



# LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

## **Wisconsin alumnus. Volume 69, Number 10 Aug. 1968**

[s.l.]: [s.n.], Aug. 1968

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

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

For information on re-use, see

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

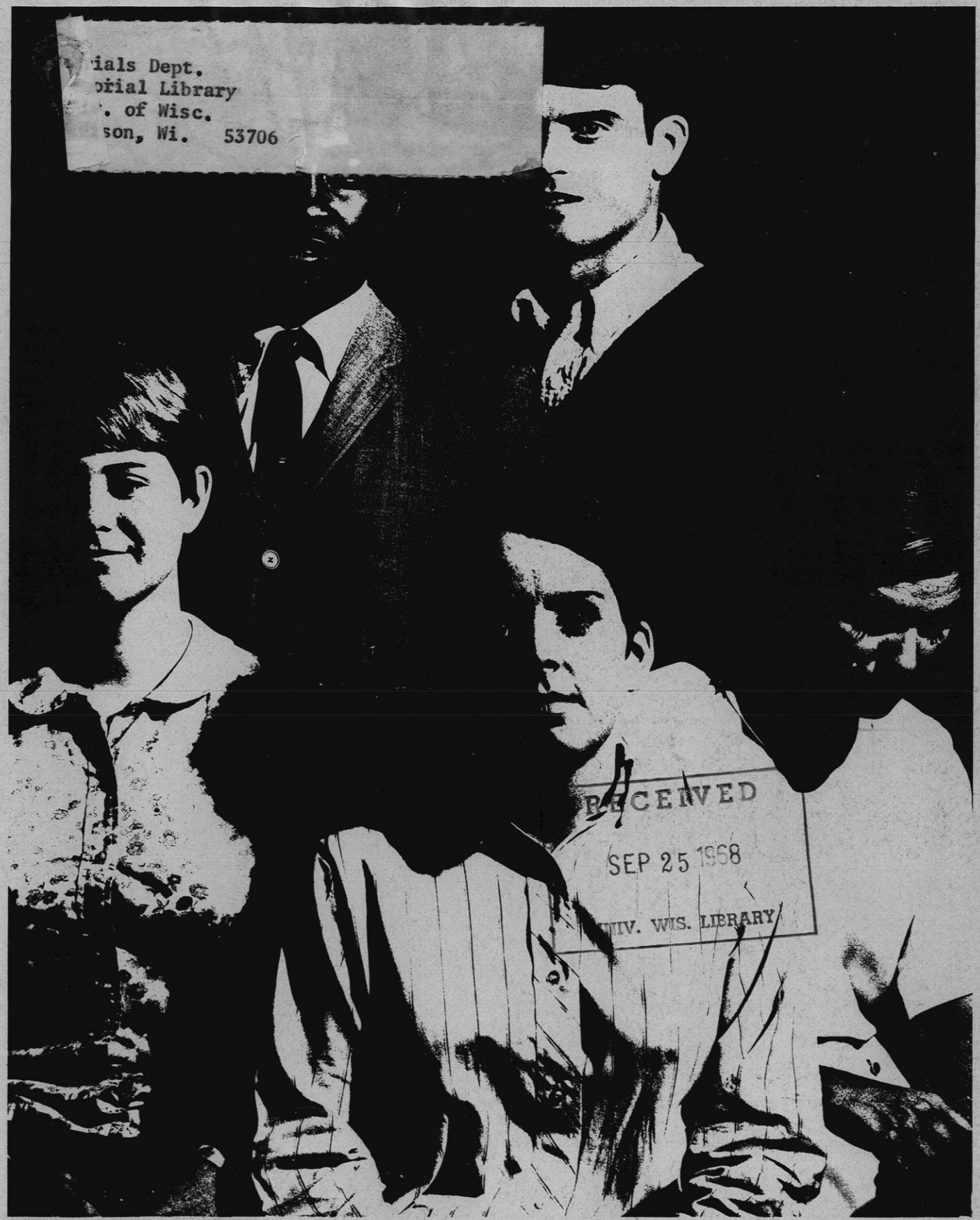
The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

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

PR

# Wisconsin Alumnus

AUGUST - SEPTEMBER, 1968



# ON WISCONSIN

Arlie M. Mucks, Jr. / *Executive Director*



WHEN YOU COME BACK to the University of Wisconsin after being away a few years, invariably you are struck by the amazing extent of new building on campus. The new is replacing the old all down Langdon street. And the new is filling out the campus to the west, even out past Forest Products lab and the VA hospital. Or, go south, along Park street, and see the solid growth almost to Regent street. A vital University of Wisconsin is building.

So is Madison and so, I'm sure, is your town.

So is the Wisconsin Alumni Association. Your executive committee and board of directors have set high standards for the Association and have urged on us a constantly improving program and the expansion of our activities into every field where we can be of assistance to our alumni, the students and the University.

The formula for success in such undertakings includes good volunteer leadership; a hard-working, intelligent staff; an interesting and productive program of work, and adequate financing.

You have given us all these things over the years. During the last five, your Association has won many honors, including the coveted American Alumni Council Administration award, tops in the field. We plan to continue and to grow. This is one reason why we stress the importance to us of increased memberships, and *life* memberships wherever possible.

LIFE MEMBERSHIP moneys are invested by a committee of alumni in a special Life Membership Fund. The working budget of the Association draws an amount from this fund, based on the number of living members, and puts it directly into our program. So every life membership helps us move forward with our program of service to University, alumni and student.

Life members are joining us at a record rate. You've seen the listings we run frequently: we now have nearly 6,000. But, as we all know, costs of doing business have risen substantially: our working budget has to grow along with our costs if we are to do the job right. For this reason we encourage all alumni to take out life memberships. This, and the fact that they are good investments for all who intend to continue to support your Association: regular yearly dues are \$10. Until January, a life membership is just \$100. After that they go up 50%. We tell you all about it on the back cover of this issue.

Believe me, whether or not yours is a life membership or an annual, we want you to know how much we appreciate your individual effort and the pride you take in your Association and your University. Both are among the largest and best in the world. It is you who have helped make them so!

## Last Month's Editorial

Just a note to congratulate you on your ideas as expressed in the June-July issue. It really, as you say, is time that the management of colleges and universities spoke up and stopped a lot of student foolishness.

I know the stand taken by William Sewell when he was Chancellor was greatly admired by those who were familiar with it.

**John Blossom '24**  
Sister Bay, Wis.

Your completely reactionary, unenlightened view makes one despair of University alumni of Wisconsin and elsewhere. A fair share of the blame must be put on the womb-nurturing contents of alumni magazines like this.

**Catherine Jackson Tilson '33**  
Hamden, Conn.

I wish to express my appreciation for the editorial you had in the June-July issue 1968. You expressed so well what I am sure most of the alumni think and feel.

I think that it is rather sad that so many young people today do not consider it a privilege to be able to obtain a higher education, but rather feel it is owed them. . . . I also wish to commend Chancellor Sewell on his stand during these riots and unruly days on the campus. I am sorry that he felt that he should resign from this position. . . .

**Fred O. Koch '34**  
Nyssa, Oregon

Enclosed is my check for the first yearly payment towards a life membership in the *Wisconsin Alumni Association*.

I would like to take this opportunity to express my disagreement with Mr. Mucks on the subject of "law and order." I would remind Mr. Mucks that a society in which there is total respect for "law and order" without full participatory rights and justice is a tyrannical society. Participatory rights and procedural due process should extend to students as well as other members of our society.

Sincerely yours,

**Howard A. Sweet '67**  
Cambridge, Mass.

## Porter, Come Back

In reading the excellent June-July issue of the *Wisconsin Alumnus* I noticed that Porter Butts was listed as one whose face would no longer be in the crowd. However, Mr. Butts has only withdrawn from the directorship of the union and will indeed be a face in the crowd for a number of years more as Professor of Social Education here on campus. In addition, he will be traveling, lecturing, teaching, and so on around the world.

**Marjean Jondrow**  
Publicity Director  
The Wisconsin Union

# wisconsin alumnus

Volume 69 Aug.-Sept., 1968 Number 10

## FEATURES

- 4 Mr. President
- 6 Regents Tighten Conduct Rules
- 8 The Student and Mental Health

## WISCONSIN ALUMNI ASSOCIATION

### OFFICERS 1968-69

**CHAIRMAN OF THE BOARD:** Donald C. Slichter '22, 611 East Wisconsin Avenue, Milwaukee, Wisconsin

**PRESIDENT:** Raymond E. Rowland '25, 7701 Forsyth Boulevard, Suite 1250, St. Louis, Missouri

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

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

**SECRETARY:** Mrs. Betty Geisler '37, 2929 Colgate Road, Madison, Wisconsin

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

### Staff

Arlie M. Mucks, Jr. '43  
Edward H. Gibson '23  
Wayne L. Kuckkahn '61  
Thomas H. Murphy '49  
Mrs. Harriett Moyer  
Gary D. Meyer '63  
Mrs. Gayle Langer '59  
Mrs. Helen Slauson  
Mrs. Elma Haas  
Mrs. Jennette Poulik  
Owen L. Bartram

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

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



# Meet Mr. President

He's Ray Rowland,  
that busy fellow from Checkerboard Square.

**R**AY E. ROWLAND, the smiling gentleman on your left, retired last January from a nice, steady job: he was Chairman of the Board and executive officer of Ralston Purina company, St. Louis. And after 41 years in the harness he must have faced the future with some misgivings. After all, what would there be to occupy the long, dreary hours, except: continuance as a director of the company and of the Mercantile Trust com-

**H**E HAS AN OFFICE downtown. And there is the other office, the one at Barnes hospital, from which he is directing that institution's \$18.6 million building program.

When things *really* grow dull, there are the demands of his 500-acre farm in Belleview, Mo., and its permanent residents, 200 head of Polled Herefords, plus



The Ray Rowland family in a photo taken "a couple of grandchildren ago". Mrs. Rowland (Connie) and Ray are seated in front. Behind them are from left, Elaine and Ben Bishop, Eleanor and Robert Strain, and Pauline and R. E. Rowland, Jr.

pany national association, the Transit Casualty company, the Granite City Steel company, the Union Electric company, the Norfolk & Western Railway company, and of the St. Louis area council of the Boy Scouts of America, the United Fund of Metropolitan St. Louis, the city's hospital planning commission and the Herbert Hoover boys' club of St. Louis.

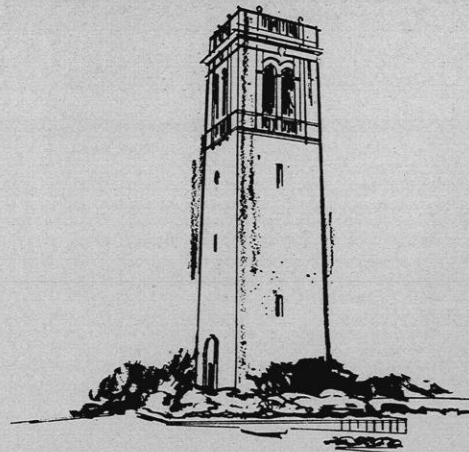
Oh, and then there is his trusteeship of Lindenwood college, of Barnes hospital, of a mechanical trades school and of Wisconsin Alumni Research foundation (*WARF*).

And chairmanship of the organizing committee for the National 4-H Club foundation capital fund program. And active membership in seven local clubs.

such welcome transients as a legion of friends, three married children—twin daughters and a son—and 12 grandchildren.

Well, then, you can understand why Ray E. Rowland, '25, jumped at the chance to serve as your *Wisconsin Alumni Association* president for 1968-69, a term which began in July. What else was there to do when you have no other interests? And how will he take care of his presidential duties? Unless the directors of Ralston Purina and a trust association and a casualty company and a steel company and the electric utility and a railroad and the Boy Scouts and United Givers and the hospital planning commission and the national 4-H and two schools and *WARF* are wrong, he'll do just fine. ●

# The University



## Regents Tighten, Clarify Code For Student Conduct

A new code for student discipline was adopted unanimously by the Board of Regents at its July meeting, a code which several area newspapers described as "tough".

It spells out non-academic conduct considered disruptive, establishes processes by which those accused of misconduct will be heard, allows for appeals by student and administration, and lists the specifics of various forms of discipline to be meted out.

The code is a revised and tighter form of previous Madison campus faculty recommendations on such procedures, and will apply to all State university campuses.

The new bylaws prohibit "intentional conduct that seriously damages or destroys University property" or attempts to do so; "intentional conduct that obstructs or seriously impairs University-run or University-authorized activities;" and "intentional conduct that indicates a serious danger to the personal safety of other members of the University community."

The code prohibits such activities as blocking entrances to a building; interrupting speeches or programs by heckling, "derisive laughter or other means"; and the use of similar means to disrupt classes.

It allows individual faculties of various state campuses to establish disciplinary committees, and permits the hearing committee to have students as members, but requires that the committee majority must be faculty. If students are included on the hearing committee, final authority must be vested in an all-faculty appeals committee.

Either the student or the administration can appeal the decision of the hearing committee to the appeals body within five days. The appeals board is then required to meet within seven days.

Penalties provided include probation, suspension, or expulsion. A suspended student can apply for readmission after one-half of his sentence has expired. A student who is expelled must wait a full year before applying for readmission. Applications must go through the committee involved in the original disciplining action.

The new code permits the campus administration to invoke immediate suspension of a student pending his hearing if it is indicated that his misconduct will be repeated, although he must be granted the same hearing rights as any student accused of misconduct.

The board also encouraged continuing study of discipline policies and procedures by student-faculty committees of each campus, with periodic reports to the faculty and regents.

"It is essential that a University be able to maintain the order and decorum necessary for it to fulfill its functions," the new by-laws state.

"The educational goals of the University can best be pursued in an environment that maximizes freedom and the opportunity for all members of the University community to contribute to its governance. Moreover, students are more likely to act with responsibility within a system they have some voice in creating. Students, therefore, should have clearly defined means for participating in the disciplinary function."

In a letter to the regents, David Goldfarb, president of the Wisconsin Student Association complained that no students were involved in the deliberations. Robert Taylor, presidential assistant, replied that the administration and faculty committee which drew up the by-laws was aware of student views from student participation on the subject with several previous committees. ●

## 34,000 On Campus

The University of Wisconsin's total enrollment this fall is expected to be about 58,000 students, according to the UW Office of Institutional Studies.

The anticipated six per cent increase in total enrollment should result in about 34,200 registered on the Madison campus, some 16,500 at Milwaukee, about 2,600 at the UW-Green Bay complex, about 1,400 at the UW-Parkside complex, and about 3,400 at the seven University Center campuses throughout the state.

A slight increase in new freshman enrollment is anticipated at all campuses of the University. The total enrollment may exceed estimates by 300 to 500 depending on the impact of the new draft law.

The New Student Program for all new freshmen and new transfer students was held Sept. 8-15. Classes began Sept. 16 on all campuses.



## Establish Library

A memorial library collection in honor of a former faculty member of the University college of engineering in Madison will be established at the Bengal Engineering college in Howrah, India, as a result of recent action by the UW regents.

The regents accepted \$781.25 from friends of the late Prof. Gerald Pickett to be used to defray expenses in preparing, packing, and shipping his personal library to the college in India. Any balance may be used to augment the library.

Prof. Pickett died in 1967. He had served the University for 16 years as teacher and researcher in the college's engineering mechanics department.

He had a deep interest in the University's cooperative program with developing schools in other countries, especially India, where he served two years and two summer sessions.



## Predict Tightening of Grad Admission Standards

Raising the academic requirement for admission to the Madison campus graduate school may be one of the steps necessary if a prediction of heavily increased graduate enrollments materializes in the next decade.

The state's Coordinating Council for Higher Education (CCHE) recently forecast "an almost overwhelming increase in number of potential graduate students." CCHE projected 36,831 potential graduate students in 1977-78—nearly three times as many as are now accommodated in the University of Wisconsin and the State University system.

One of the alternatives now being weighed by the Madison graduate school administrative committee is raising the admission requirement from 2.75 to 3.0 grade point average on undergraduate work, the regents were told. The 3.0 average is equivalent to a B or higher.

If the requirement is raised, it will be accompanied by a policy of encouraging departments to make exceptions where warranted. These would be based on other aspects of a student's record—test scores, special employment experience, marked improvement in later undergraduate years, or unusually good work in the student's major field.

The CCHE report observed that Madison's "rate of growth in graduate student numbers has been dropping steadily and quite remarkably for half a dozen years." The growth last year was 10.2 per cent. CCHE projected a growth rate as high as 15.1 per cent in 1971-72, followed by a rapid decline up to 1977.

If the statewide projections are realized, it will be necessary to expand graduate opportunities elsewhere in Wisconsin—including programs at UW-Milwaukee and other state institutions, the report observed.

CCHE also forecast a sharp increase in proportion of graduate students at UW-Madison from 27.5 per cent in 1967-68 to 45 per cent by 1977, with resulting decrease in proportion of undergraduates. The CCHE projection shows fewer undergraduates on the Madison campus in

1977-78 than were actually enrolled last year.

If the UW-Madison graduate percentage rose to 40 or 45 per cent, the campus proportion would still be below many major universities in this respect, the report pointed out. Five years ago the graduate percentage was 68 at the University of Chicago, 62 at Harvard, 51 at Western Reserve, 48 at Yale, and 46 at M.I.T.

In a separate report, the administration informed the Regents that the proportion of non-resident students in the UW system has declined steadily in recent years while increasing slightly on the Madison campus. However, the higher Madison proportion of 30 per cent in 1967-68 is being reduced to meet a CCHE quota of 25 per cent by 1971.



## Former Student Back, Heads ROTC

A former student of the University during the years just before World War II has returned to Wisconsin to become Army ROTC professor of military science.

He is Col. Edwin G. Pike of the Army chemical corps, a Wisconsin native born in Portage who was a UW student in 1937-1941.

He was commissioned a second lieutenant in the Army Reserve upon completing his ROTC studies in June 1941.

Col. Pike replaced John R. McLean as ROTC commandant on the Madison campus. Col. McLean's next assignment is commandant of the Army Management School at Ft. Belvoir, Va.

Col. Pike comes to the University from a three-year tour of duty as commandant of the Army Chemical School at Ft. McClellan, Ala.

He served in the Mediterranean theater of operations during World War II, in the Far East Command, Japan and Korea, 1952-54, and as assistant Army military attache in Belgium, 1961-64.

He received his BS degree in military science in 1956, and his MS degree in industrial management in 1957, both from the University of Maryland. ●



# THE STUDENT AND MENTAL HEALTH

*An interview with Seymour Halleck, M.D.*

Seymour Halleck, M.D., 39, has been director of student health psychiatry at the University of Wisconsin since 1963, and sees his department as outstanding in its staff, clinical facilities and the services it is able to provide University students. A 1952 graduate of the University of Chicago, Doctor Halleck took his residency training in psychiatry at the Menninger Foundation, Topeka. He has done extensive psychiatric work with inmates of correctional institutions, and is chief psychiatric consultant to the State Division of Corrections. His work has appeared in several medical and psychiatric journals, and he is the author of three books on psychiatry.

**Q:** How does the mental health of students as a group compare to a decade or so ago?

**Dr. Halleck:** I don't suppose there is a general answer. Students are much more willing to see psychiatrists today—much more sensitive about psychiatry. There is a great deal less stigma attached to coming to a psychiatrist than there used to be. On some campuses the frequency of students seeing psychiatrists has almost doubled in the last couple of years.

**Q:** What percentage of University of Wisconsin students would you say have emotional problems? Is this percentage high or low for the rest of the nation?

**Dr. Halleck:** We may see anywhere from 10 to 15 per cent of the student body here before they graduate. The counseling center, I think, sees as many. Then too, I assume that many students go to private therapists. So I would be guessing, but I would estimate that one out of five students consults one of us during the course of their years here. If that figure is correct, it indicates a high incidence, but I think it has a "healthy" aspect about it, too. It means that students are anxious to get help with their problems. Incidentally, that statistic would also

cover people who perhaps have no more than one or two conferences with a therapist.

**Q:** Have students' problems changed in recent years?

**Dr. Halleck:** Yes. Significantly. There is much more alienation. It's a pretty tough world we're living in these days, and while it doesn't wound all young people, it can be traumatic for those who are psychologically weak in one way or another, or who are more sensitive, more likely to become vulnerable.

**Q:** You say there is more "alienation". How do you define it?

**Dr. Halleck:** It's an estrangement from the values of one's society and family, and from that part of one's history and affectual life which links one to his society or family. There are several signs indicating alienation: 1) *The alienated person has a tendency to live in the present and to avoid commitment to people or causes or ideas.*

2) *There is almost a total lack of communication between the student and his parents or other adults.* The alienated student rather passively withdraws from the area of adult values. He will do as he pleases, while saying he doesn't want to hurt his parents but "what they don't know won't hurt them". These students will usually insist that they are not angry with anyone—that they simply want to be left alone.

3) *The alienated person has an ill-defined self-concept.* Late adolescence is the time in which most young people seek and find a solid identity. The alienated student, however, might be described as existing in a rather chronic state of identity crises.

4) *There is a tendency toward sudden severe depression, often accompanied by attempts at suicide.* Because the alienated person rejects his past and refuses to accept the possibility of a future, he has difficulty comprehending his own motivations

or the limitations imposed on him by earlier experiences. He projects his difficulties on the world and blames his problems on the failure of society to provide him with a meaningful life. With this kind of a defense he can't adapt when he's exposed to situations which touch on unconscious conflict. The result is great clouds of depression coming out of nowhere. There are few problems in life as painful as depression which can't be even partially related to one's own existence.

5) *There is usually an inability to concentrate or to study—a tendency to be lazy, easily distracted and to argue that conventional education is meaningless.*

6) *There is promiscuous but ungratifying sexual behavior.*

And, probably, there is 7) *the use of marijuana or LSD.* Smoking marijuana has become almost an emblem of alienation. The alienated student realizes that the use of "pot" mortifies his parents and enrages authorities. The quest for exciting inner experiences brings on the use of LSD, representing a frustration with reality, a sense of futility of efforts to alter the external world.

Now, these seven traits are not necessarily present in equal degree in every alienated young person, although most of our patients do exhibit at least some aspects of all seven.

Alienated students make up only a tiny proportion of college students, but they are heavily represented in any group of patients in our clinic.

**Q:** You said it is a tough world today. Hasn't the world always presented problems to young people?

**Dr. Halleck:** Of course it has. But it always offered some means of finding answers—a good education, hard work, a good job, a "desirable" system to be a part of. Today the young have lost faith in the system itself.

*(Continued on page 10)*



*Today's world causes emotional problems for 1 out of 5 college students. A prominent University psychiatrist tells why, and how Wisconsin is singularly well-equipped for treatment.*

They don't accept that final "answer". For example, they think that there must be more to life than a job, family and a home in the suburbs. Or, they may feel guilty that as a nation we have so much and do so little with it.

*Q:* What is your approach to the alienated student?

*Dr. Halleck:* We try to help him sort out what part of the problem is real and what part he is creating for himself. The psychiatrist deals primarily with miseries that people make for themselves. If we can sort them from those from outside sources we can begin working on the experiences that have led to his unhappiness.

*Q:* Is the University psychiatric clinic equipped to handle this and the other problems of disturbed students?

*Dr. Halleck:* I think we are very excellently equipped. The clinic here at the University is singular, I am almost certain, from any other setup in the country. Our department is a part of the University Medical Center. It is a teaching hospital. Student clinics at most other schools are divorced from the medical school and have much smaller staffs than ours. We have 40 physicians in residency for a psychiatric specialty, plus about 30 nurses, technicians, etc. There is no time during the day or night when we cannot meet any crisis situation. I might add that our 40 M.D.'s spend between half and three-fourths of their specialty training exclusively with students. Students are a very interesting population to work with. They have enriched us immeasurably.



*Q:* To get back to the alienated student, do you see a pattern in their early lives?

*Dr. Halleck:* Well, of course, there is no identical pattern between any two patients. But there are factors in early life which seem to be shared by most alienated students. Usually they come from a middle class background and are likely to have grown up in a large city. The parents have probably considered themselves psychologically sophisticated and have raised the young person in a rather permissive way. Quite frequently one or both parents had some emotional difficulties which required psychiatric treatment.

But I think of great significance is the fact that love, which supposedly surrounded this child, is more verbalized than real. Moreover, each parent, probably trying to solve his own problems, has frequently identified with the child and imposed role responsibilities upon him which more appropriately belong to the other parent. There have often been "double-binds"—conflicting messages such as "enjoy yourself and be popular" versus "you've got to work harder, your grades are too low".

The future alienated student probably sees his father as a likeable but shadowy figure, lacking in strength, while his mother has been more dominant. He has had a confusing background in the area of anger: his parents have told him that an occasional expression of anger is psychologically good. Yet they have worked so hard to avoid his anger against *them* that they've created an impression of understanding and permissiveness which made direct confrontations between child and parents unlikely.

This kind of environment has led the student to adopt a pseudomature pose in which he is rebellious enough and yet conforming enough to please his parents.

*Q:* Young people today have more freedom than ever before. Is this good, bad or indifferent?

*Dr. Halleck:* In some respects it is good. Certainly many of them are smart enough to handle their freedoms. For others it's a problem. Some young people get paralyzed

when they have unlimited freedom. They see so many alternatives that they are unable to choose. For example, the young person today is not prevented from dating or even marrying a person of a different religion, different nationality, different race. He can choose what he wants to do, choose where he wants to live, choose where he wants to travel, to be really without any kind of surveillance at all by society. For some young people this is fine and they handle it well. For others it is too much, because they need a lot more structure in order to be comfortable.

*Q:* Does this situation increase alienation?

*Dr. Halleck:* Yes. The student coming from the parental situation we talked about is suddenly free of the subtle control of his parents. Having learned to be guilty and doubtful of the validity of his feeling, he experiences even more intense guilt when there are no rules to serve his need for guidance. His guilt might be compounded by the realization that college life is a highly desired and special situation, that his affluence is unearned, and that millions of people in our society can only dream of the privileges the student routinely enjoys. So he probably reacts to this new freedom and his increased guilt with a peculiar kind of apathy and withdrawal. He becomes convinced that in a world in which anything is possible no goal is really important.

*Q:* How about the hippies? How do you analyze them?

*Dr. Halleck:* I believe the whole hippie thing is another way of dealing with failure to make it. I am sure many who are hippies now would have been mental patients five or ten years ago. Of course, in some ways they are much better off being hippies than mental patients. It's an alternative adaptation.

*Q:* What about the activists?

*Dr. Halleck:* There are two kinds of activists. There are those with definite goals, who are committed to implementing these goals through the system. And there are those who are intent on tearing down society. They are two quite different breeds.

*Q:* There is not necessarily emotional problems involved in either case, is there?

*Dr. Halleck:* No. In fact, I am not terribly anxious to talk about activists, because any psychological interpretation raises the question of their mental stability, and thereby insidiously questions the validity of the changes they seek. I don't think that's fair to them. However, I think we can honestly examine the specific psychological needs of individual protesters. For example, when I said that there are two kinds of activists—those who wish to change things within the system, and those who wish to change things by tearing down society—I could have added that when there are emotional problems involved, they are likely to be found in those who want to tear everything down.

*Q:* Well then, taking that group apart from the "untroubled" activists, what kind of a pattern do you find?

*Dr. Halleck:* Well, I think we find many of the same symptoms as in the alienated student, with emphasis on externalizing guilt feelings and attributing to others motivations which the student is loathe to admit in himself. Further, there is a sometimes pathological suspicion of adults. In addition many student subcultures today are so isolated from the adult world that they've lost much of their capacity to correct the misperceptions of their most disturbed members. As a group they incorporate their distorted perceptions in a way which protects them from rebuttal or even rational appraisal. Under these circumstances, otherwise intelligent students form erroneous beliefs through peer group pressures, and buy some highly unlikely propositions.

Finally, the great amount of publicity and status the dissenters get has attracted many disturbed people to a lot of causes.

*Q:* Well, what about those student protestors who are emotionally "healthy"? Why do they protest? Why aren't they, as some alumni recall themselves, "too busy getting an education" for protest activities?

*Dr. Halleck:* I think we have to examine the stresses in a person's life which lead him to take action against

what he sees as an intolerable situation.

Modern man experiences the most severe stress when others attempt arbitrarily to control, deprive or abuse him. Once an individual feels oppressed he must *adapt* to this stress by changing something. He can change himself or he can change the outside elements he believes create his oppression. Until a few years ago the tendency was, by and large, to change *ourselves* to fit the expected mold. But today young people doubt the infallibility of that mold to which they are asked to conform.

Today's student seems to live in an aura which favors protest. *He prefers to set about changing what he doesn't like in life rather than changing himself.*

And what is there that he does not like? In the last three years every male patient I have seen (regardless of his political leanings) has voiced anxieties about the draft. The mood of the country is not that of a nation at war; there is a great gap between the involvement of the serviceman in Viet Nam and the civilian at home. This and the fact that a young man might believe the war immoral, unnecessary or misguided, make the student's perception of oppression more realistic. Yet if he finds some security in being granted a temporary deferment, he may feel considerable guilt over this privilege.

The knowledge explosion has hit this generation harder than any previous one, placing intellectual demands on students as never before—another form of modern stress. Today's college student has been worked hard, often *overworked*, since he was thirteen. Intellectual labor is lonely work. It is tedious and without immediate rewards.

Then, college has become a terribly impersonal world. The thousands of students enrolled on university campuses make student-faculty contact nearly nil. Many students are deprived of any but the most superficial contact with adults. This lack deprives them of the opportunity to identify with the values or to share the wisdom of older generations.

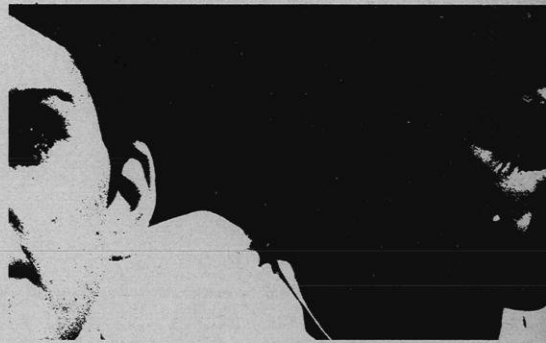
Affluence is another form of modern stress. Our society has more than

any other in history, but affluence without a tradition of service, without a sense of responsibility and without a social purpose leaves our young people in a vacuum of boredom and despair. As the pressures for economic security have diminished, the affluent student has been deprived of a major vehicle for involvement and commitment. If there is guilt here about influence, it takes on further burden for the idealistic, psychologically sound, and committed student with a truly Christian, socially responsible attitude,

So I don't like to hear anyone pan modern kids who work hard, have fun and take a healthy active concern for the world they'll be running tomorrow.

*Q:* Among the increased freedoms students have today, is sexual freedom. Is there more sexual activity?

*Dr. Halleck:* There is slightly more sexual activity, but not nearly so much as the media would have us believe. The actual rates of sexual intercourse on campus haven't changed



much in the last 20 years. There are profound changes, however, in terms of attitude and tolerance of premarital sexual activity and also profound changes in the level of sexual sophistication: kids are much more aware of sex, much more comfortable with it, and certainly much more willing to talk about it.

*Q:* One of the factors you mentioned in background of the alienated student was permissiveness. Would you care to comment?

*Dr. Halleck:* There is strong evidence that young people who are most unhappy and most disruptive come from permissive homes. As I said before, many young people, even

*(Continued on page 22)*

# A Legacy of Beauty

by Harriett Moyer

IT STARTED WITH an olive green potholder. The weaving of this potholder in the second grade fired what was to be a life-long interest in textiles and weaving techniques for the late Professor Helen L. Allen of the Related Art department. Miss Allen, who died in August, remembered the potholder well because the teacher later called on her parents to discuss the matter of the color choice. Olive green is not a typical selection for a second grader, yet she had chosen it above the usual bright hues used by her classmates.

Her eye for subtle colors and her preference for subdued, elegant work were most evident when she talked about her extensive collection of textiles. That collection is one of the largest and richest on any campus. It encompasses work from all over the globe and from 600 A.D. to the present, and it is an eclectic assortment: heavy old brocades contrast with shaggy modern hangings; there are exquisite Chinese embroideries, almost unbelievably fine Italian crochet, Frank Lloyd Wright prints, webs of handmade lace. Well known artists such as the Finnish weaver Dora Jung and textile designers Dorothy Liebes and Mariska Karasz are represented. The most valuable single piece in the collection is an official cummerbund of the Shah Abbas of Bagdad. Woven of silk in 1648, it is ten feet long, 18 inches wide and valued at more than \$1,000.

"We have the biggest collection of India prints and batik from Indonesia in the west," Professor Allen said. "One of our students from Indonesia photographed our samples because we had things that even the museums of his own country did not have. And our William Morris prints are better than those of the Chicago Art Institute." William Morris is an English designer who started a crafts movement and whose work is now classic.

Miss Allen bought most of the collection with her own funds, and, surprisingly, found much of it at household sales in Madison. "Madisonians have been all over the world, and I never know what will turn up at the next sale," she commented. "As a matter of fact, we have the William Morris prints because a Madison lady had a basement full of prints which a



In cluttered storeroom used to house her valuable fabric collection, Miss Allen posed shortly before her death in August. French-knotted bedspread in foreground is dated 1820.

decorator friend had given her years ago. I went over there not expecting much, and could hardly believe my eyes. The samples were authentic and in good condition."

**O**NE OF THE MOST UNUSUAL pieces in the collection is a linen bathmat from Finland. "I saw this design in my hotel bathroom, and there was no rest for me until I tracked down the material." For Miss Allen a machine-made piece of work held as much interest as one which is hand-done. "After all, someone had to originate the good design for the machine, didn't he?"

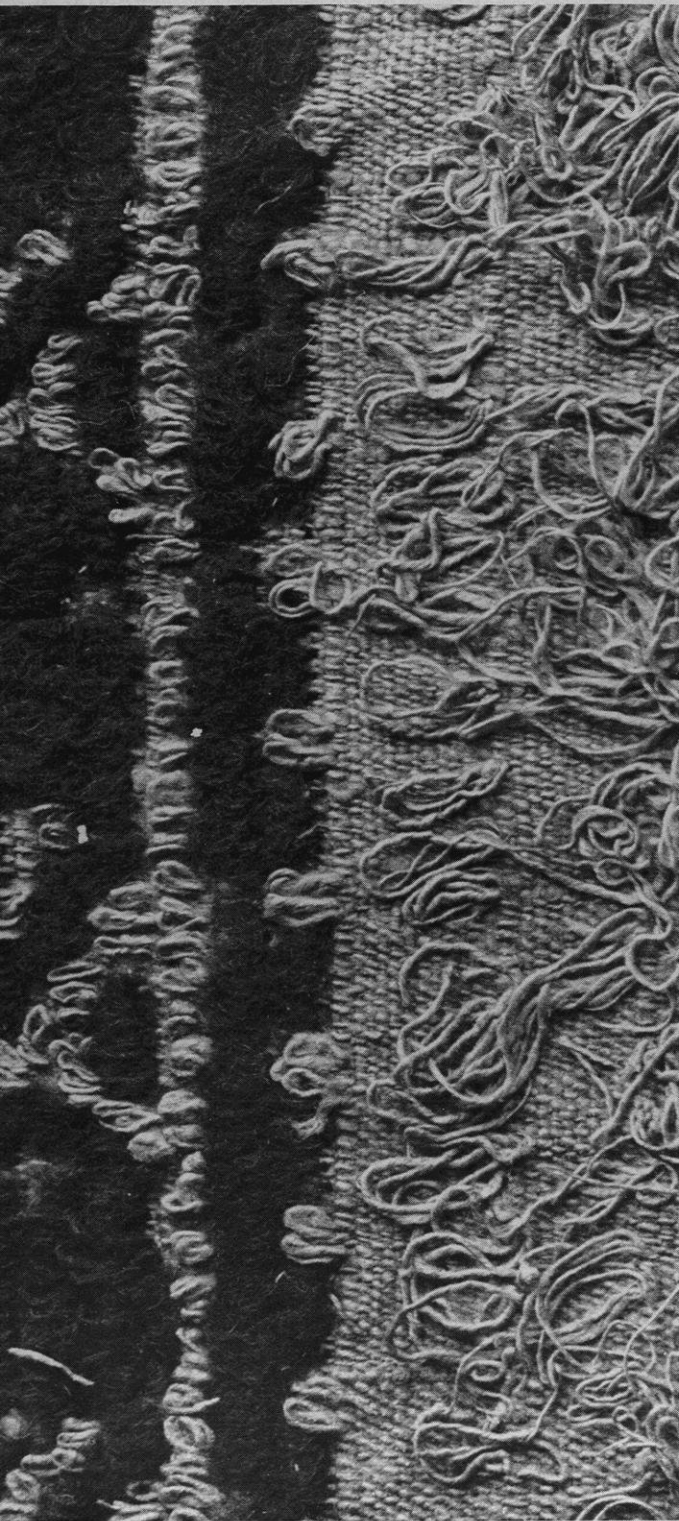
Many items in the collection came from Miss Allen's own family who lived in various foreign countries. "We moved to Turkey when I was in the fourth grade and remained there for several years. I haunted a silk weaving shop there. My uncle lived in China

for a time and gave me various fine embroideries from there."

People donated items and Miss Allen never refused a thing because sometimes the donations were lovely, valuable pieces. Even those which were not so good were used to illustrate various points in lectures. When buying something for the collection, she looked to see if the piece was representative of a country or period and whether the techniques were well executed.

Miss Allen was an expert on weaving techniques, specializing in new methods of producing textures and patterns.

And she could be quite creative herself, as illustrated by her work during a six-day period when she was stranded in a small town in Canada while major repairs were performed on her car during a vacation trip. Bored with the prospect of sitting



Curtain or towel is Coptic, dates back to 700 A.D. Looped threads are of wool on heavy linen backing. Technique is forerunner of modern method of towelling production.



Detail of late 19th-century piano runner on velvet shows how arasene' technique of thread-on-thread produced 3-D effect raised more than an inch above backing.



*Intricate tracery in dull golds highlights pillow cover from Italy. Miss Allen found it in perfect condition at a Madison home sale, traced its origin to 19th century.*

around, she marched down to the local dry goods store, bought a couple of swatches of plaid material, and proceeded to pull out threads in such a way that one plaid swatch turned into a stylized picture of a flower arrangement and the other swatch became a geometric, almost psychedelic creation. "The hotel maid didn't like me very well as a result of all those threads," smiled Miss Allen, who kept the souvenirs of her trip hanging in her office.

**T**RAINED AT THE UNIVERSITY of Chicago and University of Michigan, Miss Allen joined the Wisconsin faculty in 1927. She taught weaving and the histories of textiles, furniture, and interiors, and gave an occasional lecture on creative stitchery. "So many people have almost no knowledge of needlework today," she said. "I was taught to knit, crochet and embroider by my grandmother. I knew most of the stitches before the first grade. Today there is a revitalization of interest in such skills because people have found they need to work with their hands. Needlework and weaving are now recreational—even therapeutic—whereas years ago they were necessities. Humans seem to have a need to follow through a project from the very beginning to the end. Therefore, some of the old handicrafts are coming back."

Professor Allen never lost her interest in the creative crafts, and because of her persistence and foresight, Wisconsin students have access to a textile collection surpassing in scope and increasing historical value. ●



# People and Projects

---

## Test Shed New Light On One Possible Cause Of Mental Retardation

---

Recent scientific tests at the University produced results which may have significance in combating certain types of mental retardation, and which show that the role of the placenta as "protector" of the unborn infant is not always what it was thought to be.

Tests in the Wisconsin Regional Primate Center show that when pregnant monkeys were fed large amounts of an amino acid called phenylalanine—of which a heavy concentration in the blood is associated with phenylketonuria (PKU) and mental retardation—the levels of phenylalanine in

the blood of the fetus were always higher than in the mother.

This would indicate that, contrary to previous belief, the placenta does not always protect the fetus from an oversupply of any substance from the mother's blood before it reaches damaging levels in the fetal blood. The monkey mother's placenta, by performing its usual function of carrying nutrients from her blood to the fetus, actually contributed to the development of an abnormal biochemical state in the fetus when the carried substance was phenylalanine.

University scientists George R. Kerr, Arnold S. Chamove, Harry A. Waisman and Harry F. Harlow made their discovery by feeding large amounts of phenylalanine to pregnant monkeys.

"A normal mechanism in the female monkey caused the blood of the developing baby to accumulate dangerous concentrations of this amino acid," says Dr. Kerr, assistant professor of pediatrics at the University Medical School. "Such an exposure probably dooms the developing baby to a future of severe mental retardation. Whether the same situation exists for the many other normal biochemicals present in maternal blood must now be considered." (The scientists emphasized that a woman with PKU would almost invariably be seriously mentally retarded.)

The Wisconsin scientists do not know how often mental retardation is caused by such excesses in the blood of the pregnant mother. But

the fact that 3 per cent of all human births show some degree of mental retardation illustrates the importance of finding out more about this kind of damage.

### Plan New Center

The University campus planning committee has approved plans for a \$7 million mental retardation center slated for completion by 1971. The seven story structure will be located at University Bay drive on Marsh lane, on the northwest side of the campus.

The building will contain classrooms, activity rooms, research facilities and offices for about 400 faculty members, rehabilitation workers and graduate students. Construction will be financed chiefly through a federal grant, leaving the state with about \$2 million to pay.

The building will be placed on a 3-acre plot of land, leaving room for other medical buildings if the state building commission approves the site for a complete medical center in the future.

In the majority of cases of mental retardation, the cause cannot be established, except that it probably occurs prior to or shortly after birth. It is possible that some of these cases may be due to the mechanism demon-

strated by this study, the researchers believe.

To prevent future phenylalanine-induced fetal damage, Dr. Waisman, also a professor of pediatrics at the Medical School, has undertaken a study with the State Laboratory of Hygiene, to estimate the incidence of high blood phenylalanine levels in the human female population. They have proposed that the phenylalanine level be determined on all blood samples submitted for the premarital syphilis test. If high levels are found, women likely to have mentally retarded children could be identified and appropriate advice could be given.

Other biochemical abnormalities in the mother may also damage the fetus. When a pregnant woman takes any medicine, vitamins, or minerals, the fetus also receives these medications, but in an unknown amount, and with an unknown effect. Just the fact that such substances get to the fetus is somewhat alarming.

"You know the dose given to the mother but you do not know the dose that the fetus receives", Dr. Kerr says. "For this reason, no pregnant woman should take medicine unless she really needs it and has her doctor's approval."



---

### Teachers Learn To Teach Technology

---

Twenty-nine teachers from high schools in Wisconsin and six other states were students at the University this summer learning how to teach high school students engineering concepts useful in solving the problems of a "man-made world."

The teachers were in the Engineering Concepts Curriculum Project (ECCP) which is a new high school course developed by the Commission on Engineering Education in Washington, D. C.

The project aims at providing high school students of all backgrounds and interests an understanding of the impact of technology on today's world.

Supported by grants from the National Science Foundation, the course was taught in 28 high schools in 17 states in 1966-67 on an experimental basis, and in 65 high schools to about 2,000 students in 1967-68. In

1968-69 it is expected that it will be taught to several thousand students in about 120 high schools throughout the nation.

Dr. John L. Asmuth, professor of electrical engineering and assistant dean of the College of Engineering, served as academic director of the program. Teaching with him were Profs. Arthur T. Tiedemann, John B. Miller, and Lois Greenfield of the College of Engineering; James Busch of the School of Education; and Wisconsin high school teachers Robert E. Showers, Green Bay, James J. McNeary, Racine, and Edmund R. Anderson, Monroe.

How did the ECCP begin?

In the fall of 1963, the National Science Foundation held a meeting in Washington to explore the question, "Are there desirable approaches to the study of physical science in high schools other than those presently available?"

It was recognized that a great deal had already been done or was under way to up-date the teaching of physical science. Physical Sciences Study Committee (PSSC) was in extensive use in schools across the country. Also under development was the Harvard Project Physics Course which takes an historical approach to physics.

The five who attended that exploratory conference in Washington shared a strong engineering interest. They felt that the pure physics course, however good in itself, left a considerable gap in the pupil's un-

derstanding of the impact of physical science on the real world. As engineers, they felt there was another approach—one that would tie the physical principles to the man-made world, tie them in with the study of systems, processes, and devices man has created to cope with nature. Automatically, this approach would place emphasis on the influence of technology in creating our modern environment.

To inquire further, they formed, under the sponsorship of the Commission on Engineering Education, a project that came to be known as the Engineering Concepts Curriculum Project (ECCP). Several times that fall they met to define some of the general concepts that could form a basis for a course. None wanted to be in the position of advocating that high school science should go back to the days when specific skills and technology were taught. The question, as they saw it, was, "Are there, behind today's technology, in the world which the student sees, some concepts that could be communicated to him and that could help him to understand his world, and hence help him to live in it as well as with it?"

From the National Science Foundation, the Commission obtained during the summer of 1964 a grant to cover further study with the objective of putting the general ideas into concrete form and determining whether they could be expressed suitably for teaching in high schools.

Tentative material was prepared and in the spring of 1965 a trial was

conducted at Polytechnic Institute of Brooklyn with a Saturday morning class consisting of five high school teachers and 15 high school students. On the basis of the encouraging response from both students and teachers, a further grant was applied for and obtained from the National Science Foundation.

The next step was to write a version of the course to cover an academic year and to try it out at five high schools during 1965-66. During July and August, 1965, course material was written at Tarrytown, New York, by a team of 25 that included college professors, high school science teachers, and engineers and scientists from industry. The team produced a 28-chapter course as well as 30 experiments incorporating specially devised equipment.



---

### **Business, Industry Must Modernize Motivation: Prof.**

---

Until a decade or so ago, if a careless turret lathe operator made an error in machine adjustment, about the worst he could do was spoil his day's output. Then along came the computer: his lathe was automated, and today that operator, making the same error, could find it "programmed" through the production system, possibly to ruin the entire plant's production for weeks or even months.

The laborer's new responsibility is one example, says J. J. Jehring, senior scientist and director of the University's center for the Study of Productivity Motivation, of how the computer has virtually laminated the impact of every unit—labor, management, and capital—to the operation of a business. Whether or not they understand that things have changed, it is now one for all, all for one. Or it had better be, if that business is to survive the next several decades, Jehring says.

This fact of computer-era life obsoletes a traditional concept of productivity motivation, according to Jehring. No longer should analysts seek one appeal to labor, another to man-

agement and a third to capital. Instead, they must offer ways to motivate the complete system as a single unit.

Synergism, says Jehring, is one such way, time-tested and more important than ever before. Webster defines the word as *cooperative action of discrete agencies such that the total effect is greater than the sum of the two effects taken independently*. Synergism is the backbone of profit-sharing, employee stock ownership, and production-sharing programs: the individual helps the group when he helps himself, and is rewarded when the group works well.

"Synergism doesn't eliminate selfishness, but utilizes it. It means that when the individual looks out for himself he helps others," Jehring says.

His theories are the result of studies being conducted at the University under a grant from the Johnson (Racine) Foundation on new motivation methods in industry.

Jehring's particular field encompasses the computer, and he sees profit sharing and other participative organizational forms as incorporating computer-like cybernetic principles, since they encourage unified goal-seeking by all participating members of the enterprise; they reward individual components on the basis of group achievement; they provide feed-back to components for guidance in achievement; they regulate components through communication and participation; and they form net-

works of integrated two-way communication which permeate the entire organization. These factors are the same as those used in the design of computers.

What was left out of motivation in yesterday's business organizations was the human element. "Industry was organized much like a machine because it was designed primarily by scientific managers; men with engineering backgrounds," says Jehring. "Charts with little boxes were drawn, the specs (*job description*) were written for each box, proper material (*workable personnel*) was procured, the material was machined (*trained*) to fit, and power (*wages and incentives*) was set to make the whole thing operate. Such a pattern served American industry well for decades, but is no longer adequate. The use of new systems is imperative."

But the new systems could be equally oblivious of the human element, says Jehring, unless industrial engineers and management scientists remember the worker and commit him to common company goals. These can be realized through a formula which must take into account such factors as basic returns to capital and labor, the size of the labor force involved, and the type of business; and which may vary with the situation.

For example, creative people require different motivation than do other employees, Jehring says: they are not organization men, they view

each assignment according to its distinct challenge, they are harder to "manage." These singular factors can be utilized in motivational planning.

Common-goal motivation is effective not only in industry. It can work in organizations, government and non-profit operations such as the hospital in California which called on Jehring to evaluate and measure the effectiveness of a savings-share plan for its employees.

The plan utilizes the difference between estimated and actual operating costs, the latter reduced by employee efficiency. Savings are invested annually in a trust.

"In less than eight years the money has earned more than \$1½ million for the employee retirement fund," Jehring says. "Moreover, the plan has broken down traditional barriers between sections of the staff. Professional personnel take an interest in the janitors' duties; relations are smoother between medical and nursing disciplines; laundry workers and food handlers are now a part of the team spirit."

Common-goal motivation is not new. Jehring points out that the German economist von Thünen (1783-1850) incorporated it in his theory of "natural wages". His ideas never gained popularity but now, more than a century later, they seem designed to be programmed into computerized business and a technological society, as a "discovery" in productivity motivation. ●

**W**ISCONSIN ISN'T REALLY a spawning ground for college presidents. It just appears that way. More than 100 who have had Wisconsin connections through receiving a degree here or being on the faculty have moved on to head major educational institutions.

Latest to join the distinguished list was former Dean of Student Affairs, Joseph Kauffman who is now president of Rhode Island college. Just prior to his departure, Dean Martha Peterson assumed the leadership of Barnard college and Chancellor Robin Fleming became president of the University of Michigan.

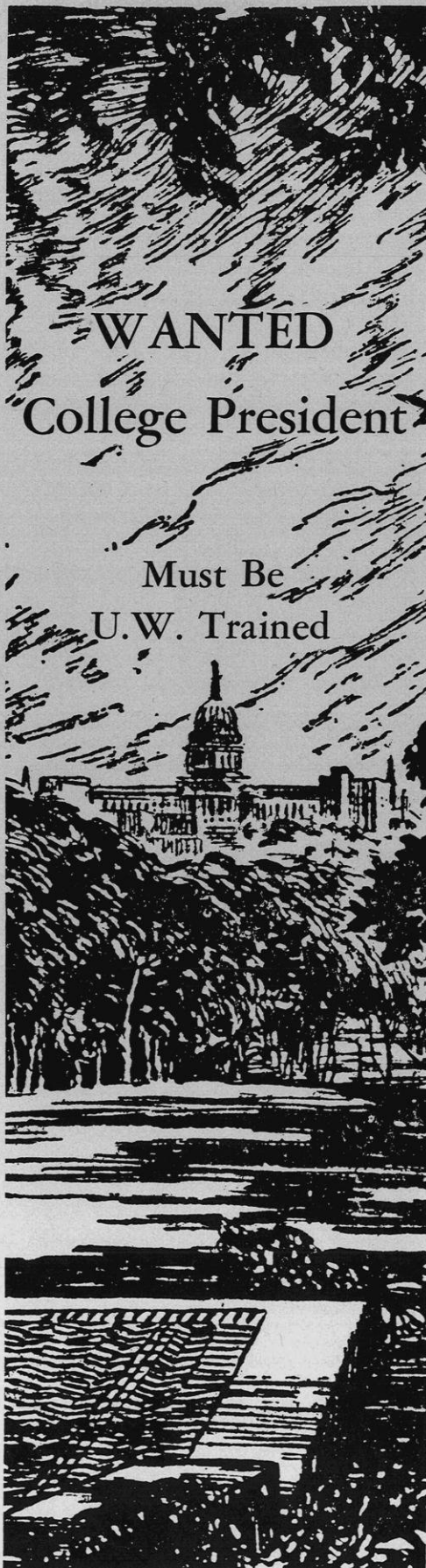
Compiled by Emeritus President E. B. Fred, the roster of college presidents from Wisconsin reads like a "Who's Who" among educators: institutions throughout the country are represented. Although some of the people on the list have now retired or returned to teaching, at least 26 are still serving as the top administrators of a school.

Some of the institutions which have Wisconsin people at the helm include Emory university, Temple university, Columbia university, the University of Florida, the University of Missouri, Indiana university, North Dakota State university, Illinois State university, California Institute of Technology.

**H**ISTORY AND POLITICAL science are the disciplines from which most presidents come, according to Dr. Fred, but such varied fields as mechanical engineering, counseling, journalism, agronomy, and bacteriology are represented.

"We're so good a University that we're a target for raiding," contends President Fred Harvey Harrington. The record appears to prove his statement. "The University develops people. We don't try to buy stars very often."

Alumni and current students are acquainted with the names of several former Wisconsin presidents because of the practice of naming various campus buildings after these administrators. The following men were either former Wisconsin



faculty members or students before becoming president, and all have buildings named after them on the Madison campus: Henry Barnard (1859-1860), John Bascom (1874-1887), Edward A. Birge (1918-1925), Paul A. Chadbourne (1867-1870), Conrad A. Elvehjem (1958-1962), John H. Lathrop (1849-1859), and Charles R. Van Hise (1903-1918).

Seven former Wisconsin students now head colleges or universities. They are Mary Ingraham Bunting, Radcliffe college, the only woman Wisconsinite besides Miss Peterson currently heading a school; Roel Fernando Garcia, Instituto Technologuo y de Estudios Superories de Monterrey; Millard E. Gladfelter, Temple university; Julius W. Reitz, University of Florida; John C. Weaver, University of Missouri; Walker D. Wyman, Whitewater State university; and Bjarne Ullsvik, Platteville State university.

**A**MONG THE FORMER Wisconsin faculty members who now head colleges or universities are Richard H. Albrecht, North Dakota State university; Sanford S. Atwood, Emory university; Richard P. Bailey, Northland college; Quincy Doudna, Eastern Illinois university; Lee A. DuBridge, California Institute of Technology; Leonard Haas, Eau Claire State university; Clifford M. Hardin, University of Nebraska; Franze E. Lund, Kenyon college, Gambler, O.; Ambrose R. Nichols, Jr., Sonoma State college, Calif.; William R. Parks, Iowa State university; Paul S. Smith, Whittier college; Harold W. Stoke, Queens college; Evert C. Wallenfeldt, Milton college; and Herman B. Wells, Indiana university chancellor.

Other former students who once served as college presidents are Dudley S. Brainard, Marshall W. Brown, Charles D. Byrne, Finia G. Crawford, Sister Mary Doyle, Guy S. Ford, Raymond C. Gibson, James C. Graham, William C. Hanson, Ralph D. Hetzel, Jim Dan Hill, James H. Hilton, and Clarence E. Josephson. ●

# University Names in the News

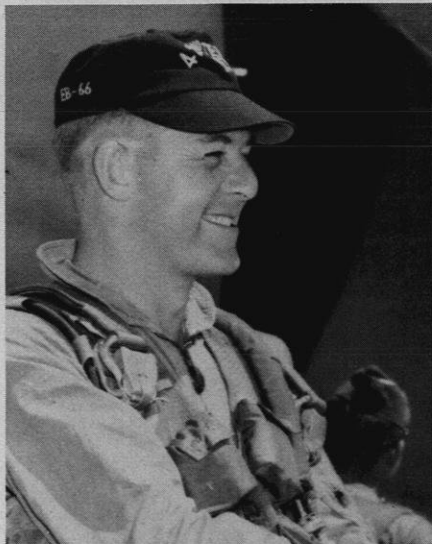
**Lon Weber** (Asst. to VP Univ Dev & St. Rel), appointed assistant vice president, central administration. **David T. Graham** (Med), named president-elect of Society for Psychophysiological Research; **Frances K. Graham** (Ped) and **Richard A. Sternbach** (Psychiat), elected directors. **Louise A. Young** (Home Mgt & Fam Liv), appointed acting associate dean for School of Family Resources and Consumer Sciences, succeeding **Rita L. Youmans**, who moves to UW-Milwaukee as chairman of the Department of Home Economics. **Allan G. Bogue** (Turner Prof of Hist), appointed Thord-Gray Exchange Professor at Uppsala university, Sweden, to teach American history in the fall semester. **Charles A. Engman, Jr.** (Vice Pres Admin), appointed to Board of Overseers for Mauna Olu college, Hawaii.

**NEW CHAIRMEN IN 15 DEPARTMENTS** of the College of

Letters and Science have been announced by **Dean Leon D. Epstein**, as follows: **Arnold Strickon**, anthropology; **Paul Plass**, classics; **Arthur Kunst**, comparative literature; **Seymour Parter**, computer sciences; **Wayne Schlepp**, East Asian languages and literature; **Gerald G. Somers**, economics; **Simeon K. Heninger**, English; **Robert N. Taaffe**, geography; **Sturges W. Bailey**, geology and geophysics; **John Nohel**, mathematics; **Haskell Fain**, philosophy; **Leonard Berkowitz**, psychology; **Richard N. Ringler**, Scandinavian studies; **Lawrence I. Thomas**, Slavic languages; and **David Mechanic**, sociology. New chairmen in the School of Education include **Robert Grinder**, educational psychology; **R. Wray Strowig**, counseling and guidance; and **F. Rick Heber**, studies in behavioral disabilities.

**UNIVERSITY FACULTY COUNCIL** membership for 1968-69 has

been reported by **Chairman Joseph G. Baier** (UWM-Zool). The council, which serves as executive committee of the Faculty Assembly, will include these members and alternates: *UW-Madison*—**Charles W. Loomer** (Agr Econ), **Chester W. Harris** (Educ Psych), **Stephen C. Kleene** (Math), and, as alternate, **Philip P. Cohen** (Bradley Prof & Chm Physiol Chem); *UW-Milwaukee*—**Chairman Baier**, **Goodwin F. Berquist Jr.** (chm Commun), and, alternate, **Richard Hart** (Curr & Instr); *Center System*—**Byron L. Barrington** *Marathon Center*—(Psychol) and alternate **Charles Rust** *Janesville Center*—(Biol); *UW Extension*—**University Committee Chairman**—not yet elected, and alternate **Orrin Berge** (Agr Engr); *UW-Green Bay*—**Elmer Havens** (Engl) and alternate to be elected; *UW-Parkside*—**James H. Shea** (Geol) and alternate **Norbert Isenberg** (Chem).



*U. S. Air Force Captain Robert W. Wilda, '58, of the 355th Tactical Fighter Wing at Takhli Royal Thai AFB, Thailand, has completed his final combat mission as an EB-66 Destroyer electronics warfare officer. Captain Wilda, a 1953 graduate of Lincoln High School in Manitowoc, is a 10-year Air Force veteran. He is scheduled for reassignment to Wright-Patterson.*

## HOMECOMING WEEKEND REUNIONS

Four classes will hold reunions on *November 2*, with postgame Receptions, 4:30-6:30.

### Join Your Classmates

Class	Location	Reunion Chairman
1948	ALUMNI HOUSE LOUNGE	Gordon J. Flesch
1953	ALUMNI HOUSE LOUNGE	Harold DeLain
1958	MADISON INN	Margaret Hobbins Johnson (Mrs. Jack W.)
1963	DOUBLE-H STEAK HOUSE	Robert G. Ely

Watch for a letter from your class reunion committee, and get your reservation back quickly!

when they get to a university, must have limits beyond which they know they cannot go. Psychiatrists are becoming more aware that this need is there from infancy.

On the other hand, these young people who come from overly permissive homes, despite their faults, are also the smartest kids with whom we come in contact. Sometimes they promise to be the most useful and the most creative. This is probably because they are more sensitive to problems and have more capacity to see through fabrication.

*Q:* You talked about the use of marijuana and LSD. What is the incidence among today's students?

*Dr. Halleck:* Nobody knows for sure what the incidence is. The figures we hear and read are usually exaggerated. I know that in the last year marijuana use has gone way up on campuses across the country. We certainly get the impression that it is extremely prevalent.

*Q:* How dangerous is marijuana?

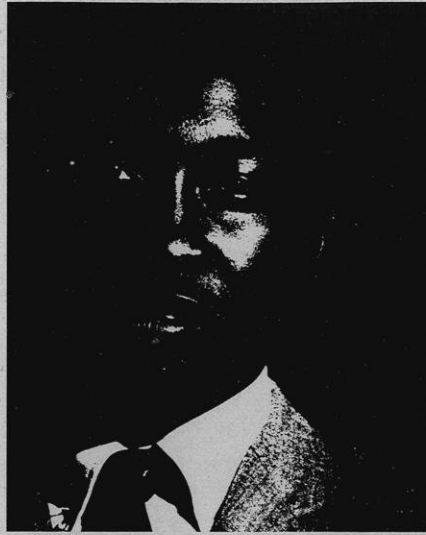
*Dr. Halleck:* I feel it's dangerous socially, and for two reasons: (1) The user can get caught and sent to jail and (2) when we break one serious law, we become progressively more alienated from society and tend much more rapidly to break other laws.

If you're asking whether the drug itself is dangerous, I would say *any* drug is dangerous. Marijuana is probably no more dangerous than some other drugs we use legally. I am not ready to advocate open legalization, but I certainly think the penalties for marijuana use are ridiculous. I can't see anything more than a fine. I feel differently about LSD. It's a very dangerous drug. We see students who have extremely bad reactions to LSD.

However, I don't believe more than 2% of Wisconsin's 33,000 students have ever tried LSD. Students are pretty smart; they're not going to do anything that will hurt them. Most of them aren't interested in blowing their minds.

*Q:* Tell us something about suicidal patients.

*Dr. Halleck:* Suicide attempts are decreasing greatly. We used to have



almost one a week a few years back. Lately we see very few. We also have a very low rate of actual suicides: we had two this year and in two previous years we have had one each year, which is way below the national average both for college and for similar populations outside of college. I don't know of any community of 33,000 people where a suicide rate would be that low. We like to think it's because we're doing a good job here at the clinic. As I said, we have emergency service so that any student can call at any hour of the day or night and talk to somebody.

*Q:* Do people who talk about suicide mean it?

*Dr. Halleck:* That's been our observation.

*Q:* What happens when someone calls in and threatens suicide?

*Dr. Halleck:* First we try to get the caller to come in and talk to somebody. Usually he will, because the person who phones in to threaten suicide is desperately crying for help. If we can get him into the office, we can probably persuade him that there are alternatives—there is hope. We can give him medicines. We can help him resolve his problems.

Sometimes hospitalization is necessary, and he is usually willing. If we see we aren't getting very far, that the person is going through with the attempt, we might threaten to tell a friend or someone in authority, in the hope of stopping him. (This is, of course, a break in doctor-patient confidentiality. It's the only time we vio-

late that policy, but it may be necessary to save the life.)

If we find out from some other source that a student has unsuccessfully attempted suicide, we usually ask him to come into the hospital for a few days to help us reassess his problems, and, hopefully, to give him a different orientation.

We respond very quickly to suicide threats: a large part of my job as administrator of the clinic is to be in communication with faculty members, house mothers, etc., who are worried about possibly-suicidal students, to tell them how they can get them to come into the clinic.

*Q:* Is there a suicidal type?

*Dr. Halleck:* No. Girls attempt it a lot more, but they are less serious about it. They succeed less often. The attempt is primarily a female thing. When a male makes a try, it's much more serious—you worry more about him.

Suicide attempts usually occur after one of two events: either severe academic failure or the breakup of a close relationship.

*Q:* Generally speaking, is there any way that a parent or a high school counselor can tell that a teenager might have emotional problems when he reaches college?

*Dr. Halleck:* That's hard to answer, but I think a shy child—one who has a tendency to withdraw and who may also be suggestible—will probably have more trouble, particularly at a larger university. Other than that, I'm skeptical of anyone's ability to see signs: a disturbed child in high school is often a happy person in college, and vice versa. Those high school and college years span an age where a person may be utterly miserable one week and a happy, excellent scholar in a couple of months.

*Q:* Is there a particular age group in which students are more apt to have emotional problems?

*Dr. Halleck:* I would say freshmen or others here for the first time are half our major segment of patients. The other half is made up of grad students. Reasons for the first segment are probably obvious: they are people suddenly placed in a big in-

(Continued on page 24)

# This is The Chair



# This is The (other) Chair



The



is a Serendipity

You won't notice the University of Wisconsin seal right off.

Your first impression is admiration of good lines, of patient craftsmanship. There's the soft glow of gold trim on black on selected Northern hardwoods.

The final touch—the Seal, making the chair something quite personal.

Incidentally, a fine gift.

**Boston Rocker: \$33.00**

**Captain's Chair: \$39.00**

**Captain's Chair with  
cherrywood arms:  
\$40.00**

(Allow about three weeks for delivery, express collect, from Gardner, Mass. November 8th deadline for Christmas orders.)

**Chairs  
UW Alumni Assoc.  
650 N. Lake St.  
Madison, Wis. 53706**

Enclose find \$-----

--- Boston rocker(s) @ \$33

--- Captain's chair(s) @ \$39

--- Captain's chair(s) @ \$40

Name -----

Address -----

City -----

State ----- Zip -----



stitution in a much bigger world than they are used to, and problems arise. The second group—grad students—usually are having financial or marital problems when they come to us. It's a case of having taken on new responsibilities midstream which they discover they were not quite ready to handle.

*Q:* Are educators aware of their part in making the climate of the contemporary student a more mentally healthy one?

*Dr. Halleck:* I hope so. The task of educators and counselors, as I see it, is that of helping students clarify the nature of stresses in their lives, to discriminate between real and unreal stress. I think a student who is able to obtain a better understanding of his world and his reactions to it is in little or no danger of becoming alienated, passive, or a strict conformist. He will maintain self-respect; he will possibly work to bring about change; but he will respect society and usually rely on the more accepted means of obtaining that change.

I suppose that the task of administrators is that of deciphering and responding to the real needs of students and student groups, and in dealing firmly but kindly with student demands based on unrealistic and personal misconceptions. While student wishes should be examined each on its own merits, administrators must also be aware that many proponents of those positions are driven by personal needs which are beyond the power to gratify by administrative decision.

*Q:* As a father, will you have a piece of advice to give your children when they head for college?

*Dr. Halleck:* "Get involved". The thing that seems to save the kids today and help them do their best is either a high commitment to a specialty—a field of work or an interest—or a political cause or some kind of constructive and creative activity. Many of the old "social" activities don't fill the need for as many students today as they used to, but a strong sense of productive purpose is one thing that we see in the healthiest, happiest and most well-adjusted students on any campus. ●

## Alumni News

### 1900-10

**Ira B. Cross '05**, professor of economics emeritus at the University of California at Berkeley, has recently had published a book, *Portrait of an Economics Professor*.

**Mrs. Norman Winestine (Frieda Fligelman '10)** has been elected a fellow of the social science section of the American Association for the Advancement of Science.

### 1911-20

**Arthur Dahlman '18** writes that he is now retired and residing in Muskegon, Mich.

### 1921-30

**Irwin Maier '21** has been elected chairman of the board of directors of the Journal Company which publishes the *Milwaukee Sentinel* and the *Milwaukee Journal*.

**John N. Thomson '21** has been elected Grand Master of Masons of South Dakota.

**Walter A. Frautschi '24** has been elected president of the board of trustees of the *Wisconsin Alumni Research Foundation*. He was president of the *Wisconsin Alumni Association* in 1947-48.

**George M. Keith '24** recently retired as deputy secretary of the Wisconsin State Department of Health and Social Services.

**Everett C. Shuman '24** has retired from the faculty of Pennsylvania State university.

**Jerome A. Straka '24** is now chairman of the board of Chesebrough-Pond's Inc., New York.

**J. Frank Wilkinson '24** recently retired from the faculty of the University of Wisconsin's College of Agricultural and Life Sciences.

**George McD. Schlotthauer '25** is president of the Wisconsin Dane County Bar association, and was recently featured in a local newspaper biographical story.

**Russell W. Jones '26** has retired with emeritus title after serving 93 consecutive quarters on the faculty at Ohio State university.

**Paul L. Moskowitz '27** was elected president of the Milwaukee Bar association recently and to the board of governors of the state bar association for 1968-70.

**Donald B. Albert '28** has been elected president of The Journal company, Milwaukee.

**Charles F. Weiler '29** has been named executive director of revenue requirements for the Wisconsin Telephone co., Milwaukee.

**Robert K. Drew '30** has been elected vice-president of The Journal company, Milwaukee.

### 1931-40

**William H. Ferris '31** has been elected to the board of directors of the Wisconsin Power and Light co., Madison.

**John Grinde, M.D., '32** has been made a charter member of the Society of the Bull, DeForest, Wis.

**M. J. Druse '33** has retired after serving more than 32 years with Modine Manufacturing company, Racine.

**Delbert Secrist, M.D., '34** recently was honored by having a school named for him in Tucson, Arizona school district where he is serving as a board member.

**John D. German, M.D., '35** has been appointed associate professor of surgery, University of Nebraska.

**Richard W. Hantke '35** has been named secretary-treasurer of the Wisconsin-Northern Illinois Region of the American Studies association.

**Howard H. Kustermann '36** has been appointed executive secretary of the International Committee of the YMCA of the United States and Canada.

**Harold Howe '37** is serving as senior advisor of the United Nations Development Program at Turrialba, Costa Rica.

**William J. (Jerry) Higgins '38** is retiring. Blind since 1920, he has operated a concession stand in the Wisconsin state capitol since 1946.

**Vernon O. Horne '38** has been named area coordinator of the Beaver Dam Vocational, Technical and Adult Education school, Wisconsin.

**Russell Peterson '38** is seeking the Republican nomination for governor of Delaware.

**Richard P. Tinkham '38** has been chosen president of the State Bar of Wisconsin.

**Richard A. Knobloch '40** is a Brigadier General in the Air Force. He recently was reassigned to Andrews AFB, Maryland after serving a three-year tour in Hawaii.

### 1941-45

**Bernard Singer '42** has been named general manager of the new Cudahy, Wis. plant of Colorcon, Inc.

**Robert W. Bird '43** has been named vice president-administration, and secretary of Oliver corp, Chicago.

**William Schmitz '45** has been named president of the Freeman-Torr division of the U.S. Shoe corp, Beloit.

### 1946-50

**John E. Reinhardt '47** has been named assistant director of the United States information agency for Africa.

**Marie Liba '49**, University physical education professor, will serve as manager of the United States Olympic volleyball team.

**Calvin G. Cooper '50**, of Rockford, has been elected vice-president of Kelso Burnett Electric company.

**John S. Hopkins '50** has been appointed regional claim manager of the west coast region for the Maryland Casualty company.

**Richard C. Kolf '50** is now serving as associate program director with the National Science Foundation in Oshkosh, Wis.

**James R. Underkoffler '50** has been elected president of the Wisconsin Power and Light company, Madison.

(Continued on page 27)

## Badger Bookshelf

**R**ECENT arrivals from publishers brought another impressive roster of UW-related authors, editors or collaborators on an extensive range of works, including biography, history, technical material and fiction. Some of them are:

Stephen Crane was born in 1871, was famous at twenty-four and dead at twenty-eight. He early set his face against his Methodist father's dogmas, and indulged in everything his parents condemned. His rebellion and loneliness found expression in his writings, "notably in the soul-searching of Henry Fleming, that raw recruit in the Army of the Lord" in *The Red Badge of Courage*, says R. W. Stallman '33, in his definitive biography *Stephen Crane*, (George Braziller—\$12.50). Mr. Stallman is remembered as co-editor of *Stephen Crane: Letters* in 1960.

F. X. Mathews, '58, writes of Michael Cassidy, whose parents "drove off with some strange people for a collision in Queens," and of the boy's troubled youth and early manhood, in *The Concrete Judasbird* (Houghton Mifflin—\$4.95). If you haven't had your fill of young rebels—with or without causes—this story is told with originality, compassion and wit.

*Twelve Years a Slave*, a biography of Solomon Northrup, born free but sold into slavery in 1841. Originally published in 1853, the book is regarded as one of the best accounts of American Negro slavery ever written. Now edited by Sue Eakin and Joseph Logsdon, '66, it contains significant new detail and interest. (Louisiana State University Press—\$7.50).

High school counsellors and teachers, prospective college students and their parents will want to study the 1968-69 edition of *Comparative Guide to American Colleges* by James Cass and Max Birnbaum '38. This third edition covers 1,208 accredited four-year

colleges with a re-evaluation of each, data on religious and racial composition of student bodies, percentages of PhDs on faculties, and an enlarged report on the rules governing student conduct. (Harper & Row—\$10.00 cloth; \$4.00 paper).

*Activities for the Aged and Infirm* by Toni Merrill (M.A.) '40, (Charles C. Thomas—\$12.75) calls itself "a handbook for the untrained worker" and an aid in "conducting appropriate programs for the aged and infirm." But its wealth of interesting projects, quiet games and crafts also makes it a valuable reference for anyone who supervises those on whose hands time can lay heavy, almost regardless of age or health.

James R. Kearney (PhD) '67, has written *Anna Eleanor Roosevelt: The Evolution of a Reformer* (Houghton Mifflin—\$5.95). The book's emphasis is on the crucial years that began with the inauguration of 1933 when she emerged into public life and takes us through her years of successes and often naive mistakes, to become beloved by many.

A professor of educational psychology at the University, Thomas A. Ringness, PhM '42, is the author of *Mental Health in the Schools*, which emphasizes what the teacher can do to prevent and, if necessary, counteract the development and progress of poor mental health in school children, from first grade through high school. (Random House—\$6.95).

Doubleday's annual offering, *Prize Stories, The O. Henry Awards* proves as bountiful in its 1968 edition as its best of recent years. First prize this year goes to Eudora Welty '29, a master of the genre, for "The Demonstrators", an evocation that is both timeless and timely of the delta South. A hint of the high caliber of all 16 stories is the names John Updike, Nancy Hale and Joyce Carol Oates among the non-winners. ●



**Look  
Out  
Your  
Window  
Next  
February...**

**... And Find Your Place in the Sun!**



That's a Bahama beach outside your window . . . a far cry from February in Madison, Denver or Weehawken. It's *your* view, *your* vacation spot on

## BADGER BAHAMAS HOLIDAY

February 7-14, 1969

**\$375<sup>00</sup>** complete

Includes round trip Madison-to-Bahamas with in-flight meals and champagne; double room accommodations (two to a room) at the beautiful King's Inn, Grand Bahamas, breakfast and dinner included; free golfing on an exquisite 36-hole course; two special cocktail parties; private taxis from airport to hotel. Tips are included, too! Mail the coupon today!

Badger Bahamas Holiday  
Wisconsin Alumni Association  
650 North Lake Street  
Madison, Wisconsin 53706

Send me the colorful brochure on my Badger Bahamas Holiday!

Name (please print) \_\_\_\_\_

Street \_\_\_\_\_

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

## 1951-55

**LeRoy R. Otto '51** has been named chief engineer-reseller, American Oil company, Chicago.

**Eugene A. Timm '51** has been appointed assistant director of Parke-Davis & company's quality control and government regulations division.

**Allan H. Conney '52** is the recipient of the 1967-68 achievement award of the Society of Toxicology and also recently received the 1968 American Pharmaceutical association foundation award in pharmacodynamics. He heads the biochemical pharmacology department at the Wellcome Research Laboratories of Burroughs Wellcome and Co., Tackahoe, N. Y.

**Richard A. Kwapil '52** has been named director-financial services in the plastics division of Ethyl corp., N. Y.

**Donald R. Reich '52** has been appointed dean of the College of Arts and Sciences, Oberlin college, Ohio.

**Joseph H. Silverberg '52** has been named president of the Wisconsin Association of Employment Agencies.

**Neal Hartwell '53** has been promoted to general sales manager at the Trent Tube division of Crucible Steel corp., Pittsburgh.

**Wendell O. Gulseth '55** has purchased the Venetian Marble co. of Madison.

## 1956-60

**Mrs. Richard Karfunkle (Shirley Ann Chapnitsky '56)** recently received her M.Ed. from the University of Delaware.

**John P. Hobbins '57** has been chosen to serve on the University's Student Union Council.

**Major Robert R. Jungck '57** recently received the Bronze Star in Vietnam.

**Donald Lindgren '57** is the Democratic candidate for U.S. Congress in the 36th Congressional District of Calif. An associate professor of marketing at San Diego State College, he is married to the former **Vilma Lopour '57**. The couple has two daughters.

**The Rev. Ralph Weinhold '57** was recently installed as associate pastor of Calvary Lutheran Chapel, Madison.

**Paul J. McKenzie '58** has been named vice president-administration for The Ohio River company, Cincinnati.

On July 1, **Richard Simonson '58**, pilot for Northwest Orient Airlines, was forced to fly to Cuba when the Boeing 727 jetliner he was piloting was hijacked. Ordered at gun point to take his Minneapolis-Miami scheduled plane to Havana, Simonson was instructed by Cuban authorities to leave all his passengers in Cuba and was then permitted to fly to Miami. The passengers were returned to the U.S. via other flights.

**Richard P. Urfer '53** and Cynthia Leigh Vaughan of Bronxville, New York were married recently.

**Douglas Bear '59** has joined the design and sales department of Wick Homes Division of Wick Building Systems, Inc., Mazomanie, Wis.

**Uldis J. Briedis '59** has been appointed project engineer by Baxter Laboratories, Inc., Morton Grove, Ill.

**E. Donald Hardin '59** was named winner of the commanding officer's medal for leadership at the 11th annual awards ceremonies at the U.S. army mobility equipment research and development center, Fort Belvoir, Va.

**Mrs. Franz Rombach (Bonnie S. Allen '59)** is residing in West Germany where she and her husband have established a riding school.

**Keith J. Johnson '60** is manager of accounting and control for grocery products distribution of The Pillsbury company, Minneapolis.

**Michael D. Keller '60** recently received his Ph.D. from the University of Arizona. He will become a member of the history department of Keene State college, New Hampshire, this fall.

**David G. Meissner '60** has won a professional journalism fellowship to Stanford University. He is a copy editor of *The Milwaukee Journal*.

## 1961

**Lucien Bruce Lindsey** is deputy district attorney of Monterey County, Calif.

**Daniel E. Webster** and Miss Mollie Elizabeth Cooper of Framlingham, Suffolk, England were married there recently in St. Michael's Episcopal church.

## 1962

**Abraham Z. (Avi) Bass** has been awarded a University of Minnesota grant for dissertation research at the United Nations. **Mrs. Bass (Elizabeth Elving '65)** was recently selected for inclusion in the Dictionary of International Biography (London).

**James Ehrman** and Sylvana Mancuso of Rome, Italy were married recently at the Tempio Maggiore di Roma.

**Capt. Stephen M. Robinson** and Han Cong-Suk of Korea were married recently in Inchon, Korea.

**Roger Tamsen** and Miss Mary Alice Dretzka of Cudahy, Wis. were married there recently at St. Lucas Lutheran church.

## 1963

**Eugene F. Brown** recently received a Ph.D. in mechanical engineering from the University of Illinois. He has been appointed a research fellow at von Karman Institute for Fluid Dynamics at Brussels, Belgium.

**Charles D. Hoornstra** has joined the Madison, Wisconsin law firm of Wheeler, Van Sickle, Day, and Anderson.

**Francis J. Linscott Jr.** has been appointed a sales engineer for Rex Chainbelt, Inc., Milwaukee.

**Roberta J. Prees** is a Peace Corps Volunteer in Morocco, where she works with nursery school children and older girls.

**Ann Roberts** is a home economist with the Florida Egg commission and does

## Open House

for

**U. W. Alumni and Friends**

**9:30-11:30 A. M.**

**BEFORE ALL HOME GAMES**

**ALUMNI HOUSE**

**650 North Lake Street**

Coffee

Tours of Building

product promotion and consumer education.

**Capt. and Mrs. William H. Summers (Caryl Goecks '62)** will be residing at Colorado Springs, where he is an instructor in chemistry at the Air Force Academy.

**Mr. and Mrs. Michael Winderbaum** announce the birth of their first child, Anna Sarai.

## 1964

**Capt. Albert R. Karel** recently received his second award of the Bronze Star in Vietnam.

**Bruce (Rudy) Martzke** has joined the staff of St. Louis university as sports information director and ticket director.

**Thomas H. Ullsvik** has been named to the management development program of the First National Bank, Madison.

## 1965

**George R. Field** has been named president of River Falls State university, Wisconsin.

**Marc A. Schuckit** recently received his M.D. from Washington university, St. Louis.

**Richard N. Walsh** has been recognized for helping his unit earn the U.S. Air Force Outstanding Unit award.

## 1966

**David W. Lindemann** recently completed an administration course at Ft. Leonard Wood, Mo.

**Mr. and Mrs. Thomas E. Thoss (Nancy Storm '64)** announce the birth of a son, Brett David.

**Steven J. Vite** recently received an M.A. in journalism from the University of Iowa.

## 1967

**Lewis R. Adams Jr.** recently completed a basic medical service corps officer course at Brooke Army Medical Center, Ft. Sam Houston, Tex.

**Gary P. Casper** has received his silver pilot wings at Randolph AFB, Tex.

**Charles R. Gustafson** recently received his M.A. in public administration and urban affairs at Syracuse university.

**James E. Hough** has been named research director of the Wisconsin Judicial Council.



stay warm. stay dry.  
stay together

in your

# BUCKY BAG

the tough, lightweight,  
windproof, water-repellant  
two people stadium sak!

\$19.95

It's built for two, this red nylon warmer, with "Go Badgers" emblazoned across your loyal shoulders. Special polyurethane treatment keeps you dry, blocks cold winds. Zip it all the way, put up the hood, and you keep out all weather. Or, step in half way and you have a wind-proof lap robe.

Seams are double-stitched, zippers are extra heavy, hoods are scoop-styled for easy on-and-off. Comes in its own UW case, folds easily, weighs less than 2 lbs. complete.

Allow about three weeks for delivery.

Bucky Bags  
UW Alumni Association, 650 N. Lake Street  
Madison, Wis. 53706

Enclosed is \$..... for .... Bucky Bag(s) @ \$19.95 each.

Name .....

Address .....

City ..... State ..... Zip .....

**Mrs. Stan Jackson (Elizabeth H. Schaeve)** has been named to the physical therapy staff of the Crossroads Rehabilitation Center, Indianapolis.

**Edward L. Murphy** was recently graduated from the Air War College at Maxwell AFB, Ala.

**Paul O. Pagel** has been graduated at Keesler AFB, Miss.

**Thomas S. Reilly** recently completed a dental assistant basic course at the Brooke Army Medical Center, Ft. Sam Houston, Tex.

**Thomas J. Wilda** has been graduated from an air force technical school at Amarillo AFB, Tex.

### 1968

**Daniel S. P. Yang**, who is believed to be the first native-born Chinese to receive a doctorate in theater, was recently featured in the *Central Daily News*, official newspaper of the Republic of China.

## Newly Married

### 1963

Laurel J. Davis and John W. ALYEA, Madison

Mary Jane McCARVILLE '67 and Paul G. BROWN, Milwaukee

Wilhelmina Siemens and Frederick W. FISCHER, Madison

Fischer O'DONNELL and William B. MORGAN '58, Madison

Carol M. Schoepp and Richard R. POPE, Mt. Horeb, Wis.

Sally Pierantoni and Dr. John QUISLING, Highwood, Ill.

Rita Ann Hoak and William G. STEWIG, Waukesha

### 1964

Mary E. Riordan and Richard M. HARPER, Madison

Nancy McKenna and Richard INGWELL, Canton, Ohio

Barbara BROCKETT '68 and Roger B. KRIEGER, Madison

Angela C. LABELLA and James L. Romig, Madison

Darlene Zastrow and James E. LEKLEM, Merrill, Wis.

Anita S. Ten Broek and Robert L. OLSON, Madison

Barbara Ann SCHNEIDER and Gordon Brown, Bryan, Ohio

Elizabeth M. WILLIAMS and Owen Polousky, Madison

### 1965

Carol Ann ARTER '67 and Dr. Amarjit S. ANAND, Mequon, Wis.

Kathryn J. BOSS '67 and David H. ARONSON, Oshkosh

Connie Voss and Benjamin BULLOCK, Madison

Angela GRABEL '68 and David A. COTTER, Madison

Sandra L. Grueneberg, and Spencer L. FRANCIS, Madison

Patricia A. Wood and Steven K. GOFF, Madison

Nancy M. Gilbertson, and Arnold J. HEWES, Madison

Karen D. HOFFER and C. Michael Conter, Cedarburg, Wis.

Betsy J. JARNOW and George Potter, Santa Monica, Calif.

Kay Ann MENNING '66 and David J. JOLIVETTE, Appleton, Wis.

Capt. Sandra M. McCASKILL and Capt. Calvin R. Kluess, in Seoul, Korea

Deborah Donoghue, and Brent McCOWN, Madison

Judith A. Roa and Lauren D. PAHMEIER, Minneapolis

Viola M. Luther and Walter T. TRZECIAK, Madison

Lana Jean Cue and John L. WRIGHT, Billings, Mont.

### 1966

Sarah L. Trump and Philip L. BLACKWELL, Wooster, Ohio

Linnea H. BROBERG and Dr. George Coffee, Madison

Lt. William H. CONINE and Kathleen A. JOHNSON '65, Madison

Nancy J. Brill and Glen F. GYGAX, Wauwatosa

Carolyn J. Beyer and Robert JANSSEN, Appleton

Susan T. Webster and Norbert J. JOHNSON, Madison

Kathleen E. KNECHTGES and Francis H. Nicholson, Madison

Margaret J. LERNER and James M. KRUEGER, Cleveland Heights, Ohio

Susan BOOTHROYD '68 and Norman J. LOOMER, Madison

Mary M. McCONNELL '67 and John W. PORTER, Jr., Madison

Sharon M. RIPP and Laurence E. Goss, Jr., Springfield, Mass.

Pamela V. Eschbach and Marvin W. WOLFMEYER, Madison

Donna J. Harrison and Thomas L. YAODES, Madison

Linda Lee GOFORTH '67 and Donald N. ZILLMAN, Grayslake, Ill.

### 1967

Sandra J. POWELL and Gregg A. BOTT, Milwaukee

Elizabeth Ann Stirn and Leo J. COOPER, III, Lansing, Iowa

Jane E. KLINEFELTER '65 and Dr. Michael G. CLEARY, Madison

Sondra J. BRODHAGEN '66 and E. Joe DAHMER, Stoughton, Wis.

Nancy L. SURMACZ '66 and Bruce S. DRYBURGH, Elm Grove, Wis.

Patricia Ann Brown and Morris A. EGRE, Madison

Marie E. Bokemeier and David L. EISENREICH, Freeport, Ill.

Sally Ann FRANK and Atty. Donald J. Parker, Milwaukee

Susan G. GROSSMAN and Yale Fisher Eunice K. Rosenberg and Paul T. HAHM, Milwaukee

Reena Mae SETLICK '66 and Michael D. HAIS, Madison

Mary S. HAMLIN and James K. Hatch, Jr. Milwaukee

Dorothy E. HEUBNER and Richard W. GERBER '62, Madison

Frances L. HURWITZ and Terry M. Shagin, Milwaukee

Bernice KESTELL and Lt. Gerard A. Rohlich, Jr., Manila

Claire McCANN and George W. KINDSCHI '62, Appleton

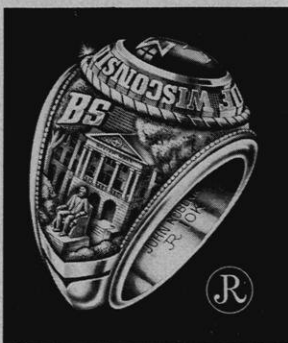
Katherine Anne McBROOM '66 and Atty. John C. KLOTSCHKE, Milwaukee

Elizabeth B. ATWELL and Michael A. LAROCQUE, Stevens Point

Kathryn Buechner and James S. LINDGREN, Madison

Sylvia R. MARTIN and Richard S. de Gale, Kenosha

Margaret E. Berigan and Dennis R. McKINLEY, Madison



(available for any year)

Write for details—

## University of Wisconsin Class Rings for Men and Women

- Degree and Year of Graduation
- Large Choice of Stones
- Three Initials Inside Band
- From \$29.50

**BROWN'S BOOK SHOP** 673 State Street  
Madison, Wisconsin 53703

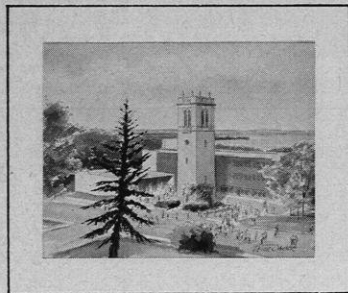
Now Enjoy in Your Home or Office . . .

# WISCONSIN IN WATERCOLORS

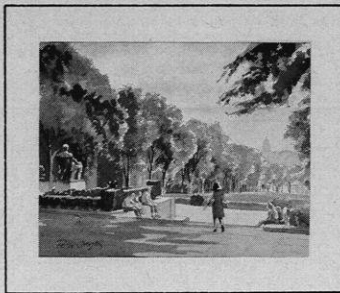


Bascom Hall

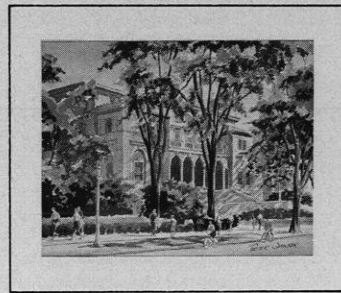
(Actual matted size of each 11" x 14")



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 \_\_\_\_\_

Margaret Ann MINER and Gene G. Enders, Milwaukee  
 Cheryl L. Blankenheim and Bruce MJAANES, Madison  
 Judith Ann Andritsch and Frederick S. MOELLER, Milwaukee  
 Judith K. REESE and James A. SCHLUETER '60, Madison  
 Santha Rae SARIG and Everett Goodwin, Madison  
 JoAnn Schlichting and Randall J. SMITH, Madison  
 Karen J. FISCHER and Thomas W. SY, Whitewater, Wis.  
 Joyce Ann THORMODSETH and Albert M. Porter, Madison  
 Ruby Wong and Warren TSE, Madison  
 Dr. Mary S. WEINMAN and Prof. John E. HARRIMAN '59, Oshkosh  
 Susan L. WILLIS and Thomas W. PARKS, Jr., Hockessin, Del.  
 Catherine Ann Johnson and John C. WHITMAN, Madison

## 1968

Karren A. WENDT, '66 and Thomas N. AKEY, Madison  
 Marie E. MARTIN '67 and Atty. Thomas J. BALISTRERI, Milwaukee  
 Lynn M. SCHEIR, '67 and James J. BRUSSOCK, Milwaukee  
 Sally A. Rolke and Francis J. BURKE, Sun Prairie, Wis.  
 Carolyn E. DATE '67 and Douglas M. CARD, So. Milwaukee  
 Jean WELLS '67 and Lt. Gregory E. CUSTER, Cedarburg, Wis.  
 Carol M. HEINRICHS '66, and Robert M. DOMBROSKI, Wausau  
 Lisbeth Hadden and Alan FRITZBERG, Edgerton, Wis.  
 Carol S. GUELZOW and William J. Gilbert, Beloit  
 Marilyn J. LANGILL and Prof. Aaron Snyder, Madison  
 Judith L. SWAN '67 and George W. LINN, III, Madison

## Necrology

Rev. Warren Gilbert JONES, '99, Lakeland, Fla.  
 Charles Bullen QUARLES '07, Milwaukee  
 Mrs. William M. Gleiss (Eleva May RICE) '03, Sparta, Wis.  
 George A. VOLLMER '11, Evanston, Ill.  
 Lucius Rogers SHERO '12, Swarthmore, Pa.  
 Mrs. Lena Sonderhausen (Lena C. BRUNER) '12, Springfield, Ill.  
 Mrs. A. Marsh Tuttle (Maria Anna WENDELS) '12, Bakersfield, Calif.  
 Mrs. John W. Watson (Alma Emma BUHLIG) '12, Claremont, Calif.  
 Dr. Vive Hall YOUNG '13, Little Rock  
 Curtiss Munroe BARBOUR '14, Piedmont, Calif.  
 Clayton Winfield BOTKIN '14, Rochester, N. Y.

Ruth Catherine KLEIN '14, Dubuque, Iowa in Milwaukee  
 Harry Edward BAUER '15, Milwaukee  
 Stephen Earl PERRINE '15, Oakland, Calif.  
 Dr. Meredith Fairfax CAMPBELL '16, Pompano Beach, Fla.  
 Walter Carl SCHERF '16, Green Bay  
 Mrs. Robert Cummings Wiseman (Ruth Murrin BOYLE) '16, Bedford, N. Y.  
 William Spencer JOHNSON '17, Phoenix  
 Dr. Francis D. MURPHY '18, Wauwatosa  
 Ruth SOLON '18, Chicago  
 Loren George WEBB '18, Madison  
 Ada Belinda LOTHE '19, Stoughton  
 John Francis TILLEMANN '19, Elmhurst, Ill.  
 Lloyd Eugene FITZGERALD '20, Darlington, Wis.  
 Don Edward HARRISON '20, Council Bluffs, Ia.  
 Elizabeth HARRISON '20, Madison in Florence, Ore.  
 Earl Duane SMITH '20, Grand Rapids, Mich.  
 John Harold VERHULST '20, Sheboygan in New Philadelphia, Ohio  
 Charles Alexander MCGILL '21, Sussex, Wis.  
 Leslie William KENNY '22, Tomah, Wis.  
 Joseph Wilbur MAGANN '22, Oklahoma City  
 Thomas George MARSHALL '22, Belvidere, Ill.  
 Leah Tina TODD '22, Urbana, Ill.  
 Gordon Safford HOLWAY '23, Madison  
 Arthur Lloyd McLEAN '23, Babcock, Wis. in Iron River, Mich.  
 Lincoln Alfred RIETOW '23, Minneapolis  
 Mrs. Victor Alphons Tiedjens (Dorothy J. DOPP) '23, Norwalk, Ohio  
 Julien Charles WHALEY '23, Downey, Ill.  
 Herbert D. DENIG '24, Minneapolis  
 Torrey Byers FOY '24, Chicago  
 John Curtis FRITSCHLER, Sr. '24, Superior, Wis.  
 William James GALLAGHER '24, Reedsburg, Wis.  
 Mrs. Edwin R. Koehler (Arlene Lenora PAGE) '24, Milwaukee  
 Mrs. Dorothy J. Phillips (Dorothy Trauthie JOHNSON) '24, Abington, Pa.  
 William Maurice COYLE '25, Wittenberg, Wis.  
 Ralph George KLIEFORTH '25, Oshkosh in Arizona  
 Robert Allen MERRILL '25, St. Paul  
 Dr. George Griswold STEBBINS '25, Madison  
 Mary Elmira SWIGGUM '25, Argyle, Wis.  
 Henry Lurkins CLARK '26, Burlingame, Calif.  
 Edward Taylor GERON '26, Madison  
 Julian Herbert HARDY '26, Chicago  
 John Cornelius WISNER '26, Rockford, Ill.  
 William Paul GRIFFITH '27, Madison  
 Henry KLEE '27, Madison

Stanley James MCGIVERAN '27, Chicago  
 James George SMITH '27, Milwaukee  
 Warren Porter TUFTS '27, Davis, Calif.  
 Alfred Edward EICHLER '28, Chevy Chase, Md.  
 Malcolm Francis McGRATH '28, Grafton, Wis.  
 Leo Anthony BURGER '29, Madison  
 Donald Grounds CARTER '29, Fond du Lac, Wis.  
 Mrs. Frank L. Clapp (Bertha MARMEIN) '29, Madison  
 Mrs. C. A. Fortier (Hester Emilie FIEDLER) '31, Milwaukee  
 Arnold O. LANDSVERK '31, Watertown, Wis.  
 James Henry RANK '31, Milwaukee  
 Mabel Anne HARD '32, Superior, Wis.  
 Albert Evan KNUTSON '32, Freeport, Ill.  
 Bruce Abraham CAIRNS '34, Waukegan, Ill.  
 Jerome Michael GANNON '34, Beloit  
 Paul Leo KAISER '34, Juneau, Wis. in Ft. Lauderdale  
 John Harold RENDOK '34, Springfield, Ill.  
 Harold Marshall CANAAN '36, Wausau in Cuba City, Wis.  
 John Walter DAVIS '36, Barrington, Ill.  
 George Roman MAURER '37, Beverly Hills  
 Reuben Martens HEUER '38, Madison in Beloit  
 Carrol Hunter QUENZEL '38, Fredericksburg, Va.  
 Mrs. Hampton Haviland (Thekla Emma MUTH) '39, Atlanta  
 John Thomas PORTER '39, Madison  
 Maurice Heaslet MESHEW '40, Russellville, Ark.  
 Maurice Duane NEDRY '40, Broadview, Ill.  
 Mrs. Gordon L. Johnson (Elinor Louise MUENSTER) '41, Rockville, Md.  
 Hans Fritz KIRCHBERGER '43, Madison  
 Robert Louis STUMPNER '43, Bloomington, Ind. in Chicago  
 Wilbert Gustave FISCHER '45, Madison  
 Dr. Donald Lucas BERAN '47, Madison in San Juan, Puerto Rico  
 Morline Marvin ANDERSON '48, Madison  
 Theodore Washington COGGS '48, Milwaukee  
 Mrs. Jack Moseman (Laurel Beth PIERCE) '48, Madison in Gainesville, Fla.  
 Thomas Elfred HOGAN '50, Olympia Fields, Ill.  
 Wolfgang Carl SCHULLER '50, Milwaukee  
 James J. WHITE '50, Waukesha  
 Mrs. Albert Kenneth (Ellen Virginia) PIHLSTROM '53, Beaver Dam, Wis.  
 Carmen Vivienne DENNISON '62, Guyana, So. America in Madison  
 Lawrence Ralph SWEED '62, New York  
 Stanley S. NEWMAN '63, Bronx  
 John Lewis MELDER '67, New Castle, Pa. in Madison  
 Barbara June MOUDRY '67, Sycamore, Ill. in Ft. Worth, Tex.



# A LIFE MEMBERSHIP NOW COSTS \$50 LESS THAN IT WILL AFTER JANUARY. PLAY IT SMART.

Get in before the prices change! Until January 1, life memberships in both the Wisconsin Alumni Association and seven constituent groups are lower than they'll ever be again. You join your Association because you want to help support your Alma Mater, have a voice in its operation and its goals, keep in touch with friends and former classmates. You take a life membership *now* because you're smart about money.

\* take four years to pay

† take five years to pay

Clip and mail this coupon with your check today!

## Single Life Membership

Now \$100\* will be \$150

## Family Life Membership

Now \$125† will be \$175

Combined life membership in Wisconsin Alumni Association and Alumni Association of NURSING, PHARMACY, WOMEN'S PHY-ED, HOME ECONOMICS, MUSIC, SOCIAL WORK, JOURNALISM

## Single Life Membership

Now \$120† will be \$170

## Family Life Membership

Now \$175† will be \$190

Wisconsin Alumni Association  
650 N. Lake Street  
Madison, Wisconsin 53706

Glad to save that \$50! Here is my check for \$\_\_\_\_\_ for a \_\_\_\_\_ Single Life; \_\_\_\_\_ Family Life membership in Wisconsin Alumni Association (Including life membership in \_\_\_\_\_ constituent professional group.)

Name \_\_\_\_\_ Class year \_\_\_\_\_

Address \_\_\_\_\_

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