



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

Wisconsin alumnus. Vol. 71, Number 3 Dec. 1969

[s.l.]: [s.n.], Dec. 1969

<https://digital.library.wisc.edu/1711.dl/QGZB5COYM65WR83>

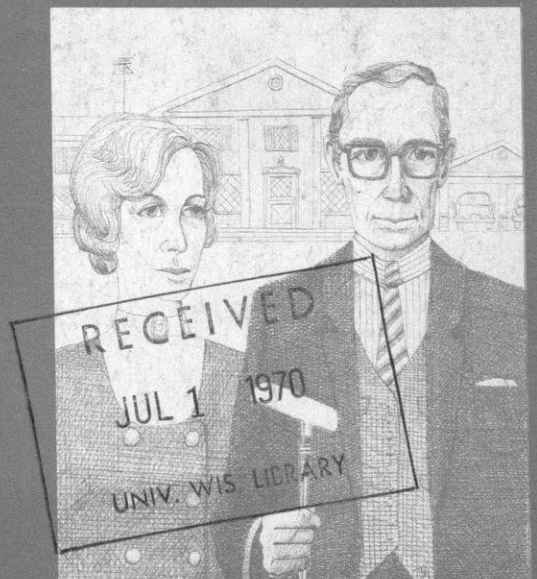
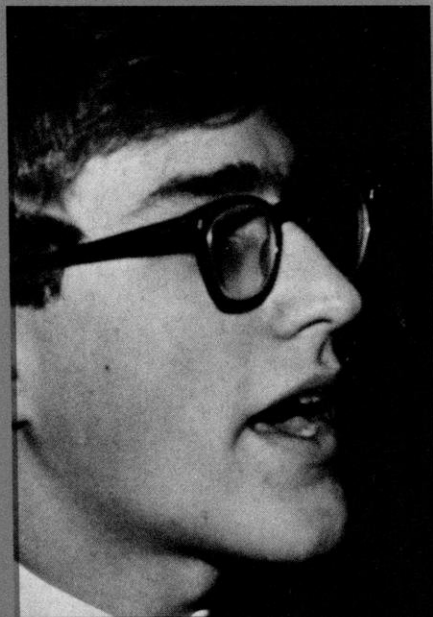
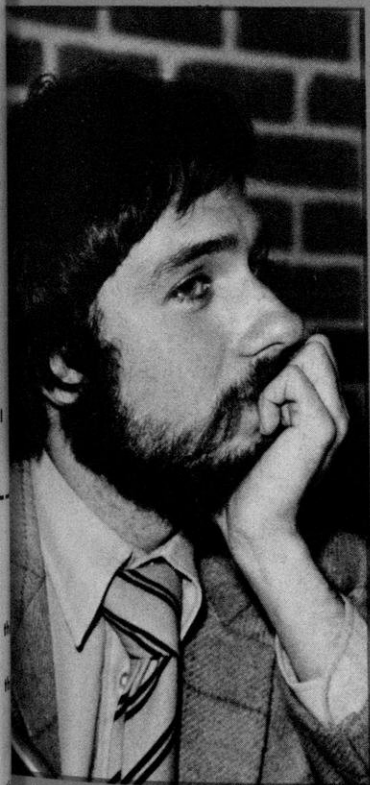
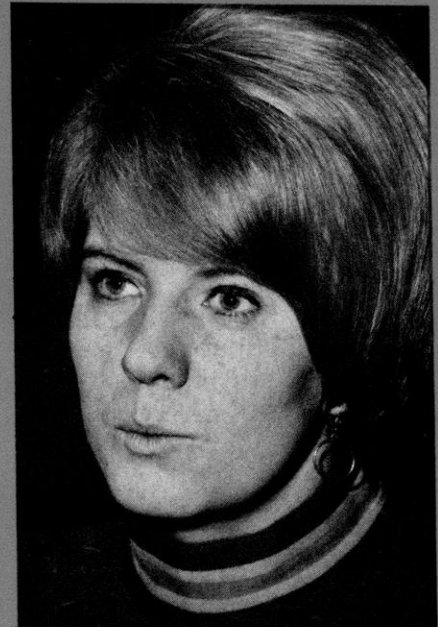
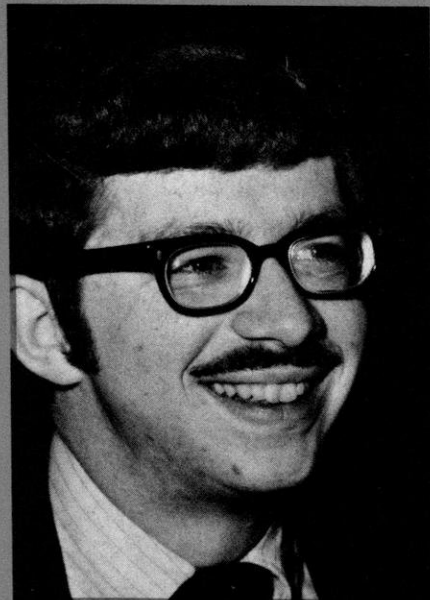
This material may be protected by copyright law (e.g., Title 17, US Code).

For information on re-use, see

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

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

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



*As Students See
The Establishment—p. 5*

We have a guest editorial this month by Tom Butler '50, assistant sports editor of THE WISCONSIN STATE JOURNAL. Tom wrote this column a day or so after Athletic Director Elroy Hirsch had the sad task of announcing that Head Coach John Coatta's contract would not be renewed. Everyone who knows and admires John (and one goes with the other) shares with Elroy the pain of his decision. Tom Butler put that feeling into words for all of us.—A.M.

ON WISCONSIN



Sports writing is not all fun and games.

I couldn't help but think of this while walking away from the firing of John Coatta at the Alumni House Tuesday night. (December 2.)

Here were two former Wisconsin football stars, Coatta and Athletic Director Elroy Hirsch, pitted in a situation neither relished.

Although the firing of Coatta and obvious emotional involvement of Hirsch dominated my thoughts, it's funny how your mind wanders at such a time.

I was alone on Langdon St. and nothing seemed important at the moment but my own thoughts. Gosh, how that area has changed. It's a continuing thing, but incidents like Tuesday's, for some unanswerable reason, emphasize the change.

The Mall I guess they call it now. When I was a kid growing up here, that was the Lower Campus, a grassless area where bonfires blazed on Homecoming eve.

We used to attend those pep rallies in the 1930s and listen to Harry Stuhldreher's spellbinding. We had never heard of Elroy Hirsch or John Coatta then.

The University even put up boards for a hockey rink on the Lower Campus in those days. And, I spent a lot of time pounding that dirt in close-order drills for freshman ROTC. I'm sure Hirsch did, too. That's 27 or 28 years ago.

When I returned from the Navy more than three years later, those unsightly Quonset huts dominated the Lower Campus. Coatta will remember them.

My last semester was Coatta's sophomore season, 1949. He had a bright future ahead of him.

This Dec. 2 night on the campus of the University of Wisconsin,

though, autumn was fading fast and ominous signs of winter battered Lake Mendota's shoreline.

Change is a continuing thing.

Neither Hirsch nor Coatta heard any roar of the crowd which had become so familiar to them in those carefree days of their youth.

This was life's drama. This is what those old coaches used to tell them they were preparing for on the "friendly field of strife" life's trials and tribulations, ups and downs.

Hirsch strode into the chilly night air carrying an attache case and the burdens of his office. I'm convinced the telephone call to Coatta about an hour before was his single most difficult task so far as Wisconsin athletic director.

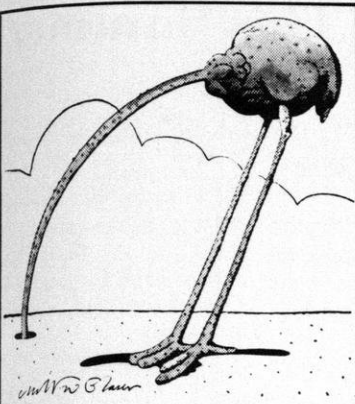
I'll miss John Coatta. I talked with him every day from the first of September to the last of November for three years, and many times in between. Our daughters are pompon girls and friends at West High. We don't mingle socially. That often can make both jobs more difficult.

But, I never met a more honest and forthright man. He doesn't drink or smoke. He's in remarkable physical condition for his age and should be an inspiration to all his players.

The competitive zeal which burned so intensely as a young athlete remains. He still loves the challenges on a golf course or tennis court, and I often saw him playing hockey with his sons and high school kids on winter Sundays at Westmorland.

I didn't like to see John Coatta fired and I'm sure Hirsch dreaded the task. But, Elroy is convinced this will speed his rebuilding program and his wishes must be respected.

(continued on page 27)



**Never
trouble trouble
until
trouble troubles
you.**

You've been following that simple rule all your life, and it hasn't failed you yet. And it works. Right?

Wrong. When it comes to cancer, nothing could be more wrong.

Most cancers are easier to cure when they are detected and treated early. The earlier the better. Have a yearly checkup. Even if you've never felt better in your life.

Besides giving you peace of mind it could trouble trouble. Before trouble ever gets a chance to trouble you.

**It's up to you,
too.**

**American
Cancer Society**



wisconsin alumnus

Volume 71 Dec.-Jan. 1970 Number 3

- 5 The Students Look at Us
- 13 Congress Looks at the Campus
- 14 One Man Looks at Them
- 15 Sports
- 28 Class News

WISCONSIN ALUMNI ASSOCIATION

OFFICERS 1968-69

CHAIRMAN OF THE BOARD: *Raymond E. Rowland '25, 4989 Barnes Hospital Plaza, St. Louis, Missouri 63110*

PRESIDENT: *Truman Torgerson '39, Lake to Lake Dairy, 2000 S. 10th Street, Manitowoc, Wisconsin 54220*

FIRST VICE PRESIDENT: *Robert Draper '37, Sunbeam Corporation, 5400 W. Roosevelt Rd., Chicago, Illinois 60650*

SECOND VICE PRESIDENT: *Robert J. Wilson '51, Westgate Bank, 670 S. Whitney Way, Madison, Wisconsin 53711*

SECRETARY: *Mrs. C. A. Elvehjem '28, 656 Hilltop Drive, Madison, Wisconsin 53711*

TREASURER: *Harold Scales '49, Anchor Savings and Loan, 25 West Main, Madison, Wisconsin 53703*

Staff

*Arlie M. Mucks, Jr. '43
Wayne L. Kuckkahn '61
Thomas H. Murphy '49
Lorena Akioka '69
Gary D. Meyer '63
Mrs. Gayle Langer '59
Mrs. Elma Haas
Mrs. Janice Tresp
Owen L. Bartram*

**Executive Director
Club Promotion Director
Editor
Assistant Editor
Alumni Records Coordinator
Asst. to the Director
Alumnae and Reunion Coordinator
Club Coordinator
Services Coordinator**

THE WISCONSIN ALUMNUS is published ten times a year: Monthly in October, November, February, March, April, May, June and July; and bimonthly in December-January and August-September. Second-class postage paid at Monroe, Wis., under the act of March 3, 1879. Subscription price (included in membership dues of the Wisconsin Alumni Association) is \$10.00 a year. Editorial and business offices at 650 N. Lake St., Madison, Wis. 53706.

Join Us on Our European Holiday This Summer

July 9-30, 1970

THURSDAY, JULY 9: Leave New York by air for Cologne, Germany.

FRIDAY, JULY 10: COLOGNE. Spend two days in Cologne sightseeing and relaxing. Take a boat cruise along the Rhine River.

SUNDAY, JULY 12: WEISBADEN. Two days in this city with trips to Heidelberg—the *Student Prince* city, and Frankfurt.

MONDAY, JULY 13: Leave Weisbaden for Lucerne, Switzerland.

TUESDAY, JULY 14: Shopping and sightseeing. Trip through the city, including the Lion of Lucerne monument that is carved into a mountain-side.

WEDNESDAY, JULY 15: LUCERNE. Travel up the steepest cog railway in the world to the summit of Mt. Pilatus. Swiss dinner party in the evening complete with fondue, yodelers and dancing.

THURSDAY, JULY 16: LUCERNE. After a leisurely morning, we'll drive through the foothills of the Alps to Zurich, then fly to Venice. Upon arrival, a motor launch will take us to the Hotel Europa Britannia.

FRIDAY, JULY 17: VENICE. A day on your own. You'll want to visit St. Mark's Square, take a gondola ride, stroll through shops and across covered bridges.

SATURDAY, JULY 18: VENICE. In the afternoon, we sail on the luxury liner, *Stella Oceanis*, your floating home for the next seven days and nights, as we visit two continents, six countries and nine fascinating ports. Meals are included aboard ship.

SUNDAY, JULY 19: DUBROVNIK, YUGOSLAVIA. Arrive in the afternoon. Dubrovnik is one of the most interesting cities along the Dalmatian coast, and is famous for its ancient medieval walls, old houses and terraced streets.

MONDAY, JULY 20: CORFU, GREECE: We arrive in the morning to visit this ancient Greek island—where wild strawberries grow, and one of the islands of Homer's *Odyssey*. The island includes a cosmopolitan atmosphere, luxuriant vegetation and a gambling casino. A Venetian fort guards the harbor.

TUESDAY, JULY 21: MALTA: A treasure trove of past culture. A visit to Valletta, the "City of Knights" where over 5,000 pieces of genuine armour are in the Grand Master's Palace. A stop at St. John's Cathedral,

lavishly decorated with the coats of arms and banners of the crusading knights of Malta.

WEDNESDAY, JULY 22: TUNIS. In the morning we enter the port of Tunis in North Africa, the lively capital of Tunisia. Includes a visit to the Bardo Museum, which contains some of the richest mosaics in the world. Sightseeing in the ancient Casbah and the many bazaars.

THURSDAY, JULY 23: COSTA EMERALDA. On the picturesque coast of Sardinia. Named after the emerald green of its sea, the area stretches along 35 miles of beautiful coastline.

FRIDAY, JULY 24: ELBA/PORTOFINO. Arrive at Elba, Napoleon's island of exile, and one of the most beautiful islands on the Italian coast. Visit Medici fortress and the Molini Castle, first residence of Napoleon when he reached Elba for his exile. Leave at noon.

In the evening, we arrive at Portofino, world renowned as a playground of the international set.

SATURDAY, JULY 25: NICE (MONTE CARLO). The cruise ship puts in at Nice, France's internationally famous Riviera resort. Spend the day at leisure.

SUNDAY, JULY 26: NICE. In the afternoon, take a scenic drive along the Grande Corniche road, a spectacular shelf-like highway hugging the upper cliffs along the Mediterranean coastline, along the coast of Monte Carlo. Visit the famous Casino and the Prince's Palace. Return to Nice along the shore road via sunny Beaulieu and Villefranche.

MONDAY, JULY 27: NICE. Morning free. Early in the afternoon, we take a short flight to Paris, and check in at the Hotel Royal Monceau in the heart of the city.

TUESDAY, JULY 28: PARIS. Drive past the Madeleine and the Sacre-Coeur, the Moulin Rouge, down the Rue de la Paix and up the Champs-Elysees to the Arc de Triomphe and Napoleon's Tomb. See the picturesque banks of the Seine, Notre Dame and the Louvre. And don't forget the Eiffel Tower.

WEDNESDAY, JULY 29: PARIS. A bus tour of historic Paris, including Les Halles, the Opera and the Sorbonne. Tonight, a special treat—a farewell dinner at the famous Eiffel Tower restaurant.

THURSDAY, JULY 30: PARIS. Our last day in Paris, and last day on the tour. Leave in the afternoon by air for New York.

Come along with us! Space is limited to 39 reservations, so write for information now.

ONLY
\$1398 per person from New York, air fare and land arrangements included, on the basis of two persons sharing a double room.

Supplement for single room occupancy \$225.00
(limited number of single accommodations available)

Badger European Holiday
Please send me additional information on the 1970 European tour.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

As Students See Us? ▶



Illustration/Tom Melhus

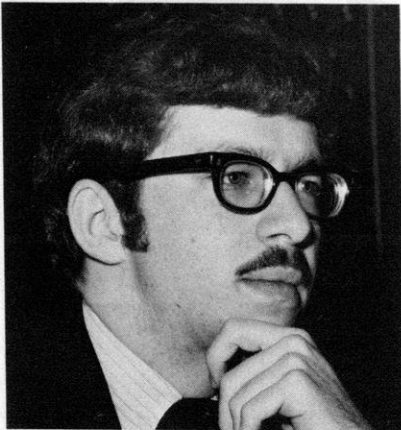
The Campus Looks at Us

Five UW students recently appeared on a panel before a group of Madison industrial writers, to give their views on the world of business they will soon be joining. Read what they like about us and what they don't like. You may be surprised to discover that kids think things out. You may be more surprised to find you often agree with them.

Photos/Gary Schulz

PAT KORTEN: So far as campus representatives go, I'm usually expected to be the Establishment advocate, although there are many times I just don't feel Establishment at all.

The question is, whether or not your generation, as Establishment or not, can communicate with youth. There are many different types of youth. There are some on the college campuses these days who stand as the apathetic majority (notice



Korten

Pat Korten is editor-in-chief of THE BADGER HERALD, a new campus newspaper. A senior in political science, he is campus chairman for the Young Americans for Freedom (YAF). Korten, who is from Thiensville, is also a news reporter for a local radio station.

He was asked: To what extent have attitudes on campus toward the free enterprise system been affected by changes in our society?

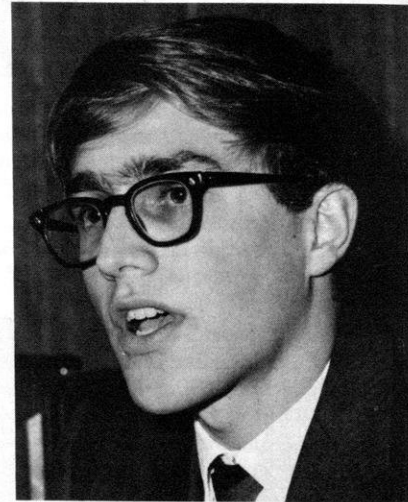
I didn't say "the silent majority"), and the others, which I would categorize as the "activist" youth on campus. These are primarily on the Left, but there are a few of us on the Right. Most of the Left is concentrated in the College of Letters and Science. You rarely hear from agitators in the engineering school or from the business school.

There are a couple of factors that govern youth in general. One would be a common desire for some sort of exciting, immediate prospects for their employment. People just getting out of college, so far as I can judge, are really not all that interested in security just yet; not looking to settle down into an 8 to 5 job right now.

Then there is the second attitude which may also influence them; the attitude which has been brought about by the campus Left. This may not always be conscious prejudice. As I'm sure you're aware, people have some sort of inbred feelings about business—United Fruit company, for instance, I suppose, has been helping to build that attitude for some 100 years now. People mention them in relation to some sort of "international oppression" or usury of the downtrodden. But the fact of the matter is that the business community in general suffers from this attitude, whether or not it's justified.

The big thrust today is not that the United States is militarily imperialistic, but more often that it's

economically imperialistic. And who governs imperialism but big business. And who represents business but you—and these are the prejudices that you are going to have to deal with. Me, I couldn't care less. I'm a good, solid, money-grubbing capitalist.



Walters

A senior from Wausau, Jay Walters is majoring in nuclear engineering. He serves as senator for engineering in the Wisconsin Student Association, and was past president of Polygon, the all-engineering campus student government. Walters is also chairman for the Big Ten engineering conference to be held this winter.

His specific question was: What are the major influences affecting the decision of a student who can choose among alternative careers?

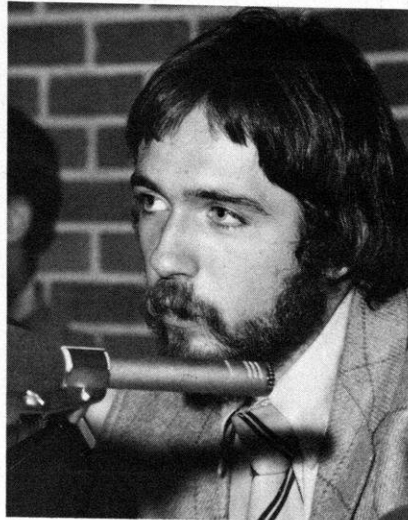
JAY WALTERS: I'm afraid I'm the radical element from the engineering campus, though hopefully not too radical. If I had to give a title to this introduction, I'd probably call it "Science, Students and the Establishment." The Establishment could probably be defined by the definition generally accepted here on the panel as *that coalition of industry, government and academia which, by merit of its long-term existence and financial might, determines every facet of life within a system loosely defined as free enterprise.*

I would like to speak for that group seldom heard from, but which is, in effect, the maintainer of the Establishment itself: the scientists, the engineers, the builders of our technical society. This group has been traditionally known as a dull, slide rule-carrying, white socks-wearing group of equation writers, and sometimes we've earned the image. But a new type of man is being formed today among this group. He is very much aware of the reality in which we live: problems of pollution, war, hunger, famine—the whole spectrum that we face today. He is in a somewhat unique position, for he finds himself very much in demand by the Establishment that he sometimes scorns.

The second unique feature of the scientist-engineer is that he is in a good position to solve today's problems, because they are very technical. Pollution and famine can be corrected, once they're stripped of politics and rhetoric, by technical means.

The engineer code has always specified "service to man" as of primary importance. But too often man is the company superintendent. But tomorrow's scientist and engineer is going to serve *mankind*. He is going to realize that technical progress is not a benefit in and of itself: it must serve as a means to a better life. (A more efficient power source is not of good in itself if it is going to further pollute the atmosphere; nor is a new superhighway if it destroys a thousand acres of virgin forestland.) The technical man is not going to long remain the equa-

tion-solver; he is going to become more broadly a *problem-solver*. The industry and the government that refuses to face and answer the *human* side of the technical question is going to find the technical problem-solver solving these for them.



Reiner

Steve Reiner is editor of THE DAILY CARDINAL. He jokingly describes himself as the "out-of-state agitator" on the panel. A senior from New York City, he is a history major.

He was asked: What are the major causes of the new Left's antagonism toward the working Establishment? Are there any avenues for reconciliation?

STEVE REINER: I was recruited for the panel, I suppose, because I'm the representative of the new Left, or the campus radical element, among other things, as well as of *The Daily Cardinal*. Unfortunately, perhaps for this topic, it's quite true that the thrust of activism on the campus, at least in the last year-and-a-half, has not been directed towards *business* establishments as such, but towards basic reform within the University.

However, there are certain views that activist students have of big business. They identify much of it, of course, with the organizational corporate elite of the United States; of the ruling class, if you will; with intimate ties with the government-military complex. There are certain

things the business leaders in this state and country should address themselves to which would begin to lead the way for some accommodation with the activist students on campus today.

We'd like to see in them a higher regard for saving the resources of this country. We want concrete steps to be taken by big business to counter pollution of our air, of our lakes, of our land; a dedication by business to address itself to the crucial problems of society, namely the underprivileged, the ghetto-dweller, the black man, the poverty stricken. We want local incentive programs for ghetto-dwellers, job opportunity centers for ghetto youth, special training for the hard-core unemployed in the ghetto areas; a commitment by management and by lower levels of organization to primarily address the business interests, *firstly*, to the needs of the people in the community and especially the underprivileged and the lower classes.

The problem I see, and many see, is the problem of priorities. In 1969 we have a government and a corporate establishment which is too intimately locked into the war machine, into the defense establishment, into big government funding of programs which, unfortunately, seem to not address the need of the people in the US who most need to be helped, the ghetto-dweller, the black man. These are the people that are going to cause the activism in this country, are going to cause the riots in the street.

ELIZABETH ALLEN: What I'm going to say is from my vantage point as a student who has not yet gone out and tried to get a permanent job. I have not personally experienced the Establishment's discrimination against women, yet I know it is a very real thing.

President Kennedy's commission on the status of women found that, on the average, we get 40 per cent less salary than men for similar work. I think there are several reasons why this perpetrates the belief that women are inferior. I think the first thing is there's a myth that



Allen

Elizabeth Allen is a senior majoring in journalism. A Wisconsin native from Chippewa Falls, she has gained some practical experience in her field by working for the EAU CLAIRE LEADER, both as a summer reporter and as the paper's Madison stringer. She is president of Theta Sigma Phi.

She was asked: Do you feel that sex discrimination plays an important role in careers and opportunities for young women?

there's such a thing as a contented woman. I think that today women in society want a more productive role, beyond being a wife and a mother. (And it's supplemental: it's not replacing one with the other.)

The three million women in colleges today are not there just to get a husband—not for right now, anyway. Eventually we may all be “educated housewives,” but right now we want a career. We want something that's challenging, that requires responsibility, creativity and imagination.

I admit that at times, women can be emotional, flighty; but if you add to that the fact that a woman is more sensitive in many of her perceptions and is a stickler for detail (you've got to admit), you can add a whole dimension to a field if a woman is given equal opportunity.

A second myth, I think, that predominates, is that a woman's salary is supplemental. The hard reality is that one-third of all women of marriageable age are not married. They're living on their salaries.

JAMES JORGENSEN: As I prepare to join the Establishment I'm disturbed that often jobs are too confining today; they choke a graduate with a lack of opportunity to express himself in related fields. I look to my future career with an eye on variety.

Most jobs can be made challenging if they are not too confining and if the superior will let you assume as much responsibility as you are capable of handling, and maybe a little more—this is what creates the challenge. This brings me to the most important aspect of picking your first job. And this is choosing the people that you are going to work with. The company which does not offer jobs with varied tasks and chance for a challenge, and that has overbearing supervisors will find it increasingly hard to recruit college graduates in the future, since these graduates are becoming less and less concerned with money and more and more with development and personal relationships.



Jorgensen

James Jorgensen is a business major specializing in accounting and finance. A senior from Racine, he works part-time for a Madison public accounting firm. Jorgensen, who is a member of several honor societies, served as past president of Psi Upsilon. He is recently married.

He was asked: Have your ideas about a business career changed since you have had more firsthand contact in a part-time job?

QUESTION: What might a company to do turn you on?

STEVE REINER: I think many of the things that Jim Jorgensen mentioned, of course: a job you're going to be proud of; a job that you can see the results of; and not lost in a corporate maze, which is frequently the problem in the world of journalism, especially if you work for a big magazine. I worked for *Newsweek* this summer, and one of the problems of working for a publication like *Time* and *Newsweek* is that they have so many employees, so many putting in one syllable, that when the finished product comes out no one knows who did it and no one can take any pride in it. No one can take any responsibility. Then you have a lousy product, which is frequently the result with *Time* magazine.

JAMES JORGENSEN: My wife is from California, so I'm flying out to California for my interviews, and it's rather nice to have the company say “Well, gee, that's great. We'll fly you out at our expense.” So I bring up the fact that I'd like to go over Christmas vacation, and would like to bring my wife along. Here separates the companies from the boys. The fact that five out of six companies would gladly accept the expenses of my wife, and only one felt that they were pushed into it, surely would reflect poorly on that last one.

I feel that the guy who says “I hope you won't hold this against our company . . .” on the surface I say “Yes, I won't hold this against your company,” but subconsciously I'm going to think to myself “Well, there's a guy who doesn't care about my wife.” To begin with, she's never seen San Francisco before, if we're going to live in San Francisco, you won't even share her expenses out there. So to turn me on, I've got to have a company who's not going to be penny-pinching from the moment I start interviewing with them. You've got to start out with money not being the main point of what you're doing.

Secondly, they have to offer a job where you're not just sitting at the desk from 9 to 5. The kind of people that companies want to hire, they don't offer the right kind of jobs to. They all want the top student in the class, or the top ten per cent. But these boys don't want to work at a job where they sit and make work sheets. They want to do something a little courageous because they've spent the last 21 years trying to figure it out.

Another point is that a company should use new methods. It's sure hard to go to school and take things, and memorize all the latest things like the new math and all the other things that come out; and then you get to work and the first thing they tell you is to throw out the internal rate of return because "we don't use that, we're using the payback method," which your professor laughed at for a half-hour in one of your lectures.

ELIZABETH ALLEN: I think that one of the ways a person gets to know a company is through a program like an internship program. I would have loved to have gotten a PR internship for the summer, because I didn't know that much about public relations and I wanted to learn. But they just aren't there, and that's too bad.

PAT KORTEN: Altogether too often, you'll walk into an interview, and sit down. And the interviewer, almost without any introductory remarks, will drag out the sheet of wage scales: what you're going to make for this job or that, how much we're paying as compared with our competitor.

This emphasis on money, from the very start, and what you're going to make, is contrary to your desired effect. Don't put so much concentration on *wages* that you exclude the *qualities* of the job you're offering us. If I wanted to be rich I wouldn't be going into journalism. I'm going into it because I have a strong desire to enjoy this kind of job. If living on a big salary was more important to me, I certainly

wouldn't be organizing something like *The Badger Herald*, which hasn't paid me a penny.

JAY WALTERS: Within the last two months, I've gone through over a dozen interviews. One thing that has *really* dominated my judgment of the companies is their interest—or lack of it—in me as a *person*, as opposed to just a possible employee. For example, one large company came to campus, and when they noticed I'd filled out the (UW) placement office form instead of the *company* form—reminded me that I'm just one of 20,000 that they were interviewing. Therefore, I'd better fill out *their* form or *my* form might end up in the wastebasket. This can turn off a person! We are going to be a little bit worried about what we're going to be like in your hands after we're hired as an employee.

QUESTION: Is there anything worth saving in this country? Or, how soon is our country going to hell?

STEVE REINER: I don't agree that protest is negative, but we won't go into that. I think that there are quite a few things worth saving. We can't go into every one of the liberties that is protected in this country; but among the countries in the world, the US is one of the freest, from our Bill of Rights to our Constitution. I think many of the elements of student protest are really *concerned* with saving some of these liberties instead of trying to destroy facets of American life.

But many of the activities and policies of our government within the last several years, in many peoples' minds, mine included, run counter to the freedoms enunciated when our country was being started. You could enumerate all night the things worth saving as well as the things worth changing.

QUESTION: What are you people for in the US?

JAY WALTERS: As Steve said, don't equate protest with being *against* this country. Protest can be very patriotic. When 15,000 people march on the Capitol in Madison in a very soggy, wet, cold rain to protest the war in Viet Nam, they aren't saying that they get a big kick out of walking in the rain and being anti-America. They're saying that maybe this war in Viet Nam is hurting us, hurting America more than a lot of other things. Maybe they want to help America by, say, changing the situation in Viet Nam. It's a very bad thing, I think, when people, especially people high in the government, equate *protest* with anti-Americanism, because it can be one of the most constructive things that this country is ever going to see.

QUESTION: Can you remain objective in your reporting habits having certain political leanings?

(Directed to Reiner)

STEVE REINER: I believe that there's no such thing as objective reporting, but can one be a *good* reporter when he has a firm point of view in a political direction? Of course. Almost *every* reporter has a firm point of view. When I did reporting for *Newsweek*, I used the guidelines of what a good reporter is. That is, he's one who tells the truth, does not misquote, gives both sides of a question, etc.

My particular point of view on the subject naturally entered into it. I dare you to show me any article written in any newspaper in the US that is totally objective. In terms of the guidelines of good journalism, I think I'm as well equipped to do that as anyone else is.

PAT KORTEN: I would have to say that in this case, Steve and I agree wholeheartedly. There's a fellow on Steve's staff who I would dearly love to have on mine, regardless of his political persuasion. He is an SDS'er, and very radical. He operates on completely different



premises than any of us on this panel, including Steve, about the way society is constructed. Yet, his articles were so well-written that you could never in a million years suggest that he was of that persuasion. It is entirely possible to write an objective article regardless of your political persuasion. It's done everyday.

STEVE REINER: One of the factors in making news media too heavily slanted on one direction is that editors do not allow their staff any sort of outlet to vent their views.

PAT KORTEN: The idea in writing an article, for any journalist as far as I'm concerned, is that you have to be careful not to make a decision—either consciously or subconsciously, overtly or covertly—for your reader. You have to present the facts in such a way that he can decide for himself, regardless of how interpretive you become.

ELIZABETH ALLEN: I think that both of them are addressing a much broader, and much more obvious bias. I think that we all have to admit that, just by the mere selection of the story, the publication becomes *non-objective*. This morning I was news editor in an editing course, and I had a stack of copy a mile high, and I had to choose what I wanted. And by the placement and what I took I was editorializing, even if it was a subtle type of editorializing.

I think the press cannot be truly objective by the mere definition that it's a business enterprise. And by the fact that you have human beings working on it.

QUESTION: Can you accept discrimination by sex in the top positions in business? (Directed to Allen)

ELIZABETH ALLEN: I do think that things are changing. When someone just out of college can get a radio news beat, as in Madison, and when women can get on staffs of senators and congressmen and go

into specialized areas of reporting—I think that things are opening up.

QUESTION: Do you feel optimistic or pessimistic about business becoming more human?

(Directed to Walters)

JAY WALTERS: Quite optimistic. My experience hasn't been that great yet, of course. I've been on a few interviews and a few plant trips, and that's about it. But the problems have become so obvious—the problems of pollution, of poverty—again I would stress semi-technical problems. These are technical problems. Business can't look away from them, and apparently it isn't trying to. I think it's giving engineers or scientists a great amount of latitude in trying to solve these problems.

QUESTION: Does business create an image on campus that suggests that it may be able to deal with the problems that concern students and young people?

PAT KORTEN: Problems in ghetto employment and problems with relation to pollution are the two domestic areas we're most concerned about today. These are areas which business can, and must, move into, if we are to save the country from over-ambitious central government involvement.

It is entirely possible, and in fact it is far more preferable to have business involved in such problems. Some of the most effective ads I have ever seen for industry, some of the most effective public relations ever done point up the fact that such-and-such an industry was able to employ so many people, provide them with gainful employment and training, etc., or that they have taken such-and-such steps to police themselves in terms of pollution control. Ads like this get read. The word gets through.

JAMES JORGENSEN: If you listen to students who are going to interviews, you'll find that if a com-

pany gets a nice name as one that's concerned with people, students are going to be interested in the company.

It's ridiculous that every time business does something it's because they got pushed into it. You open the hood of your new car now, and oh! you've got instructions on how your new anti-pollution device works. But they didn't *want* to put it there; somebody forced them. How about the new headrests? Now, you can tell the 69's from the 68's because the 69's have headrests. But it wasn't their idea; they got forced into it.

If society falls apart, there isn't going to be a business left. Salesmen complain about protests—getting bigger and bigger and worse and worse and more militant—well, it's going to go like that until these companies are interested.

QUESTION: What do you think about protests infringing on a company's interviewing prerogatives? Are you denying the rights of companies who want to recruit on campus? (Such as Dow Chemical company)?

STEVE REINER: It does rub me the wrong way when an individual's lawful rights are taken from him. Stopping people from coming in for their Dow interview wasn't justified. However, I really don't want to make a blanket statement. It boils down to what your politics are and how important you think your issue is. There *is* a strong precedent for such protests in the history of social change in this country; social change that everyone would basically agree with—for instance, social change brought about by the Revolution in 1776, where you believe that what you're fighting for is needed badly enough, and you have a firm conviction that it may be necessary to take militant action, and this may have to mean stopping someone's rights, and you're firmly convinced that it is being done to facilitate greater rights. In the case you mentioned, I don't think it was appropriate at all

to stop kids from coming in for their interviews.

And I think that it is very possible for radical and activist movements for change to key their tactics and politics so that they will always preserve the individual freedom of a citizen. I don't think the two are mutually exclusive.

QUESTION: How much should students become involved in the management or administration of the University?

JAY WALTERS: That, of course, could go on all evening. I think there is general agreement that student involvement should increase. There's great *disagreement* as to how this should be done. Those students who say they know better how to run the University than do the University president or chancellor are probably being arrogant.

But I think there's a little doubt that students have a different vantage point. We are more closely experiencing those things that are occurring, those things that are affecting us. We're probably more closely entwined in our own curriculums than are our instructors or the administrators. There *must* be some greater point of entry for students into the administration of the University.

PAT KORTEN: So far as I'm concerned, what should be provided (and I think this could apply anywhere, it doesn't just have to be in a University) is that the underling have some *route* along which to pass his feedback. Somebody higher up has to lend an ear once in a while. In the case of the University, I don't think policy-making should be in the hands of those who are there to be educated. They're here for a very short time relative to the overall operation of the University. They have a very transient interest in what goes on here.

On the other hand, they are very *intimately* involved in a number of questions which are singular to the life of a student. You win a few, you lose a few. But you should have the opportunity to win a few. There

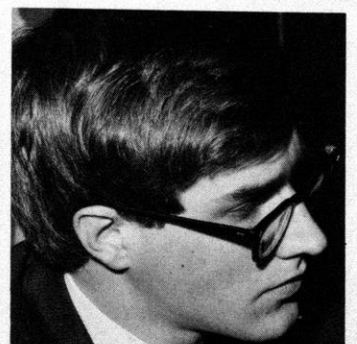
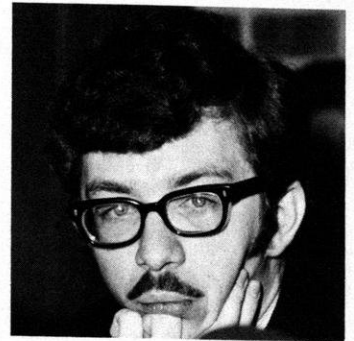
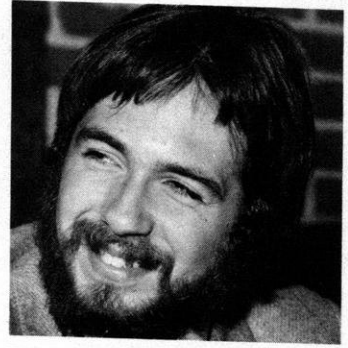
should be at least a seat, for instance, on departmental level committees which handle curriculum and so on, for students in that department, who have been there perhaps for a year or two, who have a feel for the courses, to express opinions. I don't think that this has been the case in the past. Professors simply go off and live in their own little world. This is changing, but it needs to change some more. But we have to be careful about the degree to which we carry it.

QUESTION: Have news media put a false image on UW students?

JAY WALTERS: I cringe to even talk about it—shades of Spiro Agnew and all—but I've been going to school here in Madison for four-and-a-half years. Our local newspaper, I occasionally read when I go home, and it's simply a fact that reading that newspaper—in fact, reading the two local newspapers in that area—doesn't inform me at all. I can participate in a demonstration here, and I can go home and read about it, and they're talking about an entirely different thing. I don't know if this is general. I don't want to call for a review of press policies or anything of the sort.

STEVE REINER: I think that's true. I think that when you talk about news media, you usually have to tie it in somehow with the politics and the political leadership of the area. It's true that most of the local press is really beholden to one political party or another. You can tell which political party the local papers in Madison are beholden to, and it probably goes throughout the state. You can tell which ones Brother Agnew hit. *The New York Times* and the *Washington Post* don't like the Republican party.

And I think one of the primary reasons for the anti-University feeling—which I think we could all agree really exists throughout the state—is, (and if I offend any Republicans here—well), the fact that through mis-management, through poor programs and poor planning,





I think the Republican leadership, (not necessarily Governor Knowles, though he's deeply involved in it, but the state legislature) has sort of created a bad economic condition in Wisconsin. The whipping boy for it is the University of Wisconsin. And the University of Wisconsin's whipping boy is the student protestors. So when the tax situation is bad, and there is not enough money for this and there's not enough money for that—well, it's because "that big, bad University in Madison that has all those radical, New York out-of-state agitators, is taking all the money, and we'd better cut back on that. And if we cut back those out-of-state kids, there won't be as much protest." You know. This kind of stuff.

So I say it's the press, it's the media, it's the political parties. But the anti-University feeling definitely does exist. And I don't know how it can be remedied.

PAT KORTEN: People read what they want to read. I will go home and my mother will read about a particular protest, and she'll say "Wasn't this terrible?" And I'll say "No, that wasn't the whole story. Wasn't that there in the paper?" And we'll go back, and sure enough, it was there but she didn't read it. If she read it, she didn't see it. If she saw it, it didn't register.

We can tell the whole story. People will only read part of it. They just won't understand it. It's not entirely the fault of the media. People's built-in prejudices, if they are strong enough, will override what's written there. I think criticism of the media is a little bit too stiff on that count.

ELIZABETH ALLEN: I personally had my first experience with the

press—its control of the media. The incident was the (welfare protestors) takeover of the legislature in September. I was in the legislature for the entire week, observing the national press and the local press and legislators and students, trying to come to some kind of feeling myself on it. In journalism school we're taught to be very idealistic; you write things the way you see them.

I saw faults on both sides. And I wrote these for the paper I'm stringing for. It was edited out of what I thought was as fair an account as I could give. I had labored over it, trying to make sure that I didn't slant it, trying to be objective. And I was edited out on this. It has disillusioned me somewhat. It's one of those obstacles that I think that we of the younger generation have to cope with now, and try to overcome in the long range. It definitely is there, on both sides. You can't condemn. I don't associate it with a political party, I associate it with something that just has grown; something that writers have to learn to cope with, and change.

JAMES JORGENSEN: I'd like to point out that a lot of it is timing. How often do you read that 35,000 Wisconsin students went to class without so much as a broken ankle or a protest sign being raised. The only time that Wisconsin gets on Walter Cronkite is when the tear gas bomb goes off behind Bascom Hall. So what do you expect people to think of Wisconsin?

Another thing is the students themselves. When State Senator Gordon Roseleip comes to school to give a lecture, he has been invited with the thought they're going to heckle him or that they're going

to ask all sorts of questions that will, of course, get him up in arms. I don't see anything wrong with Gordon. How is he supposed to feel about the University, when every time he comes, somebody raises a sign, or raises the Viet Cong flag or tears off their clothes and runs in front of him?

So I don't blame the news media, because how many papers are you going to sell with the headline "35,000 students go to class today." The only time you're going to sell them is when . . . how many protestors took over the state capitol? So, the hometown newspapers, that's all they ever print. So people back in Racine can't understand why my parents ever sent me up here.

QUESTION: Does the student demonstrations and activism actually support, and perhaps give good cause to, the so-called reactionary legislation against the University?

STEVE REINER: I think it's a very easy cop-out to say—"Well, if you're going to demonstrate, if you're going to be activists, you're going to cause this Right-wing reaction, and you deserve it." Sure, it's caused a reaction. It's very obvious that a lot of the anti-bullhorn ruling of the Board of Regents was caused because the board sees that there are going to be mass political demonstrations on the UW campus; they're going to be vocal, they may become militant. And the regents don't want it. But that doesn't justify their passing a regulation that you can only use a bullhorn when you're announcing Campus Carnival or Homecoming! That's counter to every ideal of an academic institu-

Congress Looks at the Campus

Last spring a Congressional committee consisting of 22 members met with over 1000 students on 50 campuses, including the University of Wisconsin. Their findings mirror much of what has been said by the five students on the preceding pages, but—beyond a mere survey—the Congressmen make recommendations. Here is their report as it was read into the Congressional Record.

tion. How the hell are you supposed to have a rally with more than 200 people if you can't use a megaphone? It's absurd.

And some of these other harsh guidelines set by the Board of Regents and the state legislature. Yeah, they were, I think, caused to a great degree by student activism. But again it boils down to your politics. If you think that student activism is *not* justified, well then you can say that these measures *are* justified. I happen to think that student activism *is* justified; therefore, I don't see that activism is a just cause for these measures to be passed. Nor do I think that's a reason to forbid student activism—just because your'e going to have people who are going to over-react.

PAT KORTEN: I think part of our problem at the University is that we've got altogether too many people, the Regents excluded, who refuse to make a decision on anything, to call anything *right* or *wrong*.

Secondly, I think there are altogether too many students at the University who consider themselves experts on everything; who make decisions which never give consideration to some of the more serious consequences; which pay no attention to responsibility. I think you often find that people who have part-time jobs, who're putting themselves through school, who have more responsibility, are far less involved in political activism of an irresponsible sort. I think this is an incontrovertible axiom.

JAY WALTORS: The most frightening thing I've seen in the state, in the last three years, is the absolute *paranoia* that this state and its Legislature are in. ●

FACTORS IN UNREST

In an effort to most accurately and clearly represent what students were saying and thinking on the campuses we visited, we have listed below areas of concern as they were described to us by the students themselves. In reporting student views, we are in no way passing judgment, but merely trying to convey a better understanding of what the students feel.

Where we have reached conclusions of our own, they have been specifically noted by indentation and italics, so that there can be no confusing the reportorial and analytical portions of this report.

Internal factors

Communication

On campus after campus we found wide-spread criticism from students who feel unable to communicate with administrators and faculty. They believe that no adequate channel is open to them to make their views known. Channels which do exist provide only limited access to

individuals who will take responsibility for major decisions.

In some cases, the university structure itself seems at fault. In these instances the modern university is so large, and decision-making so fragmented, the student often finds it difficult to identify the individual or organization that has the final responsibility for a particular policy.

Operating within a large bureaucracy, administrators find it easy or necessary to avoid definitive answers to student inquiries; they pass the inquiries to the faculty, the regents, or the legislatures. These agencies in turn seem even more isolated from the student point of view and even less open to communication.

An immense frustration is built when the student feels he once again must go through a channel which is not "plugged into" the policy-making power of the university.

Charges of communication gaps are leveled against faculty, administrators, and governing boards alike. In many instances students charge that the actions of the overseeing bodies, i.e., regents, trustees, etc., are determined by outside business and political influences. Such boards are looked upon as keepers of the status quo who make no attempt to consult with students on any decisions, including those decisions which directly affect the students.

Students, in turn, seem unaware of the factors and pressures that the governing board must consider and endure.

Faculties are criticized for time spent on consulting work for the government

(continued on page 20)

Committee members:

Bill Brock, Edward Biester, George Bush, Lou Frey, Donald Riegle, Bill Steiger UW '60, John Buchanan, Lawrence Coughlin, Marvin Esch, James Hastings, Larry Hogan, Manuel Lujan, Donald Lukens, Pete McCloskey, Jack McDonald, Jerry Pettis, Albert Quie, Tom Railsback, Phil Ruppe, Guy Vander Jagt, Lowell Weicker, William Whitehurst.

The Bridging of the Gap

Probably a Fable

The other day I sat through a seminar devoted to the subject of youth's views of the Establishment, whatever that is. I would not say the session was enlightening. So much has been offered in the media on the subject lately that to expect anything new is to court disappointment.

But it struck me that it would be interesting—even conceivably profitable—to stage a confrontation between the more articulate (if that is the word) participants of *that* seminar and a representative group of Establishment types. I chose as the site the Fleetwood Club, that walnut-paneled haven of superconservatives, to whose hushed confines I was forced to strain all my resources in order to affect access.

I invited a young man—the most vociferous of the panelists—and his girl friend (or “chick”) and set a date for the meeting. I arrived early and set about ascertaining that a goodly representation of Our Side was at hand:

There was the mysterious Lothar Vinyl, who early in 1962 cornered the market in prefabricated picket signs, driving half a dozen competitors cruelly to the wall. There was crusty old Archinbaud Pfeffernuss, who garnered a cool six hundred thou in less than three months with a chain of hearing-loss clinics adjacent to discotheques.

Antonio (Tony) Umbriago, who manufactures peace symbols, occupied his favorite chair near the rococo fireplace. S. Smith (Smitty) Smyth posed jauntily near the ticker. Smyth had operated a nation-wide mourner and claque service, prospering reasonably well, until a paucity of grandiose funerals and the recent strike at the Met had all but shut him down. He then devised a brilliant scheme which paid off handsomely: Smyth supplies obscenity-shouting mobs to supplement marchers who can't bring themselves to yell four-letter words in public.

Sam (Commodore) Blintz was there too. Blintz, who spent 24 years in the Navy, left the service with such a hatred of bell-bottoms that he determined in retribution to inflict them on society at large. He banked on girls picking up the fad in droves, and backed his hunch with a million dollars. When *boys* as well latched on to the craze, Blintz quadrupled his investment in less than a fortnight.

The author is a businessman who describes himself as an “establishment type who doesn't always like the company I keep,” but who is tired of being on the receiving end of the barbs of the younger generation. A UW graduate of about twenty years ago, he is the father of two teen-age sons.

Lastly, Enrique Pandemonium, the electronic noise-maker czar, lounged in a corner, lost in a copy of the Con Edison annual report. Pandemonium, easily the wealthiest member of the Club, had made several fortunes by anticipating the wants of a tin-eared generation to which euphony is anathema and volume is king. He was the first to recognize the potential of the electric snare drum, and his introduction as far back as 1959 of the electric slide whistle made nonmusic history. The only double-threat man in the group, Pandemonium, while cleaning out an attic in 1964, combined a kaleidoscope, an ancient magic lantern, and pages from an 8-page comic book into what proved to be the first psychedelic light show.

Here, I was convinced, was a representative group with which my young friends could conduct a meaningful dialog.

Jeremy and Evelyn arrived at the appointed hour, their sandals whispering softly on the wine colored carpeting. He (Evelyn) was a youth of 22. His dark hair was long and lank, of course, and he wore a shaggy moustache and as much of a beard as his genes could muster. His costume included splayed blue jeans stained in odd places with colors—burnt umber and vermilion predominating—and ripped in areas that suggested artifice rather than accident. He wore World War II gas mask spectacles, and an ankh depended from a beaded chain around his neck. She (Jeremy) had assumed a kind of Pocahontas suit complete with headband and feather, huge round spectacles, one lens of which was tinted mauve and the other heliotrope, and a dun-colored ruana of coarse llama fur. Her strikingly yellow hair was long and straight and parted in the exact middle. Introductions were made all around, and we settled to have at it.

“For openers,” I said, “why do you people wear what you do?”

“I don't dig,” said Jeremy.

“You know,” I pressed on, “the hair, the beads, the mukluks. The whole shebang.”

Evelyn and Jeremy exchanged sneering glances. “We don't concede that we wear any particular kind of clothing,” Evelyn said. “We do our thing. Period.”

“Dig,” said Jeremy.

“Yes, but wherever one encounters you people, in Berkeley, in Iowa City, in Madison, at Columbia or wherever, one sees the same things; the striped awning pants, the hillbilly hats. Isn't this a kind of *uniform*? Isn't this *conformity*?”

The sneers deepened. “Modes of dress are completely

unimportant to us," Evelyn said. "We wear what we want to wear, as long as it's anti-Establishment and hip. Unisex, for example, happens to be very popular at present, and so from time to time are other things. But we *don't conform*; we do our thing."

"Dig," said Jeremy.

"Very well," Pfeffernuss interjected. "Let's change the subject, O. K.? How about sex?"

"I beg your pardon?" said Evelyn.

"I don't dig," said Jeremy.

"Well, I understand that in some college communities morals resemble those of a prairie dog hill. Is this true? and if so, why?"

"If you refer to Establishment hangups on conventional marriage, and incidentally, conventional divorce, we don't recognize it," Evelyn said. "Right?"

"Dig," said Jeremy.

"But," Evelyn went on, "to say that we are promiscuous or morally loose is unfounded. We simply operate under a superior set of mores."

"I really dig," said Jeremy.

"What in the name of God is 'unisex'?" Umbriago asked from his corner.

Smitty Smyth asked the next question. "Why are you people so grim? Why is it always the end of the world with you? You don't have any sense of humor, and I think this is terrible. It's what scares me the most about you."

"Man, tell me something funny about Viet Nam," Evelyn said. "Give me some yaks about discrimination or life in the ghetto."

"There's *nothing* funny about them," Smitty said. "Or in a hundred other things I could throw in, like pollution, malnutrition, juvenile traffic tolls, drug addiction—all the rest. There's *plenty* wrong with society. But you seem to go after our problems in some pretty weird ways."

"What do you consider 'weird ways'?"

"Smashing windows, turning the student union into a rat's nest, taking dope. Yelling curses and writing dirty words on walls. Interrupting classes, endless marching for obscure causes."

"Man, you're really not with it," Evelyn said. "You really *don't dig!*" He shook his head and Jeremy shook hers in agreement. "There simply is no *communication*," he said. "*The wires are down!* The only way we can think productively and interact intelligently is among ourselves, in our own youth subculture communities. You've *had* it man. You aren't going to *make* it. The generation gap widens."

"Bad scene," echoed Jeremy.

"No, but listen," Pandemonium put in. "Smitty has a point. You want to protest injustices, fine. There are plenty around, agreed. But don't you think it's *ineffectual* to protest Viet Nam by dressing in drag and listening to loud music? I mean where's the *connec-*

tion? Don't you really see anything funny? I don't mean the war, but your way of doing something about it? I think *that's* funny—funny as hell!"

"What in the name of God is a 'youth subculture community'?" asked Umbriago.

"What about the characters who want to *whine* the world's troubles away?" snapped Lothar Vinyl. "I mean the whimper school of singing; those guys who sing about social injustice in a high-pitched voice, backed by an out-of-tune dulcimer? Is this working out? Are things being changed?"

Evelyn shook his head again. "Incredible," he mused. "Unbelievable. Abyssmal ignorance and colossal unawareness."

"Bad scene," Jeremy repeated.

"Some of those protest singers also make a nice piece of change," Blintz said, putting on his coat. "Twenty-five thousand an appearance—that ain't gravel."

I expected another defensive outburst from Jeremy and Evelyn, but they were surprisingly silent. Then I noticed, uncomfortably, that they were staring at my feet. Jeremy lunged forward, the scent of the yogurt on her earlobes perfuming the air, and jerked up the cuff of my trousers.

"Groovy!" she squealed.

Embarrassed, I tried to pull my foot away, but her grip was as a vise. "Ev, baby, look!"

The two had discovered what I had felt sure was my secret. You walk around Madison in winter; you get cold. That morning, before dashing for the Johnson Street bus, I had put on a pair of old spats I'd found in a drawer, a souvenir from my bachelor uncle who perished in a fall from the Skyride in Chicago's Century of Progress in 1934.

Now Evelyn probed my ankles. "Outta sight!" he exclaimed. "Sandals without soles—the end! And reversible, yet!"

"Look at the space to write slogans," Jeremy panted. "Dig them in *colors*—fucia under purple bells; or basic black with pearl lovebeads. Man, this cat is with it!"

For a moment, time stood still. Spooky Evelyn and strange Jeremy did not look so strange any more. Wasn't there something, way down inside each of them, that rather appealed to me? Wouldn't I like to sit down with them another day and *really* talk about things? And weren't they now looking at *me* in a new light? Had we needed only that brief moment of mutual acceptance to find each other?

We smiled, the three of us, unheeding the others who milled about, patting me on the back.

"You've got through to them, old fellow," whispered Blintz. "Nothing but good can come of this."

The meeting broke up. Evelyn and Jeremy climbed into a 1959 Volks bus and sputtered off in a cloud of air pollution, waving, laughing and scratching. As I buttoned my coat and headed happily for the parking ramp, Umbriago called to me from the curb.

"What is a 'generation gap'?" he asked. ●



rim Elroy Hirsch announces to
s that John Coatta's coaching con-
t won't be renewed.

Sports

NICE GUY FINISHES

Athletic Director Elroy Hirsch was near tears when he announced to a 6 p.m. press conference on December 2 that the UW Athletic Board had decided, at a meeting just concluded, not to rehire head coach John Coatta when his three-year contract would run out a week later. Coatta's staff, too, will all be out of work when their contracts expire on June 30.

As you read this, Hirsch will have announced his new coach, but as of the close of classes for Christmas vacation, the only word was that he was still considering half a dozen likely prospects.

Coatta's coaching career at Wisconsin ended with a 3-26-1 record. The three wins were rung up this year, which led to some fairly active postseason betting that he would be offered a one-year contract to determine whether he had begun to pull Wisconsin's football fortunes upward. Whether such an extension was considered, Hirsch refused to say.

"I don't see any value in hanging up the dirty wash," he told the press. "I just think that a change was for the better.

"I did a lot of soul-searching from the Minnesota game on," Hirsch continued. "I talked to a lot of football people. I studied game films and had them evaluated by others. And I decided that for the good of the Athletic Department and the University a change was needed."

Hirsch was joined at the press conference by



COATTA, right, above in one of his few pleasant moments during the indecisive postseason weeks, with his MVP, Stu Voight, offensive end from Madison, at the football banquet. Other Badgers honored that night were, below, guard Brad Monroe, Peoria, holding the Ivy Williamson trophy he won, and surrounded by defensive captain Bill Gregory, LaMarque, Texas, and offensive co-captains Don Murphy, La Crosse, and Mel Reddick, of Chicago.



Prof. Frederick W. Haberman of the speech department, chairman of the Athletic Board. Haberman explained that the board supported Hirsch's decision, that its action had been communicated to Chancellor Edwin Young, and, in answer to a question, that the action did not need regent approval because "all that is happening is the expiring of a contract."

All of the coaches who could be reached received a telephone notification of the action during the Athletic Board's three-hour meeting, Haberman said. Coatta got his word from Hirsch himself.

If personal admirability won ballgames, Coatta's teams would have been perennial winners, according to Hirsch, the local press and those who came into frequent contact with the 40-year-old coach. (See editorial, p. 2.)

The Athletic Director revealed that a group of players had come to his office to plead for Coatta's job, and later appeared before the Athletic Board to plead that Wisconsin's football problems "weren't John's fault."

"I like to think we are not failing to renew a contract for John Coatta, the Man; just not renewing the contract of John Coatta, the Coach," Hirsch told reporters.

There was "no chance whatever" of Coatta's staying on the staff in a different capacity under the new coach, Hirsch said.

Coatta was a star quarterback on the 1949, '50 and '51 teams under Ivy Williamson. He was a highly effective short passer and still holds the Big Ten record for completion accuracy of .642 set in 1950 on 52 completions in 81 attempts in seven conference games.

He went into private business in Madison after graduation, then, in 1959, signed on as a defensive backfield coach under Perry Moss at Florida State university. While there he moved to the offensive backfield coaching spot, and later to the defensive ends and linebackers. That was in 1964, when the Florida State team compiled an 8-1-1 record, topped by a 36-19 win over Oklahoma in the Gator Bowl.

Coatta came back to Wisconsin the next fall, to serve as an assistant to coach Milt Bruhn. Bad luck set in at the start. The Badgers were 2-7-1 and 3-6-1 during his two years as an assistant. When Bruhn was fired, Coatta moved up to the head job and his team finished 0-9-1, the first Wisconsin football squad to go winless in modern times. The 1968 team lost all 10 games and was shut out three times. This season, things started to look up: there were the three wins by a team that gained more yards rushing and passing than the 1962 championship squad, and scored more points than any other team since that Rose Bowl outfit. But it was also the team that gave up more points than any other Wisconsin team in history. Add that to the 3-26-1

record, and it convinced Hirsch and the Athletic Board that it was, indeed, time for change.

The coaching staff, whose contracts will be allowed to expire next June, is composed of Fred Marsh, LaVern Van Dyke, Harland Carl, Roger French, Les Ritcherson, Kirk Mee, Stan Kemp and Art Haege. Ritcherson has a year to go on an exclusive five-year contract with the University, but the year will be spent "in an appropriate capacity" which will not be coaching, Haberman said. ●

Other Sports

TRACK. Four school and building records highlighted a brilliant intrasquad meet December 18 in the Memorial building. The finest performance of the evening was the double by junior Mark Winzenried, who shot to a 4:01.9 in his first attempt at the mile run. That time is the best to date by a Big Ten undergraduate. He did the half-mile in 1:50.7, and in each case was seconded by Don Vandrey, with very respectable 4:03.3 and 1:51.9 showings.

Two sophomores hung up building and school records. Pat Matsdorf leaped 7' ¼" to be the first Badger ever to clear 7'. Jim Huff, a sophomore, leaped 6' 10". Greg (Grape Juice) Johnson won both hurdle races, then topped off the evening with a record-breaking long jump of 24' 11".

BASKETBALL. Wisconsin cagers headed into Christmas with an 85-71 win over Pittsburgh at home, December 20, to end a three-game losing streak for a 3-3 season so far. They beat Ball State 88-74, lost to Southern Illinois 74-69, squeaked past SMU 78-76, and went down before Kansas 76-60, and Iowa State 84-73. After the Pittsburgh win the team packed up to head for the Milwaukee Classic with a healthy respect for a sophomore forward, Lee Oler, of Fox Lake, Ill. Oler scored 22 points and pulled in 13 rebounds against Pittsburgh, his first real exposure of the season. Experienced in both guard and forward positions in high school, Lee explains that he is "trying to hustle as much as I can", the right attitude for a growingly aggressive Wisconsin team.

HOCKEY. The hockey squad headed into a tournament, too, with the close of classes. It was off to meet Minnesota in the Big Ten tournament in Ann Arbor. The weekend before, the Badgers dropped a pair of decisions to Denver here, 5-3 and 4-1, in what undoubtedly was the finest weekend of hockey ever witnessed in Madison. Wisconsin stayed with the Pioneers—the defending NCAA champions the past two years—all the way in both games but couldn't outclass a sensational goalie who made 73 stops in the two games. That pair of defeats dropped the Badgers into a 5-3 record for the season; 3-3 in WCHA play—and a fourth-place tie with Michigan in the league, both splitting six decisions. ●



Portraits of the Artist

Margaret Webster's name seems permanently linked with Shakespeare's in theatrical circles—she plays, teaches and writes of him (*Shakespeare Without Tears*) "not for a small handful of scholars, but for an assorted crowd of noisy, eager, demanding citizens". But the renowned actress and director gets away from the Bard

after class and enjoys herself tremendously. Here, as Oscar Rennebohm artist-in-residence in speech this semester, she directs the Wisconsin Players in a zesty performance of *The Three Sisters*. The life she instilled in rehearsals carried into the performance so smoothly that it might have been called *Chekov Without Ennui*. ●

Photos/Duane Hopp



(continued from page 13)

or for private industry, and for spending too much time researching and publishing. These activities, however worthwhile, are seen as isolating the faculties from the concerns and problems of the students.

In our view the non-teaching activities of some faculty members, particularly in large universities, are excessive. The "publish or perish" phrase is not simply a cliché. In many areas it implies a valid criticism.

Responsiveness

Claims of inadequate channels of communication frequently were linked with complaints about the lack of responsiveness to student demands.

This situation is aggravated where there is a lack of agreement, or of shared perspective, between administration and faculty. Despite protestations to the contrary, such circumstances are hardly unusual. Faculty and administration often are at odds on everything from the way to reply to student requests to the quality, method, and timing of university response to student protests.

When university action is taken, or problems are at least under serious review, students who are not involved in the step-by-step deliberations fail to understand the amount of planning required and the complexity involved in the solutions they propose to the university.

Since many universities do not seem to be geared to initiate or administer either quick or long lasting change, increasing passion mounts on both sides of an issue with resulting polarization and alienation of more moderate students who may or may not sympathize with some of the basic requests.

The students feel that it is the administration and the faculty who decide which students will be accepted as student spokesmen. Even when some students are in positions of consultation with the university, administration and faculty, a majority of students may deny that actual representation or communication occurs. On one large campus, for example, a list of student leaders drawn up by the Dean of Students and a list prepared by the editor of the student newspaper had no names in common.

We feel that these and similar situations can only lead to a conclusion that a lack of real or visible responsiveness has been an ingredient in campus conflict.

Student Intolerance

Although most students would deny it, and many would be genuinely surprised by the charge, the intolerance of a substantial portion of students is a contributing factor to the general unrest. Often insulated from day-to-day social responsibilities and contact with other

age groups, some students seldom have the opportunity to see our society solving problems or meeting human needs. In the course of study and discussion, however, they are continually exposed to society's many real failures and seemingly inconsistencies. The result for many has been a combination of deep social concern and a disenchantment with traditional institutions and approaches to problems.

Frequently students are strong in framing ideal solutions and weak in analyzing the factors involved in the problem and in its solution. Some demand immediate solutions and failing that, rush into confrontation as the "only alternative course". They may resort to "non-negotiable demands", a technique that is often cited as evidence of student intolerance.

The more militant students insist on acting as a group, feeling that their hope of success lies in refusing to deal with opponents on an individual basis. Refusal to negotiate may indeed indicate merely a desire to disrupt for the sake of disruption but it may also reflect a lack of understanding and a lack of skill and confidence in the bargaining techniques long vitally employed in a democratic society.

Such intolerance contains dangerous seeds of self-destruction. Unchecked, it can only breed a like degree of intolerance on the part of those who have made higher educational opportunity available to more young Americans than any society in history.

It should also be recognized that some of the intolerance displayed is purposeful and perhaps irreversible. The revolutionary is determined to remain unappeased in the hope of prompting administrative reaction of a sufficiently excessive violent nature to "radicalize" the moderate student majority. He must seek this goal because radicalism as a force to destroy can achieve no objectives, can obtain no real results on our campuses today without the tacit or even open support of far more responsible and moderate students who may be captured by the events of the moment. In order to be "radicalized", these students must have their emotions preconditioned by a situation (or series of situations) which would generate an initial expression of sympathy toward the avowed aims of the revolutionaries.

Hyprocrisy

Students complained that the university, like society, fails to practice what it preaches. They point to teaching and the transmission of learning as the center of a university, and contrast this with faculty efforts to reduce teaching loads in order to have more time for research. Many students accused university administrations of applying a double standard

in enforcing regulations. They claimed that students who violated rules as part of a politically motivated or anti-institutional protest were more heavily penalized than those who violated the same rules for other reasons. Replying to the university's often expressed concern for social problems in the community, students point to university expansion into ghetto neighborhoods through programs students call "urban removal."

They charge that academic freedom is a myth when the university's purpose and direction is "subverted" by massive infusion of funds for military and industrial research. In response to the effort to educate the disadvantaged, students charge that too few are admitted and that those admitted find the institution unresponsive to individual needs and problems.

Relevance

Underlying specific issues is a fundamental dispute about the structure of the university and its role in society. A vast gulf exists between the views of faculty and administrators and the views of the students.

It is characterized by the recently published statement of a university student:

"Most of them (the faculty) hold to the ideal that the university is a neutral institution, devoted to objective truth. But the people who have power in America have pervaded this institution. The university could never be neutral in our present society—profit making and war making—I'd be skeptical that the university could assume a neutral posture. The university ought to be a partisan of the progressive forces in society."

This student's view is an obvious departure from the generally held public view of a university as an isolated tower that transmits and enlarges knowledge in the process of preparing individuals for careers. This student opinion requires that the university be relevant to our era and its problems, that it be committed to an active role as a progressive force. What is important about this perspective is that it is expounded not by a minority of revolutionaries but by very large numbers of sincere and highly motivated young people.

For the student, a clear definition of this relevancy is very difficult, since its development is in a formative stage and its meaning changes from area to area. On one hand, for the university to be relevant, it is held that it must cease to uphold traditional "establishment" institutions and systems. In this context, many universities have seen demonstrations against campus recruiting by various corporations involved in defense contracts, against the inclusion of ROTC in the curriculum, and against certain research projects. On the other hand, it is suggested that these ties must be replaced with new commitments to sup-



**Ho Chi Minh
Scott Carpenter
Faye Dunaway
and
Marcello Mastroianni
all got together
recently . . .**



... in an issue of LOOK.

Of course, that's not uncommon. Quite a few famous people (and not-so-famous people, too) appear in every issue. In LOOK you'll find out why Mickey Mantle decided to quit baseball, what caused the cancellation of the Smothers Brothers Show, why Jules Feiffer turned to satire, and how Raquel Welch feels about herself as a "sex symbol."

Shouldn't you be reading LOOK?

If you order now you will receive a Special 48% Introductory Saving from the regular Subscription rate of \$5.77. You pay only \$2.99 for 30 issues (that's 14 months). Just clip the Introductory Coupon, fill it out, and return it to LOOK. No need to send money, you will be billed later.

INTRODUCTORY SAVING COUPON

This coupon entitles the person hereon named to 30 issues of LOOK for only \$2.99.

YES. Please enter my subscription to LOOK for 30 issues at \$2.99. I understand that this is a 48% saving from the regular subscription value of \$5.77. I will be billed later.

Name _____

Address _____

City _____

State _____ Zip _____

Clip this coupon and return it to



P.O. Box 2951,
Clinton, Iowa 52732

MSC-1

1-034-11-14738

port urban improvement, and the extension of civil rights. Clearly many complaints about specific course requirements are closely related to this concern for the university's relevance. The students ask, "What is a university? What should the relationship be between the university and the surrounding community?" They are asking to what extent higher education should be radically altered to prepare graduates to go into society to change things.

They are asking how much of what they learn is "relevant" to today's society. They would like to see a closer relationship between their courses and the problems they see. They are asking for courses which can provide answers to problems of race, poverty, and economic oppression, and they regard present course offerings as noticeably lacking in this relationship. In one notable instance these demands would be satisfied by nothing less than student control of the curriculum, but large numbers of students who do not make such radical demands are nonetheless asking for a more "relevant" education.

Some students appear to be more caught up in contemporary problems rather than in the difficult process of learning needed to toughen and strengthen their minds to achieve workable solutions to unsolved problems. In these students we found an impatience with and a lack of appreciation of method and process, whether it be the intellectual method of abstraction and generalization or the process of practicing democracy as a value in itself.

Over-reaction

The student voices deep concern about methods used to respond to student confrontations. Many feel that the university has over-reacted with excessive force. They point to incidents involving clubbing and gassing demonstrators and bystanders, as examples of an "oppressive system." On numerous occasions moderate leaders of peaceful demonstrations cited the subsequent inability to prevent individual acts of provocation and violence by radical students, thereby permitting a confrontation to erupt into violence. Likewise, students pointed to numerous instances of over-aggressive reaction by individual law officials which had the effect of radicalizing otherwise passive onlookers, turning a relatively small-scale disturbance into a general battle.¹

Many individual students pointed to the Dartmouth procedure (a court injunction against the occupation of a building, and the peaceful and quiet arrest of demonstrators) as the best approach.

¹ For a more detailed treatment of this process, see the appendix "Dynamics of a Confrontation."

Lack of combined faculty-administration action aggravates a situation, and in some instances, a slow response due to a reluctance to act created further difficulties. In other instances an immediate resort to excessive force exaggerated the problem.

The student frequently complains of double jeopardy—prosecution by civil authorities and then by the university. He maintains that those who violate a university regulation in the more traditional manner, as a prank, are treated more lightly than those who violate the same rule for a political purpose.

Additional stress is borne by the administrator because of his role of buffer between the faculty and the governing board. He is subject to the direction of both and often the approval of neither.

We have omitted here a section dealing with black students at predominantly black institutions.—Ed.

Non-White Student Issues

The primary concern of minority students is to acquire the kind of education they perceive as essential to being able to return to their communities and better the conditions of their people. They want their education to provide the training they need to deal with the problems of minority groups in America, and they see higher education as the best avenue to their personal development.

A particular example of the demand for relevance has been the widespread support for minority studies programs by blacks and other non-white minorities. Most of the activity in this area has taken place on predominately white campuses, and is often discussed within the framework of the problems of minority group students when they find themselves in a basically all-white environment. The students like to compare their position on a campus where they constitute less than two per cent of the student body, to the problems faced by a white student if he were to attend a university where the student body was 98 per cent black. Both faculty and students said that without thorough preparation of internal college processes and organization, increases in non-white admissions can result in the severe disillusionment of non-white students and a backlash among others on campus. They expressed the feeling that the courses offered by the university do not give adequate coverage to blacks and other minorities in American history and in other subjects dealing with the processes of American society. They feel that such courses are cast in terms and events totally foreign to the experience of most black students. It is claimed that an economics course which fails to present "accurate" views of economic conditions of ghetto life is

not relevant, and history courses designed for middle class whites are not relevant for blacks.

The minority groups say that much of the difficulty turns on the inadequacies of the public school systems in deprived areas, as well as disadvantages which pervaded their early lives. Failure to respond to these concerns, we were told, would threaten to drive the black activists into the ranks of the revolutionaries.

Demands for Black Studies Departments, minority student centers and the admission of large numbers of minority students who often lack adequate preparation are issues not easily resolved. A number of universities are beginning creatively to make the kinds of adjustments needed. Of special interest are the programs now in operation at a few schools to accept students who do not meet normal requirements for entrance, to provide financial aid, special tutoring and courses, and enrollment in a five year program leading to a degree.

It is important to make a clear distinction between the purposes and goals of black militant students and white revolutionaries. Aside from similarities in tactics, there are substantial differences. Without doubt, the alienation and bitterness among some black students is so great that they have completely lost faith in the ability of the nation to remove obstacles to full equality. Many black student activists on predominantly white campuses, however, appear to be seeking to reform the university, to make it better suited to serve their needs and desires, to create the mechanism for training students from minority groups to go back into their communities to deal with major social and economic problems, and not to destroy the university. This is in contrast to the goal of destroying the institution held by some white and black revolutionaries. Thus black student militants have held the white revolutionaries at arm's length—forming alliances when useful but preserving their separate identity and independence. By the same token, the formal involvement of black student groups in issues not directly related to minority student problems has been, in most cases, limited.

Large Versus Small Institutions

An immediate difference appears in the ability of smaller institutions to deal with some problems more readily and with greater acuity than the multi-university. Size affects responsiveness, communications and many other needs. Meeting them at larger schools is more difficult, but it is not impossible, and the effort must be made.

Obviously, there are very good reasons for the tremendous growth of some institutions in recent years. The popula-

tion explosion, increasing demand for mass education, university financing, and the national reputation of specific institutions have all resulted in the development of a number of very large schools.

The challenge is to find ways to preserve the benefits of size while overcoming its disadvantages. We must seek ways to strengthen the ability of our universities to provide close personal relationships and the experiences available in small group settings. Greater development of community colleges, and even cluster colleges around the large university, can also play an important part in "rehumanizing" the learning process.

External factors

As with the section on internal factors of student unrest, our main concern is to clearly depict what the students themselves told us. All interpretation and analysis by ourselves is included in separate indented, italicized passages.

Students relayed to us deep feelings about "the System", "the Establishment", etc. The word, System, covers a good deal and its components vary from campus to campus. In all we have discerned certain common threads. The System, as they define it, is characterized essentially as follows:

Racism

The student perceives the gulf between the promise and performance of this nation with respect to race relations. He sees inequality of opportunity, failure of the educational system, and he relates these to the country as a whole as well as to the university. For the most part, we found a perceived neglect of human problems to be the single largest motivating force behind the alienation of today's student. Whether in black studies questions, or in the university's relation with its surrounding community, an overriding concern was the status of minority groups.

Military Industrial Complex

There is considerable student opposition to our formidable Defense budget. Why, they ask, do funds for domestic and educational programs get cut while the Defense budget goes almost unchallenged? They see a close relationship between the academic community and the military. They see university presidents sitting as members of boards of large industrial corporations. They see cuts being made in funds to hire teachers while boards of trustees authorize new buildings and facilities in order to receive greater Federal research funds.

Poverty and Hunger

In this age of affluence the medium of television brings home to people the gap between well-to-do and the poor. There is a growing dissatisfaction on the part of students with the response of the nation to the disadvantaged. They are

not willing to wait to overcome decades of poverty and racial intolerance, and they question apparent past inaction. The immediate problems around the college campus often become the focal point for their attention. The failure of many institutions to act with regard for the neighborhood around them has caused the student to take as his own the cause of the Harlem or Woodlawn resident.

Certainly, student involvement in such matters is not new: witness the civil rights marches of the early 1960's. What is new is the intense impatience with change or the apparent lack of change in the lives of many Americans.

Imperialism and the Third World

On a number of campuses a recurring question related to the role of the United States and the problems of what is termed the "Third World" (blacks, Chinese, Puerto Ricans, Mexicans, etc.). The view expressed was that we are the imperialists in Vietnam, in Formosa, in Latin America, and that the emerging nations are a new force with whom we have not yet come to grips. Some feel we are not treating other people in the world fairly, and from the view of the student, we are paying the price of not heeding the views and needs of others. In their view, self-determination, as expressed by the United States, is a pious proclamation which relates only to those with whom we agree.

Police State

The experience of one school more clearly demonstrates this problem than any other. When the students left in the summer of 1968 the campus police wore no weapons. When the students returned in the Fall of 1968 the campus police were equipped with billy clubs, guns, and Mace. For a school that had experienced no difficulty, the students questioned why this was done. As violence grows, and as counter-violence escalates, the student views his relationship with both the university and the outside world as increasingly beset by the police and National Guard. Each demonstration brings with it the threat of violence on both sides.

Economic Oppression

The readiness of legislatures and alumni to strike back at campus turbulence seems only to reinforce the student's view that big government and big industry more and more dominate the university and society. What has happened at Peoples Park in Berkeley, on Mifflin Street in Madison, and other places, are examples of a new concern for matters outside the university, yet, in which the university plays a role. Student housing, the increases in rent rates, merchants who charge higher prices to students (as they do to ghetto residents)

are examples used by students to justify their claims of oppression.

Remoteness From Power

A very large part of the alienation of students stems from their feeling that they cannot control their own destiny. Institutions are too large, and too remote for the individual to have an opportunity to change that which he does not like. The multiversity concept is often pointed to here, as is the overwhelming size of government, industry, and labor unions.

Misplaced Priorities

Over and over again we heard about priorities and the feeling that these are "out of whack" in the United States. The space program, large farm subsidies, cuts in education, the Defense budget, and more, all were cited as examples of the failure of our society to meet its urgent domestic needs.

Vietnam

It is apparent that Vietnam originally served as one of the major factors in radicalizing students. It is still a major source of alienation and dissatisfaction with our society and our national government. Many consider the war immoral and unjust. An increasing number vow to take any steps necessary to avoid military service.

However, it was repeatedly brought home to us by radicals and moderates alike that an end to the Vietnam war would not mean an end to campus unrest—or even a major, long-range, reduction of tensions.

The Draft

Coupled with Vietnam the operations of the Selective Service System serve as a significant problem among students. The present administration of the draft is viewed as totally unsatisfactory, as being unjust to minority groups particularly, and as a tool of the Federal Government to enforce discipline. Faculty and students alike tend to equate expulsion from the university with compulsory service in Vietnam.

Values: Materialism

As one student put it, "This is a 'thing' culture, and I want it to be a 'people' culture." In the midst of affluence the students see a society in which a high value is placed on material things. There is a longing for a belief, a belief in something other than material things. There is a deep conviction on the part of many students that they want to do something to help others, not only themselves. This is part of a rejection of materialism as viewed by the student. Moreover, there is a questioning of the fundamental values of our society, and our system of government.

(continued on page 25)

THE 8-TRACK STEREO TAPE CARTRIDGE PLAYER OF YOUR CHOICE

FREE*

YOURS AS A GIFT JUST FOR JOINING NOW

Stereo Tape Club of America

*with one year membership and minimum tape purchase, six now and one a month for a year; speakers extra.



WHY WE GIVE YOU

THE FINEST 8-TRACK STEREO PLAYER FREE

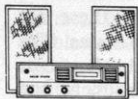
We are America's largest all-label, all-artist stereo tape cartridge club. We hope to win you over to the newest, most advanced, most convenient way to enjoy music in your home, car and office—with trouble-free, compact stereo tape cartridges that play continuously, switch tracks automatically, and last practically forever. They never scratch, warp or wear out. They never tangle or break.

If you like the system, you'll buy your stereo tape cartridges from us. You never pay more than regular price. You can pick free bonus tapes immediately, without waiting. You enjoy up to 50% savings on special offers.

To guarantee your continuing interest, the equipment must be fine enough to give brilliant high fidelity performance over many years of trouble-free service. That's why we give you our STEREO Matic unit FREE. It's the best premium equipment. That's why we are willing to send it to you at no risk or obligation on your part. If you like it, KEEP IT. It's yours FREE just for buying stereo tape cartridges you would want to own anyway. If not, return it and your membership is cancelled. You pay nothing and owe nothing. To take advantage of this fabulous new membership offer—complete coupon and mail now.

PICK ONE FREE

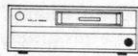
NEWEST FINEST SOLID STATE AUTOMATIC 8-TRACK STEREO TAPE CARTRIDGE PLAYERS



\$114.95
reg. price

COMPLETE HOME SYSTEM

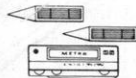
With built-in amplifier and 2 deluxe stereo speaker units in handsome walnut cabinets. THE PLAYER IS FREE. We will bill you only special member's price of \$24.95 for speakers. check HOME SYSTEM in coupon.



\$79.95
reg. price

HOME PLUG-IN SYSTEM

Pre-amplified model. Plugs into your present stereo record system. Beautiful walnut grain finish. THE PLAYER IS FREE. No speakers needed, plays through your own stereo system. check HOME PLUG-IN in coupon.



\$89.95
reg. price

DELUXE AUTO SYSTEM

Complete with easy installation kit and 2 deluxe flush mount speakers (no drilling holes). THE PLAYER IS FREE. We will bill you only special member's price of \$5.98 for speakers. check AUTO SYSTEM in coupon.



SELECT ANY 6 TO START MEMBERSHIP

Only Stereo Tape Club gives you full selection; all labels, all artists, all new releases.

POPULAR

- 1321—FRANK SINATRA'S GREATEST HITS (Reprise)..... 6.98
- 1330—A MAN ALONE, Frank Sinatra (Reprise)..... 6.98
- 1331—I TAKE A LOT OF PRIDE, Dean Martin (Reprise)..... 6.98
- 1308—THE BEST OF EDDY ARNOLD, Eddy Arnold (RCA)..... 6.98
- 1309—LOOK AROUND, Sergio Mendes & Brasil 66 (A&M)..... 6.98
- 1333—CRYSTAL ILLUSIONS, S. Mendes & Brasil 66 (A&M)..... 6.98
- 1311—THE BEST OF NANCY WILSON (Capitol)..... 6.98
- 1314—JOHNNY'S GREATEST HITS, Johnny Mathis (Columbia)..... 7.98
- 1318—ELVIS' GOLD RECORDS, Elvis Presley (RCA)..... 6.98
- 1319—WHEN YOU'RE SMILING, Nat King Cole (Pickwick)..... 5.98
- 1337—SOULFUL, Dionne Warwick (Scepter)..... 6.98
- 1324—PROMISES, PROMISES, Dionne Warwick (Scepter)..... \$6.98
- 1325—HELP YOURSELF, Tom Jones (Parrott)..... 6.98
- 1328—THIS IS TOM JONES, Tom Jones (Parrott)..... 6.98
- 1326—AGE OF AQUARIUS, 5th Dimension (Liberty)..... 6.98
- 1332—FOR ONCE IN MY LIFE, Vikki Carr (Liberty)..... 6.98
- 1316—HONEY, Bobby Goldsboro (United Artists)..... 6.98
- 1334—TODAY, Bobby Goldsboro (United Artists)..... 6.98
- 1335—I'M ALL YOURS, BABY, Ray Charles (ABC)..... 6.98
- 2301—THE BEAT OF THE BRASS, Herb Alpert & T.B. (A&M)..... 6.98
- 2314—WARM, Herb Alpert & The Tijuana Brass (A&M)..... 6.98
- 2306—FERRANTE & TEICHER, THE EXCITEMENT OF, (Pickwick)..... 5.98
- 2307—ROGER WILLIAMS GREATEST HITS, (Kapp)..... 6.98
- 2302—A FISTFUL OF DOLLARS, Hugo Montenegro (RCA)..... 6.98
- 2315—A WARM SHADE OF IVY, Henry Mancini & Orch. (RCA)..... 6.98
- 8304—TO RUSSELL MY BROTHER, Bill Cosby (Warner Bros)..... 6.98

ROCK AND FOLK

- 3301—LADY SOUL, Aretha Franklin (Atlantic)..... 6.98
- 3335—ARETHA'S GOLD, Aretha Franklin (Atlantic)..... 6.98
- 3307—DOORS, The Doors (Elektra)..... 6.98
- 3337—THE SOFT PARADE, The Doors (Elektra)..... 6.98
- 3326—FOR ONCE IN MY LIFE, O. C. Smith (Columbia)..... 6.98
- 3327—BLOOD, SWEAT AND TEARS, (Columbia)..... 6.98
- 3328—LOVE CHILD, Diana Ross and The Supremes (Motown)..... 6.98
- 3330—THE BEATLES 1 & 2, (Apple)..... 13.98
- 3331—BAYOU COUNTRY, Creedence Clearwater Revival (Fantasy)..... 6.98
- 3336—SMASH HITS, The Jimi Hendrix Experience (Reprise)..... 6.98
- 3338—CROSBY/STILLS/NASH, (Atlantic)..... 6.98
- 3339—HALLELUJAH, Canned Heat (Liberty)..... 6.98
- 3340—IN-A-GADDA-DA-VIDA, Iron Butterfly (Atco)..... 6.98
- 3341—SHOW, Temptations (Gordy)..... 6.98
- 3342—THE BEST OF CREAM, The Cream (Atco)..... 6.98
- 3343—SUITABLE FOR FRAMING, Three Dog Night (Dunhill)..... 6.98
- 3344—BECK-OLA, Jeff Beck (Epic)..... 6.98
- 3345—FELICIANO/10-23, Jose Feliciano (RCA)..... 6.98
- 3346—2525 (EXORDIUM & TERMINUS), Zager & Evans (RCA)..... 6.98
- 8302—BOOKENDS, Simon & Garfunkel (Columbia)..... 7.98
- 8314—PETER, PAUL & MOMMY, Peter, Paul & Mary (W.Bros)..... 6.98
- 8315—DARABAJAGAL, Donovan (Epic)..... 6.98

COUNTRY AND WESTERN

- 4301—TIME I GET TO PHOENIX, Glen Campbell (Capitol)..... 6.98
- 4303—HANK WILLIAMS GREATEST HITS, (MGM)..... 6.98
- 4309—JOHNNY CASH AT FOLSOM PRISON, (Columbia)..... 6.98
- 4313—JOHNNY CASH AT SAN QUENTIN, (Columbia)..... 6.98
- 4312—THE SENSATIONAL CHARLIE PRIDE (RCA)..... 6.98
- 4314—FROM ELVIS IN MEMPHIS, Elvis Presley (RCA)..... 6.98

- 4315—SAME TRAIN, DIF. TIME Merle Haggard (Capitol)..... 6.98
- 4316—STATUE OF A FOOL, Jack Greene (Decca)..... 6.98
- 8312—NASHVILLE SKYLINE, Bob Dylan (Columbia)..... 6.98

JAZZ

- 5301—DOWN HERE ON GROUND, Wes Montgomery (A&M)..... 6.98
- 5307—THE BEST OF WES MONTGOMERY, (Verve)..... 6.98
- 5316—A DAY IN THE LIFE, Wes Montgomery (A&M)..... 6.98
- 5302—THE ELECTRIFYING EDDIE HARRIS, (Atlantic)..... 6.98
- 5305—UP POPS RAMSEY LEWIS, (Cadet)..... 6.98
- 5305—GROOVIN' WITH THE SOULFUL STRINGS, (Cadet)..... 6.98
- 5311—FOOL ON THE HILL, Sergio Mendes & Brasil 66 (A&M)..... 6.98
- 5312—MEMPHIS UNDERGROUND, Herbie Mann (A&M)..... 6.98
- 5313—SOULFUL STRUT, Young-Holt Unlimited (Brunswick)..... 6.98
- 5314—AQUARIUS, Charlie Byrd (Columbia)..... 6.98
- 5315—MILES DAVIS' GREATEST HITS, (Columbia)..... 6.98

SHOW AND CLASSICAL

- 6301—DR. ZHIVAGO, Original Sound Track (MGM)..... 7.98
- 6306—CAMELOT, Original Sound Track (Warner Bros)..... 6.98
- 6310—HAIR, Original Broadway Cast (RCA)..... 7.98
- 6312—ROMEO & JULIETTE, Orig. Sound Track (Capitol)..... 6.98
- 6313—MIDNIGHT COWBOY, Orig. Sound Track (United Artists)..... 6.98
- 7301—MY FAVORITE CHOPIN, Van Cliburn (RCA)..... 6.98
- 7303—GERSHWIN RHAPSODY IN BLUE, Lon. Fest. Orch. (Lon.)..... 6.98
- 7306—TCHAIKOVSKY, SWAN LAKE Fiedler & Boston Pops (RCA)..... 6.98
- 7311—SWITCHED ON BACH, (Columbia)..... 7.98
- 7313—2001: A SPACE ODYSSEY, Orig. Sound Track (MGM)..... 6.98
- 7314—BERNSTEIN'S GREATEST HITS, Bernstein-N.Y. Phil. (Col.)..... 7.98

SEND NO MONEY • JUST MAIL

Stereo Tape Club of America

P.O. Box 2986 Clinton, Iowa 52732

Please enroll me as a member and send the FREE Stereomatic 8-track tape cartridge player checked below.

- HOME SYSTEM (speakers \$24.95)
- HOME PLUG-IN (no speakers)
- AUTO SYSTEM (speakers \$5.98)

Also send the 6 stereo tape cartridge albums I am buying now to start membership. (Select 6 from list, print numbers below.)

Bill me for these. I may pay in 3 monthly installments if I wish, including mailing and handling. If I am not 100% delighted, I may return player and cartridges in 10 days and my membership will be cancelled. I owe nothing.

Name _____ Age _____

Address _____

City _____ State _____ Zip _____

Auto make & year _____

Phone _____ Spouse Name _____

Bank _____ Branch _____

Credit Ref. _____ Loc. _____

Credit Ref. _____ Loc. _____

Charge albums above to my credit card.

- BankAmericard Master Charge Interbank
- Acct. # _____ Diners Club

MY MAIN MUSICAL INTEREST IS (check one)

- Popular Rock & Folk Show & Classical

In addition to the 6 cartridges I am buying now to start my membership, I agree to purchase a cartridge a month during the coming year. (Albums you'll want to buy anyway; thousands to choose from.)

SIGNATURE
(REQUIRED)

1-232-11-14738

(continued from page 23)

Over-reaction

As can be seen from the portion of this report which analyzes confrontation, the efforts to control violence—as well as those steps leading to violence—too often create an over-reaction on the part of all concerned. In our view there has been an overreaction on the part of students to what they consider to be the unresponsiveness of the institutions to legitimate calls for change.

This compounds what under the best of circumstances is a complex problem. But an excessive reaction from the outside world, aroused and disturbed as it is, does little to help. In a violent situation, students, faculty, administration and the community, are caught in a tangled web of sympathy, fear, reaction and frustration. Obviously then, as the Eisenhower Commission on Violence has said in its most recent report: "Over reaction in response to a violent illegal situation can be very dangerous."

The idea that campus violence comes from only a few is a myth. There are many dedicated, bright students who are concerned about the problems but who are not yet violent. They have not, however, rejected completely the view that they should resort to violence. Unfortunately, they can point to some campuses where violence has produced results.

Hypocrisy

Through all the external and internal factors runs this thread. Each campus would produce differing examples of this theme, but it is an underlying feeling on the part of the students.

Students believe that our society is hypocritical. They point to the treatment of blacks while contrasting this to the ideal of the Declaration of Independence; they see poverty in the midst of plenty.

The Media

Most of the people we talked with stated the opinion that superficial mass media coverage was contributing to the widening disillusionment and misunderstanding between the public and the nation's campuses. The media, particularly that utilizing the visual impression, concentrates on the dramatic, the sensational, the vivid acts of violence or disorder.

There is altogether too little effort made to thoughtfully explore the underlying issues and problems that concern the vast majority of students and educators who genuinely want to change things for the better. Not only does this distorted coverage inflame the worst fears and stereotypes in the public mind, but it adds to the frustrations of those trying to work for progress and constructive change on campus.

We believe the media can and must become a more powerful forum for

bridging the "perception and understanding" gap between the public and our universities.

The very nature of modern communications—visual, instantaneous—plays a role both in determining the tactics of demonstrators and in shaping public opinion about events on a campus. The public focuses on disorders, and these have occurred with sufficient frequency to leave the impression that little else is taking place in higher education.

The point to be made is that the media can offer a mechanism by which misconceptions can be corrected. Although some publications and broadcasting networks have devoted substantial time and effort to excellent indepth studies of the factors discussed in this report, more is required if understanding is to be created.

IDEAS FOR CONSIDERATION

As we learned, there is no single answer, nor any set of answers, to the problems faced by students or our society. The internal and external factors which we have tried to catalogue here lead us, nevertheless, to suggest for your consideration, Mr. President, a series of ideas which we believe merit urgent consideration.

1. No repressive legislation. Any action by the Congress or others which would, for example, penalize innocent and guilty alike by cutting off all aid to any institution which has experienced difficulty would only serve to confirm the cry of the revolutionaries and compound the problem for each university. This holds, also, for any action which would establish mediation or conciliation on the part of the Federal government. In our opinion, the fundamental responsibility for order and conduct on the campus lies with the university community.

2. Establish a Commission on Higher Education. In light of our findings we believe that a Presidential Commission on Higher Education would be a valuable step. Running through our report are examples of problems which students, faculty, and administrators have raised and which deserve further exploration. What is the role of the Federal government in research? What has this contributed to creating priorities within the university? How best can communication be opened and maintained? How well does this report reflect the reality of the American college scene? These and more would be appropriate questions for such a Commission which we believe should include a thoroughly representative selection of students, faculty, and administrators together with the general public. We do not foresee an investigative body but rather one which can help to create understanding among members of the academic community, as well as the general public.

3. Open communication to university community. We have found that many were surprised by our visit and by our willingness to listen and learn. There is a need to expand lines of communication. We urge that Cabinet officers, Members of Congress, the White House staff, and others in the Executive Branch begin an increasing effort for this kind of two-way street of listening, learning and responding. Once our communication has become established it will be important to sustain it. Some of the questions raised by students were truly the kind which deserve and demand answers. Some of the viewpoints expressed by students deserve understanding. And some of the misconceptions of the system of government within which we operate desperately need correction. This can best be done, we believe, through an ongoing program of communication.

4. Lower the voting age. There is no question that the American college student for the most part is better educated and more vitally concerned with contemporary problems in our country than at any previous time in our history. We feel that active involvement in the political process can constructively focus his idealism on the most effective means of change in a free society.

The right to vote will give Young America the chance to become a responsible, participating part of our system. In essence they will have the chance to put their performance where their words are.

Between the time they become eligible for the draft, and the time they presently become eligible to vote, there is a natural tendency to lose interest in politics and government because there is no right to participate. An extension of the franchise to the age of 18 when their interest is high can help engender in our youth (and our future leadership) an awareness of the full meaning of democracy.

5. Draft reform. In line with your own recommendations for reform of the Selective Service System, we believe Congress should move to act promptly on this important issue. It is a matter which affects hundreds of thousands of American young people and it is presently a sword over their heads. This can be improved and positive action on the matter would be significant.

6. Encourage student participation in politics. We found that the overwhelming majority of students with whom we visited hold little regard for either political party. The questioning of our system of government points to a loss of confidence in established institutions and that includes political parties. An increase in this loss of confidence poses a serious danger to the viable functioning of American government. Just as gov-

ernment must be responsive, so must political parties be responsive and open.

7. Expand opportunities for involvement. We found an encouraging desire on the part of many students to do something to help overcome the problems of our society. This dedication or commitment to help others is a hopeful, important area which should be encouraged. Specifically, we recommend establishing a *National Youth Foundation*. We believe this concept should be initiated in order to better utilize the energy and resources of student groups. Models of student-community involvement were found at the University of South Carolina, Radcliffe and Michigan State University, among others, and we urge legislation to foster and encourage this opportunity for experience, learning and participation.

We also recommend establishing a *Student Teacher Corps*. Many more students are considering entering the teaching profession and this idea is one which we feel should be encouraged. In concert with the Teacher Corps, the student teacher concept can be a valuable tool to tap student potential and expand the learning opportunities for the disadvantaged.

Further, we recommend *increasing our support of the College Work-Study Program, National Defense Student Loan Program, and the Educational Opportunity Grant Program*. These three Federal programs would be beneficial in responding to student concerns. They are budgeted at levels far below the authorization, and we believe they should be increased.

From the community at large, American business, which has played such a large role in financially supporting higher education, must commit human resources as well. Expanded job-opportunity programs, work-studies programs, business men and other community leaders teaching on campus, intern and apprentice efforts, leadership in student-community problem solving, attendance at campus forums, among others, could measurably enhance the experience-learning process.

8. Coordinate youth programs. We think it would be helpful if an effort were made to coordinate all the present youth programs of the Federal government through one central office. At the moment there is considerable proliferation among many agencies as well as duplication of effort. In order to more effectively use the present resources of the Federal government we urge your consideration of a mechanism to coordinate and follow-through the work of our numerous programs and agencies.

9. Perspective. There is a need to mobilize opinion and resources. A sense of perspective is lacking on the part of the students and on the part of the public.

What students are saying is, in some cases, the same as what the average American is saying regarding priorities, responsiveness, and humanization. Presidential leadership, governmental concern, and communication are all a part of the necessary work which must be undertaken if we are to replace revolution with reform, and despair with hope. Clearly we have found that violence is no answer, and that violence as a means to achieve an end is counter-productive. The crucial factor in the widening gap between students and others is the student's perception of reality. That must be understood by all who seek solutions. This requires of us comprehension, and of the student, understanding.

10. Balance. Henry Thoreau observed that, "There are a thousand hacking at the branches of evil to one who is striking at the root."

To take an isolated view of our universities as the one weak link in our educational system is to unfairly single out college students, their parents, professors and school administrators.

We must remember that the average college freshman has already undergone a dozen years of formal education before he enters the gates of the university. Obviously, he is going to reflect, at least in some measure, the strengths and weaknesses of the training he has already received. Many of his attitudes and many of the factors which may lead him into difficulties on campus, have already been implanted.

Therefore, a sweeping change in campus conditions alone is no guarantee of a return to orderly progress in our universities. There exist imperfections in our educational system from pre-school programs to graduate studies. These flaws in American education deserve the immediate and thorough attention of the nation. The problems which have already surfaced on the college campus exist in various dormant forms in our secondary schools, and the inadequacies which foster them can often be traced back even further. Until consistent, challenging, quality education becomes a reality, the problem will remain.

APPENDIX

Dynamics of Confrontation

Every stage of college confrontation—"before", "during" and "after"—is represented among the Task Force visits, including:

Tranquil campuses: With no history of, and little likelihood of, disruption.

Uneasy campuses: With some of the ingredients of discontent.

Troubled campuses: With various forms of group civil disobedience, e.g. sit-ins, protest rallies, occupation of buildings.

Paralyzed campuses: With civil war and open military siege.

Convalescent campuses: With diverse groups struggling to heal the wounds of confrontation and resolve differences. But the seeds of instability remain and there are conflicting opinions as to whether real progress or continuing instability will result.

Although schools vary widely in region, size, student body profile, structure, governance, and campus issues, there does emerge a common and almost predictable pattern of escalating circumstances through which a university can slide from dissent to open confrontation and chaos. This progressive breakdown is by no means inexorable on every campus, since only a few hundred of the nation's 2500 colleges have experienced disruption.

On many campuses a good mix of conditions, plus cooperation among students, faculty, and administration continues to make it possible to resolve differences without open confrontation and to make progress as a community. These influences toward rational progress are mentioned elsewhere in the report.

The temptation to oversimplify cause and effect relationships should be resisted—keeping in mind that some schools with much trouble have been working hardest, albeit unsuccessfully, to develop progressive change and self-governance.

However, the frequency of confrontation has increased at such an alarming rate over the last year, that it is well to look at the negative conditions which seem to accompany crisis. Once the dynamics of this process start to spiral ahead, the forward momentum and the fragility of any equilibrium lead to an almost inevitable escalation of risk, danger, and lack of coordinated civilized control over events.

Anatomy of conflict

1. The underlying malaise and frustration with both societal and personal issues—coupled with the existence of hardened revolutionaries among students and their sympathizers or even counterparts among the faculty.

2. Identification of an emotional issue which has broader appeal to the target group—non-violent moderates. The issue may be local and narrowly defined, e.g. minority studies, student participation, education reforms—or it may be broader and more symbolic, e.g. the "people's park," military involvement like ROTC or research, reaction to police or military force.

3. In most cases, confrontation comes only after frequent requests for change have failed or gotten bogged down. These attempts may cover several months during which there appears to be little or no action or responsiveness other than

perhaps talk or committee wheel spinning. These complaints and/or demands may be legitimate, or they may be a deliberately escalating sequence designed to force confrontation. The reasons for slow action become less important than the absence of results—even though, ironically, the problems are sometimes not within the complete control of the immediate university community. Occasionally, militant radicals may seek violence and confrontation immediately, though this often fails from lack of moderate student support.

4. During this period, faculty and administration are unable to coalesce around initiation of prompt change. This usually results in increased polarization and alienation of more moderate students who sympathize with some of the basic ideas for change.

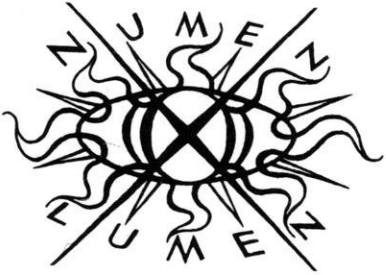
5. At some time, often almost spontaneously, there is a student-initiated provocation or minor confrontation, which might take the form of a sit-in or rally. Sometimes, incidents such as rock-throwing, yelling obscenities and destruction of property occur. Lack of good, clear, timely communications among faculty, students, and administration begins to exacerbate the crisis. Misinformation becomes more common than good information.

6. This provocation is then often met by excessive and/or indiscriminate re-buff, including the use of out-dated and unenforceable disciplinary procedures or even police in large numbers, weapons, etc. At this point, the moderates, carefully preconditioned to a general feeling of sympathy by events, by fellow students of a more radical orientation, and even by some faculty, and motivated by their lack of confidence and respect for the establishment, as well as by the immediate violation of "their community", join the fray in ever-increasing numbers. It is not difficult to imagine the recruits gained from witnessing a clubbing, tear-gassing, or firing of riot guns. Such an overwhelming situation can readily give the revolutionary cause legitimacy in the eyes of thousands of campus moderates. Thus, it accelerates the process of "radicalizing" a major portion of the student body. In most cases this change is irreversible once made. By this time, the original issue has given way to far broader symbolic implications—and the original core of radicals, whether SDS or some other, have been swept aside by the tide of events. No matter—they have achieved their objective.

7. Positions of all parties become hardened, alternatives narrow as everyone stands on "principle", and virtually no one has full control over events. Finally, because of the excesses on both sides, there usually ensues a period of negotiations where all sides respond to

pressures and some sort of compromise is worked out—but only because the pressures are so intense.

8. Relative calm returns, but left behind is an atmosphere of latent crisis. Student attitudes are more embittered and there may be a polarization among faculty, administrators, and most certainly, the surrounding public. To many, there is a general verification of the principle that only the strategy and tactics of confrontation can produce meaningful change, at least in the short run. Others sometimes see a few seeds of progress along with continuing, and perhaps more serious problems. ●



DON'T MOVE



Don't move without telling us your new address

**UW ALUMNI ASSOCIATION
650 N. Lake Street
Madison, Wisconsin 53706**

Name -----
----- Class yr. -----
Old address -----

New -----
City -----
State ----- ZIP -----

Editorial (continued from page 2)

We all urged him so desperately to take the job as athletic director, it would seem incongruous if we balked at the first important decision he made.

Coaches come and go. Coatta would be the first to recognize the uncertainty of his profession. But, like baseball managers they always seem to bounce back. That's one of the things I admire about athletes and ex-jocks. They possess remarkable resiliency.

I don't want to sound like a Pollyanna, but I'm sure John realized the sun came up Wednesday morning just as always. I know it's difficult when you can't finish something you started and worked so hard to improve, but he still was able to go home to Jean and their wonderful family. That's most important anyway.

It seems pretty bleak right now, but I remember what Milt Bruhn said to me Thursday night, Nov. 20, when we met in the stadium concourse.

"You know what happened three years ago?"

For the moment it escaped me, but then recalled that was the afternoon in 1966 when he was fired.

"You know," he said, "if I knew then what I know now, I wouldn't have been so grim about it."

Still, it's a distasteful experience. It affects so many lives . . . the assistants and their families, too.

Such events seem to have dominated my reportorial experiences in recent years. First it was a shaky vote of confidence for Bruhn in 1965 and his firing a year later. Next came the basketball faux pas, a black boycott of the '68 football banquet, Gene Felker's noisy departure, then the dismissal and sad death of Ivan Williamson.

I hope now we can settle back to a more prolonged period of progress, where success of young athletes dominates our attention rather than the fate of coaches. ●



Get Away From It All!

Go north with us on a 5-day fishing excursion to the edge of the Arctic Circle

Time: June 27 to July 1, 1970

Place: Reindeer Lake, Canada

Highlights:

- 3 full days of fishing
- special roundtrip chartered flight from Minneapolis
- accommodations at the Arctic Lodge in Canada
- all meals
- fishing guide for every 2 persons

Cost: \$325 per person

Space is limited, so plan ahead . . . for summer.

Wisconsin Alumni Association—
FISHING TOUR
 650 North Lake Street
 Madison, Wisconsin 53706

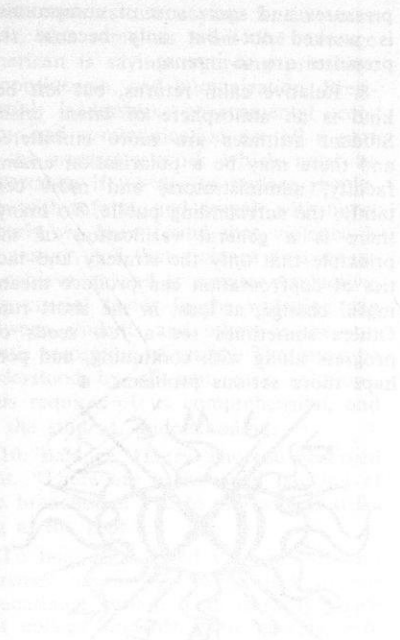
Please make a reservation for on the 1970 fishing trip. Enclosed is my check for \$. (\$50 deposit per person).

NAME

ADDRESS

CITY

STATE ZIP



cago law school. He is a recognized authority on church-state relations.

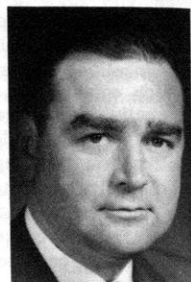
William Haber '23, president of American Organization for Rehabilitation Through Training (ORT), received the Mordecai Ben David award at Yeshiva university in New York. Haber, former dean of the college of letters and science at the University of Michigan, was presented the award for "promotion of self respect, independence, and courage among members of the Jewish faith." Married and the father of two children, Haber lives in Ann Arbor, Michigan.

Walter B. Senty '26, and Mrs. Helen K. Loder were married recently in Portage. Senty is retired assistant state superintendent of schools.

Helen L. Bunge '28, has resigned as dean of the UW school of nursing. She



Goldy '36



Purse '47

has been a faculty member for 19 years. Last spring she received the Distinguished Service Award from the Alumni Association.

Genaro A. Florez '29, has been elected board chairman and chief executive officer of Florez, Inc., a Detroit-based manpower development organization.

Alumni News

1911-20

Orton F. Keyes '18, retired executive director of the Rockford (Ill.) Housing Authority, was honored by that city at a dinner recently. The 77-year-old Keyes was cited by city officials as "the man who led the way for Rockford's public housing program." He received the first "Forward Rockford" award from the area chamber of commerce.

1921-30

O. A. Hanke '23, was cited for distinguished service in journalism at the University Journalism Institutes held in November. Hanke, of Mount Morris, Illinois, is the retired executive vice president and publishing director of Watt publishing company.

Wilber G. Katz '23, professor in corporation law at the University, was named George Haight professor of law by the UW regents recently. Katz, who joined the UW law faculty in 1961, was formerly dean of the University of Chi-

1931-40

Fred Wittner '31, was presented the distinguished service award of the National Tool, Die and Precision Machining association. He is chairman of Fred Wittner company, a New York City advertising agency.

Daniel L. Goldy '36, has been named president of International Systems and Controls corporation (ISC) in Houston.

Mrs. Gordon E. Harmon (Edith Jane Walker '39) was featured in a Madison newspaper recently for her many civic activities. She is the wife of Madison's second-ward alderman.

Harold Metzen '39, was also featured in a Madison newspaper for his work in community recreation. He is the director of school-community recreation and a former high school athletic coach.

1941-45

David J. Lippert '41, is chairman of the journalism department at Oshkosh state university. He received his PhD in journalism at Southern Illinois university

in Carbondale last June. He and his wife (Margaret Seay M.D.) who is a psychiatrist, live in Oshkosh with their four children.



Wendt '54



Collins '58

Cornelius J. "Ned" Tempas '41, was elected to the board of directors of the University of Dubuque. He is president of the Green Giant company in Minneapolis.

John Bosshard '42, was appointed by Wisconsin's governor to the Co-ordinating Council for Higher Education. A La Crosse attorney, Bosshard is president-elect of the La Crosse county bar association.

Alfred C. Ingersoll '42, is secretary-treasurer of Sigma Xi, an honor society for scientific research, at the University of Southern California. He is dean of the school of engineering at Southern Cal and lives in Pasadena.

1946-50

James N. Purse '47, was promoted to executive vice president of the Hanna Mining company in Ohio. He will be in charge of sales, marketing, transportation and purchasing.

Albert F. Preuss '49, has been appointed director of research at Ionac chemical company in Birmingham, New Jersey.

Ward Johnson '50, has been appointed assistant attorney general in the Wisconsin department of justice. He was formerly a hearing examiner for the state department of health and social services.

Gene J. Adams '50, is president of Professional Synergy, Inc., in Long Beach, California. The new company specializes in business management services for the medical profession.

1951-55

William E. Branen '51, was recently honored for distinguished service to journalism at the UW Journalism Institutes. The former president of the Wisconsin press association, Branen is publisher of the Burlington Standard-Press.

Robert J. Bemrick, MD '56, is chief of staff at Twin Lakes hospital in Folsom, California. Dr. Bemrick is also in charge of radiology at the Folsom state prison. He lives in Fair Oaks, California.

Donald B. Idzik '53, has been named chairman of the newly organized state chapter of the American College of Nursing Home Administrators. Idzik is president of Grancare nursing hospital in Fond du Lac.

Franklin J. Wendt '54, has been promoted as manager of field employee relations for General Electric's housewares division in Bridgeport, Connecticut. Wendt and his wife (**Janice M. Pahlmeyer '54**), and their three sons live in Trumbull, Connecticut.

1956-60

Patrick J. Casey '57, an air force major, has received the commendation medal for service in southeast Asia. He is presently serving as chief of a civil engineering squadron at Wiesbaden air base in Germany.

Stanley W. McKiernan '57, has been appointed to the newly-created General Services Public Advisory Council in Glendale, California. The council was created to open channels between the public and policy making officials. McKiernan is a partner in a Los Angeles law firm.

Jon G. Udell '57, was appointed to the state council for economic development by Governor Knowles. Udell is assistant dean of the UW graduate school of business.

Paul J. Collins '58, has been named senior vice president in New York's First National City bank's investment management group.

David L. Norlach '59, has become training advisor for the North American division of Mobil Oil corporation. He is located in Mobil's headquarters in New York City.

1962

Eugene N. Bjornstad, an air force navigator, was recognized for helping his unit win three awards for outstanding service. Captain Bjornstad is stationed at Kirtland air force base in New Mexico.

Thomas P. Bradley, an air force captain, was presented a safe flying award at Ching Chuan Kang base in Taiwan. He serves as an instructor pilot on a troop carrier.

1963

Thomas A. Shambeau has been promoted to assistant cashier at Continental bank in Chicago.

Robert Skilton III and his wife (**Jeanne O'Neill '64**) are parents of a new daughter, Sarah Alice, born in Bremerhaven, Germany. Captain Skilton is serving with the army in the office of the staff judge advocate.

1964

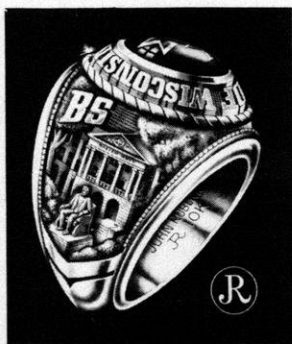
Donald J. Webb has been promoted to assistant sales manager in Oscar Meyer's Chicago plant.

1965

Richard A. Freeding Jr., has received the Air Medal at Fairchild air force base in Washington. Captain Freeding was decorated for his outstanding airmanship and courage on several missions in southeast Asia.

1966

David E. Grohusky and his wife are the parents of their second son, Scott



(available for any year)

University of Wisconsin Class Rings for Men and Women

- Degree and Year of Graduation
- Large Choice of Stones
- Three Initials Inside Band
- From \$30.50
- Available for any year

Write for details—

The World's Finest Class Ring
Mfg. by John Roberts

BROWN'S BOOK SHOP

673 State Street
Madison, Wisconsin 53703

Hunter. The Grohuskys live in Englewood, Colorado.

Joseph P. Hildebrandt has joined the New York law firm of Berlack, Israels and Liberman. Hildebrandt, his wife and



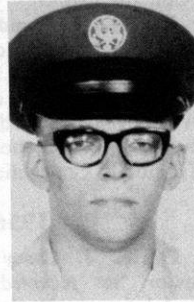
Rutschow '68



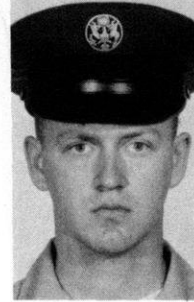
Harris '69



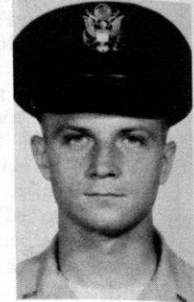
Peterson '69



Mitchell '69



Robers '69



Hannahs '69

young daughter live on Staten Island.

Mary Lou Kuester has received a federal children's reserve grant to study for a master's degree in social work at Case Western Reserve university in Cleveland. She is presently employed by Dane County (Wis.) social services.

1967

Mark R. Kerschensteiner, a first lieutenant in the air force, is weapons controller at a new back-up interceptor control site at Calumet air force station in Michigan.

Steven J. Selenfriend has become a registered broker with the firm of Edwards and Hanley in Short Hills, New Jersey.

Randolph S. Young and his wife (**Sandra Jane Vaughn '67**) are parents of a daughter, Carolyn Louise, born in Corpus Christi, Texas. Young is stationed at Fort Sill, Oklahoma, where he is attending artillery officers' candidate school.

1968

James F. Andrus, airman first class, has received the bronze PRIDE achievement award at Barksdale air base, Louisiana. He serves as a weather observer at the base and was given the award for his efforts to help increase unit efficiency.

Robert A. Bauch was commissioned a second lieutenant in the army upon graduation from officer candidate school at Fort Sill, Oklahoma.

Mary Catherine Brandt is a new staff member of the speech and hearing services of the Pine Tree society for crippled children in Bath, Maine.

Peter K. Christensen won his pilot's wings from the air force upon graduation at Reese air base in Texas. A second lieutenant, he is being assigned to Luke air base in Arizona for flying duty.

Thomas A. Hebblewhite has been awarded his pilot's wings upon graduation at Williams air force base in Ari-

zona. Lieutenant Hebblewhite is assigned to Forbes air base in Kansas.

Terry L. Husebye is now serving with the navy aboard the U.S.S. *Madeira County*. He holds the rank of ensign.

Paul W. Quade, air force captain, has received the Bronze Star for service in Viet Nam. Captain Quade was presented the medal at Ramstein air base in Germany, where he is serving with a weather squadron.

Michael J. Rutschow was commissioned a second lieutenant in the air force upon graduation at Lackland air force base in Texas. He is assigned to Craig air base in Alabama for pilot training.

1969

Richard J. Dancey was selected soldier of the month in September at the Presidio in San Francisco. He was chosen on the basis of military bearing and appearance, technical competence and knowledge of military subjects. Dancey is an operations clerk with the military police battalion.

Stephen H. Edelblute, an air force second lieutenant, has graduated from a training course for missile launch officers at Sheppard air base, Texas. He is assigned to Vandenberg air base in California for duty with a unit of the Strategic Air Command.

R. Stephen Hannahs has been commissioned a second lieutenant upon graduation at Lackland air force base, Texas. He is assigned to Mather air base, California, for navigator training.

John H. Harris has also completed basic training at Lackland air base. He will be assigned to Keesler air base in Mississippi for training as a personnel specialist.

Dennis N. Hultgren, army second lieutenant, has assumed command of headquarters company, 31st engineer group at Ft. Carson, Colorado. He was last stationed at Ft. Belvoir, Virginia.

Dennis M. Mitchell has recently completed basic training in the air force, and is being assigned to a systems command unit at Holloman air base in New Mexico.

Larry W. Peterson has received his

second lieutenant's commission in the air force, and is being assigned to Reese air base in Texas for pilot training.

Richard P. Robers has completed his basic training at Lackland air base and

is being assigned to Sheppard air force base in Texas for training as a medical supply specialist.

Newly Married

1964

Judith Allyn YOUNG and Klunter W. Lacy, Jr., Madison

Judith K. Haire and James A. VAN MATRE, Milwaukee

1965

Sue L. LUSSAN '69 and Charles G. CENTER, Madison

Mary Jean Uschan and Carl F. KLEIN, Milwaukee

Vicki Lee SKAAR '69 and Otto E. KRAUS, Cottage Grove, Wis.

Frances F. MURPHY and Curtland W. Bowland, Whitefish Bay, Wis.

Elizabeth A. Belcher and John K. ZERWICK, Sydney, Australia

1966

Joan EDELMAN and C. Michael Spero, Milwaukee

Leslie G. Rohde and Gerald A. KATZMAN, Madison

Lana F. Urban and Dale Richard LARSEN, Madison

Susan M. WAGNER and Rami Nissim, Madison

Judith E. WALKER and Gerald A. Schaffer, Madison

1967

Ann Louise Streu and Steven L. NANINI, Two Rivers

Patricia L. Henschel and Paul A. PULOKAS, Madison

Joan WHITE and Benjamin Abe-Omara, Madison

1968

Mary Helen Hulder and Gerald W. BERNAS, Madison

Bette MILAR '69 and James CLEM-
ENT, Wausau
Kathleen Martin and Jon R. FRY-
XELL
Mary Frances HICKEY and Henry A.
Teloh, Madison
Stephanie JAFFE and Jonathan New-
man, New York City
Jeanne C. Feldmeier and Theron E.
MORRIS, Fayetteville, N. Y.
Lorrie Ruth NEWMAN and Richard
D. Gold, Madison

1969

Barbara Boltz and Eugene KNUT-
SON, Prairie du Sac
Karol Kaye Frederick and Mark A.
RIEBAU, Madison
Judy L. ROWE and Michael F. Koehl
Lynn A. STRAUSS and Gary H.
Jacobson, Neenah
Terese McCormick and Lloyd G. ZIM-
MERMAN, Madison

Deaths

Mrs. Edward Babcock (Anna L. WY-
MAN) '94, South Yarmouth, Mass.
Mrs. Fred R. Pollard (Melvina ELLS-
WORTH) '01, Bismarck, N. D.
Mrs. William H. Lough (Elizabeth H.
SHEPARD) '02, New Rochelle, N. Y.
Henry J. P. GRIMSBY '03, Minne-
apolis
Edgar James McEACHRON '04, Wau-
sau
George Gilbert POST '04, Milwaukee
Mrs. Guy Stanton Ford (Grace V.
ELLIS) '05, Washington, D. C.
Fredrica Von Trice SHATTUCK '05,
Ames, Ia.
Gad JONES '06, Wautoma, Wis.
Lily Ross TAYLOR '06, Bryn Mawr,
Pa.
Edwin Raymond SMITH '08, Ames,
Ia.
Ernest John GALBRAITH '09, Peoria
Mrs. Lewis Lunstrum (Beulah May
PRICE) '09, Des Moines, Ia.
Charles V. RUZEK '09, Corvallis, Ore.
Harry Martin FULEY '10, Hayward
George Wannamaker KEITT '11,
Cambridge, Mass.
Henry DAHL '13, Dayton, Ohio
Mrs. George Elton Davis (Barbara
MULLON) '13, Carmel, Calif.
Mrs. Kate Wetzel Jameson (Kate
WETZEL) '14, Toledo, Ohio
Rufus RUNKE '14, Algoma
Edward Maximillian DUQUAINE '15,
De Pere
Adelbert John BEYER '16, Milwaukee
George J. RITTER '16, Madison
William Alvin SNEEBERGER '16,
Ephraim, Wis.
Harvey August UBER '16, Milwaukee
Edwin Warren CAMP '17, Indian-
apolis

William STERICKER '17, Upper
Darby, Pa.
Melvin Ferdinand WAGNER '17, She-
boygan

William A. NUZUM '19, Madison
Lillian Christine HANSON '20, Du-
luth
Robert James SUTHERLAND '20,
Madison
Vernon E. VAN PATTEN '20, Super-
ior

Mrs. Leslie S. Bourn (Rebecca von
GRUENINGEN) '21, Sarasota, Fla.
Frank Charles HOYER '21, Mani-
towoc

Clemens KALVELAGE '21, Milwau-
kee
Harold William MARSHALL '21,
Wakefield, Mich.

Lawrence W. MURPHY '21, first
director of the school of journalism at
the University of Illinois, died in
Urbana.

Samuel Philip VAN DYKE '22, Wis-
consin Dells

Louis Abraham EISENBERG '23,
Milwaukee

Mrs. John W. Grove (Gladys Irene
PETERSEN) '23, Enid, Okla.

John Colvin EMERY '24, New
Canaan, Conn.

Reuben Eugene HERING '24, Mil-
waukee

Royce Everett JOHNSON '24, Rock-
ford, Ill.

Clyde John KOSKINAN '24, Chicago
Heights

Thomas Bourgoine MARTINEAU
'24, Des Plaines, Ill.

Verlyn Fred SEARS '24, Mazomanie
Fordyce Eddy TUTTLE '24, Palm
Beach, Fla.

Harold Alfred CRANEFIELD '25,
Ann Arbor, Mich. in Clearwater, Fla.

Mrs. Arthur George FROMM (Della
PLUMB) '25, Milton, Wis.

Leo Theodore KINCANNON '25,
Blue River, Wis., in Yuma, Ariz.

Doris Irene MISSELMANN '25, Ft.
Wayne, Ind.

Edward Lester HOPPENYAN '26,
Minneapolis

Mary Louise STIBGEN '26, Freeport,
Ill.

Harold M. GROVES '27, economist
and civic leader, died in Madison in
early December. He was John Commons
professor of economics at the UW until
his retirement in 1968.

Francis Monroe KERCHEVILLE '27,
Kingsville, Tex.

Daniel Anthony KERTH '27, Madison
Newell Lamont ERICKSON '28, War-
ren, Pa.

Mrs. Lucy P. Gfroerer (Lucy Adell
PECKHAM) '28, Monroe, Wis.

Mrs. Alfred H. Goodsitt (Sophie
FEIN) '28, Milwaukee

Floyd Wayne HAMMOND '28, In-
dianapolis

Agnes Felicia NIGHTINGALE '28,
Mequon, Wis.

Milnor Norris DAFFINRUD '29,
Viroqua

Caroline Mary DEAN '29, Wauwa-
tosa

John Richard CASHMAN '30, Mani-
towoc

Delmer Clair COOPER '30, Madison
Mrs. Richard Donham (Elizabeth Meta
BALDWIN) '30, Evanston

Mrs. Gilbert William Faust (Helen
Marie WEBER) '30, Stevens Point

Gladys June EVERSON '31, Lake
Mills, in Austin, Tex.

Harold Raymond POPP '32, Hutchin-
son, Minn.

Mrs. W. E. Wainwright (Kathryn Eliz-
abeth HUBER) '32, Marietta, Ohio

Earl W. WHEELER '32, Bethesda,
Md.

Mrs. Charles Wendell HOLMBERG
(Beatrice Isabelle ESTES) '33, Madison
Frederick Vanzine EVERT '34, Siren,
Wis.

Alfred Paul KEHLENBECK '34,
Ames Ia.

Harold Anton KUGLER '34, Mani-
towoc

John Francis SCHAEFER '35, Mil-
waukee

Mrs. Elizabeth Wonson (Elizabeth
Stella KNIFFIN) '38 Ft. Lauderdale

Roland Louis AMUNDSON '40, Su-
perior

Arnold Julius Charles KRAUS '40,
Port Washington, Wis.

Henry Herman GREISCHAR '41, Ho-
bart, Ind.

Joseph Paul HOUSTON '41, Madison
Mrs. Robert O. Ralston (Dorothy Jane
GILL) '43, Wisconsin Rapids, in Lincoln,
Nebr.

Mrs. Maurice Henry Van Susteren
(Mary Ellen STRONG) '44, Madison

Mrs. Anthony Zabroske (Rachel Chris-
tine SCOTT) '44, Glenview, Ill.

George Edward VOOS '46, Milwaukee
Mrs. Du Wayne Maynard Sheldon
(Eleanor Martha THEILMANN) '47,
Elkhorn, in Crystal Lake, Ill.

Elmer Rudolph HILLMER '49, West-
field, Wis., in Milwaukee

Mr. and Mrs. Claude Jackson WAT-
TENBARGER '50, (Aldora Helen
ARNOLD '49) Topeka, Ka., in a traffic
accident, January, 1969.

Richard Dale HABERMANN '51,
Madison

George Joseph GREISCH '53, Apple-
ton, in Madison

Sister M. Bernard ROTTIER '55,
Green Bay

Thomas Erik BERG '57, Onalaska,
Wis. in McMurdo Sound, Antarctica

Thomas Joseph BURTON '66, Mil-
waukee, in U. S. Navy

Robert Woodbury BRAY, Jr. '68,
Madison

William Allan WEILAND '68, Wau-
watosa, in Kaiserlauten, West Germany



NOW!

**A Double Bonus
For New
Life Members!**

*Order your
life membership now,
and you can receive
a double bonus!*

NEW SINGLE LIFE RATES ARE \$150, AND CAN BE PAID IN FIVE YEARLY INSTALLMENTS OF \$30 EACH

NEW FAMILY LIFE MEMBERSHIPS ARE \$175, AND YOU CAN HAVE FIVE YEARS TO PAY, IN \$35 ANNUAL INSTALLMENTS

1. All new life members will receive free of extra charge, the **UW PLAQUE!** This heavy, handsome plaque is exclusive with us, and retails for \$17.95. Now it's yours for taking out a life membership in your UW Alumni Association.

2. To all who pay their life membership in one payment—we're offering a \$25 cash discount! That means your family membership can cost just \$150; a single membership only \$125 when you pay at once.

Join now, and get the beautiful, rich Wisconsin Plaque! Pay now, and get the plaque plus a \$25 cash discount!

NOTE! You can take advantage of this offer in taking a life membership in the Wisconsin Alumni Association and one of the following UW professional groups:

Home Economics
Journalism

Music
Nursing

Pharmacy
Social Work

Women's physical
education

WISCONSIN ALUMNI ASSOCIATION
650 North Lake Street
Madison, Wisconsin 53706

Name _____

UW Degree _____

Address _____

City _____

State _____ Zip _____

Here is my check for the following membership

STRAIGHT WAA MEMBERSHIP:

----- Single Life: \$150 (less \$25 for payment in full at this time) or \$30 on five-year-annual plan.

----- Family Life: \$175 (less \$25 for payment in full at this time) or \$35 on five-year-annual plan.

COMBINED WAA-CONSTITUENT GROUP MEMBERSHIP:

----- Single Life: \$170 (less \$25 for payment in full at this time) or \$34 on five-year-annual plan in _____professional group

----- Family Life: \$190 (less \$25 for payment in full at this time) or \$38 on five-year-annual plan in _____professional group