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## Frank J. Remington: professor of law.

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

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FACULTY INFORMATION SHEET  
University News Service  
The University of Wisconsin

RECEIVED

JUL 26 1949

NEWS SERVICE

NAME .Frank J. Remington

POSITION (academic rank, department, date of appointment, etc.)

Assistant professor -- Law School App'ted July 16, 1949

PREVIOUS POSITIONS YOU HAVE HELD (please give status, institution, dates)

Research Fellow (William Cook Fellowship) -- University of  
Michigan -- January-August 1949

EDUCATION (please give dates of degrees granted or dates of attendance)

Undergraduate college University of Wisconsin 1940 - 1942; 1946  
(B.E S. degree in Economics 1946); Union College 1946.

Graduate college University of Wisconsin, Law School, 1947 - 1949  
Law Certificate 1949, L.L.B. July 1949; U. of Mich. 1949 (candidate  
for S.J.D. )

SPECIAL FIELD(S) OF STUDY OR RESEARCH (give dates of completion of

any major projects) Restitution and the Criminal Law -- Subject  
for S. J. D. Thesis at the University of Michigan

IF YOU HAVE A FAVORITE PHOTOGRAPH OF YOURSELF, PLEASE ATTACH A GLOSSY  
PRINT, OR INDICATE WHERE WE CAN SECURE ONE.



PUBLICATIONS (dates) \_\_\_\_\_

HONORS AND/OR AWARDS YOU HAVE RECEIVED (dates) Sophomore Honors,

University of Wisconsin, 1941; High Honors, Law School U. of Wis.

1949; Order of Coif, U. of Wis. 1949.

HONORARY FRATERNITIES, SOCIETIES, CLUBS TO WHICH YOU BELONG (list  
dates of offices held) Iron Cross, U. of Wis; Student Board, U. of

Wis. 1942.

DATE AND PLACE OF BIRTH February 10, 1922 Schenectady, New York

IF MARRIED, GIVE WIFE'S MAIDEN NAME AND NAMES AND AGES OF CHILDREN

Susan M. Stone

Michael John Remington 4

James Thomas Remington 1

IN ADDITION TO THE ABOVE "WHO'S WHO" TYPE INFORMATION, WE WOULD  
APPRECIATE A FEW INFORMAL NOTES ON THE CLASSES YOU TEACH, YOUR HOBBIES,  
YOUR SERVICE OR WAR WORK, YOUR PUBLIC SERVICE, ETC. 1st Lt. AAF. (Pilot)

Distinguished Flying Cross, Air Medal

FACULTY INFORMATION SHEET  
University News Service  
The University of Wisconsin

DATE OF FILLING IN FORM

May 27, 1958

NAME

Frank J Remington

POSITION (academic rank, department, date of appointment, etc.)

(July 16, 1949)  
(as asst prof)

Professor of Law

assoc prof, 1952

prof, ~~1953~~ 1955

PREVIOUS POSITIONS YOU HAVE HELD (please give status, institution, dates)

EDUCATION (please give dates of degrees granted or dates of attendance)

Undergraduate college U. of Wis B.S. 1947

Union College 1946

Graduate college U. of Wis LLB 1949

U. of Michigan Research Fellow 1949

SPECIAL FIELD(S) OF STUDY OR RESEARCH (give dates of completion of any major

projects) Technical Staff and Advisory Committee, New Wisconsin

Criminal Code (1951-1956; Adopted by Legislature 1956)

Special Consultant and member Advisory Committee

American Law Institute, Model Penal Code, (1952-Present)

Director of Field Research, American Bar Foundation's

Survey of the Administration of Criminal Justice in  
the United States

IF YOU HAVE A FAVORITE PHOTOGRAPH OF YOURSELF, PLEASE ATTACH A GLOSSY PRINT, OR  
INDICATE WHERE WE CAN SECURE ONE.



PUBLICATIONS (books and articles with dates) \_\_\_\_\_

Articles in Wisconsin and other Law Reviews

HONORS AND/OR AWARDS YOU HAVE RECEIVED (dates) \_\_\_\_\_

Editor-in-Chief Wisconsin Law Review 1948-1949

HONORARY FRATERNITIES, PROFESSIONAL SOCIETIES, CLUBS TO WHICH YOU BELONG (list

dates of offices held) Coif, Iron Cross, Wisconsin and American

Bar Associations

DATE AND PLACE OF BIRTH Feb 10, 1922 Schenectady New York

IF MARRIED, GIVE WIFE'S MAIDEN NAME, DATE OF MARRIAGE, AND NAMES AND BIRTH DATES

OF CHILDREN Susan Stone April 29, 1944

Michael (1945) James (1948) Thomas (1951) Patrick (1954)

Ann (1956) Frank (1958).

IN ADDITION TO THE ABOVE "WHO'S WHO" TYPE INFORMATION, WE WOULD APPRECIATE A FEW

INFORMAL NOTES ON THE CLASSES YOU TEACH, YOUR HOBBIES, YOUR SERVICE OR WAR WORK,

YOUR PUBLIC SERVICE, ETC. I teach primarily criminal law and

evidence; golf; pilot in U.S.A.F. now in Army

JAGC Reserve.

UNIVERSITY OF WISCONSIN-MADISON

LAW SCHOOL

Madison, Wisconsin 53706



FRANK J. REMINGTON

Professor of Law, University of Wisconsin Law School.

b. 1922. Attended Union College, 1946; B.S. 1947, LL.B. 1949, University of Wisconsin; Research Fellow, University of Michigan. Admitted: Wis. 1949. Assistant Professor of Law, University of Wisconsin, 1949-1952; Associate Professor of Law 1952-1955; Professor of Law since 1955.

Draftsman, Wisconsin Criminal Code 1950-1956.

Project Director, American Bar Foundation's Survey of the Administration of Criminal Justice in the United States 1960-1966. Editor: Arrest (1965), Conviction (1966), Detection of Crime (1967), Sentencing (1969), Prosecution (1969) (Little, Brown & Co.).

Member, Standing Committee on Rules of Practice and Procedure of the Judicial Conference of the United States 1975- .

Cochairman, American Bar Association/International Association of Chiefs of Police Committee on Implementation of the Standards Relating to the Urban Police Function 1973- 1979

Chairman, Wisconsin State Public Defender Board 1977-1980 .

Consultant, Conference of State Supreme Court Justices 1978- 1980.

Member, National Collegiate Athletic Association Infractions Committee 1978- .

Author, Cases and Materials on Criminal Law and Its Procedures (Callaghan & Co.) 1969.

Coauthor, Criminal Justice Administration (Bobbs-Merrill) 1969.



1981

Frank J. Remington

Frank Remington was born in Schenectady, New York in 1922. He attended Union College and then the University of Wisconsin-Madison where he received his B.S. degree in 1947 and his LLB degree in 1949. While in Law School, he served as editor-in-chief of the Wisconsin Law Review and graduated first in his class.

After a semester as a graduate research fellow at the University of Michigan Law School, Frank Remington joined the faculty of the University of Wisconsin Law School in 1949 as an Assistant Professor. He was promoted to Associate Professor in 1952 and has been Professor of Law since 1955.

Professor Remington quickly established a national and international reputation as a scholar in the area of criminal law and criminal justice administration. He was a draftsman and advisor for the Wisconsin criminal code revision project from 1950 to 1956. This was a pioneering effort in law revision projects in the criminal law area, including the American Law Institute's Model Penal Code Project to which he also served as consultant. From 1960 to 1966, he served as director of a pioneering effort by the American Bar Foundation to survey the criminal justice system in the United States. As a result of this project, he edited five books on various aspects of the criminal justice system. Professor Remington also has authored and co-authored several other books in the criminal justice area and is the author of numerous law review articles in his main field of interest.

Professor Remington's public service activities have been and continue to be extensive. They span the university, local, state, national and international levels. To mention but a few, he has for many years served, and continues to serve, as University of Wisconsin Faculty Representative to the Big Ten Intercollegiate Athletic Conference, member of the Jury Instructions Committee of the Wisconsin Board of Criminal Court Judges, member of the Standing Committee on the Rules of Practice and Procedure of the Judicial Conference of the United States, and member of the International Association of Chiefs of Police Committee on Legislation and Criminal Law and Procedure.

Professor Remington has taught and continues to teach on a regular basis the basic criminal law and procedure courses as well as advanced courses in the criminal law and procedure areas from time to time. He is the founder and co-director of the Law School's largest clinical program -- the Legal Assistance to Institutionalized Persons Program -- through which over 100 students are given practical training in the lawyering process each year as well as unique insights into the operation of the criminal justice system.

# note

From: University of Wisconsin-Madison / University News Service, 19 Bascom Hall, 500 Lincoln Drive, Madison, Wisconsin 53706  
Telephone: 608/262-3571

TO: All Law School Faculty

Nov. 10, 1983

FROM: Mary Ellen Bell

We are updating our information about law school faculty members. Please take just a few minutes to complete this form and return it to me through campus mail at 19 Bascom Hall. Thank you.

Name Frank J. Remington

Courses taught Criminal Law; Criminal Justice Adm.; Law & Correctional Institutions

Research interests Criminal Justice Adm. Soc. Policy and Corrections

Programs you are involved in See Vitae

Areas of expertise Criminal Law - Legal Assistance to Institutionalized Persons

If you have a current vitae, please send along a copy.

FRANK J. REMINGTON  
Professor of Law  
University of Wisconsin  
Madison, Wisconsin

News and Publications Service  
University of Wisconsin  
Madison (608) 262-3571

Frank J. Remington, one of the nation's foremost authorities on criminal justice and administration, came to the University of Wisconsin's Madison campus in 1949 as assistant professor of law.

A leading draftsman of the Wisconsin Criminal Code, he has served as consultant on the Federal Rules of Criminal Procedure, American Law Institute model penal code, and the juvenile training and control grants of the U.S. Department of Health, Education, and Welfare.

Prof. Remington also has served as consultant to the U. S. Commission on Civil Disorders, the U.S. Dept. of Justice office of law enforcement assistance, and the U.S. Crime Commission.

Prof. Remington received the B.S. (1947) and LL.B. (1949) degrees from Wisconsin, also studied at Union College, and in 1949 held a research fellowship at the University of Michigan.

Born in 1922 in Schenectady, N.Y., he is a member of the Order of Coif, Iron Cross, American Law Institute, the Wisconsin Bar Association, and the American Bar Association. While at Wisconsin, he served as editor-in-chief of the 1948-49 Wisconsin Law Review, a coveted post for young law students. The lawyer-educator also is a pilot in the Air Force Reserve, a member of the UW Athletic Board, serves as the University's representative to the Big 10 Conference, and as a member of the Wisconsin Crime Commission.

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# U. W. NEWS

7/8/49

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE: 11 a. m. Saturday, July 16

Madison, Wis. -- Frank Remington, 26, a January graduate of the University of Wisconsin Law school, was appointed an assistant professor in the school by the University Board of Regents today. The action was included in the adoption of the 1949-50 budget.

Remington received the B. S. degree at Wisconsin in 1946 in economics and currently is doing post-graduate work at the University of Michigan.

An outstanding student in Law school, Remington was elected to the Order of Coif in 1948 and graduated with high honors. He received the Solomon W. Dalberg scholarship award, presented annually to an outstanding Law school senior.

While in school he was editor in chief of the Law Review.

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# U. W. NEWS

2/2/51

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

*File  
Remington, Prof. Frank.*

Madison, Wis.---The University of Wisconsin Law school and department of sociology and anthropology will launch a new seminar this semester with a social science approach to the problem of crime control.

Lecturer Howard Gill of sociology and Asst. Prof. Frank Remington and Lecturer George H. Young of the Law school will conduct the course which is limited to 20 students, 10 each from law and sociology. Students majoring in social work, psychology, and education are also eligible.

The seminar, called administration of the criminal law, will work from the general consideration of theories of punishment and the sociological concepts basic to the administration of the criminal law, to specific problems of criminal law and administration.

Topics to be covered include legal origins of crime and criminals; purposes of punishment; legal assumptions underlying these purposes; comparative utility of criminal sanction as against other sanctions; sociological origins of crime and criminals; detection and arrests; role of judge, jury, and states attorney; rules of evidence, procedure, and due process.

The seminar will study the work of juvenile, youth, domestic relations and traffic courts; administration of institutions including jails, detention homes, reform schools, and prisons; probation, parole and pardon; and the role of the police, the courts, the home, school, church, and social agencies, in crime prevention.

-more-

Add 1 - joint seminar

Students will conclude the study by a review of the social and legal implications of pleas of insanity, intoxication, and passion in special defense.

Messrs. Gill, Remington, and Young will hold their seminar on Monday evenings from 7:40 to 9:30 p.m. in 207 Law building.

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# U. W. NEWS

1/24/52

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

Madison, Wis.--University of Wisconsin law students are going to have a chance to practice the science of crime detection or elect to learn about estate planning when two new seminars open at the UW law school next semester.

The seminars will be limited in size and open only to advanced students, Law Dean Oliver Rundell announced today.

Estate planning will be taught by Prof. R. W. Effland, who says estate planning "in its simplest form, consists of planning and drafting a will, but there are alternative legal devices for accomplishing the same ends." He notes further:

"This field has become increasingly important because of the greater incidence of taxes. Purpose of the seminar will be to explore the counselling task of the lawyer in the problem of transmission of wealth after death — and to integrate the knowledge of the student from a number of law fields."

Teams of two or three students will plan estates and the seminar will concentrate its attention on three small estate cases, one involving an urban family with accumulated wealth of about \$25,000, a second involving a farm family owning real and personal property of \$60,000, and the third, that of a small business owner with net assets of \$150,000.

"Actually the planning of the small estate often involves more difficult decisions than the devolution of the large estate and its devolution certainly has a broader social significance," Effland comments.

ad one--law seminars

The new UW seminar in the field of crime detection will be headed by two law professors, George H. Young and [Frank J. Remington], and the superintendent of the Wisconsin State Crime laboratory, Charles W. Wilson.

Facilities and personnel of the State Crime laboratory will be available to the seminar.

The students will take part in a running series of criminal trials, one student acting as district attorney, another as defending attorney.

"The purpose of the seminar is to learn as much as possible about the use of scientific evidence; how it is obtained, how admitted as court evidence, Professor Remington points out. "Tests such as are used for lie detecting, and drunken driving, ballistics, finger printing, and other scientific evidence used in criminal cases will be studied at the Crime lab."

The seminar will meet once a week for two hours during which students will conduct the trials at which, Professor Remington says, he expects officials from the Crime laboratory may participate as witnesses.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

4/18/52

RELEASE:

Monday, April 21, 1952

MADISON, Wis.--Previews of Wisconsin's recently revised, century-old criminal code and a new uniform commercial code will highlight the ninth annual spring program of the University of Wisconsin Law School, the week end of May 9-10.

In announcing the event, Law Dean Oliver S. Rundell said Monday:

"The program this year is one of the most significant ever undertaken by the Law School. Revision of the state criminal statutes has been carried on intensively for the past two years and the code is expected to come up for consideration at the next session of the State Legislature.

"The monumental task of preparing a uniform commercial code for the 48 states has been going on for over 10 years. It is expected to start moving before legislatures in heavily industrial states this year."

A crowd of distinguished alumni, including judges, lawyers, businessmen, their wives and guests will join faculty and students for a week end packed with entertainment and thoughtful discussion.

Following a coffee hour in Great Hall of the Memorial Union Friday afternoon, a panel of experts will discuss the "Proposed Criminal Code for Wisconsin."

Panel members include: Earl G. Sachse, executive secretary of the Legislative Council; Judge Herbert J. Steffes, Municipal Court, Milwaukee; Judge Edward J. Ruetz, Municipal Court, Kenosha; William Platz, assistant attorney general of Wisconsin. Law Profs. [Frank Remington] and George Young, who have helped guide research on the code, will act as panel consultants.

ad one--Rundell

On Friday evening, article 9, "Secured Transactions," of the uniform commercial code, will be reviewed by Attorney Francis J. Wilcox, Eau Claire; Ben W. Heineman, chairman of the Chicago Bar Association Committee on the commercial code; and Attorney Adolph I. Mandelker, Milwaukee.

Saturday morning a round-table discussion on article 8, "Investment Securities," will be led by Attorney John C. Warner, Milwaukee; Sherburn M. Driesen, vice president Marshall and Ilsley Bank, Milwaukee; and Law Prof. Charles Bunn who is advisor on article 8.

Attorneys Wilcox and Warner are members of the State Bar Association Committee on the commercial code. The faculty of the School of Commerce has co-operated with the Law School in planning the discussion.

A luncheon Saturday noon will honor alumni from the classes of 1912 and 1927 who will be back for reunions. Attorney Willis G. Sullivan, Milwaukee, will speak for members of the class of 1927; and Oscar T. Toebaas, president-elect of the State Bar Association, for the class of 1912. Alumni Association President, Arthur J. Crowns, Wisconsin Rapids, will preside, and Secretary-Treasurer of the Association, Dean Rundell, will present his annual report.

During the afternoon alumni, faculty, and guests will listen to arguments of top law students in a final session of moot court, presided over by justices of the State Supreme Court, in the state capitol.

The traditional Law School banquet, presided over by retiring Dean Oliver S. Rundell, will wind up the week end Saturday night. Awards will be granted to outstanding law students and announcements made of elections to honorary law societies. Chief speaker will be Judge Herbert F. Goodrich, U. S. Court of Appeals for the third circuit.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE:

4/25/52

Immediately

MADISON--Is a drunken driver who accidentally runs down and kills a child, guilty of homicide? And are tests administered against his will, showing the degree of intoxication, admissible as court evidence?

These two tricky questions, as yet unresolved in Wisconsin's book of criminal law, will be argued before state Supreme Court justices by top University of Wisconsin law students, May 10. The occasion will be final session of this year's moot court, traditional student event planned as part of the Law School's annual spring program.

Students who will represent the appellant are Walter B. Raushenbush, and Frank L. Bixby, both of Madison; for the respondent, Norman J. Fons, Milwaukee, and Daniel J. Burns Jr., Kaukauna.

"There are really two separate points of criminal law at issue in the case," says Prof. R. W. Effland, advisor to moot court. "First, does the factor of drunkenness make an otherwise inadvertent accident a crime? Second, can scientific evidence, such as a blood test obtained without the defendant's consent, be used as evidence against him?"

Prof. Frank Remington, UW specialist in criminal law reports that no rulings have ever been made on either of these questions by the state Supreme Court.

ad one--moot court

"In this particular case," he says, "the facts are that the defendant was driving not over 20 miles an hour, and in all respects complying with the rules. In the middle of the block, a 7-year-old child darted out from the sidewalk into the path of the car.

"The question to be resolved is whether there is a causal connection between the driver's drinking and the child's death. Tests showed .2 per cent alcohol in his blood, an amount which is prima facie evidence in Wisconsin. The trial judge ruled the evidence valid, and the defendant appealed."

Besides displaying their talents in moot court, UW law students are contributing a large share to other events slated for the annual spring program, big event of the year for returning alumni, their wives, and guests.

Donald Haberman, Milwaukee, outgoing president of the Law School Association, is general chairman for the week end. Scott Van Alstyne, Madison, editor of the Advance Sheet, is publicity chairman; Dale Palmatier, Port Edwards, in charge of ticket sales; Sam Morris, Madison, of publications; Ellen Ziemann, Milwaukee, of registration.

William Willis, Rhinelander, editor of the Law Review, announced today that a special symposium issue devoted to the proposed Commercial Code will go on sale during the week end.

A coffee hour, May 9, will open the week end and hostesses will include members of the Association of Law School Women, with Elizabeth L. Thronson, Madison, as chairman.

At the windup banquet Saturday night, students in the upper 10 per cent of their class, with averages of 86 or better, will become members of Coif, honorary law society. Next year's editor of the Law Review will be announced as well as future officers of the Law School Association, and new



ad two--moot court

chairman of the Legal Aid staff. Prizes will be awarded to winners of moot court trials held throughout the year by Atty. Raymond T. Zillmer, Milwaukee, president of the Milwaukee Bar Association Foundation Moot Court.

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# LOCAL ITEM

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

5/12/52

RELEASE:

Immediately

MADISON--Six University of Wisconsin law students, one law professor, and a justice of the Wisconsin Supreme Court are all new members of Delta Theta Phi, professional law fraternity, the UW announced today. Initiation ceremonies were held in the Capitol last Thursday.

Justice Grover Broadfoot, recently elected to the state Supreme Court, and [Frank J. Remington], professor of criminal law at the University, were both formally received as honorary initiates by the fraternity.

UW law students initiated include George De Bruin, (605 Oakland Ave.,) Janesville; John M. Siemien, (933 Washington Rd.,) Kenosha; Robert Weisel, (3056 N. Maryland Ave.,) Milwaukee; William O'Neill, Wilson, Wis.; Gerald Noll, (2133 N. 65th St.,) Wauwatosa; and Elmer Ungemach, (6537 5th Ave.,) Kenosha.

Frank Thayer, UW professor of journalism, gave the main address on "Law and Journalism" at a post-initiation dinner meeting of the fraternity.

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# FEATURE STORY

6/6/52

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE: Immediately

## PICTURE AVAILABLE

BY GWYNETH ROE

MADISON, Wis.—Twenty hand-picked University of Wisconsin law students are now completing a course in scientific crime investigation that might have been lifted from the covers of a first-rate detective yarn.

From ballistics, fingerprints, footprints, hand prints, chemical analyses, microscopic examination of hair, fabrics, bloodstained soil types, to lie detection and intoxication tests, these students have learned the application of sciences of modern crime detection as practiced by experts.

Much of their study was carried on at the State Crime Laboratory with all of its technical equipment and skilled staff available.

Product of joint planning with the State Attorney General's Office, the Wisconsin District Attorneys Association, and the State Crime Laboratory, the University of Wisconsin Law School course is the first of its kind ever taught at Wisconsin and possibly the first in the country.

"Our decision to give such instruction to law students was based on the important part scientific evidence has come to play in civil and criminal trial work today," Law Prof. George Young, explains.

"The course makes available University facilities on a local level throughout the state," he added.



ad one—crime seminar

Last February, State Crime Laboratory Director Charles Wilson, and Law Profs. [Frank Remington] and Young mapped plans for the seminar. Out of 50 students who applied to take the course, 20 were selected.

Most of those accepted had unusual qualifying experience.

One student, son of a distric attorney, had had overseas experience with the military intelligence. Another, trained as a counter intelligence agent during World War II in Paris and central Europe, said he knew military and European methods but needed a knowledge of judicial admissibility in this country. Still another sought to learn how to conduct an adequate defense because "the other side deserves as much of a break as the law enforcement officials have."

During the first three sessions of the seminar members of the State Crime Laboratory took over. Charles Wilson discussed basic background information; Jack Goin outlined microanalysis — fibers, paints, fabrics, hairs, stains; Joseph Wilimovsky Jr. discussed interrogation of criminal suspects preliminary to use of lie detector or polygraph equipment.

Thereafter students were divided into teams to work on specific projects at the laboratory and report back to the seminar.

The projects ranged from interrogation of witnesses, identification of human beings and inanimate objects, use of lie detector tests, to admissibility evidence, Young explained.

Retiring UW chemistry professor J. H. Mathews, a veteran of scientific crime detection, came in for a session on handwriting and document identification. He showed the class typical samples of forgeries: a document dated 1920 with a 1930 watermark; another dated 1908 but printed on a typewriter that was not manufactured until 1929; and one of the Hauptman notes that broke the Lindbergh case in the 30s.

ad two—crime seminar

"No two samples of handwriting are ever exactly alike and when you find such a case, you can be pretty sure you've got a forgery," Mathews said.

During the next to last session of the seminar a mock manslaughter trial was held at which expert witnesses from the Crime Laboratory testified. The case involved a hit and run driver who was responsible for the death of an old man.

Step by step a chain of circumstantial evidence was built. Paint on the victim's clothing contained five elements similar to the paint on the hit and run car. Analysis of debris from the victim's coat revealed particles of glass similar to the car's broken headlight; hair from the fender was like the deceased's; while a bloodstain on the fender, though it could not be typed, turned out to be human, not animal.

In every instance the experts from the laboratory were careful to report only on similarities, avoiding any positive identification.

At the close of the seminar students agreed that education of law enforcement officials on the value and use of scientific evidence, is of great importance. As one put it:

"If an accident occurred in my county, there wouldn't be time to put in a call to the Crime Lab and wait for the arrival of one of the staff. By the time he arrived the evidence might well be destroyed."

"At the same time," Prof. Remington added, "we need to build an acceptance of the usefulness of this type of evidence among courts of law and the general public. Actually it is useful not only in criminal cases but in all litigation using documentary evidence."

Crime Laboratory Director Wilson commented: "We are convinced that this type of training is an invaluable part of law study today."

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

6/19/52

Immediately

MADISON, Wis.--University of Wisconsin regents Thursday approved the promotions of 104 faculty members in the University's 1952-53 budget. Of the group, 22 received the rank of professor, 42 associate professor and 37 assistant professor.

In addition to these promotions the regents promoted Dr. Otto A. Mortensen to the position of associate dean of the Medical School; John J. Solon to associate director of the UW Press; and Elizabeth Brandeis Raushenbush to lecturer in economics with associate professor rank.

Those receiving the title of professor are:

Paul L. MacKendrick, classics; Jerome H. Buckley, Frederick J. Hoffman, and Edgar W. Lacy, English; R. H. Bing and Richard H. Bruck, mathematics; William W. Beeman and Hugh T. Richards, physics; Frederick A. Mote, psychology; Frederick W. Haberman, speech; Warren H. Southworth and Walter A. Wittich, education;

Edwin M. Foster, bacteriology; Robert J. Dicke, entomology; Helen L. Allen, home economics; George W. Washa, mechanics; Chester M. Kurtz, clinical medicine; James A. Miller, oncology; Margaret R. Emanuel, nursing; Carl A. Auerbach, Richard W. Efland, and Delmar Karlen, law.

Associate professorships went to:

Paul J. Allen, botany; Walter J. Blaedel, chemistry; Edwin H. Young, economics; Alfred C. Glauser, French and Italian; John W. Alexander,



ad one--faculty promotions

geography; S. Sheldon Judson, geology; Sieghardt M. Riegel, German; Eugene P. Boardman, history; William H. Hay, philosophy; Victor I. Howery, social work; Antonio Sanchez-Barbudo, Spanish and Portuguese; and Herman H. Brockhaus, speech; Rachel K. Schenk, Library School; Paul W. Eberman and Burton W. Kreitlow, education; Robert L. Grilley, art education;

Orrin I. Berge, agricultural engineering; Robert H. Andrew, agronomy; Harold L. Calbert, dairy and food industries; Viola M. Hunt, home economics; William B. Ogden, horticulture; Earle W. Hanson, plant pathology; Robert P. Hanson, veterinary science;

Robert C. Reutherford, electrical engineering, Archie H. Easton and James A. Gage, mechanical engineering, and David J. Mack, mining and metallurgy; David W. Belcher, commerce; Dale E. Wurster, School of Pharmacy;

Benjamin I. Brindley, otolaryngology; Palmer R. Kundert, urology; Charles Heidelberger, oncology; Robert Roessler, neuropsychiatry; Margaret C. Crump, nursing;

[Frank J. Remington] and Samuel Mermin, law; Harold deBaun, correspondence study; Webster M. Christman, Edwin R. Hodge, and Benjamin A. Sullivan, Milwaukee Center; S. Lee Burns, Residence Halls; and Edward R. Hodgson, neuropsychiatry and preventive medicine.

Those promoted to assistant professor are:

Arthur D. Code, astronomy; Jonathan D. Sauer, botany; Harlan L. Goering, and Eugene E. van Tamelen, chemistry; Sturges W. Bailey, geology; Gladys L. Cavanagh, Library School; Paul C. Ekern Jr., meteorology; Zbigniew Folejewski, Slavic languages; Fredrick A. Buerki, speech; and John C. Neess, zoology.

Warrington W. Colescott, art education; J. Riley Best, physical education;

ad one--faculty committees

CO-OP BOARD OF TRUSTEES: Alumni Member Lawrence J. Larson; and Student Members Howard Brune, president; Arthur Laun, vice president; and James Scott, secretary;

COURSES: Profs. J. R. Akerman, Mark Eccles, F. W. Haberman, and Lloyd Kasten;

DIVISIONAL COMMITTEES: Physical Sciences and Mathematics--Profs. W. W. Beeman, E. N. Cameron, and G. W. Washa; Humanities--Profs. Murray Fowler, E. R. Mulvihill, and J. S. Watrous; Biological Sciences--Profs. M. P. Backus, H. F. Harlow, A. D. Hasler, G. S. Pound, and C. N. Woolsey; and Social Studies--Profs. R. O. Nafziger, chairman, B. E. Kearl, { F. J. Remington, } secretary, and Howard Westing;

EXEMPTIONS FROM ROTC: Dean C. H. Ruedisili;

GRADUATE SCHOOL: Administrative--Prof. J. H. Westing; Research--Dean W. R. Marshall Jr., Profs. W. W. Howells, and R. A. Alberty; Scholarships and Fellowships--Prof. W. L. Sachse; and University Publications--Profs. J. H. Buckley, Einar Haugen, and Folke Skoog;

GROUNDWATER INVESTIGATIONS: George Hanson, chairman;

HIGH SCHOOL RELATIONS: Profs. Henry Goehring and Susan E. Maxfield; and R. A. Siggelkow;

HONORARY DEGREES: Profs. O. A. Hougen, T. C. McCormick, R. G. Sachs, and Ruth Wallerstein;

HUMAN RIGHTS: Prof. J. F. Crow;

INDUSTRIAL RELATIONS: Prof. Edwin Young, chairman, and Profs. D. W. Belcher and Robert Ozanne (ex-officio);

KEMPER K. KNAPP BEQUEST: Profs. V. E. Herrick and K. H. Parsons;

LAKE AND STREAM INVESTIGATIONS: George Hanson;

LIBRARY: Profs. Vernon Carstensen, Murray Fowler, and R. C. Stauffer;

LOANS AND UNDERGRADUATE SCHOLARSHIPS: J. F. Ludeman;



ad two--faculty committees

NOMINATIONS: Profs. R. W. Campbell, Ben Elliott, and Raymond Penn;

OCCUPATIONAL DEFERMENT COMMITTEE: Profs. C. C. Center, E. A. Krug, R. W. Leutwiler, C. P. Runge, and M. L. Holt;

PUBLIC FUNCTIONS: Profs. Paul Grogan and C. H. Sorum;

PUBLIC RELATIONS: Profs. Julia Dalrymple, J. C. Enck, B. E. Kearl, G. A. Parkinson, and C. A. Wedemeyer;

RADIOACTIVE ISOTOPES SAFETY: Prof. Charles Heidelberger;

REGENT-FACULTY CONFERENCE: Profs. L. L. Iltis, {F. J. Remington, H. L. Shands, C. C. Watson, Chester Harris, and Instructor W. V. Wilmot Jr.;

REGIONAL PLANNING: Profs. F. A. Clarenbach, D. G. Marshall, R. H. Skilton, and R. J. Penn;

RELATIONS WITH THE COLLEGES OF THE STATE: Dean C. H. Ruedisili, Profs. E. D. Holst and E. L. King;

RESIDENCE HALLS: Sub-committee on Men's Halls--Prof. J. W. Alexander; and Sub-committee on Women's Halls--Mathilda E. Vandenburg;

FRANK HOLT MEMORIAL SCHOLARSHIP: Fred R. Holt;

KENNETH STERLING DAY AWARD: Prof. Sheldon Judson;

UNIVERSITY OF WISCONSIN FOUNDATION SCHOLARSHIPS: Prof. E. A. Farber;

SCHOOL FOR WORKERS: Prof. L. Reed Tripp;

SOCIAL SCIENCE RESEARCH: Prof. Vernon Carstensen;

SPACE SURVEYS AND ALLOCATIONS: A. F. Ahearn and Chester Harris;

STATE CRIME LABORATORY ADVISORY: Dean John Ritchie;

STUDENT-FACULTY CONFERENCE COMMITTEE ON EDUCATIONAL AFFAIRS: Profs. Harvey Sorum and James McCamy;

STUDENT LIFE AND INTERESTS: Prof. Lee Burns; S. L. Rice, president of the Wisconsin Student Association; Janet A. Mills, president of Associated Women Students; Theodore E. Crabb, president of the Wisconsin Union; Thomas F. Chalkley,



# U. W. NEWS

4/20/54

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE: Immediately

MADISON--Prof. George Young of the University of Wisconsin Law School is chairman of the faculty committee planning the 11th annual Spring Program May 7-8 which will bring to the campus members of the bar throughout the state.

Working with Prof. Young are Carlisle P. Runge, assistant dean, and Profs. Howard L. Hall, [Frank Remington,] Abner Brodie, and John Conway.

The student committee assisting in preparations is headed by Norman Fons of Milwaukee (3216 S. Quincy St.) and includes Jean Gallaher, Appleton, Jack Osswald, Wausau, and Laurence Hammond, Madison (911 Jenifer St.).

The Association of Law School Women is in charge of the coffee hour May 7 at 3 p.m. in the Law Library which launches the program.

Features of the program will include the first Oliver S. Rundell lecture, delivered by George I. Haight Esq. of Chicago, often called the University's "Number One Alumnus"; the Saturday alumni luncheon in the Wisconsin Union; two roundtables; a social hour on the Edgewater Hotel Terrace; and the Law School banquet, with Dean John Ritchie presiding and the Hon. Marvin B. Rosenberry, former chief justice of the Wisconsin Supreme Court, speaking on "A Beginner in the Law."

Walter H. Brummund of Appleton, president of the Wisconsin Law Alumni Association, will preside over the alumni luncheon on May 8 where the Classes of 1914 and 1929, returning for their 40th and 25th anniversaries, will occupy special tables. Robert M. Rieser, Madison, will speak for the Class of 1914 and the Hon. Lewis J. Charles, Ashland, for the Class of 1929.

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# WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

5/18/54

RELEASE:

Immediately

MADISON--Sixteen University of Wisconsin faculty members elected to membership on five standing committees of the UW faculty for the 1954-55 school year were announced today by Alden W. White, secretary of the faculty.

The committees and the new members elected to them by faculty balloting are:

Library Committee: Profs. James F. Crow, genetics and zoology; and Frank J. Remington, law.

University Committee: Profs. Raymond J. Penn, agricultural economics; and Richard U. Ratcliff, commerce.

Regent-Faculty Conference: Profs. James G. Woodburn, civil engineering; A. C. Hildebrandt, plant pathology; Samuel T. Burns, music; Mrs. Iva Mortimer, home economics; and Instructor R. A. Blanshard, English.

Kemper K. Knapp Bequest: Profs. Ralph Nafziger, journalism; George Young, law; Edgar W. Lacy, English; and Virgil E. Herrick, education.

Student Personnel: Profs. Frederick W. Haberman, speech; Arno T. Lenz, civil engineering; and Dorothy L. Husseman, home economics.

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# MADISON NEWS

6/14/54

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE: Immediately

Dean John Ritchie, Asst. Dean C. P. Runge, and five members of the University of Wisconsin Law School staff will participate in the annual meeting of the Wisconsin Bar Association in Eau Claire June 24-26.

Those attending include Profs. George Young, August G. Eckhardt, { Frank Remington, and R. W. Effland, and Lecturer James B. MacDonald.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

6/16/54

Immediately

MADISON, Wis.--The University of Wisconsin Law School will launch on June 21 the annual 10 weeks' course in legal problems which gives students practice in everything from lease drafting to motor accident trials.

The course, which is planned as an alternative to office apprenticeships, is coordinated by Prof. James B. MacDonald and staffed by Asst. Dean C. P. Runge and Profs. George Young, [Frank Remington], and R. W. Effland, Judges, practicing attorneys and government officials will give special lectures and conduct mock trials.

The first weeks of the course will deal with estate planning as well as the work of the county courts, with emphasis on probate, guardianships, and adoptions.

The second part will be devoted to real estate problems: drafting and terminating residential, commercial, and farm leases, zoning and platting, and the step by step procedures in real estate deals.

The following weeks will include study of business organizations, corporations and partnerships, creditors' actions, the investigation and trial of an automobile accident, and proceedings in minor criminal matters such as game law violations. Discussions of workmen's compensation, public service commissions, truck permits, and a lobbying appearance before the county board or city council will complete the summer's work.

Atty. Wade Boardman of the Madison firm of Roberts, Roe, Boardman, Suhr, and Bjork, speaking on "Simplified Estate Planning," will appear on June 21 as first guest lecturer. His talk will follow the introduction to the course by Dean John Ritchie.

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ad one---summer law course

On June 22 the staff will demonstrate the execution of a will and UW Prof. August Eckhardt will lecture on will drafting. On June 23 Atty. Kenneth Orchard of Madison will speak on farm will problems, and Atty. J. Ward Rector of the First Wisconsin Trust Co., Milwaukee, on trust administration and desired will provisions. The Hon. E. J. Morrison, county judge of Columbia County, will lecture June 24 on jurisdiction and proceedings in county court.

Guest speakers the second week will include the Hon George Kroncke Jr., county judge, Dane County, on "Widows' Rights"; the Hon. L. L. Darling, county judge, Jefferson County, "Will Contests and Compromises"; A. R. Jones, trust officer, Bank of Madison, "Probate Accounting"; Jack De Witt, executive secretary, State Judicial Council, "Sale of Real Estate";

Sydney Miller, manager, Madison Social Security field office, "Social Security As It Affects Probate"; the Hon. Marshall Peterson, county judge, Monroe County, "Summary Settlements of Estates"; and Wesley J. Schwoegler, Veterans' service officer for Dane County, "Benefits for Survivors of Service Men."

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# MADISON NEWS

7/30/54

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE: Immediately

Several local attorneys and building experts have recently made the trip up the hill to the University of Wisconsin Law School to contribute their services to the summer course in legal problems.

The experts and their topics are as follows:

Atty. Trayton Lathrop of Thomas, Orr, Isaksen, and Werner, "Platting and Sealing by Metes and Bounds"; Atty. Myron Stevens of Spohn, Ross, Stevens, Lamb, and Pick, "Taxes As They Affect Real Estate Transfers"; Atty. Otto Zerwick, Dane County Title Co., "Abstracts and Title Insurance";

Atty. J. R. DeWitt, secretary of the State Judicial Council, "Examination of Abstracts"; Atty. Roy Tulane, assistant attorney general, "Curing Title Defects"; Atty. W. L. Woodward of Woodward and May, "Foreclosure of Mortgages"; Atty. Carroll E. Metzner of Aberg, Bell, Blake, and Coward, "Appearances Before Municipal Boards, City Council, and Zoning Appeals"; Atty. Maurice Coakley, Madison Legislative Council, "Appearances Before Legislative Committees";

Atty. John Brickhouse of Field, Ridders, and Brickhouse, "Cognovit and Default Proceedings"; Atty. Milo G. Flaten of Aberg, Bell, Blake, and Conrad, "Attachment, Executions, and Exemptions"; Atty. James Spohn, of Spohn, Ross, Stevens, Lamb, and Pick, "Garnishment"; Atty. Warren Kuehling, "Bankruptcy"; Judge Douglas Nelson, Dane County Small Claims Court, "Small Claims Court Practice";

Atty. William Sieker, "Justice Court Practice"; Atty. Frank Ross of Spohn, Ross, Stevens, Lamb, and Pick, "Choice of Form of Business Organization";

-more-



ad one--legal problems course

Atty. E. L. Wingert of Stroud, Stebbins, Wingert, and Strand, "Drafting Corporate Articles and Representing the Corporation"; and Atty. H. E. Whipple, corporation division, Office of the Secretary of State, "Common Mistakes in Organizing Corporations"; Robert M. Roden, area planning engineer, State Planning Division, Bureau of Engineering, "Zoning"; and Ray Burt, city building commissioner, "Building and Use Restriction."

These experts serve without compensation to make the summer course a well-rounded substitute for office apprenticeships. The Law School staff for the course includes Prof. James B. MacDonald, coordinator; C. P. Runge, assistant dean, and Profs. George Young, [Frank Remington,] and R. W. Effland.

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# LOCAL ITEM

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

1954

RELEASE:

Immediately

MADISON, Wis.--

for the University of Wisconsin Law  
School summer course in legal problems.

The 10-weeks course--June 21-Aug. 28--is offered to students each summer as an alternative to office apprenticeships, and gives them practice in every phase of law from lease drafting to motor accident trials. The staff includes Prof. James B. MacDonald, coordinator, Asst. Dean C. P. Runge, and Profs. George Young, Frank Remington, and R. W. Effland.

Prominent members of the Wisconsin bench and bar as well as government officials have been invited to lecture and to conduct trials and hearings. Material covered includes instruction and practice in drafting options, offers to purchase, deeds, mortgages, land contracts, wills, leases, bills of sale, and chattel mortgages.

It also includes examining abstracts, clearing title defects; estate planning and probate; adoptions; guardianships; changes of name; foreclosing of mortgages; justice court practice; criminal procedure; bankruptcy; divorce; preparation of estate and income tax returns; and law office management.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE:

10/4/54

Immediately

MADISON--The first session of a Traffic Officers' Institute will be held in Wausau Oct. 18-21, Lloyd Woodruff, assistant director of the Bureau of Government of the University of Wisconsin Extension Division announced today.

The four-day institute, which will be held at the Wausau Extension Center, is sponsored by the UW Extension Division in cooperation with the Wisconsin County Traffic Police and Police Radio Operators' Association, the Wisconsin County Boards Association, and the State Motor Vehicle Department.

The program is designed to provide discussions of state traffic laws and administrative policies of the State Motor Vehicle Department.

Two days of instruction in Wisconsin traffic laws will be given by UW Law Profs. George Young, [Frank Remington], and John Conway.

A one-day discussion of uniform records and procedures in Wisconsin counties is included in the program, and administrative policies of the State Motor Vehicle Department will be discussed.

Vernon W. Thomson, Attorney General of Wisconsin, will issue certificates of attendance to the institute participants on Oct. 21.

####



# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

2/14/55

Immediately

MADISON--Fifty Wisconsin traffic officers are expected to attend the second session of the fifth annual Traffic Officers Institute at the University of Wisconsin Feb. 21-24.

State traffic laws and court procedures will be discussed at the four-day session by faculty members of the University Law School. Arrest procedures, officers' statements and reports, and courtroom trial appearances also will be studied by officers attending the institute.

The session is sponsored by the UW Extension Division's Bureau of Government, the Wisconsin County Traffic Police and Police Radio Operators Association, and the Wisconsin County Boards Association.

The first day's session will be devoted to a discussion of the general problem of Wisconsin highway safety by Prof. Lloyd Woodruff, of the Extension Division's Bureau of Government. A panel discussion of state road safety problems is also planned.

UW Law School personnel speaking at the institute include: Profs. John E. Conway, [Frank J. Remington,] and George H. Young, and Law Fellow John H. Bowers. Assistant State Atty. Gen. William Platz, and Jack R. DeWitt, executive secretary of the State Judicial Council will also speak at the sessions.

The four-day meeting is the second of two sessions held for the fifth annual Traffic Officers Institute. The first was held in Wausau Oct. 18-21.

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# MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

2/22/55

RELEASE:

Immediately

Profs. George Young, John Conway, {Frank Remington,} and Law Fellow John Bowers of the University of Wisconsin Law School, will participate in the Institute for Wisconsin Traffic Officers Feb. 21-24 to be held on the campus.

Prof. Young has been elected director of the business law section of the Wisconsin Bar Association.

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ad one--promotions

*Regents*  
*6/16/55*  
*assoc. prof. to professor*  
husbandry; Joe B. Wilson, bacteriology; Karl G. Shoemaker, agricultural economics; Margaret M. Cooper, home economics; Bryant E. Kearl, agricultural journalism;

Arlie C. Todd, veterinary science; Anita M. Gundlach, county extension service; Ralph J. Harker and Phillip S. Myers, mechanical engineering; David W. Belcher, Frank M. Graner, and W. Donald Knight, all commerce; Helen A. Dickie and Frank L. Weston, medicine; Joseph J. Lalich, pathology; Wayne B. Slaughter, plastic surgery; [Frank J. Remington] law; James H. March, Milwaukee Extension Division.

Those promoted from assistant to associate professor include:

Grant Cottam and Gerald C. Gerloff, botany; Robert K. Presson, English; Edwin H. Hammond, geography; Paul F. Sharp, history; S. Watson Dunn, commerce and journalism; Bruce H. Westley, journalism; Jacob Korevaar, mathematics; Raphael D. Wagner, mathematics and Extension; Christine Gunlaugson, music; Joseph R. Dillinger and William F. Fry, physics; Henry C. Hart, political science;

Alfred Kadushin, social work; Milton L. Barnett, sociology and anthropology; Roberto G. Sanchez, Spanish and Portuguese and Extension; Michael G. Lysenko, zoology and microbiology; John H. Wilde and Santos Zingale, art education; Edward R. Hauser, animal husbandry; James W. Crowley, dairy husbandry; Sydney D. Staniforth, agricultural economics;

James A. Schwalbach, agricultural education and radio and television; Alfred J. Wojta, agricultural engineering; Richard M. Shackelford, genetics; Mathilda E. Vandenberg, home economics; Franklin A. Gilbert, horticulture and branch stations; Maurice E. White, agricultural journalism; Albert C. Hildebrandt and James E. Kuntz, plant pathology; Milton L. Sunde, poultry husbandry;

Lincoln E. Engelbert and Champ B. Tanner, soils; Erskine V. Morse, veterinary science; Robert B. Bird, chemical engineering; Joseph R. Akerman and William J. Feiereisen, mechanical engineering; Dwight L. Harris, mining and metallurgy; Richard B. Andrews and Isadore V. Fine, commerce; Edwin C. Albright, medicine; Konrad H. Akert, physiology; Gerald C. Mueller, oncology; James M. Price, clinical pathology;

# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

7/9/55

RELEASE:

Immediately

SHEBOYGAN, Wis.--Prof. J. H. Beuscher, expert on rural law and land use in the University of Wisconsin Law School, will spend the fall semester helping to run the Middle East Land Tenure Conference in Baghdad, Iraq.

Transfer of Prof. Beuscher for the semester from the law faculty to the College of Agriculture, which holds the contract with the Foreign Operations Administration (FOA) to administer the conference, was approved by UW regents meeting here Saturday.

Prof. Beuscher has written two books on rural law and directed a number of projects on land use. He spent the 1953-54 year on research leave in Washington, D. C., collecting materials for a casebook on the law of land use.

Appointment of Glenn R. Coates, a Racine attorney, as lecturer in law to take over Prof. Beuscher's work for the semester was approved by the regents. Coates, a member of the law firm of Heft, Brown, Stewart, and Coates, holds the bachelor of law and doctor of juridical science degrees from Wisconsin. His book, "Chattel Secured Farm Credit," was recently published by the University of Wisconsin Press.

In another action, the regents approved a year's leave of absence for Law Prof. Frank Remington, to begin with the second semester of the coming academic year. Prof. Remington will serve as field director for the American Bar Foundation's national survey of the administration of criminal justice in the United States.

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ad one--law leaves

The foundation, an organization of the American Bar Association, has been granted funds by the Ford Foundation for the survey, called by prominent members of the American bar "the most significant development in the history of the U. S. on the front of criminal justice." Chief Justice Earl Warren of the U. S. Supreme Court is adviser to the survey, which was initiated by the late Justice Robert Jackson of the high court.

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# U. W. NEWS

3/1/56 cs

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--Court officials from throughout Wisconsin assembled in the State Capitol Building Thursday (March 1) for a two-day traffic court conference.

Gov. Walter J. Kohler delivered the keynote address after which A. B. Houghton, chairman of the traffic court program for the American Bar Association, explained the role of the court in traffic safety.

R. C. Salisbury, director of the Safety Division of the State Motor Vehicle Department, spoke about Wisconsin traffic accident experience and James P. Economos, director of the traffic court program of the American Bar Association, about civil and criminal aspects of traffic accident cases.

Laws of arrest and use of complaints by police were discussed by Edward C. Fisher of the Northwestern University Traffic Institute. The institute, which was organized in 1936, has played an active part in traffic regulation in the nation through the promotion of court conferences and training of traffic officers.

During the afternoon session, Fisher spoke about rules of evidence and criminal law applicable to traffic cases and Frank J. Remington, University of Wisconsin professor of law, told about traffic law in the new Wisconsin criminal code, which will go into effect July 1.

A panel composed of Economos and Judges Merrill R. Rarr, Eau Claire; S. J. Luchsinger, Oshkosh; and Arthur L. Luebke, Beloit; discussed sound policies of penalization.

-more-



ad one--traffic court conference

Philip Habermann, executive secretary, Wisconsin Bar Association, presided over the morning session and Vernon Thompson, attorney general for Wisconsin, over the afternoon program.

Friday's program includes consideration of the uniform traffic ticket and complaint, driver licensing and the courts, evidence problems concerning intoxication, function of the prosecutor in traffic cases, report of motor vehicle laws committee, evidence problems concerning radar and speed, and a panel discussion of how to handle a traffic case.

Among the officials participating Friday are Melvin O. Larson, John Thompson, and L. E. Beier, all of the Motor Vehicle Department; Oscar J. Schmiede, municipal judge, Appleton; John Ritchie, Dean of the UW Law School; William Platz, assistant attorney general of Wisconsin; George P. Ruediger, La Crosse police justice; and Judges Thomas E. McDougal, Antigo; Harold W. Mueller, Manitowoc; and Lowell D. Schoengarth, Neillsville.

The conference is sponsored by the UW Extension Division, the UW Law School, the American Bar Association, and the State Motor Vehicle Department with the assistance of the Northwestern University Traffic Institute.

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# WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

4/16/58 j1

Immediately

MADISON, Wis.--Dr. Leonard A. Ganser, superintendent of the Wisconsin Diagnostic Center, was named president-elect of the Wisconsin Psychiatric Association, a district branch of the American Psychiatric Association, at the association's annual election of officers April 11.

Dr. Ganser will succeed Dr. Max M. Smith of Madison who took office as president for the coming year.

Other association officers elected at the meeting were Dr. Gilbert B. Tybring, Madison, secretary; and Dr. Harold Lubing, Madison, treasurer. All are assistant clinical professors on the staff of the University of Wisconsin Medical School.

Elected members of the association council were Dr. Benjamin A. Ruskin, Milwaukee, and Dr. Albert A. Lorenz, Eau Claire. Dr. Robert Roessler of the UW Medical School's department of psychiatry, outgoing president of the association, also became a council member.

The program of the meeting included talks on the subject of "Psychological Testing from the Viewpoint of the Lawyer" by Prof. Frank Remington of the UW Law School and Attys. William Platz of the Wisconsin Attorney General's office and Gordon Sinykin of Madison.

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# U. W. NEWS

1/2/58 jfn

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--News of a Ford Foundation grant of up to \$175,000 to finance legal research in the public policy area was viewed today by University of Wisconsin Law School officials as recognition of UW leadership in the field.

The matching fund grant will permit broadening of UW research, launched shortly after World War Two, into underlying values of the legal system and the interaction between law and such other disciplines as economics, sociology, and political science.

Prof. Jacob H. Beuscher, chairman of the graduate and research committee of the law faculty, said the grant is possible because of the University's unique policy of separately budgeting research funds for the Law School.

The Foundation grant will match UW funds, starting with the present annual figure of nearly \$29,000. The sum can be increased to a maximum of \$35,000, and the total grant of up to \$175,000 can be spread over a period of five to eight years.

Profs. Beuscher and J. Willard Hurst have directed the law-in-action research at Wisconsin. The grant will finance faculty research and two or three graduate research fellowships each year.

Two other Ford Foundation grants, totaling nearly \$35,000, were accepted recently by University regents. One will support a research seminar and a book on criminal law administration by Prof. Frank J. Remington. The other will support a research seminar by Prof. Richard W. Effland in philanthropic giving. Both seminars will be conducted in summer, 1958.

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Draft/Freshman Forum  
May 19, 1958

*File*

{ Frank J. Remington }  
Professor of Law

An authority on the administration of criminal justice, Prof. Remington has been a member of the Law School faculty since 1949. He served as field director for the American Bar Foundation's national survey of the administration of criminal justice in the United States in 1956. He has received a Ford Foundation grant to support a book on criminal law administration.

# MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

11/19/58 jfn

RELEASE: **Immediately**

MADISON--Prof. Frank J. Remington of the University of Wisconsin Law School will report on the American Bar Foundation's survey of the administration of criminal justice in the United States when he addresses the South Carolina Institute on Criminal Law Friday and Saturday, Nov. 21-22.

The institute, sponsored by the South Carolina Bar Association and the Law School of the University of South Carolina, will be held at Columbia, S. C.

Prof. Remington, director of field research for the survey since 1957, is on leave of absence from his UW teaching duties for 1958-59. He is writing a book on field studies made so far in Wisconsin, Michigan, and Kansas. He also conducted a six-week seminar on the subject this summer at Wisconsin, attended by leading experts in the field.

The American Bar Foundation survey is supported by grants from the Ford Foundation.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

9/22/59 jfn

RELEASE:

Immediately

MADISON, Wis.--Prof. Gordon Baldwin will serve as assistant dean of the University of Wisconsin Law School while Asst. Dean Carlisle Runge is on research assignment for the 1959-60 academic year, Dean George H. Young reported Tuesday.

Prof. Baldwin, a faculty member for the past two years, is a law graduate of Cornell University. He formerly served in the office of the Army Judge Advocate General and was an instructor at the JAG School, Charlottesville, Va.

Dean Runge will conduct research in Madison and Washington, D. C., into the status of army modernization and the relationship of ground forces to the national strategy.

Profs. Samuel Mermin and Robert H. Skilton also are on research appointments for 1959-60. Prof. Mermin is studying the language problem in legal foundation and interpretation of policy. Prof. Skilton is examining international sales law and practice.

Returning to teaching this semester are Profs. Carl A. Auerbach, J. H. Beuscher, and Frank Remington. Prof. Auerbach was on leave last year at the Center for Advanced Study in the Behavioral Sciences in California. Prof. Beuscher was a visiting professor at the University of California at Berkeley during the second semester. Prof. Remington has been preparing a book on the American Bar Foundation survey of the administration of criminal justice in the United States.

Prof. John C. Stedman will be away during the first semester to continue work as coordinator for a Congressional patent survey. Prof. Nathan Feinsinger returns for the first semester after his annual second semester leave.

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# MADISON NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

12/14/59 ns

RELEASE: Immediately

Prof. Frank J. Remington of the University of Wisconsin Law School will take part in an international conference on criminal law administration Feb. 19-20 at the Northwestern University School of Law.

Prof. Remington is director of the American Bar Foundation's survey of the administration of criminal justice in the United States.

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Gladys L. Borchers, University professor of speech and education recently addressed the speech section of the Louisiana state teachers convention at Baton Rouge on "Speech Education for All Students."

-0-

Dr. Frances Zuill, associate dean of the University School of Home Economics, addressed the Association of Teacher Educators in Home Economics of the American Vocational Association on Dec. 8 at Chicago.

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UW Prof. Rita L. Youmans, home economics and education, took part in a panel discussion in the home economics division at the American Vocational Association convention Dec. 10 at Chicago.

-0-

UW Prof. Julia Dalrymple, home economics and education, took part in research planning at Chicago meetings Dec. 5-7 of the Home Economics Central Regional Research Committee and the American Vocational Association Convention. She serves on the executive council of the home economics division of AVA.

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# FEATURE STORY

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:  
Immediately

3/13/62 gb

By GREGG BROADB

MADISON, Wis.--Senior law students at the University of Wisconsin are having a unique experience in psychiatry and the treatment of those who violate the law and are adjudged in need of mental help.

Twenty-two students are completing their final semester in the Law School by taking the course "Criminal Justice Administration: Law and Psychiatry," in addition to their regular curriculum.

Law Profs. Frank J. Remington and Donald J. Newman have joined with Drs. Milton Miller and Seymour Halleck of the Medical Center to teach the course.

"The course makes it possible for law students to visit the psychiatric facilities in the state," Prof. Remington says. "They become familiar with one particular program of psychiatric counseling and rehabilitation, and relate this experience to the social problem cases with which lawyers often work."

Students have visited Central State Hospital, Waupun, Waupun State Prison, and Oregon State School for Girls. They hope to visit the Wisconsin Diagnostic Center soon.

"Students have been able to sit in on staff meetings, listen to discussions of patient therapy, and hear reasons staff members have for setting release dates for patients," Remington explains.

The course is particularly designed to give students an opportunity to study what happens to the adult offender, the sex deviant, and the juvenile offender when he or she is confronted with legal action in relation to a particular crime.

-more-



Add one--law psychiatry

"Wisconsin contributes a surprising amount of sex deviant cases to the attention of both legal and medical organizations," Remington says. "The course provides a chance for future lawyers to see what is being done in the state with these cases, and to become acquainted with persons involved in treating and advising those involved."

The issue of responsibility is also a part of the course. Lawyers who take cases of adult or juvenile offenders, sex deviants, or common commitment cases, need to know how to plead in the courtroom. If they are aware of what psychological and psychiatric help is available for their clients, then they know best how to plead.

Prof. Remington also teaches two sections of Criminal Law, and Prof. Newman, who is also on the faculty of the UW School of Social Work, teaches in both departments. Drs. Miller and Halleck are both in the UW department of psychiatry.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

12/31/62 jb

RELEASE:

Immediately

By JACK BURKE

MADISON, Wis.--Among law schools in this country, the University of Wisconsin holds a most impressive distinction--it has one of the most extensive and highly developed research and training programs in criminal and juvenile justice administration.

A series of special studies, projects, courses, seminars, and consultations is having a wide, profound impact on the justice system in all parts of the United States.

Prof. Frank J. Remington coordinates the various phases of the program. A leading draftsman of the new Wisconsin Criminal Code, he is also consultant on the Federal Rules of Criminal Procedure, the American Law Institute model penal code, and the juvenile training and control grants of the U.S. Department of Health, Education, and Welfare.

Also most helpful is support from the Ford Foundation via the American Bar Foundation (ABF).

The most extensive project perhaps is the ABF's survey of the administration of criminal justice in this country. A number of works have been published as initial findings warranted. The pilot study, also involving Kansas and Michigan, compares judicial and legislative structures, and rural and urban compositions.

Profs. Remington, Donald J. Newman, and Harry Ball have been engaged actively in this program. The first phase involved gathering data on exercise of discretion in the entire pattern of criminal administration, from police investigation, search and arrest, through the correctional program, ending with parole and parole revocation.

-more-



Add one-- Law School

The researchers are concerned, too, with the everyday problems in this area, rather than the legal formalities at the trial stage. The second phase brings in analysis of the data gathered from the three states, and this will be included in the first of five volumes slated for publication next year.

Prof. Edward L. Kimball is studying the development of criminal law in Wisconsin under a Rockefeller Foundation allocation. Instead of the usual doctrinal approach, this project focuses on the demands made by society on the law, and by the criminal law system upon governmental agencies.

Various advanced students work with the faculty on certain aspects of these projects. In the offing is a program of internships. An application has been made to the National Council of Legal Clinics, affiliated with the ABA, to provide and support the placement of selected students in correctional settings during summer months.

Under this proposed arrangement, the undergraduates would gain experience in legal work with prisons, parole offices, juvenile training schools, and other similar offices. Field placement would be preceded by and followed with seminars.

The purpose of the program, Prof. Remington clarified, is not to train lawyers for the correctional field. It is hoped that participants, and in the long run, the bar itself, can gain a critical assessment of the full operating criminal and juvenile justice system. Not every law student will be a prosecutor or a criminal defense counsel. It is felt, however, the students more likely will eventually be legislators, judges, and opinion leaders in their own communities.

Prof. Newman, in conjunction with Prof. Remington, is directing a program on social work and the law. Materials and courses are being readied for use of both law and graduate students in social work in the general area of the administration of criminal justice. Active participation of law students in correctional agency settings, and expanded growth of research on the analysis of systems wherein lawyers and social workers share major policy and practice commitments are being worked out.

-more-



Add two--Law School

The two law professors have compiled a three-volume case and textbook on administration of criminal justice. A law and psychiatry seminar is held every other year in the UW Medical School or the Law School. Summer conferences for visiting faculty members also resulted from this formula. Leading criminologists and educators from all parts of the nation take part.

These sessions are regarded as most valuable in stimulating and coordinating research and teaching efforts at the faculty level.

Two other projects, relating at least indirectly to the program, include:

(1) Prof. Marygold Shire Melli, a study on "The Best Interest of the Child," as a legal standard in the family court. This seeks to determine how trial courts really work in three problem areas of the law: handling juvenile delinquency, awarding custody of children of divorced parents, and placing children for adoption. Prof. Melli was instrumental in the recent revision of the Wisconsin Criminal Code and the Wisconsin Children's Code.

(2) Mr. Ball is directing a project in sociology and law which involves a course in legal sociology jointly listed with the Law School and the sociology department of the College of Letters and Science, a series of subordinate research programs in the Law School, and a monograph to be prepared on law and sociology.

Prof. Remington said one of the goals of the activity in this field is "to foster informed opinion and increase professional responsibility in regard to important operational issues in crime and delinquency control among members of the bar at large--because justice needs an informed and interested bar."

Judging from the favorable reaction of students who have taken courses and attended seminars within the Wisconsin program, it is succeeding extremely well in its move for informed opinion and increased professional responsibility of the bar.

###

# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

3/28/63 jb

RELEASE:

Immediately

MADISON--Secretary of Labor W. Willard Wirtz will speak on "The Government and Labor Relations" and headline the 20th annual University of Wisconsin Law School spring program on the Madison campus April 27.

The secretary will be the feature speaker at the banquet winding up the all-day program which also includes announcement of Law School elections, scholarships, and awards; alumni reunions of the classes of 1913, 1918, 1923, 1928, 1933, 1938, 1943, 1948, 1953, and 1958, and special events, mainly at the Wisconsin Center.

Speakers will include Atty. John F. Thompson, Racine; UW Profs. J. Willard Hurst, G. W. Foster, J. H. Beuscher, [Frank J. Remington], and Richard W. Effland.

Final arguments in a moot court session will be conducted at the Wisconsin Supreme Court chambers in the State Capitol, with Justices Thomas E. Fairchild, William H. Dieterich, and Horace W. Wilkie, participating.

###

# WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

6/11/63 jb

RELEASE:

Immediately

Attn: Sports Editor

MADISON, Wis.--Appointment of three new members to the University of Wisconsin Athletic Board for 1963-64 was approved by UW regents Tuesday.

Representing the Student Athletic Board will be its president, Eugene E. Dix, captain-elect of the Badger track team. Dr. William Kiekhofer, Medical School, and Prof. Irwin G. Wyllie, history, were named as new faculty members of the board.

Continuing board members include: William A. Nathenson, Chicago, and John S. Hobbins, Madison, of the Wisconsin Alumni Association; and Profs. V. W. Meloche, chemistry; Arthur H. Robinson, geography, for the faculty.

Named to another term as faculty representative to the Big 10 Conference was [Prof. Frank Remington] of the UW Law School.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

11/12/63 jb

RELEASE:

Immediately

MADISON, Wis.--[Frank J. Remington], professor of law at the University of Wisconsin, Madison, will deliver a special address on the topic "Reform in State Criminal Procedure" at the Georgetown University Law Center, Washington, D.C., Wednesday evening (Nov. 13).

The presentation will be one of a series of major lectures commemorating the university's 175th anniversary.

Prof. Remington said his lecture would be an attempt to trace and recount the history of criminal law revision in the past decade and to forecast trends and developments expected in the next 10 years.

###

# U. W. NEWS

11/14/63 jlb

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

By JACK BURKE

MADISON, Wis.--Eight University of Wisconsin Law School students are going to learn about criminal correctional work next summer--first hand, by working in the field.

They will participate in a new three-year experimental program designed "to increase the capacity of the legal professional to make a meaningful, professional contribution to the administration of criminal justice, both adult and juvenile." The National Council on Legal Clinics is sponsoring the unique effort, believed to be the first of its kind anywhere.

The students, selected from a group of almost 40 volunteers, will work for three months with representatives of the State Department of Public Welfare's division of corrections, either at a correctional institution or with the parole and probation field services.

These second-year law students were chosen to join the project next summer:

Daniel F. Aschenbrener, Shawano; David J. Hase (7600 N. Links Way) and Clarice R. Wagan (3531 N. 53rd St.), of Milwaukee; Richard E. Hemming, Janesville; Frederick H. Miller (4213 Lumley Rd.), Madison; Orlan L. Prestegard, Readstown; George E. Smith Jr., Champaign, Ill.; and Barry Z. Wallack, New York City.

"The idea is not to make correctional agents or social workers of the lawyers-to-be," Prof. Frank J. Remington, of the UW Law School, explained, "but rather to foster an understanding of the problems of the people convicted and confined in correctional institutions, and those now on probation or out on parole.

-more-

## Add one--law internships

"This should excite the interest of more students at the undergraduate level, provide them with an intensive clinical experience, and give them a solid foundation on which to build a professional interest. It should initiate a continuing seminar-type program with the graduates to stimulate their interest in this area, and assist in the development of practical professional career opportunities which now are largely lacking in the criminal law field."

Prof. Remington said the experience should result, too, in better legal representation in court and make for better informed community leadership.

Seminars will be held with the selected students and Law School faculty before and after the summer field work. The school intends to maintain contact with the students after graduation to determine the values, impact, and effectiveness of the internship.

In addition to Prof. Remington, these members of the UW Law School faculty are mapping plans for the new internships in correctional settings: Profs. Marygold Melli, Donald J. Newman, and Edward L. Kimball.

They agreed that the program's short-range objective is experimental--to determine whether these clinical methods do make an important educational contribution. And if they do, an effort will be made to work out permanent means to finance the program after 1966.

##



# U.W. NEWS

11/14/63 jb

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

4:30 p.m. Monday, Nov. 4

RELEASE:

MADISON, Wis.--Receipts from sports activities at the University of Wisconsin, Madison, aggregated \$1,099,562.90 during the 1962-63 academic year, the UW Athletic Board reported to the faculty Monday.

The board said \$916,947.05 was expended for operation of the Division of Intercollegiate Athletics. Other payments and a cash carryover from 1961-62 leave an uncommitted balance of \$516,615.78 in the division's budget for contingent expenditures, against a possible decrease in estimated receipts, for new construction, and for retirement of the current \$1,070,000 building indebtedness, the report stated.

The board said its new Gymnasium Unit No. 1, opened this fall, is part of an overall plan to provide facilities for swimming, gymnastics, recreation for students and faculty, intramurals, and physical education. Located on Observatory Drive, the unit, which cost \$1,250,000 to build, is being financed from athletic receipts.

Approximately 1,000 students reported for participation on 13 teams in 1962-63 which ended with the Badgers winning 95 events, losing 57, tying 4, for a .625 winning percentage, best in the Big Ten Conference, and Wisconsin's best since 1954-55.

Athletic Director Ivan Williamson, in the report, expressed satisfaction with accomplishments of Badger athletes during the past year, and praised UW coaches as "men of high calibre, dedicated to the highest principles of coaching and to the task of keeping Wisconsin's athletic program on a high plane."

Prof. Villiers W. Meloche, chemistry, is chairman of the athletic board.

Other members are Profs. William Kiekhofer, medicine; Frank Remington, law; Irvin

G. Wyllie, history; Arthur H. Robinson, geography; and Ray Kubly, Monroe, and William A. Nathenson, Chicago, alumni representatives; and Eugene Dix, Marshfield, student representative.

# U.W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

6/8/64 jb

RELEASE:

Immediately

Attn: Sports Editor

MADISON, Wis.--Appointment of two new members to the University of Wisconsin Athletic Board for 1964-65 was approved by UW regents Monday.

Raymond R. Kubly, Monroe businessman, was named as one of two Wisconsin Alumni Association representatives, and Ronald Leafblad, Waukegan, Ill., captain-elect of the Badger football team, will represent the Student Athletic Board.

Continuing board members include: William A. Nathenson, Chicago, Wisconsin Alumni Association; and Profs. William Kiekhofer, Medical School; Irwin G. Wyllie, history; Arthur H. Robinson, geography; and V. W. Meloche, of the chemistry department, board chairman.

Named to another term as faculty representative to the Big 10 Conference was Prof. Frank Remington of the UW Law School.

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# U.W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

7/8/64 jb

RELEASE:

Immediately

By JACK BURKE

MADISON, Wis.--By working in the field, eight University of Wisconsin Law School students are learning first-hand about criminal correction work this summer.

The new program, believed to be the first of its kind anywhere, places law students alongside parole and probation officers and inside correctional institutions. The aim is to make members of the legal profession more aware of the administration of criminal justice on both the adult and juvenile level.

Sponsoring the three-year experimental program is the National Council on Legal Clinics.

The students, chosen from a group of almost 40 volunteers, are working with representatives of the State Department of Public Welfare's division of corrections. Officials of the department gave the project their full support and endorsement.

The second-year students and their individual assignments this summer:

Daniel F. Aschenbrener, Shawano, with the Madison probation and parole office; David H. Hase (7600 N. Links Way) Milwaukee, at the Green Bay Reformatory; Clarice R. Wagan (3531 N. 53rd St.) Milwaukee, Milwaukee parole office; Richard E. Hemming, Janesville, School for Boys at Wales;

Frederick H. Miller (4213 Lumley Rd.) Madison, School for Girls at Oregon; Orlan L. Prestegard, Readstown, La Crosse probation and parole office; George E. Smith Jr., Champaign, Ill., medium security institution at Fox Lake; and Barry Z. Wallack, New York City, working with the State Parole Board.

-more-



Add one--Law internships

Prof. Edward L. Kimball and Frank J. Remington, who share faculty leadership of the project, explained:

"The idea is not to make correctional agents or social workers of the lawyers-to-be, but rather to foster an understanding of the problems of the people convicted and confined in correctional institutions, and those now on probation or out on parole.

"This should excite the interest of more students at the undergraduate level, provide them with an intensive clinical experience, and give them a solid foundation on which to build a professional interest. It should initiate a continuing seminar-type program with the graduates to stimulate their interest in this area, and assist in the development of practical professional career opportunities which now are largely lacking in the criminal law field."

The UW educators said the experience should result, too, in improve legal representation in court and make for better informed community leadership.

Seminars were held with the students selected and the Law School faculty before the summer field work began. These will be repeated in September after the field work ends. The school intends to maintain contact with the students after graduation to determine the value of the internship program.

Prof. Marygold Melli and Donald J. Newman are other active faculty participants in this effort.

They agreed that the program's short-range objective is experimental--to determine whether these clinical methods do make an important education contribution. If they do, an effort will be made to work out permanent means to finance and continue the program after 1966.

###

# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

8/14/64 jb

RELEASE:

Immediately

MADISON, Wis.--A \$260,000 grant to support a University of Wisconsin Law School program of research and training in the field of law enforcement and criminal justice was accepted by the UW regents Friday.

The grant for the seven-year project from the Ford Foundation will enable the Law School to hire additional faculty members with specialized abilities in police administration, and help expand the internship program for law students to include work with police departments.

Summer seminars at which law teachers and police administrators can meet to discuss problems of common interest also are planned.

Herman Goldstein, executive assistant to O. W. Wilson, superintendent of the Chicago Police Department, recently was appointed assistant professor of criminal justice administration to maintain liaison with law enforcement officials.

The University has won wide recognition among other schools in the nation with its continuing program of studies on the relationship between law, lawyers, and the over-all process of criminal law enforcement.

[ Prof. Frank J. Remington ] was charged with the responsibilities primarily connected to the new program. He said the interest in criminal law enforcement "is an answer to the need for a better, clearer understanding of how the law actually works in practice."

"This program should bring an understanding which the Law School feels is needed to provide a basis for resolving some of the crucial and delicate issues which now face society," Prof. Remington said.

-more-

Add one--Law grant

"Law Schools are traditionally concerned with the prosecution and especially the trial and appellate phase of criminal justice administration. Active, scholarly attention to police and correctional phases has been limited.

"We aim to correct this weakness in our legal training," Prof. Remington added.

Prof. Remington said the more specific objectives of the UW program would be:

To identify those major policy issues which are important to the police, but are now being almost totally neglected both by police administrators and by universities which have educational and research programs in police administration; and

To develop a program of legal education which will better prepare members of the legal profession to understand and reflect the major issues which exist in the police field.

A portion of the Ford grant also will be used to provide visiting faculty and graduate fellowships. UW Profs. Marygold Melli, Edward L. Kimball, Donald J. Newman, and Joel Handler will participate as faculty members, on a continuing basis.

##



# U.W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON, WISCONSIN 53706

8/31/64 jb

RELEASE:

Immediately

MADISON, Wis.--Thirteen members of the University of Wisconsin faculty in Madison will participate in the 60th annual meeting of the American Political Science Association in Chicago Sept. 9-12.

Prof. Leon D. Epstein, political science, a member of the association's council, will be chairman of the award presentation ceremony and the presidential address program. Prof. J. Austin Ranney, political science, will serve as chairman of a panel on the British election.

Other political science teachers at Wisconsin scheduled to take part include:

Profs. Leon N. Lindberg, who will present a paper on "Decision Making and Integration in the European Community"; Joel B. Grossman and Herbert Jacob, members of a panel on staffing the courts; David J. Fellman, panelist on "The High School Government Course: Issues and Priorities"; Ralph K. Huitt, paper on "Congressional Reorganization: The Next Chapter";

Profs. Jack S. Dennis, panelist on political socialization; David W. Tarr, to present a paper on "The American Military Presence Abroad"; Lewis A. Froman Jr., member on a panel on new types and sources of political data; and Instructor Constantine Menges, member of a panel on the same topic.

Other UW faculty members taking part in the program:

Prof. Frank J. Remington, law, to speak on "The Role of the Police in Urban Areas"; Instructor Harry V. Ball, sociology, member of a panel on the same subject; Prof. Robert R. Alford, sociology, panel on the British election.

file  
Remington Report

REPORT OF THE  
NON CURRICULAR LIFE OF STUDENTS COMMITTEE  
FRANK J. REMINGTON, CHAIRMAN

August 12, 1965

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## I. PREFACE

The Committee on Noncurricular Life of Students was established on May 6, 1963 by the following resolution:

Resolved that the President of the University is requested to appoint a special committee, not later than the fall of 1963, to consist of not more than seven members, to make a broad study of University policies and procedures relating to the University's responsibilities with regard to the non-curricular conduct of students in the light of expected enrollment increases on the Madison campus and to report its findings and recommendations to the Faculty. This special committee should work closely with the Student Life and Interests Committee, with other committees and with administrative officers. The Committee should have staff assistance, and the advice of a student advisory committee to be appointed by the President of the University.

Members of the Committee have been: Professors Frank Remington (Chmn), R. Wray Strowig, Donald Novotny, Lee Dreyfus, Seymour Halleck, Douglas Marshall and E.E. LeMasters. Prof. Alfred Sessler was also appointed but died before the Committee had its first meeting. Mrs. Ruth Doyle, assisted by Mrs. Elizabeth Dunn (1963-64) and Mrs. Doris Parisi (1964-65), has acted as staff for the Committee.

The Committee's mandate is to study existing policies and procedures relating to the University's responsibilities with respect to the noncurricular conduct of students. This is an obviously broad and complex assignment, particularly in light of rapidly expanding enrollments.

The University of Wisconsin has one of the largest populations of students in residence of any university in the United States. It has also a very large student body when measured in comparison with the population of the city in which the university is located. During the first semester, 1964-65, the enrollment was approximately 27,250. Some have predicted that there could be 40,000 students attending the University of Wisconsin on the Madison campus by 1970. At the present time, almost 9,000 students live less than a five-minute walk from the corner of State and Lake Streets. Several thousand more live in the Lakeshore Halls.

In other words, this is a large, congested and complex student community. It is constantly changing. Its members arrive and leave within a relatively short period of time. As the character of higher education changes, the characteristics of the student body also change. The percentage of graduate students increases; the percentage of older women finishing degrees increases; the percentage of students seeking a four year terminal education declines, and the percentage who seek terminal education in four continuous, uninterrupted years on this campus declines even more.

The fluid changing student body is part of the larger Madison community which itself is increasingly complex as a result of rapid population growth. And the relations between the two communities also become increasingly complex and in need of interpretation and accommodation.

The danger is that, as the University grows, it will be less concerned with the individual student, both in his academic and nonacademic life. Most of the time of the University staff is devoted to meeting the challenge of providing adequate educational facilities for a growing student body. This is both understandable and appropriate. It does not, however, answer the question of what the University's role should be in the non-academic life of the student, the issue which is of central concern to this committee.

In our judgment, the University does have a clear responsibility for providing a proper climate, not only for learning, but also for healthy social and physical development by its students. The alternative, followed in some of the famous European universities, of leaving this task to the student and the city community is neither desirable nor, given the size of Madison, really feasible. As the student population grows, this task, which is not now adequately met, will take heroic effort on the part of this University.

Despite the Committee's recognition of the overriding importance of the University's responsibility to the overwhelming majority of its law-abiding students, it has decided that it can devote its efforts, most profitably, initially at least, to the more narrow, but nonetheless significant, study of the University's



policies and practices for handling cases of student misconduct. This decision reflects a number of factors: (1) It is our understanding that concern over the University's disciplinary policies and procedures was one of the principal reasons for creating this Committee. (2) In this country today, student dissatisfaction relates often to university policy toward student conduct, a concern often expressed by student leaders as opposition to the university assuming to act in loco parentis. (3) Students on this campus and throughout the country are requesting that there be greater student representation on university policy making and administrative committees, an issue of importance with respect to the formulation and enforcement of standards of conduct. (4) Finally, in a university as in the larger community, one test of an institution is in the way it handles the minority of its members who may find themselves in trouble.

In fulfilling its mandate to work closely with administrative officers and others experienced in dealing with the noncurricular activities of students, the Committee met with the following persons: Deans Martha Peterson, Theodore Zillman, L.E. Drake (who came twice), Patricia Tautfest, F. Chandler Young, Chester Ruedisili, LeRoy Luberg; Profs. David Fellman and E.E. Milligan; Porter Butts, Director of the Memorial Union; Paul Ginsberg, Student Program Advisor, Residence Halls; Elmer Meyer, Student Activities Advisor; Al Hamann, Director of Protection and Security; Dr. Peter Eichman, Director of Student Health. Members of the Student Advisory Committee met with the committee, as did William Campbell and Roland Liebert, President and Vice-President of the Wisconsin Student Association (1963-64), and Konnie Klumpar, President of the Associated Women Students (1963-64).

Academic Deans were contacted by Mrs. Doyle, either in person (Deans Davidson, Bob Brown, Crow, George Young and Chan Young) or by letter (Deans Pound, Gaumnitz, Bunge, Alberty, Uhl and Youmans).

In addition, members of the committee met with William Byrne, the former District Attorney; Wilbur Emery, Chief of Police; and Judge William Buenzli. The Methodist Student pastor, Rev. Robert Sanks, Rabbi Max Ticktin of Hillel



Foundation, and Father Joseph Brown of St. Paul's Chapel also met with the Committee. The Chairman also met with Michael Torphey, the present District Attorney. The committee has also had the very helpful cooperation of a student advisory committee whose chairman Mr. Martin Gold has met with the committee and has made suggestions with reference to this report.

## II HISTORICAL BACKGROUND

Historically, the faculty has accepted much of the responsibility for disciplining students for their nonacademic as well as their academic misconduct. In the University's early years, the weekly faculty meetings were largely devoted to conduct matters. When the tasks became too time-consuming for the entire faculty, faculty committees were given this responsibility. As the University developed a more elaborate administrative machinery, some phases of the conduct procedures were delegated to administrative deans.

The faculty has never tried to prescribe rules of student conduct in any detail. Over this University's history there have been few rules applicable to individual students. In 1871, the faculty approved the following statement:

that a code of written laws for the government of students is not advisable -- that, the least display of rules, the better. Young men should be made to understand that the faculty regard them as gentlemen who understand the general rules of propriety and are disposed to conform to them.

The few police regulations required can be announced at the beginning of each term and from time to time, as there is occasion.

Such, for many years, has been the practice of this University and with very remarkable success.

This is not substantially different from the statement in the Current Student Handbook which provides in part:

In addition to the civil code and specific regulations of the University, the student must adhere to a high standard of conduct.

Procedures for handling cases of student misconduct have varied. The faculty has always retained the right to at least review an administrative decision when appealed by a student. There is presently a right of review by a faculty appeals committee and an ultimate right to have the matter reviewed by the full faculty.

The office of Dean of Men was established as a full-time position in 1916 when Dean Goodnight was appointed. The 1897-98 time table lists a Dean of Women (Ann Emery) for the first time. There has been no faculty legislation attempting to spell out the responsibilities of the Deans of Men and



Women. An undated memorandum by Dean Goodnight said:

By the very nature of the case a considerable amount of disciplinary work is involved in administrating the many regulations of the Committee on Student Life and Interests. Then, too, by common consent, although it is not, I believe, provided for in any Regent or Faculty enactment, the Dean of Men and the Dean of Women have been regarded as the disciplinary officers of the University and have been expected to take the initiative in all disciplinary matters, except those involving dishonesty in University work.



The current Student Handbook provides that

"The self-regulation of social behavior is one of the kinds of learning to be acquired during a student's college years... Some of the elements that enter into the regulations of student behavior on this campus can be stated as follows:

1. Each student is bound by all of the civil requirements governing this community. Beyond this, each student is expected to maintain a high level of moral integrity.

2. The individual member of the University community, whatever his age, is in fact responsible and should willingly assume responsibility for his own acts... (page 91)

It is the responsibility of the University, the students of the University, and other members of the University community to educate the students to the significance of these statements and to their interpretation in practice.

To safeguard the many from the actions of the few who exceed the bounds of propriety and thus jeopardize the freedom of others, the University community operates on the basis of a general policy: that any action by a member of the University community which violates either the civil statutes or a University regulation could be injurious to the members of the University community and is punishable by appropriate authorities. In addition to the civil code and specific regulations of the University, the student must adhere to a high standard of conduct. If he does not, he is subject to disciplinary action by appropriate University authorities." (page 91)

There is only one specific rule which is applicable to most students. This is the rule which forbids students under twenty-one or below senior standing to occupy apartments. There are additional rules applicable to certain places on the campus such as residence halls, the Memorial Union and the University libraries, or to certain classes of students such as hours at which women must return to their living quarters, for example.

General standards like "high level of moral integrity" and "high standard of conduct" are subject to interpretation by the administrative and appeals sections of the Conduct and Appeals Committee which "reviews infractions of the regulations and standards governing the conduct of individual students." These interpretations are not generally kept in a form which makes them available to future conduct committees.

As a consequence, the standards to which students will be held, or, in other

words, what constitutes an infraction, depends more upon which individual staff member makes the decision than upon the formulation of the standards themselves. The advantage of this is the flexibility it affords to deal with the circumstances of individual cases and to change the standards as University conditions and general community mores change. The disadvantage is the danger of inconsistency and change reflecting the view of the individuals making the decisions rather than reflecting change in the nature of the case or in the seriousness of the problem involved. Whatever may be the advantages of flexibility, it does seem apparent that a state university must insure that its practices in dealing with students are not arbitrary or capricious. The failure of the university to devise adequate methods of self control will undoubtedly result, sooner or later, in judicial intervention (See Van Alstyne, Student Academic Freedom and the Rule-Making Powers of Public Universities: Some Constitutional Considerations, 2 Laws in Transition quarterly 1 (1965). )

Interviews with a random sample of junior and senior students, tend to indicate that the average student is not very much aware of existing University policy and practice with respect to student misconduct. Most do not realize that the University has standards designed to effect their conduct. However, there are some students who are concerned about the University's attitude toward student behavior, and this has tended to result in an increase in tension between students and universities throughout the country.

Part of this tension is the result of students' desire to be treated like adult members of the community, in opposition to the assumption that the University is in loco parentis with its students. Part seems to grow out of the ambiguity in the statement of standards of appropriate student conduct used in many universities. This attitude is reflected in the following statement from a report of the United States National Student Association:

Many colleges and universities have regulations similar to the following: "The University assumes that its undergraduates will conduct themselves as responsible citizens, and therefore reserves the right to dismiss any student or group of students whose conduct, on or off the campus, is unbecoming to a ....



student or reflects discredit on the institution of which he is a member."

This policy can only be applied by subjective, personal interpretation by members of the university as to what constitutes improper student conduct. These criteria of subjective interpretation create problems of fluctuating standards as applied by the university and, as a result, confuse the student as to what constitutes an infraction at a given time or place.

In the application of a university's policies, basic student rights have often been violated. Frequently a university has retreated to this type of regulation to punish students for actions merely distasteful to the administration.

Similar concern is reflected in a resolution passed by the Wisconsin Student Senate on April 2, 1963 expressing its opposition to the "In loco Parentis" posture of this university.

This matter is also given attention in a recent draft statement by the American Association of University Professors:

"Notice of Conduct Subject to Discipline. Disciplinary proceedings should be instituted only for alleged violations of adequately defined standards of conduct made known to the students in advance, e.g., through publication in the catalogue or student handbook. Offenses and penalties should be made as clear as possible, avoiding such vague phrases as "undesirable conduct" or "conduct injurious to the best interests of the institution."



#### IV CURRENT PROCEDURES FOR DEALING WITH STUDENT MISCONDUCT

##### A. Policies and Practices of Agencies Responsible for Dealing with Student Misconduct.

###### 1. Department of Protection and Security.

###### Basic Responsibility

The Department of Protection and Security, Police Division, is responsible by Regent action for the enforcement of the State Statutes and the Wisconsin Administrative Code, Chapter UW 1, on all property owned or controlled by the Regents.

By state statute the university police are empowered to make arrests for violations of state laws, including Regent regulations, which occur on campus (see UW 1.01 Police officers)

The Department of Protection and Security, Division of Plant Protection, is primarily concerned with buildings from the hours of 9:30 P.M. until 6 A.M. and on Saturday afternoons, Sunday and Holidays. Plant Protection personnel are assigned to various routes and concern themselves with open doors, windows, fires, floods and the proper use of the buildings.

The Department of Protection and Security, Division of Lake Security, is interested primarily in water safety on Lake Mendota. Close cooperation is maintained with the City Police. This Division does not have authority to enforce the lake ordinances as compiled by the City of Madison but it can act as an information agency and complain to the City Police just as a citizen can do. It concerns itself primarily with correcting unsafe practices and in maintaining strict water safety by the users of the lake.

###### Current Policy with Reference to Student Misconduct

(1) All offenses known to the Department of Protection and Security which violate state criminal statutes are referred to the office of the District Attorney. In addition, a report of each such incident is always furnished

to the Dean of Students.

As is true with police responsibility generally throughout the nation, Protection and Security is confronted with borderline situations when criminality may be doubtful or where the seriousness of the criminal behavior is minimal. In these situations the Department must and does exercise discretion in deciding whether to make an official report of the student behavior. There has been an effort by Department regulations to articulate current policies and communicate them to individual members of the Department. There is no procedure, currently existing, which affords any opportunity for consultation between Protection and Security and any faculty group with respect to current law enforcement practices on the campus. As a consequence this important, and in many cases crucial, aspect of this University's relationship to its students is entirely removed from any effective faculty control or participation. Decisions, such as a decision relating to the handling of a student demonstration, must be made without any opportunity for faculty involvement. Some few years ago the Director of Protection and Security requested the appointment of a faculty advisory committee to which he could turn for advice on matters of policy. This request was turned down.

The relationship between Protection and Security and the Dane County District Attorney is changed from that which existed during the period 1952-1960. On December 4, 1952, an agreement was reached between the District Attorney and the University Departments of Student Affairs and Business, which determined which cases were to be referred to the District Attorney's office. The agreement, in the form of a letter from District Attorney Richard Bardwell, stated:

"...all violations of state criminal statutes...are to be referred to this office with the exception of the following categories.

(a) Cases of petty larceny involving thefts of currency or property under the value of \$20.00.



(b) Conduct violations of students and other university personnel which probably can be classified as university disciplinary problems.

(c) Petting and other bisexual conduct cases involving no penetration where university students are involved.

In morals cases, i.e., suspected sodomy and the like, the facts should first be discussed with this office and a decision will be made as to how the particular offense in question is to be handled, viz., by the university or by the District Attorney's office.

Finally, in all cases handled by this office which involve university personnel, either students, faculty or other employees, we will furnish you and the Office of Student Affairs complete reports, including final decisions in respect to each case."

This agreement was observed during the tenure of Mr. Richard Bardwell (1950-56) and Mr. Joseph Bloodgood (1956-60). During the tenure of Mr. William Byrne (1960-64), an attempt was made to hold a conference between the various offices which were involved in the original agreement. Since this was unsuccessful, Mr. William Byrne then decided that all criminal offenses should be brought to his attention. This policy is also followed by the present District Attorney, Mr. Michael Torphy.

The number of referrals made to the District Attorney under the present procedure varies between 12 - 18 some months and 1 - 2 other months.

There are no referrals from the Department of Protection and Security to the City Attorney's office, since city ordinances are not applicable to university property.

(2) Instances of student misconduct, known to Protection and Security, which are not violations of state criminal statutes, are referred to the Dean of Students. Examples of these are: unauthorized use of university buildings, unsafe waterfront activity, general pranks, or suicide attempts. Fights involving students, if neither party wishes to sign a complaint, and if the fight has not been witnessed by an officer, are also reported to the Dean of Students. There is no formal policy with respect to Protection and Security's responsibility for non-criminal student conduct. In some cases,



a decision is made by consulting with an appropriate member of the administration. For example, when an issue arose concerning the propriety of an art display on campus, the Vice-President of academic affairs was consulted by the Director. The Vice-President decided that the display was questionable, referred the matter to the appropriate Faculty Committee and the Committee decided upon a private rather than a public showing.

The Department of Protection and Security used to receive copies of the dispositions of cases referred to them, but has not received them recently.

(3) Parking offenses are referred to the Student Court.

(4) Offenses coming to the attention of the Department of Protection and Security which are not within its jurisdiction (because they occur off campus, for example) are referred to the police agency which has jurisdiction.

## 2. Directors of Institutions

Places and institutions on the campus at which students gather in large numbers have special procedures for dealing with student misconduct. This is true of Residence Halls, the Memorial Union and the Memorial library. Available sanctions include dropping a student from Residence Halls or prohibiting him from using the Memorial Union. Lesser sanctions are also used. There is no special disciplinary machinery in the Memorial library but it is possible to remove a student's stack permit or prohibit a student from using the library altogether. All three institutions report serious offenses to the Dean of Students or to police for appropriate action.

### a. The Memorial Library

#### Basic Responsibility.

The Librarian and his staff have the responsibility to protect the Library property and to maintain a quiet, orderly and safe place in which University students and faculty can work.

#### Current Policy with Reference to Student Misconduct.

There are three classes of offenses which occur in the Library with some frequency: (1) Theft of books and forgery of signatures; (2) improper

behavior such as smoking in the stacks; and (3) morals cases, particularly homosexual activity in the washrooms.

For smoking in the stacks, stack permits are revoked. This is an absolute rule applied uniformly in all cases.

Other offenses are reported to the Dean of Students. The Librarian does not want a separate conduct system for the library. He believes that all student misconduct should be handled by one agency and that the range of penalties available to the Dean of Students are more appropriate than denying the student offender the use of the Library which would be the ultimate sanction which could be imposed by the Librarian. All cases of stealing of books and forgery, when detected, are reported to the Dean of Students. Reports are made even if the stolen property is returned on the spot.

Suspected morals cases usually need further investigation and are always referred to the Department of Protection and Security by the librarian. The librarian also, at the same time, always reports these cases to the Dean of Students.

The total number of known cases of misconduct occurring in the Memorial Library is small, in the judgment of the Librarian.

b. The Memorial Union

Basic Responsibility.

The staff of the Union assumes responsibility for order and discipline in the Union. The Regents and Faculty have delegated to the governing board the power to assess small money fines (up to \$5.00) for misconduct in the building. In such cases notice is sent to the Dean of Students. Appeal is allowed to the Union Council.

Current Policy with Reference to Student Misconduct.

A student observed in misbehavior is asked for his identifying fee card and is usually referred to Mr. Porter Butts and his staff.

Minor misconduct such as abuse of equipment, disorderly or noisy conduct, minor gambling, taking food without paying, etc. are handled by individual



counselling, where possible, as a means of encouraging the student to conform to proper standards.

Vandalism and thievery are the most troublesome behavior problems. There are relatively frequent instances of deliberate damage to Union property such as upholstered furniture and of thefts of objects such as silverware. In such instances offenders are hard to detect. Rarely is anyone caught in the act. A theft becomes known when the item is reported missing; vandalism is discovered when the damage is noticed. A report is made to the Department of Protection and Security. The subsequent investigation sometimes results in the return of the stolen goods. The Union staff is not always informed who the offender is; sometimes the goods are found by the police but they do not find the thief.

Offences, like indecent exposure, are referred to the Dean of Students because there may be a need for professional counselling, or because evidence of deviant sexual behavior may be inconclusive and there is thus a need for further investigation. Recently a series of photographs of nude men were found in the dark room. The dark room user was known, and, since the incident give rise to a suspicion of aberrant behavior, referral was made to the Dean of Students.

In situations where repeated warnings are ineffective, referrals are made to the Dean of Students. For example, students suspected of playing cards for money are warned. If a student disregards the warning and is apprehended in an actual gambling case, he is referred to the Dean of Students. Or, if a student is warned about burning a hole in furniture upholstery or cutting it thoughtlessly, and then repeats the offense, he is referred to the Dean.

Except for special occasions when large groups (especially high school students) are using the building or are in the area, there are no police patrolling the building.

Police are called when there is physical disorder which cannot be



brought under control by the union staff or when students fail to heed a warning and defy a Union staff member.

Ordinarily the Department of Protection and Security handles such matters and it now has a large enough force to have personnel available at all times. If university police are unavailable, City police can be called and will respond. If there is disorder on city property outside the Union, it will be handled by City police.

Signs are posted at the Union entrances and main corridors stating who is eligible to use the building and what is expected of users. Page boys, Rathskeller floor managers, the night supervisor, and other key staff members are all instructed to be on the alert in maintaining order throughout the building.

Since non-members are the source of many conduct difficulties, it has become necessary to check fee and other Union member cards, particularly in the Rathskeller. Some students have protested this, as well as the efforts made by the staff to maintain decorum and order there (no feet on tables, for instance), but most, after the reasons for the checking are explained, realize that the effort is for the purpose of maintaining the facilities for authorized users.

The check cashing service has to deal occasionally with bad checks -- there were, for example, 88 bad checks out of 10,000 cashed in the first semester 1963-64. Almost all of these were made good. A \$5.00 limit on checks, as well as a 75¢ charge for making a check good, keep down the number.

Certain groups within the Union organizational structure are adapted to disciplining themselves. The outing clubs, for instance, can suspend membership or deny the use of equipment or facilities to careless, destructive, or non-cooperative students.

c. Residence HallsBasic responsibility.

The staff and residents of Men's Residence Halls are responsible for the discipline of residents. Cases of non-criminal misconduct within the halls can be referred to the Dean of Students but seldom are. The staff of Residence Halls feels that referring all cases of misconduct within the halls is impractical. So many of the cases are minor, that the Dean's office would become ineffective if it tried to deal with all of them. Further, constant reporting to the Deans would create what the staff considers to be an unwarranted onus on dormitory living.

Stealing, or other cases of a serious nature are referred to the Dean of Students. However, where there is doubt as to whether an actual intent to steal was involved, the case is handled within the Residence Hall governmental machinery. This includes hearing before a student housefellow committee. In addition, some cases such as shop-lifting downtown, have been handled within the Residence Halls, if the Dean of Students is overloaded and if he gives prior approval.

In cases involving a suspected violation of the criminal law, Protection and Security is called. At present, after the investigation is complete, the police refer the matter back to Residence Halls for disposition.

Where there has been serious property damage or other serious or repeated offenses, the police report the matter to the District Attorney. This is a decision made by Protection and Security.

There is presently some difference of view within Residence Halls as to what matters ought to be referred to the Dean of Students rather than being handled by the Residence Halls disciplinary machinery. Director Newall Smith favors a policy by which Residence Hall students are referred to the Dean in all cases in which a non-residence halls student would be referred. Other staff members feel it desirable for Residence Halls to handle much of its own disciplinary problems.



Some matters are of particular concern to Residence Halls. These include chronic noise, minor damage to property and the like. These are typically handled by Residence Halls because its penalties, probation with the threat of expulsion from the Halls, is effective in dealing with this kind of behavior. Cases of suspected homosexuality go directly to the Dean of Students and are not handled by Residence Halls procedures.

Some time ago there was considerable controversy over the search of students' rooms. Present policy is to report matters of this kind to police with the request that a search warrant be obtained if contraband, such as a Stop Sign, is noticed in a students room while it is being cleaned.

### 3. Deans of Colleges and Foreign Student Advisor.

#### a. Academic Deans.

The Committee has been continuously aware that, in a large University, there can be no clear separation of the academic from the non-academic life of students. The non-academic problems which a student encounters have a decided impact on his academic success or failure. In fact, the Associated Dean of the College of Letters and Science has pointed out that the two areas of life are almost completely intertwined -- and that, in most cases in which a student encounters severe non-academic problems, his academic status suffers as well.

The Committee is also aware that in a large University, offering varieties of professional training, it is the Academic Deans and Department Chairmen who have the responsibility to certify to the fitness of an individual to be admitted to the practice of a profession. Questions of personal integrity, moral fitness, and community compatibility must be considered in making these judgments.

While each Department and College of the University recognizes this responsibility, there seems to be no standardized University system about the way in which this responsibility is met. There is great variety among



the Departments and Colleges in 1) the amount of information gathered on the non-academic conduct of a student and 2) the extent to which non-curricular factors influence a Department's ultimate judgment of a student's performance in the University.

Contacts with the Academic Deans was made by personal conference, in some cases, and by letter in others. Exhaustive examination of intra-departmental procedures was not attempted. It seemed sufficient to note the extent to which these responsibilities are accepted within a given department and the varieties for dealing with them which exist.

Smaller departments, and professional schools which have graduate students enrolled have opportunities to become well acquainted with their students. Incidents of misconduct which would reflect on the ability of a graduate to be certified as of good moral character at the time of graduation, are dealt with as they arise.

The nature of a particular offense, or repeated offenses, when brought to the attention of a Dean or Director, can result in a student's being dropped or requested to withdraw from a professional school or a graduate department. The Dean of the Law School, for example, feels that, when he is asked to certify to the Supreme Court of Wisconsin that the particular members of a graduating class are of good moral character, he is on reasonably safe ground, since demonstrated bad moral character is grounds for dismissal from the Law School. In general, the same safeguard applies in the Medical School, where the student body is selected, and closely knit. Rapidly expanding enrollments, particularly in the Law School, may make this part of a Dean's responsibility more difficult to fulfill.

One Dean, at least, (Commerce) draws a distinction between permitting a student to graduate -- in accounting, for example -- and certifying him for the profession. Dean Gaumnitz says,

"We feel we have a serious problem in determining whether or not a student should be permitted to continue to major in a field of this type when he would probably be denied the privilege of taking

the professional examination or who on character grounds would be denied the certificate... We do not feel we should deny a person an education because of the fact that he has been guilty of one or two cases of misconduct of a minor nature. Conversely, we cannot recommend an individual to become a member of a profession having high ethical standards when his previous record indicated that he was lacking one or more of the traits making for excellence of character."

Some of the Academic Deans and Directors welcome reports on the non-curricular conduct of their students. Some Associated Deans, such as in Engineering and Agriculture pay close attention to such reports, seek out the students involved, at least to ascertain the facts of a situation, to help or penalize, as it appears appropriate.

Other Deans, such as Dean Brown in Education, do not seek information on non-academic misconduct. If, however, misconduct is brought to his attention, it becomes part of a student's total record, used in certifying as teachers the graduates of the University School of Education. The importance placed on the misconduct in this over-all assessment depends on the nature of the misconduct, and on whether it would impair or destroy an applicant's acceptability as a teacher.

Almost all the Academic Deans agree that cases of misconduct -- either curricular or non-curricular -- are rarely brought to their attention. Most departments state that the reason that standard procedures are not developed to deal with recurring offenses is that there are very few cases, and each is unique.

All report that there have been almost no reports of misconduct emanating from the Office of the Dean of Students for the past year and a half. Several of those consulted expressed relief that they were no longer being notified of police reports involving students. A couple of others expressed some uneasiness, since in a large department checking all the names of potential graduates for possible misconduct seems an almost impossible task.

#### b. Foreign Student Advisor

##### Basic Responsibility.

The Foreign Student Advisor is responsible for the welfare of the



foreign students. This includes finding expeditious solutions to their specific problems. interpreting the American culture to them, and, on occasion, dealing with their misconduct.

Policy in Regard to Misconduct by Foreign Students.

All cases of alleged misconduct of foreign students which are brought directly to Professor Milligan's attention are handled in his office. He conducts no official hearings. He has only once referred a student to the Dean of Students. He assumes that most students will not repeat their offense, repetitions seldom occur.

When cases involving foreign students come directly to the attention of the Madison Police or Protection and Security, they are handled as any other case. No special procedures are used when a foreign student is involved.

Professor Milligan feels, however, that the foreign student presents a unique problem because:

"Disciplinary matters involving foreign students evoke a group reaction from the student's fellow nationals, as is not the case with Americans. It is not uncommon for an officer of a foreign student group to come and speak to me about one of the members guilty of some wrong doing and express the desire to bring the club's influence to bear upon the student in question. This concept of group responsibilities is therefore an asset.

It must be remembered that foreign students are subject to a series of governmental regulations which are in themselves disciplinary and which consequently call for no University action. An example, fortunately far from typical, is that of the student who forged his admission credentials. When this was discovered, his admission was revoked. When a student is no longer in attendance we are required to inform the Immigration and Naturalization Service of this fact, thus putting the student in an illegal status in terms of his student visa. Because of other events in this particular student's background, the end result was departure from the United States".

Professor Milligan is of the view that special consideration must be given to foreign students because of great cultural differences, language problems and resultant misunderstandings. Usually explanations of American standards prevent recurrence of an offense.



4. The Offices of Dean of Men and Dean of Women (Prior to 1964)

a. Dean of Men.

Dean Theodore Zillman, who held the post of Dean of Men until September, 1964, believed that:

"Three basic and interrelated objects of such education are to train the individual to earn a living in a socially useful manner, to develop in him the highest cultural and intellectual interests, and to make him a moral, intelligent and well-informed citizen with a deep sense of his obligation to the community." (U.W. Functions and Policies Report of 1949)

As a consequence, Dean Zillman urged the University to assume a responsibility for the control of the unique social situation it creates by attracting to it so many young people, who are living away from parents, but who have not yet acquired homes and families of their own. Many of these young people are in rebellion against parental controls. Many are living anonymously for the first time. There is need, in his view, to promote respect for law enforcement by influencing student attitudes toward those who enforce the law. And, the larger community properly expects the University's help in controlling student behavior and as a community of scholars, in helping formulate proper norms of behavior in a changing world.

The University, also has an obligation to individual students -- to promote their emotional well-being and to provide standards by which they can shape their future behavior. Dean Zillman found that some students misbehave in order to attract attention to their needs and University officials can thus often give them the help they desire. A student's record can be protected by the University's conduct procedures, especially if a police report is involved. The close involvement of the University with reported cases of student misconduct will enable the University to report reliably the students subsequent conduct which usually will counteract the negative implications which would otherwise be drawn from the misconduct report.

Dean Zillman feels that there is need for a more explicit statement of

the standards of appropriate student conduct. These should include an affirmation that the University will act in support of law abiding conduct and include also the prescription of certain rules as necessary to insure the proper functioning of an educational institution -- these would include rules about the use of the library, about classroom dishonesty, about protection of student and university property, prohibitions against drinking and gambling in the University area, etc.

In his function as Chairman of the Committee on Student Conduct and Appeals, Dean Zillman used the following factors in assessing the seriousness of a student's misconduct: 1) the student's attitude toward his own behavior, 2) the seriousness of the crime, 3) the student's age and classification, 4) his background and family, 5) the publicity or lack of it attendant upon his misconduct, 6) his vocational ambitions; does he aspire to professional school?

b. Dean of Women.

Although the Office of Dean of Men has been abolished, there continues to be an acting Dean of Women. The acting Dean considers it to be one of the responsibilities of her office to be that of intervention when a woman student is acting in a "self-defeating or highly disruptive manner". Such conduct may or may not be a violation of the law. The goal of such intervention should always be educational rather than punitive. Effort is made to determine whether the misconduct is symptomatic of more basic individual problems. With this in mind, the consequences of certain kinds of misconduct are determined by the individual circumstances surrounding and leading up to the misconduct.

Violations of the rules of the Associated Women Students, which govern all organized women's living units, are usually handled by the governing organization of the living unit. The rules and penalties are clearly prescribed, and therefore easily administered. More serious problems or problems in which the facts are in dispute, are referred to the AWS Judicial



Council, a student group representing the Associated Women Students. This Council can assess penalties -- such as the deprivation of privilege.

Cases of disruptive or bizarre behavior, especially if they represent a change from the student's previously observed patterns of behavior are referred at once to the acting Dean of Women. In these cases, the Dean's office often uses the services of the Department of Psychiatry and the Counselling Center to determine the extent of emotional disturbance, and to decide on the proposed course of action. In serious cases of repeated rules violations, irrational or threatening behavior, hospitalization or withdrawal from school are sometimes used. The decisions are made in consultation with the academic Deans and the Department of Psychiatry. Sometimes it is necessary that the procedures of the Conduct Committee be employed. Occasionally, these are emergency situations, in which a student must be removed at once from the living unit, pending disposition of the case. When voluntary withdrawal is the result, re-entry is usually conditioned on the approval of the Department of Psychiatry, and for the Dean's Office.

When a police report involving a woman student is received, the student is always notified, so that she can respond to the allegations. If charges are dropped, or the student is acquitted, the report is destroyed. If she is found guilty, the case is reviewed, and action can be taken through the Conduct Committee, should the facts of the case warrant it.

In the experience of the Dean of Women's office, the need is for methods of aiding individual women students who are involved usually in self damaging behavior. Each case involves such unique circumstances that the prescription of specific rules of behavior is neither feasible or desirable.

##### 5. The Office of Dean of Students (Prior to 1964)

Efforts in the field of student personnel services since the end of World War II have been made to provide expanded services in a coordinated



department. Prof. Kenneth Little served as Vice-President for Student Affairs, and in this capacity named the Dean of Men as his representative on the Administrative Section of the Committee on Conduct and Appeals. Dean LeRoy Luberg continued this practice, and it applied until September, 1963, when L.E. Drake was made Acting Dean of Students. Included in this delegation was the discretion to decide when to call the Committee into session to deal with cases of misconduct, and when cases could be handled informally within the Offices of the Deans of Men and Women.

The Laws and Regulations Governing the University of Wisconsin, as revised in January, 1960 (p. 23 - Sec. 4.25) describes the responsibility of the Dean of Students as follows:

"The Dean of Students is responsible to the President of the University for the organization, direction and supervision of the offices of the Dean of Men and Dean of Women, the Student Organization and Financial Advisors, Loans and Undergraduate Scholarships, the Student Counselling Center, University Placement Services, the Student Employment Bureau and the Advisor to Foreign Students. The Dean of Students coordinates the services and functions of the Division of Residence Halls, the University Housing Bureau, the Wisconsin Memorial Union, and the Department of Student Health."

At the request of LeRoy Luberg, then Dean of Students, a Committee of members of the Division of Student Affairs analyzed and described the Functions and Policies of the Division in 1961. This Committee, composed of Dean Martha Peterson (then Dean of Women) and Profs. L.E. Drake (Director of the Counselling Center, and E.E. Milligan (Advisor to Foreign Students), made its report on May 1961. This report describes the activities and responsibilities of each member of the Division. It includes some general recommendations, and also some departmental requests, which are submitted without recommendation.

The responsibility for dealing with cases of student misconduct is scarcely mentioned. Since the report consists of the self-descriptions of function by its various members, it can be assumed the problems of student conduct did not, at that time, at least, loom large in the functions

of the Division.

Among its general recommendations is this sentence (p. 23)

"13. A Counseling approach rather than a disciplinary attitude be taken in dealing with student problems."

One of the unevaluated recommendations made by the Student Counselling Center and appended to this report proposes:

"...that after the Student Conduct Committee has taken action on a case, it recommends that the student go to the Student Counselling Center. No report will be sent to the Conduct Committee. If the student comes before the Committee again, the Committee will be informed as to whether or not the student followed the advice of the Committee by making appointments at the Student Counselling Center."

This report was used as a basis of discussion within the Division of Student Affairs, but there was no formal adoption of it or implementation of its recommendations.

Through-out this self-analysis, the emphasis is on guidance and counselling, not on discipline. During his tenure as Dean of Students, Dean Luberg recommended on several occasions that the functions of discipline and counselling be separated, so that the same persons are not performing both functions.

#### B. The Policies and Practices of the Conduct and Appeals Committee (Prior to 1964)

Because of its importance in this regard, a substantial portion of the Faculty Document 995 is reproduced below:

##### Committee on Student Conduct and Appeals

- I. There shall be created a Committee on Student Conduct and Appeals which shall be charged with the formation and enforcement of policy of the University of all matters of individual student conduct, and shall from time to time review the execution and operation thereof and report yearly to the faculty thereon.
- II. The Committee on Student Conduct and Appeals shall consist of the following:
  - a. Five members of the teaching faculty of the University of professorial rank appointed by the President annually; no more than one to be appointed from any School or College, and at least one to be of the rank of assistant professor; the chairman of the Committee to be designated by the President from among these five members.



- b. The Dean of Men, the Dean of Women, and the Director of the Student Personnel Services or their representatives.
  - c. The Dean or his representative, of each of the Colleges or Schools of the University as ex officio members without vote, except as hereinafter provided in Sec. IIIb and IIIc.
- III.
- a. The members of the Committee appointed as representatives of the Dean of Men's, and the Dean of Women's and Director of Student Personnel Service's offices, together with the Dean, or his representative, of the college in which the student is enrolled and against whom charges are being heard, shall be designated as the Administrative section of the Committee.
  - b. In the case of men students, the Administrative section of the Committee shall be constituted from the members appointed from the Dean of Men's office, Director of Student Personnel Service's office and the Dean, or his representative, of the student's College.
  - c. In the case of women students, the Administrative section of the Committee shall be constituted from the members appointed from the Dean of Women's office, the Director of Student Personnel Service's office and the Dean, or his representative, of the student's College.
  - d. The chairman of the Administrative section of the Committee shall be the representative appointed from the Director of Student Personnel Service's office.
  - e. The Administrative section of the Committee shall be charged with administering the policy of the Committee in all matters of individual student conduct and exercising the powers of reprimand, disciplinary probation, suspension, expulsion, and other corrective measures. The administrative section may in its discretion refer a case to the whole Committee for action.
- IV.
- a. The five teaching faculty members of the Committee shall constitute the Appeals division of the Committee.
  - b. Any student affected by reprimand, disciplinary probation, suspension, expulsion, or other corrective measures shall have the right to appeal to the division for a review of such penalty and the Appeal division may either review the record or hear the matter "de novo" and either suspend, decrease or increase the penalty, and, pending the hearing of such appeal, the Appeals division may in its discretion suspend such punishment.
  - c. The chairman of the Committee shall be chairman of the Appeals division.
  - d. The Appeals division shall also hear appeals from the Student Personnel Committee.
  - e. The Appeals division of the Committee may also be designated by the President to serve as the faculty panel of the Board which hears appeals from decisions of the student court.



- V. a. The Committee may in its discretion invite the two student members of the Board which hears appeals from decisions of student court to join as members of the Committee in formulation of policy and the Appeals division may in its discretion invite such two representatives to join the division on hearing appeals which affect the general body of students.
- b. The Committee, the Appeals division, or the Administrative section shall be empowered to summon any member of the staff to assist in its deliberations.
- VI. Appeals from decisions of the Appeals division of the Committee shall be made to the University faculty.
- VII. Attorneys, whether in law or in fact, shall not appear before the Committee or any division or section thereof or before the faculty either to prosecute or to defend the student whose conduct is under investigation or who has appealed from penalties assessed. The student shall be advised that at any stage of the proceedings he may be represented by a friend, a relative, or any member of the faculty.

Although the Conduct and Appeals Committee has formal responsibility for "The formation and enforcement of policy of the University of (sic) all matters of individual student conduct", the committee has not followed the practice of meeting with the objective of deciding upon and articulating policy respecting student conduct. As a consequence there is no general formulated policy with respect to student conduct. Rather the committee operates, by and large, as an enforcement agency dealing with individual cases as they arise. If individual cases did not arise, the faculty members represented on the appeal section seldom become involved.

There were, up to 1964, about 150 to 200 cases a year decided by the Administrative Section of the Committee. Some fraction of that number, sometimes as many as 20 a year were appealed.

There were disagreements between the Appeal Section and the Administrative section with respect to individual cases. The Appeals Section sometimes reversed the Administrative Section's findings; more often penalties assessed by the Administrative Section were reduced. The most frequent example was the readmission of a student ordered dropped by the Administrative Section. These reversals were often symptomatic of a basic policy difference with respect to student conduct. But, the general issue

was seldom faced as a general issue of policy, individual cases were not rationalized in written form, and succeeding committees acted without systematic reference to prior decisions. In one much discussed case during the early 1960's an Appeals Section reversed the action of the same section, the difference being that different members of the committee were present at the two meetings.

In brief, the Conduct and Appeals Committee has not conceived its function to be that of formulation of general policy. The effect of individual case decisions has been diluted by the fact that they were not recorded in detail, and never collected in one usable form. Succeeding committees have often departed from prior decisions even in identical cases. The reason given for this informality and flexibility was that the process was "educational" rather than "legalistic" in nature. It is interesting to note, in this regard, a conclusion reached by George Murphy and Elmer Meyer in a study made about 5 years ago:

" The legalistic or punitive approach to discipline seems to be foreign to this University when one considers the oft-stated concept that the University of Wisconsin is interested in the conduct of its students from the time they enter as freshman until the time they graduate from the institution. On the other hand, policy statements do seem to emphasize the interests of the institution, as opposed to the interests of the individual, referring in many instances to student conduct which may be damaging to the reputation and decorum of the University".

Like Dean Luberg and others, the authors recommended that the counseling function be clearly separated from the disciplinary function.

Faculty legislation gives the Appeals Section the option of reviewing the record of a conduct case on appeal or of conducting a hearing de novo. Review of the record was seldom used, since although all actions of the Administrative Section were recorded, the records of the Administrative Section were often in insufficient detail to permit extensive review.

In recent years the Appeals Section has followed the practice of requiring the student to write a letter to the chairman of the Appeals Section setting forth clearly what basis for his appeal.



Many students felt the need consulting someone knowledgeable about the appeals procedure but not directly involved in the case and who thus would be in a position to advise the student appellant. Informal methods have been devised to deal with this, but there is no formal procedure.

The trial de novo before the Appeals Section usually took place with a representative of the Administrative Section and the student with such friends or witnesses as he might desire to bring. Complaining witnesses were not present; the representative of the Administrative Section assumed responsibility for communicating what had transpired at the earlier hearing before the Administrative Section. This put the representative of the Administrative Section somewhat in the position of an advocate for the prosecution, though this role was consistently disclaimed. As a consequence the facts in opposition to the student's position were often not fully presented.

Faculty Document 995 prohibited attorneys from participation again on the assumption that the proceeding was "educational" and not "legal". This matter was discussed by the Appeals Section in 1963 and the policy was reaffirmed although there was a dissent by its chairman, G.W. Foster. Professor Foster suggested that the conduct procedure be changed in several ways to give it greater formality and safeguards for the student in cases involving his being dropped from the University, a position not adopted by the majority of the Appeals Section (See appendix: letter of Prof. Walter Price as well as Prof. Foster's dissent).

On April 2, 1963, the Wisconsin Student Senate passed a resolution urging the faculty to change its legislation to allow students to be represented by counsel at Conduct and Appeals hearings.

On the same date, the Student Senate also urged the faculty to amend existing legislation to require the Appeals Section to allow student members to participate rather than leaving this to the discretion of the Section. Past practice has been to invite student members to participate when the



case involved an issue of general concern to the student body but not when the only question related to the propriety of an individual student's conduct. More recently, appellant's have been given the option of inviting student members to sit.

C. The Policies and Practices of the Dean of Students and the Conduct and Appeals Committee during the period 1964 to August 1965.

This period should be considered as an interim period between the consolidation of the Dean of Men's activities and those of the Dean of Students until the new Dean of Student Affairs assumed his present position. Also, the period has been one in which practices regarding student misconduct have been under study with a report to be made soon after the termination of the present Acting Dean's appointment.

In essence, the assumption has been that the incidents that occur are usually first offenses and should be educational experiences for the maturing student. This means that no standard procedures of penalties for specific acts of misconduct have been used, but rather there has been an evaluation of each individual case. There have been a small number of exceptions to this: anything relating to narcotics, stealing examinations, or those situations in which an individual indicates that he may be a serious threat to himself or the community.

The procedure has been as follows:

1. Police reports or other charges have been reported to the Dean's office.
2. Those pertaining to girls were sent to the Dean of Women's office.
3. Those occurring within Residence Halls were sent to Paul Ginsberg.
4. Those involving foreign students were sent to Elgin Milligan, Advisor to Foreign Students.
5. All others, which were male students, were requested to come to the Dean's office "on a matter of importance."
6. The Acting Dean or his representative, after a conference with the student, made a decision regarding the disposition of the case.

This could be merely noting the information in the student's folder, referral to the Counselling Center or Psychiatry, or appearance before the administrative section of the Student Conduct Committee.

7. Regardless of the disposition of the case or any penalties that might be assessed, the student was always reminded that he could appeal to the appeals section of the Student Conduct and Appeals Committee.
8. Data then were assembled including personality measurement results, when available, entering freshman test scores, background data from high school, residence status, academic records, etc.
9. The above data, plus follow-up regarding any subsequent misconduct, categorization of the individual regarding personality organization, maturity, educational development, etc., as judged by the interviewer are being prepared for analysis sometime after August 1.

When this procedure was instituted, the Acting Dean consulted with Dean F. Chandler Young of the College of Letters and Science (most of the cases were from this college) and Professor James D. MacDonald, who was Chairman of the Conduct and Appeals Committee, and they agreed to this study. Also Professor G.W. Foster, who is now Chairman of the Committee, evidenced no objections.

It is true that a committee meeting was seldom called to consider a case. By far, most of the cases have been first offenses with very few repeaters. However, these observations will be presented more precisely when the tabulations and analyses are completed. Also, it should be noted that the number of students reported for misconduct has been extremely small in relation to the total student population.

One last thing should be noted. There have been some cases of students who had been dealt with previous to this interim period and had been incarcerated in a reform school or placed on probation and subsequently released on parole. In a couple of instances, they were permitted to re-enter with the recommendation of the parole officer.

The procedure seems to operate well. There has been considerable saving of



time for both staff and faculty, and the students appear to benefit. However, the person making the decisions, of course, has to be prepared for criticism from administrators and faculty on specific cases.

#### D. Student Court.

The present Student Court was approved by students, Faculty and Regents in 1941. The court has jurisdiction over all cases involving students except those involving: 1) organizations or groups which are handled by a SLIC subcommittee; 2) women students under AMS; 3) drunkenness; 4) sexual immorality; 5) psychiatric cases; 6) classroom dishonesty.

The bulk of the Court's work appears to be concerned with enforcement of traffic and parking regulations on the campus. Money fines are collected, most of them by forfeiture. The money is used for the Student Board Scholarship and Loan funds, and for other purposes as the regents permit. During the past year, collections totaled about \$20,000. After expenses, \$8,000 was deposited in the Student Loan Fund, and \$5,000 was given to the Elvehjem Art Center.

Some violations of ISA election rules and similar matters are also tried by Student Court. There were five such cases before the Court in 1964-65. Several years ago, after the "Notre Dame riots" on State Street, arrested students were given the option of appearing before the Administrative Section or Student Court, and some chose Student Court. Although there are occasional incidents of this nature, Prof. Arlen Christenson, the Court's present advisor, estimates that over 90% of the Court's business is traffic cases. During 1964-65, it has been entirely so.

Procedures are established by the by-laws of the Court, which are part of the Constitution of the Wisconsin Student Association.

A panel of 9 judges, of whom 5 must be law students, is appointed by the Student Senate from a list approved by the Student Life and Interests Committee. The Student Senate also selects a Court Representative (Prosecutor) and Public Counsel (Defense lawyer). Three judges sit on each case. Briefs are filed;



testimony is taken. Appeals from the decisions of the Court are taken to the Appeals Section of the Committee on Conduct and Appeals.

#### E. Handling of Academic Dishonesty Cases.

##### Background Information

The agency of the University and the procedures involved in handling academic dishonesty cases have undergone considerable change over the years. Before 1946 cases were referred to the Committee on Discipline which had "charge of the matter of dishonesty in University work, both with reference to preventing its occurrence and to the proper punishment of cases which may be reported (6/4/06)". Procedures were spelled out in detail as indicated by the following from the Laws and Regulations Governing the University of Wisconsin as revised in January 1960:

" The procedure to be followed by the committee when a student is accused of dishonesty: (a) Appearance of the student before a member of the committee for conference. (b) Report of this member to the committee. (c) Student was placed on probation to the member in question for admonition or advice, or remanding him to examination by the committee. (d) In the latter case, infliction of penalty if found guilty of deliberate dishonesty."

Penalties were also defined and consisted of: first offense, suspension one semester; second offence, expulsion. These penalties were modified in 1927 to permit individual instructors to deal with minor cases and to impose penalties such as a warning or extra work. Serious cases were still treated by the Committee on Discipline and all cases had to be reported to the committee. Many of these procedures are still contained in the 1960 version of the Laws and Regulations (see pages 46-47).

In the early 40's (perhaps earlier) Student Court was given jurisdiction over cases of academic dishonesty. The by-laws of the court contained the following:

"In cases of classroom dishonesty the decision of the court shall be transmitted within three days by the clerk of the court to the chairman of the Discipline Committee, the faculty complainant and if judged guilty, to the offenders, Dean and Advisor, and the Registrar in cases requiring enforcement by that office".

The length of time during which Student Court functioned in this role is not known.

About 1946, academic dishonesty problems were turned over to the Student Personnel Committee and remained there until 1957. It was during this period that the more or less current procedures were evolved under Prof. Kenneth Little, then Vice-President for Student Affairs. The requirement of reporting all cases was continued and the Office of Student Affairs served to gather and record these reports. The notion of reporting all cases has been stated and restated many times over in various bits of faculty legislation and committee reports. The Conduct and Appeals Committee took over academic dishonesty matters in 1957 and has essentially continued the procedures evolved in the Student Personnel Office.

#### Current Procedures

Toward the end of each semester, procedures for dealing with examination cheating are sent to each Professor, over the signature of the Chairman of the Committee on Conduct & Appeals. (See appendix) Very little change has been made in these procedures over the past 7 or 8 years. In examining old versions of this instruction sheet it was found that the only difference between a 1959 copy and the attached copy was that the following two statements, which were contained in the section entitled "Recommendations" of the 1959 document, no longer appear:

- "1. Analyze frequently the content and form of examinations to make sure that they are related as closely as possible to the objectives of the course.
3. Make more use of non-objective testing to reduce the possibility for classroom dishonesty."

Apparently someone felt that it was not the function of the Conduct Committee to instruct the faculty as to the nature and purposes of examinations!

Copies of an old and new form of the card used to report cases are also in the appendix. These cards are presumably available in each departmental office although it is difficult to obtain copies. When a completed card is received in the Student Personnel Office, it is simply inserted in a card file



and a note to that effect is placed in the student's folder. A letter is sent to the faculty member submitting the report acknowledging receipt and informing him of any action taken. Action (beyond filing the card) would be taken only if the student had more than one report, which seldom happens. Since folders are no longer kept on all students (only for those coming to the attention of the Student Personnel Office), the procedure is no longer exactly as outlined above. Receipt of a card would necessitate starting a new folder on a particular student, containing only a reference to the report of dishonesty.

While most cases never get beyond the instructors action, the Conduct Committee can become involved at the request of the instructor or by having two or more reported offenses come to the attention of the Student Personnel Office.

#### Extent of the Problem

The records of the Student Personnel Office show a total of 193 reported cases for the ten year period from 1954 to 1964. Of these cases 71 received a failure in the course, and 49 failure in the exam. The remaining 73 were handled in a variety of ways including: warning, report, lowered grade, etc. Only 18 cases were referred to the Conduct Committee in the ten year period. Disposition of these cases is unknown. In most cases the referral to the committee was at the request of the instructor and did not result from an accumulation of reports.

These figures indicate that in general instructors do not report cases of classroom dishonesty, preferring to handle the problem on an individual basis. Most instructors when questioned report that they do not want to "put something on the students record" and hence do not generally report cases. Only in very flagrant cases are most instructors inclined to file a report. It is not possible to obtain any meaningful figures indicating the extent of these unreported cases except to mention that almost every instructor contacted could recall at least one such instance.

Protection and Security reports that their involvement in the problem (stolen exams, illegal entry to offices, etc.) indicates that cheating is much more widespread than one might suspect. Apparently students often "open up"



when confronted by officers and tell of widespread and quite varied forms of cheating. These include: stolen Blue Books prepared ahead of time, entry to office to change answers, changing answers after exam is graded, and stealing examinations after illegally entering an office. Stolen keys and illegal entry to offices are apparently very real problems on this campus. ( See report of Inspector Rordam in appendix.)

The present feeling among many Faculty members is that cases of academic dishonesty are best handled on an individual and departmental basis. It seems clear that the present system of centralized reporting has not worked as it was planned. It is also clear that no one really knows the extent of the problem of academic dishonesty, nor very much about its nature. However, the opinion that this form of misconduct is the concern and responsibility of the University, appears to be unanimous.

F. The Range of Existing University Sanctions Available for Use in Misconduct Cases.

Faculty Document 995 provides:

"The Administrative section of the Committee shall be charged with administering the policy of the Committee in all matters of individual student conduct and exercising the powers of reprimand, disciplinary probation, suspension, expulsion, and other corrective measures."

One of the continuing problems has been that the limited range of available penalties does not provide for the extensive range of misconduct cases. Usually reprimand and disciplinary probation are not effective. Disciplinary probation limits the student's eligibility for organized extra-curricular activity, but most students in serious disciplinary difficulties are not engaged in University-sponsored extra-curricular activities which require determination of eligibility. Dropping a student from school, on the other hand, is a very serious penalty even though the student is subsequently readmitted. Being dropped from school may effect the military status of American male students and has a major impact on foreign students who probably will be called home. It also has serious

consequences for the student who may wish to transfer to another institution.

The search for an adequate system of sanctions has continued over the history of the University. A hundred years ago a system was used under which students were assessed points for violations. Given 100 points at the start of the year, students forfeited 2 for missing Chapel, 60 for failing to keep an appointment with the Chancellor, 50 for drunk and disorderly behavior, etc. Use of all 100 points resulted in suspension. When the University became too big to make this practical, the practice of requiring extra credits for graduation was used, most often in cases of classroom dishonesty. Money fines have been proposed but not utilized as a sanction in general misconduct cases, although they have been authorized by the Regents for use by the Memorial Union, and are well-established for misuse of certain library privileges.

The limited number of sanctions available has made decisions difficult since the choice is often that between "a slap on the wrist" and "capital punishment" -- being dropped from school.

Where the objective is limited to aiding the student, referrals are sometimes made to the counselling center or student psychiatry. Since this kind of therapy has a meaningful impact only if the student seeks it voluntarily, requiring it as a condition to remaining in school, or as an alternative to some other sanction, often does nothing for the patient, and wastes the time of the therapist.

Because of the referral to student psychiatry is made available and is acceptable in cases where the conduct seemed clearly deviant (i.e. homosexuality) it was more likely that a person engaging in deviant conduct would be allowed to remain in school than the student who engaged in more "normal" misbehavior (i.e. hetro sexual intercourse). The deviant was likely to be treated as sick and to recognize himself that he needs help while the more normal offender was likely to be treated with deterrent objectives in mind.



## G. The Use of Student Psychiatry in Misconduct Cases.

It has been common practice to refer some cases of student misconduct to student psychiatry. Dean Zillman's practice was to ask two questions: (1) Is the student a danger to the community? (2) Is the student a danger to himself?

The experience of student psychiatry with such referrals is reported in the material which follows, taken from a paper prepared by Sherwyn M. Woods, M.D. and Seymour L. Halleck, M.D.

Over the past 10 years records have been kept on all students who were referred to the University of Wisconsin's Psychiatric Clinic by the administration for evaluation of antisocial behavior. The psychiatrist's role in such referrals is indeed a difficult one, and there is considerable disagreement and differences between psychiatrists and clinics as to how this role is best interpreted. However, it was our policy to inform the student of the circumstances of the examination, and doctor-patient confidentiality was maintained. The psychiatrist's sole responsibility to the administration was to answer the following question: "Is this person, from a psychiatric standpoint, a danger to himself or the University community?" A negative response to this question, unless specifically modified, implied that our staff felt there were no psychiatric contraindications for the student continuing his education. In most cases, the Dean then allowed the student to continue his work.

During the 10 years from 1950 to 1960, we saw 124 such referrals. We have attempted to examine these referrals in terms of the types of problems presented, the severity of emotional disturbance, whether subsequent therapy was provided by the clinic, and whether our consultation suggested that the student was, from a psychiatric standpoint, able to continue his studies without presenting a danger to himself or the University community.

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Students whose emotional difficulties are expressed through unacceptable behavior have over the years been a small but significant portion of the case load of the psychiatric clinic. In approximately half of the cases we examined, significant emotional disturbance was detected and some type of psychotherapeutic intervention was suggested. Approximately one-third of this disturbed group did receive more prolonged treatment at the clinic. In responding to the Deans' question, "Is this person a danger to himself or the University?", our psychiatrists answered affirmatively in less than 10% of the cases. This means that in spite of the fact that a good many of the students who we saw were felt to be significantly emotionally disturbed, we did not feel that the psychiatric findings alone were reason enough to interfere with their remaining in the University community.



A consulting service for behavioral problems such as we have provided over the past 10 years, offers many advantages to the University community. It first of all reassures the administrative faculty about the behavior potentials of students who have emotional problems of a clinically pathological nature, and helps to establish reasonable and sound policies for dealing with such students. Also of course, it provides the student with an opportunity for consultation and therapy if he so desires. Last, but not least, this clinic activity provides protection to the University community through treatment, or if necessary through recommending dismissal, for those students who are too disturbed to maintain adequate control over their unacceptable impulses.

V. RELATIONSHIPS BETWEEN THE UNIVERSITY AND DOWNTOWN AGENCIES IN STUDENT MISCONDUCT CASES.

Cases come to the attention of downtown enforcement agencies in one of two ways: (1) When the University Department of Protection and Security learns of a student violation of state criminal law which occurs on campus. The matter will be referred to the District Attorney's office. In the past few years such referrals have averaged about 10 a week. (2) The Madison police may detect students in the commission of a criminal offense off campus. For example, there have recently been a significant number of shoplifting offenses by students occurring in the vicinity of the campus.

It has been stated that the agreement between the University and the District Attorney under which no referral was made of certain minor offenses is no longer in force. The incumbent District Attorney prefers to have all cases brought to his attention. Of course some very minor cases are not processed by Protection and Security at all. Like all police departments, Protection and Security must exercise discretion and common sense in the development and implementation of an enforcement policy. But, any offense serious enough to warrant action by Protection and Security is referred to the District Attorney assuming, of course, that a violation of state criminal law is involved.

A. Relationships with the Madison Police.

The Madison Police have jurisdiction over offenses committed on or off the campus. Most of the on-campus work is, however, done by Protection and Security with the Madison Police concentrating their attention to the off campus areas, although there is close cooperation between the two departments.

The policy of the Madison Police Department is to treat the student offender exactly the same as the non-student offender is treated. Chief Wilbur Emery believes that this is the only proper policy for his Department to follow.



From the point of view of the Madison Police there are several current issues which deserve greater attention than they have received:

(1) There is existing uncertainty as to whether students are to be treated differently than non-students.

(2) The great increase in student population has created serious enforcement problems in the University area. The Madison Department has the problem of trying to handle increasingly difficult situations with what the Chief considers an inadequate number of officers. Chief Emery feels that the University can help by using its influence to insist that misbehavior by students will not be tolerated.

(3) The Madison Police feel that there is no one within the University who is responsible for over-all University policy with respect to student misconduct and that it is, therefore, difficult for the Madison Police to know what the University policy is at any particular time.

#### B. Relationship with the Dane County District Attorney.

As has been stated ( see current policy with reference to Student Misbehavior, page 10-11), the present District Attorney believes that all suspected violations should be brought to the attention of the appropriate public law enforcement agencies. These referrals, he feels, should be immediate to insure orderly and thorough investigation. In his judgment, the University administration (except for Protection and Security ) is not the proper agency to investigate charges of a criminal nature, nor to screen cases of criminal misconduct for law enforcement agencies.

Therefore, all cases involving violations of the laws of Wisconsin or the Ordinances of the City of Madison are properly referred to public agencies for disposition.

This procedure conforms to his view that "members of the University community, faculty and students, are no less members of the Madison and Dane County community because of their University associations."



C. Relationship with the Dane County Courts.

The courts of Dane County clearly have jurisdiction over student misconduct which violates the law of Wisconsin or the ordinances of the city of Madison.

Most of the cases involving student misconduct are heard in the branch of County Court which is presided over by Judge William Buenzli.

Judge Buenzli states his general policy to be to treat all youthful offenders the same whether they happen to be university students or non-student members of the Madison community. He believes that it is undesirable to give a young, first offender a criminal record. As a consequence, misdemeanor charges are frequently reduced to a charge of an ordinance violation which is, in Wisconsin, a non criminal or civil offense. This assumes, of course, that the conduct took place off campus, since city ordinances are not applicable to student conduct which takes place on the campus.

Because Judge Buenzli's policy is to treat all young, first offenders alike whether or not they are university students, that policy is not influenced by any expectation on the part of Judge Buenzli that the University will or will not take additional disciplinary action. Put another way, Judge Buenzli does not make his decision on the assumption that the student will be disciplined also by the University.

In the past, cases have arisen in which students were convicted and sentenced in court downtown and the University also took additional disciplinary action. In some cases an acquittal downtown was followed by University disciplinary action. This practice has been rationalized in several ways: (a) It is sometimes said that an acquittal or low penalty downtown reflects an assumption by downtown authorities that the University will also take action, an assumption which will be frustrated if the University fails to act. (b) It is sometimes said that the University has a separate interest which is not adequately reflected in the action taken downtown and it is thus appropriate for the University to take separate

action.

The policy of the University in these respects has not been clearly stated. It is apparent that some factual assumptions have been made that are not accurate, i.e., that the judge in deciding upon an appropriate sentence does so in the belief that the University will also take subsequent disciplinary action; hence, he is more lenient than he might otherwise be. On the other hand, some make the assumption that conviction downtown is evidence of a student's undesirability as a student, and therefore he must be penalized or removed from the University community. The consequence is that there has been increasing concern over the relationship between downtown and University disciplinary practices.

Concern over current University policy is expressed in the following excerpt from a letter from the President of Student Senate to the Dean of Students:

"As you may recall, we have had several talks concerning the University jurisdiction over civil offenses. In general, the policies that you have followed have met with wide approval from the student body; however, a number of people have felt that the University's position in this whole area is rather unclear. Exactly what does constitute an act that would jeopardize reputation or decorum of the University? A number of students have felt that, although the present handling of the matter is quite good, the University should set a stated policy in this area--then all students would know exactly what rules and regulations the University was asking them to accept.

The President of the Student Senate urged that the University study and clearly state its policy with respect to the imposition of University discipline following disposition of a case by downtown authorities.



## VI. Recommendations

The following relatively brief list of recommendations is one, but only one, of the products of this committee's inquiry into this University's responsibility for the noncurricular conduct of its students. We think the process of inquiry by this committee and by others within this University itself has had a positive effect quite apart from any contribution which a report of this kind may make. There is a greater awareness of the importance of students' noncurricular life reflected in the building of a new gymnasium and a projected recreational ice facility; in a more active policy role by the Committee on Conduct and Appeals; and in the following recent resolution of the faculty:

"The University of Wisconsin should increase its efforts to improve the nonacademic facilities and programs available on the Madison campus for the physical, cultural, and social development of its students." (Fac. Doc. 38, Dec. 6, 1965)

The recommendations which are made in this report are, for the most part, general in nature. This reflects the committee's strong feeling that the need is not so much for change in specific rules as it is for an institutionalization of continuing concern within this University for the major questions, involving noncurricular conduct of students, which are bound to arise in the future. We think new problems which arise can best be understood and methods of dealing with them, best be devised, if there is adequate understanding of past efforts at this University to deal with the noncurricular conduct of its students. For this reason there is, as part of this report, a 44 page description of policies and practices and an appendix of similar length giving in detail past practices and policies and the views of persons within this University and the Madison community who have had the responsibility for dealing with student conduct. Because of their length, the distribution of the descriptive report and its appendices, is limited.

The committee has decided to make recommendations of two kinds: first, general recommendations which relate to the University's responsibility to provide a positive climate for proper student conduct and, second, general recommendations relating to the definition of student misconduct and to procedures for dealing with such misconduct as occurs.



A. The University's Responsibility to Provide a Climate Which Is Conducive to Proper Student Conduct

We think it important to stress the University's affirmative responsibility to provide a positive climate for the law-abiding student for several reasons:

(1) The vast majority of students are law-abiding, are unaware of university rules proscribing misconduct and have never been involved with disciplinary procedures. An educational institution obviously must devote its major attention to making a university experience meaningful for this group.

(2) Emphasis upon misconduct alone, may give the unwarranted impression that there is a great deal of misconduct, when the contrary is true. The committee is impressed by the remarkable degree of law observance by the vast majority of the very large student body of this university.

(3) As the University grows rapidly in size, new and difficult problems will arise for the law-abiding student who will in the absence of great effort by the university, find it increasingly difficult to find adequate, healthy social and recreational activities in which to engage.

(4) Finally, whatever may be the uncertainty about the degree of responsibility which the university may have for aiding its students who get into trouble, there is no doubt in the view of the committee that the university does have a clear responsibility to provide proper social and recreational opportunities for the increasingly large number of law-abiding students it brings to the Madison community.

There are situations developing in the large university and in the country generally that may bring about an increase in unacceptable social behavior by students. It is important therefore to try to identify these factors and to take such steps as can be taken to minimize their destructive impact.

One of the obvious factors is that the University of Wisconsin is a large, complex university and is going to grow larger. The whole process of formality and complexity in higher education is partly a result of the growing population concentration in the United States and of other developments in our culture. College growth is a significant aspect of the increasing problem of size.

One consequence of size can be a deterioration in the relationship of students to each other as a group. The individual student may conclude that he has a less important role. He has become the "student in the grey flannel suit," one of the mass who has decreasing outlets for his own ambitions and aspirations. Because the large university tends more and more to educate the "upper percentile" group, the competition becomes increasingly difficult. These factors may increase the tension under which students live.

The large university also finds it more difficult to provide for meaningful contacts between the student body and the faculty. This is in part a consequence of size itself. It is also a result of the increasing demands upon the teaching faculty to engage in research and on-going public service programs which draw the teacher away from classroom and extracurricular contact with students.

As the Madison campus grows larger the relationship of the student body to the total Madison community becomes more complex. In many respects students are, and should be, considered members of the Madison community as a whole. It

is, however, not easy for a relatively small community like Madison to absorb a very large student body like that at this University. For example, State Street was at one time a large area used by members of the student body for social and business purposes. As the student body grows, State Street becomes relatively smaller and smaller. Sidewalks are too narrow and social activity cannot fit into what were at one time adequate "campus hangouts."

There is need for positive university action of several kinds.

(1) There is a need for adequate physical space. This is obviously true of classrooms and library facilities. Both ought to be located within reasonable distances of residence halls. The need is for space where the student can have some degree of solitude for personal as well as educational reasons. The most commonly stated worry of students who appeared before the Committee related to the lack of a place where it was sufficiently quiet to study and to reflect.

(2) There is a need for what might be called social space. The congestion of State Street raises a space problem in the sense of moving a large number of students from one place to another. More importantly it also raises the problem of whether there is room on and near the campus for appropriate social activity.

(3) There is need for adequate recreational facilities. As the University grows larger the facilities have become more inadequate. The old red gym has been for years a pitifully inadequate response to the need for indoor recreational space during the winter time. The new gymnasium and recreational ice facility will help a great deal, but the need will continue to increase.

(4) Most important, there is a need for a more adequate and positive relationship between students on the one hand and faculty and administration on the other hand. It becomes, as a university grows, more difficult to communicate with and relate adequately to students. The consequence is that some students come to the university, stay for four years, and as they leave do not even know a faculty member to whom they can turn for a letter of recommendation. Perhaps this is an inevitable shortcoming of the large university. If so, candor requires us to recognize that the cost is a deep sense of frustration and dissatisfaction on the part of some students who may reflect this in various kinds of unacceptable behavior. This appears to be at least one of the factors responsible for student disorder at some other universities. If impersonality is not an inevitable consequence of largeness in a university, it is obvious that heroic effort is necessary to prevent it from occurring. Undoubtedly the greatest need now and in the future is for the development of ways of making the individual student feel a personal sense of involvement in the educational process of the large university. The committee believes that the faculty should consider the feasibility of decentralization of large units like the College of Letters and Science. The building of classrooms into dormitories should be studied as a possible help. There should be greater use of techniques such as faculty-student coffee sessions at the Memorial Union and joint student-faculty participation in a wide range of student affairs. It is imperative that ways be devised to make it possible for the individual professor to increase, not merely maintain, his effective contribution to the teaching and advising of students. To say this is not to depreciate the significance of research and public service, both of which have been, and should continue to be, strong assets of this University. Rather the point is that meaningful faculty-student relationships are also essential if this University is to do an effective job of educating an increasing



number of students. Additional resources, the creation of new teaching techniques, greater effort are all necessary and the need is critical.

(5) To achieve adequate involvement of the faculty in the affairs of the students in this University, there must be more recognition of the value of this kind of faculty activity. Proper emphasis on the importance of scholarly activity has unfortunately tended to result in a depreciation of the importance of faculty time spent with individual students and student groups, in counseling, chaperoning, and the like. To assert, as the committee does, the value of greater faculty involvement in the curricular and noncurricular activity of students does not, in any way, minimize the importance of faculty scholarship. The need is not for one or the other but for both. This is easier said than achieved, but it is important to recognize the need and to make greater effort than we have in the past to devise appropriate ways of meeting this need.



## B. University's Responsibility for Dealing with Student Misconduct

In dealing with student misconduct, the University has two kinds of responsibility: (1) The determination of what kinds of student conduct are to be considered misconduct for purposes of university disciplinary action and the effective communication of this to the student body. (2) The creation of appropriate procedures for dealing with student misconduct which will effectively serve the needs of the university community and, at the same time, will insure that the individual student is dealt with fairly.

In its discussions, the committee gave detailed consideration to a wide range of specific kinds of student misconduct. It considered carefully also the specific procedures which have been used at this university for dealing with those instances of student misconduct that have occurred. Specific recommendations could be made with respect to a proper definition of that student misconduct which should most concern this university and with respect to the specific procedures which ought to be utilized in dealing with that misconduct. However, the committee has decided not to make specific, detailed recommendations. There are several reasons for this decision:

(1) The committee is impressed with the rapidly changing conditions within this university which make it difficult and unwise to try to formulate, on an ad hoc basis, specific rules and procedures which will have continued validity in the face of changing conditions.

(2) The committee is aware that there has been a change in both organization and personnel in the Dean of Student Affairs Office and that changes in policy have been made. Some of the specific recommendations which the committee would have been inclined to make a year ago are either no longer significant or have already been adopted. One significant change is that the Committee on Student Conduct and Appeals has decided, in collaboration with Dean of Student Affairs Joseph Kauffman, to assume responsibility for continuing study and evaluation of University policies and practices as they relate to the non-curricular conduct of students.

(3) Most important, is the committee's conclusion that the great need is not for a few changes in specific rules of conduct or procedure, but rather for an institutionalization of concern within this University for the major student conduct policy questions which will arise with increasing frequency during the years ahead. It is the considered judgment of this committee that too little systematic attention has been given in the past to policy issues which have a very important bearing upon this University's response to the problem of student misconduct. When consideration has been given to important issues it has frequently been on an ad hoc basis without continuing evaluation of the policy to measure its results and its desirability in the light of experience and changing conditions. In a large university at a time, like the present, of continuing ferment in the student body, it is imperative not only that current policy issues be adequately dealt with but also that future problems be anticipated. This can be done only by structuring this University's concern with student misconduct in a way that will result in continuing evaluation of current policies and practices. This is the major recommendation of this committee. The need for more adequate attention can be documented and some general suggestions can be made.

(1) The Need for More Systematic Attention to Basic Policy Issues.

The two-year study by the committee has convinced us that many important questions of policy were being decided largely by the default of the faculty and administration. To say this is not to raise doubts about the competence of the people involved. On the contrary, it is the committee's conclusion that the administrative people we talked to are qualified and dedicated. The fault lies in the lack of institutional means for dealing with the major issues.

There follow some illustrations of the range of important issues which have been neglected:

(a) The Department of Protection and Security has been left with an immense and growing task without being afforded a method of raising important policy issues for discussion and resolution. Matters of vital concern to law enforcement on the campus come to attention only when they are raised sporadically through individual cases which come to the attention of the Dean of Students, the Conduct and Appeals Committee, or some other administrative officer. There has been a total lack of meaningful faculty involvement in the development of policies which should control the relationship between law enforcement and student conduct on the campus. The symptoms of neglect are apparent and can, if necessary, be documented. The point is not that Protection and Security is poorly run. Rather it is that this University has not provided for adequate means of communication between those responsible for law enforcement and those with overall responsibility for the development of policy respecting this University and its students. Recent efforts have been made by the Dean of Student Affairs to meet this need.

(b) The relationship between the University and enforcement agencies in the Madison community is uncertain, and the consequence is the development of misunderstanding. A symptom is the fact that the University assumed that a policy for dealing with minor, on-campus offenses was being followed by downtown officials when it had in fact been changed over five years ago. Again, this is mentioned as symptomatic of the lack of continuing, institutionalized concern with a very important aspect of the University's responsibility for student conduct on and off the campus.

(c) This University, like other universities, has not tried to develop a specific code of undesirable student behavior or a specific set of penalties which can be imposed for a violation. Despite some student demand for a specific set of rules rather than a general admonition to conform to proper standards of student conduct, it does not seem feasible to devote the great amount of time that would be necessary to draft a detailed code of proscribed student conduct. However, continuation of a highly generalized standard does impose upon the University a heavy obligation to insure that the vagueness in standard is not an excuse for arbitrary or inconsistent decisions. On this score, there is reason for concern:

1. A change in the Dean of Students' office (made in 1964 during the life of this committee) resulted in a fundamental change in



University policy for dealing with student conduct without any change in the formal, announced policy of this University. Room for administrative flexibility and opportunity for contribution by the individual who holds a position are obviously desirable in an academic institution. But to leave important policy decisions solely to the judgment of the individual holding the office is obviously inconsistent with meaningful faculty and student involvement in the making of policy and seems unwise on other grounds. The most effective way of utilizing a university's experience and knowledge in the conduct of student affairs is by articulating what is known in the form of current policy for dealing with major issues which have arisen or are likely to arise. Policy can and should be constantly reevaluated but part of the responsibility of a governmental agency, like this University, is to be able to state what important current policies are, to defend them, and to change them when change seems to be warranted.

2. The Conduct and Appeals Committee has not functioned, during recent years at least, as a significant means of faculty and student involvement in the making of policy with respect to student misconduct. The Appeals Section has customarily met only when a matter was being appealed. Typically these cases involved students dropped from school or students who were aggrieved by the action of Student Court. Important though the cases were to the individuals involved, they did not afford an effective way of confronting the Appeals Section with the most important student conduct policy issues. When cases did involve an important policy issue, there was no systematic effort made to articulate the reasons for the decision or to preserve it in ways that would give it meaning for future cases or for administrative policy. Effort is being made by the current Conduct and Appeals Committee to give more meaningful attention to important policy issues.

The general impression of this committee, after two years of study, is that University policy is needlessly indefinite and uncertain with respect to what constitutes student misconduct of concern to the University and with respect to procedures for dealing with such misconduct as occurs. The committee therefore recommends that the Dean of Student Affairs, with the assistance of the faculty and student representatives on the Conduct and Appeals Committee, continue to take such steps as are necessary to create a means for giving careful and continuing review of this University's policy and practices for dealing with student misconduct.

The committee offers further the following general suggestions with respect to some of the major issues which must be dealt with.

(2) University Policy with Respect to Disciplinary Action Against Students.

(a) The University's basic responsibility. There is an important basic question of whether the University's responsibility is solely to develop the intellect of its students or whether the responsibility is also to produce "good members of society." This question is particularly difficult at a



large university where counseling and other resources are not adequate to make possible any broad program of education in social responsibility. It is true that some effort is made through counseling and psychiatric therapy to deal with the emotional and social needs of some individual students, but these constitute only a fraction of the total student body. It is also true that ordinary course work may contribute to a higher degree of social consciousness, but this is not necessarily pursued as a major objective in most courses. Some people have asserted that disciplinary procedure by the University should have, as a primary objective, the fostering of more acceptable social conduct by students through the application of sanctions. This latter question has been of primary concern to this committee.

Certainly all, including this University, join in the desire that graduates be not only intelligent but also capable of contribution as responsible members of society. The University should do whatever it can to contribute to this objective. This does not mean, however, that University disciplinary procedures can or should be viewed primarily as a means of educating students in social responsibility. However desirable this might be in theory it is not feasible in practice.

(1) There is little a large university can add to the social education offered by the home, the church, and other agencies closer to the individual student during his impressionable years. What the university can contribute is best done in the classroom, through closer faculty-student contacts and through counseling and therapy for those with special problems.

(2) A major purpose of discipline must be to protect the safety of members of the university community, to protect university property, and to protect the integrity of the educational process by applying sanctions against cheating and similar conduct. Disciplinary action, including dropping a student from school where necessary, is appropriate in the interest of the larger university community quite apart from whether it does or does not contribute to the social education of the particular student involved. The committee is convinced that it is neither feasible nor wise to impose upon disciplinary procedure major responsibility both for protecting the legitimate interests of this University and to advance the social needs of the individual student who is involved. Experience demonstrates that counseling and discipline, both appropriate methods, are best served if they are kept separate. This is not to say that a single office, that of the Dean of Student Affairs for example, cannot serve both counseling and disciplinary functions. But to do so requires clear differentiation as a matter of intraoffice policy and procedure.

(b) Student conduct which is properly subject to University disciplinary action. The committee is of the opinion that this University should be concerned about conduct of three types.

(1) Student conduct which is indicative of a continuing threat to the personal safety of members of the University community. The University has an obligation to try to control or get rid of those who constitute a serious danger to others.

(2) Student conduct which seriously damages University property. The University has so direct an interest in its property as to justify disciplinary action against students who intentionally cause damage to it.

(3) Student conduct which is unduly disruptive of the educational process such as cheating on examinations or causing disorder in the classrooms. It is obvious that a university can fulfill its responsibility to the people of the State only if it can maintain the integrity of the educational process.

In addition the University has a right to control the use of the libraries and their books, the Memorial Union, and the residence halls by the imposition of minor sanctions appropriate to the particular circumstances.

Conduct which creates danger to persons or property in the University or which disrupts the educational process, is properly subject to disciplinary action by the University regardless of whether the conduct is a violation of city ordinance or state criminal law and regardless of whether action, in the form of prosecution, has been taken by city, county, or state authorities. It is the right and responsibility of this University to protect its members from undue risk of harm; to protect its property; and, perhaps most important, to safeguard the integrity of the educational process--all of which are essential in an institution of higher learning.

The nature of social interests which ought to be the primary concern of university disciplinary procedures can be spelled out in greater detail. Basically the interests are the safety of persons and property on the one hand, and the maintenance of an on-going educational process on the other hand.

(1) Behavior dangerous to persons or property. In some instances the designation of particular behavior as sufficiently dangerous to warrant disciplinary action is relatively easy. In other cases it is more complicated. Obviously a person who repeatedly threatens or engages in behavior that is likely to result in physical harm to others is a danger to the University community.

The basic question is whether the student's conduct manifests so great a risk of future danger to persons or property as to justify disciplinary action, including expulsion from school, in order to remove or minimize the danger. This can perhaps be clarified by some examples:

If a male student is found to have committed an aggressive sexual assault upon a girl, his presence on campus would represent a potential threat to many students. Before the University should allow such a student to continue, some assurance of his improved emotional and moral status would have to be given. Without such assurance he ought to be dropped from school.

The University student who has been convicted of setting fires either for reasons of profit or because of emotional disturbance also represents a continuing danger. Allowing such a student to continue his work should require some reassurance as to his future intentions or some effective control over his behavior. Without this he should be dropped from school.



In most instances, the student convicted of such obviously dangerous crimes as rape or arson is likely to be removed from the University community by civil authorities and he would not constitute an immediate concern to the University. The main issue with this type of student would arise when he is potentially rehabilitated and applies for readmission. At this point the University's concern would be with his dangerousness at that moment. Has he been rehabilitated? Can we expect his dangerous behavior to cease or can we expect him to control it in a university environment?

There are other forms of student misconduct whose dangerousness is more difficult to evaluate. Such behavior as uncontrollable belligerency, threats, or abuse of others may not violate a criminal statute and yet may constitute a sufficient danger to call for inquiry and a decision as to whether the danger of harm to persons or property is sufficient to warrant disciplinary action. Again, some hypothetical examples might help to clarify this.

A student who repeatedly becomes intoxicated and engages in fights with other members of the University community may not commit a serious violation of the criminal law and may continue this behavior for a period of time without seriously hurting anyone. But such a student may be a serious danger. As a consequence the University can and should make inquiry designed to evaluate the danger. This may require subjective judgment.

A student who makes threats towards professors, employees, or other members of the University community may be dangerous although this is a difficult judgment to make. However, difficult as the decision is, it must be made using care, the best resources of the University, and procedures designed to insure a fair hearing.

There are also varieties of student misconduct which may be dangerous or merely disruptive. As to some of these the evaluation of dangerousness is heavily weighted with value judgment. One example is the student who procures addicting or "behavior influencing" drugs for other students. Some drugs, such as LSD, or even barbituates or amphetamines taken in excess can lead to unacceptable behaviors which are ordinarily restrained. A decision that a student who procures such drugs is a continuing danger to the University community would certainly be proper.

The student who uses drugs is more complicated. We know little about how many students have at one time or another in their University career used a drug which is potentially harmful to themselves or which may encourage antisocial behavior. Certainly drug usage or addiction which may lead to dangerous conduct is a proper concern of University disciplinary procedures.

(2) Conduct disruptive of educational process. The University has the obligation to provide an atmosphere in which the pursuit of truth and knowledge can progress in an orderly and systematic manner. Techniques must be developed to evaluate the student's performance and they must be employed in a fair and objective manner. As a consequence, attack on the integrity of the educational process, such as cheating on exams, must be subject to University disciplinary procedures even though such conduct may not violate local or state law. There are more serious disruptions in the



teaching and learning process. It would be impossible to list all of these disruptive activities which could take place. Two hypothetical examples of such misconduct can be given.

A student who steals examinations and sells or distributes them to friends is involved in a type of misconduct which goes beyond cheating. He is attacking the educational process itself. He not only interferes with the orderly process of learning but does so for the purpose of profit.

A student who is repeatedly and deliberately obstructive in the classroom to the point of not permitting teaching process to continue must be of concern. Emotional outbursts, threats, or verbal abuse can reach a point where they totally impede free inquiry and open discussion. A minimal amount of classroom decorum is essential to the intellectual pursuit of truth. Those who cannot comply may properly be subject to disciplinary procedures.

There are many forms of misconduct which pose a sufficient threat to the University as to warrant discipline whether or not criminal statutes are violated. The student who repeatedly steals books from the library damages his fellow students, the faculty, and the academic process. In a sense, his behavior is analogous to that of a bank employee who repeatedly walks off with a certain portion of the funds. Just as the bank would have to be concerned with an employee who attacked the very basis of its operation, so must the University be concerned with the student who attacks those properties which are essential for the pursuit of knowledge.

(3) Other forms of misconduct. Students are part of the larger Madison community fully subject, as other residents are, to the laws of the state, county, and city. They ordinarily are not, and should not be, given privileges greater than any other young person in the community with a comparable record. Accountability of the student to the state, county, and city is ordinarily adequate. Therefore the University ought not generally impose discipline in addition to that to which the student is subject in criminal court except where the student's conduct is such that it indicates a continuing danger to persons or property at the University or danger to the educational process.

The fact that any misconduct by a student damages the reputation of the University is not itself an adequate basis for the imposition of University sanctions in addition to those imposed by appropriate local and state authorities. To assert that this is generally true is not, however, to preclude the possibility that University discipline may be appropriate in some situations where the student's conduct is a flagrant and deliberate attack upon the reputation of the University as, for example, in the so-called filthy speech movement at a west coast university. However, policies for dealing with this kind of conduct ought, whenever possible, to be announced in advance, clearly defined and explained in terms of the university interest which is involved.

The effort to deal with political conduct by a student, however extreme that conduct may be, presents difficulty for an academic institution. The student is entitled to the freedom accorded other individuals in the state. Student political activity, appropriate off campus, ought to be allowed on campus unless it is carried out in a way which is unduly and unnecessarily disruptive of the primary educational responsibility of the university. The campus is not, however, a sanctuary for violators of federal, state, or local law. Political activity by students, on or off campus, which violates the law ought to be dealt with by duly appointed investigation, prosecution, and judicial agencies which are

equipped and competent to deal with the very complex issues which may be involved.

(c) University procedures for dealing with student misconduct.

No effort is made to spell out a suggested procedure in detail. Reference is again made to this committee's principal recommendation which is that the whole question of the University's response to student misconduct, including specific procedures for dealing with it, should be the object of continuing study. There is need, for example, for a recodification of the authority of the Department of Protection and Security and its relationship to other University agencies concerned with student conduct; there is need for a continuing discussion between the University and downtown police, prosecutor, and courts with respect to policy for dealing with student misconduct on and off the campus; there is need to give attention to the relationship between counseling and disciplinary action as methods of dealing with student misconduct; and there is need for the development of more effective sanctions than there are at present for dealing with such misconduct as occurs.

There follows some very general suggestions with respect to basic principles which, the committee believes, should be the basis of University disciplinary procedure.

(1) Counseling and discipline are alternative ways of dealing with serious behavior and ought to be clearly distinguished. Failure to do so tends to distort both counseling and discipline. Where counseling is an adequate response to the behavior involved, and where adequate counseling facilities exist, this is a preferred way of dealing with student misconduct.

(2) Where discipline is appropriate, including suspension from school, the student ought to be dealt with by a process designed to determine accurately the facts; to inform the student fully of the allegation against him; to afford him an opportunity to present his case; and to insure that the decision makes clear what the student did, the penalty imposed and the reason for the decision. Consideration of candor and elementary fairness require the recognition that the University may and does take action against individual students, not for their benefit, but rather for the benefit of the larger University community which is threatened by the student's conduct. In these situations, the individual student ought to have the benefit of procedures designed to afford a fair hearing, to insure an accurate decision and an appropriate sanction, and to provide for an appeal if the student feels the initial decision to have been an improper one.



A P P E N D I X

REPORT OF THE  
NON CURRICULAR LIFE OF STUDENTS COMMITTEE

FRANK J. REMINGTON, CHAIRMAN

August 12, 1965



January 15, 1953

Mr. Albert D. Hamann  
Director of Protection & Security  
Service Building, University of Wisconsin  
Madison, Wisconsin

Dear Mr. Hamann:

On December 3, 1952 a meeting was held in this office to discuss and determine the procedure to be followed in determining what type of cases should be referred to the District Attorney, as well as which type should be left to the discretion of the University officials in handling. You will recall that yourself, Dean Zillman of the University, Mr. Day of my office, and the writer attended this conference.

As a result of this meeting and for the reasons which were brought out at that time, you are hereby advised that all violations of state criminal statutes brought to the attention of your office are to be referred to this office with the exception of the following categories.

(1) Cases of petty larceny involving thefts of currency or property under the value of \$20.00.

(2) Conduct violations of students and other university personnel which probably can be classified as university disciplinary problems.

(3) Petting and other bisexual conduct cases involving no penetration where university students are involved.

In morals cases, i.e., suspected sodomy and the like, the facts should first be discussed with this office and a decision will be made as to how the particular offense in question is to be handled, viz., by the university or by the District Attorney's office.

Finally, in all cases handled by this office which involve university personnel, either students, faculty or other employees, we will furnish you and the O.S.A. complete report, including final decisions in respect to each case.

If you have any further questions pertaining to the foregoing, please do not hesitate to advise me.

VERY TRULY YOURS,

RICHARD W. BARDWELL  
District Attorney

cc Dean Zillman

RWB:mr

58th ANNIVERSARY OF THE FOUNDING  
OF THE WISCONSIN UNION, UNIVERSITY OF WISCONSIN

A talk at the annual "Changing of the Guard" dinner given for incoming and outgoing Union committee chairmen and their parents -- May 16, 1965, at the Memorial Union building -- reproduced by request of those attending the dinner.

By Porter Butts

Director of the Wisconsin Union  
and Division of Social Education

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Last year at this time I was starting a two months' safari through north-east and southeast Asia and missed these proceedings -- first time in 40 years.

And this was a matter of no small regret. But there were compensations. My mission overseas was to have a look at how unions are developing and what student life is like. I just happen to have with me 260 slides and a 300-page report. I was all set to take you on a union tour around the world. And then I noticed -- in time -- that the advance agenda sent around for tonight listed "Porter -- 10 minutes." So I thought I'd better cut -- to just one thing, the thing that seems to be in the air these days, in the headlines, in the minds of nervous college administrators, maybe even in the minds of parents: student unrest and revolt.

I thought you might be interested in a little of what goes on overseas -- in Asia, and for that matter, in most countries of the world.

What happened on the Berkeley campus last fall -- which shook up the American press and public and seemed to start a chain reaction on campuses across the country -- was relatively mild and innocent compared to what happens right along -- almost any week -- abroad.

In one Japanese university, for example, students locked up 21 faculty members in a room for 24 hours, until they agreed to hire a new cook.

In another, 22,000 students boycotted classes for two weeks and refused to take final exams because of a proposed tuition increase. The increase was rescinded. (University students at Milwaukee seem to have heard about this one, witness yesterday's papers).

On several campuses brand new, attractive union buildings have stood empty for up to a year, not a student entering -- a boycott protesting a rule that the dean of students would be responsible for administration.

In one case, where the dean was about to chair a meeting to approve a union constitution calling for faculty as well as student participation in union government, 50 students marched into the dean's office, surrounded his desk and stood there all day so he couldn't run the meeting.



At the University of Dacca, East Pakistan, the entire student body struck because they wanted final exams moved up -- to have a longer summer vacation. They stayed away from classes until the date was changed.

When I was at Tokyo University, students were being called out of classes in a general strike against the government's policy in Korea.

And in Korea, four universities shut down for two weeks while 6000 rock throwing students battled police. They were protesting government concessions to Japan. Scores of students and police seriously injured.

When students at the University of Rangoon demonstrated at the Union building, waving anti-government banners, the government decided the union was the center of subversive activities, sent in troops who fired on students, killing a number. And the next morning the military blew up the union building.

In Caracas, Venezuela, the campus is off limits to police, and so both students and non-students use the dormitories as a staging area for arming Red guerillas.

This kind of thing has been going on around the world for more than a decade. So what happened at Berkeley, or on this and other campuses in the last few weeks, should perhaps not be too surprising. It's just a little late in coming, that's all.

And why all this? The press has been full of explanations and speculations concerning Berkeley and all the rest for some months now. You can take your choice. I can give you a couple of observations on the overseas situation, which may have some relevance.

In Asia, Latin America, Africa, for the most part, students and faculty haven't learned how to talk to each other, or how to join in a partnership in dealing with any matter of common concern. And it appears to be mostly the faculty's fault. Too busy, they say. Or they just haven't cared -- over the years past -- what happened outside the classroom, or thought that knowing students personally or understanding what goes on in their minds was part of their job. And now they're scared.

When I was in Japan, I could meet only with a faculty group or a student group -- never together. When a Japanese dean of students was here a couple of weeks ago, I suggested that agreeable student-faculty relations really weren't too hard to come by, and illustrated by showing him a picture of President Joan giving me a friendly embrace at the Union's Christmas Beefeaters banquet. The dean said if a photo like that came out in Japan, he'd be expelled from the university.

The second circumstance abroad is that a tightly organized extremist, usually leftist, minority action group has taken over student government and union leadership in many universities and sees to it that no one else has a chance to speak or act. How it happens that less than 2% of a student body can control the elections and actions of a whole student body, producing mass strikes and demonstrations, is a story in itself. Suffice it to say that this aggressive minority proposes to speak for all students in all things. Though all done in the name of student rights, student autonomy, and democracy, there's nothing more totalitarian, authoritarian, and anti-democratic than the student government leadership of a great many of the universities abroad. And it stays



in control, though the mass of students are as reasonable and sensible -- and interested in good relations with their university -- as anywhere.

Now there are extremist action groups -- minorities -- in the U.S. who would also like to signify to the public, and the university or the government, what the student attitude is -- by the similar, and now well known, techniques of sit-ins, stand-ins, marches, picketing, and other demonstrations -- the physical spectacles that make, as they well know, good television and press copy.

But the true situation, so far as the whole student body is concerned, as abroad, is quite another thing. The prevailing main problem, as Dean Williamson of Minnesota recently pointed out, after a year-long nation-wide study, is still the student who doesn't do anything except go to class and go home. Or, as another has said, "to sit and watch, without getting involved in any way."

It is as a counter force between these two extremes that a college union -- the student-faculty-alumni joint enterprise which brings us together tonight -- may find its most significant and useful role. On the one hand it does indeed -- in contrast to the repression of the majority student voice overseas -- give the large body of students a chance to make themselves felt and heard, offsetting and balancing the minorities which would like the public to think their view is the general student view. And on the other hand, it works around the clock to arouse the indifferent, self-centered student to an active, but constructive, part in community affairs and to an interest in the things that broaden their experience on the campus, and lift the quality of their lives.

It can fairly be said that this Union has had a measure of success.

There's a great deal of talk on this campus, as well as others, about giving students a greater voice in university affairs, having them on university boards and committees, etc.

The board in charge of this \$6,000,000 building and its program has had a majority of students, and a student chairman, since 1928. And the program board that approved last Thursday a \$227,000 income-outgo budget for paid admission cultural and recreational programs, and will administer it, is composed entirely of students.

There's a lot of current talk, too, about student rights to bring, or to listen to, speakers of their choice. This Union has had a free platform, open to all shades of opinion and affiliation, from the beginning -- without urging from anyone, and sometimes in spite of pressure from the university administration to do otherwise. It was the Union that led the way on this in the early years, when the university really wasn't sure how it felt.

These policies of almost 40 years, invented long before the present stir about such matters, should say something about whether students can participate usefully, effectively in their own education and in an enterprise in which the university as a whole also has a large stake.

And about that business of restlessness:

The students who are attracted to the Union as chairmen and committee members are restless too.

But they are restless to help in the recruiting for the Peace Corps (More sign-ups on this campus than any other, except one), and to enter the Corps themselves, where they can continue to give something of themselves, unselfishly, to the well-being of others. Five or six from this year's board.

They are restless to improve the conditions of campus life for all. And they "demonstrate" by devoting endless hours to carrying out some 190 kinds of services and social-cultural-recreation programs for their fellow students -- 3000 art, music, theater, discussion, outing, hobby, film, literary, and social events a year -- bringing this Union to a place of distinction unequalled by any other union in the world.

They are discontented with the state of relations between faculty and students, as the university gets bigger and the faculty more remote. So they take the initiative and appropriate their own funds to make it possible to bring students and faculty together readily, and to make the faculty feel welcome at this center of campus life.

And they are discontented with the misrepresentation of the student body by unruly minorities, to the point where they "demonstrate," publicly, that the picture others would portray isn't so. And they arrange the occasions and the discussions where students have a chance to get a balanced, uncontrolled understanding of whatever the issue is.

Much the same can be said of our colleagues in this endeavor -- the leaders of our campus student government -- again a sharp contrast to what you find abroad.

Fellow students, and the faculty, seem to detect and support the worth -- whileness of this kind of student activism. Sitting at the tables tonight are five of the eight students named the outstanding juniors and seniors of the year. Also, three of the women and two of the men elected this week by their peers to the senior honor societies ... Phi Beta Kappa members and other award winners who would fill a few pages if I listed them all. It happens this way every year. The tradition is a long one. I suspect that in the beginning the parents had something to do with this, and that's why we celebrate the presence of parents tonight, too. Could be it's no accident that Joan Wilkie, the president of the Union, and Tom Tinkham, the president of student government, are daughter and son of two union board members of an earlier year. It seems to be in the genes.

Which brings us back to President Joan.

This blithe spirit has been a delight to all who worked with her. The pounds of thrust in that small package have been something to behold. Independence and just plain courage, too -- to stand up and be counted when the student body was being misrepresented, or when the easy, currently popular fashion of relaxing standards for women's hours looked wrong to her; courage to try new and difficult ventures; or to tell off her fellow students, or the advising staff, when she thought they were getting out of line. But always with sweet reasonableness and that compelling smile. And she took the trouble, patiently and painstakingly, to find out what she was doing before she did it.

If ever a student merited her title of "outstanding," it is Joan.



So to her, both for herself and as representative of this whole group of chairmen who exemplify the spirit of student restlessness and change that results in something useful and fine, we present this token of our appreciation -- a life membership in the Union -- together with a standing invitation to return often to see how we're doing at the old homestead, and light up the place again by her presence.



Dear Dean

In preparing the report of the Committee on the Non-curricular Life of Students, we are attempting to describe the conduct procedures of the University.

In addition to the Dean of Students, the Committee on Conduct and Appeals, and the many other agencies of the University (Memorial Union, Residence Halls and others), the College in which a student is enrolled may take an interest in his non-curricular misconduct.

We are attempting a brief statement of what we gather that basic responsibility to be. We would appreciate your comments on the attached statement. It is designed to elicit your response to essentially three questions: (1) what do you conceive your basic responsibility to be in regard to the non-academic misconduct of students in your college? For example, are there types of misconduct which you believe inconsistent with a degree from the college? (2) What types of misconduct come to your attention, and with what frequency? (3) What sanctions do you apply and what criteria do you use in deciding upon an appropriate sanction?

We would appreciate prompt attention to this matter, because we have an early deadline.

Yours truly,

Non-curricular Life of  
Students Comm.  
Frank J. Remington, Chairman  
by  
Mrs. Ruth Doyle  
Special Assistant

December 1, 1964

Mrs. Ruth Doyle  
Special Assistant  
Non-curricular Life of Student Committee  
811 State Street

Dear Mrs. Doyle:

In consultation with various faculty members, the following statements were agreed upon in response to your request concerning the students' non-curricular misconduct:

- (1) Yes. Conduct which raises question as to the maturity, responsibility and moral character of a potential professional person.
- (2) Not enough to pass judgment.
- (3) Sanctions range from reprimand to probational status on basis of conduct. Criteria employed include minimum standards of moral and ethical behavior, reaction and attitude of offender, general circumstances under which offense occurred, etc.

If you have any questions concerning this response, I shall be glad to try to clarify the statements.

Sincerely,

A. H. Uhl  
Dean

AHU:L

Appendix  
Also see p. 18 of report  
November 23, 1964

Mrs. Ruth Doyle  
Special Assistant  
Non-curricular Life of Students Comm.  
811 State Street  
Madison, Wisconsin

Dear Mrs. Doyle:

This letter is in response to yours of November 10 regarding the report of the Committee on the Non-curricular Life of Students. I will answer in terms of the three questions in your letter.

1. It seems to me that if advisers are informed of action taken in regard to non-academic misconduct, there is a chance for the adviser to help the student consider her over-all responsibilities. I do not feel it is our responsibility in identifying the misdemeanor. This seems appropriate to come from the Dean of Students. In your rough draft, you make the statement that information is not sought by the Academic Deans. I am not sure what meaning "sought" has in this instance. If the statement read "information on cases of non-academic misconduct is welcomed by the Academic Deans," it would be more representative of my philosophy.
2. Within the last two years, we have had only one case of non-curricular misconduct called to our attention. This was a case of a student who took an "overnight" without signing out officially. In light of the changes in the social regulations now in practice, this would probably not be called serious. If graduates do not exemplify satisfactory conduct standards, their qualification as home economists is weakened. Therefore, I believe we should be informed of serious non-academic misconduct, the type which would be important in a professional career or in community living such as cases of immorality.
3. At the present time, we do not have criteria to use in deciding upon sanction of misconduct. It seems to me each would be treated as an individual case.

Sincerely yours,

Rita L. Youmans  
Acting Associate Dean

RLY:jf



November 23, 1964

Mrs. Ruth Doyle  
Special Assistance  
Non-curricular Life of Students Comm.  
811 State Street

Dear Mrs. Doyle:

The draft of the statement about conduct procedures you submitted appears to provide reasonable answers to the basic questions posed in your letter.

It would be difficult for me to provide more specific answers, since, as you point out, conduct problems are rare and the circumstances are usually unique. I would add to your list of criteria for applying sanctions that the reputation and interests of the department involved and of the University as a whole frequently have to be taken into account along with the student's record, potential status, and the nature of his offense.

Very Truly yours,

Robert A. Alberty  
Dean

RAA:ds

Appendix

Also see p. 18 of Report  
November 20, 1964

To: Non-curricular Life of Students Comm.  
Frank J. Remington, Chairman  
The University of Wisconsin  
Law School  
811 State Street  
Madison, Wisconsin  
Attn: Mrs. Ruth Doyle

From: E.A. Gaumnitz

Subject: Treatment of Cases of non-academic misconduct

This letter is in response to your inquiry of November 10th concerning a series of questions relating to the non-academic misconduct of students in our College.

1. We feel that we have a serious responsibility in this regard as far as students in our college are concerned. In minor cases involving those that occur in a classroom, I think the instructor should be the main judge both for evaluating the facts, and assessing the penalty. We encourage this type of treatment. Under this heading would be minor cases of cheating or suspicion of cheating.

In the case of a more serious violation, the instructor in the course will usually discuss with the dean or the associate dean the facts of the case and the choice of treatment, including penalties. As a general rule, we attempt to dispose of the great majority of cases by this method.

Cases of misconduct that arise outside the classroom but on the University campus, generally are not related to any specific course or class and; therefore, are more likely to be considered a college problem rather than one for a given faculty member to treat. If, in our opinion, the case is one that should require only a discussion and reprimand, this is the action taken.

In cases of a more serious nature which occur outside of the classroom but still on the campus, quite frequently two or more students will be involved and these students may be in more than one college. In the past these cases have been brought to the attention of the Dean of men and an administrative committee would be established on an ad hoc basis for an analysis and a combined judgment. By and large, it has been our feeling that this treatment was quite satisfactory. Exceptions that were most disturbing to many committee members were cases in which an appeal was made by the student and he was then frequently given a penalty that was much more mild than considered reasonable in the minds of the administrative committee members who considered the case initially.

There have been several cases in which students not on the campus but in or around the city of Madison have been involved in some misconduct which came initially to the attention of the city or county police and was then later brought to the attention of University officials and finally to the attention of the representatives of the various colleges in which the students were enrolled. In some of these instances, members of the committee have been concerned with the fairness of a decision that might appear to double the penalties for a University student compared with the penalty imposed on a non-University student who had been guilty of the same type of misconduct. This type of concern was



examined carefully by the various ad hoc committees on which I have served, and on the whole I felt that the decisions were determined only after an ascertainment of all relevant facts and a careful consideration of the effect of the penalty on the future life and reputation of the student.

2. In recent years the dean's office has not had many cases reported to it for decision. Our discussions with faculty members have resulted in the decision that the individual faculty member would be in a better position to arrive at a fair and effective disposition. I have made it very clear that we are available at all times for consultation with faculty members and that records in the dean's office on a given student may add significant knowledge to an evaluation of the misconduct. In situations in which repetition has become evident, we have sought consultations from psychiatrists.

A few years ago we had a greater frequency of accusations of homosexuality than we have had reported during the past year or two, but a few kernels of unsubstantiated evidence lead me to the conclusion that the frequency of practise has not diminished.

3. In general our criteria and sanctions can be classified as follows:

- a. In cases that we consider minor, involving a student whose record has otherwise been acceptable, we consider a discussion and a strong reprimand to be sufficient and, we hope, effective. Judging by the lack of repetition, we feel that we have had considerable success in cases of this type.
- b. Cases that are more serious, and minor cases that appear with frequency, give us greater concern and indicate to us that the student may possess a psychological trait that should be diagnosed, and possibly treated, professionally. We attempt to use this device when, in our judgment of the case, it is warranted.
- c. In cases involving students in more than one college, the sanctions imposed are those determined by the administrative committee and on the whole we have been satisfied with this operation except for the effectiveness of the appeals procedure which followed it.
- d. In cases in which the misconduct involved two or more people, some of whom may not have been registered in the University, and cases in which the city police are involved, we feel the disposition of the case must be more individualized, particularly because of the entrance in the police records and also because of the seriousness of the offense. Cases falling in this category would be burglary, robbery, homosexuality, participating in a riot, and others. In our discussions with psychiatrists, questions have been raised, especially in the case of homosexuality, of the extent to which those guilty of misconduct would influence the lives of other students who, up to that time, had acted in a normal manner. The question then arises as to whether the student should be considered as being mentally ill and should therefore be treated much as we would treat any student with any other kind of illness, but who should be permitted to remain in the University, whether we should look upon homosexuality as a type of abnormality that would effect adversely the lives of many other students and which therefore should be treated either as a contagious illness and one that should be segregated from society especially the University student



-3-

body, or whether the student should merely be dropped from the University to receive the type of treatment that any non-University student would receive under similar circumstances. This category of questions needs more study in my opinion.

e. In cases of serious misconduct, it is our feeling that a reasonable penalty would be dropping from the University for some specified period without any guarantee that the student would be re-admitted at a future date.

f. Some fields of study in the School of Commerce are designed to prepare a student for professional life in which integrity, responsibility, and high character are of paramount importance. This is especially true in the case of a person who wishes to become a C.P.A., in which case in his profession he would deal with problems of great trust and judgment. We feel we have a serious problem in determining whether or not a student should be permitted to continue to major in a field of this type when he would probably be denied the privilege of taking the professional examination or who on character grounds would be denied the certificate. In the whole field of business, most positions of responsibility must assume integrity and unimpeachable character as a firm requirement. This is especially true of higher ranking positions in which if honesty cannot be assumed, the employee cannot function properly. We do not feel we should deny a person an education because of the fact that he has been guilty of one or two cases of misconduct of a minor nature. Conversely, we cannot recommend an individual to become a member of a profession having high ethical standards when his previous record indicated that he was lacking one or more of the traits making for excellence of character.

Mrs. Ruth Doyle  
Non-curricular Life of Students Committee  
Law School  
The University of Wisconsin  
811 State Street  
Madison, Wisconsin

Dear Mrs. Doyle:

This letter is a response to yours of November 10 concerning the report of the Committee on the Non-curricular Life of Students.

May I react to the rexographed statement appended to the letter. I have been under the impression that cases of academic misconduct should be forwarded by the Dean of a School to the Committee on Conduct and Appeals, and that this procedure was the policy of the University. Therefore, such cases of academic misconduct that have been brought to my attention have been handled in that way. Because we do not have in this School a policy that cases of academic misconduct should be referred by the teacher to the Dean, some cases may not come to my attention.

Unless I hear further from you I will understand that the University policy stipulates that cases of academic misconduct should be handled within the several schools. The one disadvantage of handling such cases on the individual school basis is that so many different ways of handling similar type cases will likely obtain in the University.

The second paragraph of the statement attached to your letter is consistent with my understanding.

May I now refer specifically to the third paragraph of your letter. I refer cases of non-academic misconduct to the Dean of Women, when they come to my attention. When I have attended "hearings", I have stated my opinion as to action to be taken and have so far been in agreement with the actions taken. It is entirely possible that some cases of non-academic misconduct come to the attention of faculty members that do not come to my attention.

I should like to pose the several questions that appear in the third paragraph of your letter to a group of faculty members and then send you the result of this thinking. I believe that there is no type of misconduct that should automatically dictate that a student should not earn a University degree. There are times, however, when a student should be dropped. If a student is retained in the University, the University should take responsibility for helping the student think through his value system. This is not to say that the University has a right to "dictate" the value system that the students hold.

Very sincerely,

Helen L. Bunge  
Associate Dean and Director



October 15, 1964

Mrs. Ruth Doyle  
Special Assistant to the  
Noncurricular Life of Students Committee  
811 State Street  
Madison, Wisconsin

Dear Ruth:

I understand from your communication of October 7, that you wish the following from me:

(1) Additions, corrections or comments to your "rough draft conduct procedures 1963 and before."

(2) The kinds of misconduct which occur in various places and channels used for dealing with them.

(3) What "alternative procedures were available" to the Dean of Men in dealing with conduct cases.

(4) What "standards" were used by him in determining what alternative to use.

Let me respond to each in the above order.

(1) I saw the role of the Dean of Men (and attempted to play it) in this fashion. He and the other members of the administrative section of the committee are members of the faculty, not, however, currently engaged in classroom functions. His responsibilities are spelled out for him by it, subject of course to the approval of the governing board of regents.

The Dean of Men, therefore, is governed by faculty direction in the performance of his duties. In particular he must conform to that "legislation" known as faculty document 995-- (April, 1951) Committee on Student Conduct and Appeals, in the handling of student misconduct.

In my case I "Doubled in Brass" with respect to the committee's operations and procedures as spelled out in that document. The legislation reads that "The Chairman of the administrative section of the committee shall be the representative appointed from the Dean of Students office." The then Dean of Students or Vice President of Student Affairs (Kenneth Little) appointed me in 1951, to act for him as chairman of the administrative section. In doing this he wished the office of the Dean of Men (and its secretarial staff) to function as the secretariat for the faculty committee. He knew that the other members of the section (academic Deans) dealt with but a small fraction of the misconduct reported to the University (since more of it is relatively minor and dismissed with counseling). He also recognized his own inability to attend to the detailed affairs of the administrative section because of his many other and varied duties. From April, 1951, (the date of faculty document 995) until September, 1963, the office of the Dean of Men served the faculty committee in this dual capacity. During this time it was keenly alert to its overall obligation to the faculty in the relationship above described. The Dean of Men and his associates in that office well recognized that faculty legislation stated specifically that "There shall be created a Committee on Student Conduct



and Appeals which shall be charged with the formation and enforcement of the policy of the University on all matters of individual student conduct..." (Underlining mine) The test, therefore, in the case of a student reported for misconduct was "how would the committee wish this case to be handled?"

You are correct in assuming that any misconduct by a male student which was reported to the University came to the Office of the Dean of Men in this period--or was supposed to as I interpreted the faculty's wishes. I insisted that all such reports be reduced to writing and signed by a complainant who must then answer to either the student or the faculty committee for what he stated concerning the student's misbehavior. The student was then interviewed by the Dean of Men and this written report of his deportment read to and discussed with him. In addition he received a briefing concerning the operation of the Committee on Student Conduct and Appeals. He was also instructed in his rights and privileges at the hearing and advised to seek counsel of parents, faculty or friends. He was invariably told (even though his misdemeanor was a trivial one) that the matter needed to be discussed with the administrative section of the committee before the next step would be taken.

Until 1962 no action to affect the student's transcript (disciplinary probation for example) or his status as a student (suspended, dropped, etc.) was ever taken without a hearing of the case by the administrative section of the committee. In that year, however, the Dean of Men was instructed by the faculty committee (both sections meeting in a determination of policy) to take a disciplinary probation action in those cases where he felt the committee would so act were they to meet and hear all the evidence in the case. The student whose case was thus handled, and there were relatively few (no more than a half-dozen as I remember it in that year), was always informed that he could ask for and receive a full dress hearing before the administrative section of the committee. This intelligence was without exception reduced to writing in the official notice to the student of the disciplinary probation action. These procedures were designed to avoid any possibility of for closing the student from all of his rights of appeal.

Faculty legislation reads (document 995) that "Attorneys, whether in law or in fact, shall not appear before the committee or any division or section thereof or before the faculty to prosecute or to defend the student whose conduct is under investigation or who has appealed from penalties assessed. The student shall be advised that at any stage of the proceedings he may be represented by a friend, a relative or any member of the faculty." The committee in my time was most lenient in the interpretation of this caveat and on a number of occasions in my recollection permitted lawyers to be present, when they had some shadow of friendly relationships with a student or his family. In the cases which I remember the attorney so appearing was read the above legislation and asked to abide by the spirit of it. In a few instances only did this result in a perversion of that relationship between the faculty committee and the student, which the legislation sought to prevent, as our faculty's purposes were interpreted by the administrative section.

I think it well, Ruth, to mention that appeals from the appeals section decision are also provided for. These can be instituted as you know by the student or anyone else who can persuade the faculty to hear him. This was part of the whole procedure of the conduct committee which I always felt myself responsible to disseminate to the student. Once in my experience a student avail himself on the appeal to the faculty which lies beyond the

decision of the appeals section.

The faculty committee has the privilege "To summon in any member of the staff to assist in its deliberations." As you suggest the people most frequently called were the personnel of the psychiatric section of the Student Health Department. On occasion, however, other faculty members were asked for their assistance. In particular the major professor or department chairman of any graduate student was always involved by the committee ( or by the office of the Dean of Men for the committee) when any graduate student was reported in conduct difficulties. You are very correct that in the case of a psychiatric referral the only two questions which were asked were: (1) Is the student a danger to the community?; or (2) Is the student a danger to himself? -- in the opinion of the psychiatric division of the Student Health Department.

Shortly after my appointment as acting Dean of Men in 1950, I met with the then District Attorney Richard Bardwell now Circuit Court Judge. Between us we worked out a mutually satisfactory agreement concerning what student conduct cases (discovered by the University) should be referred to his office. Not too long afterwards Albert Hamman was named to head our Department of Protection and Security. At his suggestion he and I and Mr. Bardwell attempted to reduce our working agreement to writing. This was accomplished through a letter addressed by Mr. Bardwell to the University-- attention: Mr. Hamman. A copy of this letter is presently on file in what was in the office of the Dean of Men. I am sure you can find it if you will alert Miss Elizabeth Madden to the fact that you require it. You will discover that it spells out quite explicitly what types of student conduct Mr. Bardwell felt ought to be referred to his office and what others were purely a matter for University concern alone when discovered by our own police and in our own campus community. With the appointment of each succeeding district attorney this old agreement was always reinstated. The Department of Protection and Security operates, I believe, to this day on the principles enunciated therein.

Yes, I always considered my job to be one of counseling as well as acting for the committee in an administrative capacity as you put it. I think it important to an understanding of my concept of the job that you appreciate the deference I attempted to pay to the individual college whose student was concerned. In my view I felt that since numbers of them were training people for professional status (ie. law, medicine, engineering, education, pharmacy) the college dean in representing his faculty should take the lead in determining the University's attitude toward the particular misconduct of his student. As I saw it he and his faculty had the additional task of certifying to the public for the University and for the profession that the student concerned was not only technically competent but morally and ethically fit to be trusted as a professional man. As I look back on it now, I admit to being trained in such a fashion by Dean Oliver Rundell, Dean William Middleton, Dean John Guy Fowlkes, Dean Arthur Uhl, and Dean Kurt Wendt (before the latter became overwhelmed by the many other duties assigned him in the last five or six years). Each was scrupulous in attending meetings concerning "His students". I sometimes erred, I dare say, in referring relatively minor cases of misbehavior to them rather than dismiss one for the committee after counseling on my own motion.

Yes, I very definitely do feel that the procedures described above not only deter misbehavior but they serve a number of other purposes as well. These are in my experience and opinion:



(a) They further the educational purposes of the University. I am one of those who subscribe to that description of the University's purposes as set forth by our functions and policy committee report of a decade and a half ago. You will remember that it states, "Three basic and interrelated objects of such education are to train the individual to earn a living in a socially useful manner, to develop in him the highest cultural and intellectual interests, and to make him a moral, intelligent and well-informed citizen with a deep sense of his obligation to the community." (The underlining is mine.) In other words we are in the business of training good members of society. The socially conscious man observes the law. He believes in the concept that man is governed by laws of the people, by the people and for the people, and not by the whims of the moment or the dictates of an arbitrary authority. Of course I believe that the educated man's duty is to set society straight, if it be in error in the laws which it has promulgated. There are accepted procedures for accomplishing this purpose common to a democratic society. In general they stress persuasion, appeals to reason, and peaceful methods rather than violence and coercion. This is a lesson which I think the University has a compelling obligation to impart. Especially is this true at a time when our growing population makes more and more mandatory the "rule of law," if the individual is to be protected from his more aggressive neighbor and neighbors in the mass.

(b) They support the law. I am strongly of the opinion that the community in which we live has a right to look to us for support of its laws and an insistence upon their observance by our students. We have invited thousands of young people to our community at a time in their lives when they are most volatile. Universities have created a unique social situation and have responsibility to help govern and control it. Many of its students are not bound by the "built in" restraints which the average society has to assist it in maintaining peace and order. The person of the age of our undergraduates is controlled in part by a concern for his family's reputation when he lives as a member of it in a community and family calls home. Transported to our campus, however, this feeling of responsibility is often times replaced by one of anonymity. Then too, most have not given "hostages to fortune" as is provided by marriage and a family. Nor do many feel an obligation to an employer who is concerned with his employee's reputation in the community--an all too real "built in" social control in these days of the "organization man." Last but not least, college age is synonymous with that period in which most young people come to grips with their unresolved parental aggressions. It is at this time when all authority figures such as parents, teachers, Deans, judges, and certainly policemen are "fair game." Our Madison police have told me again and again that the pot valiant, misdemeanor bound student is often unimpressed by police admonitions and threats of arrest. Nonetheless, he invariably displays a cooperative spirit when told that he will be reported to the University should he persist in his anti-social deportment.

It has always seemed to me that the good society is one whose members view law enforcement personnel as friends and protectors and not the object of enmity or the butt for practical jokes. The good society in America desperately needs to promote for its police the image of the British "Bobby" and not that of the fuzz, the screw, the cossack or the keystone comedy copy. The University's need to support this task of changing public attitudes is obvious to me. Where better should we commence than on our campuses and with out University students.

(c) A student's emotional well being is very often best served thereby. Very, very few students of all those reported to the University each year are engaged in such serious undesirable activity that suspension or expulsion from school is indicated. A number each year, however, are found to be obtuse to the

requirements of good citizenship. Conduct committee meetings may then be required to force them to "see themselves as others see them" and "shape up" for the future. The great majority, however, have highly developed super-egos (given the average family background of most students.) They are not content emotionally with the "ten dollars fine--next case please" procedures forced on the average police court by the press of a large community. They feel a real need for doing proper penance and making appropriate retribution as they see fit. If the University's counseling or disciplinary machinery fails to satisfy these needs, they become anxious and unproductive. I very much subscribe to the concepts of those psychiatrists who have made studies of "Free floating anxiety" states -- their causes and consequences. The Catholic confessional provides a wonderful therapy for its parishioners. Society and the University for its students, in my opinion, need to provide a similar service for those of no or other religious persuasions.

Then too, there are those students who, like nonstudents, desperately desire to attract attention to their needs. Some do it through misconduct or even criminality. Extreme cases make coast-to-coast headlines. The average one seen in the office of a Dean of Men requires assistance to the student in finding a "place" in the crowded campus scene. He wishes to be counted of significance to some group or even one individual. He is often lonely, frightened and insecure. Such as these require their needs to be satisfied through referrals to campus pastors, counseling centers, fraternity and other living unit programs, student interest groups or student athletic teams. It was significant to me that numbers of the young men who I first met through a police report, reappeared in their upper class years as living group and campus leaders. It was most rewarding to be asked to write senior year letters of recommendation for many who on first acquaintance were squirming under written charges of undesirable deportment.

(d) A student's record is protected by these procedures. On numbers of occasions, FBI or other governmental investigating agents, ask a Dean of Men: "What can you tell me of the incident of student Smith's arrest by local police back in '53. We are considering him for a post of trust and the police records make us most hesitant concerning his qualifications". When your Dean can answer (as he invariable can): "Yes, we know all about it. The University is concerned to help its errant students. We took such and such actions ourselves (even dropped him from school for a semester to help him better understand, permit him to mature more, etc.). Importantly you should know that we readmitted him or he continued on with our counseling help, achieved a splendid record thereafter, and we were happy to grant him our degree. We think you've got a very good applicant and we hope you see fit to appoint him, hire him, commission him, etc."

(e) The people from whom we obtain our support expect us to be concerned with the behavior of our students and certainly the questionable behavior. Today there is great uncertainty in all segments of society concerning what constitutes socially desirable and undesirable conduct. Even though in my opinion many parents have abnegated their responsibilities in pointing out the good from the bad in human deportment, they hope that some final authority will teach these lessons and promote the good life for their children and the generations to come. They frankly confess themselves confused and especially in the area of what is appropriate in pre-marital boy-girl relationships. They believe a University has a responsibility to help point the way. They look to a community of scholars, where all man's past wisdom and future hopes for more wisdom is centered, to provide some answers. I fear we are letting them down.



I suppose I have stressed other things than the deterrent effect of University attention to misconduct which you point up in your "rough draft". Please don't misunderstand. I very much agree with you. Students need the University's help in protecting them from fellow students. I think we have as much responsibility to the off campus living unit where our students are residing, as we do attempt to provide for the resident of our University owned and operated dormitories. Especially of course is this true for the underclass, undergraduate student. Over the years I have been called on repeatedly by students to counsel, warn, reprimand and admonish fellow students in privately owned rooming houses, when their selfish and irresponsible conduct proved disruptive to the peace and quiet necessary for proper study and sleep. If the University's mission is to provide an education surely we should exert every reasonable effort in fostering that climate which best promotes study and contemplation.

(2) I am not sure what you wished me to talk about under this heading. Misconduct of just about all types occurs in a community the size of our student body. In my opinion the legislation set forth by our faculty in describing the Committee on Student Conduct and Appeals is sufficient for the purpose that the faculty had in mind. What has been lacking I fear is a unified agreement on the part of the committee itself concerning just what did pass currency for good conduct in our University community. This I fear was the product of the times we live in. In these days when an axiom which has served a natural scientist for one hundred years is overnight proven in error, it is understandable that many will challenge the moral codes and societal tabus which are the basis for the laws which circumscribe human activity. Very frankly this is what I was hoping your special committee could help us resolve. If the committee accomplishes nothing other than to say that it believes the University stands squarely behind the laws of the land and our community expects its students and faculty to live by them until they are changed, that statement alone would be significant and of real assistance to those entrusted with administrative responsibilities in the area of student conduct. I would hope of course that the committee could go farther and delineate the importance to an educational community of special compliance with certain regulations which are peculiar to a University community and most important to the members of it as a consequence. I am thinking for example of misuse of library privileges, classroom dishonesty, disruptive and unseemly behavior in a living unit situation, theft of personal possessions of students including their textbooks from classrooms, campus eating places, dormitories and rooming houses, theft from student serving book stores and particularly the student-owned CO-OP, gambling and liquor law violations, etc.

(3) Alternative procedures available in conduct cases other than the full dress faculty committee involvement were: 1. admonishing and counseling by the Dean of Men; 2. referral of the matter to one of the student judiciaries such as Residence Halls Judicial Commission, Student Court, Interfraternity Judicial Commission, etc; 3. referral for additional counseling to student counseling center, University religious center pastors, faculty members, fraternity alumni advisors, dormitory and fraternity housefellows and resident counselor; 4. the suggestion to the student that he avail himself of the services of the psychiatric section of our student clinic; 5. placing the student on disciplinary probation with the right to a hearing by the administrative section should he wish it; 6. working with the parents of the student to bring about an understanding of his misbehavior and better citizenship for the future.

(4) Some of the standards used in determining which alternative to use were the following: a. the seriousness of the students deportment. . mis-demeanor or felony; b. the students age and University classification;

From Theodore W. Zillman

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c. the students attitude and understanding of the significance of his deportment to the rest of the community; d. the students background and family; e. the publicity or lack of it which was attendant upon his misconduct; f. his vocational ambitions--the case of the professional school student etc., as herebefore described.

These are certainly some of the things which are taken into consideration in attempting to teach students who are reported to the University for unsatisfactory conduct. Many of them are discussed with the student during the course of the interview and counseling session.

Well, you asked for something, Ruth, and there it is. I don't know how responsive it will be to your inquiries--certainly there is enough of it. I have been out of town for a few days since your letter was received on the 7th of October. A call from your office yesterday (October 14th) inferred that you wanted a speedy response. What you have above is my attempt to free the file. I'm sure I've left out things which may occur to me later. Don't hesitate to raise them or anything in what is covered herein.

Very sincerely yours,

Theodore W. Zillman  
Assistant to the Vice President  
Of Business Affairs

TWZ:dp



Report Of The Committee On Functions and Policies of The Division  
of Student Affairs . Section III of the Appendix entitled:

III. Student Counseling Center

1. The greatest need at present is more space and a location closer to the campus. Even though the budget may provide for additional staff, there is no place to locate the staff.
2. Additional staff is definitely needed, and it is recommended that the present policy of a small permanent staff with a larger fluid staff be gradually reversed as qualified persons are discovered.
3. Permanent staff should be assigned professorial titles.
4. No member of the staff engaged in counseling shall be a member of the Student Conduct Committee.
5. It is recommended that after the Student Conduct Committee has taken action on a case, it recommends that the student go to the Student Counseling Center. No reports will be sent to the Conduct Committee. If the student comes before the Committee again, the Committee will be informed as to whether or not the student followed the advice of the Committee by making appointments at the Student Counseling Center.
6. It is recommended that the departments within the Division become more alert to students who appear to need counseling and refer them to the Student Counseling Center. These needs may be expressed in discussions of financial problems, job conferences, activity participation or housing problems.
7. As the permanent staff is increased, it is recommended that efforts be made to appoint members to University committees so that the problems of students may be presented. This should even include committees on curriculum and committees on over-all University policies.
8. In its studies regarding the functions and policies of the Division of Student Affairs this committee has found that considerable confusion exists regarding the objectives and the administration of the New Student Week and Orientation programs. This apparently came about when the position of Vice-President of Student Affairs, whose office included the Registrar's Office, was changed to the position of Dean of Students and the Registrar's Office was separated from the Division of Student Personnel Services. In the attempt to clarify the situation it is important to make a distinction between pre-admitted students and students who have permits to register. The activities and the University personnel and departments vary according to the status of the student in the above regard. The distinction should help to clarify the responsibilities and roles of the various agencies that deal with entering students.

It is recommended that all activities and policies, except registration and admissions, associated with New Student Week and orientation shall be under the jurisdiction of the Dean of Students as they formerly were for the Vice-President of Student Affairs.

RE: PROCEDURES IN STUDENT DISCIPLINARY ACTIONS

A Dissenting Opinion

G.W. Foster, Jr. Chairman  
Committee on Student Conduct and Appeals

Law School  
University of Wisconsin  
April 19, 1963



RE: PROCEDURES IN STUDENT DISCIPLINARY ACTIONS

The majority of the Committee on Student Conduct and Appeals has recommended against enlarging the role of an attorney in student disciplinary proceedings. Voicing its general satisfaction with present rules, the majority added the thought that we should go toward "less formal and legalistic" practices than currently employed.

From these views I dissent.

An action which drops or suspends a student from the University for disciplinary reasons imposes serious consequences. The student affected treats the penalty as a severe one, which it is. It interrupts his education. It can later stand in the way of desired employment and can perhaps bar his further pursuit of graduate or professional training.

It is not my intention to suggest that we should abandon drop or suspension actions. There are occasions where in my judgment such actions must be taken. What I do suggest is that we surround the proceedings which lead to a drop or suspension with greater safeguards than now available.

Nor do I mean to suggest either that those who support and practice our present procedures are not well-intended. They are. My difference is that I would impose serious penalties only through procedures which treat a student as an adult rather than a child. A disciplining parent is at once prosecutor and judge. So, often, in University disciplinary actions is the same person both prosecutor and judge. A thousand years of Anglo-American experience have led us to separate these functions for an adult world. I would follow the lessons of that experience where the University acts to impose disciplinary penalties which have serious effects.

For the present I would be content to see these changes apply only to cases in which the penalty of dropping or suspension is considered. Other, lesser penalties--while they may be sorely felt--are likely to have less permanent consequences (although I do not rule out the possibility of extending the suggested procedures to at least some of these lesser penalties in the future).

The suggestions which follow are offered not as a blueprint for precise change but rather as a basis for further consideration and discussion.

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1. The Committee on Student Conduct and Appeals rendered this opinion in response to a request from the Student Senate to comment upon existing faculty legislation which provides: "Attorneys, whether in law or in fact, shall not appear before the Committee or any division or section thereof or before the faculty either to prosecute or to defend the student whose conduct is under investigation or who has appealed from penalties assessed. The student shall be advised that at any stage of the proceedings he may be represented by a friend, a relative, or any member of the faculty." Laws and Regulations Governing the University of Wisconsin. Ch. V, 5.628, item 7. Adopted by the Faculty, Doc. 995, 4/2/51. Board of Regents minutes, 6/22/51.

Recommended Changes in Disciplinary Proceedings

For any drop or suspension action, I would urge the following procedures:

(1) Temporary Suspension by Individual University Official. An individual Dean or other University official may suspend a student only temporarily and then only for urgent reasons related to the health or safety of the student or those around him. The suspended student would thereafter have the right to a prompt hearing surrounded by the safeguards required generally for suspension or drop actions.

(2) Drop or Suspension Actions Generally. In all other drop or suspension actions the following procedures would apply:

(a) Charging Officer. Where a drop or suspension action against a student should be considered, the Dean of Men or Women will refer the case to a Charging Officer. The Charging Officer would be an independent official although administratively he would report to the Dean of Students. The Charging Officer would make an investigation of the case, prepare formal charges against the student, and be responsible for presenting the case against the student in all subsequent proceedings.

(b) Formal Charges in Writing. Every student against whom a penalty of being dropped or suspended from the University is to be considered should be given a formal written statement of the charges against him. The statement should be furnished the student sufficiently in advance that he has adequate time to prepare his defense. The statement should also:

(i) Include a general description of the facts to be proven against the student;

(ii) State that a penalty of dropping or suspending him is being considered;

(iii) Indicate that where the student denies any of the facts alleged against him, he is entitled to request in advance of his hearing the names and addresses of those who assert the particular facts to be true and, further, that he may request the presence of these witnesses for cross-examination at the time his case is heard.

(c) Formal Statement of Defenses. After receipt of the formal charges against him, the student shall submit a written statement which sets forth in detail his answer to the charges against him and any new information or grounds which he wishes to assert in his defense. At least two days prior to the hearing before the Administrative Section copies of this statement should be furnished to the Dean of Students, the Charging Officer, and, as the case may be, to either the Dean of Men or Women.

(d) Composition of the Administrative Section. The charges against the student shall be heard by a panel of the Administrative Section of the Committee on Student Conduct and Appeals. The composition of the Administrative Section shall be as follows:



(i) Where the charges are to be heard against an individual student, or two or more students all from the same college, the Administrative Section shall consist of three persons: the Dean of Students (or his representative); the Dean of the college in which the accused student is enrolled (or his representative); and a student selected from a list recommended by the Student Senate.

(ii) Where students from more than one college are to be heard together, the Administrative Section shall consist of the Dean of Students (or his representative); the Deans of the respective colleges in which the accused students are enrolled (or their representatives); and two students selected from a list recommended by the Student Senate.

No person sitting on the panel of the Administrative Section shall have previously investigated the case or counselled any accused student with respect to the merits of the case.

(e) Presentation of the Case Against the Student. The case against the student shall be presented by the Charging Officer. He shall have the right to question the student or any witness who appears for or against the student.

(f) Representation of the Student. The student may represent himself or may be represented by his parents or any other person, including an attorney. The student or any person representing him shall have the right to question any witness who appears for or against the student.

(g) Decision of the Administrative Section. After hearing the case, the Administrative Section shall make its decision and prepare a written summary of the facts it found to exist and the grounds for the conclusion it reached. The student shall be notified of the decision and furnished a copy of the Section's findings and conclusions.

(h) Appeals from the Administrative Section. A student may request an appeal from any action of the Administrative Section by a letter which sets forth in detail the grounds for his disagreement with the action taken. The letter should be addressed to the Chairman of the Committee on Student Conduct and Appeals. The Appeals Section shall consist of seven persons: five faculty members and two students. Four members of the Appeals Section shall constitute a quorum for any hearing. At its discretion, the Appeals Section may either deny the appeal or permit a hearing subject to whatever limitations it imposes. Further appeal from the Appeals Section would, as now, lie to the whole Faculty, the President of the University, and the Board of Regents.

As to procedures respecting the imposition of less severe penalties than being dropped or suspended from the University, I would suggest the following. First, either the Dean of Men or Women may impose such penalties as social probation and the like according to the informal procedures presently followed. Second, a student wishing to appeal from any such penalty would have the right to a new trial of his case before the Administrative Section, with the right of further appeals, as provided for handling drop and suspension actions.

Why Change Our Procedures?

There is room for disagreement with the proposals just suggested. It may be objected that we have never done this sort of thing before, that our present procedures lead to fair and reasonable results, and that few courts have suggested that state university disciplinary actions need follow the procedures here. <sup>2</sup>

To these objections I would say first that the traditional informality of college and university disciplinary procedures evolved under circumstances quite different from those existing on a campus with some 22,000 students enrolled. The heightened importance of education today makes far more serious the imposition of penalties which require a student to withdraw from school. Moreover, a drop or suspension action may seriously impair a student's future efforts to obtain the kind of job he desires and for which he is prepared. Informalities which might have been justified in a day in which education played a less important role must be judged by more critical standards now.

Nor do I find a justification for continuing our present procedures in the fact that courts have not yet generally insisted upon more stringent procedural protections in disciplinary actions by state universities. It is sufficient for me that we should strive for procedures which an adult world has found essential for the protection of basic rights--as I believe the rights to an education and a job to be. Nor do I believe we should content ourselves with meeting only the bare necessities of procedural requirements the courts may impose. Courts will intervene only to correct serious defects and I believe we should strive for higher standards than the minimum required by due process of law.

In closing, I might add that I believe the courts are moving now toward insistence that basic due process requirements be embraced in disciplinary proceedings by state universities. Those who doubt this will do well to read carefully such thoughtful analyses of recent court decisions on the question as appear in William W. Van Alstyne, Procedural Due Process and State University Students, 10 U.C.L.A. Law Review 368 (1963); and Clark Byse, Procedure in Student Dismissal Proceedings: Law and Policy, Proceedings of the 44th Anniversary Conference, National Association of Student Personnel Administrators, p. 170 (1962). A different view of the question, however, appears in a law student note, The College Student and Due Process in Disciplinary Proceedings, 1962 Univ. of Illinois Law Forum 438. In my own view, Professors Byse and Van Alstyne are calling the future more accurately in their conclusion that the courts will require us to adopt disciplinary standards better attuned to due process of law. And I would have us take initiative in this direction ahead of court compulsion.

G.W. Foster, Jr., Chairman  
Committee on Student Conduct and  
Appeals

2. The objection is also made that more formal procedures would force all students to obtain the services of an attorney, thus operating to the prejudice of those without funds to do so. Several points seem relevant to me here. First, many students do a spectacular job of representing themselves and I see no reason why these would feel any need to turn elsewhere for help. Second, I think we should permit the student to decide whether he wishes aid from an attorney; my difficulty with existing rules is that we prohibit him from making this choice. Third, the total number of drop and suspension actions is small, and I am certain that the few students who felt the need for representation and were without means to afford it could find effective and willing volunteers among members of the University faculty.



March 27, 1963

Professor William Foster, Chiarmman  
Committee on Student Conduct and Appeals  
Law Building  
University of Wisconsin

Dear Professor Foster:

This letter is being written in response to your request for opinions of members of our Committee on subjects of recent discussions. Carbon copies of this letter are going to members who were present.

The two topics under discussion, I believe, are the appearance of an attorney before the Committee to defend a student client, and the student's right to cross-examine his accuser.

Enabling Document 995

Faculty Document 995 adopted April 2, 1951 established the organization and responsibilities of our Committee. It states that this Committee "...shall be charged with the formation and enforcement of policy of the University on all matters of student conduct..."

It is significant that "conduct" is a synonym for such terms as deportment, behavior, and bearing. It directs the Committee's attention toward matters of policy concerned with mores and decorum as well as toward matters which might be of concern to law enforcement agencies. The Student Handbook (pages 81, 82, 1961-63) attempts to express this philosophy in such general statements as:

"The particular role of your University is to foster appropriate standards of behavior..."

"...to educate you in desirable social conduct..."

"...each student is expected to maintain a high level of moral integrity."

In such declarations the University is obviously not suggesting standards of conduct for the citizen who is merely law-abiding. Rather, the phrases used indicate higher criteria which the student is expected to observe as a privileged member of the University community.

The University is sharing the concern of parents in setting such standards. Indeed, parents who appear with their offspring before this Committee frequently indicate their belief that they are entrusting him to the standards of discipline and the moral code of the University. One might cite the "apartment" rules as an example of such standards.

The Student Handbook, page 94, specifically prohibits graduate and undergraduate students from bringing unchaperoned members of the opposite sex into their residences. Most aprents and communities have accepted and

approved this convention for good reasons and have done so for many years. This restriction was amended by the University faculty, after a stormy debate, to permit single men and women 21 years of age and over to ignore this restriction. The University faculty in taking this action assumed that such mature men and women should and would accept the added obligation of propriety and responsibility for the privilege withheld from the younger members of the student body.

The enforcement of this apartment regulation begins with the supervision of the Housing Bureau. Many students of all ages would choose to live in apartments because apartments afford more freedom and privacy than a rooming house or dormitory. Quite recently this regulation was violated by two students, who hired lawyers to assist them in their contention that they should be exempt from this rule.

Should lawyers be permitted to plead the case of these students in their defiance of the University's regulations?

Section VIII of Document 995 states that an attorney, whether in law or in fact, shall not prosecute or defend a student appearing before the Student Conduct Committee.

The relationship between the University and the student is conditioned on the assumption that the student will not be guilty of conduct subversive of the discipline of the institution, or indicative of moral unfitness for membership in the University community. When the student enrolls in the University he automatically accepts the conditions of this assumption. The administrators who enforce observance of University policies on student conduct follow a definite and orderly procedure in their actions. They begin by informing the student of the nature of his offense, and by giving him every opportunity to explain his actions or to show his innocence. This procedure is followed to give the student a "fair hearing."

The courts have commonly recognized this procedure as being in accordance with "due process." Richard E. O'Leary, writing in the University of Illinois Law Forum, (Vol. 1962, No. 3, pages 438 to 451) on the subject: "The College Student and Due Process in Disciplinary Proceedings" makes it clear that legalistic procedures, as such, are not necessary in University disciplinary actions to assure the student that his rights are being observed. In this well-documented discussion, which includes 96 citations, he builds a strong case for this freedom of the University to act without the presence of the lawyer as intermediary or "defender" of the student. O'Leary in his summarizing paragraph makes these statements:

"Summing up, it may be strongly argued that despite the enthusiasm for a court system within the academic community to be constructed along the lines of our existing judiciary, the fact of the matter is that Hyman, Clapp, and the other cases in the majority firmed up due process some time ago. "... Fair play" is the key to the problem or issue of the student's status; the courts have said this for over half a century. There is no need to redefine the relationship of college and university and its students, nor is there any need for "adversary" proceedings. As late as Knight, it was recognized that the institutions must control these matters, thus repeating an idea pronounced scores of times by both state and federal courts.... The wisdom of the courts in continuing to respect the traditional discretions of the universities in the area of discipline can probably best be appreciated by the educator who understands the broad sweep of the educational implications



of discipline that extend beyond legal due process in the total educational process." (Note - The citation to Knight was dated 1961.)

I would recall again the problem posed by the two students and their lawyers and their actions.

The Student Handbook, in stating the broadened policy on unchaperoned visits to student apartments, described an apartment as "... a self-contained housekeeping unit, including bath facilities, and in a building with comparable units." The two undergraduates chose to interpret this definition of an apartment to mean that the building used for any other purposes than apartments exclusively would invalidate this definition and permit them to live in such an apartment even though they were under 21. They failed to recognize (or ignored the fact) that such an interpretation would nullify the basic reason for the restriction which the faculty had imposed.

These students were informed by the Housing Bureau of their error in October and were told to make other living arrangements. They continued to hold the apartment for the entire first semester in defiance of the Housing Bureau's warning. Finally, on January 15, 1963 they were told to move by the Administrative Section of the Conduct Committee. Instead, they employed the two lawyers to "defend" them in their actions.

The first step taken by the lawyers was to ask for another "hearing." The matter was referred to both sections of the Committee on January 24th. The Committee reaffirmed the decision of the Administrative Section that the usual order of procedure should be followed. It further listed the actions required of the students to achieve conformance and offered "to answer questions" about its rulings.

There is no doubt that the insistence of the lawyers in acting as defenders of the students forced an irregular hearing, not a "question" period, upon a heterogeneous group of Committee members. The lawyers proceeded, with the aid of voluminous notes and an uncivil letter, to argue that the definition of an apartment was ambiguous, that it imposed a hardship on their unsuspecting and innocent clients, and that the procedures of the Committee were unfair to their clients. Their determined efforts to brush aside the basic reasons for the restrictions of the faculty on apartment living were highly successful, and showed clearly what determined lawyers could do to confuse and obstruct the University's purpose expressed, in what now appears to be the naive statement "...to educate you in desirable social conduct."

The provisions of Section VIII in the past have never prevented the appearance of lawyers as friends of the student or his family. These lawyer friends have been required to act as friends--not as attorneys for the defense. The Committee has never attempted to find out if such lawyers had been paid for their "friendly" acts. I myself have chosen to appear unsophisticated and unsuspecting rather than to be accused of unfairness by asking for such specific information; I hope I am never obliged to do so.

There is another facet to the lawyer-Committee problem. Section VIII of Document 995 protects the student himself against "prosecution" by an attorney, even as it prohibits a lawyer for his "defense." If the hired lawyer were to be accepted as a defender of a student's conduct under University policy, the University should, to protect its policies, provide a prosecuting attorney for the Committee, and to follow the legalistic

attitude to the end, it should also provide an attorney for the defense of students who might be unable to hire such legal services. Obviously these are matters which only the University faculty may decide by reconsidering its previous action on Document 995.

In the meantime, the Student Conduct Committee has no choice, under the charge placed upon it by the faculty's action in 1951, except to exclude lawyers from Committee hearings who propose either to defend or prosecute the students appearing before the Committee.

#### The issue of facing accuser

The second issue raised by some members of the Student Senate concerns the right of the Student to cross-examine his accuser in hearings before the Committee.

The Committee has never objected to such confrontation and has, when necessary, made every effort to have accusers appear before the Committee at the time of the hearing. This can be accomplished when the accuser is a member of the University community. The Committee cannot compel persons outside the University community to appear at hearings; it has no power of subpoena. Students are usually not concerned with this matter. Occasionally they deny the truth of some accusations. The Committee respects such denials and acts only on the basis of facts which can be established.

The police department of the City of Madison always provides the routine report of the police officer who has apprehended a student in a questionable act or situation. The city will not agree to send the officer to the hearing to present his report in person. (There have been occasions when officers have been invited and have appeared before the Committee in their off-duty periods.) When the written report of the officer and the explanations of the student do not agree, it is necessary for the Committee to decide which version it will accept. The Committee, after discussing the matter with the student, may be able to reconcile the conflicting facts. Usually the personal word of the student is accepted, unless there are clearly obvious reasons for doubting his ability to recall or his integrity. No hearing is concluded before the student is asked if he has presented all information, witnesses, and arguments in his behalf.

#### The written report for the Appeals Section

Before a hearing by the Appeals Section the student is asked to write a letter indicating the nature of his alleged misbehavior and his reasons for believing that his case should be reviewed. This letter is invariably a description of his offense as the student sees it. Generally, no witnesses are required to establish these facts. In a few instances in recent years the Appeals Section has supplemented such letters by requesting the appearance of someone to verify or disprove the statements of the student.

The presence of the dean of the student's college to represent the Administrative Section is highly desirable in the hearing of the appeal. At this stage the student sometimes seems to regard the Administrative Section as the accuser. Scholastic records, history of the student's career, and verification of evidence presented before the Administrative Section can be furnished best by the dean himself. This all supplements or verifies the



student's written report. By common consent of the student and the Appeals Section, witnesses who have appeared before the Administrative Section may not be asked to appear.

The Student Body and the University

The purposes and methods of the University expressed in Document 995 were adopted by the faculty 12 years ago. They incorporated the tested practices followed for many years by other committees on student conduct. The problems of student conduct have changed as the student body has grown in size. This has also occurred on the campuses of similar institutions. The extra burden of numbers alone is a factor in the handling of disciplinary actions. It is also evident that other less tangible factors are having their effects. For these reasons it may be time to suggest that problems of standards and supervision of student behavior be reviewed by the faculty and by the students themselves. New attitudes of social behavior might be examined and discussed to discover the nature of significant changes, if any, in moral values and standards.

By such efforts the University, with the help of an educated student body, might implement its objectives of appropriate standards of behavior, desirable social conduct, and high levels of moral integrity.

Sincerely,

Walter V. Price  
Appeals Section  
Committee on Student Conduct  
and Appeals

WVP/mb

Taken from portion of D. Novotny's report - see page 35 of report

THE UNIVERSITY OF WISCONSIN  
Madison, Wisconsin 53706

Division of Student Arrairs  
Office of the Dean

January 8, 1965

To all teaching personnel:

As the final examination period approaches, the Committee on Student Conduct and Appeals circulates this reminder of the responsibility to each instructor in matters of classroom dishonesty:

Reports and Penalties

1. Please report every student apprehended in classroom dishonesty.
2. Special cards, "Report of Classroom Dishonesty," for making this report are available at your departmental office or from the office of the Dean of Student Affairs, 123 Bascom Hall. See directions at the end of this letter.
3. Penalties are assessed by instructors. They have varied with the nature of the offense. The most frequently used penalty is "failure in course." Other penalties used are: lowered grade in course, failure in the examination, lowered grade in examination or report, warning.
4. If the circumstances warrant, more severe penalties, such as disciplinary probation or suspension, may be given by the Administrative Division of the Committee on Student Conduct and Appeals. Appeals from such actions may be made to the Appeals Division of the Committee.
5. Instructors are not asked to appear before the Committee concerning the penalties which they have given in cases of student dishonesty. In such instances, the appeal of the students is to the instructional department, or beyond that, to the appropriate committee of his college.

Recommendations

On October 1, 1951, a special student-faculty committee presented a report which was approved by the University faculty. This report contained several suggestions to instructors, some of which are:

1. Explain in advance the form of an examination so that students not having access to files of examinations in that course will not feel at a disadvantage. When possible, distribute in advance mimeographed "sample questions."
2. Tell students not to bring books or notebooks to the examination room. Stack those which are brought at the front of the examination room.
3. Use alternate seating whenever possible. When this is not possible, prepare alternate sets of questions.



To all Teaching Personnel - 1/3/65

2

4. Announce at the beginning of each examination (or print as a part of the examination instructions) the exact procedure to be followed if anyone is suspected of classroom dishonesty. (Because it is difficult for a proctor to be sure that a student who is "acting suspiciously" is actually seeking or giving help, it might well be stated, that, as standard procedure, a student who is not conducting himself in a fitting manner will not be allowed to continue writing the examination and that, depending on circumstances, he may or may not be allowed to take a different examination, perhaps an oral, at another time.)

5. Keep proctors vigilant. (Proctors, of course, should function as quietly as possible and be as considerate as possible of students working under the strain of an examination.)

6. Report to the Office of the Dean of Student Affairs, 123 Bascom Hall, all cases of classroom dishonesty.

#### Procedure

The following procedure is used in handling all cases of student academic dishonesty. All cases should be reported.

1. Special cards, "Report of Classroom Dishonesty" for making a report are available in your departmental office. The procedure to be followed in all cases of dishonesty in examinations or other required work appears on the back of each card.

2. The instructor imposes the penalty he deems appropriate within his department's policies.

3. The instructor fills out a "Report of Classroom Dishonesty" card and sends it to the Office of the Dean of Student Affairs, 123 Bascom Hall, and notifies the student that such a report has been sent.

4. The "Report of Classroom Dishonesty" card is filed in the student's personnel folder. This folder contains other personal data about the student. If the student is found to be repeating an offense or if the instructor so recommends (because, for example, he feels that a more severe penalty than the maximum one of failure in the course which he can give is warranted) the Administrative Division of the Committee on Student Conduct and Appeals will give further consideration to the case and will impose additional penalty when it is deemed necessary.

5. No record is placed upon the student's permanent transcript unless the student is placed upon probation or suspended.

6. Appeals from decisions of the Administrative Division of the Committee may be made either by the student or the instructor to the Appeals' Division of the Committee on Student Conduct and Appeals.

COMMITTEE ON STUDENT CONDUCT AND APPEALS  
G.W. Foster, Chairman

THE UNIVERSITY OF WISCONSIN  
Department of Protection and Security  
OFFENSE REPORT

Case No. 24305  
Subject or \_\_\_\_\_  
Offense Student Conduct Disposition \_\_\_\_\_  
Location U.W. Campus Date Reported N/A Time \_\_\_\_\_ How Rec'd Verbal  
Complaint P. Rordam, Detective Address Protection and Security Phone 262-2957  
Other \_\_\_\_\_ Date of this report April 6, 1965

## Details:

The following information is submitted to point out some of the weaknesses of present U.W. security standards. This is intended as informative rather than critical. It is realized that total security is unobtainable and unrealistic. In light of the size of the U.W. Campus, and the fact that buildings housing millions of dollars worth of scientific apparatuses are wide open to the public, it is miraculous that thievery has been confined to sporadic petty larceny. There is, however, evidence that ingenious students exploit security shortcomings to the hilt.

The following information summarizes information gained from numerous sources, some whose credibility has been established without a shadow of doubt. A few have admitted graduating from the University, cheating their way through every examination. The undersigned knows nothing whatsoever about U.W. security as far as examinations are concerned but has a reasonable knowledge of plant security and can vouch for that part of the testimony. No attempt is made to establish priority here, and no recommendation is offered at this time.

Most often mentioned by students is without a doubt the availability of Blue Books. They allegedly can be obtained most everywhere. They are floating around and students take extras. Some take three or four Blue Books and prepare exams ahead of time. Allegedly only one Professor (from Australia named Easum, phonetic spelling) had a foolproof system. This Professor stamped his books and you could not palm off a ringer. If you have four or five Blue Books prepared ahead of time, you drop something on the floor at the appropriate time, and this gives you a chance to pick out the Book with the best answer.

Students know exactly where T.A.'s (Teaching Assistants) take Blue Books for grading and know just as exactly where the Professor's office is if that is where they are brought. Any student worth his salt can open a door with a pocket knife unless it is deadlocked. Note: From personal experience this statement holds good in most of the older University buildings. Most Professors make it easy because they don't bother locking their doors while teaching class. A student in need of improved grades cuts class. He knows he has 50 minutes to operate in. He swipes his Blue Book and makes the necessary adjustments. Some go to the extent of making a quick change of clothing, perhaps adding a hat and a pair of sun glasses to confuse the secretary.

In the opinion of the undersigned carelessness with keys is a paramount and perennial problem. The files of this department are full of complaints



pertaining to lost or stolen keys. Many of these are vital master keys which permit the holder access to every room in the building concerned. Students tell of keys being left in doors, on top of desks, in desks or files, or simply lay out for the convenience of someone asking permission to borrow them. Duplication of keys is as easy as ever in spite of warnings to the contrary. Students tape over or rub out the warning, or simply make duplicates themselves. To further complicate matters there are several "Do It Yourself" key shops, and blanks are sold all over. A student's ability to select a master key should never be underestimated.

One of the most interesting cases came to the attention of this department (Case no. 16920 dated 1-6-61) where a secretary left her office momentarily, leaving her key in the typewriter well. When she returned the master key was missing from her key ring. This case was not solved until final examination when a shocked Professor noted that a student had upgraded himself a little bit right along the line. One student told the undersigned that he had a cigar box full of keys at one time and candidly remarked, "They are all in the lake now."

It is not hard to send in a ringer for an examination because the T.A. is easily distracted; have somebody start an argument with him, and the papers are frequently not personally handed in.

In grading essays T.A.'s and Professors fail to put a line below the question. It is common practice to modify and/or add to the question later. This adding to or changing the meaning of essays has been brought to the attention of the undersigned again and again by students. It has even been brought to the attention of the undersigned where students have successfully argued with the Professor about machine graded exams.

Sitting next to a buddy and splitting the work is common practice. You concentrate on the first half; I will concentrate on the second half, and at the appropriate time we will drop something on the floor and shuffle the papers.

The old "crib sheets" are, of course, as popular as ever. Fellows palm them or keep them up their sleeves. The girls have it made. They keep crib sheets on their thigh under the skirt. No Professor would dare ask a girl what she has under her skirt. It is common practice to write answers on the desk ahead of time, get their early, of course, and find your own desk.

In connection with physical security it is, of course, common knowledge that the entire University is extremely vulnerable between the last class which is approximately 5 P.M. until the watchmen start their rounds at approximately 10 PM. Students know exactly when the watchmen make their rounds and know that said watchmen will not be back for two or three hours. They know the habits of their Professors, when they go for meals, who is in the habit of coming back for work in the evening. Students know where examinations are kept and, as stated above, how to get in.

There is also a weakness insofar as security of files is concerned. It appears that the University purchases file cabinets which by and large have the same lock and key. I have been informed that a standard file key will open most any departmental secretary's file on the campus.

Another weakness which over the years has caused considerable headaches in the modus operandi of the cleaning crews. It is standard operating procedure for a man to walk ahead of the crews. This man opens all doors and empties wastebaskets

## Appendix

and is frequently anywhere from five minutes to twenty minutes or more ahead of the crews who do the actual cleaning and subsequently secures the doors. Students are enterprising enough to watch for and take advantage of this period where offices are open and unattended. They (students) have also been known to watch when these janitor crews leave the Utility Rooms and are aware that the key box is frequently kept open while the cleaning crew is at work.

As mentioned previously in this report, a vast amount of door locks in University buildings can be opened by mere pressure on the beveled edge of the lock bolt. All outside doors are or should be self-locking and provided with panic bars. While such arrangements, are absolutely necessary in light of fire escape requirements, proper operating of self-closing doors depends upon a foolproof door check and constant vigilance lest somebody prop a door open on purpose. If outside doors are in fact secure, students bent on entry explore ground floor windows and frequently find a ground floor window unlatched. This is notably true of washroom windows. If none are found open, a ground floor window is easily busted. Numerous complaints are on file of broken windows where obviously illegal entry has been effected; yet such entry does not reflect any theft.

Peter Rordam, Detective

After writing this report I have been informed by very reliable sources that the copying of old term papers is a very common practice. Allegedly some houses have huge libraries of old term papers which students freely utilize.



Paper prepared by Sherwyn M. Woods M.D. and Seymour L. Halleck, M.D.

Over the past 10 years records have been kept on all students who were referred to the University of Wisconsin's Psychiatric Clinic by the Administration for evaluation of antisocial behavior. The psychiatrist's role in such referrals is indeed a difficult one, and there is considerable disagreement and differences between psychiatrists and clinics as to how this role is best interpreted. However, it was our policy to inform the student of the circumstances of the examination, and doctor-patient confidentiality was maintained. The psychiatrist's sole responsibility to the administration was to answer the following question: "Is this person, from a psychiatric standpoint, a danger to himself or the University community?" A negative response to this question, unless specifically modified, implied that our staff felt there were no psychiatric contraindications for the student continuing his education. In most cases, the Dean then allowed the student to continue his work.

During the 10 years from 1950 to 1960, we saw 124 such referrals. We have attempted to examine these referrals in terms of the types of problems presented, the severity of emotional disturbance, whether subsequent therapy was provided by the clinic, and whether our consultation suggested that the student was, from a psychiatric standpoint, able to continue his studies without presenting a danger to himself or the University community.

There is a significant difference between the number of males and females who were referred to the clinic for these purposes. We find that 111 of our subjects were males and only 13 were females. Examining the reasons for female referrals, we find that the largest groups were referred because of compulsive stealing (six) or homosexual behavior (four), and that other referrals were for such varied problems as intractable rule-breaking, fighting, or simply peculiar behavior. Of the 13 girls seen, 7 were considered to be seriously disturbed and in need of definite psychiatric treatment. Five of these girls were seen for subsequent therapy. The largest percentage, or 12 girls, were felt to be capable of continuing in their studies.

Although this is a very small sample from which to draw conclusions, there are some interesting observations which can be made. First of all, one may ask why there are so few girls in our population. The college population appears similar to society as a whole, in that our figures closely reflect the relationship between female and male offenders who come to the attention of correctional authorities throughout the country. One obvious answer to our question is simply that girls do not commit as many antisocial actions as boys, and this is probably true. It is also probably true that the type of behavior patterns through which girls express their disturbances are less likely to be as severe or noxious to society. We know, for example, that most delinquent girls come to the attention of legal authorities because of sexual promiscuity. However, it is extremely rare to see a girl referred to us because of heterosexual indiscretions and indeed there are no such cases in our sample. The lack of such referrals appears to reflect the fact that while promiscuity is a legally antisocial act, the University community simply doesn't become as excited about it, or at least does not consider it to be a psychiatric problem. A third possible explanation for the smallness of our female sampling is that administrative

authorities tend to be more lenient with women. We believe this is true for society as a whole, in that we tend to treat the fair sex with considerably more gentleness and tolerance.

A significant category among our male population consisted of those boys who were referred after having been discovered in some type of homosexual relationship. Twenty-eight such cases were referred in the ten year period. Of these, we found that 21 were seriously emotionally disturbed and in need of treatment. This is not to imply that the others did not have problems; but rather, that their homosexual involvement primarily concerned exploratory or impulsive actions which often reflected relatively minor situational disturbances handled in this inappropriate fashion. Nine of the students later became involved in psychotherapy at the clinic. Our experience was similar to that reported by Blaine and McArthur in that 25 of the students were cleared for return to their studies. The University student with homosexual conflict does not very often pose a real danger to the University community.

However, sexual deviation is frequently a source of considerable consternation to University authorities, and poses many problems for the University community. Though female homosexuality is almost as prevalent as male homosexuality, our figures certainly do not reflect this trend. We can account for this in a number of ways. First, society is much more suspicious and frightened of male homosexuality, and on our campus there seems to have been a good deal of such concern. During the first five years of our study, the University Police were unusually diligent and scrupulous in uncovering such behavior. Such zealous police action may have contributed to the relatively large sample of homosexuals in our population. Secondly, our society does not become as upset with closeness between women as we do with closeness between men. Hand-holding, embracing, and such intimacies are often considered normal among girls. It is our observation that once the issue of female homosexuality is out in the open, people tend to become as upset as they do in the case of boys; but it is likely that we have not seen as many female referrals because the University community is simply not as suspicious and preoccupied with it until the issue confronts them directly.

There is another important point which can be made here. Police methods for routing out homosexual behavior have not been the most effective means of providing help for these unfortunate people. The number of self-referred homosexuals who are currently in treatment at our University Clinic is vastly greater than the number who have entered treatment through administrative referral, and similar experience has been reported by others. The simplest way to involve homosexuals in the treatment process is to effectively acquaint the community with the availability of therapy.

The largest group in our study, and one of the most interesting, consists of those who were caught in the act of window-peeping. Thirty-four students were referred for this behavior during our 10 year observation period. Adolescence, even late adolescence, is a time of intense curiosity, and the presence of a large female population living together in dormitories and sorority houses presents an inviting prospect for the voyeuristically inclined. In looking at our data more carefully, we find some interesting facts. Only 11 of the 34 people examined were considered to have significant emotional disturbance. Approximately 70% of the students who were actually apprehended peeping into windows were considered to be relatively "normal" individuals.



This is a marked contrast to what we know about this condition with respect to the general public. Most psychiatrists who work with Police Departments agree that significant emotional disturbance usually exists in those apprehended for voyeurism. How then do we explain the fact that our staff considered so many of these students to be "normal"? In the relatively healthy portion of this group we found that almost invariably the window-peeping occurred during times of great stress. Often this was the night before an important examination, when the students felt restless and emotionally drained. In the course of a stroll along campus, he may have observed a girl standing in a window with the shades not completely drawn. When he stopped to watch he was arrested. In a few cases, the episode of voyeurism occurred following a disturbing encounter with a close girlfriend. A few boys reported that after having an argument or having been rejected by their girlfriends, they walked away angrily and found themselves seeking a voyeuristic experience. There is an interesting geographical fact about the University which may have contributed to the relatively high percentage of "normals" in our population. The area above a large girls dormitory is a place of extraordinary scenic beauty. It is an ideal place for a walk, and a walk which can lead to close proximity of the windows of the dormitory.

If we examine the 11 students who were considered to be emotionally disturbed, an interesting fact emerges. Nine of these students did their window-peeping off campus. Indeed, with only 2 exceptions, students who peeped in windows on campus were not considered to be disturbed. We feel then that the majority of students arrested for this offense on campus are really victims of situational impulses or accidental events. This, coupled with a normal male urge to look and admire, and associated with adolescent curiosity, appears to have led to their apprehension by the police. On the other hand, the student who actively leaves campus and seeks out a situation in which he can peep, is much more likely to be disturbed. Most of the students who were caught window-peeping on campus did not express unusual remorse for their acts, and tended to feel that they were behaving normally. The male culture on a college campus does not demean this kind of activity, and in fact supports it. Some of the students told of elaborate systems developed by fraternities or dormitories which faced female quarters. One fraternity developed an ingenious buzzer system which would immediately signal to the whole membership the location of the floor and window at which some girl had forgotten to draw her blinds. Thus, it seems that the type of cultural climate created by having large groups of young men living together tends to make voyeuristic activity much more permissible, and a large number of relatively "normal" people have been seduced into this kind of behavior.

Over the 10 year period 17 students were referred to us after having exhibited their genitals to women. In contrast to the window-peepers, this group showed a very high incidence of disturbance. Fifteen of these students were considered to have very significant psychiatric disturbance and at least half were felt to be either psychotic or on the borderline of psychosis. The two who were not felt to have significant disturbance were boys who, while looking through the windows of their own room observing girls in a state of undress, had felt stimulated to expose themselves. Six of our group received psychotherapy at the clinic, and fourteen were given psychiatric clearance to return to school. While we do not have a long term follow-up study to determine the subsequent adjustment of these students,

## Report of Woods and Halleck

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preliminary data leads us to speculate that they did not do well. The need to exhibit ones genitals is often a compulsively repetitive disturbance which tends to be ameliorated unless treatment is provided. Our clinic was apparently unsuccessful in persuading a significant number of these students to embark upon a program for personal therapy.

Thirty-two students were referred for what we might call miscellaneous varieties of dissocial conduct. Of these, 11 were referred for theft, 8 for disorderly conduct including fighting or some aggressive behavior, 3 for excessive and disturbing drinking, 3 for making obscene propositions to women, 2 for showing obscene pictures to children, 2 for destruction of property, 1 for disturbing pranks, and 1 for accidentally discharging a weapon. If we consider these categories as a whole, we find a relatively high percentage of emotional disturbance. Seventy percent of these students were found to have significant psychiatric difficulty. Of those who committed theft, over half were found to have emotional disturbances, a significant number of these being diagnosed as schizophrenic. The group involved in a fighting or other aggressive behavior showed less incidence of disturbance. Those who exhibited serious difficulty when drinking, either in the form of stealing or simply nuisance behavior, tended to have a high degree of disturbance. Those who were involved in making obscene propositions or exhibiting obscene photographs were uniformly considered to be extremely ill. Only seven of this entire miscellaneous group were successfully motivated to enter therapy. However, 28 students in this group were considered suitable for return to school.

It is quite probable that the great majority of students who become involved in offenses relegated to this miscellaneous category are not referred to the student health clinic. In the referrals we did receive there were usually circumstances present which aroused the suspicion of the referring Dean so that the possibility of mental illness was considered.

Students whose emotional difficulties are expressed through unacceptable behavior have over the years been a small but significant portion of the case load of the psychiatric clinic. In approximately half of the cases we examined, significant emotional disturbance was detected and some type of psychotherapeutic intervention was suggested. Approximately one-third of this disturbed group did receive more prolonged treatment at the clinic.

In responding to the Deans' question, "Is this person a danger to himself or the University?" our psychiatrists answered affirmatively in less than 10% of the cases. This means that in spite of the fact that a good many of the students who we saw were felt to be significantly emotionally disturbed, we did not feel that the psychiatric findings alone were reason enough to interfere with their remaining in the University Community.

A consulting service for behavioral problems such as we have provided over the past 10 years, offers many advantages to the University community. It first of all reassures the administrative faculty about the behavior potentials of students who have emotional problems of a clinically pathological nature, and helps to establish reasonable and sound policies



for dealing with such students. Also of course, it provides the student with an opportunity for consultation and therapy if he so desires. Last, but not least, this clinic activity provides protection to the University community through treatment, or if necessary through recommending dismissal, for those students who are too disturbed to maintain adequate control over their unacceptable impulses.

April 8, 1965

Mrs. Ruth Doyle  
Special Assistant  
Secretary of the Faculty  
935 University Avenue  
Madison, Wisconsin 53706

Dear Mrs. Doyle:

I apologize for the tardiness of this letter. My initial intentions for promptness were quite good, but were overpowered by my occasional habit of procrastination.

With regard to our conversation relative to the relationship between our office as a law enforcement agency of a type and the University, let me first make a very general statement. It is my feeling that the members of the University community, faculty and students, are no less members of the Madison and Dane County community because of their University associations. I feel that the standard of conduct which is applied generally to other individuals in these communities should be equally applied to members of the University community.

It is my advice, therefore, that all suspected violations of the Criminal Code be brought to the attention of the appropriate law enforcement agencies, towit: University Police, City of Madison Police, Sheriff's Department or this office, by any person in the University having knowledge of the same. I feel that it is the duty and responsibility of these aforementioned agencies and officers to investigate, evaluate and dispose of such matters in the exercise of their best judgment and discretion.

It is my further advice that referral to these agencies should be made promptly and without delay by those in initial contact with the suspect situation so that a proper, thorough and orderly investigation can be made.

Surely there are matters of administrative rules and regulations governing various phases of student and faculty conduct which are and should be handled by internal administrative procedures within the University's own framework. However, any assumption by the University or any of its organizations or bodies that it properly functions as an investigative agency, a screening agency and/or a decision making entity with respect to suspected alleged or actual criminal conduct is one which is unwarranted and which I reject as inimical to good and reasonable law enforcement and in fact to the proper responsibilities of the University.

I fully appreciate both the value of and the necessity for good communication between this office and the University on matters of mutual interest and concern. Toward this end I feel that a specific person or office of contact should be determined, this person to be one who has authority to speak for the University on all matters of less than highly unusual concern.



I further have no objection to advising the University of the disposition of matters that are referred to our office, although in a great number of cases the mechanics of this might become quite burdensome. I am certain, however, that some satisfactory method of doing this can be worked out. In consideration of my foregoing general position and in conjunction with the possible problems and conflicts which it may pose and further so that we may mutually understand each other's problems and positions relative to this matter I would appreciate the opportunity to meet either with your committee or with the new Dean of Student Affairs when he takes office. I leave this, however, to your further consideration and suggestion.

Very truly yours,

Michael B. Torphy, Jr.  
District Attorney

MBT:Fcd

April 1, 1965

Dean Lewis E. Drake  
123 Bascom Hall  
University of Wisconsin

Dear Dean Drake:

As you may recall, we have had several talks concerning the University jurisdiction over civil offenses. In general, the policies that you have followed have met with wide approval from the student body; however, a number of people have felt that the University's position in this whole area is rather unclear. Exactly what does constitute an act that would jeopardize reputation or decorum of the University? A number of students have felt that, although the present handling of the matter is quite good, the University should set a stated policy in this area--then all students would know exactly what rules and regulations the University was asking them to accept. I hope you will give your careful consideration to Resolution 12-SS-227:

12-SS-227 The Jurisdiction of the University Over Civil Offenses  
by Students -- Tom Kalinske

"Be it resolved that the Student Senate of the Wisconsin Student Association adopt the following resolution:

The University of Wisconsin maintains a policy of jurisdiction over the student for any action by a member of the University Community which violates either civil statutes or a University regulation. Since the Madison civil authorities also punish offenders of civil statutes, it may be seen that the student is subject to "double jurisdiction." In determining which civil cases are subject to University disciplinary action, the Student Conduct and Appeals Committee has decided that the Committee must act when student conduct may be damaging to the reputation and decorum of the University. The Committee has also stated it must proceed with disciplinary action despite possible and separate civil action. Thus the student is faced with a possible double penalty situation for civil offenses. At the present time, the criteria which make a civil offense damaging to the reputation and decorum of the University is not formalized but is a broad, general category. This makes it nearly impossible to attack the Double-Jurisdiction System. Furthermore, it does not provide the student with specific knowledge of what civil offenses are punishable by both civil authorities and the University of Wisconsin.

Student Senate of the Wisconsin Student Association therefore recommends the following:

- 1) The non-curricular conduct of students Committee determine specifically what civil offenses place in jeopardy the reputation and decorum of the University.
- 2) These offenses be listed in the Student Handbook.
- 3) The area of double jurisdiction be further studied by the Student Conduct and Appeals Committee and the Non-Curricular Conduct of Students Committee.

Yours truly,  
Tom Tinkham



September 20, 1965

Mrs. Ruth Doyle  
Special Assistant  
Secretary of the Faculty  
811 State Street  
Madison, Wisconsin

Dear Mrs. Doyle:

I have now read the report of the Non-Curricular Life of Students Committee. It is a most interesting document. I am certain it will provide future social scientists with grist for their mills. The Committee has been given a challenging task and, like the Caliph's Vizier, asked to simplify the complex. You will recall that the Vizier finally ended up by supplying his master with the ever more abbreviated "History of Man" which the latter kept demanding after each rewrite. What he submitted finally read: "Man is born, he lives, he suffers, and he dies." I've forgotten whether the Caliph cut off his head for this answer but I have a recollection he did. Fortunately, our Committee need not apprehend such severe form of criticism.

In response to your invitation to comment, let me see if I can be of some help in what follows. I'll stay with the general before I attempt to particularize in anything which follows. I sincerely hope what I have to offer will be of assistance. I think I've been away from the area long enough to have gained some kind of perspective. There may be a bit of wheat in the chaff which I herewith offer, therefore.

My general impression on reading the report was that the Committee may choose to find a solution to student and faculty unhappiness by altering procedures, forms, and structures. I think it need remember what Professor Walter Price points up so well, i.e., "They (the purposes and methods of the University expressed in Document 995) incorporated the tested practices followed for many years by other committees on student conduct."\* In other words, I believe that we have today relatively the same problems that have faced our forebears and maybe no more (percentage-wise at least) than they were forced to wrestle with. Their practices should not be dismissed in a cavalier fashion. Man's dissatisfaction with how society administers justice and promotes the "good life" is a perennial topic and a problem which will always be with us, in my opinion. The Committee should not believe (and I am sure it won't) that by changing forms we will cure the underlying problems which create unhappiness for not only those engaged in the responsibilities of administering societal rules but all those others who are in one way or another affected by them.

What I am trying to suggest is that past difficulties and unhappiness--one committee with another, one section of a committee with another, or one individual on a committee with another--cannot be solved simply by a reshuffling of procedures. Don't misunderstand. I am sure we can always devise better ways for dealing with increased numbers. If nothing else, we can put more hands at the task than we've used in the past. What goes to the heart

\* Appendix NCLS Committee Report. Letter dated 3-27-63, Walter V. Price to William Foster.

of the matter, as I view it, however, is this. There are basic differences between individual people who comprise any given body entrusted with judicial powers. These differences often result in attitudes toward life which vary--sometimes considerably. We need, therefore, in representing an institution of society (the University in our case) to reach some common agreement concerning certain fundamentals. Once arrived at, there is far greater chance of foreclosing some of the unhappiness of students and faculty with Conduct Committee decisions. Chief among these fundamentals, as I see it, are the following:

1. Cardinal Newman, about a hundred years ago, stated that: "If then, a practical end must be assigned to a university course, I say it is that of training good members of society." Is this still our mission and responsibility?
2. If it is, can we agree on the type of conduct which we will approve and foster as well as that which is to be combated and deterred?
3. How practically do we demonstrate approved conduct, and how do we foster it with the rewards and deterrents available to us?
4. How do we attempt to achieve a necessary consistency in our judgments when individual students presently range in age from 16 to 60?
5. Importantly, how do we reconcile our mandate to educate tens of thousands in a single academic year on one campus, with our concern for the individual student? How do we deal with this problem, given the increasing impersonality in relationships between teacher and taught brought on by the "flood of students".

As I see it, the above concerns all flow from an affirmative answer to the query: "Are we still concerned with 'training good members of society'?" If this is not our concern and we are presently to view ourselves as purely purveyors of knowledge, seekers after more knowledge, and chiefly in the business of training technicians to man our increasingly technological world, then we've got considerably less to agree upon. If we adopt this latter view, the only need we have for a Committee on Student Conduct is to choose one of two determinations. Given our educational mission as stated, is Student X subverting it sufficiently to (1) ask him to move elsewhere, or (2) are we willing to put up with his deviant behavior as not being sufficiently disruptive of our educational purposes? In both cases we will throw over to other agencies of society (church, home, civil and criminal courts, etc.) the responsibility for correction and rehabilitation of the individual and the determination of standards of morality and community deportment. Parenthetically, I am one of those who would subscribe to the opinion that the University's role in contemporary society still includes among its major concerns the responsibility of "training good members of society".

As I see it, therefore, if the NCLS Committee can help us for these times in answering our principal query - Are we training good members of society or aren't we? - it will have performed yeomen's service. If, in addition, it can do something about helping us down either one of the two roads we choose as an institution, then its performance will have been superlative, for my money. I believe that what I at one time thought were problems unique to our community I have now come to recognize as problems shared by the whole of higher education.



As outlined above, they are as much the dilemma of the one thousand student, liberal arts college as they are of Mr. Kerr's multiversity. Wisconsin would certainly deserve kudos from all of those interested in higher education (and their name is legion these days) if it can discover a way out of our common woods. I am sure I speak for many, therefore, in wishing Godspeed to the NCLS Committee.

And now permit me some more verbiage, if you will. This goes from the general to the particular, and I suppose will be but variations on my original theme that the Committee shouldn't get lost in considerations of form. Perhaps it is "nit-picking" but, in fairness to those of our predecessors who revised the structure of the Conduct Committee the last time, and to those who attempted to be governed by what was arrived at then, it needs be said: Page 29 of the document, I think, creates the impression that the Committee of the past was sorely inconsistent, if not capricious, in attempting to perform its function. Despite some saving words such as "to a degree at least" and "systematic reference", the report gives the impression that there was no continuity in the Committee's thinking, no consistency in its action, and that it lacked that sense of perspective which man has ever attempted to inculcate into the governance of his actions. In other words, the Conduct Committee "flew by the seat of its pants". I think this far from true.

Let me cite two types of deterrent to willful, erratic or capricious judgments. These provided, as I see it, continuity and an available compendium of "case law" which seems to be misunderstood in the Committee report.

1. In the main, the members of the administrative section of the Committee on Student Conduct and Appeals served over a continuing period. This provided, as I believe it was designed to do, a continuity of understanding and experience. Since I was very closely concerned, I well remember the discussion in faculty at the time Document 995 was adopted in 1951. Professor Nathan Feinsinger was one of those who supported the necessity for this type of continuity. He, therefore, spoke kindly of academic and personnel deans. He pointed out that in the structure of the Committee as proposed, this remembrance of things past was to be provided by the Dean of Men, and the Dean of Women or their representatives. Professor Feinsinger argued that while the personnel of the Appeals Section might vary from year to year, the Administrative Section would be -- and ought to be -- those with an opportunity to view and experience the total pattern of student deviant behavior over a period of years. In addition, it seems to me that the faculty provided for an avenue to convey this continuity of understanding and experience to its appeals section. The representative to the Appeals Section from the Administrative Section has been qualified to provide it. Whether all appeals sections have made wise use of these representatives is a moot point.
2. Despite some language which makes light of the records kept, I submit that records were compiled for every case which came to the attention of the Administrative Section of the Committee on Student Conduct and Appeals from the office of the Dean of Men. You will recognize, of course, that here I am wounded in my "amour propre" since this was my responsibility where men students were concerned. What I say must be taken with this in mind. The record is clear, however, that a conduct file was not only prepared but retained for every case of reported student misconduct brought to the

attention of the Committee on Student Conduct and Appeals. This file consisted of:

- (1) The written complaint. This was always reduced to writing at my insistence whether it was the Madison police, our own police, Student X, Professor Y, or Landlord Z complaining.
- (2) Any writing submitted either for or against the student in the individual case--and there was generally something of this nature in almost every case.
- (3) The minutes of the Committee Hearing. Since the inception of the Committee under Document 995 (June, 1951), these were provided for every case brought to the attention of the Committee. This was a synopsis account of what took place at the hearing. The minutes so called digested the complaint against the student, outlined the gist of the testimony offered by those present (both for or against the student), identified those testifying and concluded with a statement of the Committee's decision detailing the action taken, i.e., dismissal of the complaint, reprimand, probation, drop, etc. (Incidentally, a copy of these minutes were always forwarded to the Chairman of the overall committee and the Director of Student Personnel Services and his successors in office.)
- (4) A copy of the letter sent the student informing him of the Committee's attitudes and action in his case.

Now I agree that we had no stenographic "transcript" of the proceedings. The file constituted, however, plenty of material for the representative of the Administrative Section at an Appeals Hearing to refresh his recollection and make a good report of the case considered by the Administrative Section, its findings and attitudes toward the situation at hand. So, in my opinion, differences in points of view between the two sections occasioned by a disagreement concerning the facts were very few and infrequent. In fact, I can't remember one. I suggest that the differences arose when an agreed upon set of facts was viewed differently by the two committees. I believe the record will bear out the statement that in the great majority of cases where the Appeals Section determined on a different action than that of the Administrative Section, it was merely a modification in the severity of the penalty imposed.

Let me state further that I believe the Conduct Committee considered itself as dealing with policy despite the NCLS Committee's report. (Page 29) Immediately after its original appointment on the approval of Document 995, the then-chairman called both sections together in a series of meetings which lasted the better part of the next two years. These were never called to discuss a particular "case". They were designed to "hammer out" policies and procedures for governing the Committee's subsequent operations. At the conclusion of each meeting, the chairman himself drafted minutes which set forth a resume of the subjects covered and concluded with a formal statement of "policy decisions".

These "policy decisions" were then transferred by the Office of the Dean of Men to 3x5 cards and kept in a tin box readily available at any time for the over-all Committee's edification. It is to be regretted that subsequent



chairmen did not continue this practice to the same degree. I suggest, then, that these policy decisions and the conduct files described above (and there were similar conduct files before Document 995) provided a body of knowledge and a hammering out of "policy" through "case law" which, in my opinion, refutes the general impression left by some of the statements on page 29 such as:

"Appeals cases were usually heard without review of a record made by the Administrative Section. This was a practical necessity, to a degree at least, since the action of the Administrative Section was seldom recorded, although some effort was made to do this in the late 1950's."

I could quarrel with other statements such as attributing to Judge Buenzli a statement of policy (re the County Court's similarity of treatment of students and non-students alike) which implies it was uniform throughout the past decade or more. I, for one, have been told by numbers of students over the years that Judge Buenzli's predecessor in office definitely did determine on different disposition of cases when he learned he was adjudicating a matter involving a University student. I think, however, I have made the points of most concern to the Committee's responsibility, and there is a limit to your patience in reading this, of course.

Let me repeat, however, I don't think we should lose sight of overall objectives for the Committee on Non-Curricular Life of Students in any quarrel concerning forms, procedures, personalities, or the competence or incompetence, intelligence or stupidity of administration faculty, teaching faculty, police departments, etc. I think these matters can all be satisfactorily resolved once we have made certain basic decisions. Let me repeat the most important one, as I view it.

1. "Has higher education a responsibility for "training good members of society", concerning itself with the "total person", developing in the student a "deep sense of obligation to the community", etc., or hasn't it? Should it attempt corrective action through the use of its own counseling and guidance agencies, the levying of sanctions available to it, etc., or should these matters be entrusted to other agencies of society? I am sure that there are members of our faculty who feel strongly on either side of this issue. I fear, too, that there is a great deal of ambivalence on the part of many others. As I have said before, if the NCLS Committee can lead the University to a decision on either side of this issue, it will have more than "earned its money." More power to it!

Very sincerely yours,

Theodore W. Zillman  
Assistant to the Vice President

TWZ:ms

cc: Professor Frank Remington  
(The wording of the paragraph Mr. Zillman refers to on page 29 has been changed at his request.)



# NEWS FROM THE UNIVERSITY OF WISCONSIN

Serving the state through campuses at Madison and Milwaukee, nine University Centers, and a statewide extension system.

6/11/65 mcg

RELEASE

Immediately

MADISON, Wis.--University of Wisconsin regents Friday approved the appointment of Dr. Jack Conrad Westman, associate professor at the University of Michigan, as professor of psychiatry in the Medical School, to begin June 15.

Dr. Westman holds the 1949 bachelor of science degree, the 1952 doctor of medicine degree, and the 1959 master of science degree in psychiatry from the Horace Rackham School of Graduate Studies, all of Michigan. He has been a member of the Michigan staff since 1958.

In other personnel actions, regents approved the appointment of Earl J. Bakalars, teacher at the Nicolet High School, Glendale, as consultant on the Nigeria Teacher Education Project in the School of Education for a two-year period;

Approved a change of status for Prof. Joseph T. Shaw of the department of Slavic languages, who will be associate dean of the Graduate School for the 1965-66 academic year as well as professor of Slavic languages;

Approved the following appointments to the athletic board for 1965-66; from the faculty, Prof. William Kikhofer, medicine; Prof. V. W. Meloche, chemistry, chairman; Prof. Arthur H. Robinson, geography; Prof. Irvin G. Wyllie, history; and Prof. Frank Remington, law, to be faculty representative to the Western Intercollegiate Conference; from the alumni, Raymond Kubly, Monroe, and William Nathenson, Highland Park, Ill.; and from the student body, David Fronek, Antigo.

-more-



Add one--personnel actions

Approved leaves of absence for Prof. LeRoy G. Holm, horticulture, from June 15, 1965, to June 14, 1966, to enable him to help the Food and Agriculture Organization of United Nations establish an international research program in chemical weed control; and for Prof. William B. Lord, agricultural economics, from July 6, 1965 to June 30, 1966, to serve as a consultant in the rivers and harbors program of the Corps of Engineers, Office of Civil Functions of the U.S. Army.

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# NEWS FROM THE UNIVERSITY OF WISCONSIN

Statewide Communications Service, 10 Bascom Hall, Madison, 53706

6/10/66 JB

RELEASE Immediately

## ATHLETIC BOARD

MADISON, Wis.--The University of Wisconsin regents Friday confirmed nine appointments to the athletic board for 1966-67, as recommended by Madison Campus Chancellor R. W. Fleming.

Four faculty members and Raymond R. Kubly, Monroe, representing the alumni, were reappointed to the board. They are [Prof. Frank Remington, law, who will serve as chairman; William Kiekhofer, Medical School, Arno Lenz, engineering, and Arthur H. Robinson, geography.

The new members include Richard Thornally, Wheaton, Ill., for the alumni; Prof. J. Austin Ranney, political science, faculty; and Dennis Sweeney, Madison, and Richard H. Steiner, Cincinnati, Ohio, student representatives.

# # #



# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

10/2/67 rf

MADISON--Nearly 200 college and university student members of Alpha Phi Omega service fraternity will hold their annual state convention in Madison Friday through Sunday, Oct. 6-8.

Chapters of the fraternity at a dozen colleges and universities throughout Wisconsin will send delegates to the convention which will be headquartered at the Loraine Hotel in Madison.

The University of Wisconsin's Madison campus chapter of the fraternity is hosting the statewide convention. The delegates will tour the University's Madison campus, and will hear an address at their annual banquet Saturday night by UW law Prof. Frank J. Remington who is a member of the UW Athletic Board and the University's faculty representative in the Intercollegiate Conference.

Student delegates attending the conference will be from the UW at Madison, Milwaukee, and Green Bay; from Marquette University in Milwaukee; from Ripon College in Ripon; from Carthage College in Kenosha; from Dominican College in Racine; and from Wisconsin State Universities in La Crosse, Stevens Point, Oshkosh, Eau Claire, and Whitewater.

The convention program will stress service and how service projects can be made most effective. One of the main ideas that will be discussed is the possibility of expanding some service projects to a state-wide basis, such as a

Add one--service fraternity convention

simultaneous "Clothes for Kentucky" drive in several Wisconsin cities and then transporting all of the donated clothing to Appalachia at one time.

Alpha Phi Omega is the largest fraternity in Wisconsin and the largest fraternal organization of college men in the nation. There are now 458 college chapters in the U.S. Primary purpose and moving spirit of the organization is service and the UW Madison campus chapter conducts many projects in the service of both campus and community.

Among these are helping with the All-Campus blood drive, collecting and trucking clothing to Kentucky's underprivileged, manning concession stands at Badger athletic games, working in Madison Community Centers, and sponsoring a Campus Carnival for charity.

Serving on the convention planning committee are UW students Wayne Kudick, 1901 Fiesta La., Green Bay, chairman, and William Brown, 724 Vernon Ave., Beloit; Martin Perszyk, 3006 N. Cambridge Ave., Milwaukee; David Otto, 1627 N. 71st St., Wauwatosa; Richard Boyd, 3110 Condit St., Highland, Ind.; and Kenneth Bierke Jr., 225 Quinton St., Green Bay.

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# UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately**

12/12/67 hb

MADISON--A committee of five has been appointed by Madison Chancellor William H. Sewell to make recommendations in the selection of a successor to Dean George H. Young of the University of Wisconsin Law School.

Prof. Young has headed the law school since 1957. He told the board of regents in October that he planned to step down at the start of the 1968-69 academic year and return to teaching and research in his special field of interest, Wisconsin corporation law.

Chancellor Sewell chose the members of the Search and Screening Committee Friday. The group has since named Prof. Wilber G. Katz of the law school, chairman. Committee members include Law Profs. Gordon B. Baldwin, William A. Klein, Stewart Macaulay, and Frank J. Remington.

Dean Young, 52, was a practicing attorney in Madison before he joined the UW law faculty in 1950. He became a full professor of law in 1953.

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# uw news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately

4/10/68 jb

MADISON, Wis.--The Student Affairs Vice Chancellor Search and Screening committee Wednesday invited students and faculty members to submit names of candidates for the new position of vice chancellor for student affairs on the Madison campus of the University of Wisconsin.

Nominations, to be submitted to committee members before April 29, should be in writing and addressed to 150 Bascom Hall.

In a statement, the committee noted:

"In soliciting for nominations, the committee wishes to stress the following qualifications which each nominee should possess--

"1. He must be a highly respected member of the regular faculty.

"2. He must be willing to serve full time as vice chancellor for a limited period, perhaps a couple of years, before returning to his regular academic position.

"3. He must have broad contacts with students and sympathy to their needs and aspirations.

"4. He must be able to represent the interests of students and faculty to one another and to the University administration.

"5. He must be able to assume the responsibility of working with students and student organizations in an effort to identify student needs and goals in academic areas as well as student services."

The new position was established by UW Board of Regent action last month.

Committee members are: Profs. James W. Cleary, vice chancellor for academic affairs; Frank Remington, law; and William A. Moy, mechanical engineering, and these students: Meryl R. Manhardt (3900 N. 100th st.), Milwaukee; Ann F. Priland, Evanston, Ill.; and Steven A. Richter, Mt. Vernon, N.Y.



# UW news

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

6/5/81 jhs

## EIGHT FACULTY MEMBERS RECEIVE NAMED PROFESSORSHIPS

MADISON--Eight University of Wisconsin-Madison faculty members were selected Friday (June 5) by the UW System Board of Regents for appointment to named professorships.

The faculty members and their professorships are:

--Laurens Anderson, Steenbock Professor of Biomolecular Structure;

--Gilbert A. Churchill Jr., Donald C. Slichter Professor in Business

Research;

--Arthur D. Code, Hilldale Professor in astronomy;

--Alfred C. Glauser, Pickard-Bascom Professor of French;

--Henry Guckel, Bascom Professor of Engineering;

--Joel E. Handler, Vilas Research Professor of Law;

(--Frank J. Remington,) Jackson Professor of Law; and

--Donald P. Schwab, Donald C. Slichter Professor in Business Research.

Named professorships provide academic recognition and financial backing for scholarly activities by supporting items such as supplies, equipment, books, computer time, travel and research assistance.

Anderson, a professor of biochemistry, received his doctorate here in 1950 and joined the faculty a year later after studying in Switzerland as a Merck Fellow in the Natural Sciences. His research contributions have come mainly in the study of carbohydrates, sugars and antibiotics. Most recently he and his students

Add one---named professorships

have been working on the synthesis of complex sugars, called oligosaccharides, found on the surfaces of many living cells.

His Steenbock professorship is named for the late Harry Steenbock, a professor of chemistry at UW-Madison from 1916-67 who discovered how to produce Vitamin D milk. He donated the proceeds from the discovery to the then-new Wisconsin Alumni Research Foundation to further UW-Madison research. The biomolecular structure professorship is for biochemists working on chemical compounds having biological significance.

Churchill, a business professor, has taught at UW-Madison since 1966 and published numerous articles and books on marketing and sales management. The recipient of a bachelor's degree in mechanical engineering from Purdue University, and of a master's degree and doctorate in business administration from Indiana University, his current research interests include sales force motivation and the improvement of marketing research techniques.

His Slichter professorship is named for the late Donald C. Slichter, 1961's UW-Madison Alumnus of the Year. Once president of Northwestern Mutual Life Insurance Co., he also held a term as president of the Wisconsin Alumni Association and headed the boards of the UW Foundation and Wisconsin Alumni Research Foundation.

Code, an astronomy professor, joined the faculty here in 1950, taught also at California Institute of Technology and was a staff member of the Mount Wilson and Mount Polomar observatories. He was a principal investigator on the first true space observatory, the Orbiting Astronomical Observatory, and is currently acting director of the Space Telescope Science Institute. A member of the U.S. National Academy of Sciences, he was named the Joel Stebbins Professor of Astronomy in 1970.

His Hilldale professorship is funded by the Hilldale Trust. They are awarded to UW-Madison faculty members who excel in scholarly activity.



Add two--named professorships

Glauser has been a member of the French and Italian department since 1946. A Guggenheim Fellowship winner, he has headed the Junior Year in France program, received a 1977 distinguished teaching award, and won recognition as a scholar of the Renaissance and the 19th century.

His Pickard-Bascom professorship couples the name of the University's fifth president, John Bascom, with Dr. and Mrs. Rawson J. Pickard, both 1903 Wisconsin graduates and founders of the Alliance Francaise de San Diego. Dr. Pickard was San Diego's first pathologist; his wife, Bertha, was one of Wisconsin's early women chemistry majors and a leader in San Diego music and floral circles. Because of the Pickards' interest in French culture, the professorship is awarded to a faculty member in the French department on the basis of teaching, research and service.

Guckel joined the electrical and computer engineering department in 1970, coming from a position with a corporate computer laboratory, and has built the University's Integrated Circuits Laboratory into one of the best in the country. In his teaching, he has stressed the practical aspects of yield and cost effectiveness as well as solid state theory. His research has involved theoretical models for semiconductors as well as techniques to produce integrated circuits in the laboratory.

His Bascom professorship is one of a series initiated in 1973 for faculty members of high scholarship who demonstrate they can intellectually stimulate students.

Handler, present George A. Wiley Professor of Law, joined the school in 1962. A researcher in law and social policy, welfare law, and putting the law in context, he is a Guggenheim Fellowship winner, a fellow of the Center for Advanced Study in Behavioral Sciences, and has headed a panel for the National Academy of Sciences. He also has served as assistant director of the Institute for Research on Poverty and is active in exploring the deinstitutionalization of children who come in contact with the law.

Add three--named professorships

Handler's Vilas professorship is named for William F. Vilas, a UW alumnus and regent, Madison lawyer and cabinet member in the Cleveland administration. Since 1962 a fund based on his bequest to the University has supported professorships, fellowships, scholarships and other University projects aimed at the "enrichment" of education.

Remington, a UW Law School professor since 1949, is an international expert in criminal law and criminal justice administration. He was a draftsman and advisor for Wisconsin's 1950-56 criminal code revision project, a consultant to the American Law Institute's Model Penal Code Project, and founder of the school's Legal Assistance to Institutionalized Persons Program. He has edited five books and is author or coauthor of several others. He also serves as UW-Madison's representative to the Big Ten Intercollegiate Athletic Conference.

Remington's professorship is named for Judge Mortimer M. Jackson, who came to Wisconsin in 1838, was appointed the territory's attorney general in 1841 and was elected a Circuit Court judge after statehood. As a circuit judge, he was an ex officio member of the first Wisconsin Supreme Court. His will endowed a Law School professorship at UW-Madison and Remington will be the ninth person to hold the chair.

Schwab, the other Slichter professor, has been a member of the UW-Madison business faculty since 1967. He has been an H. I. Romnes Faculty Fellow and a visiting professor at the universities of Kentucky and Minnesota, his alma mater. A specialist in personnel psychology and management, he is the coauthor of four books and the author of more than 40 journal articles and 10 monographs and book chapters. He is a fellow of the American Psychological Association, head of the Academy of Management's Personnel-Human Resources Division and a member of the editorial boards of two professional journals.



# uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

4/19/73 jb/mn

## CAMPUS BRIEFS

MADISON--In a field of 1,681 top U.S. and Canadian mathematics students, a University of Wisconsin-Madison student has placed in the top 40.

Receiving an honorable mention for his work in the annual William Lowell Putnam Mathematics Competition was David C. Ullrich of Milwaukee. Three hundred and twenty-two schools were represented in the contest.

- o -

MADISON--Four members of the University of Wisconsin-Madison mathematics department have been named to membership on the 1973 Council of the American Mathematical Society. They are:

Profs. Anatole Beck, R. Creighton Buck, Fred G. Brauer, and Mary Ellen Rudin. Buck is vice-president of the council.

- o -

MADISON--University of Wisconsin-Madison Prof. Anatole Beck is the editor of a new book titled "Recent Advances in Topological Dynamics," published by Springer-Verlag.

Beck was recently appointed to a chair of mathematics at the London School of Economics, University of London.

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- more -

Add one--campus briefs

MADISON--Dr. Patricia B. Tautfest, assistant vice chancellor student affairs at the University of Wisconsin-Madison, recently was installed as University section chairman of the National Association of Women Deans and Counselors. In her new post, she will serve on the association's executive board.

- o -

MADISON--The University of Wisconsin Retirement Association nominating committee has chosen Emer. Dean Kurt F. Wendt, College of Engineering, to succeed himself as the association representative on the State Teachers Retirement Board.

The association will hold its election at 3:30 p.m. April 30 in Room 6203 Social Science Building. Other nominations may be made from the floor.

Harry Joyce, director of the State Teachers Retirement Bureau, will speak at the meeting as will John Pike, executive director of the State Investment Board.

Association members are invited to attend the session.

- o -

MADISON--Three distinguished alumni, three faculty members, and 227 students will be initiated into Phi Kappa Phi, national honor society at the University of Wisconsin-Madison, on Sunday, April 29.

The ceremony will be held in the Memorial Union Theater, starting at 2:30 p.m.

The initiates include former Gov. Warren P. Knowles, Cong. Robert W. Kastenmeier, and Nathan S. Heffernan, Wisconsin Supreme Court justice, alumni; and Profs. Nathan S. Feinsinger and (Frank J. Remington,) law, and David Fellman, political science, faculty.

The society rewards high attainment in scholarship and service to the University community.



# UW news

From The University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

1/28/77 jb

## WISCONSIN ALUMNI TO HEAR BIG TEN CONFERENCE REPRESENTATIVE

HURLEY--University of Wisconsin-Madison Law (Prof. Frank J. Remington) will be the headline speaker when the UW Alumni Club of the Gogebic-Iron Range observes Founders Day Feb. 15.

A 6 to 7 p.m. reception-social hour will precede the dinner-program at the Bell Chalet, 105--5th Ave. South, Hurley. Reservations, at \$5.95 each, should be arranged at once with Paul A. Sturgul, Iron Exchange Bank Bldg., Hurley 54534, telephone 561-5671.

One of the nation's foremost authorities on criminal justice and administration, Prof. Remington is a member of the UW-Madison Athletic Board and serves as the University's representative to the Big 10 Conference.

The observance marks the University's 128th year.

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FRANK J. REMINGTON  
Professor of Law  
University of Wisconsin  
Madison, Wisconsin

News and Publications Service  
University of Wisconsin  
Madison (608) 262-3571

Frank J. Remington, one of the nation's foremost authorities on criminal justice and administration, came to the University of Wisconsin's Madison campus in 1949 as assistant professor of law.

A leading draftsman of the Wisconsin Criminal Code, he has served as consultant on the Federal Rules of Criminal Procedure, American Law Institute model penal code, and the juvenile training and control grants of the U.S. Department of Health, Education, and Welfare.

Prof. Remington also has served as consultant to the U. S. Commission on Civil Disorders, the U.S. Dept. of Justice office of law enforcement assistance, and the U.S. Crime Commission.

Prof. Remington received the B.S. (1947) and LL.B. (1949) degrees from Wisconsin, also studied at Union College, and in 1949 held a research fellowship at the University of Michigan.

Born in 1922 in Schenectady, N.Y., he is a member of the Order of Coif, Iron Cross, American Law Institute, the Wisconsin Bar Association, and the American Bar Association. While at Wisconsin, he served as editor-in-chief of the 1948-49 Wisconsin Law Review, a coveted post for young law students. The lawyer-educator also is a pilot in the Air Force Reserve, a member of the UW Athletic Board, serves as the University's representative to the Big 10 Conference, and as a member of the Wisconsin Crime Commission.

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6/30/70

Prof. Frank Remington, law.

One of US foremost authorities on criminal justice and administration, at UW since 1949. Leading draftsman of new Wis. criminal code, consultant on federal rules of criminal procedure, American law institute model penal code, and juvenile training and control grants of HEW. Pilot air force reserve, UW athletic board, UW representative to Big 10 conference, chairman of committee reporting on non-curricular life of UW students.

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# NEWS OF THE UNIVERSITY OF WISCONSIN

From the University's Statewide Communications Service, 1752 Van Hise Hall, Madison 53706

Release

**Immediately**

6/18/71 jb

## ATHLETIC BOARD

MADISON--Appointment of eight members to the University of Wisconsin Athletic Board for 1971-72 was confirmed by UW regents Friday. Four others were chosen as alternates to the board.

Prof. Arno T. Lenz, civil engineering, was renamed chairman.

The other members:

Faculty: Profs. E. David Cronon, director of the Institute for Research in the Humanities, and history; William Kiekhofer, gynecology and obstetrics; and Donald R. Peterson, director of Experimental Farms, and agronomy; and alternates Frederick W. Haberman, communication arts, and George H. Young, law.

Faculty Representative to the Big 10 Conference: (Prof. Frank J. Remington, law.

Alumni: Robert J. Wilson, Madison, and Hugh Holmes, Wood Dale, Ill.; and alternates Nathan Manis, Fond du Lac, and Fred Rehm, Milwaukee.

Wisconsin Student Association: Tim Higgins, Appleton.

The representative of the student athletic board will be named later.

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# uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately**

7/17/72 jb

## ATTENTION: SPORTS EDITORS

MADISON--Appointments to the University of Wisconsin-Madison Athletic Board for 1972-73 were announced Monday by Chancellor Edwin Young.

Prof. Frederick W. Haberman, communication arts, a veteran member of the board, was chosen chairman.

Named to one-year terms were the following:

Student Representatives--Keith D. Nosbusch, Milwaukee, for the student athletic board; and Tim Higgins, Appleton, representing the Wisconsin Student Association.

Faculty--Prof. E. David Cronon, director of the Institute for Research in the Humanities; William Kiekhofer, Medical School; James E. Jones jr., law; Donald R. Peterson, agronomy; and (Frank J. Remington, law, ex-officio, and George H. Young, law, alternate.

Alumni Association--Nate Manis, Fond du Lac, and Hugh Holmes, Wood Dale, Ill.; and Fred Rehm, Milwaukee, and Francis Hoffman, Madison, alternates.

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ad one--UW faculty committees 10/25/55

Members of the new biological subcommittee of the Safety Committee are: Profs. Stovall, chairman, and Carl Brandly, L. E. Noland, and Joe Wilson. Members of the new explosives subcommittee are: Profs. Hougen, chairman; and Farrington Daniels, J. O. Hirschfelder, Marvin J. Johnson, and O. Sidney Orth.

The six other new committees and the new subcommittee established since last year and their members are:

CANCER RESEARCH: Profs. H. P. Rusch, chairman, P. O. Cohen, A. R. Curreri, Henry Lardy, V. R. Potter, A. J. Riker, and Folke Skoog, and Deans C. A. Elvehjem and J. Z. Bowers;

HOMEcoming: Profs. F. W. Haberman, chairman, G. G. Eye, and F. J. Remington;

RELIGIOUS ACTIVITIES: Profs. A. C. Garnett, chairman, D. L. Harris, Alfred Kadushin, Glenn Pound, and Helen White;

MODEST RENTAL DORMITORIES: Men's Unit--Director of Residence Halls Newell J. Smith, and Deans T. W. Zillman and R. M. Riegel; and Women's Unit--Smith and Dean Louise Troxell and Prof. Clara Penniman;

H. L. SMITH BEQUEST FUND: Profs. S. G. A. Rogers, chairman, Walter A. Agard, J. S. Watrous, Ruth C. Wallerstein, and Dean Mark Ingraham; and

STEERING COMMITTEE OF CAMPUS PLANNING: Vice Presidents I. L. Baldwin, chairman, and A. W. Peterson; Deans R. K. Froker, M. H. Ingraham, John Ritchie, and K. F. Wendt; and A. F. Gallistel, director of physical plant planning; A. F. Ahearn, superintendent of buildings and grounds; R. C. Kirchhoff, state architect; Leon Smith, alumni representative; M. W. Torkelson, state planning board; and Alden White, secretary.

The new subcommittee set up this year is a subcommittee for the Milwaukee Extension Center of the faculty Committee on Exemptions from ROTC. Its members are G. A. Parkinson, director of the Milwaukee Center, Major J. W. Norwalk, and Profs. M. L. Hayes and B. A. Sullivan.



1481

UW-Madison  
RESOLUTION

That upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the status of Frank J. Remington be changed from Professor, Law School, UW-Madison, to Jackson Professor of Law, Law School, UW-Madison, effective July 1, 1981.

6/5/81

# UW news

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: **Immediately**

1/28/83 meb

CONTACT: Diane Johnson (608) 262-1787; Frank Remington (608) 262-1015

## SOME BADGER ATHLETES WOULDN'T BE PLAYING UNDER NEW NCAA RULES

MADISON--Some student athletes who earned degrees from the University of Wisconsin-Madison would have been ineligible to play intercollegiate sports if the new National Collegiate Athletic Association (NCAA) admissions eligibility rules had been in effect when they started school.

One scholar-athlete who made the dean's list last fall would not have met the new requirements, according to the athletic department.

"I feel sorry for those who will not be able to make it (into the University)," said Diane Johnson, the athletic department's academic counselor. "Some of them would do well here and would go on to earn degrees."

Law Professor (Frank J. Remington, UW-Madison's faculty delegate to the NCAA January meeting where the rules were revised, said that "from an institutional viewpoint," he is pleased to see admission requirements raised.

"This is a tough University academically, so the higher the standards, the better," Remington said. "But these new requirements probably will deprive some athletes, particularly those who are members of minority groups, of the opportunity to get an education at the UW-Madison."

The revised NCAA rules--which go into effect four years from now--require entering freshmen athletes to have completed an 11-course high school "core program" that includes two years of math and three years of English. They also must



Add one--NCAA rules

earn a combined score of 700 points on the Scholastic Aptitude Test (SAT) or 15 points on the American College Test (ACT).

The test requirement has caused the most controversy.

"The admission tests were dropped several years ago here because people felt the tests were racially biased," Johnson said.

"Neither test measures the most important things--attitude and determination," she continued.

According to College Board statistics, 82 percent of white students score above 350 on the verbal section of the SAT. Only 40 percent of black students achieved that score. Figures were comparable for the math section.

Johnson said a study conducted several years ago showed that the graduation rate for athletes was about 60 percent throughout the UW System for both minority and non-minority group members. The graduation rates for non-athletes were much lower--41 percent for white students and 15.6 percent for minorities.

Changes in NCAA rules will affect admission policy for athletes at UW-Madison, although the changes will be less dramatic here than at some other universities.

Present NCAA rules require only that intercollegiate athletes have a C average in all their high school courses.

UW-Madison already requires specific high school courses--algebra and geometry, three years of English and several courses in social and natural sciences and a foreign language.

Under the new rules, however, the University will no longer be able to permit an athlete with a deficiency (not enough high school math, for example) to play while making up the missing course. Such special arrangements have occasionally been made here with the understanding the student will make up the deficiency without credit.

Add two--NCAA rules

A scholarship athlete could still be accepted, according to a provision of the new regulations, but he or she would lose one year of eligibility.

Remington said the University might accept a "Herschel Walker" under these conditions, but Johnson believes recruiters would probably not offer a scholarship to someone who could not start to play immediately.

"I don't think the athlete would want to sit out a year either," she added.

The rules apply to students who enter college in 1985-86.

"The four-year delay will give the high schools a chance to do something about counseling athletes into academic courses," Remington said. "Good athletes are achievers. I believe if we raise the expectations for them, they will raise their achievement level to meet those expectations."

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From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

12/27/84

CONTACT: (Professor Frank Remington (608) 262-1015

By RICHARD HOOPS  
University News Service

#### UNIVERSITY'S APPROACH TO ACADEMICS HELPS ATHLETES, PROFESSOR SAYS

MADISON--Competition decides whether student athletes at University of Wisconsin-Madison end their college sports careers with medals or awards. But effort decides if those students end their academic careers with diplomas, says a university professor with 25 years involvement in student athletics.

"Those who make the effort, do graduate," said UW-Madison law Professor Frank Remington, the university's representative to the Big Ten conference. Most university athletes, he added, "do want to graduate."

Remington has been a member of the university faculty since 1949 and he assumed his Big Ten post in 1959. During that time, he said, the university has improved its approach toward academics and athletics to the benefit of many athletes.

"That isn't to say that there were not athletes who were good students in the earlier days," he said. "But they were good students because they were good students. Now, we're much more successful in persuading the not-so-good student that it is in his or her interest to take their academic work seriously."

"On the academic side, we've made progress," he said. "It's an issue that needs constant attention, however. You can't just do it and its done; it needs effort on a continuing basis."

Academics receive strong attention throughout the Big Ten conference,

-more-

which is characterized by faculty control of athletic programs.

"Some conferences are run by presidents, some conferences are run by the directors of athletics," Remington said. "The tradition in the Big Ten is that representatives of the faculty cast the votes."

Faculty representatives meet four times a year to legislate and enforce policy -- "particularly with respect to academic requirements," he said.

"The Big Ten has been a leader in the adoption and enforcement of academic standards," he said, citing conference rules requiring steady progress toward degrees.

"To compete in a Big Ten institution, athletes have to demonstrate that they will graduate within five years and that they're making that kind of progress," Remington said. "We've been working very hard on that. There is some belated effort at the National Collegiate Athletic Association level, but it's been a policy of the Big Ten for a long time."

Required progress toward degrees encourages more student athletes to complete their university studies, Remington said, but graduation rates can be difficult to assess.

"You have all kinds of statistics and it depends on what one is measuring," he said. For example, transfers of student athletes to other schools affect graduation rates but do not imply academic failures, he said.

While academic standards for student athletes have risen, the scope of university athletic programs -- and their problems -- also have grown, Remington said.

"Matters that once were relatively simple have become increasingly controversial and time consuming," Remington said. Two areas of concern are the costs of athletic programs and the development of women's programs.

"The development of women's athletics was long overdue," he said. "That's a natural development which should have taken place years ago and it is one of the reasons programs have doubled in size."



Since women's athletics have been incorporated into the Big Ten conference, another university professor, Diane Lindstrom, has joined Remington as an alternate faculty representative to the Big Ten.

"We share responsibilities because the number of meetings and the responsibilities have proliferated," Remington said. "In effect, this university is now represented by two faculty members."

"It's interesting work," he said. "The kind of problems we face in athletics are very much the kind of problems we face in the larger society."

One of those problems, he said, is money.

"The energy crisis and higher travel costs have put added financial burdens on athletic programs," he said. "That in turn has increased dependence on sources of revenue: income from attendance, particularly at football games; income from post-season games, particularly the Rose Bowl; and television income. As competition for money has increased, so have the problems."

Financial pressures lean especially hard on coaches and sometimes provoke attempts to "cut corners," Remington said.

"By cut corners, I mean to violate rules in order to get a competitive advantage," he said. "That problem is one of very great current concern."

Remington also presides over the NCAA infractions committee and sees these violations firsthand. Recruiting violations are a recurring problem, he said, especially those involving improper offers to prospective student athletes.

"Under the rules, the only inducements that can properly be offered are room, board, books and tuition," he said. "But in competition for outstanding prospective student athletes, it's tempting to make additional offers."

"Violations occur even in sports where there is no financial pressure," Remington added. "Competition, which is what athletics is all about, brings out the best in some people and the worst in other people."



From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

3/29/85

CONTACT: Sue Center (608) 262-1499

#### CRIMINAL JUSTICE LIBRARY HOLDS ONE-OF-A-KIND COLLECTION

by MARY ELLEN BELL,  
University News Service

MADISON--In a remote section of the University of Wisconsin-Madison Law Library is a unique collection of research materials that is invaluable to judges, lawyers law makers and law enforcement officials, as well as students and faculty at UW-Madison and other educational institutions.

The collection of the Criminal Justice Center (CJC) is in a large room on the ground floor of the law library. This part of the law library has been cut off from easy access from the rest of the library by a remodeling and expansion project completed in the 1960s. A first-time visitor will need directions, but for those doing research on criminal justice issues, the search is worth the effort.

Sue Center, assistant director of the Law Library and head of the Criminal Justice Center, says the CJC probably holds one of the most complete and comprehensive collections of criminal justice resource materials in the United States.

"There are a lot of criminal justice libraries," she said, "but most are government agency libraries and are focused on a single aspect of the criminal justice system.

"We have materials here on all parts of the system -- from sociological studies on crime and criminal behavior, to reports about law enforcement, the



Add 1--Criminal justice library

courts, corrections and the juvenile justice system."

Center said about half of those who come to CJC are not academics even though the collection is of great value to scholarly researchers and students. Center said she fills hundreds of requests for information each year from legislative staff members, police and sheriff's departments, and lawyers and judges, prison officials and inmates. They call looking for information that will help in drafting legislation, for background materials about police policies and training procedures, and for very specific information related to individual criminal cases.

"Generally, we have what they are looking for," Center said.

The collection includes complete sets of prison newspapers, criminal justice journals, and thousands of reports on everything from law enforcement to domestic abuse and terrorism. These materials come from federal, state and local task forces, legal scholars, and policy making groups from all over the country.

In all, there are more than 29,000 volumes, said Center. Most of the individual items would be difficult to obtain anywhere else and the collection as a whole is a research gold mine.

"There was really very little here at the beginning, only a couple of shelves full of old annual reports," said Center, who has worked at CJC since 1971.

"Before 1968, very little had been published on criminal justice issues." Center explained.

The seeds of the collection were the personal research gleanings of two UW-Madison law professors, Herman Goldstein and Frank Remington.

In 1968 Congress passed the Omnibus Crime Control and Safe Streets Act. That act created the Law Enforcement Assistance Administration (LEAA) which administered federal grant money for criminal justice research.

Add 2--Criminal justice library

Goldstein and Remington obtained LEAA funds in 1968 to create the Criminal Justice Center and to hire a librarian to collect and catalog research reports and other materials related to the criminal justice system.

Federal funding for research in the field was administered by state councils on criminal justice, and the Wisconsin council used the Criminal Justice Center collection heavily, she said.

LEAA-funded research expanded the range of information available, she added, and made criminal justice a legitimate field of academic research.

Similar collections were started a few years later at Northwestern University and at University of Texas-Austin. When LEAA funding was no longer available to them, these other collections were not maintained. Here, however, the center has continued as an arm of the Law Library and is funded by the Law School and the state of Wisconsin.

Center says her emphasis is on collecting information about issues that are under current debate and on making that information readily available to the people who need it.

During the 1960s, for example, the center collected a lot of material related to civil disorders. That material is still available for historical research, but new acquisitions stress more up-to-the-minute concerns.

"Until recently there was a major emphasis on collecting material on drug abuse," Center says, "Now that material is becoming so generally available that we have stopped collecting it here."

Currently, she says, requests for information emphasize human relations issues such as police training and policy, and problems related to hispanic and other minorities, juveniles and correctional administrators.

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# UW news

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: **Immediately**

**3/5/86**

**CONTACT: Harry Peterson (608) 263-5510**

## **MAURICE WEBB NAMED TO HEAD ATHLETIC BOARD**

MADISON--University of Wisconsin-Madison Chancellor Irving Shain announced Wednesday (March 5) that physics Professor Maurice B. Webb has been named chairman of the Athletic Board for 1986-87.

Shain said Webb also has been appointed to a regular term on the board effective July 1. He will replace political science Professor David Tarr, who asked to be relieved of his assignment to return to teaching and research, and to complete work on a book on nuclear weapons and arms control.

Tarr has agreed to continue as an Athletic Board member, the chancellor said, and to serve as UW-Madison's faculty representative to the Intercollegiate (Big Ten) Conference during 1986-87.

Tarr will replace Law School Professor (Frank Remington), who has served as Wisconsin's Big Ten faculty representative for more than two decades.

In announcing the appointments, Shain said the university was fortunate to have a faculty member of Webb's caliber to serve in the post.

"Professor Webb is one of our highly respected faculty leaders," Shain said. "He has made distinctive contributions to the cause of faculty governance, including service as chairman of the University Committee.

"He brings a broad knowledge of the university to his position, as well as an enthusiasm for intercollegiate athletics. I'm confident he will work closely with the board and our Athletic Department staff in striving for excellence, both on the field and in the classroom."

-more-

Add 1--New athletic chairman

The chancellor also praised Tarr and Remington.

"David Tarr has given unselfishly of his time and energy since he was appointed Athletic Board chairman in 1979. He has been most conscientious in fulfilling his responsibilities as the faculty's principal voice in the operations of the university's intercollegiate athletic program. We are fortunate to be able to utilize his knowledge and understanding next year," Shain said.

"Frank Remington's accomplishments in intercollegiate athletics extend far beyond the campus," the chancellor added. "He has been recognized by his colleagues in the NCAA (National Collegiate Athletic Association) as a person of considerable skill and insight in the interpretation of policies and procedures. The university is grateful for the dedication and commitment he has shown during his long years of service."

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# UW news

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

4/27/87

## FESTIVITIES PLANNED FOR ALUMNI WEEKEND AT UW-MADISON

MADISON--The Wisconsin Alumni Association will honor six outstanding alumni, and two classes of old grads will see their gifts put to use by the University of Wisconsin-Madison during Alumni Weekend on campus May 8-10.

The gifts are a new lake safety tower and the enlarged and remodelled Union Terrace, given by the classes of 1932 and 1936 respectively. Class members will be on hand for the official gift presentations on Saturday morning, May 9. Finishing touches have yet to be added to each project, but the new terrace, which extends nearly to the edge of Lake Mendota, has been popular since the first warm weather.

The alumni association will present its 1987 Distinguished Alumni Awards on Friday night following an all-alumni dinner in the Memorial Union.

This year's recipients include UW-Madison biochemistry Professor Hector DeLuca, (law Professor Frank Remington,) Milwaukee attorney Joseph R. Barnett and past alumni president Alfred S. DeSimone of Kenosha.

The first annual University Service Award will go to retiring Dean of Students Paul Ginsberg, and the first Alumni Achievement Award to Olympic gold medal skipper Harry (Buddy) Melges of Lake Geneva.

The class of 1937 will be inducted into the association's Half-Century Club at a luncheon on Friday. The class will present a gift check to the UW Foundation, funds to be used by the McBurney Resource Center for students with disabilities and for a campus horticultural garden.

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Other classes holding special events are 1927, 1932, 1942 and 1952.

Distinguished Alumni Awards are presented annually to UW-Madison graduates "who have achieved prominence in their fields and rendered outstanding service to the university."

Hector F. DeLuca earned his master's degree in 1953 and doctorate in 1955. Fifteen years ago a team he headed succeeded in identifying, isolating and synthesizing three active forms of vitamin D. Their work has had far-reaching medical benefits for thousands of people throughout the world.

Frank J. Remington earned his undergraduate degree in 1947 and a law degree in 1949. He is a national authority on criminal justice and administration and a former member of the President's Commission on Law Enforcement. A member of the university's Athletic Board from 1960 through 1986, he was its faculty representative to the Big Ten and the NCAA.

Joseph Barnett, a member of the class of 1941 and a 1948 graduate of the Law School, is a prominent Milwaukee attorney credited with establishing the successful Performing Arts Showcase there. At a spring concert each year, UW-Madison musical and dance groups perform at the Pabst Theater.

Alfred DeSimone is past president of the Wisconsin Alumni Association and an active fund-raiser for the new Chancellor's Scholarship for Minorities.

Paul Ginsberg, Dean of Students since 1971, is being honored for his "untiring and loving concern and devotion to students; for providing solutions, for encouraging and comforting." Ginsberg will retire from his post at the end of June, but will remain at the university as a counselor.

Harry (Buddy) Melges skippered the Heart of American Challenge for the America's Cup races. He was an Olympic gold medalist in the soling (cq) class in 1972, and a bronze medalist in 1964 aboard a Flying Dutchman.

Information on all Alumni Weekend events may be obtained from the Wisconsin Alumni Association, telephone (608) 262-2551.

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FRANK J. REMINGTON

Professor of Law  
University of Wisconsin Law School  
Madison, Wisconsin 53706

b. 1922. Attended Union College 1946. University of Wisconsin:  
B.S. 1947, LL.B. 1949. Research Fellow, University of Michigan.  
Admitted: Wisconsin 1949.

Law School, University of Wisconsin--Madison: Assistant  
Professor of Law 1949-1952, Associate Professor of Law 1952-1955,  
Professor of Law since 1955.

United States Army Air Force 1942-1946, First Lieutenant, Air  
Medal, Distinguished Flying Cross.

Draftsman, Wisconsin Criminal Code 1950-1956.

Consultant and member, Advisory Committee, American Law Institute  
Model Penal Code 1952-1956.

Project Director, American Bar Foundation's Survey of the  
Administration of Criminal Justice in the United States 1960-1966.

Member, Wisconsin Special Review [Parole] Board 1961-1970.

Chairman, Advisory Committee on the Police Function, American Bar  
Association Project on Standards for Criminal Justice 1964-1974.

Member, Advisory Committee, American Law Institute Pre-Arrestment  
Code 1965-1974.

✓ Member, Advisory Committee on Federal Rules of Criminal Procedure  
1960-1966; Reporter 1966-1975.

Consultant, The President's Commission on Law Enforcement and  
Administration of Justice 1965-1967.

Member, Education Panel, International Association of Chiefs of  
Police 1965-1968.

Member, Juvenile Delinquency Demonstration Grants Panel, United  
States Department of Justice 1965-1967.

Member, Law Enforcement Panel, Office of Law Enforcement  
Assistance, United States Department of Justice 1966-1968.

Member, Criminal Procedure Revision Committee, Wisconsin Judicial  
Council 1963-1970.

Chairman, Wisconsin Council on Criminal Justice 1971-1973.

Member, Visiting Committee, School of Criminal Justice, State  
University of New York at Albany 1966-1974.

Member, Wisconsin Legislative Council Special Committee on Criminal Penalties 1971-1973.

Member, FBI Law Enforcement Training Advisory Committee 1972-1973.

Member, National Commission for the Review of Federal and State Laws Relating to Wiretapping and Electronic Surveillance 1974-1976.

Member, Wisconsin Judicial Council Committee on the ABA Standards on Criminal Justice 1974-1975.

Cochairman, American Bar Association/International Association of Chiefs of Police Committee on Implementation of the Standards Relating to the Urban Police Function 1973-1979.

Reporter, Judicial Conference of the United States Committee on State Habeas Corpus and Prisoner 1983 Cases 1973-1974.

Member, International Association of Chiefs of Police Advisory Board for the Development of Model Rules of Conduct for Internal Disciplinary Action 1974-1976.

Reporter, Federal Judicial Center Committee on Model Procedures for Prisoner 1983 Cases 1975-1980.

Reporter, Implementation of the Speedy Trial Act in the United States District Court for the Western District of Wisconsin 1976-1980.

Chairman, Wisconsin State Public Defender Board 1977-1980.

Member, Wisconsin Legislative Council Special Committee on Domestic Violence 1977-1979.

Consultant, Conference of State Supreme Court Justices 1978-1980.

Member, Wisconsin Legislative Council Special Committee on Constitutional Bail Revision 1980.

Member, Wisconsin Legislative Council Special Committee on Pretrial Release 1980-1981.

University of Wisconsin Faculty Representative to the Big Ten Intercollegiate Athletic Conference, the National Collegiate Athletic Association, and the Western Collegiate Hockey Association 1960-1986, Chairman Big 10 Athletic Conference 1985-86.

Member, Jury Instructions Committee, Wisconsin Board of Criminal Court Judges 1962- .

Committee of Coauthors, Defense of Criminal Cases in Wisconsin 1970- .



Member, Board of Directors, Police Foundation 1971-1981.

Member, International Association of Chiefs of Police Legislation and Criminal Law and Procedure Committee 1974-1980.

Member, Standing Committee on Rules of Practice and Procedure of the Judicial Conference of the United States 1975-1983.

Member, National Collegiate Athletic Association Infractions Committee 1978- , Chairman 1983- .

President, Wisconsin Nordic Sports Foundation 1979-1983.

Member, Madison Chamber of Commerce Board of Directors 1981-1984.

Member: Dane County Bar Association, State Bar of Wisconsin, American Bar Association, American Law Institute, International Association of Chiefs of Police.

Member, Advisory Committee on Court of Appeals for the Seventh Circuit Rules Committee, 1981- .

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Author, Recommended Procedures for Handling Prisoner Civil Rights Cases in the Federal Courts (Federal Judicial Center, 1980).

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## LAW IN ACTION DEMANDS TEACHERS IN ACTION

By Jeff Iseminger

University News Service

MADISON--Law is not a dusty, leather-bound text that's socked away in a judge's chamber, but a fluid and powerful process that knits our lives together.

And you should teach a dynamic subject in a dynamic way, say four UW-Madison law professors. (Frank Remington, Walter Dickey, Herman Goldstein and David Schultz of the criminal law program insist you can't hunker down behind a lectern, spew out facts from books and call it legal education.

The foursome is teaching at the right institution. For decades the Law School at UW-Madison has emphasized law-in-action, a variant of the Wisconsin Idea that the campus covers the state and beyond. Law-in-action, in a word, says law and life are one.

The concept flowers throughout the school in teaching, research and public service. The public service of Remington, Dickey, Goldstein and Schultz provide a case in point.

Frank Remington joined the UW-Madison law faculty in 1949. He quickly jumped into the law-in-action fray, helping rewrite Wisconsin's criminal code as adviser for six years to the Legislative Council. The new code was enacted in 1956.

"Ours was the second state code in the country to be revised," said Remington. (Louisiana's code, based on French law, was first.) "The old code was so poorly written that lawyers had to learn obscure law just to practice,

and lots of money was spent in litigation over its confusing language." Remington, 66, still clears up murky legal waters with the help of Walter Dickey and David Schultz. "We recently helped rewrite the homicide code (see accompanying story) as well as a new chapter of the statutes protecting children against physical, emotional and sexual abuse," he said. Enacted last session, the new laws will take effect this January.

Remington and colleagues don't rewrite and then skedaddle, leaving the task of interpretation to others. They give talks to legislators, lawyers and judges, and answer call after call on the effect of new statutes.

In 1960 Remington joined a group made up largely of state trial judges formed to write standardized jury instructions for statewide use. (A judge gives a jury instructions before its deliberation to define what the law requires for conviction.) Twenty-eight years and four volumes of instructions later, the group still meets, now with David Schultz as draftsman. Remington has stretched the Wisconsin Idea to fit the nation. From 1966 to 1975 he was chief draftsman of the procedural rules used by federal courts in criminal cases. And since 1983 he has chaired the Infractions Committee of the National Collegiate Athletic Association.

He takes pride in the accomplishments of law-in-action activists he's helped bring to UW-Madison, like Herman Goldstein and Walter Dickey (co-authors with Remington of a textbook on criminal justice administration). Dickey, 42, joined the UW-Madison law staff in 1975. Like his former professor, Frank Remington, Dickey didn't take long to bend his talent to the challenge of law-in-action.

From 1975 to 1983 he directed the school's Legal Assistance to Institutionalized Persons Program. LAIP, the first of its kind in the nation, offers legal services to residents of Wisconsin correctional and mental health institutions and the federal prison at Oxford, Wis. Providing the services are law students closely supervised by faculty members.



Dickey took a leave of absence in 1978 to draft administrative rules for the Wisconsin Division of Corrections. "Wisconsin was the first state to write procedural rules for its correctional system," said Dickey. Before that, like other states, Wisconsin let corrections rely on what Dickey calls "a mishmash" of rules on important policies like visitation and parole. "The rulemaking process is an opportunity to think through the most important issues the correctional system confronts," said Dickey.

Then, in 1983, Dickey tackled what former Gov. Tony Earl called "the most difficult job in state government": head of the state correctional system, responsible for state prisons and people on probation or parole. He quickly had to deal with the after-effects of a prison riot at Waupun, crowded facilities, the spread of AIDS among prisoners, insufficient work programs for inmates and sagging morale on prison staffs. "There was never a dull moment," he said.

Instead of losing his cool, Dickey stayed calm, says Darrell Kolb, warden at the Waupun and Fox Lake facilities. "Walter brought us a keen analysis of very complex problems like AIDS," he said.

And Dickey continued to share his analytical talent when he returned to the Law School last year, fielding tough questions from Wisconsin wardens. As Kolb said, "Walter is the expert in this state on corrections."

The flow of information is not one-way, says Dickey. "I view outreach as connected with research," he said. Research produces answers for people off campus, and their questions spur more research.

Off-campus interaction has been a hallmark of Herman Goldstein's 24-year career at UW-Madison. In fact, he's widely considered one of the nation's top experts on the police.

Goldstein's interactive skills first were honed as an assistant to the city manager of Portland, Maine. Later he learned what police work means when he spent a year accompanying police officers in Wisconsin and Michigan as a

researcher for the American Bar Foundation. He later served as assistant to Chicago's police superintendent in reforming that department.

"What startled me in my observations of day-to-day policing was the enormous discretion police officers exercise and the incredible range of tasks they face," said Goldstein. "People turn to the police when they don't know what else to do."

That means, he says, the police do more than enforce the law. For example, they're frequently asked to settle spats between neighbors and to "do something" about the inebriated, the homeless and the mentally ill. "Police have to improvise, ad hoc their way through situations," noted Goldstein. Though flexibility and intuition are essential on the beat, says Goldstein, there's a flip side: The police may abuse their authority and also look at their work as an endless string of unrelated incidents.

That's why Goldstein has spent much of his career helping police departments devise guidelines to channel discretion on the beat. He also proposed the concept of problem-oriented policing.

The concept, simply stated, urges police to analyze their workload, identify underlying causes and develop new responses that are both legal and more effective. Goldstein's system has been used throughout the world, ranging from Scotland Yard in England to the Madison police department.

"My contribution has been to develop a framework for thinking through the complex issues that arise in police work," said Goldstein. "and I've tried to make people more aware of the importance of the police function."

And, like Dickey, he thinks contact with people in the field helps him build a bridge between academe and the rest of the world. "I'm as comfortable in a squad car as a classroom," he said.

David Schultz, associate dean of continuing education and outreach for the Law School, is comfortable in two kinds of classrooms: law school and police academy.

Schultz, 42, created a model law curriculum with Goldstein for the Madison police department in 1978. Since then, Schultz has given legal training to seven recruit classes. "I've taught about half of the current force in Madison," he said. The program includes 116 hours of law-related courses presented over seven months, compared to the state minimum for police officers of 24 hours.

"I like extension work," he said. "There's a big gap between law on the books and law-in-action, and a person who works in both camps can do a lot." One gap, says Schultz, is created every year when the U.S. Supreme Court makes decisions that affect how police can arrest and interrogate suspects. "But there's no formal channel that communicates, let alone explains, those procedures to the police," he said.

So he helps cut a channel by teaching Madison's police candidates, writing an annual report on court decisions affecting the police and presenting an annual program on criminal law developments over the Educational Teleconference Network.

Schultz also has hit the legal lecture circuit in the state to explain the new homicide statutes he helped rewrite with Remington and Dickey. And, like his colleagues, he gets a raft of calls every month from judges and lawyers who ask: How does this new development fit in with what I do?

Several days each year Schultz meets with the committee of state trial judges that develops improved jury instructions and procedures for judges to use in criminal cases. The panel's acting chair, former Beaver Dam Circuit Judge Henry Gergen, appreciates that: "Before we had standard jury instructions, each judge had his own system. "Now, Gergen says, juries get the same message in the same kinds of cases in every county.

"You know," added Gergen, "Wisconsin is lucky to have people like David Schultz, Frank Remington and their colleagues working in criminal justice."

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# UW news

From the University of Wisconsin-Madison / News Service, Bascom Hall, 500 Lincoln Drive, Madison 53706 / Telephone: 608/262-3571

Release: Immediately

12/22/88

CONTACT: Dean Cliff Thompson (608) 262-0618

## UW LAW SCHOOL HONORED FOR MINORITY FACULTY RECRUITMENT

By Christine Javid  
University News Service

MADISON--The University of Wisconsin-Madison Law School will be honored with a national award in January for its "genuine commitment to affirmative action" in hiring faculty, Dean Cliff Thompson has announced.

The Society of American Law Teachers (SALT) is recognizing the UW Law School with its annual award because its minority faculty recruitment efforts go "beyond tokenism," according to Charles R. Lawrence, the society's president and Stanford University law professor.

Of the 45 UW law faculty, seven are members of minority groups, including blacks, American Indians and Hispanics.

Recent additions to the law school faculty include Richard Delgado, who is Mexican-American; Rennard Strickland, a Native American; and Linda Greene and Patricia Williams, who are both black.

"The Wisconsin experience is nationally significant because it demonstrates the potential for racial and cultural diversity currently lacking at most other law schools in the country," said Lawrence. "SALT would like to express its support for a model of hiring which goes beyond tokenism."

UW Law Professor (Frank J. Remington,) past chair of the recruiting committee, said the recent hiring of four minority professors reflects not only faculty efforts, but the university administration's genuine commitment

-more-

Add 1--Minority law profs

to affirmative action.

UW-Madison Chancellor Donna E. Shalala has set a goal of hiring at least 70 minority faculty members by 1991 under "The Madison Plan".

Another reason Remington cited for the successful recruitment effort is the UW Law School's commitment to a research, teaching and public service program especially tailored to minority concerns.

"The wisdom, years ago, to hire Jim Jones (a black law professor) who has been for many of us, the model and the conscience of this faculty, is another significant reason," he said. "He served as a continuing reminder of what we ought to do and of how much there is to be gained by those who have the courage to make an all-out effort."

The awards banquet will be held on Jan. 7 in New Orleans.

###

-- Chris Javid (608) 262-9772

# Remington, criminal-law scholar, dies

Bill Arnold

Frank J. Remington, 73, a nationally recognized legal scholar who was a leader in recodifying U.S. criminal law and in improving the criminal justice system, died Feb. 9.

A member of the UW Law School faculty for 46 years, Remington taught thousands of law students the intricacies of criminal law and procedure. He offered profound new insights about the operations of the criminal justice system, and developed and advocated reforms designed to increase the effectiveness and fairness of the police, prosecutors, defense attorneys, trial courts, and corrections agencies.

"Through his dedicated teaching and exemplary public service, Frank Remington embodied The Wisconsin Idea, the partnership between the university and the State and nation," said Chancellor David Ward. "We are deeply grateful for his many contributions, and mourn his passing."

Remington, who held the Mortimer M. Jackson Chair in Law from 1984 until his retirement in 1992, joined the law faculty after earning undergraduate and law degrees from UW-Madison in 1947 and 1949, respectively. He served as editor-in-chief of the *Wisconsin Law Review* and graduated first in his law school class.

In 1949, in his first powerful demonstration of the application of scholarship to public policy, Remington served as the chief of an ambitious project to modernize Wisconsin's criminal laws. For six years, he introduced new concepts and formulations in criminal law that have since been incorporated into the criminal code of several states and the federal government. Remington's influence in U.S. legal circles widened through his work on the American Law Institute's Model Penal Code, and in 1959 U.S. Supreme Court Chief Justice Earl Warren appointed him to the Advisory Committee on the Federal Rules of Criminal Procedure. Remington, later reappointed by Chief Justice Warren E. Burger, served on the committee for 23 years — including 10

years as the panel's reporter and chief researcher. Chief Justice Burger later elevated Remington to the Standing Committee on Rules of Practice and Procedure, serving from 1975 to 1983.

From 1955 to 1961, Remington directed a landmark study of criminal justice administration in the U.S. Sponsored by the American Bar Foundation, the study documented the day-to-day practices of the police, prosecutors, judges, and correctional officials in three states. By exposing informal, low-level decision-making, the study challenged the assumptions on which much of the prior work in the criminal law was based. The study's findings — written and/or edited by Remington — redirected the national agenda for research on the criminal justice system.

Remington chaired the American Bar Association's project to develop standards for police; he served as a consultant to the President's Commission on Law Enforcement and Administration of Justice, and the Kerner Commission on Civil Disorders; and he was a member of the National Commission for the Revision of Laws Related to Wiretapping and Electronic Surveillance. In Wisconsin, Remington chaired the Wisconsin Public Defender Board, chaired the Wisconsin Council on Criminal Justice, and, most recently, chaired the Wisconsin Correctional System Review Panel, which recommended a program for dealing with present and future prison population growth.

At the Law School, Remington founded and co-directed the school's largest clinical program — the Legal Assistance to Institutionalized Persons Program. Through a unique blend of teaching, research and pub-



Remington

lic service, about 85 students per year are given practical training in the professional responsibilities of a lawyer, as well as firsthand insights into the needs of a complex client group and an up-close look at the operation of the criminal justice and mental health systems.

For much of his career, Remington represented the UW-Madison faculty in overseeing the university's athletic program, and he played a major role in developing intercollegiate sports on the national scene.

"Frank Remington was one of the key figures in both Wisconsin athletics and the NCAA movement," said UW Athletic Director Pat Richter. "In all of his collegiate sports

activities, Frank stressed the importance of setting high academic standards and improved graduation rates among student athletes. He was very supportive of establishing full programs for women and fair and equitable treatment for all varsity sports."

In recent years, Remington contributed to the development of programs designed to build protections for college student-athletes who enter into negotiations with professional sports teams.

Remington wrote or edited numerous books, journal articles, reviews, monographs, and reports. He received the Wisconsin Distinguished University Achievement Award in 1985, the Wisconsin Alumni Association Distinguished Alumni Award in 1987, and, in 1996, he received the Charles L. Goldberg award from the Wisconsin Law Foundation for his service to the Bar and the public.

Remington is survived by his wife and six children.

## Former J-school director Nelson succumbs to cancer

Barbara Wolff

Harold "Bud" Nelson, 78, director of the School of Journalism from 1966-75 and a member of the school's faculty for 26 years, died of cancer Feb. 8.

A native of Minnesota, Nelson earned his Ph.D. from the University of Minnesota. He joined the faculty here in 1955, and taught basic journalism courses and journalism law until his retirement in 1981. His *Law of Mass Communications* remains one of the standard textbooks for media law studies.

Nelson was a leader in journalism education, serving as president of two national organizations: the Association for Education in Journalism, and the American Association of Schools and Departments of Journalism.

In addition, he enjoyed a national reputation for his research on legal and historical aspects of mass communication.

"He was truly one of the giants in our field," says current School of Journalism director Robert Drechsel. "He was a consummate scholar and a wonderful human being, with great integrity and high standards who deeply valued both professional training and academic scholarship."

Before joining the faculty, Nelson worked in public relations (for *Time* magazine), reporting (at United Press in Minneapolis), and advertising.

Nelson's family asks that memorials be sent to the Mass Communications Endowment of the UW Foundation, or to the Friends of the UW Arboretum.

## Erickson retires after 33-year career in research administration

Bill Arnold

Imagine living long enough to watch a small oak sapling burst skyward into a huge, thundering, acorn-dropping provider of shelter and shade.

Robert "Bob" Erickson experienced something like that in his long career here.

Erickson, who retired Feb. 2 as director of research administration in Business Services, watched the number and total worth of gifts, grants and awards for research projects increase exponentially during his tenure. In 1963, when Erickson first joined research administration as a staff accountant, the total funding for UW-Madison research was under \$25 million. By June 1995, that total had doubled more than seven times to an all-time high of \$372 million.

"It really shows you the magnitude and depth of the reputation of our researchers and scholars," Erickson says. "If it wasn't for the quality and excellence of the research being done at UW-Madison, I probably would have been in a different line of work a long time ago."

Erickson started out on a track far away from the world of financial agreements and research contracts. In 1953, at the age of 17, Erickson enrolled at UW-Madison as a pre-veterinary medicine major in the College of Agricultural and Life Sciences. But, like many a bright-eyed undergraduate, Erickson looked to change majors. In 1957, he entertained a new idea: Instead of studying the inner-workings of pigs, cows, chickens and goats, he would explore the complex world of balance sheets and tax regulations. In 1958, Erickson transferred to the School of Business to study accounting.

After a 24-month stint in the U.S. Army — of which 18 months were spent in Italy — Erickson returned to UW-Madison, receiving a bachelor's degree in business adminis-

tration in 1963. In April 1963, as a staff accountant in research administration Erickson worked on preparing working papers and financial reports for National Institutes of Health and National Science Foundation grants and contracts, among many other duties. In 1966, he was hired as the assistant director of research administration and, in 1969, was named director.

Don Miner, assistant vice chancellor for business services, says that Erickson — with the assistance of a very capable staff — negotiated many contracts with sponsoring agencies on behalf of the university, and he worked to nurture the expansion and continual development of the research mission of the university. "Bob took an active role in providing schools, colleges, departments and — most importantly — individual faculty with research administration services," Miner says. "When administrative difficulties were encountered by individual faculty Bob would be called and he would intervene on their behalf. Bob's personnel file is filled with letters from faculty thanking him for his assistance in administering their research."

"Throughout his career, responsibility toward and accountability to the university and the individual faculty member were always foremost in Bob's mind," Miner says. Erickson also served as the focal point for all external auditors reviewing administrative records on behalf of extramural sponsors. When financial consequences resulted from the audits, Erickson worked between the principal investigator/school/college and the sponsoring agency to create an acceptable solution to the problem.

Erickson looks back with pride on his career at UW-Madison, where his immediate family and other close relatives have received more than 30 degrees. "It is easy to see that UW-Madison has always been part of our family," he says.

## MILESTONES

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Chandra, Richard D. Dortzbach, Thomas D. France, Paul L. Kaufman, Burton J. Kushner, Bradley N. Lemke, Monte Mills, Frank L. Myers and Mitchell D. Wolf; Orthopedic surgery: Ben K. Graf, Richard H. Lange and Thomas A. Zdeblick;

Otolaryngology: Charles N. Ford and Diane G. Heatley; Pediatrics: David B. Allen, Aaron L. Friedman, Paul S. Gaynon, Christopher G. Green, J. Martin Johnston, William H. Perloff, Diane M. Puccetti, Paul M. Sondel, Susan Wiersma, Jon Wolff, Jerry J.

### HONORED

W. Lee Hanson, professor of economics, has been selected to receive a Leavey Award for Excellence in Private Enterprise Education, given by Freedom's Foundation at Valley Forge, for his innovative program titled "Learning How to Learn Economics."

Norman Sacks, emeritus professor of Spanish and Portuguese, was elected a fellow of the California Institute of International Studies at Stanford University. In the statement of his nomination, he was called "one of America's best known Hispanics."

Omid Khorram, assistant professor of obstetrics and gynecology, is one of three researchers nationally to be honored with the 1996 Berlex Scholar Award, an annual fellowship to further research in reproductive medicine among faculty early in their career.

### APPOINTED

Buffy Baker has been named the new assistant women's tennis coach by head coach Patti Henderson.

Russell Tomar, professor of pathology and laboratory medicine, was recently appointed to the college of American Pathologists' (CAP) Diagnostic Immunology Resource Committee and Standard Committee.

Zimmerman, Bruce M. Edmonson, Peter S. Karofsky and Gary P. Williams; Rehabilitation medicine: James C. Agre and Arthur Rodriguez; Psychiatry: Ronald J. Diamond, Dean D. Krahn and Leonard I. Stein; Radiation oncology: Paul M. Harari, Timothy J. Kinsella, Peter A. Mahler and Minesh Mehta; Radiology: Lindell R. Gentry, Virgil B. Graves, Janet Kuhlman, Myron A. Poznanski, Charles M. Strother and Patrick A. Turski;

Surgery: Richard B. Helgeson, Eberhard Mack and James R. Starling; Surgery (general and thoracic): John R. Pellet; Surgery (oncology): David M. Mahvi; Surgery (thoracic): Robert M. Mentzer, Jr.; Surgery (transplant): Anthony D'Alessandro, Munci Kalayoglu, Stuart J. Knechtle and Hans W. Sollinger; Surgery (urology): Reginald Bruskewitz and David T. Uehling.

## Business student association named in national competition

The UW-Madison chapter of AIESEC, the International Association of Students Interested in Economics and Business Management, has been named "Most Outstanding Local Committee" of the nation's 55 chapters.

The chapter received the award for developing 16 internships for foreign students to work in the United States and sending 12 U.S. students to internships abroad. They also raised \$27,000, hosted a national conference for 300 students from all over the country, and provided training assistance to other local committees at Marquette and Northwestern.

Half of the local chapter's members are business students. The organization's goals are to exchange people and cultures while giving practical business skills in all areas of business to all majors. There are 800 AIESEC chapters worldwide with over 80,000 members in 85 countries.