitowish Waters, Wis., where he has a small grocery store and home.

1921-1930

Walker G. DOLLMEYER '24 is presently employed as vice president of operations, Lycoming Division of Avco Corp., located at Stratsford, Conn.

Dorothy WAITE '24, director of the division of children and youth of the State Department of Public Welfare, was the subject of a recent article appearing in the *Wisconsin State Journal*. The article told of Miss Waite's decision to change from the field of music to the field of welfare while studying at the University and how the children in the state have benefited because of her selected occupation.

James M. JOPP '25, director of engineering, Columbia Cellulose Co., Vancouver, B. C., Canada, recently presented a technical paper entitled: "Materials of Construction for a Bleached Sulfate Mill" at the 15th Engineering Conference of the Technical Association of the Pulp and Paper Industry.

Orris E. ANDRUS '26, who received his PhD degree in engineering from the University of Wisconsin last June, was the oldest man, at 60, ever to receive a PhD degree in engineering from the University. He is employed at the A. O. Smith Co. in Milwaukee.

Charles E. NELSON, Jr., '27, president of the Waukesha Motor Co., recently celebrated his 31st year with the company.

Dr. Lloyd R. SETTER '28, chief, radiological intelligence, R. A. Taft Sanitary Engineering Center, Cincinnati, O., presented a paper at the 33rd Annual Meeting of the Water Pollution Control Federation which was held in Philadelphia recently. His paper, "Determination of Radioactive Substances," was a major technical contribution to the assembly of wastewater experts.

Dr. Frank B. SAZAMA '29 has been named president of the Wisconsin Alumni Club of Chippewa Falls.

Donald J. MacFARLANE '29, Janesville, Wis., was recently awarded a citation by the Wisconsin Easter Seal Society in recognition of an outstanding adjustment to a severe

physical handicap. He operates a 270 acre farm raising some 140,000 pheasants and has continued his farm operations from a wheelchair since he was stricken with polio in 1946.

Karl R. WENDT '29 has been appointed executive vice president of Colorado Research Corp., Broomfield, Colo. Mr. Wendt is a nationally-known authority in the field of television engineering.

Mrs. Donald F. REINOEHL '36 (Ruth McDANIEL '30) was recently elected president of the Wisconsin Alumni Club of LaFayette County.

Robert FOSS '30, faculty adviser of the University of Wisconsin Red Cross campus unit, recently attended a Red Cross College Workshop in St. Louis, Mo.

Martin J. BURKHARDT, Jr., '30 has been named president of the Wisconsin Alumni Club of Lincoln County.

1931-1940

Franklin T. MATTHIAS '31 is the newly appointed manager of heavy construction for Kaiser Engineers and has responsibility for all the company's heavy construction activities in the United States and Canada.

Dr. Harry K. PURCELL '35, a former Madison resident, has sailed with his wife and five children for India where he will serve at a Catholic mission hospital in New Delhi.

Lawrence E. ROCCA '38, CPA, of Arlington Heights, Ill., has been appointed chairman of the committee on local governmental accounting of the American Institute of Certified Public Accountants. Mr. Rocca, a partner in the Chicago office of the accounting firm of Ernst & Ernst, is a member of the American Accounting Association and the Illinois Society of CPAs.

Harry A. STANGBY '40 was recently elected president of the Wisconsin Alumni Club of Fond du Lac.

1941-1945

Lowell R. HUCKSTEAD '41 has been named president of the Wisconsin Alumni Club of Marshfield.

William MARLING '41 was recently elected president of the Wisconsin Alumni Club of Madison.

Henry F. KROENING '43 has been transferred to Bolivia by the International Cooperation Administration. Mr. Kroening will serve as executive director at his new post.

Gerald O. DAHLKE '43 has been awarded the diploma of a Chartered Life Underwriter, one of the top professional designations by the life insurance field. He is an agent with the Hartford branch office of Connecticut General Life Insurance Company.

Dr. and Mrs. Carl SCHMIDT (Mary HELMER) '44, formerly of Marshall, have moved to Madison. He is doing advanced work in anesthesiology at the University Hospitals and she is associated with the University Medical School.

1946-1950

Dr. and Mrs. Henry W. STINSON (Barbara Ellen ROGERS) '46 recently announced the birth of a daughter, Ann Cary. The Stinsons have three other children and live at 110 Smith Street, Warrenson, Ia., where Dr. Stinson is a radiologist at the Farquer County Hospital and the Front Royal Hospital.

Alfred P. HAAKE, Jr. '46 has been named vice president in the Trust Department of Continental Illinois National Bank and Trust Co. of Chicago.

Robert G. SCHRANK '47 has been named president of the Wisconsin Alumni Club of Marinette-Menomonee.

Dr. Albert L. FISHER '47 of La Crosse has been appointed consulting psychiatrist to the Wisconsin Child Center in Sparta by the State Department of Public Welfare.

Frances SOIT '47 is currently teaching second grade in Wiesbaden, Germany for the U. S. Air Force.

Mrs. Aubrey H. Smith (Jean FONK '47) was recently elected president of the Wisconsin Alumni Club of Kenosha.

Robert M. BEAUGRAND '47 has been named president of the Wisconsin Alumni Club of Fox River Valley.

Mr. and Mrs. R. Stanley RUTHERFORD '53 (Clyde STEEN '48) are back in Genesee, N. Y. where he is associate professor of speech at the State University College of Education. They spent the past year at the Munich, Germany Branch of the University of Maryland where he taught speech to students whose home stations extended from Norway to North Africa. During the year, the Rutherford family visited twenty-five countries of Europe and the Middle East. During a visit to Oslo in August, they renewed acquaintances with Mr. Tormod SKAGESTAD '48 who is Director of the Norwegian Theatre.

Raymond E. PORTER, Jr. '48 announced recently that he is associating with the law firm of Van Susteren and Bollenbeck of Appleton.

Peter J. THOMSEN '48 has been elected president of the Wisconsin Alumni Club of Jefferson.



Your lucky mascot, Bucky Badger



Bucky Badger is five inches tall, with a cardinal sweater and white trousers — and a wicked gleam in his eye. Made of hard rubber and as hard to crack as the Wisconsin varsity line.

Just what the doctor ordered for your desk, mantel or recreation room. Get one for that son or daughter dreaming about following in your footsteps someday on your favorite campus. Everybody likes Bucky Badger, so order yours today.

\$2

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Benjamin D. SISSON '48 has been named vice president of the Irving Trust Company of New York.

Dr. and Mrs. Milton LAPIDUS '48 announce the birth of the first child, Ellen Jean.

F. Frederick STENDER '49 has been elected president of the Wisconsin Alumni Club of Green Bay.

Donald R. PATOKA '49 has been named sales manager of Smith-Dorsey Pharmaceuticals, a division of the Wander Company.

Robert H. RIEDER '50 was named president of the Wisconsin Alumni Club of Green County.

Mr. and Mrs. Merlin KOENECKE '51 (Bertha HUNTINGTON '50) announce the birth of a son, James Merlin.

Stuart G. GULLICKSON '50 has been elected president of the Wisconsin Alumni Club of Wausau.

Stuart C. SVOBODA '50 has been promoted to manager, Jobber Sales Department, at the Trane Co., La Crosse, Wis.

After six years of general practice in Sausalito, Calif., Ronald B. MACKENZIE, M.D. '50 has terminated his practice and has enrolled at the University of California where he is working toward a Master of Public Health Degree in Epidemiology.

Edward BUEHLER '50 is the new president of the Wisconsin Alumni Club of Rhinelander (North Woods).

1951

John CAIRNS has been elected president of the Wisconsin Alumni Club of Sheboygan.

James E. WELCH has been appointed supervisor of Product Development and Quality Control for the Wm. Underwood Co., Watertown, Mass.

Donald C. HABERMAN is the new president of the Wisconsin Alumni Club of Milwaukee.

1952

Dr. Manuel SCHREIBER is currently working with Dr. Elemer Gabrieli as a research & clinical biochemist at the Millard Fillmore Hospital and Research Institute in Buffalo, N.Y. Dr. Schreiber and his wife recently became the proud parents of a baby girl, Naomi Miriam.

Mr. and Mrs. William A. Feess (Mary CUNNIEN) are the parents of a son, John Charles.

Julian R. INSTEFJORD is the new president of the Wisconsin Alumni Club of Iowa County.

1953

W. A. BENDER was recently elected chairman of the Green County chapter of the National Foundation. He is assistant cashier at the Commercial and Savings Bank, Monroe.

Frederick DREXLER is the new president of the Wisconsin Alumni Club of Manitowoc County.

Atty. John M. LANGER, is now associated with Langer & Cross of Baraboo.

Arthur A. VERICK, has been elected president of the Wisconsin Alumni Club of Burlington.

Carl N. POOLE, formerly of Madison, has been named vice president and director of the Jacobson Advertising Co., Sheboygan.

James J. YANIKOWSKI has been named president of the Wisconsin Alumni Club of Beaver Dam.

1954

Conrad R. ENGSBERG, was recently promoted to general construction and maintenance supervisor of the General Telephone Co. in Madison.

John W. JAHNKE, city planner at Waukesha, Wis., announced recently that he expects to resign as city planner in the near future and set up his own practice in Waukesha.

Russell M. LANGE is the new president of the Wisconsin Alumni Club of Grant County.

1956

Mr. and Mrs. F. K. Mitchell (Teresa SPECA) are the parents of a son, James Patrick.

Earl M. LA PLANT, Jr., has been named president of the Wisconsin Alumni Club of Door County.

Jack T. JACOBS is the new president of the Wisconsin Alumni Club of the Gogebic-Iron Range.

John O. SCHINDLER, Milwaukee life underwriter for Equitable Life Insurance Company of Iowa, recently ranked first in paid production among all the company's representatives throughout the country. It was the first time that a Wisconsin representative has been a leading monthly producer.

Elizabeth MUDD is the new president of the Wisconsin Alumni Club of Janesville.

1957

Mr. and Mrs. Walker C. JOHNSON '58 (Carolyn INGLE), Evansville, Ind., announce the birth of their first child, a daughter, Lucia Chase.

S. Dean PIES has been elected president of the Wisconsin Alumni Club of Kewaunee County.

Mr. and Mrs. James BOEHNLEIN are the parents of a daughter, Sara Beth. They have another daughter, Ellen Ann.

1958

Mead Johnson & Company, nutritional and pharmaceutical manufacturer, Evansville, Ind., announces the appointment of James A. BREWSTER as an engineer in the Manufacturing Division.

James VANCE has been elected president of the Wisconsin Alumni Club of Fort Atkinson.

Mr. and Mrs. Phillip S. BROWN, Ann Arbor, Mich., announce the birth of a son, David Lyndon.

1959

Clyde NEHLS recently was promoted to first lieutenant at Fort Riley, Kansas where he is a member of the U. S. Army Aggressor Center.

Wisconsin Alumnus, December, 1960

newly married

1951

Lois A. Redman and Richard C. GRAES-SLIN, Menlo Park, Calif.

1952

Ana M. FRIESE and Peter J. SCHILS '56, Sheboygan.

1953

Gerl L. Blaha and Alan H. HEGGE, San Francisco, Calif.

1954

Judith M. Ahrens and Robert G. SATHER, Madison.

Mary M. Wang and Roger E. HEINECK, Neillsville.

Shirley B. Woodward and Roger H. SPAHR, Wauwatosa.

1955

Carol A. Hirschel and Jerry C. SLIPPER, Milwaukee.

Rita L. Hopp and Martin G. KELLERMAN, Pittsville.

Emily R. SMITH and Ralph R. Reed, Oakland, Calif.

Patricia Omelina and James R. MOLNAR, Hollywood, Calif.

Patricia A. CHANDLER and James R. NORRIS '57, Chicago, Ill.

1956

Joyce L. Michael and Robert J. WEESNER II, Baltimore, Md.

Margaret E. Clark and John C. SCHURR, Madison.

1957

Dorothy S. Marling and Raymond D. AIKINS, Larkspur, Calif.

Janice Rivard and Barney O. RAE, Milwaukee.

Carole R. BECKER and Philip S. Engen, Madison.

Joan B. BALZER and Richard S. KEY, Evanston, Ill.

1958

Sally C. COWAN and Bruce H. REINHOLD '57, West Roxbury, Mass.

Patricia R. Thornhill and Peter L. SIEVERS, Racine.

Kathleen M. Reistad and Allan A. LADD, Milwaukee.

Nancy M. Wismer and Alvin G. BEYER, Neenah.

Dana R. Bartz and Jerome A. LEWIN, Milwaukee.

Miriam J. McKee and John G. CERVENY, Madison.

Jill E. TORRANCE and William J. Phelps, Ft. Wayne, Ind.

Margaret J. ROTH and Ralph A. Martin, Ft. Wayne, Ind.

Barbara G. GREGG and James H. Carbone, Jr., Los Angeles, Calif.

Susan G. FALK and Timothy E. Thompson, Whitefish Bay.

Shirley J. ELKO and Clarence A. Verhage, Sheboygan.

1959

Janice B. Cheney and Phillip M. STEELE, Madison.

Mara L. Wakefield and Rodney SCHELL-PFEFFER, Madison.

Beverly Haug and Glen R. TAMKE, Madison.

Nancy L. PHILLIPS and Joe S. WILLIAMS '58, Fairborn, Ohio.

Elaine DAVIS and Thomas MORAN, Madison.

Janice M. Hansen and James R. LESCHKE, Denver, Colo.

Ann E. McALEER and John M. WILEY '55, Madison.

Marlys Meistad and Gordon SCHULTZ, Glencoe.

Maren L. TORGERSON and Thomas J. Seymour, Milwaukee.

Ruth Hermanson and Roger L. GIERHART, Sauk City.

Kay E. SWEENEY and Russell F. Whaley, Sparta.

Gretchen A. KAUFFMANN and Gerow R. Haggstrom, Madison.

Bette Jo WILEY and Robert R. PUEPING '54, San Francisco, Calif.

Karen A. McKinley and Howard A. V. ROTH, Madison.

Rose A. HINKES and Bobby D. Wright, New Castle, Ind.

Nancy L. STEPHENSON and Richard F. Goold, Berwyn, Ill.

Claretta K. Hermansen and Delmar I. HANSEN, Georgetown.

Ann E. BJOIN and Gary S. ROSE, Bremerton, Wash.

1960

Judith M. PILTZ and Robert J. SANDBERG '59, Huntsville, Ala.

Audrey A. CARLSON and David L. MARQUARDT '61, Madison.

Daren DRURY and Richard McLay, Madison.

Roberta J. RINEHART and William J. Jensen, Milwaukee.

Elaine M. Holmes and Gary L. ZWICKY, Urbana, Ill.

Martha D. HANSEN and Charles W. Guildner, Madison.

Carol Schildt and Donald E. LEARNED, West Allis.

Karen A. Moen and Jack E. KNUESE, Milwaukee.

June M. TASHKIN and David S. WALLACE '56, Whitefish Bay.

Lorna M. BALMER and David L. Wadzinski, Madison.

Janeth V. VINTON and Edward J. CANON '59, Aupberg, Germany.

Joan M. NISHIMURA and Lt. John M. SANDERSON, JR. '59, Wiesbaden, Germany.

Patricia VINING and Arthur E. WEGNER '55, San Francisco, Calif.

Nancy L. HOVEY and Robert L. Mason, Detroit, Mich.

Judith A. JOHNSON and Stanley C. Phillips, Denver, Colo.

Marion E. ELLIS and Richard O. TRUMMER, Milwaukee.

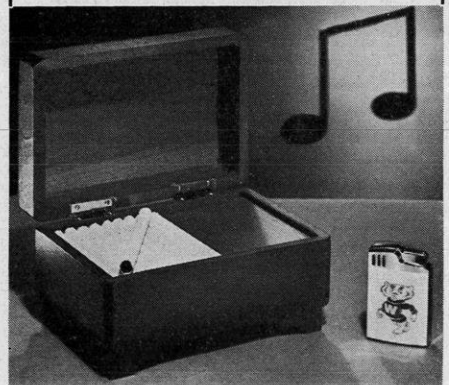
Darlene M. Mickelson and Donald E. RADTKE, Duluth, Minn.

Penelope PERKINS and Robert H. Coffin, Appleton.

Janet M. BARENSCHER and Richard D. ZILLMANN '59, Milwaukee.

Tana M. DI MEO and Gabriel Di Piazza, Milwaukee.

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 Mrs. William A. Scott '97, (Nellie I. NASH), New York City.
 Robert O. BOWMAN '01, Portage.
 George T. BUNKER '01, Hinsdale.
 John G. HARDGROVE '01, Milwaukee.
 Helen B. Richardson '02, Los Angeles, Calif.
 Warde A. WESCOTT '03, Crandon.
 Mrs. Charles D. Dallas '03, (Harriet HUGHES), Katonah, N. Y.
 George M. SIMMONS '05, Portland, Maine.
 Henry C. HACKER '05, Waupaca.
 Eliot BOARDMAN '06, Madison.
 Lynn H. SMITH '07, Jefferson.
 Fayette A. TIBBITTS '08, Atascadero, Calif.
 Mrs. Percy F. Smith '08, (Ethel H. GAUVRAN), Wallingford, Conn.

Mrs. Lucius A. Tarrell '08, (Anne D. MARTIN), Madison.
 Walter WEHRWEIN '10, Manitowoc.
 Earl W. QUIRK '10, Watertown.
 Cyril E. DAVEY '10, Oconomowoc.
 Willard W. YATES '11, Pittsburg, Calif.
 Delton C. HOWARD '11, Beloit.
 Axel JOHNSON '11, Cortez, Colo.
 Mrs. R. B. Corcoran '11, (Alice H. RAYMOND), Madison.
 Cliff F. GRAY '11, Dearborn, Mich.
 Robert A. WEIR '12, Minneapolis, Minn.
 Charles J. ANDERSON '12, Winter Park, Fla.
 Laura L. GILMAN '13, St. Paul, Minn.
 Mrs. Niel Peters '14, (Mae B. BLAISDELL), Portland, Oregon.
 George A. KENKEL '14, Milwaukee.
 Charles L. PARMENTER '16, Philadelphia, Pa.
 Suhr, Edmund J. '16, Turbock, Calif.
 Herman A. ZISCHKE, JR. '17, Minocqua.
 Catherine E. O'NEIL '17, Chippewa Falls.
 Irene H. JENNINGS '17, Madison.
 Earl J. BUSER '18, Middleton.
 Mrs. W. T. Gleason '18, (Pansy M. MODESITT), Terre Haute, Ind.
 Mrs. Edward R. Benson '19, (Amelia PIRIE), Milwaukee.
 Walter J. BINDER '19, Covington, Ky.
 Gilbert F. LAPPLEY '20, Milwaukee.
 Herman F. HEEP '20, Austin, Texas.
 Mrs. John C. Wooden '20, (Carolyn H. STUBBS), Evanston, Ill.

Frederick C. KELLOGG '21, Madison.
 Leonard STUEMPFIG '22, Waukesha.
 Leonard J. SHEAHAN '23, Washington, D. C.
 Roscoe F. KORN '24, Edgerton.
 Lloyd M. VALLELY '25, W. Lafayette, Ind.
 David C. ATWOOD '26, Madison.
 Elisa CURTIS '26, Middlebury, Vt.
 Mrs. Ross Pierce '28, (Gladys A. HOYE), Stockton, Ill.
 J. Charlton FRICK '28, Chicago, Ill.
 Julius M. FLEISCHER '29, Macon, Ga.
 John BERAN '29, Minneapolis, Minn.
 Paul A. SCHUETTE, JR. '30, Manitowoc.
 William A. MUELLER '31, Chicago, Ill.
 Mrs. Clifford E. Conry '32, (Ann R. PALMER), Springfield, Ill.
 May A. KELLY '34, Fargo, N. D.
 Paul A. H. JENSEN '38, Las Vegas, Nev.
 Corliss C. KENNEDY '40, Richland Center.
 Walter HOCHSTETTER '40, Madison.
 Irving P. KAUFMAN '42, Chicago, Ill.
 Lind, Mrs. Don '44, (Helen L. WELCH), Seattle, Wash.
 James A. GRIM '50, Milwaukee.
 Gertrude NISSENBAUM '52, New York City.
 Mrs. William H. Hay '53, (Joan PARISH), Madison.
 Ronald JAYE '59, Carrollton, Ill.
 Karen R. STAINHOFNER '61, Antioch, Ill.

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Civic Activities: Member, Exchange Club; Elks; Heart Fund Committee.

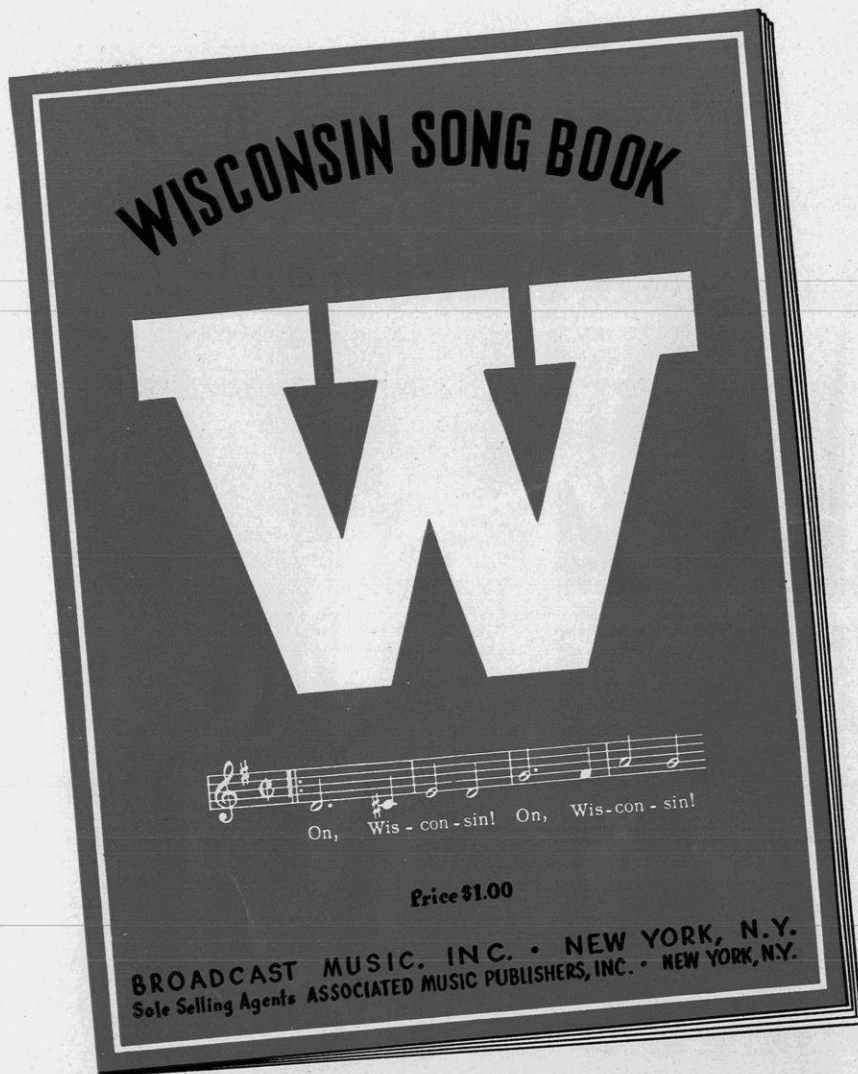
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