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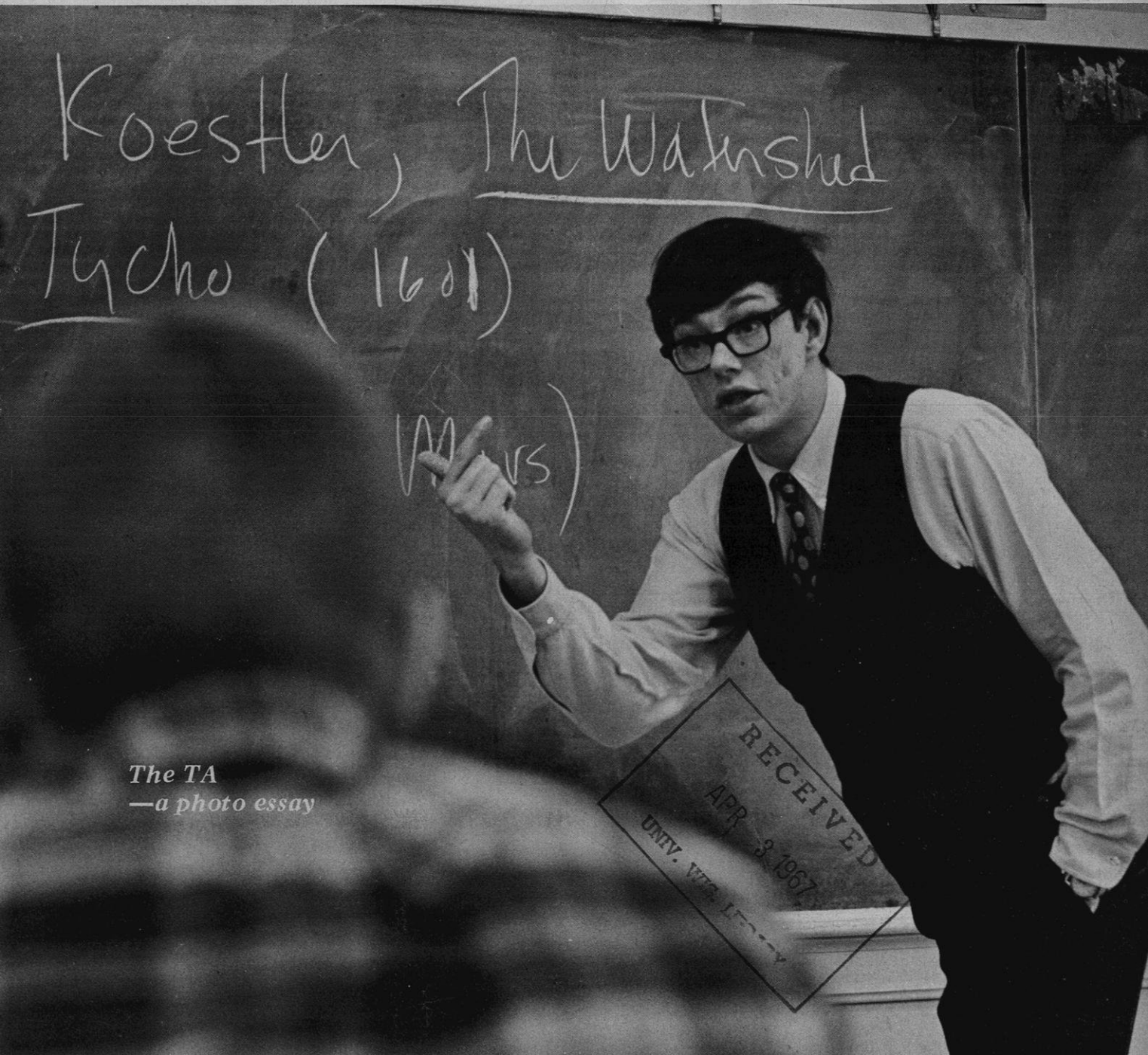
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# WISCONSIN

## *alumnus*

MARCH, 1967



*The TA*  
—a photo essay

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UNIV. WISCONSIN

Some say that the campus has become too academic to meet industry's engineering manpower needs.

***That's nonsense.***

**Or is it?**

Semiconductor catalysis  
Diffusion rates in molecular sieves  
Surface diffusion of chemisorbed species  
Interaction of antagonistic polyelectrolytes

Polyelectrolyte complex films as reverse osmosis membranes  
Rheology of non-Newtonian fluids  
Blood flow in the microcirculation  
Mass and momentum transfer in a boundary layer

Above are a few of the research projects under way in the chemical engineering department of one of the prestigious science universities. Once upon a time that institution was considered an engineering school. *Now* look at it.

The reason we print the list is that it happens to name some topics for which we need chemical engineers to solve some all too real problems of our photographic business.

We would be less than candid, however, if we implied we require all our chemical engineers to be academically minded. We have rewarding work for many types of minds. That simple fact is



the payoff (to the individual chemical, mechanical, electrical, or industrial engineer) from our size and diversification. He gets *choice*.

The first job he chooses may seem to represent his personal bent. It may represent nothing more than a direction in which he has been pointed by his professors. A few years of actual experience may show a young engineer that he is less "thing"-oriented than he thought he was and more interested in relating "things" to people than he was taught to be—supervision, marketing, technical liaison, etc.

To offer choice at the outset and choice later fits in well with our principle that a man or woman isn't just part of a department or project but is working for a far more important entity known as Eastman Kodak Company, which had better make the biggest possible personal success of him or her if it wants to realize a fair return on its investment.

By the way, you may not realize that we are involved in a lot more than photography (which hasn't stopped booming for 80 years) and find the other businesses pretty good, too.

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# wisconsin alumnus

Volume 68

MARCH, 1967

Number 6

## Wisconsin Alumni Association

770 LANGDON STREET, MADISON 53706

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# ON WISCONSIN



Arlie M. Muecks Jr.

EXECUTIVE DIRECTOR

FOR THE second time within less than a year there has been a major confrontation between students and the University administration on the campus. Last spring, thousands of students took part in a protest that questioned the present structure of our Selective Service System and the amount of cooperation the University should extend to local draft boards in the furtherance of that system.

Last month, student activists picketed recruiters from the Dow Chemical Company and occupied the administrative offices of high University officials in an attempt to call attention to their objections to the conduct of the war in Vietnam.

Without discussing the substances of the two protest actions, I think it can be safely noted that there was a distinct difference in the basic quality of the two demonstrations. The first, for the most part, was conducted in a generally orderly fashion; the second was intentionally disruptive and had a noticeable thread of anarchy running through its fabric.

During the recent protest, the students stepped over a line drawn by the University following an incident last fall when Sen. Edward Kennedy (D-Mass.) was heckled and virtually obstructed from giving a political speech on the campus. The result was that the University found itself in a position from which it could not retreat and several demonstrators were arrested during two days of protest.

The battle has thus been joined and the ultimate issue at question—no matter how sensational the momentary skirmishes may seem—is the very structure of this University. We cannot dodge the issue by saying that only a small percentage of the students participated in the latest protest action. We have been playing his sort of rationalizing numbers game for too long. The major point is that a group of students has made a direct frontal assault on the University and has claimed that its moral point of view is sufficiently just to warrant the extremity of their action. Such a firm position closes out the very opportunity for debate that these same students claim the University has failed to provide.

The instinctive reaction to such a challenge is to say that we should summarily expell those troublemakers who have violated the rules. (This is the reaction I have received from many of our alumni following the

incidents of last month.) But I want to point out that the preservation of freedom, particularly on the University of Wisconsin campus, depends on following the letter of the law that has been established by the duly constituted University policy making elements. Such a procedure insures that freedom for all will be preserved.

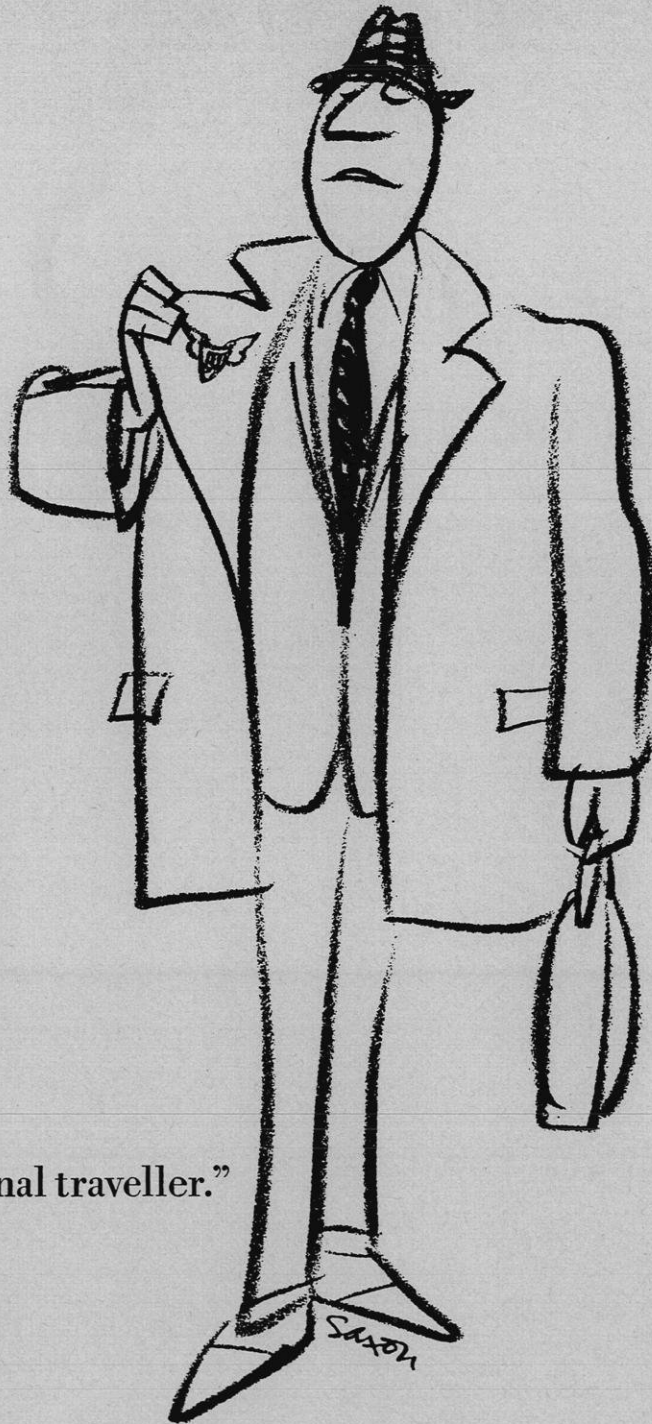
Those students who indulged in the recent extreme actions apparently believe that only their way is the right way. They have produced a tyranny of the minority through their actions. They have demonstrated a contempt for the very rules that have been established to guarantee their right to protest. In doing so, they have ignored the rights of others to dissent.

The rules have been established and it is by the rules that we must conduct our actions if we are to preserve the integrity of the University. If the rules are wrong, then they should be changed—but only after a rational discussion. Meanwhile, we have clearly defined policies which cover the procedures that may be employed during a protest. These rules are explicit, yet certainly liberal enough to permit the expression of almost any point of view as long as it is put forward within the context of the law. As alumni, we must insist on the preservation of due process and the rule of law within the University.

In support of this belief, I would like to cite comments from two individuals who have recently spoken out on the tactics being employed by a certain segment of university students in this country.

Vice President Hubert H. Humphrey, in an interview carried by the *Christian Science Monitor*: "Foul language, sheer noise, and physical violence . . . are not . . . the tactics of a democracy. They have no place in academic life. . . . The overwhelming majority of students want no part of the outrages of the small minority. But that majority must take a stand if elementary standards of decency are not to become rejected as a matter of common practice. University authorities, as well, must realize that the very structure of free university life is being threatened by the excesses of a militant and an aggressive handful."

UW Prof. Jack Barbash, economics, at the special faculty meeting called last month: "A free university does not deserve to be free if it is unwilling to repel assaults on its freedom from whatever source."



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# Plan to Attend the 1967 ALUMNI WEEKEND

A calendar filled with a variety of events is the feature of our 1967 version of Alumni Weekend. The outline below indicates some of the events that should be of particular interest to returning alumni.

## ● Alumni Events



- Class reunions for the classes of 1917, 1922, 1927, 1932, 1937, and 1942
- Half Century Club Luncheon honoring the Class of 1917
- Quarter Century Club Luncheon honoring the Class of 1942
- Formal dedication of Wisconsin's new Alumni House
- Alumni Dinner featuring the presentation of Distinguished Service Awards to outstanding Badger alumni

- Annual Spring Football Game
- Sidewalk Art Show and Wisconsin Players Production
- Campus Tours

Don't miss this opportunity to visit Madison in the spring. Plan to join us for Alumni Weekend.

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Wisconsin Alumni Association  
770 Langdon St., Madison, Wis. 53706

Please send me \_\_\_\_\_ tickets for the 1967 Alumni Dinner to be held on May 13 at 6:30 p.m. @ \$4.50 per plate.

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ANY ATTEMPT to explain what makes a teacher, first sends one searching through a book of familiar quotations. Here can be found such nuggets as:

"The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards." (Anatole France)

"A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form." (Goethe)

"The true teacher defends his pupils against his own personal influence. He inspires self-distrust. He guides their eyes from himself to the spirit that quickens him." (Amos Bronson Alcott)

"A teacher affects eternity; he can never tell where his influence stops." (Henry Brooks Adams)

Each individual has his own subjective impressions of what makes a great teacher, whether he can articulate them or not. There is no formula for good teaching; the art itself is a completely individual matter, dependent on the particular inner fire that burns within each teacher. The real measure of an outstanding teacher, of course, is the impact that he has on his students.

A survey of Wisconsin students, conducted just over

# WHAT MAKES A TEACHER?

## a special report

a year ago, reveals that the teaching done at the University is held in generally high regard by the students. Those surveyed indicated that they were satisfied with the quality of teaching at the University. In fact, students were "very satisfied" with the level of teaching in three general areas in the following order: biological and physical sciences (41%), humanities (36%), and social sciences (28%). There was no significant difference of rating teaching effectiveness among undergraduates, but graduate students tended to be more critical of the teaching capabilities of their professors.

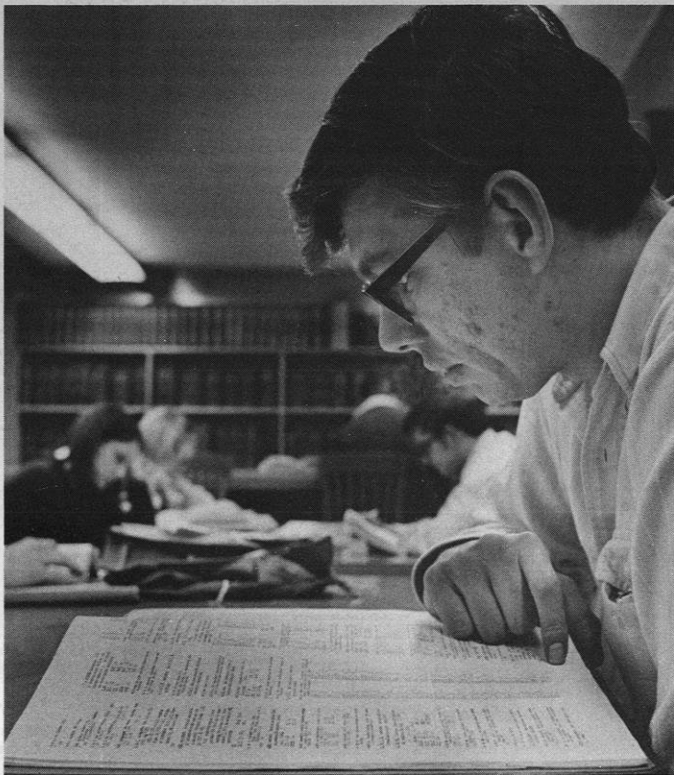
One statistic which helps to wipe out some preconceived notions was that students preferred the teaching of professors over that of teaching assistants, *but not by a dramatic margin*. Only 18 to 20% of the students in the statistical sample indicated that they were not satisfied with the classroom effectiveness of teaching assistants.

Because of the essential role that teaching plays in the life of the University, we have assembled this special issue on teaching. On the following pages, we present a photo essay on a teaching assistant, a brief analysis of the strengths and weaknesses of the teaching assistant program, and some comments by senior professors on the nature and importance of good teaching.



## The TA

*a photo essay on the  
teaching assistant  
by Edwin Stein*

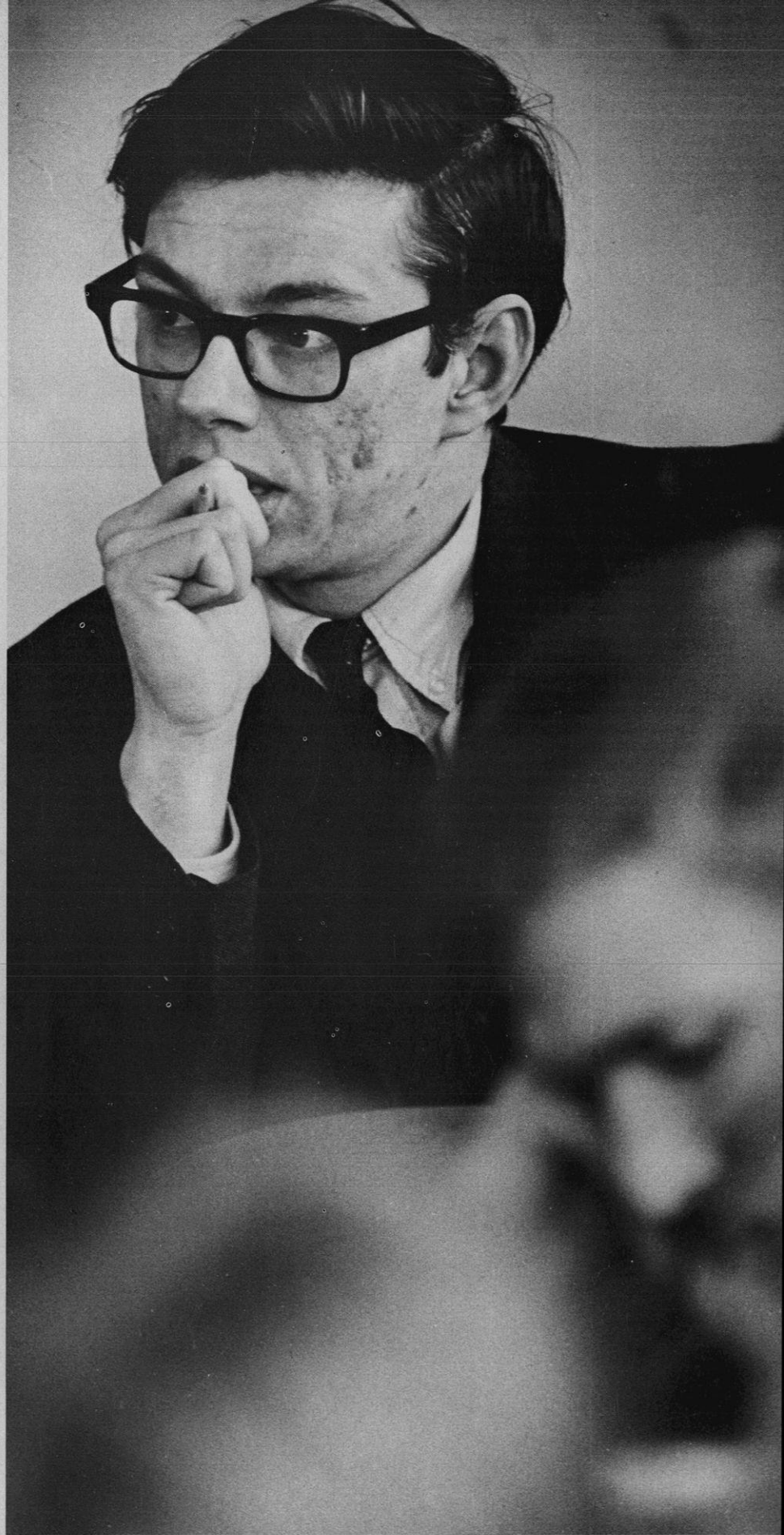




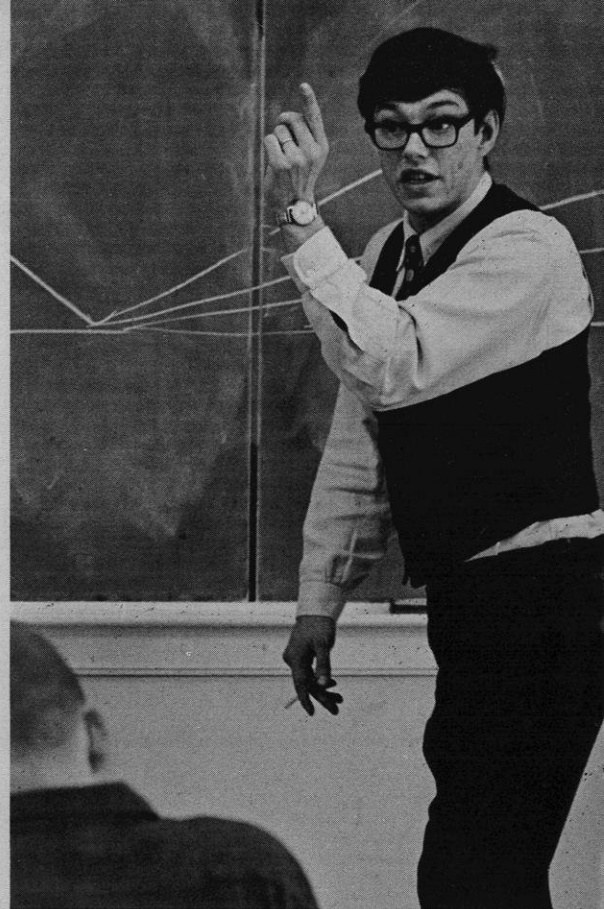
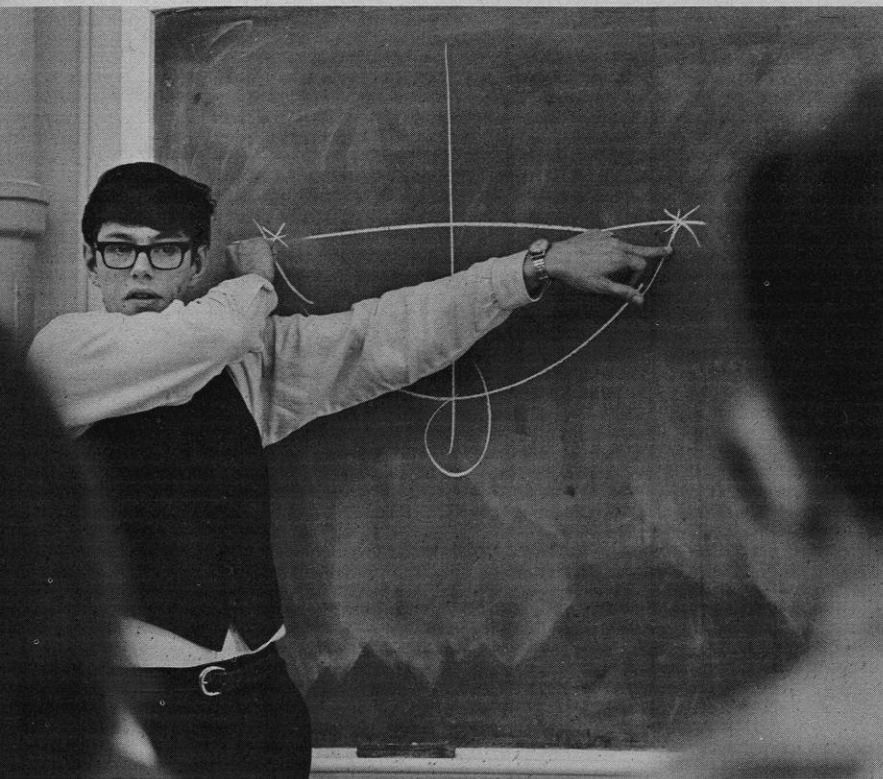
WARREN WATSON is a teaching assistant working toward a Ph.D. in the history of science. He is 31 years old and has a wife and three children. Watson, who received both his BA and MA degrees in mathematics from Wisconsin, teaches five hours, spends five hours in preparing for his teaching assignment, and works from 60-70 hours a week on his thesis.

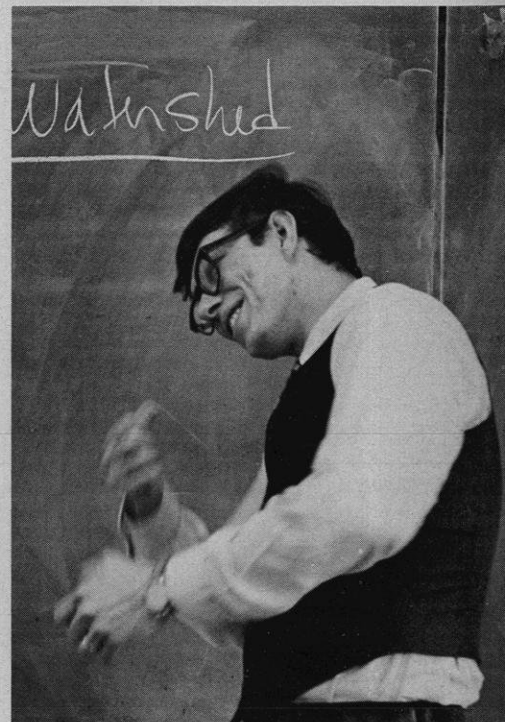
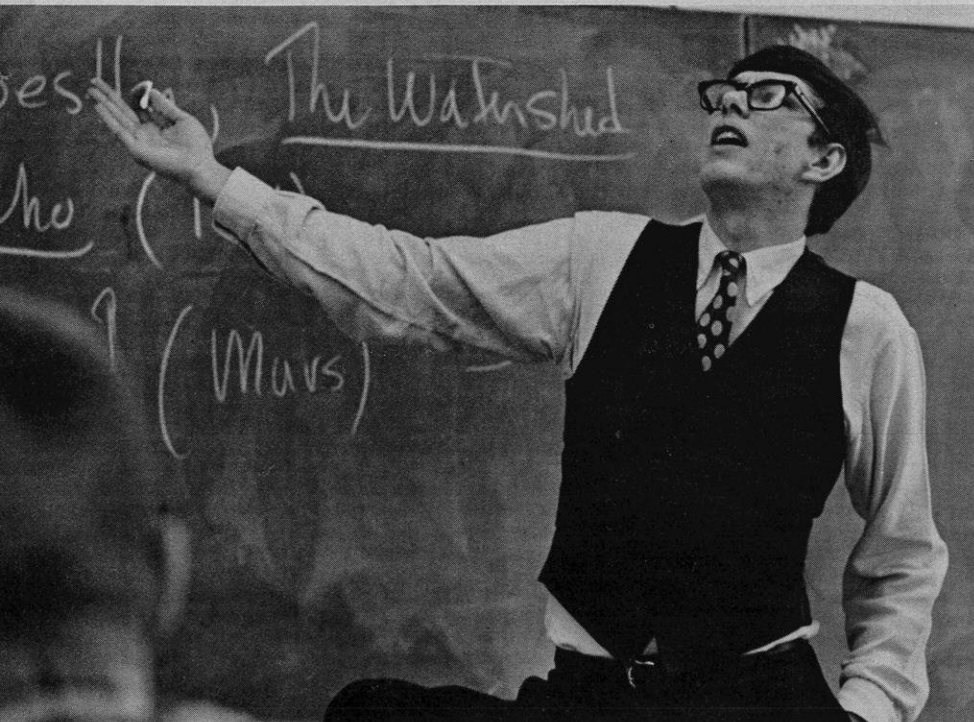
Almost all of Warren Watson's time is tightly budgeted throughout a typical week as the pictures testify. At right, he attends the lecture for the class he teaches. Top left, he confers with a student—"The TA often gets a lot of the student's personal problems as well as academic ones." Then he hurries off to check a reference in the library. Below, he and fellow teaching assistants discuss the class they are teaching with lecturer, Prof. Robert Siegfried.

Watson maintains that "the hardest part of being a TA is teaching under someone else. You're always forced to follow the professor's outline for the course and often have to subvert your own ideas to follow his outline."





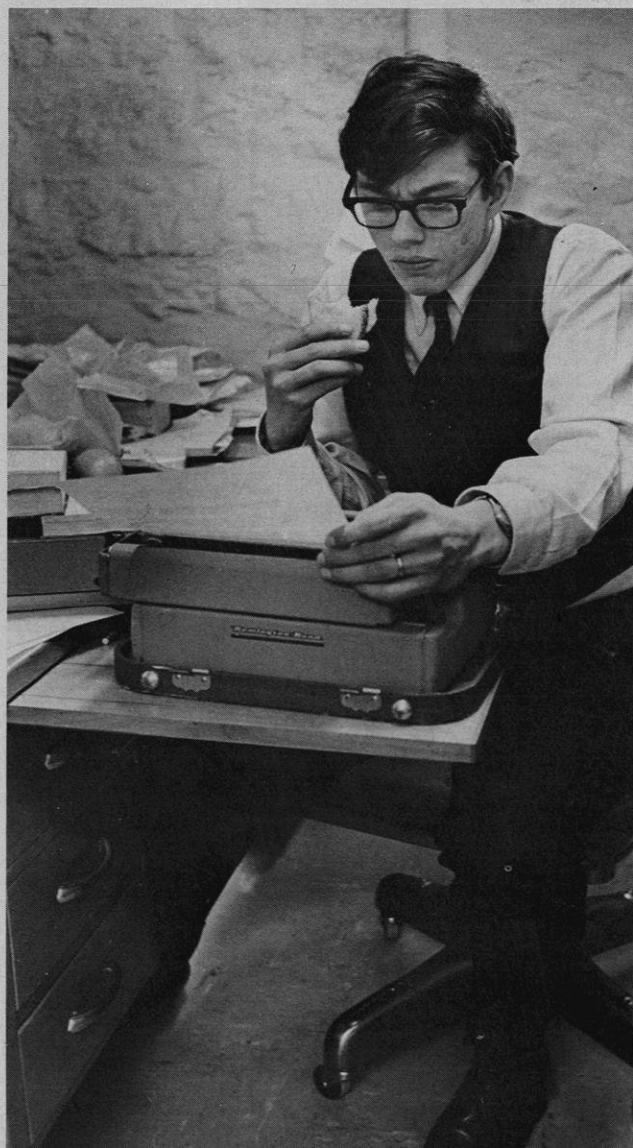




WARREN WATSON'S real love is teaching and he puts everything he has into the job as is obvious from the sequence of photos above. "In a discussion section," he says, "there is the excitement of working ideas out. In a lecture, the student is given ideas as a unified whole. In the classroom with the TA, the discussion becomes the creative thing.

"The TA is still struggling like the kids. The students see him as a man who is doing something, still striving for something. The professors have already arrived."

Chances for relaxation are few in Watson's life, but when the opportunity does come, he welcomes the chance to play his saxophone for his children (Mark, 7; Esme, 5; and Wendy, 9), who are an exuberant audience. Later, it's a sandwich on the run as he works on his thesis.





# The TA

## Who is He? What is He?

**F**EW SUBJECTS in the dialog about higher education engender as much comment today as the use of teaching assistants to provide a substantial segment of the undergraduate teaching conducted at a large university. Parents of college students are particularly sensitive about the rationale behind the practice. And so are educators.

A faculty committee which conducted an exhaustive investigation into education at the University of California at Berkeley following the student riots that occurred in the fall of 1964, concluded that "the system of using graduate students in the instruction of undergraduates—if conceived broadly—is educationally sound and organizationally indispensable." But the committee did have some serious reservations about the system as it is currently administered and some recommendations as to how it could be improved.

The University of Wisconsin is also in the process of conducting a comprehensive look at the role of the teaching assistant in the instructional program of the University. Utilizing a highly detailed, 20-page questionnaire, mailed to all graduate students, and a poll of the entire L&S faculty, a faculty-student committee is hoping to determine the nature of the teaching assistant—what is his background, what does he do, why does he do it, and what alternatives would he prefer? What is the impact of the TA system on undergraduate education and how might instructional improvements be made?

The results of these surveys are currently being tabulated and the analysis of the data should provide the working basis for a substantial evaluation of the TA system and

point to ways the system can be qualitatively improved.

The information solicited in the Wisconsin survey is quite specific and detailed, but certain general facts about TAs are already apparent. Perhaps an explanation of what a TA is would be helpful before reviewing some of the strengths and weaknesses of the teaching assistant system.

The academic year stipend for a teaching assistant averages just under \$3,000. Many TAs have at least an MA; in fact, the degree is a requirement for the job in a number of departments. Such standards place the TA on an educational par with many of the professors and instructors who staff the faculties of other colleges and universities throughout the country; but the TA is teaching under supervised conditions. Another important consideration is that in departments which have a large number of graduate students enrolled in advance study, competition for the teaching assistantship is exceptionally keen; only those who have outstanding scholarship records are selected. The competition is intense because, in many instances, the TA stipend is the sole source of economic support for the graduate student.

In spite of the factors mentioned above, there are certain inherent weaknesses in the TA system as it currently exists. Although the majority of departments provide some sort of TA guidance, improved aids for TAs is under consideration. Guidelines for proper orientation and making time available for adequate professional supervision are areas of concern for the faculty-student committee.

There is also a desperate lack of adequate facilities in some cases.

TAs are often forced to share desks with one or more of their colleagues or have no office space at all. Sometimes they must hold conferences with their students in surroundings that are hardly conducive to the most effective exchange between instructor and student.

**F**OR MANY TAs, their initial teaching appointment represents the first time they have appeared before a class in a teaching capacity. Many have had no basic familiarization course in even the most rudimentary classroom fundamentals and are usually guided solely by what they have observed during the time that they spent as a student in the classroom. The result is that some of the TAs are instinctively good teachers; others improve with experience; and others can use and need close supervision and guidance.

TAs work under a situation that can have a decided impact on the effectiveness of their teaching. They have many demands on their time. Because they are still students, TAs must keep up with their own course work and, in many cases, prepare material for a dissertation, as well as confer with their major professors, prepare for the courses they are teaching, mark papers and issue grades, and counsel with students. Many TAs also have families, a situation which presents additional demands on their time and energy. Like any student then, they must know how to effectively budget their time, and TAs often find that their teaching experience slows their progress toward the Ph.D. degree.

In some cases, TAs have come to consider themselves serfs, overworked and under-rewarded in a



system which undervalues undergraduate education. Such a feeling was certainly one of the reasons behind last year's decision to form a Teaching Assistant Union, an organization designed to air individual and collective gripes with the University administration.

In many ways, the strengths of the TA system offset its weaknesses. One of the most positive aspects of the system is the enthusiasm which the TAs bring to their teaching assignments. A majority of the TAs plan to go on from graduate work and continue teaching in a college or university. For that reason, they consider their teaching assistance as an opportunity to acquire the techniques and experience which will make them effective teachers. For many who had not originally planned to teach, a teaching assistanceship has caused them to change their career plans in favor of staying in the academic environment.

They are also still very much involved in the process of discovery, of learning the breadth and depth of their major field. They are voracious in their search for knowledge and their attitude can often infuse the students they teach with an enduring respect for scholarship.

Most TAs are comparatively young. They can relate more easily with undergraduates. They often talk the same language as undergraduates, have had similar experiences, and are sensitive to the needs of their students. They are also generally willing to spend time counseling with a student.

The weaknesses and strengths are being more scientifically defined as the concern grows to improve the TA system. The main point to underscore at this juncture is that the TA system has proven to be essential in managing the education of the University's undergraduates. It is already an effective system in some respects. It can be improved in others. The completeness of its improvement rests largely with those who are already the custodians of the University's teaching—the professors who chair the individual departments and who teach the courses.

March 1967

## The Professor

### Comments on Teaching

WHILE the TA is an important adjunct to the professor, it is the professor who initiates, guides, and lectures; his views ultimately determine the success of a course.

On the next several pages five UW professors give some of their views on the art and essence of teaching. Robert Borchers, who gives the first statement, teaches experimental physics; Joseph Milosh teaches Old English, *Beowulf*, and the history of the English language. George Mosse is an internationally known scholar whose specialty is European intellectual history. Mosse is the first recipient of the John Bascom Professorship, a chair espe-

cially created to promote excellence in undergraduate teaching and scholarly research. Theodore Rose, Spanish and Portuguese, heads the Experienced Teacher Program and is noted for his ability in teaching foreign language. Eldon Wagner, civil engineering, is one of the pioneers in photogrammetry. He teaches the basic as well as the most advanced courses in mapping and surveying and conducts a unique summer camp for surveying students who lay out a mile of proposed new highway through woods and swamp in northern Wisconsin.

The statements:

Prof. Robert Borchers





Prof. George Mosse

### *Robert Borchers—Physics*

THE LABORATORY sessions give one a chance to get in and work with the students. In my laboratory courses, I try to avoid the tedium of most lab courses by making the work interesting and challenging, and by giving the student some freedom. For instance, the way I conduct the lab, the student may be expected to do one of several experiments. The student must read up on the experiment he chooses ahead of time in order to do it successfully. This method, giving the student a choice and some initiative, avoids the chance of his having to do an experiment he may already have had to do in the past as well as the tedium of just doing an experiment according to book recipe. The student's performance can be evaluated not only by the success or failure of the experiment, but by the notebook that he is required to keep of his work. These notebooks are looked at carefully and at frequent intervals.

In teaching electronics, the material presented in the lecture should be correlated closely with what is presented in the lab. The old method of having the students see the material more than once works well. The course has been taught without this correlation and it was not as successful. The demonstration method is important in a physics lecture; the students should be shown that things work. The material is then repeated in the lab.

Teaching experimental physics seems to require both lectures and laboratory work, and demands a careful shifting of perspective to make full use of the advantages of both teaching methods.

### *Joseph Milosh—English*

A GREAT PART of teaching lies in the balancing of various demands. The subject a teacher deals with, for example, requires its own order of presentation, an order a teacher must find and adhere to so that he takes advantage of the clarity naturally within his material. But the demand of the material is itself necessarily qualified by that of practical, efficient communication in

the classroom. A single author's works may be divisible and ultimately best understood according to whether they appeared early, half way through, or late in his literary career. But the author's middle work, in a couple of important ways, might be his most complex. Efficient presentation might demand treating both early and late works as introductory to the complex middle ones, though the benefits of a chronological statement are lost.

But the demands of material and practical presentation must in turn be altered according to the outstanding demand made on a teacher: the adapting of all as precisely as possible to the personality of his class.

At this point, what pleases students can often be a valuable directive. My course in the history of the English language is taken by future high school teachers. These students are not looking simply for background information; in addition, they want what will be useful for their own future students. A change in the meaning of an individual word in the Renaissance may be curious or funny, but understanding the process of that change represents the useful for them. While the interesting detail might illustrate one point once a year, the process may account for numerous current semantic changes. These are the same changes their future high-school students can and need to observe in texts, newspapers, and their own language.

When my students made it evident that they were pleased with as well as capable of the work of understanding underlying processes, work more difficult than memorizing, I let their inclination alter my approach, at least where it could without upsetting the balance I was aiming for. Except for those hours presenting necessary background material, my classes began to be more devoted to giving only a little selected information, getting the students to abstract processes or principles, and letting them find further illustration themselves.

If the students were happier with the new direction, I was more so. A good number of them ended up knowing more theory than might be



expected in an introductory course. Moreover, most mastered the required detail (which is dictated by the nature of the course and did not change) more easily because they had worked at processes and principles. And almost all seemed pleased with experiencing some of the same movements which the minds of a few great linguists had gone through to produce the concrete subject matter they were looking at. In this case, what evidently pleased these future teachers eventually guided me to offer them a process of rediscovery which undoubtedly will be useful to them long after many of the details I worked for have faded.

Such constant balancing can be trying. But the teacher must work continually to get as much content as possible into an hour while never losing or confusing his students. The peak of efficiency is that balance (between material, method, and adaptation for a specific class) in which each demand gets as complete satisfaction as it can in terms of its counter-demands.

The very balancing of teaching demands produces the pleasure teaching offers. When the planned material has been completed by the time of the bell, when students seem pleased with their understanding of something new, and when the quiz-zical or irritated stares from which one can never hide are few, the teacher's pleasure resembles that of a salesman who has made a fine deal or a designer who has happily solved a thorny problem. The pleasure derives not only from the relief which follows the tension of striving for efficient proportion, but from the inevitable learning on the teacher's part which the effort brings. And if the relief and learning are joined by an approving nod from good students, the pleasure is paramount.

### *George Mosse—History*

I TEACH two large undergraduate courses, a senior colloquy, and a graduate seminar. One course is the freshman introductory history course (European) and the other is concerned with the European cul-



Prof. Joseph Milosh

tural, social, and intellectual history of the nineteenth and twentieth centuries. Most of the students who take my courses, I feel, are looking for a heritage, a tradition. They find their present American cultural outlook is anchored in the civilization of Western Europe.

I teach the large lecture courses because I believe it essential for senior professors to play a major role in the teaching of undergraduates. I teach the seminars because of the stimulation my students provide. Today's students are more intellectually curious, brighter, and eager than they were a decade ago.

The way one approaches the presentation of a lecture and a seminar is naturally different. In a lecture, you have to inject yourself into the presentation of the material. There's a certain theatricality involved, but if you're just a ham, you don't get anywhere. The students of today are just too bright—they want content. You've got to give them the meat of your subject. For that reason, a teacher always has to be "up" for his lectures. He can't afford to have a bad day on the platform.

In a lecture, I try to give the students a general structure, encourage them to form concepts and follow up on the material I cover. Students will remember concepts more than

they will individual facts. They can eventually find the facts upon which the concepts rest. A professor wastes his time if he is merely a "textbook wired for sound."

A large lecture naturally has the built-in disadvantage of remoteness from the students one teaches. But even in a large lecture, a good teacher can establish contact with the most interested students. They usually come up after class and there is time then for an exchange that goes beyond the lecture. But the student has to make the overture; the professor can't seek out the student.

In a seminar, the teacher's function is different because he has the advantage of intimate contact with his students. Here the teacher must guide his students. In seminars I try to stimulate my students into questioning so that they form their own attitudes. If they can do this, then I feel I have successfully performed my function as a teacher. I'm not interested in making disciples.

I believe that the function of a university is to develop scholarship. Consequently, I feel that a good teacher must be a good scholar. It is only through scholarship that he can bring a sense of freshness to his material, impart a feeling of discovery. A good teacher should stand



for scholarship and he should demonstrate that real scholarship comes out of an attitude based on reason and considered judgement.

### Theodore Rose—Spanish

WHAT IS a good teacher? What is good teaching? There is an intangible element found in all good teachers, regardless of subject area, years of experience, or academic training. It is an intensely personal element one is born with, a skill, a *savoir-faire*—call it what you will—which, if nurtured properly, pervades every lesson—good or bad—and creates, in sum total, the good teacher. To define it is impossible because it is intangible—like trying to analyze what a human soul actually is. It is comprised, however, of the following characteristics, in different proportions in each good teacher, to be sure, but, nonetheless, essential in each:

● *Enthusiasm.* Good teaching means a love of teaching; a love of and dedication to the subject area; a dynamic, always mutually stimulating rapport with one's students. Contagious enthusiasm can be a strong motivation.

● *Flexibility.* Thorough preparation is a *sine qua non* of every lesson, but rigidity of presentation leads to boredom and frustration. The good teacher must be constantly alert to student sensitivity and flexible enough to alter elements of a lesson when spontaneously required by circumstances.

● *Organization.* The good teacher is not only concerned with each *daily* lesson, but is constantly aware of the perspective of its relationship to yesterday's and tomorrow's, and to the entire course content. Each lesson should be a complete entity and have a life of its own, but must also be essentially part of a larger whole. Each lesson should have a beginning, a middle, and an end. Irrelevancies should be avoided and excess verbiage should be eliminated from presentations. Good teaching is often a direct result of good organization. Also, by the way, if a textbook is used for a



Prof. Theodore Rose

course, class presentations should supplement and/or complement the text material. There is no valid reason for repetition of textual items *per se*; most college students *do* know how to read!

● *Humanity.* Man is the only animal with the ability to express his emotions through laughter or tears. Students appreciate a sense of humor in the classroom, if it is natural and appropriate. Students also appreciate being treated as human beings whose needs and wants should be as essential to lesson planning as the teacher's assumption of what is "best for the class."

● *Confidence.* The good teacher takes pride in teaching. He is not afraid to innovate, and maintains, on a valid basis, the strength of character to support and defend his views. He should be understanding of others' opinions and not overbearing in attitude. He should be open-minded but firm, when justified. He should not be overconfident, but should willingly accept criticism and profit from it. His self-confidence should be reflected in his

attitude and conduct both in and outside the classroom.

● *Understanding.* The good teacher understands the motivations, attitudes, goals, and problems of his students. He is patient under stress and frustration. He must never assume that students can comprehend something because it is comprehensible to him. He must sense student reactions and react in a manner suitable to the development of positive rapport, through poise and manner.

● *Self-Improvement.* Good teaching reflects a dynamic, ever-changing intellectual growth, gained from active participation in professional research and reading, and extra-curricular activities.

● *Leadership.* The good teacher directs, leads, motivates, and stimulates intelligent thinking and academic participation among students. Intellectual curiosity is an essential to the academic maturation of students.

● *Appearance.* A class can be more pleasant when the instructor

presents a well-groomed, pleasing appearance, free of distracting mannerisms, clichés of speech or action, or extremes of conservatism or liberalism.

● *Knowledge.* The good teacher knows both his subject area and his students' needs intimately. It is unfair to expect a class to learn and/or memorize even a modicum of data if the teacher, the presumed expert in the area, must rely upon notes to recall essential facts. If subject knowledge is an accomplished fact, the teacher can concentrate on motivation, method, and the dynamics of teaching.

Each good teacher is a different person, a distinct personality, and each maintains his own peculiar methods, techniques, values, assumptions, beliefs. The good teacher probably possesses, in varying degrees, all of the ten aforementioned characteristics. However, more importantly, he possesses an intensely personal and indefinable intangible. That intangible is reflected in the teacher through a dynamic personality which constantly seeks to work effectively and efficiently to fulfill basic needs in the classroom. Good teaching affects both the teacher and his students to their mutual enrichment within the context of the methods and materials at the teacher's command.

### *Eldon Wagner—Engineering*

**I**N CIVIL engineering much is learning by doing; also, original and proper analysis of independent data, complete computations and notes, and the value of the correct answer are emphasized. Practical experience in learning is very important. For instance, at the summer surveying camp the students locate about one mile of a proposed new route through the woods and swamp. I try to keep the course as close to actual practice as possible and I like to get every man through the use of all of the surveying equipment.

Anyone who teaches should teach freshman and sophomore courses. In teaching the basic courses, you're not just teaching the course, but

watching the students. There is such a difference in teaching freshman, seniors, and graduate students. The younger students need more advice on everything, including the most personal matters. Some students have to be instilled with a desire to make something of themselves and with a belief that education is worthwhile. Today, teaching is not just appearing before a class, one must also be an advisor. Nothing seems to discourage a student more than poor advising; around here the problem is often where does the stu-

dent go to get help? I don't see how a discouraged student can find the enthusiasm to go to school.

In my courses, I don't like to turn the grading over to someone else. This is not always practical, but I get to know the student's weaknesses as well as my own. To be a teacher one must have a desire to teach and get a personal satisfaction out of helping someone else. Pure satisfaction is derived from that look in a student's eye which he gets from sudden understanding of something that you've been trying to teach him.

Prof. Eldon Wagner





# Students Challenge Administration in Vietnam War Protest

**S**TUDENT OPPOSITION to the war in Vietnam commandeered headlines in the state and national press last month when protest demonstrations broke out on the University of Wisconsin campus.

Major targets of the most recent outbursts were the Dow Chemical Company (manufacturer of the napalm used in offensive operations by American forces in Vietnam) and the University administration.

The protests began on Tuesday, February 21, when students, primarily those associated with the campus chapter of Students for a Democratic Society (SDS), marched on the Chemistry Building and the Commerce Building, sites of job interviews being conducted by Dow Chemical. University police were on hand at both locations observing the proceedings and there was some question about whether students should be allowed to carry signs into the building during the demonstration. The signs contained slogans protesting Dow's manufacture of napalm; some were placards containing vivid pictures of Vietnamese who had been maimed by napalm.

It was later revealed that the previous Friday (February 17), student placement officers had conferred with Dean of Student Affairs Joseph F. Kaufmann and University Police Chief Ralph Hanson and it was decided that no signs would be allowed in the buildings because they could serve to obstruct the normal business. There was doubt as to whether the protesting students had been properly informed of that decision in advance of their Tuesday demonstration. The police on the scene told them not to bring the signs into the buildings, but their orders were ignored.

Some jousting between the stu-

dents and the police developed and two graduate students were arrested and booked on charges of disorderly conduct. The students were: Robert Cohen, Levittown, Pa., and Henry Haslach, Lake Forest, Ill. A warrant was later issued for Robert Zwicker, Appleton, but was not served. Both of the students arrested were freed later in the day after posting \$105 bail and having their trials set for March 15.

The following morning (Wednesday, February 22), the protesting students met in the Memorial Union to discuss their next step. (The Dow interviews were scheduled for four successive days at various locations on the campus.) With Haslach chairing the meeting, the students talked for two hours about what they

should do in light of the University's obvious hard line decision about the proper conduct of the protests.

John Coatsworth, a graduate student in history who has been a leader in several campus protest actions, told the students that it was "not the right time, not the right place, and not the right issue" to protest against Dow. Cohen was initially cool to a renewal of the protest. "I'm against the sit-in for today," he said. "I don't believe that politically it's the wisest thing to do."

But towards the end of the discussion, frustration seemed to be the dominant tone of the argument and the students concluded that actions did, indeed, speak louder than words. They ultimately voted 139-58 to stage a sit-in with obstruction

*Robert Cohen (center), a graduate student in philosophy from Levittown, Pa., discusses a point with other students outside Bascom Hall during the protest actions which called attention to the presence of Dow Chemical job recruiters on the campus.*



wherever the Dow Chemical Company was recruiting on campus that day.

**A**FTER MARSHALLING their forces over the noon hour, approximately 300 students gathered at the bottom of Bascom Hill shortly after 1 p.m. As they began their march up the Hill, they were met by Chief Ralph Hanson who informed them that Dow was holding interviews at the Electrical Engineering Building that day.

The students, marching four abreast and strung out in a long file, proceeded up and over the Hill and down University Avenue to the Engineering Campus. When they reached the Engineering Building, there was a great deal of confusion as they tried to find out where the Dow recruiting booth was located. In the process, they forced their way past an engineering faculty member who was barring access to the interview rooms. Once in the interview area, the students seemingly could not locate the Dow recruiter.

The majority of them then left the Engineering Building and had a conference outside. They then decided

to return to Bascom Hall where they would sit in outside Chancellor R. W. Fleming's office. Once they did return to Bascom, the students physically occupied the offices of President Fred Harvey Harrington, Vice President Robert L. Clodius, and Chancellor Fleming.

In the meantime, a contingent had remained at the Engineering Building, found the Dow recruiter, and sat in. At the end of the day, approximately 4:30 p.m., the students were asked to leave the building. They refused and 17 were arrested and booked on disorderly conduct charges with trial set for March 21.

Those arrested were: Mrs. Bourtai Scudder and Mrs. Lee Zeldin, both from Madison and both non-students; Robert K. Zwicker, Appleton; Arnold J. Cohn, Brooklyn, N. Y.; David L. Goldman, Brooklyn, N. Y.; Robert D. Salov, Newark, N. J.; David Dehlinger, Boston, Mass.; Garrett Webb, Cold Spring, N. Y.; James W. Russell, Bronxville, N. Y.; Elizabeth S. Lawrence, Cleveland, O.; Hartry H. Field, Boston, Mass.; Pamela L. Paccelli, Chicago, Ill.; Mark B. Gelman, New York, N. Y.; David H. Thompson, New Haven, Conn.; Pe-

ter Hess, New York, N. Y.; Judith Cohen, Newark, N. J.; and David Bakst, Brooklyn, N. Y.

Once the word of the arrests got back to the students in Bascom, they decided to prevent both Chancellor Fleming and Dean Kaufmann from leaving their offices unless the charges were dropped. Both officials were more interested in talking with the students than in leaving their offices, although Fleming did point out to the students that he would leave whenever he felt it appropriate and that if any of them tried to prevent him from doing so, they would be faced with an assault charge.

In a subsequent action, early in the evening, Fleming sent his personal check of \$1,155 to the City County Building to provide bail for 11 of the students arrested. All of those arrested in the afternoon were soon freed on bail. Fleming later explained the reason for his providing bail was that "I did not think that I wanted to debate with the students in the context of having some of their forces in jail."

There was a form of debate later in the evening as Chancellor Flem-

*Madison Campus Chancellor R. W. Fleming speaks to an overflow crowd of students in Bascom Hall in the picture below. The students were part of a hastily-formed "We Want No Berkeley Here" committee which voiced objection to the actions of those students who took part in the Dow Chemical sit-in.*







Dean of Student Affairs Joseph F. Kaufman (left) and Chancellor Fleming were the two top UW officials primarily involved in keeping a dialog open between the University administration and the protesting students.

ing answered questions before a group that filled the theater in Bascom Hall. The chancellor, who received a standing ovation at the beginning of the meeting, left after an extended period of discussion when he was accused of "duplicitous" in his actions.

**T**HE FOLLOWING DAY (Thursday, February 23), picketing of the Dow Chemical interviews resumed; only this time it was in front of Ag Hall, site of that day's interviews. The pickets were orderly and there were no incidents.

That afternoon, at a special faculty meeting called to review the actions of the previous few days, Chancellor Fleming told the faculty, "We've been close to another Berkeley."

(His reference was to a series of student outbursts at the University of California-Berkeley two years ago which virtually brought the normal functioning of the university to a standstill and has since resulted in a succession of controversial moves, recently culminating with the dismissal of Cal President Clark Kerr by Governor Ronald Reagan.)

Although things were relatively quiet on the protest front that day, Fleming warned the faculty that "If we reach a showdown, the restoration of order cannot be accomplished

without the importation of major outside forces"—that is city and state police, and conceivably the National Guard.

At the faculty meeting, Prof. James Marks, engineering placement director, said that he would not drop the charges he filed against the students who had been arrested the previous afternoon. Prof. Marks had filed the charges because he is responsible for the administration of the Engineering Building in which the sit-ins were staged. (Each campus building has a resident "dean," who is a faculty member designated responsible for what goes on in the building.)

The University Committee next presented two resolutions which received the overwhelming support of the faculty. The first resolution called for a March 8 faculty meeting "for the purpose of reviewing policies governing the use of University facilities for student interview with prospective employers." This resolution was put forward because there has been considerable discussion about whether it is a legitimate educational concern of the University to open its facilities for the purpose of job recruiting to outside agencies.

The second resolution adopted by the faculty was a repudiation of the

student demonstrators. It says: "There are orderly procedures by which students can obtain a consideration and review of policies and practices of the University. The Madison Campus Faculty believes that such procedures should be followed. Unlawful actions that depart from these procedures and result in interference with the activities of others and disruption of the normal operations of the University are contrary to the principles stated in Chapter 11 of University Regulations.

"The Madison Campus Faculty of the University of Wisconsin reaffirms the policies stated in Chapter 11 of its regulations indicating that students may not, by unlawful means, disrupt the operations of the University or of organizations accorded the use of University facilities."

Off-campus reaction to the protests was swift in forthcoming. Governor Warren P. Knowles said, "I deplore these demonstrations," and indicated that he felt the students responsible should be "expelled if need be." The Madison City Council unanimously adopted a resolution which labeled the demonstrations "irresponsible and reprehensible." The *Daily Cardinal* editorialized: "We encourage Students for a Democratic Society and their followers to shut up, go home, grow up, and come back when they are able to deal effectively with the very real problems that the University faces."

A protest against the anti-war demonstrators, called by a hastily formed "We Want No Berkeley Here" committee, drew approximately 800 students to Bascom Hall on Friday, February 24. Chancellor Fleming appeared before this group and commented, "This is the first time I haven't felt lonely in a crowd in days."

Later, the Student Senate voted 19-11 to revoke the registration of Students for a Democratic Society as a legally constituted student organization.

That was the status of events at the end of the first week of March. We will carry a report of the supplementary developments in our next issue.

**"Facing the Fantastic Future"**

Below is a program outline for this year's Wisconsin Women's Day. Use the blank at the bottom of the page to register for this popular event.

**MORNING PROGRAM**—Wisconsin Center, 702 Langdon St.

8:15– 9:15 a.m.—Registration and Coffee Hour

9:30–10:40 a.m.—Seminars

10:50–12 noon —Seminars repeated

**Seminars:**

**A—STUDENT LIFE AND INTERESTS**—LeRoy Luberg, Dean for Public Affairs and Joseph F. Kaufmann, Dean of Student Affairs.

**B—MEDICAL FORECASTS**—Drs. Edgar S. Gordon and Ben Peckham of the UW Medical School.

**C—SCIENCE BRINGS CHANGES**—Erwin A. Gaumnitz, Dean of the School of Business, Prof. Richard W. McCoy, data processing, and Prof. Reid A. Bryson, meteorology.

**D—THE ARTS**—H. B. McCarty, professor of radio and television, Lee S. Dreyfus, professor of television education, and Hazel Alberson, emeritus professor of comparative literature.

**AFTERNOON PROGRAM**—Memorial Union, 770 Langdon St.

12:15 p.m.—Luncheon, Great Hall

Greetings from the University

—Madison Campus Chancellor Robben W. Fleming

1:30 p.m.—Wisconsin Union Theater

Lecture—Recital—"The Music of Schubert" by Paul Badura-Skoda, world-renown pianist and artist-in-residence at the University of Wisconsin

2:45 p.m.—Tour of the new Alumni House

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Wisconsin Women's Day, Wisconsin Center, 702 Langdon St., Madison, Wis. 53706

Here is my reservation(s) for Wisconsin Women's Day to be held on the campus April 25, 1967. I enclose \$\_\_\_\_\_ at \$4.00 per ticket (includes registration fee, coffee, and luncheon). Make checks payable to the Wisconsin Alumni Association.

Name \_\_\_\_\_

Maiden name, if married \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Circle two seminar preferences: A B C D

Reservation deadline: April 21

**WISCONSIN  
WOMEN'S  
DAY**  
*Program  
Highlights*  
**April 25, 1967**



# The Casual Years

by Charles J. Duffy '26

WHAT THE enrollment was in the mid-twenties matters little now. My guess is that there were some five or six thousand. It was a comfortable number, housed in rooms along Park Street, West Johnson, Wisconsin Avenue, and in the stately mansions on Langdon, Iota Court, and neighboring places. High hemlines (not yet mini) and bucket hats marked the co-eds whose legs were tubular and whose chests flat. The men went in for coonskin coats, squash hats, and both Jack and Jill served as models for the John Held drawings then recording the contours of college men and women in the old *Life Magazine* and *College Humor*. The fashionable walk, affected by the men, was a heel scraping gait, and in shaking hands it was *de rigueur* to raise your elbow so that the forearm slanted downward at an angle of forty degrees. Exhortations to the contrary on the part of the faculty, education had not yet become "serious", and the ethos of the jazz age reigned.

Dancing, prancing,  
crazy-looking lads  
Up on all the nutty,  
newtime fads.

Although Wisconsin was—as were schools all over the country—something of a fun college, there were a number of students who became in later years luminaries of one sort or another. Doubtless my contemporaries will detect horrible gaps in my little list, and I hope amendments and corrections will be made.

One figure stands out in memory insistently: that of Kenneth Fearing, with his great shock of uncut, unkempt hair, which was the talk of the campus. He was to go to New York to continue writing verse and his novel, *The Hospital*. Fearing was a non-joiner who jeered at convention. The Wisconsin yearbook used to run "senior summaries" printed alongside the photos of the graduating students. Most of them read like this: "Joseph Doaks. Sophomore Prom Chairman, '24; Band '24-'25; Haresfoot '24." When we came to look at Fearing's we found he had printed for himself "Indian Reservation '24-'25." We prized his reply to someone he passed on State Street, "Where are you going, Ken?" "I am going to perform a public duty," replied Fearing, "I'm going to get a haircut."

A companion of Fearing was Carl

Rakosi, a little fellow with an intense manner and tragic eyes, whose soulful verse appeared in the *Literary Magazine*, edited by Marjory Latimer and later by Carl Weimer. Rakosi's verse attracted the attention of William Carlos Williams in after years and gained some acclaim among critics. In those days he could ask odd questions. Once he wanted to know if seventeen dollars was much. "Much for what?" I asked. It developed he wanted to buy a canoe and had no idea what one paid for such a craft.

In the Fearing-Rakosi circle was Marya Zaturenska, then a pale girl with long hair, whose verse had been commended by William Ellery Leonard. She too contributed to the *Lit.* and was soon to follow others to New York. Her *Cold Morning Sky* won the Pulitzer Prize in 1937. She married Horace Gregory, also on campus, but a few years earlier.

One of the campus beauties was Emily Hahn, or Micky as she was called, whose adventures in Africa and the Far East became known through her fiction and non-fiction which appeared in the pages of the *New Yorker*. She had many distinc-

Otis Wiese



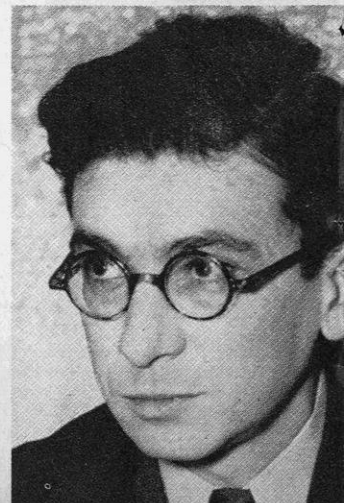
Emily Hahn



Marya Zaturenska



Kenneth Fearing



tions, among which was her degree in mining engineering—the first (and the last?) ever won by a woman at Wisconsin.

Professor Alexander Winchell asked our class in mineralogy for a definition of *cleavage*. Micky was the only one who defined it correctly. When she took a walk on campus she was usually attended by a squad of engineers, all wearing lumberjack shirts and high boots, an attire Micky also wore. Once, *a propos des bottes*, I asked her, "Are there flying squirrels in Australia?" "You," she laughed, pointing at me, "have been reading a book on how to make conversation."

For a while we had Lawrence Schoonover on campus. He was to go into advertising and later to abandon it for writing, achieving fame as a popular novelist and producing *The Gentle Infidel*, certainly among his most exciting yarns; he merged history and fiction into a palatable confection.

Ray Allen Billington came to Wisconsin as a junior. His major was history at a time when Paxton and Fish taught courses in that subject. Billington went on to Harvard for his doctorate and studied under the elder Schlesinger and interested himself in Turner's work on the frontier. His many books have given him a place in American historical studies along with the most notable of his generation. With all his scholarly interests (he made Phi Beta Kappa in his senior year), he had lots of fun in his nature. Once on a walk on Picnic Point he found snails on a granite boulder and selected two of them: one was his, the other mine. We made a bet on their speed toward a chalk line. His won. Another time we came across a chunk of curbstone near Park Street. This must have weighed close to forty or fifty pounds. We lugged it upstairs and placed it in the bed of Gene Bradley, covering it with the bedclothes. Ray wrote in his diary (a treasure trove of undergraduate shenanigans): "The idea was that Brad would break his leg."

**A**NOTHER big-man-on-campus was Otis Wiese from Davenport. I knew him only slightly. He was, as I remember, activity-minded and no doubt his senior summary would reflect his wide interests. So far as I recall, he went straight to *McCall's* after graduation, served for a time without pay, and became for a long term of years the editor of that prosperous magazine. He later went into harness for the *World Encyclopedia*. Jack Davis once said of him: "He was marked for success." He was something of the all-American boy—handsome, gallant, aggressive.

Jack Davis, after a bout in academia, harkened to the call of New York, where for many years he edited the magazine published by Shell Oil, joined the Lamb's Club, and married a fellow lady-journalist. He was editor of the *Octopus* for a while and conducted a fine paper, having sound literary judgment, as I can attest. Once I submitted a poem; he read it closely, wrinkling his forehead. "Well," he said in his slow, deliberate voice, "It . . . does . . . rhyme." Shortly before Easter vacation he and Chic Gindorff got hold of a sizeable metal sign and surreptitiously placed it in Billington's suitcase, just before Ray was to leave for Detroit. He hauled it all the way home before discovering the sign, "Murray Street."

Because he worked hard and was too busy filing for a Milwaukee paper, we saw little of William A. Casselman. After a movie on the square where we watched cowboys handling whips, Bill pretended to wield a blacksnake. He went through the motions of cracking it while Jack Davis and Don Trenary, standing a block away, would jump, waiting a while, as though the whip would have to travel that distance before reaching them. Bill wound up in New York, as did so many others, and made his way to the editorial room of the *Daily News*, the managing editor of which he now is. We sat in a lecture in philosophy and listened to Professor McGilvary expound one of Principal Morgan's books. He scribbled a note to me, "Emergent evolution is philosophy's

gracious gesture inviting God to have a chair."

Of course there were others in that far-off time who have made splashes, but I knew them only slightly. There must be lawyers and judges, engineers, social scientists, chemists, physicists, biologists, musicians, artists and doctors who have come to prominence. A few of these I have come across in recent years but I did not know them in academia.

They were good years. College life had still something of casualness which has, in a measure, been lost. Or maybe I only think so.

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## Alumni News

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### 1911-1920

Earle S. Holman '10, a member of the *Antigo* (Wis.) *Journal* editorial staff, was recipient of the Antigo Area Chamber of Commerce "man of the years" award presented at the Chamber's golden anniversary meeting in January.

The title of honorary president of the Master Builders of Iowa was conferred on W. A. Klinger '10 of Sioux City by the membership of the Association at their 55th annual meeting in January.

Warren Pease, Jr. '16 of Palm Beach, Calif., is the winner of the 1966 Ben Hogan Award.

Dr. Barry J. Anson '17, research professor in the department of otolaryngology and maxillofacial surgery at University Hospitals, Iowa City, Ia., presented two papers at the Third Symposium on the Role of the Vestibular Organs in the Exploration of Space. The NASA-sponsored Symposium was held in January at the U.S. Naval Aerospace Medical Institute, Pensacola, Fla.

Two brothers of a distinguished UW family—Allen M. Slichter '18 and Donald C. Slichter '22—were presented with the Milwaukee Alumni Club's 1967 distinguished service award at the Club's Founders Day celebration in February. Allen Slichter is chairman of the board of the Pelton Steel Casting Co. in Milwaukee. His brother is retired board chairman of the Northwestern Mutual Life Insurance Co. and first vice president of the Wisconsin Alumni Association.

### 1921-1930

Chadron State College has announced that its new women's health and physical education building has been named for the late Adelaide Miller '22.

Hugh L. Rusch '23, former vice president of Opinion Research Corp., has





One of the most unusual requests ever made of the University was granted recently when UW Pres. Fred Harvey Harrington (right) handed a new diploma to Arthur Nelson Lowe, Loraine Hotel, Madison. In 1921, the UW alumnus received a B.A. in commerce from Wisconsin under his original name, Arthur T. Nelson. Later, as an employee of an insurance company, he found the name too common, causing problems in his dealings with the public and with his mail. The courts permitted the legal change to Arthur Nelson Lowe in 1925, and since then the Madison resident has worked to correct all previous records. The University put a gratifying period on that effort when a diploma bearing the adopted name was placed in Lowe's hands.

organized his own sales, marketing, and public relations consulting firm in Princeton, N.J.

Everett J. Thomas '24 has retired from the General Electric Co.

Clement P. Lindner '25, Atlanta, Ga., recently retired from Government service and the position of chief engineer, South Atlantic Division of the Corps of Engineers.

Louis C. McGann '27, Madison, has been elected to the board of directors of the National Guardian Life Insurance Co.

Atty. Edward J. Konkol '30 has been named legislative representative for the Wisconsin Association of Life Underwriters.

Dr. Walter C. Rogers '30, Pasadena, Calif., recently served as chief of staff aboard the hospital ship S. S. HOPE on a medical teaching-treatment mission to Columbia.

### 1931-1940

Atty. Allan L. Edgerton '31, Fond du Lac, has been appointed to a five-year term as a member of the Wisconsin State Universities board of regents by Gov. Knowles.

Lloyd H. Rooney '31 has assumed his duties with the Middle Atlantic Region headquarters of the Federal Water Pollution Control Administration, United States Department of the Interior in Charlottesville, Va.

Dr. Garrett A. Cooper '32, clinical professor of medicine at the UW, has been

appointed to the State Board of Health by Gov. Knowles.

Edward G. Christianson '37 has been elected a director and executive vice president in charge of exploration and production in the Shell Oil Co.

Robert M. Kelliher '37 has been named vice president of office administration at the American Family Mutual Insurance Co. in Madison.

Paul F. McGuire '37, Highland Park, Ill., has been elected to a second three-year term on the board of directors of the Chicago Board of Trade.

Donald W. Blanchar '38 has been elected to the board of directors of the Research Products Corp. in Madison. He is assistant general manager of the Forsberg Division, EasTex Packaging, Inc.

Howard W. Fiedelman '38 has been appointed director of salt research at the Morton Research Center in Woodstock, Ill.

Richard W. Koehn '39 has been elected president of the First National Bank of Oshkosh.

Dr. Ben M. Peckham '39, professor of gynecology and obstetrics, has been named associate dean of the UW Medical School.

### 1941-1945

R. R. Fish '42 has been elected vice president, comptroller of E. R. Squibb & Sons, Inc. in New York City.

Dr. Robert G. Wochos '42, Green Bay, served as a specialist in general surgery aboard the hospital ship S. S. HOPE

on a medical teaching-treatment mission to Columbia.

### 1946-1950

Edward P. Leight '47 was recently married to Elaine Schleif. He is public information director for the Wisconsin Council of Safety in Madison.

Gerald L. Frei '48, former Badger football star, has been named head football coach at the University of Oregon at Eugene.

James M. Hilgendorf '48 is a counselor for the Minneapolis School System.

Mr. and Mrs. Don Huibregtse '49 (Laurel I. Karau '49) have sold the weekly newspaper, the *Blair (Wis.) Press*, after publishing it for 13 years. Mr. Huibregtse has been assigned as managing editor of the dairy industries publications for the Miller Publishing Co. in Minneapolis.

Alfred Jaehn '49 has been appointed senior quality control engineer for Consolidated Papers, Inc., Wisconsin Rapids.

Ben J. Russo '49 is curriculum coordinator for secondary education at Lincoln High School in Wisconsin Rapids.

Harvey G. Smuckler '49, Washington, D. C., has been elected vice president-agency of the Bankers Security Life Insurance Society.

Eugene E. Young '50 has been appointed director of public information for the Wisconsin Power and Light Co. in Madison.

### 1951-1955

Rolland G. Frakes '51 has been appointed marketing manager, film and sheet, for the Celanese Plastics Co. with offices in Newark, N.J.

Dr. George E. Inglett '51 has been named chief of research on cereal properties at the U.S. Department of Agriculture's Northern Utilization Research Laboratory, Peoria, Ill.

Victor Johnson '52 has been named industrial engineer of the Davenport, Ia. plant of Oscar Mayer and Co.

Dr. Lola V. Hopkins '54 cruised around the world last summer with her sister, Mrs. Myra Mertes of Huntsville, Ala. Dr. Hopkins is the author of the recently published *Pharmaceutical Synonym Dictionary*.

Harvey Kuenn '54, a veteran of 14 seasons in the major leagues, has retired from baseball to work as director of sports development for television station WVTM in Milwaukee.

Robert W. Pohle '54 has been named vice president and trust officer of the Bank of Madison.

Byron H. "Tony" Stebbins '54 has returned to Madison to join the Harry S. Manchester department store firm. He was formerly a divisional manager for the Store of Homes of the Joseph Horne Co. of Pittsburgh, Pa.

William M. Brissee '55 has been named city editor of the *Wisconsin State Journal* in Madison.

# I've worked hard for success but I've never been a slave to my job --

*says Thomas L. Thorkelson, C.L.U., Santa Ana, California*



"I'm the kind of guy who likes to be independent. That's what attracted me to the insurance business. As a Mass Mutual agent I have the freedom I crave. I can organize my working hours to allow me to spend time with my family in our cabin in the High Sierras and to accept various speaking engagements across the country. I'm able to devote hours each week to serving as a bishop in the Mormon church. I have time for the Santa Ana Junior Chamber of Commerce and our local Boys' Club, and to teach an insurance course at Santa Ana College. I'm not a slave to my job in any sense of the word.

"But don't get me wrong. When I work, I work hard. I prefer to see clients right here in my office. I've found that this gives me much more time to be of service to them. I feel my first duty is to show my clients what life insurance

can do and how important it is to an over-all financial plan. Once this is done I help them set up a suitable plan to fit their own individual needs. This involves more than advising them on types and amounts of life insurance. Quite often I find this means calling in their lawyer to advise them on related matters, or suggesting they contact a broker about investing extra cash they may have on hand."

Tom Thorkelson is a 1954 Business Ad graduate of the University of Southern California who has been a Mass Mutual agent for seven years. He earned the Chartered Life Underwriter Designation from the American College of Life Underwriters during his first three years in the business—qualified for the industry's National Quality Award for the past three years—has been a member of the Million Dollar Round Table

for the past six years—and is a member of our Company's Inner Circle, the exclusive group of those who place \$2 million or more of new individual life insurance in a year.

He is one of the highly skilled group of professionals representing Mass Mutual, a Company over a century old, with \$3 billion in assets. If you're looking for the kind of freedom in your career Mr. Thorkelson has found in his, write a personal letter to: Charles H. Schaaff, President, Mass Mutual, Springfield, Massachusetts. He is always interested in hearing from a good man.

*Some of the University of Wisconsin alumni in Massachusetts Mutual service:*

William J. Morgan, '07, Milwaukee  
Eugene C. Noyes, C.L.U., '13, Akron  
Herbert J. Mullen, '30, Stoughton  
Fred A. Keeler, C.L.U., '35, Santa Ana  
Arthur R. Sweeney, '38, Longview  
Earl C. Jordan, '39, Chicago  
William Q. Murphy, '39, Madison  
Alvin H. Babler, C.L.U., '41, Monroe  
Norman H. Hyman, C.L.U., '44,  
Milwaukee

LeRoy H. Jerstad, Jr., C.L.U., '47, Racine  
John W. Loots, C.L.U., '47, Tulsa  
Jack G. Jeffers, '50, Madison  
Douglas H. Anderson, '51, Appleton  
Robert B. Slater, '51, Phoenix  
David E. Birkhaeuser, C.L.U., '52,  
Home Office  
Wendell A. Lathrop, C.L.U., '52,  
Mattoon, Ill.  
Burton A. Meldman, C.L.U., '55,  
Milwaukee

Earl E. Poorbaugh, '57, Elkhart  
Raymond L. Paul, C.L.U., '58, Rockford  
James T. Field, '66, Madison  
A. Burr Be Dell, Appleton  
William L. Johnson, Madison  
Richard L. Kuehl, Ft. Lauderdale  
Ernest L. Nilsson, Madison  
William S. Reed, Chicago  
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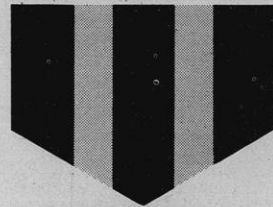




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Bruce A. Mann '55 has been admitted to partnership in the law firm of Pillsbury, Madison & Sutro in San Francisco, Calif.

**1956-1960**

James M. Angevine '56 was recently promoted to major at Tripler Army Medical Center, Honolulu, Hawaii.

Richard M. Jorgensen '56 has joined the J. M. Jones Co. of Champaign-Urbana, Ill. as production manager.

Truman L. Sturdevant '56 has joined the industrial engineering department of Consolidated Papers, Inc., Wisconsin Rapids.

Allen R. Korbel '57, well-known Milwaukee life insurance man, is one of 57 outstanding young men selected from throughout the United States to be featured in a new book entitled, *Sell and Grow Rich*, recently published by Lexington House, Lexington, Ky.

Earl Munson Jr. '57 has become a partner in the law firm of LaFollette, Sinykin, Anderson, Davis and Abrahamson in Madison.

Dr. Alan Richter '57 is teaching courses in genetics, virology, cancer, and tissue culture in the department of biology, Georgia State College, Atlanta, Ga.

Capt. Wayne L. Tyler '58 has been decorated with the U.S. Air Force Commendation Medal at Lindsey Air Station, Germany. Capt. Tyler was awarded the medal for meritorious service as an aircraft maintenance officer at Chambley AB, France.

Caroline M. Budic '59 was recently married to Gerard Irving Garland, Jr. in Anchorage, Alaska.

Walter Johnson '60 has been chosen as executive director of the Delaware Valley Regional Planning Commission.

**1961**

Lawrence W. Evers is a research engineer with the Rex Chainbelt Technical Center in Milwaukee.

Dr. Mary C. Randolph (Mary L. Carlson) was recently awarded a grant by the United Cerebral Palsy Research and Educational Foundation, Inc. to underwrite a three-year postdoctoral program in the UW Medical School's Laboratory of Neurophysiology.

**1962**

Navy Lt. Jack J. Jensen has recently been transferred from Massachusetts to the Fleet Weather Facility in Yokosuka, Japan for duty as a meteorologist.

**1963**

1st Lt. Charles P. Doyle has entered the Air University's Squadron Officer School at Maxwell AFB, Ala.

Walter H. Dreger, employed in the Patent Law Department of Syntex Corp.,

Palo Alto, Calif., has become registered to practice before the United States Patent Office in patent cases.

**Peter M. Preboske** has joined the finance department of Nekoosa-Edwards Paper Co. in Port Edwards, Wis. as an internal auditor.

Dr. and Mrs. Barry Weinberg (Leslie Dann), Kew Gardens Hills, N.Y., announce the birth of their first child, Jeffrey Mitchell, born January 19, 1967.

#### 1964

**H. Jeff Greenfield** has been named a Legislative Fellow in the office of Sen. Robert F. Kennedy (D-N.Y.) for the 1967-68 year. Greenfield will receive his LIB in June from the Yale University Law School.

**Capt. and Mrs. Peter McNaughton (Susan Stewart)** announce the birth of their second son, Brian Stewart, born August 25, 1966 at Ft. Lewis, Wash.

**Dorothy L. Querry** has been named an assistant professor of physical education at St. Lawrence University, Canton, N.Y.

**Dr. John S. Thayer**, University of Cincinnati assistant professor of chemistry, has been awarded a Research Foundation \$4,000 grant for basic research on the organo derivatives of Tellurium IV and VI.

#### 1965

**2nd Lt. Eugene E. Binford** has completed specialized pilot training at Tinker AFB, Okla., in the U.S. Air Force's newest jet transport, the C-141 Starlifter, and is being assigned to Dover AFB, Del.

**Lts. j.g. Alcide H. DeLisle and Philip Crosland** have received their Naval aviator's wings and are flying F-4 Phantoms.

**Gene H. Peck**, chief chemist for the Hallman Paint Co. in Madison, has been promoted to assistant secretary by the board of directors.

**Linda Reivitz** has been named Democratic caucus analyst in the Wisconsin Assembly.

**2nd Lt. Nathan Tieman** has been graduated from the training course for U.S. Air Force communications officers and is being assigned to Sembach AB, Germany.

**Sp. 4 Woodrow C. Wells** is serving as a correspondent on the *Pacific Stars & Stripes* in Seoul, Korea with the U.S. Army.

#### 1966

**Dr. E. J. Alagoa** has taken a research position in the Institute of African Studies at the University of Ibadan, Nigeria.

**Stephen L. Anderson** is one of 52 Peace Corps volunteers recently assigned to Chile.

**Dennis O. Baehr** has been commissioned a second lieutenant in the U.S. Air Force and is being assigned to Tinker AFB, Okla.

**James R. Beckman** is a chemical engi-

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neer in the process engineering department of the Philadelphia plant of the Rohm and Haas Co.

**James F. Bohan** has been commissioned a second lieutenant in the U.S. Air Force and is being assigned to Chanute AFB, Ill., for training as an aircraft maintenance officer.

Air Force **2nd Lt. Otto W. Burri** has been assigned to Chanute AFB, Ill., for training as a weather officer.

Air Force **2nd Lt. Larry R. Davis** has been assigned to Chanute AFB, Ill., for training as an aircraft maintenance officer.

Air Force **2nd Lt. Roger L. Eberhardt** has been assigned to Mather AFB, Calif., for navigator training.

**Ronald R. Engel** has been promoted to supervisor with Norman A. Lockert and Associates, Madison agents for the Penn Mutual Life Insurance Co.

Mrs. William Erickson (**Janet M. Larson**), an Army nurse, is currently assigned to the U.S. Army Fitzsimons General Hospital, Denver, Colo.

Air Force **2nd Lt. Theodore C. Gorychka** has been assigned to Sheppard AFB, Tex., for training as a missile launch officer.

Air Force **2nd Lt. Larry A. Gregerson** has been assigned to Vandenberg AFB, Calif., where he is a member of the Strategic Air Command.

Air Force **2nd Lt. James W. Harris** has been assigned to Sheppard AFB, Tex., for training as a missile launch officer.

**Dr. Betty J. Irwin** is an assistant professor of English at Ball State University, Muncie, Ind.

**Thomas Koval** is an engineer in the process engineering department of the Philadelphia plant of Rohm and Haas Co.

**Jerome R. Lorenz** has joined the Madison division of Goodwill Industries of Wisconsin Inc., as a rehabilitation coordinator.

Air Force **2nd Lt. Charles W. Lutter, Jr.** has been assigned to Mather AFB, Calif., for training as a navigator.

Air Force **2nd Lt. James S. Ragus** has been assigned to Sheppard AFB, Tex., for training as a transportation officer.

Air Force **2nd Lt. Dennis T. Reger** is stationed at McCoy AFB, Fla., where he is responsible for maintaining and flying radar early warning aircraft.

**Laurie Renny** has completed training at the Trans World Airlines' Flight Hostess School, Kansas City, Mo., and has been assigned to Star Stream flights from Los Angeles, Calif., International Airport.

Air Force **2nd Lt. Arthur J. Schweitzer** has been assigned to Keesler AFB, Miss., for training as a communications officer.

**2nd Lt. John A. Teske** has entered U. S. Air Force pilot training at Laredo AFB, Tex.

**2nd Lt. Phyllis A. Tribbey** has been assigned to Lowry AFB, Colo., for training as an air intelligence officer.

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## Newly Married

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### 1961

Stella Teresa Risdahl and Richard CADMAN, West Lafayette, Ind.

Judith Ann GARDENIER and David Henry Jackson, Wauwatosa.

Martha Reuter and Peter Oscar JOHNSON, Madison.

Barbara Ann KLEE and Henry E. Mawicke.

### 1962

Eunice May NICHOLSON '66 and Warren Hopkins ASKOV, Madison.

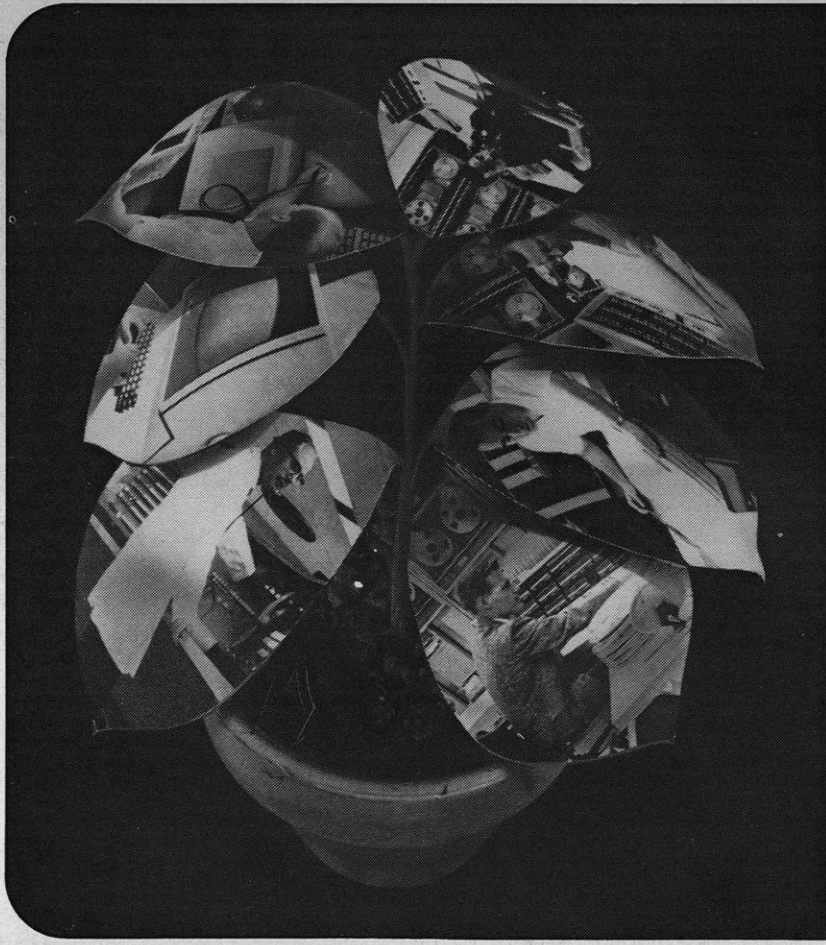
Ramona A. BAUER and Paul J. Klug.

Donna Marie CAPPAERT and Rudolph Janota, Jr.

Mary Ann Pottie and Warren L. HABLE, Lake Geneva.

Carolee Jean LUCAS '65 and John Ford HUNT, Madison.

Susan Rose SCHEELE '66 and David Lawrence ROD.



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Maida Ewing McIlroy and Eric James WEDELL, Oberlin, Ohio.

### 1963

Sandra Dorothy BARRY and Aloysius J. Kaczmaryn, North Chicago, Ill.

Eileen Rose McCaughey and Gregory Albert CIRVES, Madison.

Jean Ruth Daubert and Dr. Charles E. HOLMBURG, Oshkosh.

Sarah Louise Otto and 1st Lt. Alan Gilbert MERTEN, Alexandria, Va.

Karen RUTISHAUSER and William Irwin, Wauwatosa.

Barbara Lee HOWELL '66 and Ronald Theodore SCHULER, Janesville.

Gail A. Miller and Marshall S. SHAPIRO, Madison.

### 1964

Joann M. Watkins and Edward D. ALLEN, Eau Claire.

Carol R. SILVERMAN '65 and Roger D. FREEMAN.

Emily Sedgewick and Thomas M. GALVIN, Chicago, Ill.

Kathleen Mary Hoyer and James Richard HOWARD, Milwaukee.

Nancy Margaret KYLE and Ens. Alexander Mitchell Kasten, River Hills.

Carolyn D. Hendricks and J. Thomas McKENZIE.

Carol Rita MEUER and Allan George Dobel, San Luis Obispo, Calif.

Patricia Rae MUELLER and Thomas F. Burgess.

Naomi Higa and Jon Paul NELSON, Madison.

Myra Darlene NELSON and Lyman William Hintz, Greendale.

Margaret Ann Graves and Lt. Norman Dale SKRENES, East Grand Forks, Minn.

Patricia Susan Potter and James Corydon VARY, Madison.

### 1965

Mary Jane McLeod and Louis BAR-BASH, Madison.

Bonnie Jean BECKER and David Gould, Milwaukee.

Nancy LEWIS and Dennis R. CAS-SANO, Madison.

Susan Mary GILLETT and Richard S. Givens, Racine.

Ann A. Hoepfner and James E. HAHN, Ephraim.

Margaret Mary Garsombke and Fred-erick Max LISS, Madison.

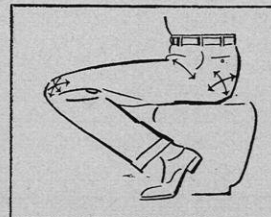
Rita Marie HYNEK '66 and Gerald Philip MEIER.

Jeanne WHIFFEN '66 and Richard L. MEYER, Madison.

Judith Ann KLEIN '66 and Daniel John NYSTROM, Cumberland.

Peggy Ellen Tuschen and Edward J. SCHERER, Sun Prairie.

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Barbara Jean WINSTON and Jack Meyer Kletzman, San Francisco, Calif.

## 1966

Janet E. PETERSEN and LeRoy E. BINNING, Madison.

Pamela Ann FARRIS '65 and Robert Carl EFFA, Madison.

Joan DEGEN and Arthur EGGERT. Shirley May FEIGHT and Henry Johnson.

Barbara Jean Marx and Lt. Edward Solomon GULESSERIAN, Jr., Mundelein, Ill.

Susan M. HAUBOLDT '65 and A. 3 C. Jack J. KLEIN, Milwaukee.

Helene Margaret KLETZIEN and Steven John Gyarmaty, Beloit.

Kay Arleen KRUIKE and C. J. Beverung, Jr.

Doris KUDLA and Stanley W. Mason, Jr.

Judith Ann WILCOX and Peter David LARSON, Madison.

Wilma Jo LEWALLEN and Thomas Trager Cook, Middleton.

Teresa Margaret Lorscheider and Peter Joseph MAAS, Genesee Depot.

Audrey Ann RUSSO and Richard John Langrehr, Milwaukee.

Patricia Ann SOMMER and Jon W. Hecox, Hayward.

Karen Barbara TANNER and Ernest Karl von HEIMBURG, Madison.

Janice Elizabeth Ahrens and Robert Willmer WINK, Prairie du Chien.

John M. HILL '12, Bloomington, Ind. Clarence KEYSER '12, Iowa City, Ia. Herbert HAESSLER '13, Alamo, Calif. Nathan Ritchie JOHNSON '13, Ft. Lauderdale, Fla.

Leslie Latham OLDHAM '13, Minneapolis, Minn.

Mrs. Harry W. Andrew '14, (Emilie Anna BOELSING), Madison.

Dr. Edna Gerrish DYAR '14, Phoenix, Ariz.

Clarence Edwin TREDINNICK '14, Champaign, Ill.

Rachel ANGVIK '15, Minneapolis, Minn.

Mrs. Robin Carl Buerki '15, (Emma Louise MATTHEWS), Grosse Point, Mich.

Frederick Macomber COOPER '15, Deerfield, Ill.

Mrs. John M. Hammer '15, (Jennie Olena TWETTEN), Milltown.

Ruby SCHAFFER '16, Chilton.

Mrs. Alfred Hanson Bushnell '17, (Mary Elizabeth GASSER), Madison.

Hugh F. CONREY '17, Ft. Sam Houston, Tex.

Jack Easton FARRAND '17, Santa Monica, Calif.

William Frederick KAUFFMAN, Jr., '17, Davenport, Ia.

Lothar Adolph SCHWEICHLER '17, Milwaukee.

Herman Oswald BRILL '18, Columbus.

Sister Mary Samuela MURRAY '18, Dubuque, Ia.

Sergeant Peabody WILD '18, Rutland, Vt.

Charles Bemrose DREWRY, Sr., '20, of Plymouth in Weekiwachee Springs, Fla.

Gertrude KRAUSNICK '20, St. Louis, Mo.

Thomas Nicholas BURKE '21, Madison. Lawrence E. MURPHY '21, Burlington.

Everett Frank PATTEN '21, Oxford, Ohio.

Harvey Gerald AHRENS '22, Ft. Wayne, Ind.

Roger Ainslee BOZARTH '22, Winamac, Ind.

Thomas Turmeau COXON '22, New York, N.Y.

Jesse Washington TAPP '22, Los Angeles, Calif.

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Mrs. Charles Bemrose Drewry, Sr., '23, (Carol JEWETT), of Plymouth in Weekiwachee Springs, Fla.

Mrs. Paul Hoeffel '23, (Julia Sprague WHITEFIELD), Evanston, Ill.

Ralph Frederick LUECKER '23, West Bend.

Albert Nelson BROOKS '25, Lakeland, Fla.

Charles Francis BURKE '25, Madison.

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Waren Clifford WILLIAMS '26, Merrill.

John CULNAN '27, Carson City, Nev. Mrs. Bertha Iutzi HULL '27, New Haven, Conn.

Archie Rihn WERNER '28, Randolph. Mrs. P. M. Cornwell '29, (Elizabeth Crossfield PERRY), Hartford, Conn.

Mrs. George Wesley Martin '29, (Isabell Irene ENGLISH), of Green Bay in Madison.

Mrs. William Bardeen '31, (Charlotte Edna MAXON), Rockford, Ill.

Stanley Morton HERLIN '31, of Ripon in Neenah.

Karl Fred KIELSMEIER '31, Watseka, Ill.

George McKinley WERNER '31, of Madison in Clearwater, Fla.

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Roy Robert KUBLEY '61, of Glidden in Viet Nam.

Neil H. SPALTER '62, of Brooklyn, N.Y. in Madison.

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Byron Houghton STEBBINS '01, Madison.

Mrs. E. D. George '02, (Bertha L. ROBINSON), of Manhasset, N.Y. in Bay-side, New York.

Gustav B. HUSTING, '03, Madison.

Knut Hill '06, Underwood, Wash.

Guy Franklin RISLEY '06, Baraboo.

Harry STOCK '06, Leesburg, Fla.

Charles Archibald SCRIBNER '08, Lake Zurich, Ill.

Louis Anton ZAVITOVSKY '08, Milwaukee.

Mrs. Ray L. Baker '09, (Emily E. HOLMES), Wyomissing, Pa.

Mrs. Harry P. Fishburn '09, (Frances BUTTERFIELD), Tulsa, Okla.

Walter Ernest KLEIMENHAGEN '09, Milwaukee.

Mrs. Arthur R. Cantrell '10, (Myrtle Anna FARRINGTON), Menomonie.

Edmond A. FRETZ '10, Houston, Tex.

Roy MARKS '10, Wheat Ridge, Colo.

George Henry CROWNS '11, of Ne-koosa in Wisconsin Rapids.

Edward John GRAUL '11, Madison.

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