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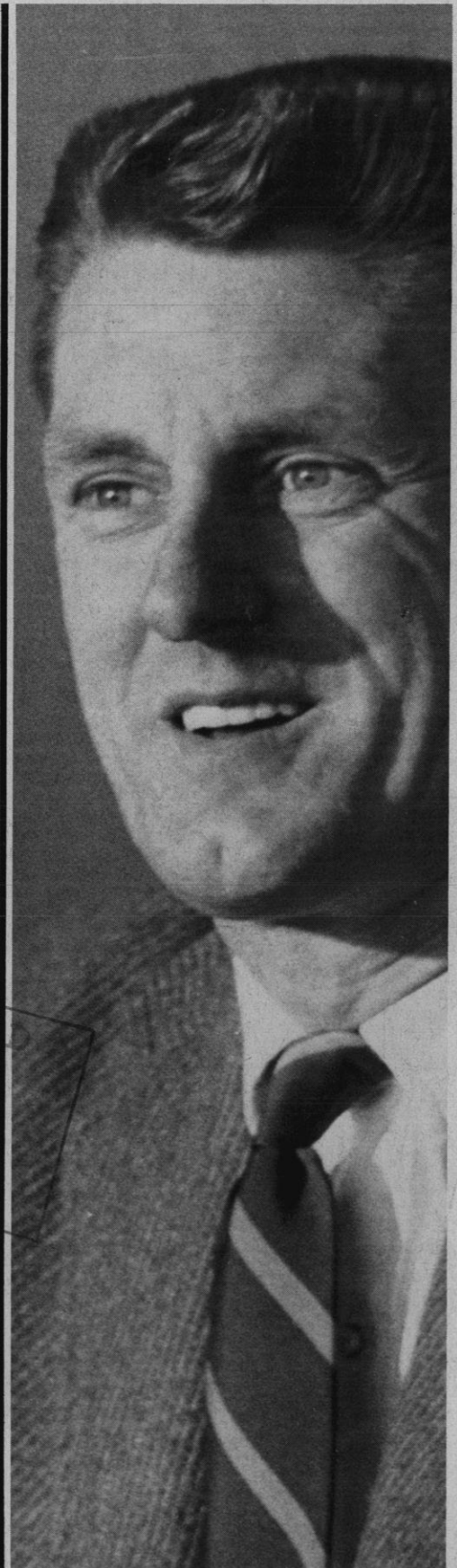
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Wisconsin Alumnus

MARCH, 1969

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Letters

Re: Mrs. Stiehm's Letter

. . . Mrs. Stiehm's point of view (Letters, *Wisconsin Alumnus*, Dec.-Jan.) appears to reflect the thinking of some of the University faculty, since she identifies herself as a lecturer in the American Institutions program. This is an area of the University which should be particularly concerned with the relations of the University and society. While she may be justified in her emphasis as a response to some of the strong criticism Alumni have given the University and the students, I would hope she does not state her case to the students in this manner. It is difficult to treat the letter point by point because its construction, though orderly in appearance, glosses together a number of actually diverse situations and attitudes.

. . . First, there is a real reason for concern about legislative attitudes toward the University. I would hope Mrs. Stiehm would spend some of her lecture time impressing upon the students that one of the unseen results of their behavior is to create legislative antagonism.

Second, while legislators, alumni, and other citizens ought to be mature enough to address themselves to the issues, University students ought to learn the psychological value of cleanliness and suitable dress if they are truly interested in a hearing. Since we have been told these young people are extremely intelligent, the question arises as to whether their appearance is not calculated for the purpose of defeating a rational treatment of the issues they claim.

Third, I believe that demonstrations should be handled by the University within definite rules which protect the rights of other students who wish to study. I think the University has improved its techniques considerably over the last year. The one area of remaining weakness is in the channels of disciplinary proceeding. The mechanism for giving due process with speedy determination has not been sufficiently developed. Time is of the essence to both the students and the University.

I, for one, still look to the University as a place which can point the way toward rational solutions of problems without the resort to physical violence or destruction of property. The University should accept valid criticism and change, but it should not condone the irrelevant, and it should be able to remove promptly from its midst those who do not wish to abide by such principles.

Margaret P. Varda
BA '39 LIB '41
Madison

The laws, rules and regulations of the civil government and the University are well known and any prospective student who does not want to live within these regulations should not enroll or should later withdraw after enrollment. He is not forced to remain, sponging on the taxpayer for an education if he is dissatisfied with the established rules.

Laws, rules and regulations were made to insure orderly peace and quiet for our society and any student who violates those regulations should be bounced out of the University on his ear, instantly and permanently.

E. P. Shnable '18
Evanson, Ill.

Judith Hicks Stiehm '57 has a valid warning. We should not judge the issue by those who espouse it. By the same reasoning, we should not excuse the malicious conduct of proponents because their cause is worthy of consideration. A reasonable, unemotional judgment should be applied to both those who present a cause and to the cause itself . . . It appears that students, and some faculty members and academic "fellow travelers," have been permitted to repeatedly break laws and interfere with the freedom of fellow students without being held properly accountable just because they might have something to say. I therefore agree with Mrs. Stiehm in saying to the University administration and the city law enforcement officials, judge the lawless without regard for the issues and judge the issues without regard to the proponents.

Carl A. Bunde, Ph.D., M.D. '33
Cincinnati

Judith Steihm's letter expressed my concern.

. . . Does our Alumni Association's executive director really understand the problems facing the University? From what he has said, I am convinced he does not. I am sorry that he pretends to speak for alumni. He certainly does not speak for me.

Marge A. Engelman '65
UW Green Bay

. . . The University, like all institutions and persons, is not perfect but its detractors will not erase its faults by violence, filth and by keeping others from attending classes through mob action. Changes can, and must, be made gradually and legally. Contrary to Mrs. Stiehm's idea, the small, violent minority rather than "mature politicians" are the menace to the physical, mental and moral climate of Wisconsin.

I definitely recommend to Mrs. Stiehm "Must Minorities Win" by Geoffrey Taylor in the *Manchester Guardian*; "The Student Left—Rebels Without A Pro-

gram" by George F. Kennan, and other books and articles by Leo Rosten, Professor Chas. Frankel, and even by Ann Landers, all of whom find too much permissiveness in the background of today's dissenters. The reputation of none of those mentioned is less than that of Mrs. Stiehm.

. . . She urges us not to waste time "stamping out unseen conspiracies" but how does she explain the world-wide emergence of riots almost at the same time in history, patterned almost exactly after the so-called "spontaneous" mob actions that destroyed the U. S. Information Libraries in Communist-infiltrated nations to whom we were giving aid? How did it happen that the Apthekeers and Savios and others of their kind got around so fast to organize trouble at California, Michigan, Wisconsin and a host of other colleges, and who paid their expenses?

Our country and our schools are in danger as long as these minorities, who claim the right to free speech, are allowed to use violence and noise to deny others, of whatever prominence, that "sacred right".

. . . I am personally enraged at Judith's statement that "out of state alumni have no rights whatever." What rights, then have non-student, non-alumni persons to come to our campus to stir up trouble? Her idea eliminates me, which would not be fatal, but it also eliminates Art Nielsen and many others who have done tremendous things for the University. How conflicting can she allow her ideas to get?

Marshall W. Sergeant '18
Detroit, Mich.

I find (Mrs. Stiehm's letter) profoundly disturbing. She writes that ". . . a university is closely associated with the new and with those forces fostering change in society" and that this close association comes (1) from professorial devotion to research and (2) from the presence of a student community which is, in her words, "freeing itself from a state of dependence" and has "not yet acquired dependents." She argues from this that the student community, having no ties to any generation other than its own, is "uniquely able to act upon principle." Implicit in this assumption would be that ties within their generation would not be strong enough to prevail against each student's principles, either—in other words, that students would never act as a herd. This assumption is demonstrably false.

She continues that student demonstrators must be listened to because of their uniquely advantageous position, from which they work guided by their principles. But even if this were true, it would be of no particular value to her argument unless those principles were related to the professors' research—unless

the principles were, in some way, new ones.

Of course they are not, because right and wrong do not change. The truths of metaphysics are not, like the truths of physics, subject to constant development. Nor is moral law altered by the new scientific hypotheses as to the nature of the world we live in. The role of the university is partly to mediate this established moral law to the larger community. So it should follow that a university is closely associated with the *old* and with forces preserving the heritage of the past. It grieves me that a lecturer in American Institutions should reject this part of the university's mission, for the greatness of our American institutions is precisely to be found in their conformity with moral imperatives that are the same now as they were 2,000 years ago.

Because she makes these assumptions—both wrong, in my view—that students do not conform and that metaphysical truths change over time, Mrs. Stiehm is able to claim that . . . what students say must be separated from how they say it; that their views must be considered apart from their conduct.

Clearly, this is an important point. Because, if students did occupy that uniquely advantageous position she claims, then a brick thrown through a window might represent a philosophical argument. They don't, so it doesn't: it represents disorderly conduct or worse.

"By their fruits ye shall know them." The fruits of student protest demonstrations in the recent past include a college president dead of a heart attack while under siege at Swarthmore, a million-dollar computer center destroyed in Montreal, two students murdered at UCLA, the student union burned at Berkeley, armed rebellion at San Francisco State, wanton destruction of papers representing a lifetime's research at Columbia.

It is true, as the demonstrators say, that there is much that is wrong with American society today. But one of the things that is wrong with it is that people like Mrs. Stiehm will not recognize these events for what they are, episodes in a violent insurrection—in fact a war—against the American way of life.

Jared Lobdell MBA '66
Madison

. . . I am much more afraid of (State Senator) Roseleip and his ilk than I am of the most militant students. The University will progress much more on progressive and open-minded students than it will on legislators who never set foot in the halls of ivy.

Patrick Kinney '46
Lancaster, Wis.

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ON WISCONSIN

Arlie M. Mucks, Jr. / Executive Director

AND it's still a great University!

We had a bad couple of weeks in February, as I'm sure you've all been well aware (and which we report to you in this issue, with one portion very well told by a group of students), but in its 120 years of service, Wisconsin has weathered much worse storms than this one was.

What is there about our University that makes it "weatherproof"? I think it is its clear perspective amid the sound and fury. That perspective is two-fold:

Wisconsin has traditionally been big enough to stop to consider that those who take a position might have some worthwhile points to be made. And, over the years, the University has welcomed those points so long as they are presented in a civilized way.

The setting of such limits is, I think, the University's second strength. It has never knuckled under to force for force's sake. It doesn't equate noise with either right or power.

The February incident was no different from any other in our school's history from these two stand-points.

The student strike began when black students, sincere in their goals, submitted 13 demands to the University. (See page 24). Chancellor Young and the faculty welcomed them and gave them careful consideration and action.

But then the strike threatened to become a melee, no longer led by black students but by radical leaders, left-wing leeches who see in any cause a chance to take over and make it their reason to try to tear society down. They were apparently aided, as usual, by those whom U. S. Assistant Attorney General Jerris Leonard calls the "rambling, roving rioters." They turned a protest into what they hoped would be a donnybrook and which threatened to close buildings and trample the rights of the vast majority of Wisconsin students. That's when Chancellor Young lowered the boom in the form of the National Guard. And more power to him.

One result was that the Board of Regents suspended three students pending a hearing (now scheduled for March 31st). But as of March 19, those three are back in class until their hearing, as the result of an order by Federal Judges James E. Doyle, who ruled that the regents had not given the three a preliminary hearing prior to their suspension.

President Harrington has said that the University is "seriously handicapped by Judge Doyle's opinion in our efforts to take quick and decisive action to protect the University and its community from those who would disrupt or destroy it."

We agree with President Harrington, but we are aware, as he is, that we must abide by the law. None of us is above the law, and if from time to time someone seems to rub our noses in that truth, we can be confident that, eventually, justice will be served.

It's important that alumni realize this fact *in connection with the University of Wisconsin*. We run into frequent angry comments about the "softness" of University administrators in the face of seemingly open defiance by students. The answer is (and we explain it a little further on page 8) that the wheels of the law grind exceedingly slow at times, and that now, as never before, teaching institutions must abide by those laws.

And in the face of often demoralizing legal restraints and/or actions by University officials which may annoy you, is there one force which can continue to add strength to this University? There is. A loyal and understanding alumni body. A school is only as good as its alumni permit it to be. When they support its strengths, back its administrators, understand the laws by which it is governed and teach their children to obey those laws unless changed by voters, alumni add a bulwark to this University which no storms have been able to shake so far.

Maybe that's why it's still a great University. ■

UNHAPPY FIRST FOR WISCONSIN

The Wisconsin National Guard was called to the University campus on February 13 to insure that the University would remain open after a week of sporadic demonstrations and picketing. It was the first time in the University's history that such emergency measures were deemed necessary.

Demonstrations began on Friday, February 7 and lasted approximately 10 days, with an hour of disturbance on February 27.

All told, 45 arrests were made by campus and city police, 36 of which were of students. At a special meeting on March 6, the Board of Regents voted to suspend three students pending hearings before a special agent. It was the first time in recent years that the Board had exercised its authority to suspend. Five await hearings by a special student-faculty committee. Disposition of those arrested was determined by the Madison district attorney. Thirty-one of the 36 face criminal charges.

At its March 6 meeting, the regents also: enacted an emergency rule prohibiting students suspended or expelled for illegal acts in demonstrations from entering any UW campus for one year (this would apply to those now facing criminal charges); enacted a similar rule applying to non-students convicted of offenses growing out of campus disorders; and voted to ask the Wisconsin Legislature to change existing laws so that the University administration is given authority—now confined to the regents—to suspend students immediately, “subject to due process.”

The three students suspended were Richard B. Rosenfeld, Oli-

Photo/Gary Schulz



Between-class traffic moves past Guardsmen

vette, Mo.; James M. Strickler, Teaneck, N. J.; and Ronnie Stricklin, Milwaukee.

Their hearing was scheduled for March 19, with former State Supreme Court Justice J. Ward Rector, of Milwaukee, appointed to

The three students suspended by the regents were later returned to class, by order of a federal judge, pending the outcome of their hearing, which was postponed from March 19 to March 31.

hear the cases and make recommendations to the regents. The maximum penalty is expulsion.

The February 7th disruptions began when about 250 student demonstrators, mostly white, interrupted several classes in search of support for black students who had earlier presented 13 demands to the University administration. (See page 24). There was an incident the following day, Saturday, when a group

attempted to crash police lines to break up the Ohio State-Wisconsin basketball game in the Field House, and to damage the Governor's car.

Picketing continued peacefully, if actively, throughout the early part of the following week, although police were called for a brief appearance on Tuesday to break up attempts to block traffic.

By Wednesday, a Negro specialist with the Extension said that black students were no longer in charge of the protest. “Things have apparently been taken over by others whose first ‘bag’, so to speak, was the draft,” said Marshall H. Colston. “The Third World Liberation Front, Students for a Democratic Society (SDS) and other militant white revolutionary groups have used (black demands) as a pretext to do their thing.”

Colston was one of 14 black professors who expressed support for black student demands, but he added that the University had not been “racist or derelict” in developing programs for the disadvan-



Strike was begun on Feb. 7 by black students, and was supported by white pickets, here talking with Chancellor Young.

Photos/Gary Schulz

taged. "In fact," he said, "it has served as a model for other institutions."

Colston said that by Wednesday, of the estimated 580 or so blacks at the UW*, only about 50 were involved with demonstrators. Other students reported that blacks were often instrumental in aiding them to get through the small groups of white demonstrators who blocked doors to various campus buildings.

Wednesday—February 12—was the most disruptive day of demonstrations as strikers closed down several buildings for short periods of time. There were also scuffles and fistfights among the demonstrators and various groups backing the Administration.

That night, at the request of Chancellor Edwin Young, the Guard was called up by Governor Knowles.

(The action was endorsed by University President Harrington, who kept in contact from New York city, where he had been attending a conference and was unable to return to Madison when poor weather grounded airlines.)

* Probably high. Federal law normally prohibits asking racial identification on student registration records. This semester, however, in order to gather data on minority groups, Washington requested that registering students fill out special forms, voluntarily and anonymously, indicating race. At Wisconsin more than 4,000 students failed to return the forms. Of those who did, 401 said they were Negro U. S. citizens. Earlier estimates, according to the UW Office of Institutional Studies, sets the number at 400-500.

While guardsmen were said to be "equipped to meet any eventual situation," they were instructed to use minimum force to maintain law and order.

Almost from the beginning of the strike, state Lawmakers showed a concern which ranged from threats to cut the University budget to virtually closing out-of-state enrollments, and included at its lowest ebb, the statement from one senator that "I don't want to protect these long-haired, crummy, cruddy outfits who are causing trouble. Don't send any of these creeps down in my district—they might not ever come back." In commenting on legislative statements, *The Capital Times* observed that while ". . . the police deserve special attention for the disciplined manner in which they went about the job of maintaining order under extremely provocative circumstances . . . their conduct, and the conduct of responsible student leaders who opposed the escalation of the demonstration . . . is in direct contrast to the hysteria which swept the Legislature."

Said the *Wisconsin State Journal*: "The few legislators who would make political capital out of these tragic times by foolish proposals for widespread 'investigations' are playing right into the hands of the disrupters who would like nothing better than to close this great institution of learning."

By Friday, Feb. 14, it appeared that the strike was losing momentum rapidly. An afternoon rally on the Library mall took on a festive spirit around the edges, and what was called a march turned out to be an afternoon stroll for a small group. Late that afternoon the Guard was withdrawn, although about 2,000 students staged another march to Capitol Square that night.

A handful of the original 1,900 guardsmen returned to the quiet campus Saturday morning.

Saturday afternoon all eight black members of the track team boycotted the meet against Michigan State here.

Chancellor Young and four staff members appeared on WHA-TV for 90 minutes on Sunday night, February 16, to answer questions phoned in by listeners. The questions came—some bitter, some insulting, some weary, some complimentary. The Chancellor reiterated his support for the "merit and justice" of the central demands of black students, but said the demand that the University stay open transcends all others.

He also replied to a listener's suggestion that the faculty opposed the Administration's actions with the fact that on Saturday he had been presented with a petition signed by 1,372 faculty members, supporting his views and rejecting "surrender



When police were absent, strikers locked arms in doorways, one cause of scuffles, (right), which broke out sporadically.

to mob pressures and lawless force". (At the meeting of the regents on March 6, Young reported that the number of signatures had reached 1,500.) There are 2,050 full-time faculty members.

On Monday, February 17, a limited number of police and guardsmen were recalled after student protestors disrupted some classes by chanting slogans and stomping their feet. Some groups took up the hit-and-run tactics employed earlier, moving through Bascom hall and other buildings, breaking up classes with or without the consent of the instructor (a class is not legally "disrupted" unless the person in charge considers it so), then moving on just before police arrived.

That night, a mimeographed sheet urging students to go back to class was distributed in dorms. It was signed by groups which had lead the strike, and urged that students wait for a report by the Thiede Race Relations Committee (a group set up several months ago to study the subject and make recommendations to the faculty).

Most of the guard was ordered home, with about 200 kept in Madison in case of emergency.

Early Wednesday morning, February 19, a fire said to be caused by arson did about \$2,000 in damage to the University's Afro-American Studies office at 929 University avenue.

That same day Governor Knowles accused *Newsweek* magazine of "inaccurate and misleading" reporting of the strike, calling the magazine's report "a shocking example of your inability to separate fact from opinion".

That afternoon the faculty voted, 524-518 not to admit three of the expelled Oshkosh university students, but voiced its "concern and distress that the three suffered unnecessarily because our admission procedures in their cases were inconsistent with normal practice." In another resolution the faculty set up a task force to be appointed by Chancellor Young which would be "vitaly concerned with minority groups."

"In view of the urgency of the

In addition to the efforts by University administrators and the Board of Regents to tighten regulations and speed-up due process of those accused of breaking regulations or laws, Governor Knowles had placed four bills before the Legislature, which would: require a person convicted of disruption and expelled from the University to seek permission to re-enter campus property; ban sound amplifying equipment from campuses without prior permission; bar students from any public university for at least a year if convicted in criminal courts and expelled for campus activity; and require regent review of any faculty member convicted of disrupting a university. A legislator has introduced two bills which would limit

For a students' report on the strike see page 9

present situation, we request that this committee be promptly appointed and report back to this faculty no later than one month from now on matters of immediate concern to the black students and the University community," the faculty statement said.

There was no further activity until Thursday, February 27, when 10 were arrested—four of whom were students—and charged with breaking windows and smashing furniture in the lobby of the Social Science building.

non-resident enrollment to 15% of each entering class and 50% of the graduate school (Present limits are 25% on freshman, none on transfers or grad students.); and permit all campus administrators to prohibit all non-University persons from a campus for a specific period of time.

In an appearance before the Legislature, University President Harrington supported all but the bill further limiting out-of-state enrollment. ■

"No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity."—Margaret Meade

If it is painful to imagine the National Guard on the campus of the University of Wisconsin, the hurt may be lessened for those able to appreciate the changes that have come over the American university in recent years. Student turmoil is not what it once might have been, a case of trouble in paradise, because the environment no longer qualifies as a sunlit shelter, with life's problems allayed and Fred Waring to furnish the background music. Instead, a 1969 university is a microcosm of contemporary society. At no time in history, the experts tell us, have college students been so involved with the world around the campus.

This is a small revolution in itself. A member of any pre-1960 class remembers how it was. College enrollment meant an extension on high school irresponsibility; a final fling before joining dad in the firm. One did not buck the system. When we choose to remember ourselves as "too busy getting an education" we may be telling the truth as we see it, but that busyness concerned itself with book-and-lecture learning and a social awareness confined primarily to the hot race for Prom King. We kept our mouths shut. We stayed out of trouble and did not have to think. Bascom Hill was a vast maternal bosom.

The world we subsequently built has not permitted today's generation to think that way. The student's daily concerns include Vietnam, Biafra, race, social inequity. Nineteen years on earth do not polish all the edges or guarantee wisdom. Yet in that time this Somber Generation has learned to care greatly and to mature as only the very realistic ever do.

Recognizing this, educators have stepped down from their position as chaperones. Today the logical simile for a Chancellor and his faculty

"They Never Tried That Stuff in My Day!"

No. But that day will never be back. The world is different, the laws are different, the kids are different.

would be that of city officials in a community with—at Wisconsin—34,000 citizens who are as mixed, as human and controversial as the residents of any town of that size.

In this "community" context, University of Wisconsin administrators must assure each student-citizen respect for and protection of his basic rights and freedoms—exactly as they are guaranteed to the grocer in Detroit or the farmer near Middleton—and including the instances which involve rules peculiar to the University. *It is this extension of citizenship to the student in a public institution which is the confusing concept to some of another generation.* But it is a fact, and it strips administrators of the arbitrary powers which were traditionally theirs. They cannot silence those who happen to disagree with them. (Nor do they want to.) They must protect any minority from oppression by the majority, and vice versa. They are not moral watchdogs. They have no authority off campus.

The student-citizen may picket. He may call others to support his cause. He may openly disagree with the law of church, state or nation; criticize the teaching methods of a faculty member; question the genealogy of a politician. He may be a slob. He may join this or that organization, almost without legal lim-

its and certainly despite any social disapproval if such there be.

When rules or laws are broken, the administration or proper enforcement agency is responsible for taking suitable action. But here, as in your community, the accused is presumed innocent unless proven guilty. He has the right to seek proper defense. Innocent or guilty, even as you and I he is going to insist on every right which the Constitution guarantees each of us in democracy's method of protecting the innocent, even at the risk of occasionally shielding the guilty.

Thus it is that "justice" on a college campus is no longer the terrible swift sword it was when deans could lop off an academic future at a whim. This irritates a great many alumni. But to wish for some sort of instant judgement is to deprive a citizen of his rights. To long for a return of judicial powers to the hands of a few administrators is to burden educators with monitor duty. To fail to recognize that times change; to dream of some magic which would return to this generation the slap-happy bliss that marked those who have come to the University and gone might be to condemn thousands of good kids to an admission someday that once they, too, were "too busy getting an education" to care.—T.H.M. ■



AS STUDENTS REPORTED IT

David G. Clark, an assistant professor of journalism, had 15 students cover the strike. Here is their version, edited by Jim Mitchell, an MA candidate in journalism.

"On strike, shut it down," shouted student pickets as they tried to prevent students from attending classes on the University of Wisconsin's Madison campus in early February.

"Our aim is to bring the University's Administration to its knees," demonstration leaders said.

The Administration, however, made it clear that disruption of classes would not be tolerated, and that police would be called to maintain order if necessary.

Thus the lines of battle were clearly drawn, and it seemed that the bloody conflicts that have made their mark on college campuses for the last two years might be repeated in Madison.

The balance of power in this struggle for control was neither in the hands of the hard core protestors nor the Administration—it was held by the 34,000 students. Without student support, the strike could get nowhere. With it, the University could indeed be seriously disrupted—like San Francisco state college is despite more than 600 arrests—or perhaps even closed, as Columbia university was in the Spring of 1967.

The strike began Friday, Feb. 7, as black leaders and their white supporters interrupted classes and read a list of 13 demands they had presented to Chancellor H. Edwin Young. (See p. 24)

These demands, the strikers said, were "non-negotiable" and constituted the cause for the strike. "They are nothing more than the demands of a powerless people to govern their own lives," said History teaching assistant Sharon Yandle. Many of

(continued on p. 14)



'WAY TO GO, CRAZYLEGS!

He left the comparative quiet of the Rams' front office to begin rebuilding football at Wisconsin. Some say he's daft, but isn't it a fine madness!



Elroy meets the press during final negotiations, as athletic chairman Haberman (left) bows head, possibly in prayer.

MR. ELROY HIRSCH, who gave no indications of mental strain in eight years as administrative assistant to Dan Reeves, the often petulant president of the Los Angeles Rams, has convinced some that he has gone completely bananas in signing on as Wisconsin's athletic director. On February 28, Hirsch announced he had accepted a five-year contract, with options, yet.

March, 1969

The worriers point out that he could have stayed in his Rams spot "for life", quoting Reeves. Or, surely there are jobs available at institutions where athletics are financed realistically instead of depending on the whimsies of ticket sales. And certainly, they sigh, he might have come upon a football team which did not seem to go out of its way at times to provide the fans with two straight winless years

in a five-year package of losing seasons.

But no. Hirsch picked Wisconsin, and the rumor spread that it ain't only his legs that's crazy.

On top of this he told the Alumni Club of Chicago "I pledge to you that the next years in my life will be devoted to making Wisconsin the best there is in the Big Ten."

Clearly, it is madness; the finest madness to hit Wisconsin in years!

continued



The name "Crazylegs" was the one most frequently bandied by hopeful guessers during the weeks a search committee talked with several mystery men. When it was known he was in Madison for meetings to conclude with a press conference in Alumni House on February 22, spirits rose. But they sagged again when he told reporters it had been nice to see everyone, but he would have to go home and talk it all over with Mrs. Hirsch and Mr. Reeves. This looked like a polite copout in the eyes of some reporters—the married ones—who found it hard to imagine a man able to get 1,525 air miles from home without his wife asking lots and lots of details in advance. Nevertheless, what he went back and said to Mrs. Hirsch and Mr. Reeves must have been the right thing, and a week later he returned to announce his acceptance.

His contract calls for \$30,000 a year for five years with a subsequent five-year term either as athletic director or in a "mutually acceptable role."

The Hirsch smile is fine and steady. He uses it readily, but not to hint that it's time to line up for Rose Bowl tickets. But he has pledged a "crash program" because "I know we can turn this (loss pattern) around.

"We'll start immediately and get the show on the road," he said. And start immediately he did, by recruiting two of Madison's better high school prospects right then and there.

Recruiting will be a major part of the Hirsch Recovery Program, and he will do much of it personally. "You've got to," he says, "in order for football to be successful. There will hardly be a city we won't touch in our recruiting," although

efforts will center in Wisconsin and the Greater Chicago area.

What about the athletic department itself? Well, first of all, the offices in the stadium are, in a word—his word—"nauseating" and need a coat of paint, probably the natural result when eight coaches bang their heads against the walls for five bleak autumns. After that he will study the performances of the staff. "I'm not here to win a popularity contest," Elroy says. "We're going to have the best people in the right spots." He seems to agree with most observers when he adds that the Badgers inability to win a game the last two years was "not entirely the fault of Head Coach John Coatta."

"He had the misfortune of coming in when Badger fortunes were at their lowest ebb," says Hirsch. "John knows that he is not on the spot. He is not under an ultimatum, but it's tough. We had a long talk and he fully understands the situation."

The glory that is Elroy Hirsch goes back some 27 years in the state, or a few more if you count the years he played for Wausau high school, which you had better do if you ever plan to travel through Wausau. His former high school coach, Win Brockmeyer (after whom the Hirsches' 19-year-old son is named) recalled for *The Milwaukee Journal* that the early Elroy showed no startling promise as a ball player. "In his sophomore year he was on the B team." He made the first string in a game with Mosinee, "and he was suddenly tremendous. He ran something like 270 yards in that game."

It may surprise some who weren't around then, to know that Hirsch is not an alumnus of this University. In fact, he played only the 1942 season, and nobody but Salome ever gained so much celebrity for such brief exposure.

In that short year, as a 19-year-old halfback under Harry Stuhldreher, he gained 786 yards in 141 carries for a 5.4 average. He completed 18 passes for 226 yards and three touchdowns. He caught a pass

for 16 yards. He scored five touchdowns on the ground. He punted four times, averaging 48.8 yards. He intercepted six passes, returned six kick-offs for 129 yards and ran back 15 punts for 182 yards. Wisconsin compiled an 8-1-1 record.

Whence came the name "Crazy-legs"? A Milwaukee sports writer knighted him with it after the Wisconsin-Great Lakes game and a long sideline run in which "one of my feet was going one way, the other in another direction." Does he object to the name? "It is better than 'Elroy'," he observes.

The Badgers finished second in the Big Ten in 1942, with a 4-1 record. The next year Hirsch, who was in the marine corps, was transferred to Michigan, where he helped earn a tie with Purdue for the Big Ten title.

Following military service he spent three seasons with the Chicago Rockets of the old All-America conference, then went on to pro fame as an end with the Rams for nine years, before moving into their administrative offices.

"I had security in my job with the Rams," Hirsch says, "and I liked it. But like most jobs of that kind it was like treading water. I knew that I'd never have a chance like this one Wisconsin offered me. It's an opportunity to do something for myself and the state.

"I may never have another chance like this in my life."

Aha! "That's what *Custer* said!", they sneer? Maybe, but he didn't have Elroy's won-lost record! ■

'Rut' Walter, Track Coach Will Retire

HEAD TRACK COACH Charles "Rut" Walter, 63, announced last month that he will retire from coaching at the end of the 1969 season. In doing so, he closes out an outstanding record: under his coaching, the Badgers won Big Ten titles in 1962, 1965, 1967, 1968, and again this year indoors (See below), and won the 1964 Big Ten outdoor championship.

Walter came to Wisconsin in 1961 after 31 years with Northwestern university's athletic staff. He has brought the Badgers to 32 dual meet victories in 36 meets; six victories in eight triangular meets and a total of 27 indoor championships by 14 individuals.

In outdoor competition, Wisconsin won 11 of 16 dual meets and nine of ten triangular meets in which they competed in eight seasons under Walter.

Third In a Row

Track co-captains Ray Arrington and Mike Butler led Wisconsin to its third straight Big Ten indoor championship in Champaign on March 1st. The Badgers won easily with 65 points. Arrington won the mile in 4:02.2, setting a best record for any Big Ten undergraduate, then tied the Big Ten record in the 880 with 1:49.9.

Butler tied his own record of :08.1 in the high hurdles. In three years he has won the highs three times and the lows twice. He has won eight titles, with the outdoor season still ahead.

While Arrington and Butler were the only winners, the team added eight seconds, one third, four fourths and five fifths.

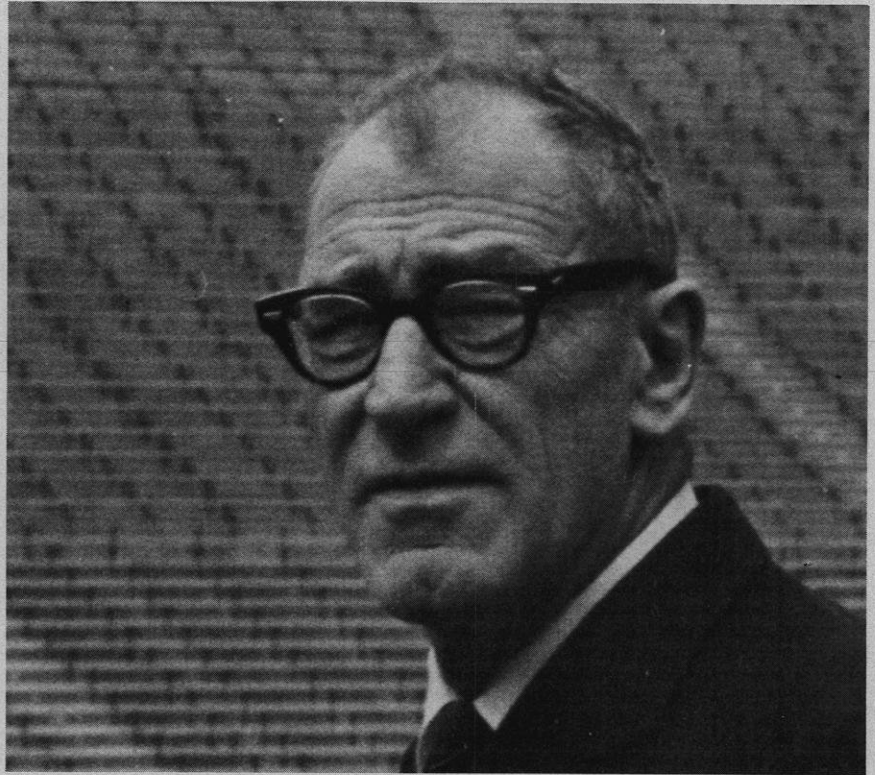
Basketball

Wisconsin wound up its basketball season with a 84-74 victory over Iowa on March 8, but had to settle for a tie for 7th place in Big Ten standings. The Badgers finished with a 5-9 Big Ten record and were 11-13 for the season.

The game marked the final appearance for seniors James Johnson (voted MVP), John Schell, Chuck Nagle, Tom Mitchell, Keith Burington, and Ted Voigt.

Hockey

More than 64,000 fans watched the Badgers' hockey six this season, its winningest, at 22-10-2. Five seniors ended their careers at Wisconsin when they took Lake Forest by 5-1 on March 8. They are Greg Nelson, Mark Fitzgerald, Mike Cowan, Mike Gleffe and Bob Levers.



Ivan B. Williamson, 1911-1969

IVAN B. (IVY) WILLIAMSON, 58, former University football coach and athletic director, died February 19 in a Madison hospital of injuries suffered in a fall in his home.

Mr. Williamson fell on the basement steps while returning a casserole to a freezer. He died less than two hours later of head injuries.

In January Mr. Williamson had been relieved of his duties after 13 years as athletic director, and reassigned to the Department of Physical Education.

He succeeded the late Harry Stuhldreher as head football coach of the Badgers in 1949 and led a resurgence that boosted Wisconsin into national prominence. During his seven seasons Wisconsin won 41 games, lost 19 and tied four. He coached the 1952 Big Ten co-championship team which lost to Southern California, 7-0, in the 1953 Rose Bowl game.

One of his best teams was the one whose defensive unit was known as the "Hard Rocks". Quarterback

of that outfit was the present head football coach, John Coatta.

His only losing season was his last in 1955, when Wisconsin slipped to 4-5.

When Guy Sundt died in the fall of 1955, Mr. Williamson moved into the athletic directorship. Milt Bruhn took over as coach.

Mr. Williamson was born in Prairie Depot, Ohio, and played football at Michigan from 1930-32, where he earned all Big Ten recognition twice and captained the Wolverines his senior year.

Mr. Williamson's predecessors at Wisconsin included Thomas E. Jones (1916-1924), George Little (1925-32), Walter Meanwell (1933-35), Stuhldreher (1936-50), and Sundt (1950-55).

Mr. Williamson served for many years on the National Collegiate Football Rules Committee and in recent years was its chairman.

Besides his wife, Beulah, Mr. Williamson is survived by twin sons, Jack and David, 31.

Students' Report *(continued from page 9)*

them covered issues that had been raised on other campuses: an autonomous black studies department, additional black students and faculty on campus, black control of all programs involving blacks. Other demands were directed more specifically to the University of Wisconsin situation—for example, the demand for the admission of students expelled from Oshkosh* last November.

Besides standing firm on the Oshkosh applicants, the administration rejected outright three of the 13 demands. Amnesty, Chancellor Young said, was "out of the question," as is student power to hire and fire administrators and teachers. He said also that according to Wisconsin law the University's Black Cultural Center could not be given over to student control.

Young said the Administration supported the other demands in principle. He pointed out that a majority of the demands had been recommended in a special report of last December and that some of them were being implemented. He said that many of the recommendations could not be fulfilled overnight, and added, "We are moving, and those who really care about Black America will give us a chance to keep moving."

The demonstrators were unsatisfied with the Administration's response, and the strike continued into the second week of February.

The principal tactic throughout the strike was disruption. After daily mass meetings in the Union, strikers would separate into groups and head for major classroom buildings—Bascom, Van Hise, (which houses most Administration offices), Education, and Social Science. There they would mill around in picket lines or enter buildings and interrupt classes. They also tried to prevent students from entering buildings by blocking doors. Another tactic was blocking traffic at intersections.

"Students who want to get into classes can if they try hard enough," one student explained. "The strikers just stand there, making little effort to repulse infiltrators, but those trying to get in have to push and shove through the strikers."

Some students were angered by these tactics. "I guess they went about it the wrong way," one complained, "Students shouldn't be able to prevent others from going to classes, especially when their parents have to pay for the protection. As long as it didn't cause anybody any trouble, they could do what they wanted to do as long as it didn't interfere with the University."

* 94 black students at Oshkosh State University were suspended late last year for alleged violence and damages on that campus. A UW ruling prohibits acceptance of any student suspended by another teaching institution for at least one semester after suspension.

Whenever strikers tried to block doors police would arrive to disperse the protestors. Because the black leaders urged non-violence, there were no confrontations with the police. Whenever officers arrived, the strikers would move to another building.

Although the campus was tense, and a majority of the students sympathized with most of the black demands, there was little variation from daily University routine until Thursday. Very few classes were cancelled, and only a small percentage of students chose to skip class. Most students accepted the few inconveniences as a matter of course.

Several student groups played important roles during the strike. Foremost of these was the Wisconsin Student Association, whose Senate passed a resolution supporting the demands and the strike. Upon the urging of USA President David Goldfarb, the Student Senate made a \$3,000 bail fund available to strikers, established a \$1,000 legal aid fund and allocated \$400 for publicity to help attain black demands.

It also passed a resolution condemning the use of "indiscriminate violence" after tabling an amendment condemning all violence.

A WSA senator, Dave Sanders, mentioned that many members of SDS were taking part in the strike and often attempted to turn it into a violent confrontation. He said that SDS was trying to change the strike into a complete "student power thing." He mentioned that other groups, such as Young Socialist Alliance, took part in the strike and tried to change its form. He said that such groups were unsuccessful because of the strong, recognized leadership of the blacks.

A member of SDS said that as an organization it did not take part in the strike, did not issue a support statement or aid in any efforts to meet the demands. The reason for this, he said, is that SDS has no structure; it had no meetings during the strike. He added that it was very unlikely that many of the black strike leaders were members of SDS since it is a predominantly white organization with an extremely small black membership.

Several student groups were also involved in anti-strike activity. One of these was the Young Americans for Freedom (YAF). According to YAF President Charles Yanke, "We did not take any real stand on the demands, whether they were valid or invalid. We simply agreed with the Law School that many were illegal. What we objected to was that protestors felt they themselves were the enlightened elite and were imposing their will on us peons."

"YAF's major activity during the strike consisted of leafletting," Yanke continued. "In our leaflets we

stated that we were against the activities being engaged in by the black students. We did not approve of the method used in the strike, the obstruction and disruption of classes."

Yanke also explained how the Hayakawas (named after the San Francisco State College president)—the anti-strike group—was formed. "It was a spontaneous movement that started one evening at a local restaurant. Several people were sitting around discussing the situation and some said they had Hayakawa armbands and now might be a good time to bring them out. At its height, the Hayakawa group probably had about 200 members."

The Hayakawas and some members of the football team consistently tried to break through protest lines in front of classrooms. Most of the fights were between strikers and these groups.

But many of the demonstrators seemed simply to enjoy picketing. It was something new and different. Many of the pickets carried books. One of them said, "I'll have to stop in time for my 1:20 class."

This feeling of unconcern was also reflected in the marches to the capitol Monday and Tuesday evenings. These marches attracted an estimated 1,500 protestors, onlookers, and students. It seemed a fun way to students to "do their thing" before studies became too demanding.

The atmosphere changed drastically on Thursday, however, as the number of demonstrators swelled and scowls replaced Wednesday's smiles. The strike was given new life, and students had to examine their consciences once again—for the issues had changed. Governor Knowles had called in the National Guard.

To most students, this act was an unwarranted and unnecessary escalation on the part of the administration. Many who deplored the obstructionist tactics of the protestors felt the same way about walking between olive-green clad soldiers carrying rifles and bayonets. Many thought it was strictly a political move that would appeal to Wisconsin voters. Prof. Michael Lipsky said it would be absurd to say that it wasn't a political move.

To those in charge of security at the University, however, additional manpower was desperately needed, and the national guard was the only force available.

According to Inspector Thomas of the Madison Police Department, local authorities exhausted all possible sources before the guard was called. "Even with a maximum of 400 police from the University, Madison, Dane county, and mutual aid pact forces," Thomas said, "we were outnumbered completely, and the strikers knew this." The police could only cover three main buildings on campus—Bascom, Commerce, and Social Science.

The fact that the National Guard was only an additional manpower source was unclear not only to

the students, but to the mass media, which turned the strike into a national *cause celebre*.

To the press, the important fact was not whether the guard should have been called up, or why it had been called up, but the fact that it *was* called up. This lack of news judgment not only gave the University an unjustified black eye throughout the state and the nation, but also added to the confusion and discontent on campus.

The guardsmen, fully equipped with machine guns, rifles, grenade launchers, helicopters, and gas masks were called to the University for the first time in history Wednesday night. The first contingent of 900 was supplemented by more than 1,000 men late Thursday. Chancellor Young said the guards would stay "as long as needed."

As supporters of the guard were quick to point out, the additional manpower was definitely needed Thursday. Protest ranks grew to more than 5,000 students. Guardsmen were ordered to fix bayonets several times, and Thursday afternoon two canisters of tear gas were used to disperse students along University Avenue.

Many observers, however, thought that much of Thursday's activity would have been avoided had the National Guard not been on campus.

The climax of the strike came Thursday evening as a crowd estimated at five to ten thousand students marched up Langdon Street, around Capitol Square and down State Street to the campus. One observer said that the torchlit procession stretched from one side of the street to the other over a four block area.

On Friday protestors tied up traffic along University Avenue and demonstrated in front of Van Hise and Social Science, but less enthusiastically than earlier in the week. Perhaps it was because of the overwhelming number of police and guardsmen. Perhaps they were just tired of striking.

All National Guardsmen and police were withdrawn from the campus Friday afternoon. After a quiet weekend, demonstrators' ranks on Monday were considerably thinner. Police cleared a few lecture halls, and in the afternoon a cordon of 600 students made a half-hearted attempt to take over the Administration building but were quickly deterred by police and soldiers inside.

The strike had petered out. Black leaders officially called off the protest on Tuesday, and the guardsmen started pulling out of Madison Tuesday night.

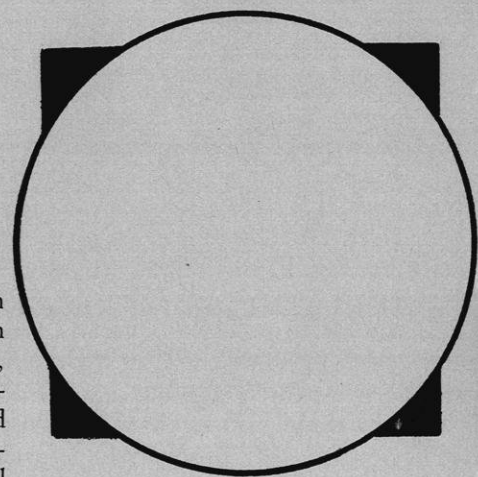
Despite sensational press coverage and a few outrageous remarks by city and state officials, it is clear that the strike was neither as violent nor as revolutionary as some observers reported. Final police figures showed that less than 40 people were arrested (on charges of using obscene language and gestures, disorderly conduct, loitering, and possession of marijuana). No one was hospitalized. ■

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Are they really all that sacred, those psychological tests by which we're pigeon-holed from kindergarten to cap-and-gown? Not at all, as a matter of fact.
 by **HARRIETT MOYER**

theoretical arguments, treat no patients, educate no children, solve no social problems. But in the hands of skilled workers who understand them they can help us in all these undertakings," says Leona E. Tyler, professor of psychology at the University of Oregon. Improper interpretation is perhaps

AND YOU



IF YOUR CHILD has been placed in the second or third ability group in school, don't be depressed. Instead, you might be both dubious and determined to look into the factors behind his placement. If he was rated primarily on the basis of a psychological test, you have some reason to doubt the accuracy of the evaluation.

What do all those psychological tests for placement given in the public school systems and colleges mean? Most people think they test ability or intelligence. They don't! No such tests have ever been devised. In fact, psychologists have not agreed on definitions for the terms, "ability," "aptitude," and "intelligence."

Psychological test scores indicate performance levels in such areas as verbal skills at the time the test is taken. Thus, as in most life situations, they are colored by one's alertness, one's health, one's emotions that day. Past performance is the best predictor of future performance, but the past should not be evaluated on the basis of one test. Tests simply sample what the individual has already learned. The amount learned is obviously based on factors in the environment as well as heredity.

"... Ingenuity, clear thinking, and a dash of cautious skepticism ... are needed by those who would use tests and measurements profitably. They are human tools designed for human purposes. By themselves they settle no

one of the greatest problems in testing programs today, according to Randolph Thrush, director of the University Counseling Center. Test data are subjective no matter how "objective" the scores or material may appear to be, because as soon as scores or data are obtained they are interpreted, and interpreters are people who read-in their own ideas. "Interpretation by skilled counselors and psychologists can be very useful," stated Thrush, "but the trouble is that many school counselors are not adequately trained in test administration and interpretation."

There are a number of flaws inherent in test construction and interpretation which should be considered when a child's test performance is discussed by school personnel and parents. Here are some of the reasons parents should not accept a test score as being unchallengeable when it is cited as the scientific answer to a placement problem.

Students may know more than the test-makers! For example, one of the standard tests for nine and ten year old pupils depicts a harp, a drum, a violin, and a piano. The student is told

to find the three related instruments and draw a line through the one that is not like those three. The "correct" answer is a line drawn through the drum, as a percussion instrument, in

contrast to the stringed harp, violin, and piano. This answer is, in fact, *incorrect* because a piano is as much a percussion as a stringed instrument. The child who reasons this out is bound to have difficulty with the limited choice and inaccurate "correct" answers demanded in such multiple choice or true-false questions. Because tests are scored according to a pre-

mathematics, a test of aptitude for mathematics, or the numerical portion of an "intelligence" test. Thrush counters this argument by emphasizing that the majority of items on an aptitude test are geared to give an indication of the person's thinking about the future, while items on an achievement test are designed primarily to sample past learning. *continued*

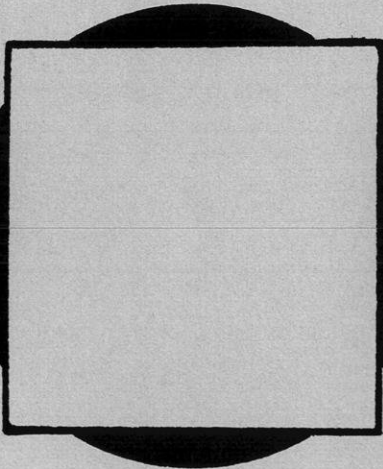
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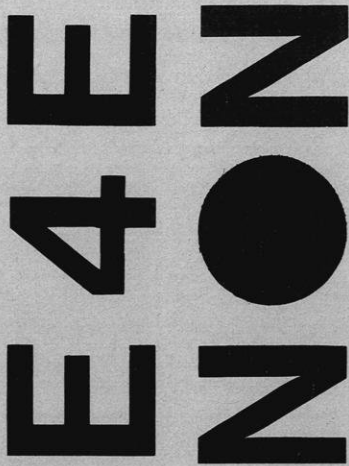
determined set of answers, no allowance is made for such reasoning. Scorers have no way of checking whether a divergent but creative response is actually better, or how the child may have arrived at it.

Total test scores may shed little light on what the student actually knows. For instance, say that of three students each receives a score of 120. Each may have achieved it by correct answers on quite *different* items. Of course, if these items cover the same skills or knowledge, the scores would be comparable, but if they achieved like scores but answered quite different questions correctly, that similar 120 total would tell little about their individual strengths and weaknesses.

Norms for tests are sometimes inadequate, which means, in effect, that the student is compared to a group quite unlike himself. A norm is really a *standard* based on the statistics of a *group*. If based on a small sample or on people from different backgrounds, an individual's score or performance could be very deviant from such a norm. For example the valedictorian from a small class may be quite unable to compete against a valedictorian from a large class, although both individuals are at the top of the respective groups.

Although there is no agreement on definitions for "aptitude," "ability," and "intelligence," test-makers can design tests to fit within the limits of the particular definition they accept, according to Randolph Thrush. But "distinctions among aptitudes, achievement, and intelligence measures are artificial," says Alexander G. Wesman of The Psychological Corporation, which designs tests. Similar or identical items are utilized to measure all three areas. A math problem, for example, might well appear in an achievement test in high school mathe-





Professor John Rothney of the UW's department of counseling and guidance challenges some of the ideas concerning aptitude tests. ". . . to think that an aptitude test measures something fixed in the pupil's internal mechanism, something unaffected by his learning and experience, can . . . lead to confused thinking," he says. "One fallacious notion that comes out of such thinking is that a student with high ability scores and low marks in school is an underachiever—one who is not working up to capacity. The reason implicit in such a statement goes something like this: (1) Johnny's ability score is high; (2) this means that Johnny is equipped with ability to do good school work; (3) he is not doing it; (4) therefore, he is not using the ability with which nature endowed him.

". . . it may mean nothing of the sort," continues Rothney. "What it does mean is that Johnny has done well on the kinds of questions the test poses. The fact that Johnny does not also do well on the kinds of questions his *teachers* pose may be merely an indication that the questions in the two situations are different—that his teachers are expecting one kind of performance (or ability) from him and the test expects a different kind of performance (or ability) from him."

There appears to be no way to equalize innate difficulties in test construction and scoring. The old problem of semantics rears its head. Obviously the same word can mean differ-

ent things to different people. In addition people from different economic and social strata may function with entirely different levels of vocabulary. The test scores are based on the person's knowledge of the vocabulary used in the test and are not necessarily indicative of the individual's learning potential.

Currently used tests reflect a white middle-class bias, it has been stated, and thus discriminate against members of various other sub-cultures and classes. When test scores alone are used as the basis for decisions, discrimination can occur. Yet Wesman points out the danger of attempts to develop tests which sample the verbal skills or factual information peculiar to a given subculture. "If our purpose is to distinguish members of that subculture from their peers with respect to how much of that special culture they have assimilated, such a test might well be useful. If, as is most likely the case, we wish to predict future learnings of the content of the more general culture, tests designed for the sub-culture will be less relevant than those which sample from the general culture. . . . The less relevant the previous learnings we appraise, the more hazardous must be our predictions of future learnings (in the general culture)."

Perhaps the most adamant anti-testing view we came across was that of Karl Smith, psychology professor here at the University, who says, "it is my firm conviction that all such tests which purport to predict individual ability, personality, or intelligence are simply elaborate hoaxes. . . . Psychological testing has never had a meaningful scientific theory. Test theory assumes the existence of certain general or specific traits of intelligence, personality, or aptitude which are held to be intrinsic to the make-up of an individual, and to persist relatively unaltered throughout most of his lifetime. . . . These traits presumably can be measured by means of sample questions which are scaled statistically according to performance of some selected social group. This concept of measuring deviations of performance from a socially defined norm is basic to all testing activities, but the use of

such statistical measurements for predictive purposes is not verifiable by experimental procedures."

If tests have so many flaws and are potentially harmful in categorizing individuals, why are so many in use today? "For one thing testing has become a big business and the profit motive is very great," agree both Professor Marshall Sanborn of the University's counseling and guidance department and Thrush. Millions are spent each year in the nation's school systems for testing programs which do not serve the purpose that many assume.

But the reasons aren't purely commercial. Testing programs *can* be very useful for making decisions pertaining to a *group*, according to Sanborn and Thrush. Maintaining the admissions standards on the Madison campus through a testing program is this kind of valid program, as is planning curriculums on the basis of group scores. In effect such a testing program gives the schools group statistics which can be used just as the life insurance companies use the life expectancy tables: to make very accurate annual predictions on mortality rates in given age brackets, obviously without knowing who the individuals will be. So schools can tell through test results how many people will fail in a group, although not which individuals will be unable to do the work.

Being able to assign both the individual's and the institution's resources to the best possible usage is the basic rationale for maintaining a testing program. One of the big dangers of a testing program according to Kentner Fritz, counselor at the University Counseling Center, is that little or no follow-up is done in many schools, so people focus on the *test* instead of the *educational process* of placement. A student could, therefore, be stuck in an ability grouping with little or no hope of being moved. *Follow-up or reassessment should be an important part of any testing program.* When this is part of the plan a good testing program can be of benefit to students, according to Fritz, since it enables a teacher to determine on what level to lecture, thereby utilizing his and the students' resources more fully.

"We are living in an age of testocracy," says Pitirim Sorokin, Harvard psychologist. "Man's fickle, unstable, and complex nature is the main obstacle for the validity of the psychosocial tests of persons and groups." There are always the special cases. Tolstoy got C in university courses on Russian composition. Hegel's diploma solemnly states that his performances were satisfactory in all courses except philosophy, in which he was deficient.

So what should parents do the next time their children are submitted to a battery of tests? Ask more searching questions about the information being recorded on the child. Discover for what the information is being used. Find out if the test really "tests" what its designer purports. Learn how the test was developed and something about the test norms. If the answers are not forth-coming or are unsatisfactory, the chances are that the testing program is not only useless but actually harmful. If the answers to these questions meet your satisfaction, the chances are the testing program is being utilized in a manner that is beneficial to both the student and the institution. ●

YOUR CHILD

March, 1969

The University

Bunn is Visiting Law Professor

GEORGE BUNN, ambassador and alternate U. S. representative to the Geneva Disarmament Conference, has accepted appointment as visiting professor of law at the University, effective Jan. 15.

The son of Charles Bunn, UW professor of law from 1934 to 1962, the ambassador is a grandson of Charles Wilson Bunn, an early graduate of Wisconsin.

Bunn is the great-grandson of Romanzo Bunn, the first federal district court judge for western Wisconsin.

A native of Madison, the visiting professor earned his B.S. at Wisconsin in 1946 and the LL.B. at Columbia in 1950.

A member of the U. S. delegation to the conference since 1962, he has also served on the legal staff of the Atomic Energy Commission, engaged in private practice in Washington, D.C., served as special assistant to the adviser on disarmament, for the late Pres. Kennedy; and as general counsel to the U. S. Arms Control and Disarmament Agency.

Chancellor McNeil Goes to Maine

Dr. Donald R. McNeil, historian and a University of Wisconsin chancellor since 1965, has been named chancellor of the state-wide University of Maine which includes all the degree-granting public higher education institutions in Maine.

McNeil's major contribution to the University of Wisconsin was combining in a single agency the former University Extension Division, the Cooperative (agricultural) Extension Service, and the Radio-Television Division.

A native of Spokane, Washington, Dr. McNeil received his B.A. degree from the University of Oregon in 1949.

Integrated Liberal Studies Alumni Reunion is May 4

THE UNIVERSITY'S Integrated Liberal Studies program observes its 20th anniversary this year, and will hold a reunion of all its alumni on Sunday, May 4.

The ILS program was founded in 1949 to offer freshmen and sophomores a unified study of the progress of Western civilization. Its curriculum integrates social studies, humanities and the sciences.

Alumni, former TA's and faculty of the program are invited to an afternoon reception. The annual Dis-Integration banquet will follow, at 6 p.m. in Great Hall of the Union.

Information and reservations are available through the ILS office, 301 South Hall.



We'll Buy That Dream. A University co-ed has been chosen "Dream Girl" of the men in the 3rd battalion, 60th infantry, 9th infantry division, who are engaged in Mobile Riverine operations in the Mekong Delta of Vietnam.

She is Gwen Gerland of Rice Lake, a junior in the College of Letters and Science.

Officers of the battalion collected photos of "co-ed lovelies" from college and university campuses across the nation in search of candidates for the "Dream Girl" title.

Gwen was chosen UW Homecoming Queen last fall, and in her freshman year was selected as Queen of the University's Engineering, Science and Industry Exposition.

UW Ranks Fourth in Wilson Fellowship Winners

THE UNIVERSITY of Wisconsin ranks fourth among North American institutions of higher learning in number of Woodrow Wilson Fellowships awarded for graduate study next year.

Leading the field in production of 1969 designates was Cornell university, with 30. Then followed the University of Toronto and the University of Michigan, each 24, and Wisconsin with 17.

Wisconsin led all colleges and universities in Region X which includes Iowa, Manitoba, Minnesota, North Dakota, Saskatchewan, and Wisconsin.

Eleven hundred seniors received the high honor of being designated by the Woodrow Wilson National Fellowship Foundation as the most promising future college teachers on the continent. The choices were made from almost 12,000 nominees.

The UW's Madison campus winners:

Joel F. Brenner, Richmond, Va.,

history; John E. Brosseau, Racine, English; Robert T. Craig, speech-communications, and Thomas B. Farrell, communications and public address, both Rochester, N. Y.; Isaac J. Fox, Baltimore, Md., economics;

Charles D. Gelatt, La Crosse, physics; David P. Levine, Chicago, economics; Catherine B. Lippert, Park Ridge, Ill., art history;

Leonard J. Martiniak, Waukesha, mathematics; William I. Miller, Green Bay, European cultural and intellectual history; Terrence M. Nearey, Neptune, N. J., linguistics;

Dennis V. Paoli, English literature; Sally A. Ranney, Milwaukee, philosophy; Ruth A. Ruttenberg, Bethesda, Md., urban and regional planning;

Lynda A. Schubert, Neenah, English literature; Paul D. Stange, Madison, Southeast Asia history.

Ten other students on the Madison campus received honorable mention. They are:

Edward H. Heintzberger, Rosemont, Pa., mathematics; Barry L. Kramer, Shaker Heights, Ohio, English; Rolf N. Olsen Jr., Madison,

American cultural history; Ann F. Prisland, Evanston, Ill., American history;

Paul H. Robertson, Stevens Point, comparative economics; Mrs. Sue V. Rosser, Madison, zoology-genetics; Wayne L. Shebilske, Madison, psychology; Joan E. Steiner, Millburn, N. J., political science; and Mrs. Joan T. Weingard, Miami Beach, Fla., linguistics.

All students will receive an academic year of graduate education, with fees and tuition paid by the foundation at the school of their choice, a living stipend of \$2,000, and allowances for dependent children. The foundation awards a supplementary grant to the graduate school each fellow chooses.

Announce Women's College Week

A mentally stimulating smorgasboard of intellectual fare will be provided at College Week for Women, June 11, 12 and 13, at the University.

College Week is sponsored annually by the Center for Women's and Family Living Education at University Extension.

It offers all Wisconsin women the chance to live in University dormitories while studying their choice of 55 seminars, conducted in campus classrooms by U.W. faculty members and experts from outside the academic community.

Time will be allowed for leisure activity, with bus tours planned to points of interest in Madison for those interested.

Participants may register for either: 1) one A and one B seminar, each consisting of three sessions totaling four and a half hours, or 2) only one in-depth C seminar, consisting of six sessions totaling nine hours.

An optimum enrollment of 1,200 is expected again this year at College Week.

Registration closes May 16. Brochures and enrollment blanks are available from Mrs. Bea Moser, Room 501, Extension Bldg., 432 N. Lake St., Madison 53706, phone 262-1411.



Receives Mucks Scholarship. Dennis Robert Campion (center), Milton Junction, is the first recipient of the Arlie M. Mucks Sr. Memorial Scholarship at the University of Wisconsin College of Agricultural and Life Sciences. Campion is a senior majoring in Meat and Animal Science. Shown in the photo (l to r) are Arlie M. Mucks Jr., Executive Director, Wisconsin Alumni Association; Campion; and Robert Rennebohm, Executive Director, University of Wisconsin Foundation.

Students Skip Meal, Aid Biafran Relief

The Biafran Relief Fund will receive a \$4,000 donation from the University living units, both private and university-owned as a result of students participation in a recent mass fast.

The fast, for which students chose to give up their evening meal, was organized by Peter Neufeld, a freshman from New York living in Adams Hall. About 5,000 of the 7,000 students living in University residence halls participated, making it possible for the dorms to contribute \$3,286. Among the private dorms student participation came close to 100 per cent. Contributions

from the private dorms averaged \$1 per student.

Because restaurants in the campus area were likely to reap the benefits of the Biafran fast, many of them were asked to contribute to the fund. Most of them responded generously.

Top Athletes Top Grades

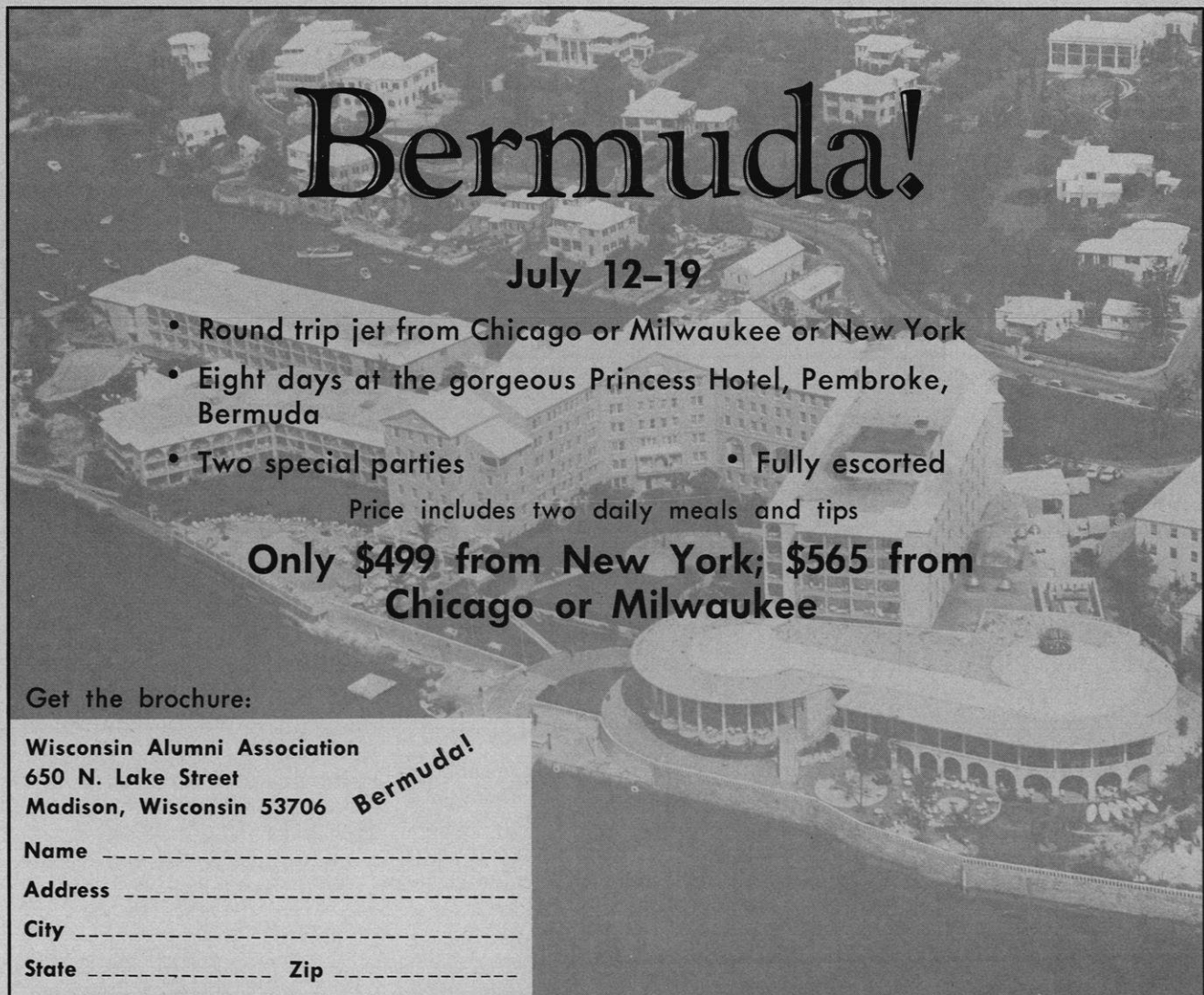
A total of 161 University student-athletes achieved a B or better (3.00) grade point average for the first semester of work during the 1968-69 academic year.

This is the largest number ever. Four of the athletes achieved a straight A (4.00) average including Sheldon Berman, Skokie, Ill.,

fencing; Rod Uphoff, Madison, basketball; John Schwartz, Madison, tennis; and Michael Rahn, Lake Bluff, Ill., golf.

Captains of five varsity sports attained a B or better average for the first semester's work including Jim Trebbin, Kenosha, baseball; Richard Odders, Racine, fencing; Wally Schoessow, football, Mequon; Bob Nicholas, Milwaukee, wrestling; and Bert DeHate, St. Paul, Minnesota, ice hockey co-captain.

Baseball and football both had 21 squad members on the list followed by fencing with 20, crew 18, tennis 16, golf and ice hockey 14; swimming 11; track and cross country 10, gymnastics 7, wrestling 6, and basketball 3.



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Zillman Joins UW Foundation

THEODORE W. ZILLMAN, a former dean of men and most recently assistant to the vice-president of business affairs and trust officer of the University has joined the University Foundation as associate director for deferred giving and estate planning.

A 1926 graduate of the University, Zillman received his law degree from Chicago Kent College of Law in 1936. He taught in the



Zillman

School of Business and also served as dean of men and chairman of the faculty committee on student life and interests from 1950 to 1964.

He is president of the Association of College Honor Societies, and president-elect of the national Phi Kappa Phi society.

The Foundation's executive director is Robert B. Rennebohm.

R. C. Zimmerman, Milwaukee, Foundation president, said "We are very pleased to have a man of Ted Zillman's distinguished background in legal, banking, and UW affairs to fill this new position. An increasing number of alumni and friends are providing for the University in their wills and the availability of a man knowledgeable in these areas to counsel with prospective donors will provide an important and necessary service by the Foundation."

HOUSING INFORMATION

Housing is one of the immediate needs which must be met when a student is admitted to the University. Because of the rising enrollments, students cannot always find the accommodations they want. The housing questions asked most frequently by parents and students were answered during interviews with the University housing staff.

Q. If my son or daughter plans to enroll here next fall, what classifications of housing are available?

A. There are three types: supervised, certified, and noncertified. *Single freshmen and sophomores under 20 are required to live in supervised housing unless they have written parental consent to live elsewhere.* (Further, the regents recommend that freshmen live in supervised housing.) Supervised housing—such as all University residence halls and some privately owned accommodations—meets the standards of the University as well as the city with respect to physical facilities and nondiscrimination; it has a resident staff and programs; it houses students only; and uses rental agreements provided by the University. *Certified* housing meets the minimum standards of the University and city with respect to physical facilities and nondiscriminatory requirements. Certified and supervised housing units are located within about a mile of the campus.

Noncertified housing is that which is located beyond that one-mile area and which conforms only to municipal requirements of non-discrimination and building facilities.

Q. The staff and programs offered by *supervised* housing units—what do they consist of?

A. I think you could summarize it by saying its purpose is to help the new student feel at home in this big University. A staff of housefellows—usually grad students trained to work with student problems—are on duty under supervision of University personnel. Then, each floor of the unit is organized as though its 50 residents were in a home. They're encouraged to get to know

each other and to take active part in the educational, cultural and athletic programs planned for them.

Q. When should a student apply for space in University owned housing?

A. The University has rooms for approximately 7,600 students. Preference is given to Wisconsin residents who apply by April 1 for the following academic year. Residence Halls accepts applications in October of the year preceding occupancy.

Q. Where should applications for University owned housing be sent?

A. To the Assignment Office, Division of Residence Halls, Slichter Hall.

Q. Can prospective students request a particular hall or specific roommate?

A. Requests for particular halls are accommodated until that hall is filled. Students' requests for a specific roommate are granted. (Residence hall management asks that the students mail their applications together.)

Q. Is a deposit required at the time of application?

A. No, not until the student signs a contract for the academic year. At that time \$35 is required. The student is billed four times within the academic year for the remainder of the contract.

Q. How much does housing cost in University owned facilities?

A. Costs for a double room with board ranged from \$920 to \$960 for the 1968-69 academic year. The student is served 20 meals a week. No special diets are available.

Q. What is furnished in University owned halls?

A. Everything except towels, washcloths, and clothes hangers.

Letters

(Continued from page 3)

Q. Is student parking available?

A. Yes, but parking facilities are extremely limited. There is no restriction on who may apply for spaces but preference is given to returning residents who normally take all available space. The parking charge for the 1968-69 academic year was \$40.

Q. If a student doesn't want to live in University-owned halls can he get information about other housing?

A. Yes, at the Office of Student Housing, 433 N. Murray street. We'll mail information about supervised living units on request, and we have lists of all non-supervised facilities which the student can stop in and examine. (Incidentally, the University encourages students to make a personal inspection of non-supervised housing before making any rental commitments.)

Q. What privately owned facilities are available and what are the average costs?

A. There are rooms from \$10 to \$17 per week; shared apartments ranging from \$50 to \$90 a month per person; and housekeeping units with a shared facility such as bath or kitchen for \$40 to \$60 a month per person. In addition there are a limited number of efficiency apartments which rent for about \$95-\$125 a month. Generally, the closer the facility is to the campus the higher the price.

Q. What is the student housing picture for the 69-70 academic year?

A. Supervised space is currently available—in University halls or private dorms—but it closes fast and we'd suggest students make arrangements as soon as possible. Other accommodations within walking distance of the campus will be in short supply too. There should be enough housing a little further off campus for those who don't mind the distance. ●

Ski Memories

... We had quite a good deal of skiing at Wisconsin in my day, too. (If You See a Crowd They're Skiers, *Wisconsin Alumnus*, Dec.-Jan.) This snapshot of our 1912-13 club appeared in the 1915 Badger ...

We had three fellows including myself with tournament ski jumping experience. George Campen and Jack Beard from Eau Claire were the other two.

Joe Bollenbech ... and I went down the toboggan slide on our skis, one

never-to-be-forgotten day. I had ahold of his belt ... About two thirds of the way down his knees gave way and I had to support him. I kept talking to him to pull himself up. Otherwise we would have both clattered down the trough.

Last year I put my "sticks" on once. It was a good day and I was pleased with the results because the old skill was still sufficiently there to be very satisfying.

Albert T. Sands '15
Rock Island, Illinois



Campus Skiers, 1912-13. Front row, l to r: J. W. Bollenbech, Marjorie Burwell, Dorothy Thorpe, Mabel Marshall, Miss Monro, Ruth Kentzler, Hazel Bricton, Mary Louisa King, Irene Rosaline Paul. Second row: Jean Irene Scilley, Dorothy W. Dickerson, Katherine Lucile Cronin, Olga Pressentin, Marjorie Austin, Mary Eastman, Florence Fleming, Myra Emery. Rear: Tighe, A. T. Sands, V. E. Nelson, R. E. Hall, H. O. Watrud, J. E. Halsted, W. B. Wilson, G. G. Demmler, Kaufman, H. S. Glielk, P. F. Graf, V. H. Young, J. B. Nelson.

... The scaffold looks much smaller than I remember it but it was big enough so that when the team from Westby, Wisconsin preceeded a meet with a demonstration, a nine-year-old boy was able to do a back somersault before landing, then to our amazement went up again and did a double back somersault: It was while I was at Wisconsin between 1925 and 1929.

N. C. Banfield '29
Juneau, Alaska

... I went skiing on the slope back of Chadbourne Hall as early as 1904 or 1905 ... I bought two straight grained Georgia pine boards and fashioned them into skis. We steamed them from the exhaust in back of the machine shops and bent them. We built a jump about two feet high with the aid of a box and banked snow. It was not much but it was fun as it was something new to me.

A. T. Lathrop '09
Williams, Oregon

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THE BLACKS' DEMANDS and the CHANCELLOR'S RESPONSE

Here are the 13 "non-negotiable" demands presented by the black students, and Chancellor Young's response to each, as presented in a statement from his office.

1—"Autonomous Black Studies Department controlled and organized by Black students and faculty, which would enable students to receive a B.A. in Black Studies."

Response—Last fall the Hayward subcommittee of faculty members and students (including black faculty and students) agreed that Black Studies offerings at Wisconsin should be an "area of concentration" in the American Institutions degree program. I am asking that group to review that decision and look at other possibilities. It is absolutely essential that whatever arrangement we choose is one that continues the interest and contributions of other units—for example, Departments like History, Sociology, Political Sciences, and the Law School—to the Black Studies area.

The establishment of a new Black Studies Department and a new B.A. degree in Black Studies would require action not only by the faculty but also by the Regents and the Coordinating Council for Higher Education. It would also require the appropriation of funds by the Legislature. I have no power to do these things on my own. But in this area as in others I want to do everything in my power to see that Wisconsin has the best program that can possibly be developed.

There is now a U.W. Afro-American and Race Relations Center. We are working to get it better facilities. A committee of faculty members, white as well as black, is responsible for its operation.

2—"A Black chairman of the Black Studies Department, who would be approved by a committee of Black Students and faculty."

Response—Chairmen of departments are chosen by a procedure spelled out in University regulations that can only be changed by faculty action. The director of a center is proposed by whatever group is responsible for its work. The present director of the Afro-American and Race Relations Center is black, and under present arrangements black faculty will have a major role in recommending any new personnel.

3—"That at least 500 Black Students be admitted to U.W. for the semester of September, 1969."

Response—Our goal is 500 more black students as soon as possible. We hope it can be met by next fall. Recruiting students is not enough, and we also need to see that lack of money does not keep good students away. We are working hard on the difficult job of finding financial aid for as many of these 500 as need it.

4—"That 20 teachers be allocated for the initiation of the Black Studies Department with the approval of Black students."

Response—We would like to have more than 20 additional black teachers. The University has made a special effort to recruit them for a number of years. Because of the competition from other institutions for the qualified teachers available, we have not had as much success as we would like to have had.

5—"That amnesty (defined as no reprisal or chastisement) be given all students who participate in boycotts or other such actions in reference to our demands."

Response—Amnesty for those who violate the law or campus rules is out of the question.

6 and 7—"That a Black co-director of the Student Financial Aids Office be appointed with the approval of Black students." "That

Black counselors be hired by the Student Financial Aids Office with the approval of Black students."

Response—We are now attempting to recruit additional staff members, who will be black, for the Student Financial Aids Office. There is no position of co-director, black or white. No students, black or white, have a veto over appointments in this office, but we do intend to consult black students and faculty because we need their knowledge of people who are available, interested and qualified.

8—"That scholarships be provided for all athletes up until the time that they receive their degree."

Response—Big Ten legislation prohibits adopting of a policy of granting athletic scholarships for a period in excess of four years. The University is aware of the financial problem confronted by the student athlete in his fifth year at this University, and is pledged to use its full resources to make it possible for him to receive the necessary financial assistance required by him to graduate.

9—"That the existing Black courses be transferred into the Black Studies Department."

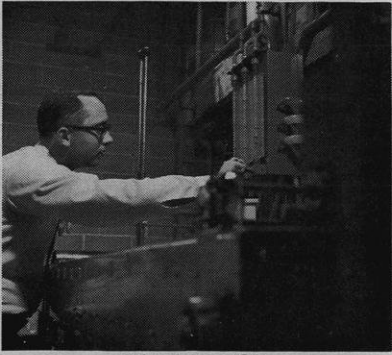
Response—We cannot move faculty members from one Department to another unless they want to move. In addition, I think it would be short-sighted to keep interested departments from dealing with the problems and contributions of Black America. On the other hand, ideas for better organization of Black Studies are going to be sought. The Afro-American and Race Relations Center has been performing a useful role in coordinating information about courses and programs available.

10—"That it be established that Black students have the power to

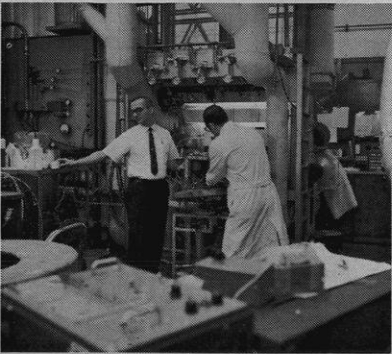
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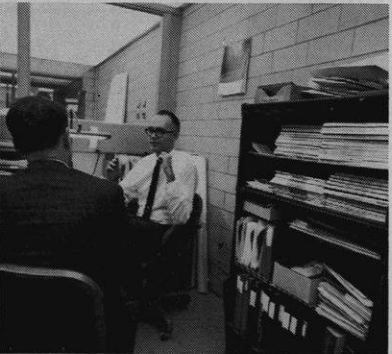
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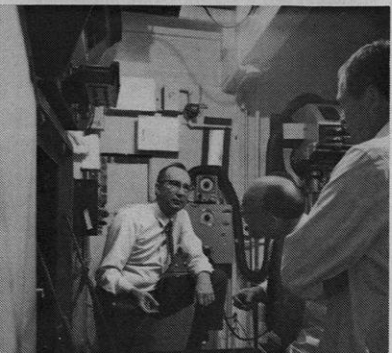
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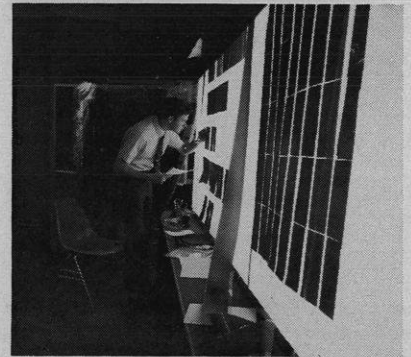
The other column shows the work environments of other real Kodak chemical engineers who have chosen to broaden out into work more involved with people, as in administration and marketing. Perhaps this is the direction you prefer.

Drop us a line telling us in which column your picture belongs. A wrong answer now will not count against you.

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Black Demands *continued*

hire and fire all administrators and teachers who are involved in anything relating to Black students."

Response—Whether black or white, students do not now have the power to hire and fire administrators and teachers. Teachers are appointed by the Board of Regents, on recommendation of the faculty of the department or school where they will teach. If they do not have tenure, that faculty will also recommend whether or not to keep them on. Faculties try to take student opinion into account. Administrators are hired and fired by the Board of Regents on recommendation of the U.W. Administration. The Administration tries to take student opinion into account also. Students have served and will serve on search committees for key positions that concern them. We will be looking to the Vice Chancellor for Student Affairs and his staff to make sure this is done.

11—"That it be established that control of the Black Cultural Center be in the hands of Black students."

Response—No buildings owned by the State of Wisconsin can be given over to students control under Wisconsin statutes.

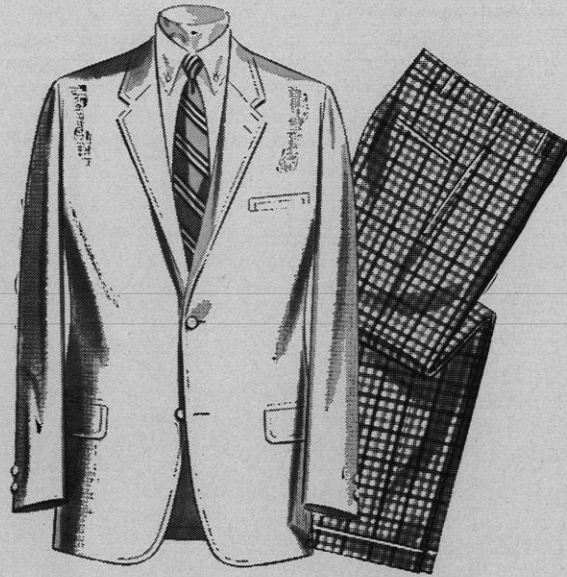
12—"That all expelled Oshkosh students who wish to attend U.W. be admitted immediately."

Response—The Oshkosh students may apply for admission to the University of Wisconsin for the summer session commencing in June of 1969 or any term thereafter.

13—"That proof (as defined by Black students) that the above demands have been met be given to Black students by the administration."

Response—Whatever kind of promises are made or assurances given, in the end we are going to be judged on our actions, not our words. American higher education has found it hard to act on the needs of the black community, but Wisconsin has done as much as any. We intend to do a good deal more. ■

March, 1969



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Alumni News

1900-10

Ira B. Cross '05, Emeritus Flood professor of economics, University of California, Berkeley, has been listed in the *World Who's Who in Science from Antiquity to the Present* as botanist-economist for research in the hybridizing of chrysanthemums.

1911-20

Karl A. Menninger '14, M.D., of the famed clinic in Topeka, Ka., has been named a 1969 recipient of the Modern Medicine magazine distinguished achievement award.

J. W. (Bud) Jackson '15 celebrated his 90th birthday recently and was featured in a Madison newspaper.

Mrs. Clarence B. Stewart (Marion Duke '15) has retired as secretary-treasurer of the Port Dover, Ontario public utilities. She was recently named Port Dover citizen of the week.

Arthur G. Tillman '17 was honored with a special recognition day at Western Illinois university for his 28 years of service.

Robert T. Herz '20 ran an eight-mile course in an hour and 33 minutes during a special contest in Dallas. He walked off with the trophy for the oldest contestant.

1921-30

William G. Fisher '21 was featured recently in a St. Paul newspaper. He was named Minnesota's outstanding senior citizen of the year last year.

Mrs. Willard J. Wendall (Margurite Baines '24) and **Myron Stevens '28** were married recently in Madison.

Arthur R. Tofte '25 has retired from Allis Chalmers after more than thirty years service. He lives in Wauwatosa.

1931-40

Benson H. Paul '31 was honored recently by the Society of American Foresters as a half century member at a Madison meeting.

Harold Howe '37 is project manager of a United Nations program in Costa Rica.

Norman Storck '37 has been appointed to the southeastern Wisconsin regional planning commission by Gov. Warren Knowles.

Russell W. Peterson '38 is the governor of Delaware. Wilmington is his home.

Thomas J. McGlynn '40 has been named vice president of Middle West Service company, Chicago. He lives in Palatine, Ill.

1941-45

Carlisle P. Runge '42 Madison, has been awarded the army's outstanding civilian service medal for his work as civilian aide to the secretary of the army for Wisconsin.

John A. Puelicher '43 recently became a member of the board of directors of W. R. Grace company, New York City. He lives in Milwaukee.

Carl S. Wallace '33 has been appointed special assistant to the U. S. secretary of defense, Wisconsinite Melvin R. Laird. Wallace is from Stevens Point.

1946-50

Robert C. Jenkins '47 has been appointed Portage (Wis.) county judge.

Hal Charles Kehl '47 was recently made executive vice president of First Wisconsin National Bank, Milwaukee.

Charles Dahl '49 of Viroqua, Wis. has been elected president of the American Council on Pharmaceutical Education. He replaces **William Apple '49**.

Anne Geyer '49 has retired as director of nursing at Methodist hospital, Madison.

Mrs. Harry Levin (Felice Michaels '49) is a writer in the Ford Foundation's public relations office, New York City.

Harry S. Phillips '49 has joined Underwood, Jordan associates of New York City as vice president.

William H. Taylor '49 has been named plant engineer at Oscar Mayer's Philadelphia plant.

Elmer H. Marth '50 is representing the American Dairy Science association on the American Public Health association's council on standard methods for the examination of dairy products. His home is in Madison.

1951-55

Lt. Col. Allan Don Aikens '51, U.S.A.F., is deputy director of the engineering division, headquarters European exchange system.

Donald E. Bowman '52 has been promoted to head of the counsel division of T. Rowe Price and associates, Inc. He resides in Baltimore.

Lester J. Dequaine '52 has been named director of employee relations for Stauffer Chemical company, New York City.

Jerry J. Cotter '53, his wife (**Mary McCord '64**) and family are spending a year in Taipei, Taiwan where he is serving as consultant to the United Nations in China.

Donald Hovde '53 is a member of the Board of Directors of the Madison Bank and Trust co. He lives in Madison.

Richard K. Wendt '54 has been promoted to second vice-president of the Nationwide Insurance co., Columbus, Ohio.

1956-60

Robert L. Gericke '56 has been chosen president and a director of the Seymour State bank, Seymour, Wis. is his home.

Loren J. Clark '58 of Chicago has been named second vice president in the bond department at Continental Illinois National Bank and Trust co., Chicago.

1961

Doris G. Garrett has been promoted to major in the U. S. Air Force. She is stationed at Lockbourne AFB, Ohio.

1962

Gordon A. Moon II has been named director of public relations for the Chicago Heart association. He recently retired from the Army after nearly 30 years service.

1963

Captain Leonard J. Fisher has arrived for duty at Wiesbaden AB, Germany.

Mrs. Gregory LaForme (Judie Pfeifer) of Cuyahoga Falls, Ohio has been appointed a volunteer service coordinator of the Human Relations Center for Kent State university, Kent, Ohio.

1964

James B. Duffy is sales recruiting coordinator for Baxter Laboratories, Inc., Morton Grove, Ill. He lives in Deerfield, Ill.

William H. Kern of Lincolnshire, Ind. is a member of Indiana State university's special education department. His major interest is in the area of learning in mental retardation.

Mr. and Mrs. Sheldon Schneider (Lynda Tell '65) announce the birth of Michael Leigh. They make their home in Chicago.

Mr. and Mrs. Wayne Tolnai (Lillian Trebotich) announce the birth of twins, Michael Lee and Willis Lon.

1965

Larry A. Sebastian has been awarded the distinguished flying cross for valorous action in Vietnam. He has returned to the University for advanced studies.

1966

Edward Gulesserian, Jr. recently visited Madison following a year's service in Vietnam. He will be re-assigned to Ft. Belvoir, Va. Capt. Gulesserian wears the Bronze Star, the Distinguished Flying Cross and the Air Medal.

Mr. and Mrs. John E. Schairer of Chevy Chase, Md. have graduated from a VISTA training program in Denver.

James W. Schroeder, Jr. has been promoted to Army specialist four in Vietnam, where he is serving with the 3rd ordnance battalion.

For Wisconsin Alumnae and friends, this

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at Wisconsin Center—Alumni House

Monday, April 21

Women's Estate Planning Seminar

a.m. CATHERINE B. CLEARY, Chmn.

PROGRAM

- 9:00 Registration—The Wisconsin Center
Coffee—Alumni House Lounge
- 10:00 Welcome—Robert B. Rennebohm, Executive
Director, University of Wisconsin Foundation
- 10:05 Orientation and Preview of Seminar
- 10:15 Estate Planning—Professor August G. Eckhardt,
Law School, The University of Wisconsin
- 10:45 Questions and Answers—Professor Eckhardt
- 11:00 What Insurance and Investment Counsellors
Can Contribute to Estate Planning Professors
Richard M. Heins, Stephen L. Hawk, School
of Business, The University of Wisconsin

p.m.

- 12:15 Luncheon—The Wisconsin Center Dining Room
Welcome to Campus—Vice Chancellor F.
Chandler Young
Introduction of Scholarship Winners
Programme—Courtesy of the School of Music,
The University of Wisconsin
- 2:00 Federal and Wisconsin Taxes and Estate Plan-
ning—Professor Shirley S. Abrahamson, Law
School, The University of Wisconsin
- 2:30 Questions and Answers—Professor Abrahamson
- 2:45 Charitable Giving and Your University's Founda-
tion—Theodore W. Zillman, Associate
Director for Deferred Giving and Estate Plan-
ning, University of Wisconsin Foundation
- 3:00 Questions and Answers
- 3:15 Adjournment

Fee: \$5.00 (includes luncheon)

Tuesday, April 22

Spring Women's Day

"Bridge To Tomorrow"

PROGRAM

a.m.

- 8:15- 9:15 Registration
Coffee
- 9:30-10:40 Sessions
- 10:50-12:00 Sessions Repeated

p.m.

- 12:15- 1:15 Luncheon—Memorial Union
Speaker Edwin Young, Chancellor
- 1:30- 2:30 Afternoon Program—Great Hall

Select the two morning sessions you want to attend.

- A. MEDICINE
Will the Computer Replace the Doctor?
G. Phillip Hicks, Assoc. Professor of Medicine
- B. SCIENCE
A Solution to Survival: The Ocean
J. Robert Moore, Assoc. Professor of Geology &
Director of Marine Research Laboratory
- C. LAW
*Conditions for Freedom: Supreme Court and the
Modern Constitution*
G. W. Foster, Jr., Professor of Law
- D. THE ARTS
Behind the Scenes on Broadway and TV
Jerry C. McNeely, Professor of Speech

AFTERNOON PROGRAM:

- The Art of the Actress*
Sybil Robinson, UW Speech Department
- University Singers*
Directed by Donald Neuen, Assoc. Professor of
Music

Fee: \$5.00 (includes luncheon)

Use this coupon and enclose your check(s) for reservations.

Wisconsin Center
702 Langdon Street
Madison, Wisconsin 53706

- Here is my \$5 check for the Estate Planning Seminar, April 21.
(Make check payable to University of Wisconsin Foundation)
- Here is my \$5 check for Women's Day, April 21.
(Make check payable to University of Wisconsin Alumni Association)

I UNDERSTAND THAT IF I MAKE RESERVATIONS FOR BOTH DAYS, HOTEL INFORMATION WILL BE SENT TO ME. ALL RESERVATIONS RECEIVED ON OR BEFORE APRIL 16 WILL BE ACKNOWLEDGED.

Name

Address

City State Zip

Circle two seminar preferences for Women's Day: A B C D

Can't Be With Us Both Days? Then Come for One!

1967

Tyy Mattson is now an assistant media buyer at the Clinton E. Frank advertising agency, Chicago.

Dan P. DuVall of New York City has been graduated from officer candidate school at Ft. Belvoir, Va. and commissioned a second lieutenant.

Eugene A. Grotbeck and **Randall J. Smith** have completed basic training at Lackland AFB, Texas.

Robert W. Hanson is manager of the Marcus, Iowa distribution division, Moorman Mfg. co.

John Paulos is a Peace Corps volunteer and will be teaching in Kenya's secondary schools.

Mark E. Thomsen helped the 10th aerospace defense group earn the U.S. Air Force outstanding unit award. He is a missile launch officer at Vandenberg AFB, Calif.

Timothy A. Verhaeghe has been awarded U.S. Air Force silver pilot wings upon graduation at Craig AFB, Ala.

Fredrick M. Wolf has been named a Peace Corps volunteer after three months training in Puerto Rico.

Robert P. Zillich has been graduated from a U.S. Air Force technical school at Keesler AFB, Miss.

1968

Mr. and Mrs. Rolf Egga Berg (JoAnn Meythaler) are Peace Corps volunteers and will be stationed in Venezuela.

Peter K. Christensen has entered pilot training at Reese AFB, Tex.

James G. Derouin has become associated with the Madison law firm of Im-mell, Herro, Buehner, DeWitt and Sundby.

David A. Hell has completed basic training at Lackland AFB, Tex.

Louise M. Lenar and **Carol J. Wicks** have completed the nurse corps officer basic course at Brooke army medical center, Ft. Sam Houston, Tex.

John A. Meidl finished a basic medical service corps officer course at Ft. Sam Houston, Tex.

Richard G. Rosenthal has been assigned to Ent AFB, Colo. for training in the administrative field.

Newly Married

1964

Jane Claire HARRINGTON '68 and William Herman GJETSON, West Allis
Maureen Ellen HARRINGTON '66 and Donald Carl KIND, Milwaukee

1965

Deanna Jean BATTEIGER and James Stevens Barr, Milwaukee
Pamela L. Johnson and Thomas Jay BENZ, Carmel, Calif.

Solveig Marie BJORKE and Karl F. Spielmann, Jr., Cambridge, Mass.
Peggy Ann BURGDORFF and John Thomas Douglas, Chicago

1966

Leslie Jean ANTONIUS and Robert Elder Bond, Madison
Susan Ann Rynders and Richard Clayton CARONE, Hales Corners, Wis.

Barbara Lynn Becker and Peter Jonathan DYKMAN, La Crosse
Vicki Lee Sachtjen and David A. GERFEN, Madison

Marlene Matz and James GRUENDLER, Madison
Janice Elaine BOLSON '65 and John Myron HOLTE, Beldenville, Wis.

Elaine Marie JENSEN '68 and Larry Allen GREGERSON, Madison
Suzanne MARBLE and James Cosgrove, Madison

Franceen Schneeberger and Bruce PERRONNE, Milwaukee
Janet Isabel CALDER '68 and Robert Michael STACK, Whitefish Bay
Barbara Rose Herrmann and James Michael PLAUTZ, Wauwatosa
Beverly J. TROEMEL and Stephen Germann

1967

Bonnie Harris and Larry DOMER, Green Bay



Langdon Hall

Madison, Wisconsin 53703
633 Langdon St.

LANGDON HALL continues its reputation as the finest dorm for women on campus—the big, comfortable building, the generous lounge, the single rooms, our handsome dining room and a location unmatched for convenience. Nowhere on campus is food served as at LANGDON HALL.

LANGDON HALL living is properly supervised, of course, as befitting our reputation.

Reservations should be made well in advance, since we accept only 188 young ladies.

Pay us a visit, or write for full information.

Sharon GERSTEN and Peter Luckman

Barbara Ann HUB and Charles Leon Buzzell, Madison

Kathryn Marie O'BRIEN and Lawrence J. JOHNSON, Baraboo

Shellie H. KEIR and Richard L. Robins, Chicago

Mary J. Boder and Fred A. KRAUTKRAMER, Thiensville, Wis.

Kathleen Anne Seitz and Blair Ray MACARTHUR, Whitefish Bay

Celine Yu-Hua Tan and Donald G. ROBERTSON, Edwardsville, Ill.

Linda Ruth STEEN and Robert John SPEVACEK '59, Delavan, Wis.

Jane Elizabeth Asmuth and Robert Otto WIENKE, Menasha, Wis.

Karen Ann ZBIKOWSKI '68 and Julian John ELLEFSON

1968

Mary Kaye Allen and Donald Kyle STITT, Whitefish Bay

Flora Jami BETLER and Stefan L. Koehl

Barbara Dee Hovey and William Nash BRADFORD, Birmingham, Mich.

Marilynn E. KULLMANN and William J. BROWN, Jr., Wauwatosa

Patricia Lynn Coyne and Jeffrey F. CARLSON, Madison

Carol Fern Halperin and Gerald E. COHN, Madison

Anne Hartman and John Robert DREW, Madison

Gail Marie Purcell and Robert Allan FRAHM, Madison

Ingrid Faith WILLIAMSON and Donald Lee HAMMES, Heidelberg, Germany

Joanne LaVon HANSON and John Denslow Chapin, Madison

Barbara Mary Hoffman and Perry John HAUGEN, Sun Prairie, Wis.

Barbara Ellen Blaisdell and James Edward HODGE, Milwaukee

Janice Ann RUTHERFORD and Michael S. KELLOGG, Madison

Susan E. CARISCH and Stephen J. LOBECK, River Falls, Wis.

Julia Carol LONGBRAKE and Ravindra Ramniklal Vora, Waukesha

Carol Jeon BRICKBAUER and James G. OZARK, Middleton

Mary Louise Haugslund and John James SCHMITZ, Madison

Diane Anita THORSTAD and Charles R. LeBosquet, Madison

Deaths

Frank Ellis PIERCE '95, Pasadena, Calif.

Henry DAVIS '06, Barrington, Ill. in Milwaukee

Stanley Gray DUNWIDDIE '06, Janesville

Joseph Porter FITCH '06, Whittier, Calif.

Francis Ellis JOHNSON '06, Salem, Ore.

Anthony Jacob KRYZINSKI '08, Milwaukee

Ole Leonard IHLAND '09, Ripon

Clarence Leon ERLANSON '10, Superior

David Joseph FLANAGAN '11, Bear Creek, Wis.

Lyman R. TALBOT '11, Newburgh, N. Y.

Paul John KELLY '14, San Diego

Gilbert Lincoln LACHER '14, Wirona, Minn.

Patrick Joseph NEE '14, Albert Lea, Minn.

Ralph Monroe BECKWITH '16, Lunenburg, Mass.

Mrs. Dennis Ford (Emilie Crecencia BENESH) '16, Fargo, N. D.

Howard THWAITS '16, St. Petersburg, Fla.

Mrs. Adolph Otto Baumann (Alma Threse GAUBATZ) '17, Coolidge, Ariz.

George Anthony BENISH '17, Milwaukee

Donald Adair BRINTON '17, Independence, Calif.

Mrs. George H. Campbell (Marjorie Mae ADAMS) '17, Chapel Hill, N. C.

Mrs. Charles Mark Merrell (Marion Clinch CALKINS) '18, McLean, Va.

Ernest James BROWN '19, Ft. Lauderdale

Marlys Dove SHAW '19, Chicago

Horace Hays WILLISTON '19, Milwaukee

Victor Eugene KROHN '22, Cleveland

Leo Peter SCHLECK '22, Madison

Benjamin Franklin AHRENS '23, Cleveland

Kitchell Phelps SAYRE '23, Edgerton

Frank A. FREIBURGER '24, Milwaukee

Joyce Marie LARKIN '24, Aiken, S. C.

Carl Albert ROTT '24, Sheridan, Wyo.

Edwin Ludwig Henry SCHUJAHN '24, Minneapolis

Carroll Paton WILSIE '24, Ames, Iowa

Albert George SCHMEDEMAN '25, Madison

Maynard Herman STEIG '25, Houston

Mrs. A. W. Genett (Florence Edna GREEN) '26, Fort Atkinson, Wis.

Kenneth Vernon POWERS, M.D. '26, Fullerton, Calif.

Mrs. William Herbert Davidson (Helen Ruth GODFREY) '27, Elm Grove, Wis.

Albert Walton LANE '27, Janesville

John Stephen CAVANAUGH '27, Madison

Francis Wilson THAYER '27, So. Beloit, Ill.

Bernard Cushing BRAZEAU '29, Wisconsin Rapids

Mrs. Clayton Merrill Holt (Mildred Kathleen MEULL) '29, Boca Raton, Fla.

Otto Hermann RICHTER '29, Madison

Herbert Louis WHITE '29, Bethesda, Md.

Orville Chester LEONARD '31, Kenosha

Mrs. George Love (Charlotte S. COLONY) '31, Joliet, Ill.

Joseph Hyman SWERDLOFF '31, Milwaukee

Donald Henry EISELE '32, Lewiston, Idaho

Mrs. William Lord Lyall (Naomi 'Toni' OWEN) '32, Madison, New Jersey

Mrs. T. P. Shields (Sylvia F. KLEINERT) '32, Los Gatos, Calif.

Norwood Taylor BRYANT '33, Stoughton

Leonard Norbert GREIBER '33, Madison

George Christian SCHMID '33, Valinda, Calif.

Paul Leroy TRUMP, Sr. Ph.D. '34, who came to Wisconsin in 1929, became dean of men in 1948, director of admissions in 1951, and registrar and director of admissions in 1959. Dr. Trump resigned in 1962 to become president of the American College Testing program in Iowa City, where he died last November.

Martin August BLIESE '34, Arlington Hts., Ill. in Milwaukee

Edgar Carl ROHDE '34, Plymouth, Wis.

Mrs. Walter Edward Johnson (Elizabeth Mabel MAHLKE) '35, Madison

Norman D. POORMAN '35, Madison

Richard Stephen Cushing BRAZEAU '37, Wisconsin Rapids (in July, 1968)

Richard Gordon CARTER '37, Madison, in Miami

Louis W. SIDRAN '37, Winnetka, Ill.

Mrs. Dayton Henry Hinke (Ruth Elizabeth FEMRITE) '41, Marshfield

Leroy Wensel ULLRICH '47, Manitowoc

Roger Thomas McHUGH '48, Madison, in Waupaca, Wis.

John Joseph FLAD '49, Madison

Harold Arthur CORK '50, Madison, in Milwaukee

Gerald Beauford KEPHART '53, Wauertown

Mrs. Irene Rockwell DOERR '56, Rockford, Ill.

Donald Allan SCHNEEBERGER '58, Kenosha, in Atlanta, Ga.

Joel Steven FARBER '59, Chicago

Robert Blair HIRSH '63, Jenkinton, Pa.

Mrs. Robert W. Edwards (Eleanor Margaret ALDERMAN) '64, Beaver Dam

John Pancoast ANDERSEN '66, Omaha, Nebr., in Madison

Lynn Ellen McKERRAL '66, Rock Island, Ill.

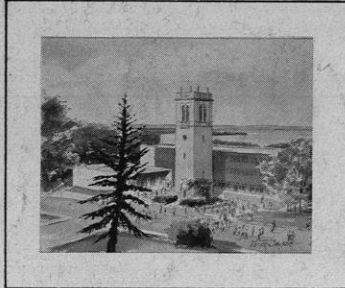
Now Enjoy in Your Home or Office . . .

WISCONSIN IN WATERCOLORS

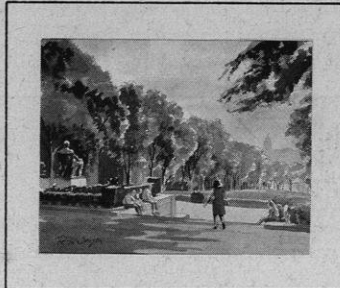


Bascom Hall

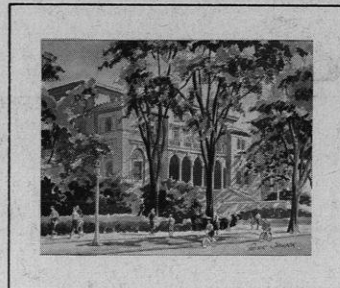
(Actual matted size of each 11" x 14")



Carillon Tower & Picnic Point



From Top of Hill



Memorial Union

. . . *Superb Sparkling Paintings*

by Peter Sawyer

Yes! Right now you can enjoy an exciting and colorful new idea in decorating your family room, library, student's room, office—A gift to delight the eye and stir the spirit!

What better time . . . the most nostalgic season of the year . . . to treat yourself, or someone near you, to a rare gift that recalls the splendor of the campus in all its brilliance . . . so universal in its beauty and appeal that even friends of alumni will be delighted to own these paintings expertly rendered with the unmatched spontaneity and freshness only possible with watercolors.

Artist Peter Sawyer was chosen to do the series because of his unusually fine, free technique which has won him national recognition as an award-winning watercolorist. He has captured in these paintings the very essence of WISCONSIN

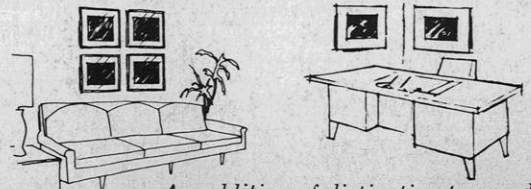
Each full-color scene, measuring 11" x 14", matted, is individually rendered (NOT a printed reproduction) on the finest watercolor paper.

The very low price of \$3.50 for each painting matted and ready for framing (only \$12.50 if

ordered in sets of four) is possible only as an introductory offer of the College Watercolor Group, a gathering of expert watercolorists who seek to create the widest possible appreciation for the medium of watercolors — and to introduce you, reacquaint you, or renew your delight in the marvelous, spontaneous, and refreshing world of watercolors.

For your convenience, you can also order these distinctive paintings framed with glass in handsome, hand-crafted frames of grey-brown wood with inset of soft-toned grey linen, delicately highlighted with inner border of gold trim, to add dignity and beauty to any decor and color scheme. These are available for an additional \$4.00 per painting, shipping and handling charges included.

So at a fraction of the actual value of this rare set, we make this initial offer—with full money-back return privileges. For a perfect gift to yourself—to alumni and friends alike—FOR IMMEDIATE DELIVERY, RETURN THE NO-OBLIGATION COUPON TODAY.



An addition of distinction to any decor

-----MAIL THIS NO-OBLIGATION COUPON TODAY-----

College Watercolor Group
P.O. Box 56, Skillman, New Jersey 08558

Gentlemen: Please send me immediately the WISCONSIN Watercolors indicated below, at \$12.50 for the set of 4, or \$3.50 each.

Please send the paintings matted, ready for framing.
 Please send the paintings framed (with glass).
 I have enclosed the additional \$4.00 per painting.

My check or money order for \$_____ is enclosed.
 If I am not completely satisfied, I understand I may return them for a full refund.

___ Bascom Hall ___ From Top of Hill
 ___ Carillon Tower ___ Memorial Union

Name _____
 Address _____
 City, State, Zip _____