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*The Battle of the Budget — P. 4*

# Letters

## Rebuttals to Mrs. Slosberg

Mildred Dizon Slosberg's ill-tempered letter (February) castigating a small minority of Wisconsin citizens for their provincial and prejudicial attitude toward Eastern minorities does a disservice to vast numbers of generous Wisconsinites who have borne the financial burden of educating these minorities for generations.

These out-of-state students have contributed greatly to the strength of the University and some have given support to the University after graduation. A disproportionate number, however, fail to show up on the rolls of the Wisconsin Alumni Association or the University of Wisconsin Foundation, or in any other way demonstrate an obligation to a state whose willingness to support higher education surpasses the states of the Eastern seaboard.

It is silly to suggest that we fear the left-wing ideas of these students. They have come in large numbers for decades and have departed much wiser. No doubt they will continue to do so, but let us hope that in the future more of them share their affluence gained at the expense of the hard pressed Wisconsin taxpayer.

**Harland L. Klipstein '45**  
Madison

The . . . diatribe was really quite amusing. It was interesting to learn that "we in the East were once considered the element that made Wisconsin an outstanding university." And all the time I thought it was our distinguished faculty! As I remember the Easterners in my classes, they were distinguished only for a tendency to raise their voices.

Interesting to learn, too, that Wisconsin taxpayers are "a bunch of uneducated, unsophisticated, narrow-minded farmers whose kids can't get into any other decent midwestern school . . ." As I recall, it was only lack of money that kept my village high school class from going to college as far away from home as possible. We could hardly wait to see the world! In contrast, when I moved East following marriage, I was appalled to find that my counterparts in an upper class suburb rarely went on to college: finishing high school was the finish of their education. And I was even more incredulous to meet young male college graduates who had never ventured the less-than-100-miles to New York City, let alone anywhere west of the Hudson.

So, though I found Easterners charming, I decided I did not want my children brought up in such a provincial atmosphere. Fortunately, my son and daughter were admitted to Wisconsin, the only university they ever wanted to attend. They remained after graduation to enrich Wisconsin with their talents as lawyer and

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# wisconsin alumnus

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Normally, it's  
"Old Grey

# THE BATTLE OF THE BUDGET

President of  
Old Grey U  
asking for  
more than  
he needs, then  
waiting  
to see  
what  
he gets."

But not this year.

This year many  
see it as a  
fight for the  
UW's academic life  
against the  
new Governor's budget cuts. On top

# of that, it's merger, he says. Here are the views from both sides.

THE hottest items of adult conversation at both ends of State Street these weeks are updated versions of two of the hoariest. One is the governor's plan—introduced in February—to merge the University with other teaching institutions in the state, and merger plans have come up and been put down every so often for more than a century. (See page 8). The other is the University's budget and its attendant legislative squabbles—a rite as constant as the arrival of the biennium itself, usually rating about the same degree of attention.

But this time it's different. First, there are fresh contenders: Wisconsin has a new governor, Democrat Patrick J. Lucey '46, who is also the first to be elected to a four-year term, allowing him two more than his predecessors to relish a victory or rue a defeat so early in office. And up in Van Hise is new University President John C. Weaver '36, who brought with him from Missouri a deep commitment to continued upgrading of the quality of undergraduate education at the University, and who sees that dream as one of many seriously threatened if UW campuses become "homogenized", as Lucey's opponents predict they will under the merger/budget proposal.

Secondly, the two plans must be looked on as a package deal. Lucey's ideas on economy are locked into his outline for a merger. Not only are they interdependent in essence, but he has promised to veto the budget if it gets through the legislature with what he calls the present "three layers of higher education administration" still intact.

Those layers are the UW's 16 campuses, the 13-campus State University System, and the coordinating Council for Higher Education, a su-

pervisory body of 17 members which evolved out of an aborted attempt at merger by Governor Walter Kohler in 1955. Lucey says CCHE "never played the role it was designed to perform," and its dissolution is part of his program.

The UW units involved are the four degree-granting campuses at Madison, Milwaukee, Green Bay and Racine-Kenosha (Parkside) and the 12 two-year centers at Baraboo, Fox Valley, Green Bay, Janesville, Kenosha, Marinette, Marshfield, Racine, Sheboygan, Waukesha, Wausau, and West Bend. Then there are the nine degree-granting campuses of the Wisconsin State University system: Eau Claire, La Crosse, Menomonie (Stout), Oshkosh, Platteville, River Falls, Stevens Point, Superior and Whitewater; and its four freshman-sophomore branches at Richland Center, Rice Lake, Medford and Fond du Lac. The governor would combine all these under a 16-member board; "equalize" faculty work loads via a formula; and cut back on degree programs on some campuses in a "sorting out of academic missions". The procedure, he says, "will end costly and unseemly rivalries between the two systems."

Behind the plan is Lucey's conviction that "expensive duplication of graduate programs in both systems cannot be justified; the creation of two-year campuses as political trade-offs must end."

**What else is wrong with the present system?** Lucey expands his philosophy in a special report prepared by his office. "Students are penalized with a less prestigious degree because they happen to attend college in one part of the state rather than another. The son of the factory worker in Eau

Claire attending Wisconsin State university receives a degree which carries less status on the job market than the son of a doctor attending the University of Wisconsin, Green Bay.

"Each campus cannot and should not be expected to offer a superior undergraduate and graduate experience in each area. . . . One administration and one board of regents should examine the degree-granting programs on each campus with the objective of strengthening some and withdrawing others, so that each campus can offer the general range of programs and an outstanding specialty in some, but not all, disciplines. . . . Such specialization will produce peaks of excellence at each campus."

In the weeks since he presented it, the governor's program has met with the mixed reactions all anticipated, but not always from expected quarters. For example, while both boards of regents expressed tentative opposition (before voting, on March 27, to set up a special committee to look into it), UW Regent Pelisek of Whitefish Bay; Eugene McPhee, director of the State University System; and Donald K. Percy, newly appointed UW vice president (See page 11), have each come out in favor of at least the philosophy of a merger.

Merger details, including the methods by which alleged duplication of teaching effort is to be reduced and cuts in specified areas are to be made, Lucey has deliberately left formless, explaining that academic administration is not his field. This amorphism may be one reason for tolerance of the idea on the part of campus leaders, since there is little that is concrete enough to argue against, but on the other hand, as one state university regent put it, "It's

like making love to a stranger. It's hard to get in the mood for it."

While many on the various campuses appear willing to open the door to consideration of a merger idea, most do so without buying the promise that it means automatic financial saving. Quite apart from their concern over Lucey's threatened budget cuts, there are those who say that a merger would actually cost Wisconsin taxpayers added burdens rather than bring about savings.

So, by the end of March, the merger half of the governor's package, having been proffered and neither accepted nor rejected, lay there, while those involved looked at it and wondered.

In reporting to the Board of Regents on March 11, President Weaver said he considers "an effort to seek restoration of this proposed \$9.3 million cut in our present teaching budget to be the most urgent item of business this Board has had before it in some time . . ."

He put it less formally to *Wisconsin Alumnus*: "This isn't just a case of Old Grey President of Old Grey U asking for more than he needs, then waiting to see what he gets. The restoration of this base cut is vital to our present educational standards.

"The cut is supposed to achieve equality of cost support for comparable items, but the truth of the matter is that it deals largely with items which just aren't comparable.

course which we alone are equipped to offer. Naturally, the legitimate cost of operating their department at Platteville is much lower than ours.

"Yet under Governor Lucey's formula, the engineering program here at Madison would be given the same financial support as at Platteville.

"The actual fact of the matter is that if we're to follow precisely the governor's cost-cutting formula to achieve this so-called 'equalization' we'd have to take nearly \$1.5 million out of the undergraduate instructional budget of the College of Engineering on the Madison campus. This would decimate the college."

Under the Lucey proposal, the \$9.3 million breaks down to \$6.8 million from current undergraduate expenditures and \$2.5 million from the grad school.

This latter portion, President Weaver notes, "is pointed particularly at the humanities and social sciences. Apparently, the rationale for this is a national survey (*which relies on data approximately three years old and is no longer representative' according to a statement by the University Committee—Ed.*) which indicates that there is overproduction in certain PhD fields. Thus we are supposed to cut back in these areas of humanities and social sciences.

"But you don't put together appropriately balanced educational opportunities by basing them on market surveys. If someone wants to take a degree in a given field, you don't say 'No, the State perceives that history isn't as important now as physics or math or agronomy, so you can't take history'."

**Back to the classroom?** According to the governor, a desirable side-effect in a graduate school cutback

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**"The \$9.3 million cut would bring UW undergraduate costs down to WSU level."—Governor Lucey**

**"It seeks equality of cost but deals with items which just aren't comparable."—President Weaver**

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**The other half.** The matter of budget caused trouble right from the start. (*For a simplified version of the figures affecting the University, see chart on page 9*). From the University's request for \$341.4 million, the governor has shaved \$42.1 million, \$9.3 million of this "to bring UW undergraduate costs down to Wisconsin State University System level and to reduce graduate programming by 15 per cent." It is this \$9.3 million which President Weaver, the faculty, regents and administrators consider the unkindest cut of all.

"Take engineering, for example," the president says. "Here on the Madison campus we have a broadly comprehensive engineering program which includes many fields, such as nuclear or chemical engineering. It's an expensive program: it has to have the best faculty and facilities to keep up with technical advances.

"Then, look at the engineering departments of any of the state's other schools; let's say at Platteville. Quite logically, Platteville has a limited engineering major. Its catalog refers many to Madison for this or that

Weavers (right) meet Luceys at the Governor's inaugural.





## Merger Plans Through the Years

In more than a century, at least eight programs received serious consideration.

**1841**—**D**URING the territorial legislature the first attempt was made to “integrate” Wisconsin’s educational institutions. The bill, which was defeated, asked for a single state board of education.

**1897, 1909 and 1913**—Similar unsuccessful attempts were made at integration.

**1915**—Gov. Emanuel L. Philipps proposed a state board of education which was passed after much controversy and weakened greatly in the process.

**1948**—A proposal to merge the UW, state colleges and the then-independent Wisconsin Institute of Technology at Platteville and Stout Institute at Menomonie was made by a special commission of legislators and citizens. It called for one 9-member board of regents. Opposed by the regents of the UW and state colleges, it was killed in the Assembly.

**1953**—Gov. Walter J. Kohler started his long fight for integration. He called for a single 15-member board with a chancellor as chief executive and presidents on each campus. Billed as an improvement in educational program rather than a money-saving measure, the proposal ran into strong opposition from the UW. A compromise plan passed the Senate but was defeated in the Assembly. (The Alumni Association under president Warren P. Knowles, who was majority floor leader of the state Senate, took a stand that year against the Kohler plan).

**1955**—Kohler tried again—this time calling it “coordination.” Again the UW came out in opposition with Fred Harvey Harrington, who was then chairman of the History department, as chairman of the faculty committee. After the plan was passed in the Senate and challenged in the Assembly, Mark Catlin, who was Assembly Speaker, pushed through a “compromise” program which set up the Coordinating Committee (later Council) for Higher Education. Committee membership was originally from the two boards of regents but later citizen members were included.

would be a forcing of faculty members out of grad seminars and into more contact and teaching in the undergraduate level. “But,” says the president, “it wouldn’t happen that way. If you take the salaries out of the grad school level, you’re going to lose those teachers entirely. When we do, we lose the same people who are teaching the undergrads.\* The end result will be bigger classes, and poorer quality of undergraduate education.”

Governor Lucey is not alone in his contention that top faculty men and women are too often removed from undergraduate contact. Among others who support that view is the Teaching Assistants Association (TAA) which has focussed on it in preparing negotiations for a new contract with the University.

President Weaver personally disagrees with the charge. “It isn’t true. The premise is wrong. It isn’t true that the faculty doesn’t work hard and it isn’t true that they are so engaged in research and consulting work that they don’t ever give the students a thought. The average UW faculty member works 54 or 55 hours a week: that’s not bad in days when labor would like to reduce the 40-hour week to even less.”

(In his report to the Board of Regents, President Weaver added: “I do not deny that there are some inequities among our faculties as regards workloads. I pledged earlier that I would work to achieve an ever greater commitment to undergraduate teaching. My guidelines for merit

\* For results of a survey of faculty teaching hours see page 11.

**Methodology for Governor's 1971-73 Base Budget Reduction Proposal\***  
(Affecting UW Undergraduate & Graduate Programs)

1. *Undergraduate Cut* (\$6.8 million). The Department of Administration obtained the following systemwide per-credit cost figures from UW and WSU:

Instructional Grouping	Gross Per-Credit Costs (1970-71)			
	Freshman/Sophomore		Junior/Senior	
	UW-I	WSU-I	UW-II	WSU-II
A. Social & Behav. Sci. (Difference) ---	\$18.75	\$19.39	\$30.16	\$28.23
	(+ .64)		(- 1.93)	
B. Arts & Humanities (Difference) ----	25.04	25.14	36.39	34.87
	(+ .10)		(- 1.52)	
C. Engin. & Phy. Sci. (Difference) ----	26.30	24.69	54.31	35.44
	(-1.61)		(-18.87)	
D. Agricultural & Life Sci. (Difference)	27.48	22.68	54.87	35.35
	(-4.80)		(-19.52)	

Using the differences between UW and WSU per credit costs at Levels I and II and the total UW credits currently taught in each grouping at each level, a dollar differential figure was computed representing the cut necessary to bring UW costs down to the WSU level. There was no attempt to compare programs (scope and content) as a basis for this change. The total two-year cut from current approved levels is \$6.8 million (\$2.3 million first year and \$4.5 million second year).

2. *Graduate Cut* (\$2.5 million). Using Level III and Level IV (Masters and Ph.D.) per-credit costs and 1970-71 credit hours of instruction in the Social and Behavioral Sciences and in the Arts and Humanities groupings, the Governor has determined that a 7% reduction should occur in 1971-72 and an additional 8% cut in 1972-73. The total two-year cutback (below present levels) amounts to \$2.5 million.

**Proposed Cuts in Present U.W. Teaching Funds**

■ **UNDERGRADUATE PROGRAMS**—Reduce U.W. per credit support across the board to WSU levels

• Social and behavioral sciences	-----CUT	\$ 324,400
• Arts and humanities	-----CUT	205,700
• Engineering and physical sciences	-----CUT	2,458,400
• Agricultural and life sciences	-----CUT	1,550,300

TOTAL PROGRAM CUT TO EQUITY \$4,538,800

TO BE ACCOMPLISHED IN FOLLOWING STEPS:

1 Accomplish 50% of cut level in 1971-72	-----	\$2,269,400
2 Move to 100% of cut level in 1972-73	-----	4,538,800

DOLLAR LOSS OVER TWO YEARS \$6,808,200

■ **GRADUATE PROGRAMS**—Cut present programs by 15% (Madison, Milwaukee)

• Masters and Ph.D. training in social and behavioral sciences	__CUT	\$1,125,200
• Masters and Ph.D. training in arts and humanities	-----CUT	540,000

TOTAL 15% ANNUAL REDUCTION \$1,665,200

TO BE ACCOMPLISHED AS FOLLOWS:

1 Cut 7% in 1971-72	-----	\$ 807,200
2 Cut additional 8% in 1972-73	-----	1,665,200

TOTAL TWO-YEAR LOSS \$2,472,400

**Governor's Faculty Compensation Proposal**

Regent-CCHE Package	1971-72	1972-73
1. Merit increase program	4%	4%
2. Retirement pick-up	4%	3%
3. Medical insurance	---	1%
TOTAL %	8%	8%

BIENNIAL COST \$21,961,000

Governor's Package	1971-72	1972-73
1. Merit increase program	4%	7.5%
2. Retirement pick-up	4%	---
3. Medical insurance	---	1%
TOTAL %	8%	8.5%

BIENNIAL COST \$23,388,000

**What Happened to New and Changed Services Requests?**

(State funded, excluding faculty compensation request)

	CCHE	Recommended by GOV'R (in millions)	DIFF.
1 MADISON: Health services, environmental sciences, agricultural research and support for disadvantaged students	\$ 5.7	\$0.2	\$- 5.5
2 UWM: Undergrad instructional improvement, professional training, urban mission and surface studies	3.3	0.07	- 3.2
3 UWGB and UWP: Balance of development funds and base establishment funds	2.6	0	- 2.6
4 EXTENSION: Community health and remodeling projects	0.2	0	- 0.2
5 TEACHING HOSPITAL SUPPORT	2.3	0.9	- 1.4
6 U-WIDE: Sea Grant match	0.3	0.3	0
TOTAL	\$14.4	\$1.5	\$-12.9

\* Prepared by University staff for the Board of Regents.

salary increases,\* and the new faculty criteria for tenure promotions give a primary emphasis to teaching excellence. . . . I will be thwarted more in my goal of improving undergraduate teaching by budget cuts than by faculty resistance. The faculty is reasonable but there is a clear and certain limit to what they can be asked to do with reduced support.”)

“I think we've let 'research' become a dirty word,” the president says. “This is not only unfair, it's misleading. 'Research' at this University means men like Howard Temin, who is doing Nobel Prize quality work in oncology, and Hector DeLuca, whose vitamin research may save the dairy industry in Wisconsin some \$15 million annually—there are dozens more.

“Why are men like this here? Dr. DeLuca told the board of Regents himself: he said it was because we have traditionally done such exciting things at Wisconsin, and because where there is freedom to research, there is the chance to pass along those findings to the student!

“We have great teaching here because we have people who are capable of doing great teaching!

“Recently, *Harper's* magazine did a feature on the UW-Green Bay, saying it offers some of the most exciting, innovative undergraduate teaching anywhere in the country.

\* In December, former Vice President Robert Clodius said that on a basis of cash salary plus fringe benefits, UW faculty members are at or near the bottom of the Big Ten. At a hearing in March, an Eau Claire University faculty representative said that the salaries of faculty in the State University system are the lowest in five surrounding states. The new budget would in effect raise total compensation via funds cut from teaching programs.

This is a tradition with the University of Wisconsin, and there is simply no reason why a great research and graduate University can't also be—isn't more *likely* to be—an exciting place to be an undergraduate if you are really interested in your education."

Dr. Weaver sees another major flaw in the governor's budget reasoning. "In our original request we asked for \$2.2 million to equip and operate buildings presently under construction. That request was cut out. These buildings cost \$85 million. I would argue that it is false economy, indeed, to put that much into a building program and not be able to staff them when they're finished.

"I'm willing to face austerity as a reality," the president says. "This state *does* have a fiscal crisis. We are not going to be able to have everything we'd like. We accept this fact. The regents recognized it in constructing their request. But I am not willing to preside over the decline of the present level of development of this University. At a minimum we've got to be able to hold our own, which the Lucey budget recommendation would not permit.

"Nor can I respect a merger in a form which would reduce all institutions concerned to the lowest common denominator. Any such program must recognize different missions at different institutions. And there must be different levels of support relating to these missions. We needn't argue about some kind of 'special prestige' we're trying to maintain. The Madison campus is *the* great, comprehensive graduate and advanced professional campus in the state. That must be recognized. Then, there has got to be something unique about the support for UW-Milwaukee, because

we've got to have a first-class urban university: this entails different dimensions and logical funding."

**Could a merger save money?** "I just don't know. I don't think anyone has proved that it would. It's an easy presumption that if you meld three administrative agencies into one there could be some administrative cost reduction. But I doubt very much that, in terms of overall educational costs, in the long run it's going to save very much money. After all, it doesn't change the number of students to be educated."

On March 30 the Faculty Senate issued its statement which seemed to sum up the UW consensus. The group was not opposed to the idea of merger in principle, it said, although it feared that the recommendations "will have a destructive impact upon the quality of the educational programs offered on the Madison Campus," if a merger depends on "uniformity in funding and teaching which fail to take into account the different roles of the various campuses" in the two educational systems.

By the first of this month, hearings on both parts of the package were going on across the state and would continue for some weeks.—T. H. M.

# The University

## Survey Says Profs Put In A Full Week

The average weekly workload for faculty members throughout the UW's 16-campus system is more than 50 hours, says a new study by the Department of Planning and Analysis. It lists full professors as working 55 hours; associates, 57; assistant professors and visiting faculty, 54; lecturers and instructors, 52 and teaching assistants 19.

Within these time spans, the report gives an average of 22 hours spent on group teaching by professors, 26 by associate professors, 30 by assistant professors, 39 by instructors and lecturers and 15 by TAs. The "group teaching" category includes class time, grading, and individual consultation, the report says.

A professor spends an average of nine hours a week on research duties, two hours on public service activities, eight on departmental duties, and two more on miscellaneous duties.

The findings were based on answers to questionnaires sent to all instructional staff last fall. Since self-judgment is involved, says the report, the figures have been termed "suspect". But they agree with other studies on campuses throughout the United States, setting a national average for a "typical faculty work week" as between 53 and 55 hours.

Possibly in anticipation of one area from which suspicions frequently arise, the report begins with the observation that "the attempt to measure a faculty member's workload only in terms of how many hours he spends in formal group teaching is as erroneous as measuring . . . the workload of a legislator only in terms of how many hours he spends . . . on the floor of the assembly or senate."

The report emphasizes that the amount of time spent by faculty members in teaching activities constitutes the major portion of the work

week. The dominance of the teaching mission is evident on all campuses of the University; faculty commitment to research activities varies from one to ten hours a week, revealing that emphasis on research is considerably less than on teaching.

An increase in faculty instructional workload would have to come at the expense of a rather low commitment to research and public service or result in a decrease in the quality of instruction, the report says.

Late in February the Teaching Assistants Association (TAA) filed a court petition to get figures on faculty salaries, income and time expenditure. The labor contract between the TAA and the University expires September 1.

## VP Clodius Resigns To Head Ag Project; Other Execs Realligned

Robert L. Clodius, 49, since 1964 vice president of the University, resigned that role early in March, but will stay on the campus and head an agricultural development project for Indonesia.

He served as acting UW president last year in the interim between presidents Harrington and Weaver.

Dr. Clodius came to the campus in 1950 as an assistant professor in agricultural economics. He was chairman of the Department of Agricultural Economics when he was appointed vice president for academic affairs in 1962.

The Indonesian project is part of the Higher Agricultural Educational program for the Midwest Universities Consortium for International Activities. It is funded chiefly by the consortium, and operated under the USAID and an Indonesian governmental agency. Dr. Clodius succeeds retiring dean Ira L. Baldwin, who is reformer on the project.

Donald E. Percy moves to the number two administrative post as

executive vice president; Reuben H. Lorenz will be vice president for business affairs; a search and screen committee will develop candidates for the third major administrative post, Vice President for Academic Affairs. New titles for present members of the administration include: Wallace L. Lemon, associate vice president for facilities planning; Robert Taylor, associate vice president for university relations; LeRoy L. Luberg, university dean for public services; Dallas O. Peterson, assistant vice president for academic affairs; Joseph Corry, assistant to the vice president for academic affairs.

## Police, Students Have Now Increased Rapport: Cap Times

Tom Hibbard, writing in the *Capitol Times* last month, reported at length on what, until this writing at least, has been a relatively quiet schoolyear. One reason, the reporter pointed out, is an apparent dissolution of the stereotyped opinions held by each side in student-police confrontations.

He quotes a Madison police captain. "I would say that at one time every kid on the street thought that every policeman wanted to crack him on the head." At the same time, police thought every person in a crowd of demonstrators itched to catch one of them with a rock," says the reporter.

Another police officer was quoted as noticing a greater frequency of student demonstrators remonstrating with those in their own number who appeared to be growing violent.

Others on the Madison force told the reporter they were not so certain that the comparative quiet on the campus was due to a change in student attitude. They attribute it to lack of support for the violent radicals. As one put it "Some of the students are just tired of the same old

*continued on page 18*

Here are the winners of the Wisconsin Alumni Association's *Distinguished Service Award* for 1971



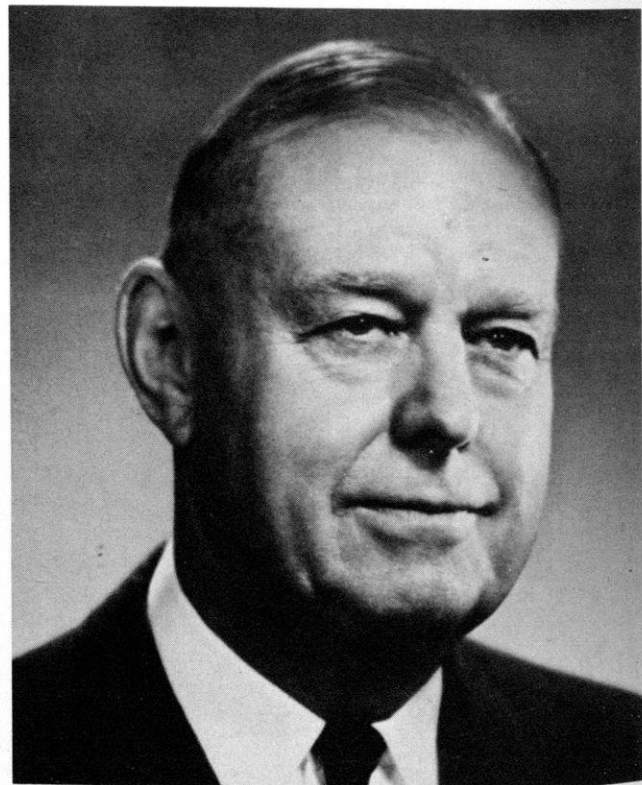
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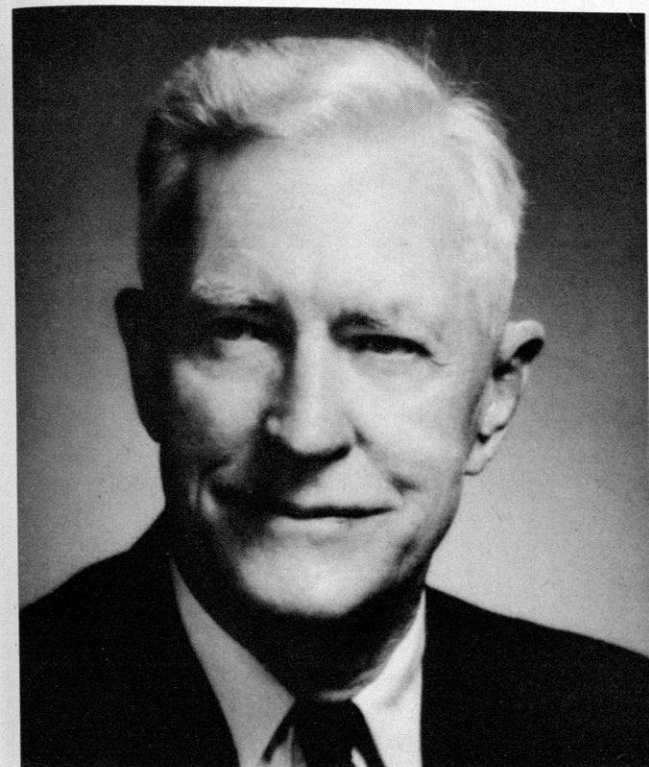
Mr. De Lorenzo

Prof. McCoy

Mr. Steiger



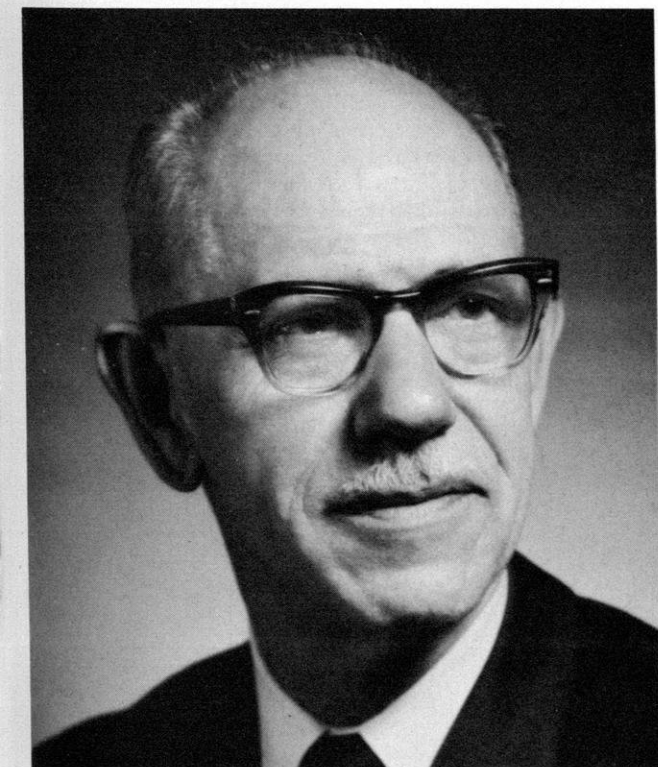
Each year the Association honors those who have achieved distinction in their professional lives and retained a spirit of service and loyalty to the University of Wisconsin. These six will receive their award from Association President Robert Draper at the Alumni Dinner in Great Hall, Saturday night, May 15.



**Alan D. Ameche '55.** Remembered as one of the UW's most outstanding football players, Alan Ameche has made important contributions to his community as well as to the world of sports. After graduation from the University, he joined the Baltimore Colts where he gained fame as a hard-charging fullback from 1955 through the 1960 season. He lives in Paoli, a suburb of Philadelphia. Along with Colt teammate Gino Marchetti, and Louis C. Fischer, he is owner and operator of *Gino's* restaurant chain, which includes 320 units from North Carolina to New England. He is a member of the board of directors and secretary of the company, but devotes most of his time and energy to community relations projects. Mr. Ameche is particularly concerned with inner-city activities, and his interests range from sports projects to educational, cultural and neighborhood improvement programs. In 1969 he received a community relations award from the Philadelphia Junior Chamber of Commerce and was nominated a "Young Man of the Year." He was Pennsylvania's member of the board of directors of the Multiple Sclerosis Fund Drive, and is currently corporations co-chairman for the United Negro College Fund Drive. Last year he was appointed to the board of directors of the famed Philadelphia Orchestra, and was awarded an honorary Doctor of Humane Letters from St. Joseph's college in Philadelphia.

Mr. Falk

Dean Wendt



**Anthony G. De Lorenzo '36.** Mr. De Lorenzo of Detroit has been vice president of General Motors in charge of public relations since 1957. A past president of the Wisconsin Alumni Association and a director of the UW Foundation, Mr. De Lorenzo was honored by the University in 1958 with an award for distinguished achievement in journalism. After graduation, he worked on the *Journal-Times* in Racine, and spent nine years with United Press in Madison, Milwaukee, Chicago and Detroit, where he served as automotive editor, Detroit bureau chief and Michigan manager. He joined General Motors' public relations department in 1949. He is a member of the board of regents of General Motors Institute, Flint; the business advisory council of the School of Business Administration at the University of Notre Dame; and the Public Affairs Committee of the United States Air Force Academy. He serves on the board of trustees of Children's Hospital of Michigan, the board of directors of the United Foundation in Detroit, the board of trustees of Cranbrook Academy of Art and the board of directors of the Advertising Council, Inc. In 1969 *Public Relations News* presented him with its "PR Professional of the Year" award.

continued

**Philip H. Falk '21, MA '28, PhD '35.** Mr. Falk has been involved in UW alumni affairs for the last twenty-five years. He served as president of the Wisconsin Alumni Association in 1944-45 and is a permanent member of our board of directors. He is currently serving as chairman of the 50th reunion for the class of 1921, and hosted the Association's Orient tour a year ago. Mr. Falk, who was Superintendent of Schools in Madison for twenty-five years, started his career in education as a high school teacher in Lake Mills in 1921. He went on to become high school principal in Stoughton and Waukesha and Superintendent of Schools in Lake Mills and Waukesha. In 1938 he was named president of State Teachers college in Stevens Point. He is currently a member of the Madison Redevelopment Authority which he served as president in 1963-64. He is also executive secretary of the Nicaragua-Wisconsin Partners of the Alliance for Progress, from which he received a citation of appreciation in 1969. In 1962 he was awarded the Madison Newspaper Guild's Page-one Citation and a distinguished service award in school administration from the American Association of School Administrators. The Dane County Bar Association honored him with a citation for responsible citizenship in 1965.

**Elizabeth F. McCoy '25, MS '26, PhD '29.** Miss McCoy has devoted more than forty years of her life to teaching and research in the field of bacteriology. The majority of these years have been spent at the UW where she became a full professor in 1943. In 1929-1930 she was a National Research Council Fellow at the Rothamsted Experimental Station in Harpenden Herts., England, and at the Botanical Institute at Karlova university in Prague, Czechoslovakia. She was an associate in research medicine at the University of California's George Hooper Foundation in San Francisco in 1937. At the University of Wisconsin, Miss McCoy has taught courses in industrial microbiology, taxonomy and nomenclature of bacteria, and farm bacteriology, the latter in the annual Farm Short Course. She has done research in industrial bacteriology, bacterial taxonomy, aquatic bacteria and waste disposal. Miss McCoy is engaged in farming ("with hired help") in the areas of dairy and hybrid seed corn and lists conservation activities as a hobby. She is a fellow in the American Academy of Microbiology and the American Public Health Association, an honorary life member of the Wisconsin Academy of Science, Arts and Letters, and a member of the American Society of Microbiology, the Society of Experimental Biology and Medicine and the American Academy for the Advancement of Science.

**Carl E. Steiger X'23.** A former member of the UW Board of Regents and president of the board from 1959 to 1961, Mr. Steiger, of Oshkosh, is currently a director and vice president of the University of Wisconsin Foundation. He has received distinguished service awards from three other educational institutions in the state: St. John's Military Academy at Delafield, from which he graduated in 1915; Ripon College; and Wisconsin State university at Oshkosh. He was awarded an honorary Doctor of Laws degree from the UW and is an honorary member of Phi Kappa Phi, Madison. In 1961 he retired as president of Deltax Rug Co. in Oshkosh and is now president of Steiger-Rathke Development Co., an Arizona land development firm. He is a director of Arkwright Boston Manufacturers Mutual Insurance Co., the Wisconsin National Life Insurance Co., and Bergstrom Paper Co., Neenah. He serves as trustee of St. John's Military Academy, is chairman of the board of Ripon College, and a trustee of Paine Arboretum and Art Center in Oshkosh. Mr. Steiger has held many public offices in Oshkosh, including alderman from 1951 to 1953, member of the City Council from 1961 to 1964, and member of the board of the Oshkosh YMCA since 1955.

**Kurt F. Wendt '27.** Dean Wendt has been a teacher, researcher and administrator in the UW College of Engineering since he graduated from that department forty-four years ago. He was named dean of the College of Engineering and director of Wisconsin's Engineering Experiment Station in 1953. He has served and is serving on many committees and commissions of the University, of Madison, and of engineering and education. He was a member of the executive committee of the UW Committee on Functions and Policies, and the Athletic Board, and served as chairman of the Campus Planning Commission, and the Wisconsin registration board for architects and professional engineers. In 1951 he was chosen Big Ten faculty representative for the UW. In 1959 he was cited by the Wisconsin Society of Professional Engineers for his outstanding contributions to engineering. In 1960 he received the Bliss Medal from the Society of American Military Engineers, and in 1963 he was named "Engineer of the Year" by the Milwaukee Engineers' Society. West Virginia Institute of Technology conferred on him an honorary Doctor of Science in 1964. Other awards include: Consulting Engineer's Council Award in 1964; Highway Research board of the National Academy of Sciences and National Research Council, Roy W. Crum Distinguished Service Award in 1965; Golden Plate award of the American Academy of Achievement; Citation of Merit by the Wisconsin Utilities Association in 1966; Distinguished Service Certificate of the National Council of Engineering Examiners in 1970.

TA'S DAY;  
OR,  
NO, THEY NEVER PROMISED US A ROSE GARDEN

By Robin C. Mitchell

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Mr. Mitchell, of Broxbourne Herts., England, is a PhD candidate in English here at the University. Last year he was one of eight TAs to win the Graduate School's \$500 Student Teaching Awards.

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*6:30 A.M. I rise to greet Friday. Rising is hardly the word. I was up until 2 a.m. planning what to say to my English 200 class. Now, as the alarm persists, I beat it to death, roll on to the floor and sit there, cold, awaiting insight. Chief initial insight (recurrent) is that signing up to teach a 7:45 was madness. My letter of appointment to the assistantship said that every attempt would be made to harmonize my teaching schedule with the courses I was taking for my doctorate. I sit on the floor, cold, contemplating the harmony.*

*7:45 A.M. The breakfast glass of Gorilla Milk has put me in good shape to face the day. The 7:45 classes are the specialty of Wisconsin's TAs. Professors, secure in their tenure, sleep on in the cradle of Shorewood Hills; students who had a rough night select a back row seat and snooze; but the TA is on duty. I'm up front and it's all happening—and it's only 7:45 a.m.*

*I can't grumble, though. This is my apprenticeship to the academic world. . . .*

The word "apprentice" conjures up two pictures in my mind. Sometimes I think of the novice sculptor learning his craft under the watchful eye of the master artist, imitating, taking advice, improving and finally blossoming in his own right. Sometimes, on the other hand, I think of the boy employed by Victorian chimney sweeps to climb filthy flues and brush down blinding soot while his master chatted comfortably to his customer and collected the fat fee. Two years

as a Teaching Assistant at Wisconsin have not helped me to clarify my definition.

The letter of appointment to the prospective TA both comforts and encourages. He is to receive approximately \$3,500 in return for teaching freshman/sophomore classes six hours each week. His teaching assignment will take up only half of his time in school and he will work under the guidance of experienced professors in his department. What the letter does not and cannot explain is whether he should expect to become TA as craftsman or TA as sweep. . . .

I must say, I've been lucky. As I sweat through my 7:45, I have the advantage of following a good act. The professor I am assisting has set up good readings for the week and has lectured well. Now, as my quiz section follows up his lead, I can feel my contribution as part of a well planned whole. The professor will visit my class a few times during the semester and his comments will be helpful. He will ask my advice as he sets up exams, and, though I'll take the brunt of grading these and the term papers, he'll be available to iron out problems. He clearly regards me as apprentice craftsman. One is not always so lucky.

If you're going to become a TA as sweep, you usually know it on the first day. The interview with your prof takes a line like this:

"Good morning, sir, I'm going to be your new assistant."

"What?"

"Your new assistant. I'm replacing Smith."

"Smith. Oh, yes. Was that his name? Well, young man, you'll be in charge of quiz sections, of course, and exam grading and term papers

*continued on page 26*

# Student standpoint

**IN WHICH STUDENTS SPEAK  
OF MANY THINGS,  
DIRECTLY TO YOU**



# PEOPLE AND PROJECTS

By Jody Schmitz

**F**or the last thirteen years a small office on the campus has been helping a group of high school students—approximately 3,000 to date—who otherwise would be left on their own. These are superior students who, society seems to think, have the brain power to make it alone. So at other schools they are left to do just that.

The UW is a leader in this specialized field of education, and the Research and Guidance Laboratory for Superior Students has had no precedent to follow; not even any similar facilities to consult with along the way. Some states such as California and Illinois supply funds to schools for superior students but no other state provides the guidance and follow-up that Wisconsin does.

The story of the lab goes back to 1954 when Pres. E. B. Fred called together a committee and charged it with the question of how to help bright students, according to Dr. John W. M. Rothney, one of the members of that committee and the retired director of the lab.

The laboratory opened in 1957 with Director Rothney, one assistant and no funds. "We started before the binge that came after Sputnik in November of that year," Dr. Rothney says.

The lab works with high schools throughout Wisconsin ranging in size from tiny Butternut to the city of Milwaukee. The high schools recommend freshmen whom they feel are superior, based on suggestions from teachers plus a high level of performance in tests. The students chosen usually have mental test scores averaging in the upper three to five percent of their age range and grade in school.

The laboratory is a "research-through-service" organization helping communities learn how to locate bright students, and guiding these students through the important high school and college years into adult life.

After superior students are spotted and referred to the lab, members of the staff interview their teachers and

parents, to help them understand ways in which they can improve the young people's high school experience.

The lab staff also tries to encourage the schools to provide information about educational requirements, vocational information and scholarship opportunities to the students. They suggest special references for faculty study, and encourage school personnel to try out experimental procedures with superior students and others.

"The students seen at the lab are really only a sample of the total number of bright students who should be eligible," Rothney points out. It is the

## The Search For SUPERIOR HIGH SCHOOL STUDENTS

And how to  
tell if there's  
one at your  
house

lab's aim to interest schools in providing the same services and activities to those superior students whom they usually overlook.

The highlight of each year for the high school students chosen is a trip to Madison. Here, in addition to tests and personal interviews with lab staff, the students are able to visit a UW class of their choice. When they are high school seniors they also have the opportunity to have a conference with a faculty member in the field that interests them most.

According to Dr. Rothney more than 98 per cent of those who are counseled during high school go on to college, and about 72 per cent of these work toward higher degrees. About half the freshmen each year select the University of Wisconsin; others choose small Wisconsin schools, private colleges or

large universities in other states. Many of them receive scholarships. "These kids are recruited like football players," Dr. Rothney said.

Contact is kept with the student even if he goes to another university. Every year the students file reports that range from 10 to 15 pages of questions and answers. These elaborate follow-up records are used by the lab staff for research and analysis of their work.

The lab has been supported by fees from the participating high schools, but the major support comes from contributions from University schools and colleges. Letters and Science, engineering, and education have set aside permanent funds for the lab. Others contribute as they can afford it.

For the last two years the director of the laboratory has been Dr. Marshall P. Sanborn, who was associate director under Dr. Rothney. The current emphasis in the lab is on getting minority groups represented among the selected students. They have been virtually nonexistent in the program until now because the cooperating schools, with the exception of Milwaukee, have been rural and suburban. It is also true that the selection criteria used has not uncovered minority groups even in the high schools which they attend, Dr. Rothney says.

Another real concern at this time is over lack of support of high school programs for superior students. In terms of government support and funding these often lose out to special programs at the other end of the spectrum such as those for the handicapped, retarded or disadvantaged.

### Does Your Child Show Special Promise?

Here's a check list. Combinations of some of the following characteristics are usually apparent in superior students:

- Large vocabularies, used easily and accurately.
- Academic work one or more years in advance of their classes.

*continued on page 25*

**T**hose who advocate peace are often pictured in the press and in the minds of the public as wishy-washy, vague types who are not very practical.

Jim Struve and the other members of the UW Center for Conflict Resolution are an exception.

The whole idea of the center is to "alleviate societal conflict" through constructive, tangible methods. They even admit to needing money to accomplish their ends. Although there is a greater interest in getting *people* involved than in collecting money, Struve admits that "eventually reality hits and you realize that you need money."

The beginnings of the center also show an orderly, realistic approach to a problem. In January, 1970 the UW Peace Studies Committee sent a petition to the Board of Regents for a Peace Studies department. It received favorable response and was referred to the Education committee for further review.

From this original focus on trying to get a department, the committee evolved a Center for Conflict Resolution when it became obvious "that man can hardly offer adequate solutions to the international conflicts of our day when he is so frequently unable to deal even with the resolution of the conflicts in his daily existence."

These ideas were further stimulated in a course offered by the Peace Studies committee in the Free University during the spring semester of 1970 entitled *Perspectives on Violence and Nonviolence*. The group met on Wednesday evenings at St. Francis Episcopal Center with Father Fred Kreuziger of the University Catholic Center as coordinator. It was one of the larger classes in the history of the Free University with an average of 35 to 40 people each time. Its stated purpose was to "examine violence and nonviolence from various perspectives: political, biological, sociological, psychological, etc."

With an announced aim of eventually setting up a core curriculum that will allow for a major in conflict resolution,

the group went on to get more courses rolling.

Professor C. H. Blanchard, of the physics department, offered a seminar in peace studies oriented toward science and engineering students. The purpose of the sessions, which were held for two hours weekly, was to "examine modern technology and to evaluate peace initiatives technology might offer."

The beginning of the second semester saw the initiation of a new course in the Philosophy department called *Nonviolence* in which 150 students are enrolled.

## THEY STUDY PEACEFUL CONFLICT RESOLUTION

Approximately thirty professors from nine departments have offered to be available to students who want to pursue independent studies on issues of peace and conflict resolution.

Also this year a course was offered as part of the Man, Science and Society Seminar (Contemporary Trends) entitled *Theories and Tactics of Non-Violence*. Taught by Joseph W. Elder, professor of sociology, and Eugene Boardman, professor of history, it promised "a comprehensive grounding in essentials of nonviolent action and in their application in key controversies throughout the last three centuries."

Struve, who is a senior from East Ellsworth, Wisconsin, hopes that the students in the courses will evaluate them after completion and help revise the curriculum.

Last fall the Center for Conflict Res-

olution asked the UW administration for concrete assistance, and soon found themselves assigned to an office in the same building as the Campus Assistance and Drug Information Center at 420 N. Lake St. Here they are laying the foundations upon which they would like to build an *institute* for conflict resolution.

Another very real step taken by the center was a weekend training session held last month during which students and people from the community learned nonviolent methods for dealing with violent situations. They talked about their actual experiences in which non-violent tactics were used. Sometimes these were as extreme as putting themselves physically between opposing forces, as in the case of students who entered a police car which, complete with policemen inside, was about to be overturned and burned by rioters. In the training session they used examples from many situations including strikes, civil rights demonstrations and campus disturbances . . . wherever a cooling-off period would help. They also did some role-playing, using actual examples of volatile situations. The final step was to go out into the community to take some kind of nonviolent action, then to return to the meeting to discuss success or failure.

Key to the center and the development of an institute is community involvement. Teach-ins and forums in Madison and throughout the state, and courses in the various University Extension Centers, high schools and technical colleges are planned. However, the group doesn't want to stop at the academic program. They would like those who hear about the center to become *actively* involved in projects that use the application of academic knowledge in realistic conflict situations.

"The center hopes to become a viable mechanism that can locate conflicts while they still exist in their preliminary stages of development, then to assist in alleviating these conflicts before

*continued on page 25*

chanting and the same old obscenities and thought that maybe they would try a new (peaceful) method.

"The dirty, filthy rotten longhairs—the ones that reek—they weren't there (at a peaceful but heavily populated anti-war demonstration in February). 'You had long hair but not the same kind, not the vicious ones.'"

The police have learned to look for those vicious ones and get them out of the crowd, the police captain told Hibbard. "The 'crazy people' whose objective is to stir open conflict between demonstrators and police . . . Those they single out as troublemakers are not judged so much in political terms as for their lack of control of their emotions."

An increase in understanding seems apparent on both sides, according to Hibbard. "If students are tired and skeptical of violence and confrontations, so are the police," he writes. "If the war has outlasted the student's solid emotional base of outrage, it may also have outlasted the policeman's confidence that the government is doing the best thing in Indochina and that the protesters—when peaceful—are acting without good reasons."

He quotes one police captain who has a son in Vietnam. "I used to think, this country right or wrong, all that stuff. I still support the country, but everybody wants to get out of the war. I read both newspapers. But I don't generally read the headline story. I turn right to the city page. So when (the war) first broke out, I naturally thought it was OK. But I heard so much, and some of the background. I began to doubt whether we should be doing as much as we are."

"Another policeman, listening, objected that if we pull out of the war, Indochina would be lost. 'Lost—who wants it,' said (the captain). 'But it's a hell of a thing for us to be fighting in the streets here at home.'"

Earlier, the same reporter, covering the February anti-war demonstration, quoted yet another city policeman as criticizing news media for "blowing out of proportion" such activities. "There were no take-over's of any University buildings . . . as newspapers, radio and television reported", and no trouble with University students.

"A large number of peaceful people in one room of a building does not necessarily constitute a take-over'."

The policeman also criticized the president of the Wisconsin Students Association "for deceiving the students he was leading by 'making the movement look bigger than it is'".



## Rare Collection of Chinese Paintings at Elvehjem Center

Alumni Weekend visitors will not want to miss "In Pursuit of Antiquity," an exhibition of Chinese landscape painting from the collection of Mr. and Mrs. Earl Morse '27, on view at the Elvehjem Art Center through June 6.

It is the first major exhibition of Chinese paintings to be shown in Wisconsin, and has just been shown at the Metropolitan Museum of Art in New York, and will open next at the Art Institute of Chicago.

"In Pursuit of Antiquity" is a study of the art of Wang Hui (1632-1717), who was the leading painter of the Orthodox School, which flourished during the 17th and 18th centuries.

Not only is the Morse collection one of the few important private collections of Chinese paintings in the world, but it is the only collection in the Western world to focus on a single Chinese master.

Mr. Morse, a prominent New York industrialist, was born in Milwaukee in 1907. He practiced law in Milwaukee from 1930-35 before moving to New York. In addition to his position as chairman of the board of trustees of the Union of American Hebrew Congregations, the central congregational body of Reform Judaism, Mr. Morse is a member of the board of governors of the Hebrew Union college.

"In Pursuit of Antiquity" can be seen at the Elvehjem Art Center from 9-4:45 Monday through Saturday and from 1-4:45 on Sunday. An illustrated catalogue of the exhibition, written by Roderick Whitfield and published by the Princeton University Press, can be purchased at the sales desk. The price is \$5.95 plus postage.

## Students Due Back Week Sooner in Fall

The 1971-72 school year will begin and end a week earlier as a result of recent action of the Board of Regents. Classes will start September 13; spring graduation will be on June 3.

The faculty senate has recommended further changes which would end the first semester by Christmas vacation. Chancellor Edwin Young calls the new calendar "transitional", but not necessarily leading to the recommended change.

Important dates in the 1971-72 calendar are:

- Registration—Sept. 7-10
- Classes begin—Sept. 13
- Classes end—Jan. 13
- Finals—Jan. 17-25
- Winter graduation—Jan. 25
- Spring registration—Jan. 26-28
- Classes begin—Jan. 31
- Recess—March 31-April 9
- Classes end—May 19
- Finals—May 23-June 1
- Graduation—June 3

## Faculty Names in the News

### UW Amid Top Producers Of Chief Financial Officers

The University of Wisconsin, Northwestern, Harvard, and New York university are the schools from which the greatest number of chief financial officers of leading companies hold degrees, reports a survey by Heidrick and Struggles, international consulting firm specializing in executive selection.

Included in the study were the nation's 500 largest industrials and 50 leading merchandising, 50 leading utility, 50 leading transportation, 50 leading life-insurance, and 47 leading "other" companies ranked in size in *Fortune* magazine's annual compilation. Respondents represented 59% of the group.

Harvard leads the list of degrees awarded to CFOs with 53, New York university is second with 26, Wisconsin third with 20 and Northwestern with 19. Three of the UW's count are master's degrees.

Columbia, the University of Pennsylvania and Illinois rank fifth, sixth and seventh respectively in terms of total degrees conferred on CFO alumni. Other institutions included among those most frequently mentioned by the financial executives are, in order, Washington university, Yale, the University of California, the University of Chicago, Ohio State and Minnesota.

### Even Chemistry Can Now Be "Relevant"

It's not to be found in the timetable of courses, but Revolutionary Chemistry is being taught here this year.

The official title of the five-credit honors course is General Chemistry (181). What gives it its "revolutionary" tag is that unlike the traditional beginning class in chemistry, the course relates scientific principles to what's happening in the real world.

*continued on page 20*

A HUSBAND AND WIFE research team at McArdle Laboratories for Cancer Research received the Bertner Foundation Award last month for their contributions to the knowledge of chemical causes of cancer and for their leadership and direction in the attainment of an understanding of cancer induction mechanisms in man. They are Profs. JAMES A. and ELIZABETH C. MILLER who have been researchers at the UW since the mid-1940's.

Another researcher, Prof. HOWARD M. TEMIN was the subject of a cover story in the Feb. 22 issue of *Newsweek*. Dr. Temin, says the magazine article, in effect proved that the rules for transmittal of genetic information within the cell can be reversed by cancer viruses. He is a professor of oncology at McArdle Laboratories. Two other UW men were mentioned in the magazine article: Dr. FRITZ BACH, associate professor of medicine and medical genetics; and RICHARD HONG, professor of pediatrics. . . . The chairman of the Laboratory of Molecular Biology, HARLYN O. HALVORSON, has been named director of the research center at Brandeis university in Waltham, Mass. . . .

THEODORE E. CRABB, director of the Memorial Union, has been named chairman of the Association of College Unions' international committee on current and emerging issues. . . . Economics professor ROBERT J. LAMPMAN has been appointed to the Joint Survey Committee on Tax Exemptions by Gov. Patrick J. Lucey of Wisconsin.

After 48 years at the circulation desk in the library where she has worked since she was a student assistant, ADELINE STEFFEN retired at the end of last year. . . . JAMES M. MOSER, associate scientist at the Research and Development Center for Cognitive Learning is the author

of *Modern Elementary Geometry*, published recently by Prentice-Hall.

Director of Environmental Studies, REID A. BRYSON, has been elected a fellow of the American Meteorological Society. . . . Associate professor of Education FRANK H. FARLEY was appointed director of the preliminary research training program for the American Educational Research Assoc. for 1973. . . . BEZ-ALEL C. HAIMSON, assistant professor of Mining and Metallurgy, was presented the Intersociety Committee on Rock Mechanics Research Award for 1970 in recognition of the outstanding interdisciplinary paper on rock mechanics.

The executive director of the Experimental Station, W. ROBERT MARSHALL, is program committee chairman of the Nuclear Engineering and Education conference held at the Argonne (Ill.) National Laboratory. . . . CLAUDE S. HAYES, of the Speech and Hearing Clinic, has been appointed chairman of the education and training board of the American Board of Examiners in Speech Pathology and Audiology.

New president of the American Society for Reformation Research is ROBERT M. KINGDON, professor of history. . . . ROBERT A. RAGOTZKIE, Coordinator of Sea Grants, has been elected to the executive committee of the new Association of Sea Grant Program Institutions. . . . COLEMAN WOODBURY, of Urban and Regional Planning, has been invited to participate in a World Health Organization scientific project to develop environmental health criteria for urban planning. . . . RITA L. YOUMANS, Home Economics, was among fifteen alumni of Central Missouri State College honored there for distinguished service.

**YOUNG COMMITTEE.** University President John Weaver came down the hill to welcome the WAA's new Young Alumni Committee, when it held its first meeting recently. Seated, from left (and from Madison unless otherwise noted) are: Ann Vollrath '67, Sheboygan; Carol Nechrony Skornicka '63, Danny Tzakis '66; Barbara Brandriff Crabb '60; President Weaver; and committee chairman Eric Hagerup '58, Milwaukee. Standing: Jack P. Goggin '68; Jack Teetaert '67; Tom Basting '62, Janesville; UW sportscaster Bob Miller; Steve Myrah '62; Steve Edl '60, Lake Geneva; "Pat" Richter '64; Tony Stračka '56 and Arlie Mucks, Jr. The committee will aid new graduates in becoming active in the 81 local alumni clubs across the nation, and will advise the Alumni Association on ways to encourage active membership among new alumni.



It is the brainchild of Prof. Robert C. West, an active ecologist and conservationist, who designed it to meet the needs of students who don't plan to continue a career in the physical sciences.

The 60 students enrolled last fall range from freshmen to graduate students, and represent the humanities, social sciences, education, engineering, and biological sciences.

"Chemistry trains many specialists," Prof. West pointed out, "and we know how to teach them. But until recently no one considered how chemistry should be taught to the ordinary citizen."

His answer is to make chemistry exciting, meaningful, and useful to non-scientists.

He took up the task of revamping the conventional course a year and a half ago. An initial step was to select areas of chemistry that closely touch students' everyday lives.

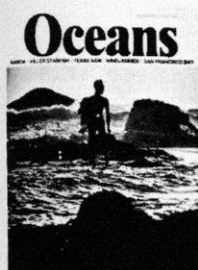
"We concluded that organic, bio, and nuclear chemistry represents the three areas we can't afford to neglect," he said. And except for a brief introduction to atomic structure and chemical bonding, the course focuses in depth on these areas and their relationship to social, ecological, and philosophical problems.

For example, in the organic area students consider drugs and medicines, plastics, and petroleum products. In biochemistry, emphasis is on genetics and the chemistry of human life. A scientific background on nuclear weaponry is provided in the third area.

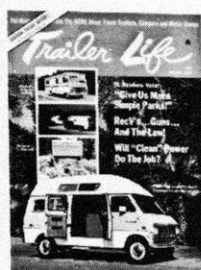
"The whole idea is to point up the relevance of chemistry to real issues and this we do through lectures, group discussions, laboratories, and field trips," Prof. West stressed.

Students in Revolutionary Chemistry don't use a textbook. Rather, they are assigned to read 10 paperbacks—five on chemical topics and

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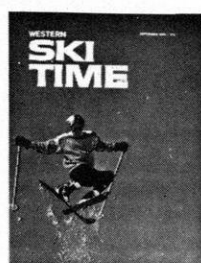
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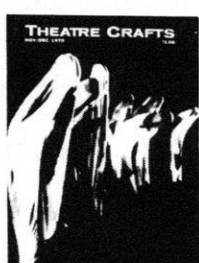
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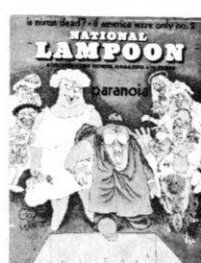
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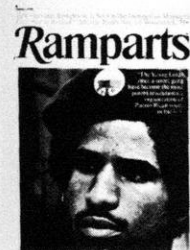


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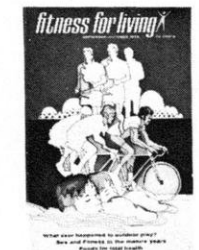
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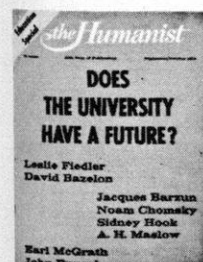
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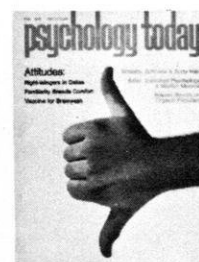
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five on social topics. Titles in the latter category include Ehrlich's "Population Bomb"; Rachel Carson's "Silent Spring"; Watson's "The Double Helix"; and the Rienows' "Moment in the Sun."

When the course was inaugurated, Prof. West and his teaching assistants led the discussions, but now students often elect their own group leaders.

Another feature is guest lectures by faculty members drawn from other disciplines. Students have heard talks on cancer research and chemotherapy, science and management, the moon's history, environmental protection, and politics of chemistry and petroleum.

Lab work is relevant, too. Experiments are conducted in identification and determination of hydrocarbons in commercial gasoline, analysis of phosphate content of Madison water, and making compounds like aspirin and dyes.

In lieu of a final examination, students are offered the option of doing a term project on an environmental topic. It can take the form of a paper, independent study, or a project in which students utilize their own unique means of expression, such as art work.

"More than two-thirds of last year's class wrote term papers and we were overwhelmed by the high quality of their work," Prof. West said. Some of the topics were folk medicines, pesticide poisoning, cyclamates, nuclear pollution, science education in a democratic society, drug psychotherapy, and dating archeological finds.

Wisconsin is the first major university to offer this course.

"Judging by the amount of interest that's been shown by other schools and the positive reaction of the students, we could be at the beginning of a new wave," West said, giving credit to students themselves for "forcing us to be more relevant in our teaching."

### 'Dagwood' Is Typical American Father: Sociologist

In just a short half-century "the dominant, child-frightening Victorian father" has turned into the "embattled American husband-father of today, struggling to maintain his self-image in the face of an aggressive wife-mother and a powerful adolescent peer group."

Or so says UW sociologist E. E. LeMasters, writing in the current issue of *Impact of Science on Society*, the quarterly published by UNESCO in Paris. He declares:

"Virile men on U. S. television are either bachelors, widowers, or divorced, and the married men with children are portrayed as being somewhat ridiculous, incompetent, and confused. Nobody could hate or fear the poor devils—a humane person could only pity them."

How did they get that way?

Dr. LeMasters suggests, as some of the reasons: the depression of the 1930's; the increased frequency of divorce; women's drive for equality; and youth's challenge of the father's authority and values.

"There is evidence that the depression had much to do with eroding the power and the glory of the American father," he writes. "Studies have demonstrated that the father's position in the family deteriorated when he ceased to be the major breadwinner."

#### FROM NEW YORKER MAGAZINE, APRIL 10

*Correction:* The November 1970 NEWS reported the death of N. Kim Hooper '61. The NEWS has now learned that Mr. Hooper reported his own death in order to stop the flow of alumni mail. He is, in fact, alive and well and in Berkeley, Cal.—*Cornell Alumni News*

Alive, well, and an inspiration to us all.

Full employment did not return to the U.S. until the beginning of World War II, and this meant that "millions of fathers moved from the ranks of the unemployed to the ranks of the armed forces. Thus an entire generation of children in the U.S. grew up in homes managed primarily by mothers."

Women usually retain custody of the children after divorce, and this "poses severe problems for men who wish to continue their parental role." And when the men get married again—often to divorcees with children—father roles become "incredibly complex," especially after more children are born to the second union.

"One source of stress for the contemporary father results from the desire of modern women for equality with men. For centuries men have ruled most of the world, not only in public affairs but in the home, and now women are beginning to revolt against their status as second-class citizens," Dr. LeMasters contends.

As to the father and the adolescent peer-group: "Not only does he have to cope with a new type of woman, but also with an aroused and organized youth generation that wishes to plan its own destiny."

What of the future?

"It may well be that the worship of the intense, nuclear family is coming to an end. The recent studies by Bronfenbrenner and Bettelheim . . . suggest that biological parents have limited capacity to produce the kind of young people needed for the world of tomorrow.

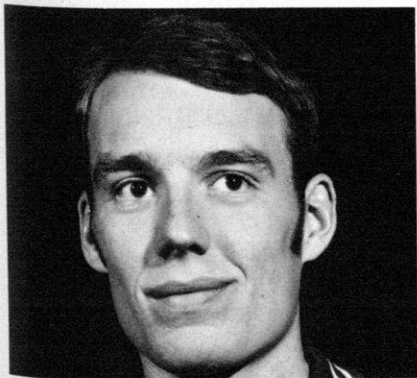
"If it should be decided that the world needs a new kind of human being, then it may well be that mothers as well as fathers will be de-emphasized in the future. If this happens, let us hope that the new type of human being will be better than what we have now, and that the displaced parents will use their new leisure to rediscover each other as human beings," he concludes.

## Indoor Track: Winners All the Way

At the April 13 Founders Day dinner of the Madison Alumni Club miler Don Vandrey was presented with the UW's annual Big Ten award as the outstanding senior athlete, based on his performance on the track, and in the classroom (a 3.2 average). Fine as the young man from Valparaiso Ind. is, if the medal were given for performance alone it just might have had to be mass produced for Coach Bob Brennan's indoor track team, far and away the outstanding UW winter sports performers this season.

In this, his best year, Brennan's team just missed becoming the first collegiate team ever to win the US Track & Field meet (USTFF), their own conference meet, and the NCAA championship.

The miss occurred at Detroit's NCAA meet in March and it was a fluke. In a well-publicized traffic accident during the two mile relay, with the Badgers favored to win the event, Wisconsin's Chuck Baker, running the second leg, stumbled over Drake's Steve Johnson after he was illegally pushed by Michigan's Eric Chapman. Baker's fall cost first place and six vital points. Brennan feels sure of the potential win in that one race, but "this still would have



Miler Vandrey

left us one point short of meet winner Villanova".

Nevertheless, Wisconsin's third place was highlighted by a world record performance by the two mile relay team of Chuck Curtis, Baker, Vandrey and Mark Winzenried with a time of 7:19.7, as team captain Winzenried blazed the anchor 880 in 1:46.3 to break the old record of 7:22.3.

In February the spring medley team of Jim Nickels, Bill Bahnfleth, Mark Kartman and Winzenried had won in Houston's USTFF with a near world record time of 3:18.0, and Winzenried also won the open 880 in 1:49.5, near his own best time ever by a Big Ten undergraduate of 1:48.9 set earlier in the season at College Park, Md.

Other winners there in Houston were freshman triple jumper Patrick Onyango with a leap of 51' 7 $\frac{3}{4}$ "", and junior high jumper Pat Matzdorf with 7' 7".

Onyango also set a Big Ten record to win the triple jump at a conference meet in Madison with a 50' 5", as the Badgers won their fifth straight Big Ten indoor title with 56 points.

Don Vandrey was also a Big Ten titlist with a time of 4:07.0 in the mile, Winzenried won his second straight Big Ten indoor 880 in 1:49.9, and Matzdorf successfully defended his conference high jump title with a leap of 7' 3".

Winzenried and Matzdorf were also NCAA champions in their respective events, Winzenried winning the 880 at Detroit's Cobo Hall for the second straight year in 1:50.9 and Matzdorf setting an NCAA indoor record at 7' 2" in the high jump.

Matzdorf's Big Ten record setting jump of 7' 3" in the conference meet also tied the American indoor record in the event held by John Rambo and John Thomas and was 1 $\frac{5}{8}$ " shy of the world indoor record held by the USSR's Valery Brumel.

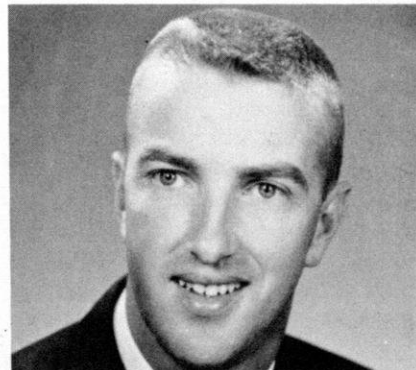
Matzdorf concluded the indoor season with a total of 15 jumps over seven feet, including seven of 7' 1" or better, four of 7' 2" or better and one at 7' 3".

Another outstanding Badger this year has been junior Greg Johnson, who placed second in the long jump in both the USTFF and Big Ten meets and whose best jump of the season—25' 1 $\frac{1}{4}$ "—netted him a fourth place finish in the NCAA meet. Johnson also turned in the best Badger times in the 70 yard high hurdles in 8.5 seconds and in the 60 yard dash where he and Lance Moon both were timed in 6.4 seconds this year.

Other top performances were by Vandrey with a 4:04.2 in the mile and 2:08.9 in the 1000, Winzenried's 2:08.7 in the 1000, and sophomore Glenn Herold's 8:45.5 in the two mile at Houston.

Other top marks were freshman Gordon Crail's 15' 10 $\frac{1}{4}$ " in the pole vault, 30.9 by senior Bill Bahnfleth in the 300, 47.9 by Curtis in the 440, and 1:10.7 by Skip Kent in the 600.

In addition to their excellent performances in major meets, Brennan's Badgers went undefeated in dual and triangular meet action, defeating Iowa State, Northwestern and the Chicago Track Club in dual meets and Drake and Northern Illinois in a triangular meet and completed their fifth straight season unbeaten at home.



Coach Brennan



Plan to Attend

# ALUMNI WEEKEND

## May 14-16, 1971

Welcoming all alumni, but with special reunions for  
Classes of 1911, 1915, 1916, 1917, 1921, 1926, 1931,  
1936, 1941, 1946, and the 1915 UW Band

### SPECIAL EVENTS

- Social hours, receptions, dinners by reunion classes
- Half-century Club luncheon honoring Class of 1921
- Quarter-century Club luncheon honoring Class of 1946
- Open house at the Alumni House
- Alumni Dinner in Great Hall
- Presentation of DISTINGUISHED SERVICE AWARDS to outstanding Badger alumni

and . . .

- Annual spring football game
- Carillon concerts
- Campus tours

Use this coupon to reserve your seats for the Alumni Dinner

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Alumni House  
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Please send me \_\_\_\_\_ tickets for the 1971 Alumni Dinner to be held on  
May 15 at 6:30 p.m. @ \$6.00 per plate. I enclose my check for \_\_\_\_\_.

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### Class Reunion Chairmen

1911: Emil Rauchenstein  
16705 Merriman Rd.  
Livonia, Michigan 48154

1915, 1916 and 1917: Ruth Glassow  
1615 Norman Way  
Madison, Wis. 53705

1921: Philip H. Falk  
3721 Council Crest  
Madison, Wis. 53711

1926: Ralph A. Jacobs  
Route 1  
Verona, Wis. 53593

1931: Mrs. John H. Shields  
4926 Sherwood Rd.  
Madison, Wis. 53711

1936: John W. Fish  
P. O. Box 535  
Madison, Wis. 53701

1941: Newell J. Smith  
48 Applewood Dr.  
Madison, Wis. 53711

1946: Joseph A. Melli  
119 Monona Ave.  
Madison, Wis. 53703

If you have not been contacted about  
special events for your class, contact  
the Alumni office

## PEOPLE AND PROJECTS

continued from pages 16-17

### Superior Students

- Curiosity about the causes and reasons for things.
- A wide range of interests (although concentration on one may occur.)
- Quickness to recognize relationships, and understand meanings.
- Willingness to spend time beyond the usual assignments.
- Much time spent on special projects of their own, such as constructing, collecting and writing.
- Tendency to figure out what is wrong with an activity and to show how it can be done better.
- Tendency to give refreshing twists to old ideas.
- Enjoyment in finding answers to problems, puzzles and trick questions.
- Good grades.
- Little patience with routine procedures and drills.
- Tendency by other students to turn to them for ideas and suggestions.
- The practice of reading a good deal and finding satisfaction in thinking about and discussing what has been read.

IF YOU LIVE IN WISCONSIN and your child has several of the above characteristics, contact your child's school and suggest that he be considered for the Research and Guidance Laboratory for Superior Students' program.

If you don't live in Wisconsin, it won't be so easy because no other state has such a lab. However, Dr. Rothney suggests that you keep your eye on U. S. Law 91-230, section 806 which is an amendment to support and recognize the need for work done with superior students. It will soon be considered by Congress. If this amendment is passed, parents should prod their school districts to apply for aid under the program, granted via their state's education program.

### Peaceful Resolution

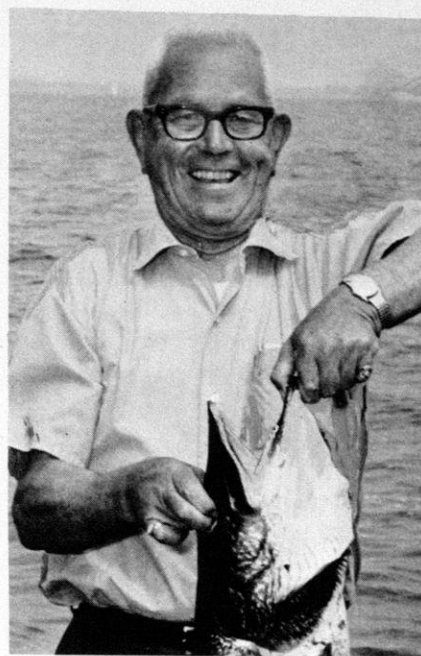
they become destructive to the humans involved. Inherent to this goal is the basic need to educate people to the ways of a nonviolent life-style," says an information sheet on the center.

In addition to contacts with institutes at other universities and colleges, the center has met with churches and church organizations, such as the Division of Church and Society of the Wisconsin Council of Churches, and the American Friends Service Committee. Center members have worked with concerned citizens groups, Faculty for Peace, the Public Assistance Coalition, high school teachers and principals, radio, TV and the press and some legislators.

Any money contributed to the center now would help set up a resource library on nonviolent resolution, pay faculty members for extra classes, hire visiting professors and pay speaker fees, hire teachers for extension courses and set up scholarships for students who want a degree in the proposed conflict resolution course program, according to Struve.

What has the group done to stop violence?

It has established dialogue meetings between a variety of polarized factions in the Madison community, such as: the Afro-American Center and the UW administration; landlords, city planners and tenants; students and police. It is hard to measure precisely how much violence these efforts of the center have averted. However, one measurable fact is clear—these efforts have been successful in creating communications between groups that previously refused to communicate with one another. And that is actually the most basic foundation upon which to build nonviolent resolution of human conflicts.



Host Hans Sorenson

## FISH THE LAND OF THE CARIBOU!

We're going back for another 4-day fishing tour at Reindeer Lake, on the edge of the Arctic Circle!

**JULY 3-6**

What a package! Round-trip charter flight from Minneapolis. Three full days of fishing, with a boat and guide for every two fishermen. We'll stay at the comfortable Arctic-Get-Away lodge on Tate Island, in Reindeer Lake (with all meals included in the rate). Your catch will be filleted, wrapped and frozen. Tour limited to 30 people.

**Complete \$350**

\$50 deposit holds your reservation.

Arctic Get-Away  
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Madison 53706

Save me a spot on that fishing trip!  
Here's my \$50 deposit.

Name \_\_\_\_\_

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City \_\_\_\_\_

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

## Student Standpoint

(continued from page 15)

and such things. And if there's anything you need to know, just ask me. Now I have a meeting in ten minutes, so if that's all . . . I'm sure we'll work well together."

Working together, as this TA soon discovers, is not quite the cooperative enterprise it sounds. This kind of professor appears, prima donna-like, in the classroom twice a week and leaves his TA to pick up the pieces. Exams are set without consultation and all student problems are directed to the TA who becomes a kind of press-relations man covering up for his professor's lack of effort.

*8:50 A.M. A second group to teach. My assignment places me in the classroom for seven periods a week. Four of these are quiz sections for my professor; the other three are English 200. Teaching this "Introduction to Literature", I am given complete autonomy over a group of 20 students meeting three times a week. Following guidelines laid down by the department I am free to make my own choice of books for the course and to develop my own methods of presentation.*

*By this time in the morning, classroom response has picked up. Students tend to be less awed by a TA than by a professor and discussion flows freely. The TA's closeness in age to his students works for good and ill. To some extent he talks the students' language and shares their problems; yet, as the person who assigns their final grades, he needs to establish his position. Few students want a TA who attempts to "be one of them". Establishing leadership while maintaining rapport can be tricky for the TA new to the experience of teaching.*

*11 A.M. Office hour. Business is at its briskest when blue books or papers have to be returned. Some students seek guidance, others belligerently question their grades in tones they would not use to the professor. The TA needs a strong constitution to handle some of his more disgruntled customers, but he has spent long hours grading this work and will have good reasons for assigning any low grades. An average paper takes me half an hour to read, annotate and grade, and I expect to get about 100 of them. Some professors ask their TAs to handle three such papers from each student in a semester. It adds up to some heavy weekends.*

The office hour has its humane side, too. In a university the size of Wisconsin, the TA may well be the only staff member with whom the student has close personal contact. Counseling thus becomes one of the TA's most valuable contributions. The problems range widely. Poor work is connected to many causes, and an impending D or F grade can lead to confessions more intimate than a priest hears after his best hell-fire sermon.

*4 P.M. As my day is planned, much of the afternoon is taken up by the graduate classes which form part of my life struggle with the Ph.D.; but sometimes there will be a student to meet for a special appointment. Students often like to try out their first ventures into creative writing on their TA, and if he doesn't encourage them, nobody will. Time must be found.*

Time becomes a perpetual problem for a TA. Strictly speaking, his own studies should come first and his teaching second. But teaching deals with human beings, and the class-

room is a place where one is on show. It is not easy to be satisfied with giving second best. The result is a never ceasing rush. Days are filled with classes and appointments; evenings bring a struggle for attention between study, grading and class preparation.

*Is it worth it?* For the TA, provided he is sound in mind and body, the answer must be Yes. There is no better way of moving quickly through graduate school and remaining solvent. Under a thoughtful professor, he will work hard and learn much. Under a selfish one he will be exploited and may be hard put to it to get to the end of his work.

For the University, the answer must again be Yes. There is a widespread lack of appreciation for the amount of good work a TA can accomplish not only in the classroom, but in the less obvious field of human relations between staff and students. When the future of the TA system is discussed, more attention should be paid to this latter aspect of their role, and there should be less talk about economics. To replace TAs with regular faculty would be to lose a valuable link in the hierarchy of the University and to deny graduate students the chance of serving a valuable teaching apprenticeship.

But let them be craftsmen, not sweeps.

# Alumni News

24/30

SAMUEL LENHER

'24, who recently retired as vice president of E. I. du Pont de Nemours & Co., has been elected as a director of Trane Co., La Crosse. He is also a director of Du Pont and lives in Wilmington, Delaware.

GEORGE F. KRESS '25 has been named to a five-year term as a member of the St. Norbert college (De Pere) board of trustees. He and his wife, the former MARGUERITE CHRISTENSEN '25, live in De Pere and are the parents of three children. Mr. Kress is director of numerous firms as well as of the American Foundation of Religion and Psychiatry, Inc.

The 50th anniversary issue of the *Wisconsin Law Review* is dedicated to GEORGE R. CURRIE '25, chief justice of the Wisconsin Supreme Court from 1964 until his retirement in 1970. He is currently serving as a reserve circuit judge on assignments by Chief Justice E. Harold Hallows.

PAUL GEORGE JONES '27 retired in February after 48 years as student and faculty member in the UW School of Music. Since joining the faculty after graduation he taught organ, played the piano and organ for special occasions and directed UW choral groups. He will maintain his office in the School of Music in the new Humanities building.

Featured in the *Wisconsin State Journal* "Know Your Madisonian" series in February was NELSON M. HAGAN '29. He is president of Hilldale State Bank, director of the Bank of Madison, and secretary-treasurer of Greater Milwaukee Golf Association. He is married and the father of three children and grandfather of twins.

EDGAR PESKI '30, Chicago, vice president and treasurer of Illinois Bell Telephone, has been named chairman of the Chicago Wesley Memorial Hospital board of trustees' finance committee. His wife is the former ESTHER LOUISE GARN '26.

31/40

EDWARD G. CHRISTIANSON

'37 took an early retirement from the Shell Oil Company on Nov. 1, 1970. He reports that his retirement was of short duration, since on Jan. 1, 1971 he became executive vice president of the Amerada Hess Corporation. He lives in New Canaan, Connecticut.

E. DARRELL SHULTIS '39 was married recently to Marian R. Brandt in Madison. He is a member of the UW Extension division in Dodge and Jefferson counties. They will live in Watertown, Wisconsin.

TRUMAN TORGERSON, '39, general manager of the Lake to Lake Dairy Co-operative in Manitowoc, and immediate past president of Wisconsin Alumni Association was elected to the 1971 National Dairy Council board of directors.

The Feb. 14 issue of the *Wisconsin State Journal* featured a story about JANE BLEYER Porter '40, who is program director for the Madison Association for Retarded Children Development Center. Her son, Philip, 25, is one of the retarded adults at the school. Mrs. Porter and her husband, John, who died in 1968, were among the founders of the association as well as the state group. Mrs. Porter has three other children, two of whom are away at college.

41/50

ALFRED C. INGERSOLL

'42, associate dean for continuing education of the University of California Los Angeles School of Engineering and Applied Science, has been named as the second recipient of the Society of Women Engineers' Rodney D. Chipp memorial award for individuals or corporations who have contributed significantly to the advancement of women in the engineering profession.

A plaque in recognition of 25 years as a public relations professional and a charter accredited member of the Public Relations Society of America was presented recently to former president of the Chicago Alumni Club MARVIN L. RAND '42, vice president for public relations of Brand Advertising Inc. in Chicago. He is married to the former ELIZABETH HATTIE WEBER '41.

HARLAND L. KLIPSTEIN '45 is one of the founders of the new Klipstein-Lane Co., a general insurance agency in Madison.

Named general manager of Sub-Zero Freezer Co. of Madison is L. C. BAKKE '48, who was previously executive vice-president of the company.

ROBERT H. GEFFS '48 has joined the Arizona Bank as trust officer in the Phoenix Trust office. He will be headquartered in Sun City.

Hilldale State Bank in Madison has elected DONALD J. BEYER '48, president of the Wisconsin Life Insurance Co., as a member of the board of directors, and has promoted ROBERT G. ROONEY '49 to vice-president.

JAMES T. LUNDBERG '49 has been elected vice president of Employers Insurance of Wausau. He had been assistant treasurer since 1960.

Former assistant secretary of Central Life Assurance Co., Des Moines, VAUN SPRECHER '50 has been elected underwriting secretary for that company.

ALFRED W. WANDSCHNEIDER '50 has been named to the new position of sales manager in the Durez-Canada organization of the Hooker Chemical Corp. He has been a Durez sales executive long associated with the plastics industry.

RAND '42



GEFFS '48



This section is limited to news of members of the Wisconsin Alumni Association.

51/60

ROBERT D. ESPESETH

'52 has been named chief of park and recreation resources planning for Ellis, Arndt and Truesdell, Inc., Flint, Michigan. He was formerly head of planning and development of the Genesee County Parks and Recreation Commission in Flint.

Mrs. JANE LARSON Kahl '53 is in her third year of teaching second grade in Timber School District, Newbury Park, California.

LAURENCE F. OLSON '54 has been promoted by Supersweet Feeds from area sales manager at Danville, Illinois, to eastern region sales manager in Minneapolis.

The new president of the G. Heileman Brewing Co. of La Crosse is RUSSELL G. CLEARY '57 who had been a vice president and general counsel of the company since 1964.

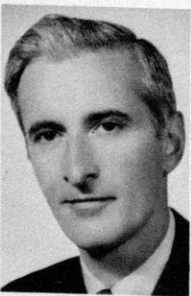
JOHN W. YAEGER '57 has organized his own management consulting and executive recruiting firm in Chicago.

HENRY J. GRAMLING III '59 has been named farm loan representative at the Commercial and Savings Bank of Monroe.

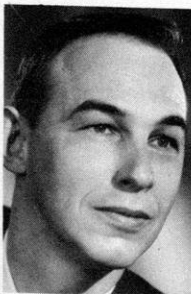
A son, Edward James, was born to James A. Burns, MD and his wife CHARLOTTE A. BURNS Burns, MD '59 in January. They are living in Iowa City.

Eli Lilly International Corporation has named TERROL L. ROSE '60 area personnel manager in France with headquarters in Paris. He had previously been area personnel adviser in Indianapolis.

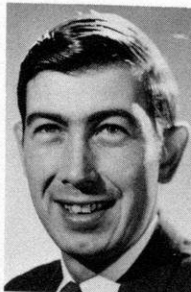
LUNDBERG '49



SPRECHER '50



ROSE '60



ANDERSON '69



JOHNSON '69



MUELLER '70



61/71

PAUL C. ASPINWALL

'64 was promoted to marketing representative with IBM in the Washington, D. C. area. He lives in Bowie, Md.

BARBARA GESSNER '64 has been appointed to the faculty of the department of nursing in UW Extension to staff a special project in hospital inservice education in Northwestern Wisconsin. She will be located in New Richmond.

The new vice-president and treasurer of National Guardian Life Insurance Company in Madison is JOHN D. LARSON '64.

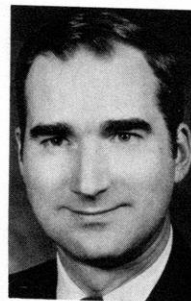
Mr. & Mrs. STEVEN A. SCHELLIN '64 announce the birth of a son, Kenneth James. The family lives in Greensburg, Pa., where he is employed at Westinghouse Electric Corp.

U. S. Army 1st Lt. WILLIAM A. BLOBNER '68 has returned from a year's tour of duty with the mechanized infantry 5th division on the demilitarized zone in Vietnam. He received the bronze star and the South Vietnam infantry combat medal. Presently he is attached to headquarters command at Ft. Leonard Wood, Missouri.

OLSON '54



YAEGER '57



Second Lt. STEPHEN M. JOHNSON '69 has graduated from pilot training at Laughlin Air Force Base, Texas and is assigned to Cam Ranh Bay in Vietnam.

Mr. & Mrs. CHARLES HINNERS (CAROL ANN MAHONEY) '69 announce the birth of a son on January 14 at Fort Leonard Wood, Missouri.

Ensign ROBERT R. ANDERSON '69 recently received a promotion to Lt. jg. in the Navy. He is attached to Fighter Squadron 121 (VF-121) at Naval Air Station, Miramar, California.

PAUL A. BOSANAC '70 has been promoted to Army Sp. 4 and is assigned to the third infantry division near Wurzburg, Germany.

American Airlines has awarded silver stewardess wings to CAROL LYNN DUNCAN '70. Her home base is Dallas.

Private GARY L. KOLPIN '70 has been honored as outstanding trainee of his company at Fort Jackson, S. C.

SAMUEL KORNHAUSER '70 has been elected executive of the first-year class at the University of Cincinnati's College of Law.

Private STEPHEN K. LEWIS '70 recently completed basic training at Ft. Lewis, Washington.

Army Sp. 4's MICHAEL W. McCARTY '70 and JAMES A. SHEBESTA '70 have completed an ammunition storage course at Redstone Arsenal, Ala.

Second Lt. LILIA M. MUELLER '70 graduated recently from the WAC officer course at Ft. McClellan, Ala.

## Newly Married

Recently completing a course in ammunition storage at Redstone Arsenal, Ala. were WILLIAM R. MUELLER '70, and TIMOTHY O. SAEWERT '70. They were named honor graduates.

MARTHA E. PAGE '70 has been commissioned a second lieutenant in the Air Force and has been assigned to Eglin Air Force Base, Florida.

DAVID C. SONSALLA '71 has accepted a position as technologist with the U. S. Industrial Chemicals Co. at Tuscola, Illinois.

Staff Sergeant RICHARD E. BERNARD has entered Officer Training School at Lackland Air Force Base, Texas.

### 1962

Carol Ann RUDBERG '63 and Michael Paul BRILLMAN, Sharon, Pa.

### 1963

Mary Suzanne WILSON and Mark P. Ettinger, Fort Lauderdale

### 1964

Elizabeth Anne Taylor Roscia and Harry MEYER II, Washington D. C.

### 1966

Heidi PFANKUCHEN and John Mordechai GOTTMAN '67, Madison  
Beverlyn Krug and James M. O'CONNOR, Madison

### 1967

Risa B. HURWITZ and Earnest Klainguti, Pontresina, Switzerland  
Karen Sarah NIELSEN and John Neale P. Riely, Madison

### 1968

Jane Karen PRICE '70 and Robert A. BREUN, Madison  
Carole L. KERWIN and James F. VINCENT, Jr. '71, Madison  
Cara Rita RINELLI and Capt. Wayne P. Willis, Marinette  
Eileen Lindaas and James Warren SIEG, Madison  
Mary Ann VOLZ and Thomas G. TRAVERS '59, Madison

### 1969

Karen Susan Saad and Wayne William KRUEGER, La Grange, Ill.  
Marjorie Irene MATHISON and Bruce Newell CUTHBERT, Silver Spring, Md.  
Sheilah Kay PLENKE and William Patrick Gallagher, New York City  
Jacqueline Jean THOMAS and David Howell Harper, Madison  
Georganne BROWN '70 and Douglas Martin WENGER, Elizabethtown, Ky.

### 1970

Nancy A. CROTCHETT and Philip J. STEINHOFF, Madison  
Janice K. TURBEN and Rick McKie, Beloit  
Jeanette Joyce WANLESS and Gerald E. Jessop, Reedsburg

### 1971

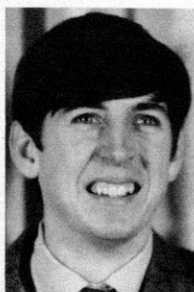
Debra Ann Hilton and Dennis John HEANEY, Madison  
Carla Ann Peters and Robert Laughlin MASTERS, Madison  
Bea Jay Young and Fred PANKE, Madison  
Linda Wookey and Gregory RORAFF, La Crosse  
Mary Jo Ylitalo and William E. SULLIVAN, Madison  
Martha WRIGHT and Frank William Harold, Green Bay

## Deaths

Alfred Leslie DRURY '07, Kenosha  
Mrs. Homer L. Rivers (Elizabeth Verran JOSLIN) '08, Richland Center  
Mrs. G. F. Savage (Mary Anne KING) '09, Milwaukee  
George Edmund WORTHINGTON '10, Riverside, Calif.  
Frederick J. HOFFMAN '11, St. Paul  
Mrs. Robert Augustus (Marion Deane TUFTS) '11, Yucaipa, Calif.  
Mrs. R. A. Raschig (Esther J. ERB) '11, Appleton  
Alice B. SMITH '11, Milwaukee  
Paul Winslow BOUTWELL Sr. '12, St. Petersburg, Florida  
Ralph Henry KROENING '12, Milwaukee  
John Robert MANEGOLD '13, Milwaukee

PAGE '70

SONSALLA '71



# Letters

(continued from page 2)

Mrs. Frederick J. Hoffman (Anne Mary BUSHFIELD) '14, St. Paul

Mrs. Donald Edwin Waldo (Vera Martha THOMPSON) '14, Los Angeles

Carl Noyes AUSTIN '15, Hinsdale, Ill.

Mrs. Joseph Kellerman (Margaret STEVENS) '15, St. Louis

Bert Leo LARKIN '17, Two Rivers

Harold Henry PUETZ '17, Madison

Mrs. G. B. Ross (Ruth S. NICELY) '17, Michigan City, Ind.

Alexander V. ARLTON '18, Parkland, Wash.

Samuel Augusta MAHLKUCH '20, Madison

Mrs. Elmo Shingle (Marcia WHIPPLE) '20, Norris, Tenn.

Mrs. George Stringer (Ruby Anna ROT-TIGER) '20, Pekin, Ill.

John Richard DEGERSTEDT '21, Minneapolis

William L. KICKHAEFER '21, New York City

Lester M. MORRILL '21, Sparta

Clifton Ardell PAULSON '22, Neillsville

J. Morgan MURPHY '24, Superior

Garold Louis KNIGHT '25, Amarillo, Tex.

Mrs. Kurt Schmidt (Sadie Bradford HEDLER) '26, Oak Park, Ill.

Mary Cathryn BERAN '29, Madison

S. Philip COLEHOUR '30, Knox City, Tex.

Alden Cole PRATT '30, Mineral Point  
Alfred Alvis ZURBUCH '30, Lake Mills

Mrs. Max Conrad (Betty BIESANZ) '31, Prescott, Ariz.

Mrs. Dave Elkinton (Jennie Belle ANDREWS) '31, Sarasota, Fla.

Frederic Jones LACY '31, Institute, W. Va.

Max PLAVNICK '31, St. Louis

Caryl Ann REGAN '31, Madison

Augustus William RITZINGER '34, Santa Barbara, Calif.

Luther A. ZELLMER '34, Platteville

Russell Philip BAUER '35, Edgerton

Richard Sands FALK '35, Tucson

William Frank SCHANEN Jr. '35, Port Washington, Wis.

George Horace MURWIN '37, Janesville

Mrs. Si S. Sigman (Ann Sara PLAVNICK) '37, Burbank, Calif.

William Matthew ZINK '38, Portland, Ore.

Paul James WEIGEL '39, La Crosse

Mrs. Robert Elwin Osmun (Ruth Elizabeth KRUG) '40, Toledo

Fred W. MERCER '41, Burlington, Wis.

Mrs. Paul Eric Wright (Mary Elizabeth LANGE) '42, Milwaukee

Kathryn Dorothea GEHRS '43, Milwaukee

Erwin Charles KOEBER '46, Glenview, Ill.

Donald Theodore KRIDER '47, White-water

Walter Earl RALSTON '51, Rockford

Fr. Erwin James VAN HANDEL '51, Madison

Clarence Gene BYLSMA Jr. '52, Madison

Mrs. Mary (COOK) Mundt '52, Shawano

Dr. Benjamin WEIN '52, Wood

Sverre Ingvald SCHELDRUP '53, Orange, Calif.

Andrew LEITH Jr. '57, Haverford, Pa.

Warren James COFFEY '60, San Francisco

Kathleen Rose McInerney '64, Menlo Park, Calif.

Mrs. Roberta Celia (LIEBLING) Haritakis '66, Brooklyn, N. Y.

## FACULTY DEATHS

HELEN DENNE Schulte, in Freeport, Ill. Mrs. Schulte, 88, was director of UW nursing and a professor from 1924 to 1937.

RALPH A. McCANSE, 77 years old, Madison, a member of the English faculty for 38 years, 33 of them in the Extension division, until his retirement in 1964. He was a writer, poet and poetry reader.

JULIUS WEINBERG, 63 years old, Vilas professor of philosophy and a faculty member since 1947. He was a noted scholar of medieval, early modern, and contemporary philosophy.

CHARLES W. CRUMPTON, MD, 52 years old, director of the Medical School's cardiovascular research laboratory since 1953.

artist. (You don't always lose the out-of-state brains you educate.)

I do agree with Mrs. Slosberg that the children of UW alumni should be given a better break, and I am glad to hear that they have been. But let's not for a minute imagine that Easterners are any better than Midwesterners, or vice versa. A good mixture of Americans of all types will keep our University great.

**Dahlyce Iverson Murphy '37**  
Barrington, Ill.

The only thing self-proclaimed liberals like Mildred Slosberg bring to Wisconsin is hypocrisy. In addition to being slanderous, her description of Wisconsin taxpayers is, to use her words, "highly prejudicial, discriminating, and de facto segregation." Furthermore, I think she would be very surprised to learn that many of the top students, especially in the technical disciplines, come from small Wisconsin towns. The reason these students attend the UW isn't as much an umbilical matter as it is one of economy. Their parents simply can't afford the plane tickets for them to come home as often as their Eastern friends. Of course, the tuition is no small matter.

I believe Wisconsin can survive without the support of people whose emotions are warped by hate.

**Glenn C. Disch '70**  
W-P AFB, Ohio

. . . The letter is an outstanding example of the intolerance of one who obviously failed to benefit from exposure to the opportunities, past and present, offered by our alma mater.

. . . The real prize, though, is her quote from the unnamed Boston alum: "We in the East were once considered the element that made Wisconsin an outstanding university." Are we to assume that the state's ratio of population to tax money spent on education had nothing to do with that standing? Or the fact that the UW, without benefit of natural logistics, is only surpassed by one university on each coast in the number of its foreign students? . . .

**Oakman E. Fowler '28**  
Oak Park, Ill.

. . . Such stupidity coming out of the mouth of a UW graduate doesn't even deserve a reply. In the future, please confine your LETTERS column to material that is relevant and sensible. . . .

**T. C. Halbleib '69**  
Fond du Lac

... I presume she is a Miss, because a married lady would know that a Daddy has no umbilical cord. . . . She expresses hope that our "blinded regents will live to see—", but she refrains from offering to share the cost of the eye surgery essential to restoring their sight.

... For every dollar that this lady has contributed to the UW during her life I will undertake to raise ten dollars. . . .

**John P. Troxell '31**  
Stanford, California

... Mrs. Slosberg has failed to study Wisconsin and its people if she believes that they want no part of the liberal. A state which has elected Robert LaFollette, Jr., Gaylord Nelson, and William Proxmire to the U.S. Senate is not conservative. A Board of Regents which has adapted the "sifting and winnowing" philosophy and which refused to run and hide during the communist scares of the 1930's and 1950's is not conservative. A people which has allowed the faculty of UW to have complete and absolute academic freedom is not conservative. The University and State of Wisconsin have a long and distinguished liberal tradition which is in no danger of being reversed by limiting out-of-state enrollments.

By restricting out-of-state enrollments the taxpayers are not flouting "the very essence of our Constitution and our Bill of Rights." They are being practical—and maybe a little selfish—to want their children to attend one of the greatest universities in the country. The taxpayers of Wisconsin have the inalienable right to enjoy the benefits provided by their tax dollars. This includes sending their children to the UW. It is not prejudice or discrimination to insist that taxes paid be used for the good and welfare of state residents.

... It has not been the out-of-state students who have contributed to the excellence of the University. It has been the people of Wisconsin who, knowing the importance of education and through their unequivocal support of academic freedom, have been able to attract one of the most respected faculties in the country.

**Daniel and Emily**  
(Maraccini) Anderson '67  
Rantoul, Ill.

Was Mrs. Slosberg's letter for real? It is hard to believe anyone so provincial could have graduated from the University of Wisconsin and could have such contempt for the people who built and supported it. . . . I had no idea it was the people in the East who made the University great. I'm shocked. But then,

my family has only been represented on that campus for the last 68 years!

If I were a Wisconsin taxpayer I would feel that Mrs. Slosberg made a beautiful case for the very attitude she deplores. I'm sure it is her attitude and not her religion or race that I, a product of Wisconsin, find so repulsive. . . .

**Alberta Arnold Taylor '39**  
Long Grove, Ill.

### Thank You

... I receive WISCONSIN ALUMNUS with great interest and I compliment you on your fine efforts. . . . You are to be applauded.

**Michael Jacobson '62**  
Grand Rapids, Mich.

... When I come home from a trip around the world or home from the grocery store I have interests among my magazines and WISCONSIN ALUMNUS is different in one important respect: namely, no matter when one graduated, that year and each year after is interesting to the graduate. And it is all done in such a nice way and pleasantly.

**Marvin E. Gantz '10**  
Denver

### Hard-to-Place Children

The article (Adoption: 1970, February) fails to mention the existence and success of organized parent groups in promoting the adoption of hard-to-place (especially trans-racial) children.

Such groups exist in the majority of states. The Open Door Society of Illinois, Inc. is less than two years old, but it already has in excess of 160 family members. Our chapter (one of nine in the Chicagoland area) of ODS is only about six months old, yet we already have 25 family members. Wisconsin, too, has a similar group with headquarters in Milwaukee.

All of the groups provide prospective parents of hard-to-place children the opportunity to discuss their concerns with other parents who have already adopted such children. (Almost universally it has been found that parents of adopted hard-to-place children experience the same problems as parents of natural children, no more and no less.) Speakers regularly provide information relevant to the particular interests our members have. Some groups have advanced to the stage of actively working with adoption agencies in an effort to change policies and procedures which may be hindering the placement of hard-to-place children.

My wife and I (who have three adopted children, one of whom is trans-racial),

would be pleased to provide anyone who wishes to contact us with further information about groups such as ours. Alumni in Wisconsin may obtain similar information from Mrs. Ruth Krymkowski, 622 Hawthorne Avenue, South Milwaukee, 53172.

**Roland T. Jeske '58**  
Co-Chairman  
McHenry County Chapter  
Open Door Society of Illinois, Inc.  
Crystal Lake

• *Martha Schurch, agency services supervisor of the Wisconsin Department of Health and Social Services, has pointed out that state residents have access to 14 adoption agencies rather than the five the article mentions. For a list of their addresses, write to Miss Schurch, at the Wisconsin Division of Family Services, 1 West Wilson street, Madison 53702—Ed.*

### Weinberg Memorial Fund

The late Julius R. Weinberg, Vilas research professor of philosophy, (see death notice, p. 30) had given distinguished service to the University of Wisconsin since 1947, from the first as a stimulating and devoted teacher in the Department of Philosophy, since 1963 as a deeply learned member of the Institute for Research in the Humanities, and always as a dedicated champion of faculty and student rights. Professor Weinberg believed as much in rigorous intellectual standards as he did in untrammelled freedom of thought and inquiry, and considered both to be essential elements of any academic community worthy of the name. It is no exaggeration to say that he loved the University of Wisconsin and cared deeply about its vitality and well-being. As his colleagues and generations of students can testify, he served the University unstintingly and uncommonly well.

Professor Weinberg's colleagues in the Institute for Research in the Humanities have established a Julius Weinberg Memorial Fund to honor his memory in ways appropriate to his service at the University of Wisconsin. We welcome the participation of all who wish to join in this recognition of our late colleague and friend. Checks may be made out to the University of Wisconsin Foundation (marked Julius Weinberg Memorial Fund), and sent either directly to the Foundation, 702 Langdon Street, Madison 53706, or to the undersigned.

**E. David Cronon, Director**  
Institute for Research  
in the Humanities  
UW, Madison 53706



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