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October 26, 1966

Madison, Wisconsin: University of Wisconsin, October 26, 1966

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The Daily Cardinal

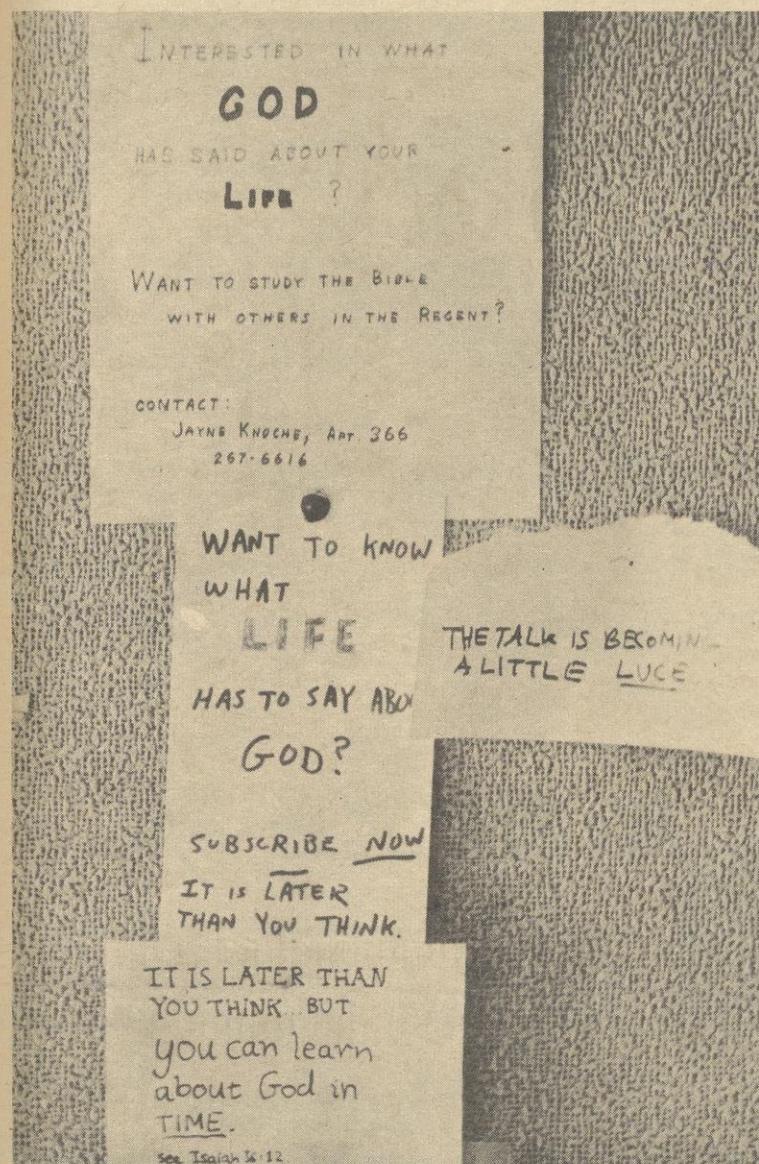
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VOL. LXXVII, No. 33

University of Wisconsin, Madison, Wisconsin 53706, Wednesday, Oct. 26, 1966

5 CENTS A COPY

Text of Draft Report - Page 7



RELIGION ON CAMPUS?—Cynics scoffed at an advertisement for a religious program on a campus bulletin board.

—Cardinal Photo by Neal Ulevich

Res Halls Requires Ogg Judicial Board

By JOHN REED
Day Editor

University Residence halls Tuesday forced Ogg Hall to accept a student judicial board (J-board), according to one Ogg house president.

A Cardinal reporter attempted to cover the meeting but was refused admittance.

Under the board system, a student who commits a violation of dormitory rules is tried before a group of fellow students. The J-board recommends a penalty and the recommendation is given to Residence Halls.

Each of the twelve Ogg hall houses would have one student on the J-board. Three members of this board would try each case according to the current J-board proposal.

The Ogg presidents may modify the proposal when drawing up the final draft.

If students want the responsibility of judging their peers, there is no reason why they cannot have this responsibility, said Kenneth Swerdlow, Ogg program supervisor in an earlier interview.

Swerdlow said he thought J-board would work.

All the Ogg house presidents are against the J-board idea, said one house resident.

Bullis housefellow Allen Kipnes and Bunn housefellow Dennis Hintz said that the housefellow are op-

posed to the idea but will work with it if it is accepted.

"I do not think there is any need for a J-board," said Kipnes. "Right now we're under

(continued on page 12)

Committee Advocates Selection by Lottery

If the military draft is continued it should be based on a national lottery without general deferments, the University Student-Faculty Committee on Selective Service suggested in a report issued Tuesday.

The lottery selections, the committee said, should be drawn from the "youngest age group large enough to supply military demands at any particular time."

Universal military service was pointedly rejected. "We see no compelling reason of security which would justify such regimentation of millions of young people," the committee said.

The Student-Faculty Committee on Selective Service was formed in May in response to demonstrations here against the draft. A faculty directive instructed the seven-member group to "review all Selective Service problems and procedures facing the University."

Chairman of the committee is Prof. G. W. Foster Jr., law.

Committee members are Prof. Burton R. Fisher, sociology; Prof. George L. Mosse, history; C. A. Schoenfeld, summer sessions director; students John Coatsworth and James Haney; and Gary Zweifel, president of Wisconsin Student Association.

The committee's recommendations are tentative. Students and faculty will be given time to forward criticisms and suggestions before a final report is submitted to a special faculty meeting Nov. 17.

"It is the hope of the committee that this procedure will enable the faculty to act decisively on Nov. 17 on what recommendations, if any, it may wish to make to the National Advisory Commission on Selective Service," the report said.

The changes were recommended in the conclusion section of a 39-page report that also discussed what the University should do under existing policies.

Present policy permits educational deferments at the dis-

cretion of local draft boards, and the committee said the system had "resulted in inequalities of citizen service that provided an important part of the foundation for the protests which swept across this and other campuses in spring 1966."

The committee noted that much of the protest was directed at the use of class rank, based on grades, and Selective Service College Qualification Test scores to determine deferments.

The protest movement, the committee said, believed "that academic criteria should not be used for determining educational deferments and that unilateral action by the University in declining to pro-

vide class standing will hasten the day that changes can be made."

But a majority of the committee said it believed that as long as it is national policy to grant educational deferments only to some, "the use of academic criteria is appropriate, chiefly because we know of no better alternative."

Since spring, it has been University policy to deal directly with students in providing information which they request for use in seeking an educational deferment.

The committee recommended that this policy be continued.

"If rank in class information is to be made available, it should

(continued on page 12)

Peace Corps Does More Harm Than Good: Stark

By PAT McCALL
Assistant Night Editor

"The Peace Corps does more harm than good," claimed Evan Stark, graduate student in sociology, during a discussion of the Peace Corps on radio station WIBA Tuesday.

Rick Edson, Peace Corps returnee from Lima, Peru, and Bill Heron, returnee from Venezuela, defended the Peace Corps and its functions.

The people in under-developed countries think of the U.S. in terms of military power, said Stark, because of the U.S. military bases in Thailand and the Philippines, and because of military intervention in Guatemala, the Dominican Republic, the Congo, and Viet Nam.

With this military backdrop, "the people are less than receptive to being helped by the U.S." said Stark.

The Peace Corps "is not working toward what people need most—that is revolutionism in order to overcome dictatorships and colon-

ialism" according to Stark. He claimed that the Peace Corps is "not conscious of its political direction."

Edson, however, stated that the Peace Corps has "little to do with the big issues" but is more concerned with the "person to person relation." "The purpose of the Corps is to aid in social and economical development" said Edson, noting that "social comes first."

The Corps' other purpose, he added, is to increase understanding between the people of foreign countries and the U.S.

The Peace Corps can help to revolutionize the government, according to Heron, since "if a volunteer does anything, he organizes."

"Organization, even of the social kind, can help the people to work together" said Heron, and "could eventually lead to a revolutionary movement."

"In Latin America" he said, "the big problem is that the people can not go directly to the government" but that with "a little organization the masses can deal with the government."

Stark charged that organization alone does not lead the people, and that "organization can help or hinder, work for or against. The Peace Corps has produced changes" but "the communists have still done more infiltrating" said Stark.

"If we are going to revolutionize, let's make a real colonial service" he suggested, "instead of sending so many men to Viet Nam and so few to other countries."

Edson claimed that "there is no other way to approach the situation" and that "students must work as people with people. The Corps resource is "usually the young college graduate, a North American," said Edson.

"There are only certain things that can be done with what is available." The Corps "does not work in the national political context" but is "more interested in getting services into the field" and in setting up a system that will "fulfill the needs after the Peace Corps has gone," stated Edson.

Critic Lauds 'Funny Girl'

By LARRY COHEN
Scenario Editor

American musicals, by their very origin and mass popularity, are usually loud, brassy and intense; they fiercely yell at you—“look at me—I’m alive, damn it!” The irony of this situation is strikingly two-fold in ‘Funny Girl’ (which opened Monday evening at the Orpheum), for the delicate balance between eye-popping spectacle and a quieter nostalgia has been bridged.

It is the quiet things, the very soft moments of remarkably simple gestures that make the musical and its precarious story beautiful. Isobel Lennart’s book seems a trap in itself, for the story of Fanny Brice is but a variation on a hackneyed theme: the ugly duckling turned Cinderella. On Broadway, it was a vehicle for Barbra Streisand’s immense talents and no one paid much attention to the show itself.

Over two years have passed since I saw Streisand as Fanny

Brice; the memory as nostalgia has been distilled by time. The touring company, with Marilyn Michaels as “Funny Girl,” has been on the road over a year since I saw it in Chicago and was impressed by the production and the care with which it had been painstakingly recreated.

A year ago, Martin Tahse’s road version of what appeared on Broadway was good—not great. Miss Michael’s portrayal was in the formative stages, fluctuating between a desire to give expression to her own innate talents and the pressure to supply the mid-western audience with an imitation of the Streisand technique. At best, she was impressive but never entirely satisfactory.

Twelve months have obviously meant a great deal. Listening to the beat of an inner drummer, Marilyn Michaels has relinquished the ghostly shadows of her predecessor and come out swinging in her own right. As a result, her performance is distinctly,

(continued on page 12)

"... that Continual and Fearless Sifting and Winnowing by which alone the truth can be found . . ."

The Daily Cardinal

A Page of Opinion

Reapportionment: Toward Elimination of Inequalities

The division of the campus into nine senatorial districts has drawn much heated criticism in the past and will no doubt continue to be the subject of much debate in the future. Student leaders have expounded on the necessity of equal districts with equal voice on Student Senate and have challenged the Wisconsin Student Association to enact a more equitable division.

In response to this cry the Senate recently passed a campus reapportionment bill. This legislation takes a major step in eliminating the vast disproportions among the districts and is one of the most significant pieces of legislation to come from Senate.

The redistricting results in the expanding of some districts and the decreasing of others. But the net effect will be to equalize the divisions by having about 3,000 students in each. District I which was previously the smallest district with its 1900 students has had its constituency raised to 2800 while the largest division, District IX with a population of over 7,000 has been reduced

to a size proportionate to the rest.

Though the extension of some of the divisions has raised dissent in a few cases, there is no disputing the fact that the campus is now more evenly divided and that a more equal voice will be had by all.

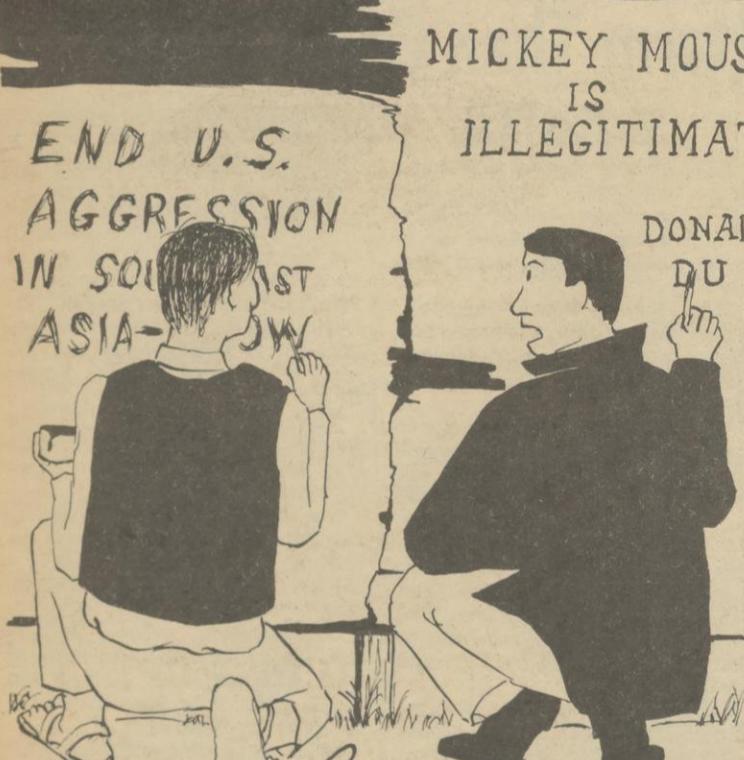
Senate's passage of this bill is a landmark in student legislative equality. It is a credit to this group that even under negative pressure a stand for equal representation was taken.

The debate over voting has not ended. Several groups still consider themselves unfairly represented and special interest groups still clamor to maintain their seats on senate. But the justice done by this recent legislation cannot be overlooked and the campus community cannot help but benefit from this new one man—one vote resolution.

There are still areas of inequality on campus—voices of many students are still not heard. But a step to more valid representation has been taken and the way has been opened for further equality.

EDITOR'S NOTE: Elizabeth Kores is the author of Tuesday's On The Soapbox column. Her name was inadvertently omitted from The Cardinal.

Talkin' Back-Noah Fence



"For God's sake, man, don't you guys ever laugh."

The Daily Cardinal

"A Free Student Newspaper"

FOUNDED APRIL 4, 1892

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To The Editor:

Last Wednesday afternoon sixty students stood in the blazing sun for fifteen minutes near the library in a "silent vigil to end the war in Viet Nam." I have not heard yet whether they were successful. But I doubt it.

Now I am writing you this letter to end the war in Viet Nam. I sincerely hope it is successful.

If it is not, I shall try something else.

R. E. Moore

To The Editor:

P.S. I was sorry to hear that Wisconsin lost to Nebraska this past weekend. But, just beat Michigan and I'll be the happiest man in Viet Nam.

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R. E. Moore

Cosa Nostra and You

By PETER HARRIS

The Collegiate Press Service
(CPS)—A tan clad man grabs you by the arm, and whispers wild words about great opportunities awaiting you in exotic, faraway places. Fantastic dreams stir in your brain and the man in the uniform next to you smiles. He is the armed forces Lucky Louie—the rugged recruiting officer who offers powdered happiness (gun-powdered, that is).

Recruiting agencies sweep the campus every year; but their success is often doubted.

Yesterday a slightly different recruiting agent was on campus, but his success was unquestionable. The basement of Gerrard Hall was mobbed.

Seniors from all departments met with Joseph Manicotti, Cosa Nostra recruiting chief, to discuss the highlights and careers open to college graduates in the underworld.

Manicotti reported: "There are vast opportunities for college graduates. Careers range from being a big city restauranteer to serving the public in a high political office.

"For those in mathematics, we have many opportunities in the field of numbers, while biologists are offered inspiring careers working with certain animals—you know, farm animals like dogs and horses."

This multi-billion dollar industry also offers many benefits aside from respectable jobs. There are free vacations in Miami, for

example. These luxurious vacations are included, Manicotti said, because "we like our employees to feel as if they are a member of a big Family. Our close association with Labor Unions has brought about this enlightened outlook."

There was a silent prayer offered for James Hoffa at that point.

The recruiter also emphasized that college graduates do not have to start at the bottom of the ladder. He said that seven-hundred collegians last year were given high-paying jobs of "some where over ten thousand dollars a year—and that's tax-free, too."

Those interested in politics will be interested to hear that in the past four years, Cosa Nostra sponsored candidates have won 17 Congressional seats, 200 state assemblymen elections, and 43 judgeships.

Asked about the draft, and the Cosa Nostra, Manicotti reported that little could be done to extend deferment, although some of the fathers do have pull with certain boards due to an alternative training program known as Cosa Nostra Officers Candidate School (CNOCS).

"Anyhow," Manicotti pointed out, "the experience will do you good."

Asked if there would be a sign-up sheet in Graham Memorial, he said, "no," but that he will be back in June to take the blood of aspiring graduates.



Lonely Marine In Viet Nam Wants Mail

In the Mailbox

An Open Forum of Reader Opinion

ingness of Cardinal reporters to cover our meetings; in the future we do hope the resulting writeups will include all the appropriate information and the reasons behind the facts.

Karen Hafstad
Chairman,
WSA Human Rights Comm.

To Jazz Buffs

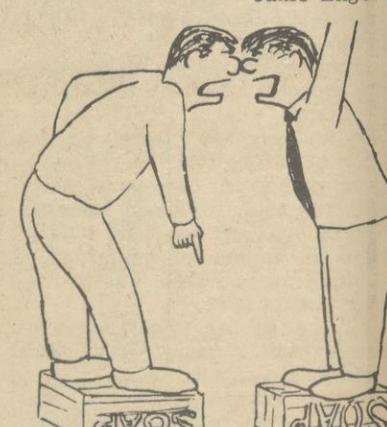
To The Editor:

Regarding Alan Karp's jazz avant garde (10/15) article, "The Man Comes Back," I'd like to leave your UW jazz buffs the following idea (to ponder upon). If "New Thing Bossa Nova" (1001 Notes Samba, Free Form From Ipanema, Un-Quiet Nights, etc.) appears on the jazz scene in 1967 --then I suggest we all sell our turntables!!

Dennis R. Hendley
Music Editor
MIT TIMES
Milwaukee, Wis.

Stop It!

Rats to Cardinal sportswriters. Stop knocking the football team. Janie Engels



Campus News Briefs

Hoofers Sailors To Discuss Independence

Hoofers sailing club will meet to-day at 7 p.m. in B102 Van Vleck to vote on dissolving the Union Hoofers sailing club and form an independent organization.

The proposal, presented by the club officers to the membership, includes the following points:

- * To dissolve the Wisconsin Union Hoofers sailing club;
- * To form a new, independent corporate sailing club; and
- * To turn over the assets of the Hoofers Club to the new, independent student corporation.

SMITH SPEAKS

William B. Smith, Republican congressional candidate from District II, will discuss "The Government and 'U'" today at 7:30 p.m. in room 225, Law Building. Following the program, students and faculty can join Smith for informal conversation at a coffee hour in the Union Rosewood Room. Smith's speech is sponsored by the University Young Republicans.

DEMOCRATIC SOCIETY

Students for a Democratic Society (SDS) will meet today at 7:30 p.m. in the Union to make plans for the International Days of Protest.

FREE UNIVERSITY

The first meeting of the Free University will be held today in the Union at 4:30 p.m. The organization has so far been coordinating various workshops and seminars. The nature of a free university will

be discussed.

WSA HOUSING COMMITTEE

The Wisconsin Students Association (WSA) Housing Committee will meet at 4 p.m. today in the Union.

GYMNASTICS

The Women's Gymnastic Club will meet today at 7:30 p.m. in the Lathrop Gym.

SRP

Student Rights Party will hold their fall nominating convention today at 7:30 p.m. in the Union. Any-

one interested in running for a seat on Student Senate or Cardinal Board is invited to participate. Candidates are asked to register with Mike Fullwood at 256-7619 before the meeting.

WSA NEW STUDENT PROGRAM

Interviews will be held for sub-committee chairmanships for the Wisconsin Student Association New Student Program today, and Thursday from 3 to 5, and 7 to 9 p.m. in the Union. The following committees will interview: Academic, cultural, freshman orientation, publications, publicity, services,

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PUMPKIN CARVING CONTEST

A pumpkin carving contest, sponsored by the Union crafts committee, will be held in the Union Trophy Room today from 7:30 to

9:30 p.m. The pumpkins will be judged at 9:30 p.m., in categories such as most ghoulish and most collegiate, and the winners will receive free tickets to Union events. Pumpkins will be provided for all entrants, but contestants are urged to bring their own knives and spoons.

** * * *
SPANISH CLUB
The Spanish Club announces its second meeting of the fall semester.

(continued on page 11)

CAMPUS CLOTHES SHOP



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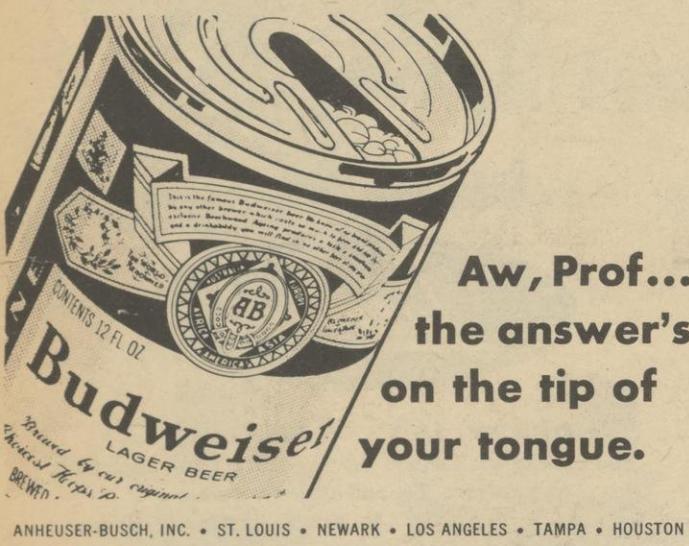
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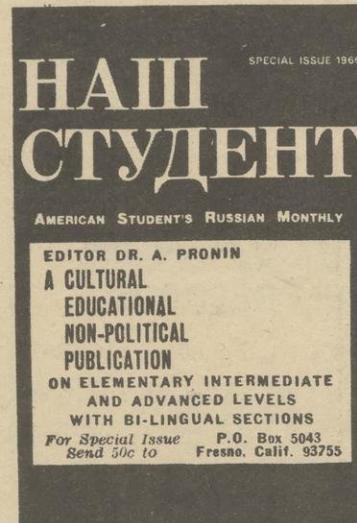
Dr. Don Bylund, Manager of Process Engineering, is conducting interviews at your Placement Office on Monday, October 31. If YOU are interested in learning more, and are qualified to accept these extraordinary opportunities, he would be very interested in meeting you.

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Today's Beauty

PUSSY FOOTING — Kathy Payne, a French major, is a sophomore from Madison. She is shown with her Persian kitten who is quite "catprecious" at local cat shows.
 —Cardinal Photo by Jerry Brown

PRECEPTOR'S CONFERENCE
 Prof. August P. Lemberger, co-ordinator of Extension services in pharmacy at the University, and Bernard P. Des Roches, a pharmacy graduate student, will address the first Preceptor's Conference of the Ontario College of Pharmacy Sunday in Toronto. The conference is a licensing agency corresponding to the American boards of pharmacy.



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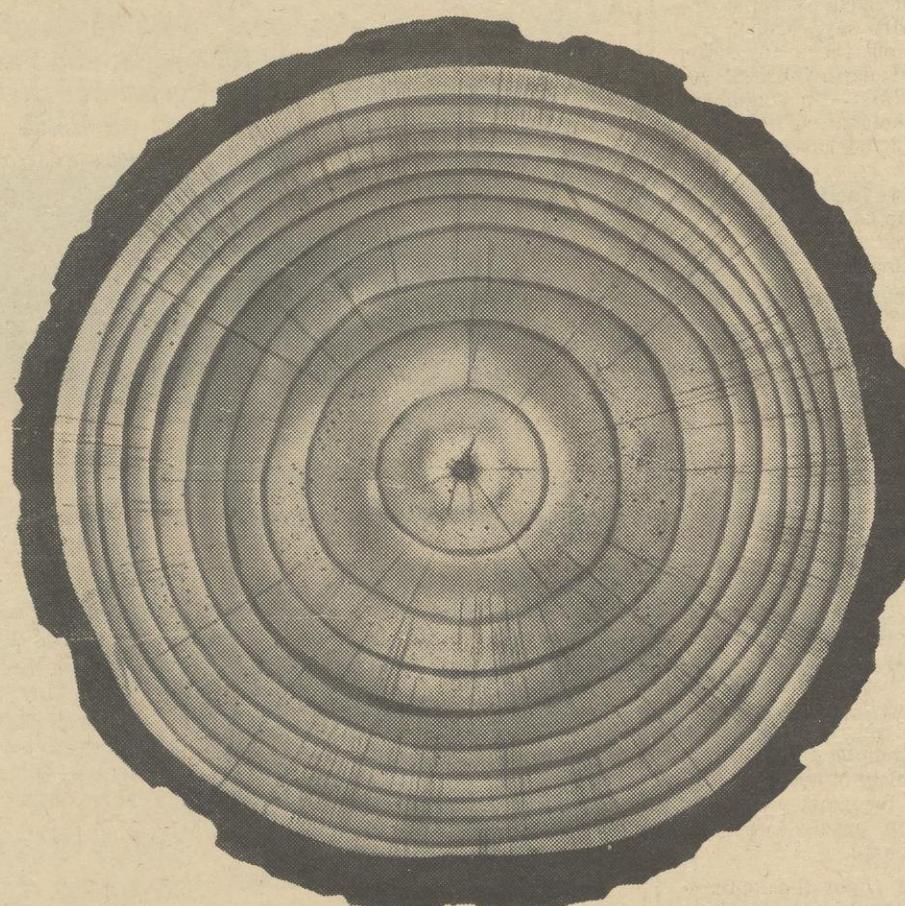
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**CAMPUS INTERVIEWS ON:
TUESDAY, NOVEMBER 15, 1966**



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Humphrey Visits Wisconsin, Upholds Policy on Viet Nam

By STEVE CONY
Cardinal Staff Writer

Vice-President Hubert Humphrey toured Wisconsin Sunday, making a 90-minute stop in Milwaukee and stopping later in Racine and Sheboygan, to boost support for local Democratic candidates.

In a true barnstorming spirit, he emerged from his plane at the scheduled 5:30 p.m. Facing a crowd of about 400 at Milwaukee's General Mitchell Field, he began by congratulating the band which had played before his arrival.

"I'd like to congratulate the Packers, too; I understand they did pretty well this afternoon. It's a real homecoming for me to be in Milwaukee. Wisconsin has given to America some of the finest public servants that any state in the Union has produced," he said.

Withstanding a heavy wind and cold temperatures, without a hat or tocoat, he enumerated his travels of the past three days: Omaha; Pueblo, Colo.; Salt Lake City; Provo, Utah; Denver; St. Louis; and Minneapolis. "I just did that in my spare time. I thought that while the President was away, the Vice-President will play."

Talking about recent legislation for federal aid to higher education he said, "For those old conservatives who will say, 'Oh, I hear Humphrey's out there advocating more federal expenditures,' just let me say this: No community ever went insolvent, no state ever went bankrupt, because it invested in education."

Asked of his feelings about this Wisconsin trip he quipped, "I have always enjoyed Wisconsin, except for those Saturdays when the University has whalloped the University of Minnesota."

Concerning the recent splattering of President Johnson's car with paint in Australia, Humphrey quoted the President as calling this a "colorful trip" and said, "I doubt that incidents like that have any particular effect except for a slight embarrassment on the part of the host country."

Asked to name what he considered the most important bill passed by the 89th Congress Humphrey chose Medicare. "It has had the effect not only of being helpful to the elderly, but it has relieved tremendous burdens upon families. I think it will upgrade the general quality of medicine, it will improve the quality of hospitals, and it is one of the most passionate measures ever passed by a government," he said.

Asked what hopes the administration had for the Manila Conference, Humphrey said, "Great efforts are being made in the United Nations, by Secretary General U Thant and Ambassador Goldberg, to find that thread that could lead to the conference table, where a political settlement could be arrived at... Hopefully, in Manila we'll be able to explore all those possibilities. I think it will be a very helpful conference, if for no other reason but that it brings allies together, and that it was called by an

Fenske, Junior Goldberg Quip

Prof. Harvey Goldberg told his classes that he was recently given a ticket for jaywalking. When the policeman asked why he did it Goldberg stared gravely at the cop and said, "Rebellion." A university junior said that he enjoyed the movie "Dear John" so much that he scraped the varnish off his seat.

In another lecture Goldberg told about the time he was talking with a Warsaw literary critic. "In capitalist societies man exploits man," said the communist subject, "with us it's the other way around."

"The closest I ever got to being an athlete was when I got athlete's foot," said chemistry Prof. Dick Fenske disclaiming any relationship to Badger football player Bob Fenske.

Asian leader."

Denying that the United States is insincere about wanting peace, Humphrey said, "There has never been a day that this country has not been willing to sit at the conference table, without any precondition, and discuss honorable terms of peace. In fact, we waited many years before any bombing was ever undertaken and there was no more movement for peace from Hanoi."

He continued, "The roadblock to peace is not in Washington and it is not in Manila; the roadblock to peace is in Hanoi and Peking. As President Johnson said yesterday, we are prepared to stop bombing

EVANS SCHOLARS

Evans Scholars announce the pledging of the following men: Michael Frankowski, Herbert Schick, James J. Oszewski, Robert W. Voelker, James M. Fico, Richard J. Marcks, Richard L. Walters, James J. DeGiacomo, Steven T. Lovejoy, Andrew S. Brignone, Randolph C. Weidner, Michael N. Nowakowski, Darell L. Robey, Daniel J. DeKarske, Richard S. Bartosic, Peter A. Manti, Bradley R. Davidson, Bradley M. Leach, and Donald Leinweber.

at any time we have any indication from Hanoi that they are interested at all in talking peace, and will take some steps toward it.

"Up to this date, they have rebuked the efforts of every political leader. There has been no response from the responsible authorities in Hanoi leading to peace."

Dr. James O'Leary, professor of neurology, Washington University School of Medicine, will meet with individuals interested in various aspects of neurological education to discuss the Conference on Education in the Neurological Sciences, which will be held at White Sulphur Springs, West Virginia, Nov. 13-16.

NEUROLOGY TALK TO BE HELD

Dr. James O'Leary, professor of neurology, Washington University School of Medicine, will meet with individuals interested in various aspects of neurological education to discuss the Conference on Education in the Neurological Sciences, which will be held at White Sulphur Springs, West Virginia, Nov. 13-16.

ENGINEERING AWARD

A top student in electrical engineering at the University, John H. Stichman is the winner of the Hugh and Cynthia Rusch senior engineer scholarship award for 1966. He received the award of \$400 and certificate from Dean

Kurt F. Wendt of the College of Engineering.

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Student-Faculty Committee Releases Tentative Report on Selective Service

Here, in tentative form, is the Report of the Faculty-Student Committee on Selective Service. The Committee—appointed in response to a resolution adopted May 23, 1966, by the Madison Campus Faculty of the University of Wisconsin—was directed “to review all Selective Service problems and procedures facing the University” and report its recommendations to the Faculty as soon as practicable.

The Report in its present form reflects the present views of the Committee after considerable study and discussion. Before submitting a final report, however, the Committee wants the benefit of criticism and suggestion from the entire University community, students and faculty alike.

To this end we invite reaction in writing, addressed to the Committee at the Office of the Chancellor. In preparing the final version of its Report to the Faculty, the Committee will consider all written comments received by the end of the day, Thursday, November 3, 1966. To speed our own work and to assure an accurate response to suggestions, the Committee urges proponents of change to provide us with precise language they would substitute for what is now in the Report.

The final Report to the Faculty will be distributed November 10, 1966. At the Committee’s request, the Chancellor has scheduled a special meeting of the Faculty for Thursday, November 17 at 3:30 p.m. in Music Hall. The sole purpose of this meeting will be to consider the Committee’s report.

In closing, it is the understanding of the Committee that the President’s National Advisory Commission on Selective Service will receive its final staff recommendations before the end of November. It is the hope of the Committee that the procedure outlined here will enable the Faculty to act decisively on November 17 with respect to questions of what recommendations, if any, it may wish to make to the National Advisory Commission on Selective Service.

John H. Coatsworth
Burton R. Fisher
G.W. Foster, Jr. (Chairman)
James S. Haney
George L. Mosse
C.A. Schoenfeld
Gary D. Zweifel

Madison, Wisconsin
October 25, 1966

I. INTRODUCTION

Most national laws relating to the draft are lodged today in the Universal Military Training and Service Act. The Act—never made permanent—has been renewed by Congress in four-year installments since 1951. While renewal is invariably set for non-election years, the Act has not escaped amendment at other times as well and countless changes have been made since 1951.

The current renewal of the Act expires June 30, 1967. Automatic renewal beyond this date seems unlikely as this is written in fall 1966. Critical comment in Congress and on the campus, especially since spring 1966 have surfaced old and new issues about the draft with such effectiveness that major reassessment is already taking place at a national level.

The nation has used military conscription in the Civil War, in World War I, and more or less continuously since 1940. It is not the function of this Committee to pass judgment on that policy or upon the wisdom of the foreign policy which the draft has helped implement. The primary purpose of the report is to lay before the faculty background information and recommendations concerning the University and the structure and operation of the draft system. We begin with a consideration of existing draft policies and the manner of their administration.

II. DRAFT LAWS AND REGULATIONS

The Basic Scheme

Our national draft laws are an accumulation of Congressional responses to experience with military conscription for a quarter of a century. The preamble of the Universal Military Training and Service Act suggests some of the conflicting forces and values involved, for it lists the following needs as the ones with which the Act purports to deal:

- ... To provide armed strength adequate for national security;
- ... To share military obligations generally under a system of selection which is “fair and just”;
- ... To maintain an effective national economy;
- ... To preserve the National Guard as part of first line defense; and
- ... To utilize fully the nation’s “technological, scientific, and other critical manpower resources.”

The basic pattern of the Act may be stated rather simply. Males must register with Selective Service on reaching the age of 18. After reaching the age of 18 years and 6 months, registrants become liable for training and service in the armed forces and remain liable for induction until 26. The Act then sets up a number of exemptions and deferments which, if granted, may extend liability for induction up to age 35. Until recently, however, those remaining in a deferred status until 26 have not thereafter been inducted although under recently increased demands for military manpower, some in the over 26 group are being called up. Doctors and dentists are an exception. For them, draft age extends to 50 and most are past 26 before commencing military duty since they first complete their professional training.

The registrant carries the burden of establishing his claim to an exemption or a deferment; he will be classified I-A (available for military service) if he does not. Hence from the view of the registrant seeking a deferment, it is in his best interest to have the freest possible access to any information likely to be helpful in establishing his claim.

Some 4,000 local draft boards administer the Act, expanding or contracting the number of deferments to adjust between military demands and the supply of manpower, giving the Act its character as a “selective service” device. “Local boards,” Justice Clark has written for the Supreme Court of the United States, “are not courts of law and are not bound by traditional rules of evidence; they are

given great lee-way in hearing and considering a variety of material as evidence. If the facts are disputed the board bears the ultimate responsibility for resolving the conflict—the courts will not interfere.” Or, as Justice Jackson has put it, “the whole tenor of the Act is that the factual question of whether the registrant is entitled to the claimed exemption shall be left entirely in the hands of the local board.” In addition to having the last word on the facts of the case, the local boards also have a broad discretion in selecting among their registrants those who are to fill national calls for military duty. There is, however, a statutory right to an administrative appeal from a classification once made.

Local board members are nominally appointed by the President from recommendations made by the Governor of the state (though in practice the appointment is by the Director of Selective Service, acting under authority delegated by the President.) Board members must be civilians who reside in the area over which the board has jurisdiction. The fact that board members are chosen from residents contributes to the general confidence they enjoy at a community level. But the independence and discretion vested in local boards produce substantial policy variations from board to board, making the administration of the Act more responsive to local policy than to national uniformity in many particulars. There are also variations among policy guidelines promulgated by State Selective Service headquarters. For example, the state of Delaware guidelines prevent II-S deferments to graduate students in the humanities. Another striking example of the point is provided by the fact that Wisconsin, with about 2 per cent of the nation’s agricultural population, allows 13 per cent of the country’s agricultural deferments.

Draft Exemptions and Deferments: General

The grounds for draft exemption or deferment under the Act introduce most of the administrative complexities into the system and are a focal point of controversy over the fairness and justice of its operation.

Some of the statutory grounds for exemption or deferment are specific, or reasonably so. Examples of such specificity include exemption or deferment because of:

- ... Present or past service in the armed services or designated periods of time;
- ... Membership in National Guard or Reserve units;
- ... Participation in ROTC or other military training programs;
- ... Holding any of certain specified state or national public offices (e.g., state and federal legislators, state executive officials elected on a state-wide basis, judges of courts of record, etc.);
- ... Service as ordained ministers of religion or participation in training for the ministry; and
- ... Conscientious objection to war based on religious training or belief.

Apart from exemptions or deferments based on past or present military service, the specific grounds just listed affect relatively few people and most registrants must look elsewhere for grounds which will exempt or defer them from military service. They will find these chiefly in the form of rules and regulations implementing provisions of the Act that permit (but do not require) the President to grant deferments “found to be necessary to the maintenance of the national health, safety, or interest.”

Through these provisions Congress has shifted to the President the primary responsibility for fashioning the terms of deferment policies likely to affect most registrants. Given the basic scheme of the Act, the wide discretion in the Executive Branch is probably the only practicable way to provide the flexibility needed to meet fluctuating demands for military manpower and relate them to varying numbers of draft-age men. It should also be added that Congress has delegated this authority to the President in terms which indicate he is expected to use deferment policies as broadly as he can consistent with military needs; as evidence of this Congressional purpose, the provision for universal military training which gives the Act its name has never been implemented by Congress nor has any President while in office ever pressed seriously for its use since the Act became law.

Among the policies and regulations promulgated in the name of the President to maintain “the national health, safety, or interest” are deferments because of:

- ... Occupation (e.g., in industry, agriculture, medicine, scientific research and development);
- ... Physical, mental, or moral deficiency in the registrant (nationally about 50 per cent of men classified as I-A are rejected at the preinduction examination, and re-classified with a deferment on one of these grounds, about half for educational deficiency; the rejection rate of Wisconsin inductees is lower, around 40 per cent);
- ... Dependence of others upon the registrants (e.g., the policy of deferring married men with children); and
- ... Pursuit of further education by the registrant.

The Selective Service regulations arrange the various exemptions and deferments into a system of draft classifications, arrayed in the order in which the various classes are to be called up for active duty. However, the priority of call to military duty is less important than the fact that education—or the lack of it—provides the major basis for deferment within the 18 to 26 age group. This was true during the Korean War. It remains true in fall 1966 despite introduction of regulations which limit deferment rights among college students.

Educational Deferment Policies in Particular

The Department of Defense REPORT ON STUDY OF THE DRAFT, issued in June 1966, observes that:

“Present student deferment rules were originally developed in 1951, based on the views of leading educators and Federal policy makers, in order to provide an assured flow of college trained manpower, both for the civilian economy and the Armed Services. The Military Departments, in fact, look to civilian colleges for 90 per cent of their new officers.”

And until spring, 1966, at least, it is apparent that the higher education community—administrators, faculty and students alike—either supported or acquiesced in accepting a policy of college student deferment. Nonetheless, educational deferments create problems of their own, as becomes apparent on examining the policies they involve and the manner in which they operate.

The Universal Military Training and Service Act itself contains but two clear policy commitments concerning educational deferment:

- ... Full-time high school students are to be deferred, either until they obtain a diploma or reach the age of 20, whichever comes first; and
- ... Full-time college students, if called up for induction during the academic year, are to be deferred until the end of that year (but this may be claimed only once and a registrant may not thereafter be deferred on educational grounds).

Otherwise, as already noted, the Act leaves it to the President to determine whether, and on what terms, it may be necessary to the “national health, safety, or interest” to permit academic deferments. Draft regulations in effect during the Korean War suggested that a full-time college student should be deferred if either he ranked in some designated upper fraction of his class or received a score above a stated level on a nationwide Selective Service classification test. These criteria were only advisory, however, and the educational deferment policies of a particular board probably depended on other factors as well—personal interviews or written statements showing special circumstances of an individual case, the size of a draft call at a given time, the supply of men available to a board (a question which depended partly on the board’s policies toward deferments on such other grounds as occupation or dependency of others on the registrant).

Advisory academic criteria for student deferments remained in the regulations from the Korean War until January 1962. Lowered draft calls after the Korean War, however, resulted in more liberal deferment policies and the academic criteria for deferment were minimal in this period. On January 5, 1962, President Kennedy replaced the old advisory regulations with a new general order declaring that:

“In Class II-S shall be placed any registrant whose activity in study is found to be necessary to the maintenance of the national health, safety, or interest.” This order also delegated authority to the Director of Selective Service to issue advisory criteria to guide local boards in applying the “national health, safety, and interest” standard the President had announced.

During the next four years, however, no such advisory criteria appeared and local boards liberally deferred all students who pursued a full-time college or graduate school course. These deferments were made on a year-to-year basis. At the University of Wisconsin in this period and on this point we were typical—a registrant could request that a certificate be sent to his draft board indicating he had enrolled for the year on a full-time basis. If during the year such a registrant withdrew from school or dropped below a full-time level, the University automatically reported this to his board. Actually, however, both the Act and Selective Service regulations make it the duty of the registrant, not the school, to inform a draft board of any change in status; the automatic notification by the University that the facts earlier certified were no longer true was provided at the request of the Selective Service system to assist its administration of the Act.

From the viewpoint of entering military service, draft policies since the end of the Korean War have less often selected those at opposite ends of the educational spectrum: The best educated and the least educated have been less likely to be drafted. The Department of Defense, reporting a study of males who reached the age of 26 in the month of June 1964, found that only 40 per cent of college graduates in the group had some military service by that age (and 11 per cent of the college graduates in the group had occupational deferments, compared with less than one per cent of all other men in the 26-year age group). The percentages with military service for the other educational levels in the group were:

- ... Those without high school diplomas, 50 per cent;
- ... High school graduates without college training, 57 per cent; and
- ... Those with some college but no degree, 60 per cent.

It has been asserted that in operation the draft discriminates against Negroes and other groups too poor or too poorly prepared to attend college. Solid evidence on the point is hard to come by. The data vary from year to year. A court action in Mississippi challenges administration of the draft there on grounds that in some boards Negroes are systematically called for induction ahead of whites but as this is written the case has not been tried. On the other hand, the armed forces have systematically rejected large numbers claimed to lack skills, a policy which obviously excludes more among the poor than among other groups. The comparatively high percentages of non-whites among servicemen also owes quite a bit to voluntary enlistment, and particularly re-enlistments, because pay scales and opportunities in the military are higher than many Negroes can find in other jobs open to them. Further variation will occur in the future as 40,000 I-Y men in the coming year, and a predicted 100,000 per year thereafter will be inducted and given basic education and rehabilitation by the armed services themselves.

The escalation of hostilities in Viet Nam has now ended the liberal allowance of student deferments. On January 28, 1966, General Lewis B. Hershey, Director of Selective Service, announced that test and class standing criteria similar to those used during the Korean War would soon be restored. The announcement produced some scattered but strong expressions of disapproval but no significant move to head off the adoption of such criteria developed

(continued on next page)

in the education community. Nor was significant concern voiced over this in Congress at that time. On February 17, General Hershey appeared before a House education subcommittee to explain his intentions to install academic criteria for student deferments. The subcommittee showed little interest in that matter, however, and instead taxed him with charges that some students protesting the draft had been reclassified as I-A after staging a sit-in at a Michigan draft board office.

In this period of time reactions at Wisconsin were much the same as elsewhere. At the March meeting of the Regents, it was reported that academic criteria for draft deferment were in the offing and Vice President Clodius expressed concern over the wisdom of using them. Nevertheless, it was assumed that the University, as in the past, would respond by providing — for student who requested it — information that would help them establish their claim to an educational deferment.

Effective March 23, 1966, Selective Service announced the new "Criteria Concerning the Placement of Registrants in Class II-S." The criteria are advisory and neither compel a draft board to call up a registrant who fails to meet them nor to defer one who satisfies the standards. As before, numerous other factors will be taken into account and from board to board there can be expected considerable variation in deferment policies.

Applied literally, the new criteria would permit a student seeking an educational deferment to rely on either:

- (1) His score on the Selective Service College Qualification Test (a score of 70 or more being required to continue undergraduate work after the freshman year and a score of 80 or more to pursue graduate work); or
- (2) His rank among full-time students in his class during the preceding academic year (upper half to continue in his second year, upper two-thirds in his third year and upper three-fourths to continue in his fourth or later undergraduate year; eligibility for graduate or professional training is more rigorous, requiring a standing in the upper quarter of the class in the last undergraduate year and satisfactory progress thereafter as a full-time graduate or professional student).

Special comment on several aspects of the criteria is warranted.

First, the criteria are silent on eligibility for deferments to those who seek to enter college after completing high school. In practice, apparently, any high school graduate today can be deferred for a year if he wishes to try his hand at college. At least Wisconsin draft boards are urged by the State Headquarters to defer any registrant who is accepted and intends to enroll as a full-time college freshman. The same policy is said to be general elsewhere.

Again, neither the new criteria, the Act, nor any other Selective Service regulation specifically impose any duties whatever on colleges or universities. Instead, the Act and regulations merely provide advisory guidance to boards in passing judgment on information a registrant is expected to furnish if he seeks to establish his claim to a deferment. Whether this information reaches a board from the registrant himself, or directly from his school upon his request, is immaterial. During the period of protest in May 1966 the University of Wisconsin at Madison abandoned its earlier practice of sending information directly to boards when requested by students to do so. It is present Madison policy to deal only with students — and not with a board — in providing information which the student requests.

Furthermore, different purposes underlie deferment when based on the Selective Service qualification test score than when based on class standing. At least among boards that hew close to both criteria in granting deferments it can be expected that:

... The test score will defer proportionately more students at the bottom of their classes in schools that maintain higher academic standards for admission and continuation (though even in these schools are some whose test scores have fallen below the 80 required to go on into graduate or professional training); and

... Elsewhere, reliance on class standing will aid those who get good grades, whatever their major subject and whatever the academic standards of the college or university they attend.

Selective Service officials assert the qualification test does not favor students majoring in any particular field. No public demonstration of the point has been offered, however, and such a result is a tall order for any test. But even if it is assumed that a registrant's field of academic specialization neither aids nor harms his test score, the qualification test is almost certain to lay an uneven hand on the several geographic regions of the country. Historically and still the graduates of Southern high schools lag the performance of those in other sections of the country — owing, apparently, to the South's late start in the field of public education and the limited resources the region has been able to contribute to its schools.

So far as deferment may be grounded on class standing — regardless of the school attended — the effect is to compensate in some measure for whatever regional variations might appear in performance of the qualification test. Moreover, deferment based on class standing, whatever its other shortcomings, is not tilted toward any particular academic discipline; a music student with good grades stands the same chance of deferment as a physics student with good grades.

Nevertheless, class standing itself poses hard problems. Last spring the Madison campus was faced with the question whether to compute class standing separately for each school or college, or collectively for all male members of the class on the Madison campus.* The choice involved real differences between grade-point medians, which vary substantially among the several schools and colleges within the University (and between freshman, sophomore, junior and senior years within a particular school or college). Appendix A of this report shows these differences for the 1964-1965 school year. At Madison this issue was handled administratively by a vote of the Deans who, after considerable discussion but without soliciting reactions from faculty or students, elected to compute class standing on a campus-wide basis.

* One might reasonably ask why not compute class standing collectively for all campuses of the University. A short answer is that student records are kept separate-

ly at each campus. It is one thing to provide information that is readily at hand and quite a different one to provide services that call for facilities and materials not readily available and already in use for other purposes.

A final comment on the new criteria stresses a point already made: The criteria are merely advisory. Local boards will presumably consider many other factors in passing on educational deferments. A student who has been ill or had other difficulties during the school year may want other kinds of information as well as establish his case before his board. Today he can obtain a transcript of his grades by paying a reasonable fee. He can also call on individual faculty members to corroborate his reasons for not completing a seminar or research project because of matters beyond his control. But he may also wish, for purpose of comparison, his class standing shown cumulatively as well as annually in order to explain away a bad semester. But, without question, the factor that will bear most heavily on educational deferments will be the magnitude of calls made on Selective Service to provide inductees for military service.

As this is written, deferments for the 1966-1967 school year have been granted and students who continue on a full-time basis can, at a minimum, assert their statutory right to complete the school year. For most presently deferred, summer 1967 marks the next hour of decision.

III. THE DRAFT: AN APPRAISAL

General

The draft was designed to provide a flexible system that could meet a continuing yet fluctuating need for manpower in the name of national defense. With all its flaws, the draft has substantially accomplished that purpose since 1940, based on local-board assessments of who should go and who should stay. Inevitably, a draft is marked by seeming inequities to individuals or categories of citizens and the pursuit of a "fair" and "just" system of selection — which the preamble to the Act requires — is a formidable objective. Since only very rarely and momentarily will requirements of the military exactly match the supply of eligible manpower, the element of choice or chance will necessarily be present.

The operational principle of the present draft reflects an asserted national interest rather than individual equity. The system rejects the assumption that compulsory national service can either be made equally disagreeable and dangerous, or equally safe and acceptable, to all young men. The system rests instead on selective devices, based on collective judgments at the level of the local board, as to what shall constitute the "national health, safety, and interest."

The II-S deferment is one means of cutting the pool of eligible manpower down to the size of current military requirements. Its rationale is simple: namely, that it is in the interests of both the civilian sector and the armed forces that qualified individuals pursue their education until that time when their services are needed elsewhere. The II-S tends to dramatize or magnify the selective nature of the draft — and the judgmental character of selection — but that selectivity is, after all, a basic operational principle.

But selection based on an accordion-like system of deferments that rest on the collective but variable judgments of local draft boards is not the only means for drafting men for military service from a larger than needed pool of manpower. A lottery, once the laws of chance have produced selections, can be made to apply uniformly, without the operational inequalities introduced by differing judgments over the grounds for deferment or local variations in the supply of eligible manpower. Any choice between these two modes of selection must rest in part on an appraisal of the operational characteristics of the present deferment system, an area next considered.

The Military Needs

The military services appear generally satisfied with the basic premises of the present draft system. Since 1950 nearly one third of the new entrants to the armed forces have been draft inductees. Indirectly, the draft has spurred many of the remaining two thirds to sign up: A Department of Defense survey among this group in 1964 reported that 40% indicated they had enlisted only because of the draft.

National Guard and Reserve units also benefit from the current draft policies. Membership in one of these units can substitute for active military duty and some 70% of newly enlisted members of Reserve units reported to the Department of Defense in 1964 that the draft was their reason for joining.

Draft policies toward education have also been generally satisfactory to the military. By rejecting draftees of limited skills it has been possible to avoid the costs of special training to raise such men to needed skill levels. Again, by delaying induction of those with educational deferments, the services have been supplied with officers and other highly trained personnel who are drafted into military jobs at rates of pay lower than their skills would in general command on the civilian market.

The Department of Defense recently took a look in economic terms at the direct and indirect effects of the draft in providing military manpower. It estimated that, without the draft, military payrolls might have to rise by as much as \$17 billion annually to maintain an all-volunteer military force at pre-Viet Nam levels of 2.7 million on active duty. And if the national unemployment rate were to drop still further below the present 4 per cent level, the costs of attracting and training such a wholly professional military establishment might rise higher still.

Economic considerations perhaps count in part also for the fact that the Department of Defense prefers a selective draft instead of universal military training. The population of draft age men is rising sharply and the costs of universal military training would rise with it. In 1965, some 1.7 million men reached the age of 18, a number far larger than needed either to sustain an armed force at the 2.7 million pre-Viet Nam level or for the build-up thus far occasioned by hostilities in Viet Nam. By 1974 the number of men reaching 18 will exceed 2.1 million annually, only about one third of whom would have to do military service in order to sustain a 2.7 million force supplied through the draft as it now operates.

The Department of Defense REPORT ON STUDY OF THE DRAFT, issued June 1966, asked for only two changes in current draft practices, both of which could be achieved

without amending the present Act. The Department would preserve the present system of deferments but would rearrange the order of calling men up for induction by placing two groups in the first order of call:

- (1) Available men in the 19- and 20-year age group; and
- (2) Men (up to age 35) who had just completed their schooling.

The report expressed a frank military preference for inductees who entered at lower age groups. The exception made for inducting those in older groups seems designed to assure a supply of officers and more skilled people whose training would be paid for elsewhere and whose services could be obtained involuntarily for less than a free market would command.

The Educational Deferment: Pros and Cons

A number of points are appropriate to a discussion of an educational deferment policy.

An educational deferment policy provides the military with a continuing supply of officers and other highly skilled people, greatly relieving the military budget by shifting elsewhere the cost of most training. Further, the registrant inducted after his studies are ended must be content with whatever rate of pay is available for the military rank assigned him.

One may fairly question whether such a system makes the best economic use of the human resources involved. Increasing reliance by the military upon sophisticated weapons systems and equipment calls for such diverse skills as electronics maintenance technicians, missile repairmen, intelligence analysts, meteorological aides, and computer programmers. To the extent, however, that the armed services make no use of the special skills possessed by those they induct, the economy at large loses the increment of wealth these skills could have contributed during the period of their military duty. And, again, given the cost of training for the particular military skill required for a designated task, the most "economic" route may well be direct training for the military job rather than making but a partial use of one primarily trained for something else. On the other hand, it can be argued that the military has as much right to call on colleges and universities for trained or partially trained manpower as the civilian sector.

As an abstraction, a society may choose to set apart its most intelligent citizenry and relieve it from the obligation for military service in order to protect the nation's best brains and maximize the contribution they may make to the quality of the society. Such a policy, strictly applied, would call for a system of exemption rather than deferment (nominally, a deferment system merely delays rather than exempts although in operation many deferments in fact ripen into exemptions under our present system). Nevertheless, the United States has never formally proclaimed a policy that would exempt its brains from military duties and hazards. Apart from cutting across the grain of some widely voiced and deeply held national assumptions about citizen equality, such a policy would provide a poor formula for maintaining our military security.

Operationally, however, our policies of educational deferment have resulted in inequalities of citizen service that provided an important part of the foundation for the protests which swept across this and other campuses in spring 1966. There is ample room to question the equality of any system which produces an incidence of military service which is 50 per cent higher among college drop-outs than among college graduates. Again, the broad discretion vested in individual draft boards and the spotty distribution of available manpower introduce further operational inequalities into the system, and as presently administered the educational deferment is hardly available in uniform national terms.

The educational case for the present system of deferments involves, among others, these points:

- (1) That deferment provides a continuous supply of trained people, not only for our military needs but for all the fields of endeavor that add to the quality of our national life. As one Committee member put it, "If there has to be a selective draft, it seems better to have a general principle of deferment than one arbitrarily chosen by a bureaucracy. Educational progress seems to be a more equitable way of determining such selection than an arbitrary choice geared to a more specific national interest. Any more restricted criteria for selection might well work in favor of pre-professional training and against those engaged in humanities or social science."
- (2) That deferment encourages more people to obtain more education, acting as a spur to more diligent pursuit of studies and higher academic attainment. If the draft acts as a spur, it is an artificial one, to be sure. Yet it is in a sense no more artificial than the requirement to take certain courses in order to be eligible for certain jobs, or the requirement to achieve a certain grade point average in order to be eligible for admission to a certain school. The point is that a modern campus — for good or ill — is not a cloister, and no system of education can render its participants immune from the pressures of life, whatever they may be. Indeed, there can be far worse intrusions on the academic process than the threat of military service.

Yet an educational deferment has an impact on the educational process itself. And the matter is one about which we, as educators and students, feel especially prepared to speak.

A deferred student lives under the overhanging threat of induction, a fact which may color every significant decision he makes. True, an academic deferment shields him from the draft for another year. And if he can string deferments together until he becomes a father or reaches the age of 26 (or 35, as the Department of Defense would have it), he can manage to avoid military service unless extraordinary demands for military manpower are made.

Yet, while a deferment is a shield against the draft, it also can distort college experience for some, perhaps many, students. Pressures from family and friends may urge him to enter and remain in school. The threat that he will be drafted if he fails to pursue the educational objective previously announced to his draft board may freeze him into an unwanted career pattern chosen before he realized what he was getting into. The need to pursue a full course of study may make him hesitant about dropping courses, even where this is the best

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academic alternative. Should he confront a personal crisis, for which the best answer might well be to leave school for a time to think out his life objectives, he may be restrained by the thought of induction.

Thus, even where the draft operates to grant deferments to all full-time students, it imposes restraints on the choices open to a deferred student. And in the Committee's judgment, the restraints are imposed as to matters which may seriously impair the quality of his educational experience and his attitudes both toward learning and toward service to society and nation.

Academic Criteria for Educational Deferment

When, as at the present time, deferment policies shift so that some full-time students will also be drafted, new tensions enter the picture. The problem here involves drawing a line between those who will and those who will not be deferred. Much of the protest in spring 1966 centered on the short-comings of test scores, rank in class, or grades as criteria for determining deferments. In substance, these objections rejected any system which would defer some, but not all, students. Academic criteria were dismissed and no alternative means of drawing a line were seriously advanced.

Much of the protest centered on the use of rank in class. One of the arguments advanced was that rank in class made faculty members and teaching assistants into involuntary agents of Selective Service and that they would be perceived by students as such. Furthermore, since class ranking rests upon the cumulative effects of grades in individual courses, some of the argument was based on doubts about the grading system. Debate over the meaning and validity of grading and testing systems is one of the sturdiest perennials in the academic community. And despite countless experiments with alternatives, this and every other large university in the country rely heavily on testing, grading and class ranking for all sorts of purposes. Here and there may be found a seminar or course in which no grade is given. But the overwhelming practice at Wisconsin, at least, is to give grades and the Committee perceives no alternative that is likely at present to replace the practice of testing and grading.

There were further fears expressed last spring that the use of class rank based on grades - as a means for determining deferments - would induce faculty members to shade their grades and students to select courses in which they might earn higher grades. The committee made efforts to find pertinent quantitative evidence which would resolve these questions.

Close examination of experience at Wisconsin during the Korean War and wide inquiry here and at other universities have failed to produce unequivocal evidence as of summer 1966 that draft policies account either for statistically significant shifts in grading policies or in course selection by students. So many forces are at work on the scene at a given time that isolation of any effect the draft may have proves all but impossible on the data brought to the Committee's attention. Courses go out of style. Different instructors are assigned to the same course. In general academic qualifications of our students have tended to rise but grade distribution remains relatively unchanged (courses, in short, are tougher).

Despite the Committee's inability to find concrete evidence on the point, we acknowledge that the draft has now added new anxieties for those troubled by grades and the grading process and that doubtless there are instances where choice of courses is influenced by consideration of the draft.

Compilation and distribution of class rankings - based on grades - introduces further problems. A member of the Committee has thus stated his objections:

"Rank in class is particularly unreliable method for evaluating a student's performance. It relies on grades earned by students in many different major fields where considerable variations are found in difficulty of subject matter, requirements for graduation, faculty grading practices and levels of student skills and abilities. As an extreme example, taken from the undergraduate catalog of a sister university, class ranking pits the pre-medical student against the pottery major. The University Graduate School does not now rank its students, partly because graduate students are generally lumped together under classification LS-5 and cannot be distinguished clearly by 'class', but mainly because more complicated distinctions would not eliminate the incomparability of the grades earned by students in different departments and programs.

"Rank in class is not only an unreliable measure; its use necessarily intensifies those negative aspects of the grading system which educators are continually striving to minimize. In all the testimony adduced before this Committee, no reasonable educational goal could be cited in support of continued compilation and distribution of undergraduate rank in class information."

If perhaps no educational "goal" is served by use of class rank, many nevertheless believe that class ranking is useful for numerous purposes, some of them educational. Thus, for all its faults, class ranking is taken into account for awarding honors, admission to particular educational programs and sometimes for selection of faculty. Student grades are punched and stored on cards that can be run through machines capable of answering questions about all sorts of relationships between grades. Fraternity dwellers are compared with dormitory dwellers. Men are compared with women. Out-of-state students with Wisconsin students. All sorts of research projects turn to the machines for other kinds of grade and rank comparisons.

In short, ranking based on grades and testing is made use of today for all sorts of purposes, academic and otherwise. Educators rely on the results. Students do. Parents do. Employers do. And under present Selective Service regulations, draft boards do, too. Until some better way of separating students comes along, the practice is likely to continue.

The use of test scores on the Selective Service College Qualification Test warrants special comment. The use of a single test score, uniformly applied to all as a basis for deferment, would at least provide operational equality in the draft system. But the troubles with that view are substantive. Even Congress seems to have doubts about what any national draft classification test would measure: The Act explicitly provides that no board shall be required to classify a registrant solely on the basis of any national test score. And while scores on national tests are widely taken into account for many educational purposes, there is much academic hesitation about the wisdom of applying any of the tests inflexibly, without at least a look at

other considerations. And the use of national test scores, like the use of rank in class, for separating students persists chiefly because no better guides are available for that purpose.

Thus the present draft system, like much of the academic community, treats both the test scores and class rank as merely advisory. The two criteria in some measure complement one another. There is room for real doubt whether the best pottery majors and the best pre-medical students would do equally well on the same national test. At least where class rank is relied on, grades received in their respective fields provide the basis for deferment, rather than an ability to perform well on a standard examination.

In Summary

The present draft system provides a flexible—and to the military establishment—a generally satisfactory means of filling the manpower demands of the armed forces. The system as it is aims primarily at efficient use of manpower, not at equality among citizens. Partly because definitions of the grounds for deferment are often vague and variable, partly because of the spotty distribution of the nation's manpower, and partly because of the broad discretion resting in the hands of individual draft boards, operational inequalities are exaggerated and the results appear to fall well short of the efficiency goal set for the system. The educational deferment contributes importantly to the efficiency objective but the fact of deferment exacts a heavy price from the educational process.

For the University of Wisconsin community the existing draft system raises two broad questions. The first is a matter we must settle for ourselves: What the University should do under existing national policies. The second is one in which our concern is shared with all other Americans: What changes would we recommend in national draft policies.

Those two questions are separately dealt with in the two closing parts of this report.

IV. WHAT THE UNIVERSITY SHOULD DO UNDER EXISTING NATIONAL POLICIES

General

The Selective Service system has been declared constitutional as to its general provisions and it operates under policies laid down by the Congress of the United States. Under the system a registrant is to be regarded as I-A and subject to induction unless he establishes his claim to a deferment. On the registrant is the burden of persuading his draft board to allow his claim. Under existing Selective Service policies there are not enough educational deferments to go around and students must compete against one another for them. To do this, a student is generally entitled to come up with any kind of evidence likely to persuade his board that it is more in the national interest to defer him than someone else.

To this end, the student—under recently announced regulations—may offer his draft board evidence of his class standing and his score on a nationwide classification test offered by the Selective Service System. But this information is merely advisory and his board may choose to defer him even though he fails to meet either of the advisory criteria. Or to draft him although he meets both. In short, he can do what he can with his class rank, with his test score, with letters from faculty members and friends, with his own persuasive powers. And if he is bent on a deferment, he needs every bit of help he can get. This is what the law allows him. In many instances this is what he must do for a deferment.

What the role of the University should be, so long as present draft policies remain in force, is one of the major concerns of this report and the University community. Separately, in a later part, the report will offer recommendations for changes in national draft policies, particularly as they affect the educational world. In this part, however, the Committee's recommendations are confined to the question of what the University should do under existing national policies. Below, we first list our recommendations. Thereafter follow the majority and minority comments on each recommendation.

The Specific Recommendations

The Committee recommends:

- A. CONTINUING THE POLICY OF DEALING DIRECTLY WITH STUDENTS, RATHER THAN WITH DRAFT BOARDS, IN ALL MATTERS RELATING TO INDIVIDUAL CASES;
- B. SUPPLYING, ON THE SPECIAL REQUEST OF THE STUDENT, ANY MATERIAL OR INFORMATION BEARING ON HIS STATUS AS A STUDENT OR HIS ACADEMIC PERFORMANCE—INCLUDING HIS RANK IN CLASS—PROVIDED THE BASIC INFORMATION IS AT HAND OR IS READILY DERIVABLE FROM AVAILABLE DATA;
- C. THAT THOSE WHO REQUEST THEIR CLASS STANDING BE PROVIDED WITH THAT STANDING COMPUTED BOTH ON THE BASIS OF THEIR SCHOOL OR COLLEGE AND ON A CAMPUS-WIDE BASIS, BOTH CUMULATIVELY AND ANNUALLY;
- D. THAT UNIVERSITY FACILITIES BE PROVIDED TO ACCOMMODATE THOSE DESIRING TO TAKE THE SELECTIVE SERVICE COLLEGE QUALIFICATION TEST, REAFFIRMING THE PRINCIPLE THAT SUCH USE OF UNIVERSITY FACILITIES IMPLIES NEITHER INSTITUTIONAL APPROVAL NOR DISAPPROVAL OF THE TEST OR ENDORSEMENT OF THE AGENCY ADMINISTERING IT;
- E. THAT A CONTINUING COMMITTEE COMPOSED OF FOUR FACULTY MEMBERS AND THREE STUDENTS BE CREATED TO MAINTAIN SURVEILLANCE OVER POLICIES AND PRACTICES RESPECTING EFFECTS OF THE DRAFT ON THE UNIVERSITY COMMUNITY, AND CHARGED WITH THE DUTY OF REPORTING ITS RECOMMENDATIONS AT LEAST ANNUALLY TO THE FACULTY AND AT SUCH OTHER TIMES AS THE REASONABLE NEEDS OF THE OCCASION MAY REQUIRE; AND
- F. THAT THE FACULTY CONSIDER THE RECOMMENDATIONS MADE IN THE FINAL PART OF THIS REPORT FOR CHANGES IN NATIONAL DRAFT POLICIES, WITH THE VIEW TO ADOPTING FACULTY RECOMMENDATIONS TO BE FORWARDED TO THE PRESIDENT, THE CONGRESS, AND THE NATIONAL ADVISORY COMMISSION ON SELECTIVE SERVICE.

Comments on the Recommendations

- A. CONTINUING THE POLICY OF DEALING DIRECTLY WITH STUDENTS, RATHER THAN WITH DRAFT

BOARDS, IN ALL MATTERS RELATING TO INDIVIDUAL CASES

Comment:

1. Since spring 1966 it has been University policy to deal directly with students in providing information which they request for use in seeking to establish their claim to an educational deferment. In some respects the policy imposes greater inconvenience upon those students who would prefer having the information go directly to their draft boards at their request and some members of the committee feel the policy involves no important questions of principle. Others, however, think the matter important because it disengages the University and places relationships with Selective Service in the hands of the registrant, which is where federal law also places it.

2. The Committee is unanimous in supporting the recommendation as stated. A majority, however, gives the recommendation only conditional support. The University is presently operating under a procedure which each semester provides, on request, a certificate that a student is enrolled on a full-time basis. In the past the University has automatically notified an individual's draft board when a registrant receiving such a certificate either withdraws from school or ceases to pursue a full-time course. Under present University practice it is left to the student, not the University, to notify his board of any such change of status. Local Selective Service officials express concern that some students may enroll only long enough to obtain a certificate, then withdraw without notifying their boards. This could result in having others called up for induction ahead of those who misuse the system in this way. Should such an abuse of the present system be reported, a majority of the Committee would want the question looked into to determine whether to restore the practice of automatically notifying draft boards when any student's status changed during a semester for which the certificate of full-time enrollment had been issued him.

A minority of the Committee treats the principle of University non-involvement with individual draft boards as so important that it supports this recommendation unconditionally and would leave it to the Selective Service System itself to prevent such practices through use of penalty provisions in the Act (e.g., fines or imprisonment). The minority would limit the University's role to (a) supplying the student with the requested information and (b) confirming or denying the authenticity of the data he has submitted to his board, upon query by the board.

B. SUPPLYING, ON THE SPECIAL REQUEST OF THE STUDENT, ANY MATERIAL OR INFORMATION BEARING ON HIS STATUS AS A STUDENT OR HIS ACADEMIC PERFORMANCE—INCLUDING HIS RANK IN CLASS—PROVIDED THE BASIC INFORMATION IS AT HAND OR IS READILY DERIVABLE FROM AVAILABLE DATA

Comment:

1. Committee support for this recommendation is unanimous, with one exception: One member of the Committee supports the general principle but would carve in it an exception which would exclude making available to any student his rank in class. And while he would support the present policy of permitting students to obtain their transcripts, he would wish to review that policy if it were to appear that local boards were using transcripts for some kind of independent compilation of class rank. We think the reasons for support of the general principle of the recommendation are evident: historically, the University as an institution and its faculty individually have gone to considerable lengths to provide information and support for students in countless kinds of ways. When requested, information and support have been available to a student seeking employment, to one applying for admission to school elsewhere, to one seeking research grants. To deny our students information available to students at other institutions might selectively disadvantage them by our unilateral action. Information and support for those seeking to establish a claim for deferment under existing national law invoke the same principle.

2. Application of the principle to compiling and distributing an individual's rank in class upon his request has, however, generated a sharp difference within the Committee as it did earlier this year within the University community. Since the differences are chiefly ones of judgement, the Committee thinks it best to set out separately the statement of majority and minority views.

3. The Majority Opinion

We would have the University, when asked by a draft registrant to do so, provide the registrant with evidence of his class standing.

Viewed from the perspective of the registrant making the request, he is asking for information which under national law he has a right to submit to his draft board. Without the information, his case may be seriously prejudiced. Revelation of his own class standing to his board does not reveal either the class standing or grades of any other individual. One objection asserts that students have a right to insist that their grades not be included in calculating the standing of the remainder of their class. Comparing the possible prejudice to the individual who wants his class standing but cannot get it with the loss to the protesting individual whose grades disappear anonymously into the computation of someone else's standing, we resolve the conflict in favor of the individual seeking his class standing.

Viewed from the perspective of the protest movement, the case for withholding rank in class from those who desire it is, first, that academic criteria should not be used for determining educational deferments and, second, that unilateral action by the University in declining to provide class standing will hasten the day that changes can be made.

On the first point, the majority believes that as long as it is national policy to grant deferments to some, but not all, college students the use of academic criteria is appropriate, chiefly because we know of no better alternative. We recognize the uncertainties pointed out earlier in this report, about the meaning and validity of class standing. We also recognize that the use of class standing as a criterion for determining deferment will add new pressures on students and faculty. But as long as present national policies are pursued, we accept—some of us with reluctance—the use of academic criteria—including class standing—as the probable best course. We say this particularly in light of the practice of using grades and class standings for all sorts of purposes, academic and otherwise, simply because no better way of separating students is at hand. Indeed, the imperfect character of academic criteria is an argument for providing registrants with more, rather than less, information, letting them do the best with it they can

in persuading their boards to defer them in the "national health, safety, and interest." (See, on this point, recommendation C, below.)

The second protest point would have the University take unilateral action by withholding class rank from all in order to stress objection to the use of academic criteria.

The point can probably be disposed of on legal grounds. The Committee majority acknowledge that the legal argument has force but do not rely on it for their decision. The legal question is whether - if the University were to refuse to provide class standing, it could successfully resist legal action by a student who demanded his class standing (a record of his own comparative performance) and offered to pay the reasonable costs to the University of providing it. Given present University practices, the point would have to be defended that class ranking would be furnished anyone other than those seeking to use it for Selective Service purposes. But even if the University were to limit the availability of its machines for computing class rank, we would have to defend the still difficult position that a draft registrant was not entitled to a computation which could be readily obtained from grade-point data the University already had at hand for a use approved by law. In light of national law and draft regulations - and adding the fact of our status as a public institution - the prospects of successfully resisting the suit appear small. And we might even be faced with the constitutional argument that we were denying Wisconsin students rights equal to those of students elsewhere in taking advantage of national law.

One member of the majority phrases his views on the legal aspect in this manner: "This individual faculty member is seriously concerned about some of the impact of government on the University - in the present instance through the Selective Service system. He regards general education deferments and the use of rank in class criteria as inequitable or harmful to educational purposes. Nevertheless, he cannot responsibly recommend that this public institution engage in what would be a form of civil disobedience. The present provocation is not of the kind or magnitude which would suggest this course of action, nor have we exhausted our normal avenues for changing governmental policies. Indeed, the faculty meeting which established this Committee and our own work are but the first steps in this process."

However, the majority does not rely on the legal point. We rely instead on the fact that to withhold class rank from those who wish it (and who have a lawful right to make use of it) would cast the University in a role wholly out of character. The right to differ is a many sided thing. In protecting the right of individuals to speak and to act pursuant to their beliefs within the limits the law allows, the historic position of the University has been one of neutrality. Occasionally neutrality has been departed from, and restraints have been imposed on individual action, but this has been done to restore a balance under which all are provided a maximum opportunity - consistent with the rights of others - to think, to speak, and to act. It is part of a great Wisconsin tradition that departures from this policy have been few.

To say that the University has retained a neutral position in the matter of providing all with the freest possible choice of actions is not to say the University has remained neutral with respect to ideas. Often the faculty have taken stands on matters of concern to the community, the state, and the nation. So have Presidents and the Regents of the University. But never has it been assumed that those within the University community who differed with these positions were to be silenced or denied the right to select courses of action which the law permitted.

Finally, it is suggested that a number of colleges and universities have announced intentions of withholding rank in class from all and that Wisconsin should not hesitate to take a leading institutional role in this form of protest against the use of academic criteria for determining draft deferments. We have examined carefully the reasons given for these actions taken elsewhere and it is sufficient to say here that we believe the judgement is one which must be made individually by each college or university. And for reasons already stated, we would recommend against withholding rank in class from those who wish it and would adhere to this policy as long as national policy remains unchanged. This is not to say that we would recommend no changes in national policy. But that is a matter we consider separately, later in this report.

4. The Dissenting Opinion

My views on the shortcomings of rank in class compilations, and my judgment that they advance no educational goal, have been quoted earlier on page 15 of this report. I cannot see any purpose served, either, by providing prospective employers or other educational institutions with so unreliable a measure of student achievement as this one. I would recommend that the policy of compiling and distributing rank in class information be abandoned, and that requirements for admission to honors programs and for academic excellence awards be revised where necessary to specify an appropriate grade point average for such admission or award.

There is an increasing tendency to abandon class ranking at other centers of higher education. The most recent and impressive decision in this direction was taken last spring by the faculty of the Columbia University Law School, despite the traditional and widespread use of class rankings in the legal profession and in the face of considerable protests from law firms. I would recommend that the faculties of each graduate and professional school in the University where ranking procedures are still in use consider whether such practices can be any longer justified as educational policy.

Because I see compilation and distribution of class rank as a problem of educational policy, I would apply the logic of this concern to questions raised by Selective Service. The changes in our nation's system of military conscription recommended in this report (see Part V, following) are not presently the law of the land. Instead, the University now confronts not only the familiar student deferment discussed above, but new regulations, the so-called Korean War guidelines, which establish a student's rank in class as a criterion for determining whether his deferment shall be renewed or not.

The effects of these regulations on the conduct of education at the University cannot be adequately measured by statistical yardsticks which show trends in student grades and faculty grading practices, enrollments in honors courses, average male credit load and the like.

Some effects, like increased cheating on exams, are not included in the data. Others, like the impairment of student-faculty relationships, are in principle unmeasurable. Still others, like the constraints placed upon needed experimentation in curriculum and grading systems, constitute opportunities foreclosed in advance and may never be fully known. The Committee does not hesitate to say that use of the class rank criterion by Selective Service seriously undermines the quality of the educational experience of students, imposes on faculty members external pressures which jeopardize their effectiveness as teachers and subverts the spirit of creative endeavor which is the life-blood of the University community.

The use of class rankings by Selective Service is, in my view, quite distinct from the use of grades (or even of class rankings) for such typical civilian purposes as employment and admission to graduate and professional school. The latter cases represent voluntary choices by students; military service is in principle an obligation falling on all male citizens. In one case, students use their records to further goals they choose; in the other, Selective Service seeks records from students as a matter of administrative convenience. In the usual course of events, faculty members are called upon to make judgments about abilities and achievement which bear in some sense upon the personal goals of their students; now the faculty is required to sort and classify men for military service, to make judgments which affect not merely the chances of "success," but the chances of life and death. These distinctions are directly related to the indispen-restrictions imposed by consent in time of war and freedoms - including academic freedoms - which need to be jealously safeguarded in time of peace.

Compilation and distribution of rank in class information has been defended on grounds of the student's right to his records. The student, in this view, must bear responsibility for the use to which such records are put. As I see it, however, it is not upon the individual student that continuing responsibility for the welfare of the institution rests. The right of students to their records can and must be limited when they clearly conflict, as in the present case, with sound educational policy.

A question remains as to whether a student has a legal right to know his rank in class and to use it in support of his claim to a renewal of his student deferment. It would seem that students have a clear right to a certificate of good standing from the University. This is so because existing legislation clearly establishes the student's right to be deferred until the end of the current academic year (or until graduation or withdrawal, whichever comes sooner) should he receive an induction notice while satisfactorily pursuing a full-time course of study. As a federal right, this non-renewable temporary deferment (designated I-S) cannot be subjected to interference. That part of the law which established the II-S, or renewable student deferment does not make deferment mandatory, even though in practice, local boards usually granted deferments to all students who requested them before the Viet Nam build-up. The new Selective Service regulations make a student's rank in class and College Qualification Exam score the criteria for selecting among students otherwise qualified for II-S. These new regulations are merely advisory in character. A student's local board may choose to defer him even if he fails to meet either of these criteria. Or it may decide to draft him even if he meets both. In this case, therefore, it would appear that the withholding of rank in class information would not involve the University in the violation of a federal right. The fact that students would still be able to establish their eligibility for deferment by taking the College Qualification Exam, by submitting transcripts of their grades, and by securing letters of recommendation from faculty and friends further reduces the possibility of litigation. In this view, these remaining opportunities for establishing eligibility are quite sufficient to insure that Wisconsin students will not be subject to the draft any more readily than students from universities where rank in class is still used.

I would neither have the University compile rank in class information nor distribute it.

C. THAT THOSE WHO REQUEST THEIR CLASS STANDING BE PROVIDED WITH THAT STANDING COMPUTED BOTH ON THE BASIS OF THEIR SCHOOL OR COLLEGE AND ON A CAMPUS-WIDE BASIS, BOTH CUMULATIVELY AND ANNUALLY

Comment:

1. The Committee's support for this recommendation is unanimous: If rank in class information is to be made available on request of draft registrants, it should be available on broader terms than can now be had. As pointed out earlier in this report, page 9, a vote of the Deans on the Madison campus last spring determined that class standing should be compiled on a campus-wide basis, instead of separately for each school or college on the campus. Since grade-point medians vary substantially among the several schools and colleges - and between freshman, sophomore, junior and senior years within a particular school or college - the choice in systems for compiling class rank involves real differences. However large or small may be the influence of class standing in an individual deferment case, it is not a proper business of the University to take a stance favoring one group of students against another merely to shift the incidence of the draft within the institution. We would provide the student with his class rank compiled both by school and on a campus-wide basis - annually and cumulatively, also, if desired - and let him do with it whatever he can to persuade his draft board.

D. THAT UNIVERSITY FACILITIES BE PROVIDED TO ACCOMMODATE THOSE DESIRING TO TAKE THE SELECTIVE SERVICE COLLEGE QUALIFICATION TEST, REAFFIRMING THE PRINCIPLE THAT SUCH USE OF UNIVERSITY FACILITIES IMPLIES NEITHER INSTITUTIONAL APPROVAL NOR DISAPPROVAL OF THE TEST OR ENDORSEMENT OF THE AGENCY ADMINISTERING IT

Comment:

1. The Committee, over a single dissent, supports this recommendation. The policy involved is one of long standing at the University, was reaffirmed as applied to the particular question of the Selective Service College Qualification Test in the vote of the Faculty on May

23, 1966, and the majority would reaffirm that vote now. The dissent is upon the ground that, as a matter of educational policy, the facilities of the University should be withdrawn from the test because of the uncertainty over what it measures as an "academic" criterion for student deferment.

E. THAT A CONTINUING COMMITTEE COMPOSED OF FOUR FACULTY MEMBERS AND THREE STUDENTS BE CREATED TO MAINTAIN SURVEILLANCE OVER POLICIES AND PRACTICES RESPECTING EFFECTS OF THE DRAFT ON THE UNIVERSITY COMMUNITY, AND CHARGED WITH THE DUTY OF REPORTING ITS RECOMMENDATIONS AT LEAST ANNUALLY TO THE FACULTY AND AT SUCH OTHER TIMES AS THE REASONABLE NEEDS OF THE OCCASION MAY REQUIRE

Comment:

1. The Committee is unanimous in supporting this recommendation.

F. THAT THE FACULTY CONSIDER THE RECOMMENDATIONS MADE IN THE FINAL PART OF THIS REPORT FOR CHANGES IN NATIONAL DRAFT POLICIES, WITH THE VIEW TO ADOPTING FACULTY RECOMMENDATIONS TO BE FORWARDED TO THE PRESIDENT, THE CONGRESS, AND THE NATIONAL PRESIDENT, THE CONGRESS, AND THE NATIONAL ADVISORY COMMISSION ON SELECTIVE SERVICE

Comment:

1. The Committee, with one abstention, is unanimous in supporting this recommendation.

2. There are precedents for Faculty memorials to the President and the Congress. In 1958 the Faculty directed that its views in support of federal aid to higher education be forwarded to members of the Wisconsin delegation in Congress and in the same period it was the clear import of several actions that the Faculty desired its protest against the "loyalty oath" provisions of the National Defense Education Act be made known to the President and the Congress.

V. RECOMMENDED CHANGES IN NATIONAL DRAFT POLICIES

General

A national decision to abandon the draft in favor of a volunteer, fully professional military establishment would resolve most of the problems with which this report has been concerned. The Committee, however, offers no recommendation on the choice between an entirely professional military and one resting in part on a draft.

There are, of course, countless ways in which a draft can be made to operate. It may be universal and call up everyone - or selective and draw only partially from the pool of available manpower. It may place a premium on efficient use of manpower - or upon operational equality among individuals. Again, a draft which is selective may adjust between military demands and the available supply of manpower by expanding or contracting a system of deferments (as the present system does) - or by use of a lottery.

A substantial majority of the Committee would - if the draft were to be continued - prefer a selective system, without general deferments, and based on a national lottery with sufficient numbers drawn from the youngest age group large enough to supply military demands at any particular time. In such a view it would be unnecessary to consider alternative ways of operating a selective system based on general deferments. Nevertheless, the entire Committee has agreed also to make recommendations concerning a deferment system as well. We ask the Faculty to express its views on these points also.

To accomplish this, we set forth below four separate assumptions (with which we do not necessarily agree) and proceed to consider two or more alternative courses of action that are possible under each assumption. We first list the assumptions and the alternative courses open under each. Thereafter follow majority and minority recommendations on each alternative.

The Alternatives in General

A. Compulsory Military Service: A Lottery? Or a System of General Deferments?

ASSUMING THAT SOME FORM OF COMPULSORY NATIONAL MILITARY SERVICE IS CONTINUED, WHICH OF THE FOLLOWING ALTERNATIVES REFLECTS THE SOUNDEST MEANS OF IMPLEMENTING SUCH A POLICY?

(1) A NON-UNIVERSAL SYSTEM WITHOUT GENERAL DEFERMENTS, SELECTED BY LOTTERY FROM A RELATIVELY YOUNG AGE GROUP, WHICH WOULD EXHAUST THE MANPOWER SUPPLY IN THAT AGE GROUP BEFORE INDUCTIONS COULD BE MADE FROM THE NEXT OLDER GROUP (e.g., in "normal" times an individual would be subject to the lottery for only one year, between - say - his 18th and 19th birthday); OR

(2) A NON-UNIVERSAL SYSTEM BASED ON A FLEXIBLE SYSTEM OF DEFERMENTS AND WHICH WOULD DRAW FROM THE YOUNGEST UP, RATHER THAN FROM THE OLDEST DOWN, IN EACH CLASSIFICATION MADE ELIGIBLE FOR CALL.

B. The Educational Deferment

ASSUMING A DRAFT SYSTEM WHICH SELECTS BY EXPANDING OR CONTRACTING THE SUPPLY OF GENERAL DEFERMENTS, WOULD YOU INCLUDE THE PURSUIT OF HIGHER EDUCATION AS A GENERAL GROUND FOR DEFERMENT?

(To be continued)

Campus News Briefs

(continued from page 3)

ester today at 7:30 p.m. in the Paul Bunyan Room of the Union. This program features illustrated discussion of Spanish folk music by students and a demonstration of flamenco dancing.

* * *

"THE INFORMER"
Victor McLaglen stars in John Ford's "The Informer" which will be shown at 12:30, 3:30, 7 and 9 p.m. today in the Union Play Circle. Free tickets to the showings are available at the Union box office.

Need To Educate Head Start Parents Says Prof. Clasen

The education of parents is a vital ingredient in the success of Head Start programs for preschool age children, said Robert E. Clasen, associate director of the Instructional Research Laboratory (IRL).

Noting that Head Start personnel must work harder to get parents involved in such activities, Clasen said parent participation in Dane County programs has been somewhere around 30 percent.

"It is absolutely essential for the success of Head Start to develop means to get parents interested and involved in the program," Clasen stated.

He headed an IRL team which directed Dane County Head Start programs since the summer of 1965. The University now serves in a consultative basis, offering help and assisting in teacher training programs for the Office of Economic Opportunity anti-poverty program for culturally deprived children.

Clasen estimates some 1,800 Dane County children are eligible participants in poverty programs, but added that next year's program would service 120 at a cost of more than \$1,000 for each child.

The IRL researcher added "it would be an absolute waste," however, to attempt to reach more children under present conditions. "Careful planning is more important than additional services," he said.

Clasen noted that Head Start children nationally on the average enter school about one year behind their contemporaries in language development and linguistic skills.

Some children are as much as three years behind. However, the IQ distribution of Head Start children in Dane County has been near normal. The children in Dane County programs have not significantly improved their IQ scores, however, even though they have made advances in language skills.

A salient feature of Dane County Head Start children has been that they "have a marked deficiency in the ability to express themselves...either vocally or in motions of any non-aggressive nature," he added.

Y-GOP Offices

Officers of the University Young Republicans Club (Y-GOP) are Jim Haney, chairman; Jim Beer, vice-chairman; George Silverwood, corresponding secretary; Sue Peterson, recording secretary; John Eakins, treasurer; and Judy Angermeyer, Dick Braatz and Bill Olson, general directors.

The Y-GOP members are currently working on campaigns for Warren P. Knowles, governor; William B. Smith, congressional candidate from District II; and Don Murdock assembly candidate from District IV.

MED SCHOOL

Dr. Peter L. Eichman, dean of the Medical School, and Dr. Harold Rusch, professor and chairman of oncology, were elected medical directors-at-large of the Wisconsin division of the American Cancer Society during the group's recent annual meeting in Oshkosh.

"ALEXANDER NEVSKY"
Eisenstein's classic Soviet film, "Alexander Nevsky," will be shown at 7:30 p.m. today in 5206 Social Science building. Starring Nikolai Cherkasov and with music by Prokofiev, the film depicts Nevsky's defeat of the Teutonic Knights in the thirteenth century.

AWS FASHION SHOW

Associated Women Students (AWS) Fashion Show Tryouts will be held today from 3:30 to 5:30 p.m. and from 7 to 9 p.m. and Thursday from 4:30 to 5:30 p.m. and 7 to 9 p.m. in 5206 Social Science. All interested women are

Wednesday, Oct. 26, 1966

THE DAILY CARDINAL—11

requested to wear a wool dress and heels.

* * *

CAMERA CONCEPTS

Rules brochures for Camera Concepts 20, may still be picked up at the Union Workshop office. The entry deadline is Thursday.

BLACK POWER

Betsy Barnes, national secretary of the Young Socialist Alliance (YSA) will speak on, "Why Black Power is Relevant," at 8 today in the Union. YSA will also have a literature table in the union today.

Sigma III presents "DEAR JOHN" starring Jarl Kulle and Christina Schollin
directed by Lars Magnus Lindgren • from a novel by Olof Lansberg • produced by AB Sandrew-Ateljeerna

—ADDED SHORT—
"TIMEPIECE"

DEAR JOHN



OPEN DAILY AT 1:00 P.M.

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A CALENDAR OF OPPORTUNITIES TO EXPAND YOUR HORIZONS

November, 1966

LECTURES

November 1—Louis Dupree, American Universities Field Staff, "From Tribe to Nation: National Development in Afghanistan," 8 p.m., Wis. Center.
November 8—Valery Tarsis, Soviet writer, "Ferment in Russia," 8 p.m., Great Hall.
November 9—Dr. Harold C. Brookfield, Australian National University, 4 p.m., 315 Science Hall.
November 10—Raymond Lebegue, Professor at the Sorbonne, "Art et Litterature Baroque," 4:30 p.m., 112 Bascom.
November 15—Designer-Craftsman Lecture Series, 8 p.m., Union Round Table Room.
November 17—Raymond Lebegue, Professor at the Sorbonne, "La Farce, de Pathelin a Moliere et a Jules Romains," 4:30 p.m., 112 Bascom.

ART, CRAFTS

To November 9—Photography of the Fine Arts IV, Union Main & Theater Galleries
November 1—Annual Slide Show and Camera Concepts, announcement of awards, 8 p.m., Union Play Circle.
November 21—January 2—32nd Wisconsin Salon of Art, Union Main, Lounge & Theater Galleries.

MUSIC

November 2—Chamber Music Concert, 8 p.m., Music Hall.
November 4—UW String Trio, 8 p.m., Music Hall.
November 6—Minneapolis Symphony Orchestra, 8 p.m., Union Theater, \$3.50, 3, 2.25.
November 11-12—William Warfield, Bass Baritone, Union Concert Series, 8 p.m., Union Theater, \$3.50, 2.75, 2.25.
November 13—A Capella Choir, Union Sunday Music Hour, 3 p.m., Union Theater, 75c non-Union members.
November 13—Leo Steffens, pianist, Faculty Recital, 8 p.m., Music Hall.
November 14—University Symphony Orchestra, 8 p.m., Union Theater.
November 17-20—"Pity My Poor Estate," Opera, Karlos Moser, conductor, 8 p.m., Compass Theater West, 2201 University Avenue.
November 18-19—Rudolph Serkin, pianist, 8 p.m., Union Theater, \$4.75, 4.25, 3.50*, 2.75*.
November 20—Moscow Chamber Orchestra, Union Concert Series, 3 p.m., Union Theater, \$3.50, 3, 2.25.

DRAMA, DANCE

November 1-5—"Skin of our Teeth," Wisconsin Players, 8 p.m., Union Theater, \$2, 1.50.
November 8-9—"The Royal Hunt of the Sun," Broadway Drama, 8 p.m., Union Theater, \$5, 4.50, 3.75*, 3.25*.
November 15-16—Studio Play I, 8 p.m., Union Play Circle.
November 16—Martha Graham Dance Company, 8 p.m., Union Theater, \$5, 4.50, 3.75*, 3.25*.
November 27—Manuela Vargas and Company, 8 p.m., Union Theater, \$5, 4.50, 3.75*, 3.25*.
November 29-30—French Play, 8 p.m., Union Play Circle.

VARIETY

November 4-5—Homecoming Show, 8:30 p.m., Field House.
November 11—"New Perspectives on the Universe: Radio and High Energy Astronomy," Planetarium Demonstration, 7:30 p.m., Roof of new wing, Sterling Hall.
Every Sunday—International Club Friendship Hours, 8 p.m., Union.
* Student Prices

FILMS

November 2—"The Responsive Eye," Union Gallery Committee Art Film, 4:30, 7, 9 p.m., Union Play Circle
November 17—"Adventure in the Far East," Travel Adventure Film, 8 p.m., Union Theater, \$1.
November 21—George Stevens presents and discusses his film, "Shane," Film Lecture Series, 7:30 p.m., Union Theater, \$2.

MOVIE TIME, PLAY CIRCLE

November 3-6—"North by Northwest"
November 10-13—"The Spy Who Came in from the Cold"
November 17-20—"Juliet of the Spirits"
November 25-27—"Sound of Trumpets"
Continuous from noon, 60c to all members of University community

STIFTSKELLER FILM SERIES

November 1—"Anna Karenina"
November 8—"High Noon"
November 15—"Lost Weekend"
7 & 9 p.m., Stiftskeller

This selective calendar of general interest is compiled by the University of Wisconsin News and Publications Service and published monthly as a service to students by the University of Wisconsin Foundation. Weekly detailed listings of these and many more events of special interest are published by The Daily Cardinal and posted on campus bulletin boards.

PLEASE POST

Marines Publicize Blood Drive; Hike Around Mendota

University students who are Marine officer candidates in the Navy ROTC unit hiked all the way around Lake Mendota Saturday to help publicize the fall all-campus blood donation.

The donation started Monday and continues over a 17-day period through Nov. 15.

The student Marines hiked about 25 miles around Lake Mendota carrying a full 35 pounds of combat gear, including combat rations.

They were led by Maj. Robert Otteraeen and Gunnery Sgt. Richard Moppin of the Navy ROTC teaching staff on campus.

The hike started at 6 a.m. Saturday at the Navy ROTC Armory at 1610 University Ave., go west on University to county highway Q, north on Q to Waunakee, then east on highway 113 to Madison's Sherman Ave., to Fordem Ave., to East Washington Ave., then to Capitol Square and around the Square to State Street, to the University campus and across the campus back to the Navy Armory where it ended about 3 p.m.

The student Marines are hoping that for every one of the 25 miles they hike, upwards of 100 pints of blood will be donated during the all-campus blood drive, which will set a new record donation.

Students, faculty, and staff are all joining in the donation. The blood is collected by the Badger Blood Center of the Red Cross for distribution to 87 hospitals in 37 Wisconsin counties, including all Madison and University hospitals, and to the armed forces.

The blood will be collected Monday through Friday at the Hillel Foundation, 611 Langdon Street; Nov. 1-3 in Gordon Commons of the Southeast Dorms; Nov. 8-10 in Holt Commons of the Lakeshore Halls; and Nov. 15 in the

Mechanical Engineering lounge on University Ave.

Praises for 'Funny Girl'

(continued from page 1)

honesty.

Miss Michael's Fanny Brice sings in two ways. The blunt, more obvious manner is fine; she does exquisite and unique justice to Jule Styne's music and Bob Merrill's lyrics, and the interpretation of "People" and "I'm the Greatest Star" is hers, not Streisand's. The more subtle melody occurs with the star's mouth shut, with no verbal accompaniment.

The music that makes Miss Michaels dance is quite ironically, the very same element that made Streisand's performance into a legend. In brief, refreshingly lyric yet methodical seconds, she reveals Fanny Brice in the raw—without defense mechanisms, without words, and finally, without the love of Nicky Arnstein which she wants most.

By staring back at her through the mirror in her dressing room looking back into the past, by seeing her reflected in the eyes of her agent, mother and husband, and by intently watching her eat herself up in the evolution from kid to "adult," she transcends being "sort of beautiful"; as Nicky tells her, "you are beautiful."

As for the production in general, it is equivalent if not better than the Broadway version of my mind's eye. In shifting the emphasis from one-woman show to the play itself, the strengths of the material have been realized.

Anthony George as Nick is in every respect—looks, acting and singing—immensely more suc-

KAPPA DELTA
Kappa Delta Sorority announces that the following girls were elected pledge class officers: Carolynn Stathas, president; Karen Kreitlow, vice-president; Cheryl Janiszewski, secretary; and Joan Reznichewski, social service.

Draft Studied

(continued from page 1)
be available on broader terms than can now be had," the committee said, however. "We would provide the student with his class rank compiled both by school and on a campus-wide basis—annually and cumulatively, also, if desired—and let him do with it whatever he can to persuade his draft board."

Another recommendation would continue present policy of providing University space for the Selective Service College Qualification Test. In making the recommendation, the committee stated "that such use of University facilities implies neither institutional approval nor disapproval of the test or endorsement of the agency administering it."

There was complete accord on a proposal to create a committee of four faculty and three students "to maintain surveillance over policies and practices respecting effects of the draft on the University community." The committee would be asked to report at least annually to the fa-

culty.

In regard to its recommendation for a change to a national lottery draft, the committee said that "Use of a lottery is worrisome for any society which would strive to operate by reason rather than chance; we choose the lottery only because the alternatives brought to our attention appear even less satisfactory."

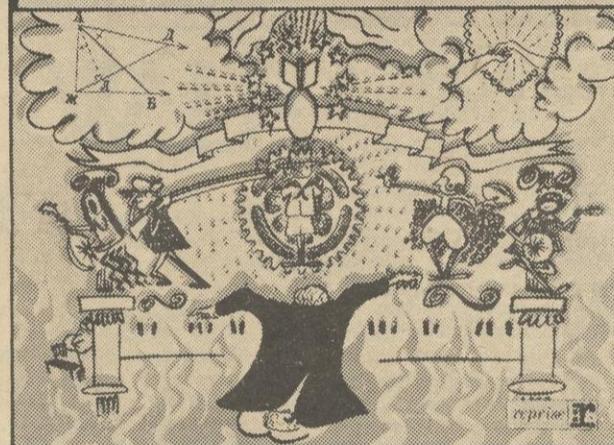
"The educational cost of the 2-S deferment of college students has been all out of proportion to the value it contributes. And the operational inequalities of the system of general deferments raise disturbing moral questions—particularly where so many 'deferments' ripen into exemptions significantly large groups in the society."

A minority proposal called the national lottery a "fishbowl" method that would substitute chance for judgment "in an area where we need maximum judgment."

"If we want skills that will be critical tomorrow, we must accept deferment of students and others today when the needs of the armed forces permit," the minority report said.

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1957 MERCEDES-BENZ, 190 SL, Red, mechanically good. Needs some body work. Call 257-5925. 5x26

'63 JAGUAR XKE Roadster. Excel. cond. Leaving country. Must sell. \$2695 or best offer. 255-8298 aft. 5. 5x26

HONDA Sport 50. Ex. cond. Low mileage. 257-1506. 5x26

FENDER Elec. Guitar, Duo-sonic, with case. \$70. Ned, 256-5385. 5x27

1966 OPEL Fastback. R & H. Defroster, Snowtires. 12,000 miles. New Warranty. Call 233-1736 aft. 6. 5x27

1958 CHEVY automatic 6. \$100. Aft. 6:30, 249-4840. 5x28

'66 DUCATI, Scrambler, 250cc, 5 sp. Must sell by Nov. 1. Any offer considered. 256-6375. 6x29

TR-4. 1962. Excellent condition. \$1350. Will quibble. 233-3934. 3x28

LOST

WOMAN'S presc. glasses; hex. frames, amber. Reward! 257-0459. 6x29

GIRLS suede coat. Fri. night at Gordon Commons. Reward. Call 262-5055. 2x27

GLASSES, tort. shell frames, white case. Call 256-4753. 2x27

RED Wallet in pub. Keep money but desperately need fee card, Driver's license. Catherine H. Hansen 256-1019. 1x26

ANNOUNCEMENTS

The Jazz Advocates, with Bryant Hayes, Thurs., Glen 'n Ann's. 3x27

FOR RENT

NEAR Hilldale. Avail now. 1 bedroom, unfurnished, heated, stove, refrig., disposal, washer & dryer, parking. \$100. Completely furnished & air-conditioner, \$130. Newer buildings. Call 231-2255 or 238-9311. Madison Properties. xxx

LAKOTA House, Fall term, (\$900). Women, 515 N. Lake. 256-0867. xxx

ROOMS for girls. Campus. 255-0952. xxx

OFFICE or studio space for rent. Near campus, Gilman St. 255-0952. xxx

CYCLE STORAGE—S a f e, inside heated, fireproof, insured. Gill Garage, 13 S. Webster. 21x29

PARKING cars & cycles. Langdon St. 1/2 blk. lib. 256-3013. xxx

PARKING, Hospital & Engineering area. Campus Rentals, 257-4283, broker. xxx

CAMPUS—Light housekeeping singles, price reduced. Campus Rentals 257-4283. xxx

LARGE single room, Master Hall, to sublet. Just married, will take loss. Available now. 257-2971 after 5 p.m. 8x1

ROOM for men, kitchen, parking. 255-5836. 21x23

TWO Contracts for sale, woman's, kitchen privilege, Conklin Place. Large double room. Cheap! 255-5234. 3x28

PERSONALS

"MIKE" Kurfurstendam ist schon. Call Bob. 10x3

PING PONG opponent wanted. Call Sean Morris, 238-1287. 3x28

HELP WANTED

CAB DRIVERS. Full or part-time. Top earnings. Must be 21. Call 256-5566 for appointment. Badger Cab Company. 21x11

WAITRESSES: 2 for 10 a.m.-1 p.m., 1 for 4 p.m.-9 p.m. 5 days /wk. Unexper., \$1.25/hr., exper. \$1.40/hr., plus tips, 1 meal/day. Insurance plan. 257-9962. 5x29

OCCUPATIONAL THERAPIST—Half time, to work with small groups of children and adolescents in a diagnostic psychiatric facility. Hours and salary open. Call Director of Occupational Therapy 256-0636, Ext. 57. Wisconsin Diagnostic Center, 1552 University Avenue, Madison, Wisconsin. 5x1

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THESIS typing and papers done in my home. 244-1049. 5x29

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1 or 2 men to share large well-located apt. 621 N. Henry. 257-7277, 257-5578 aft. 3:30. 30x11/30

RIDE from Superior, Wisc. for a friend Homecoming weekend, & return if poss. Gary, 267-6699. 3x27



Color Photo Taken From Union Room

A color photo entitled "The Pigeon" by Gordon Parks is missing from the "Photography in the Fine Arts IV" exhibition in the Union's Main Gallery, according to Claire Schroeder, chairman of the Union

gallery committee.

The photograph, 22 by 28 inches, mainly blue in color on a white mat, is covered with one-eighth plexiglass and bound with light grey tape. The title and name of the photographer are printed in the lower left hand corner of the photo.

The photo was displayed on the entrance poster outside the Main Gallery.

Kennedy To Speak On Campus Thurs.

Sen. Edward (Ted) Kennedy (D-Mass.) will speak Thursday at 4 p.m. in the Stock Pavilion.

Free tickets are available at the University Book Store, the information desk in Bascom Hall, the Union desks, and a Young Democrats (Y-Dems) booth outside the Union.

Kennedy, whose speech is sponsored by the Y-Dems, is in Wisconsin on behalf of Patrick J. Lucey, Lt. Governor of Wisconsin, who is campaigning for governorship.

Kennedy's address will deal with some of the significant issues of the state and national campaigns.

TAU KAPPA EPSILON

Tau Kappa Epsilon announces the pledging of the following men: John D. Moore, Jr., Gary Henkelmann, Edward A. Lieg, Dan Snydacker, James A. Buckman, Robert L. Kunka, Kenneth G. Kurtenacker, William F. Norton, Bradley W. Yost, and Steven E. Decker.

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AN EQUAL OPPORTUNITY EMPLOYER

Wednesday, Oct. 26, 1966

THE DAILY CARDINAL—13

It disappeared from the Union sometime between Friday night and Saturday morning.

Anyone having any information regarding the whereabouts of this

photograph is asked to contact El-
liott Starks, Union art director,
at 262-1232 immediately, as the
show is due to be shipped to the
next exhibitor Nov. 9.



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from
now?

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Intimately
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- PLACEMENT SCHEDULE -

CAMPUS INTERVIEWS SCHEDULED FOR NOV. 7-11, 1966
 (Prepared by the University Placement Services, Room 117 Bascom Hall)

LETTERS & SCIENCE (all majors unless otherwise indicated) Room 117 Bascom Hall. Chemistry at 109 Chemistry Bldg.
 Aetna Life Insurance Co.
 Allegheny Ludlum Steel Corp.
 American Oil AMOCO—Chem.
 Archer Daniels Midland—Chem., Ind. Relns., Psych. and other majors
 Brunswick Corp.—Chem., Comp. Sci., Ind. Relns., other majors
 Burroughs Corporation—Comp. Sci., Math
 Carson Pirie Scott & Co.—
 Caterpillar Tractor Co.—Ap. Math, Comp. Sci., Math, Statistics, Int'l Relns. and other majors
 Celanese Corp.—Chem., Phys.
 *Chicago Bridge & Iron Co.—SPECIFIC requirements see placement office
 College Life Insurance Co.
 Container Corporation of America—Chem., other majors
 Cornell Aeronautical Lab—Ap. Math, Meteorology, Phys., Comp. Sci., Math and Psychology.
 Cummins Engine Co.
 DeSoto Chemical Coatings Inc.—Chem.
 Ethyl Corp.—Chem.
 Firestone Tire & Rubber Co.—Ap. Math, Chem. and Phys. and other majors (2 schedules)
 Firestone Tire & Rubber (PhD) Ap. Phys., and Chem.
 First Wisconsin National Bank of Milwaukee—Math, other majors
 Ford Motor Co.—Ap. Math, Chem., Statistics, other majors
 General Adjustment Bureau
 General Dynamics Corp.—Atomic Div.—Ap Math, Chem., Phys., Math
 General Telephone Co. of Wis.—Math, other majors
 Goodyear Atomic Corporation—PhD Chem. & Math
 Goodyear Tire—Chem. PhD
 Johnson & Johnson—Chem., Phys., Math
 Liberty Mutual Insurance Co.
 Milwaukee Public Library
 Arthur D. Little Inc.—PhD
 The Mead Corporation—Ap Math, Chem., Phys.
 Minnesota Mutual Life Insurance Co.
 Montgomery Ward
 National Cash Register Co.—Phys., Chem., Comp. Sci., Math
 Northern States Insurance
 Osco Drug Inc.
 Parke Davis & Co.—Med. Tech., Bacteriology, Statistics, Chem.
 Polaroid Corp.—Chem.
 Procter & Gamble—all majors
 Procter & Gamble—Chem.
 Retail Credit
 Sears Roebuck and Co.
 Sun Oil Co.—Geology and Geophysics (MS & PhD)
 Texaco—Chem., Statistics
 Union Carbide Corp.—Group 1.—Chem.
 Union Carbide—Linde Div.—Chem, Math, other majors
 United Aircraft—Research Labs.
 New York University School of Education
 Upjohn—Veterinary Sales
 Wisconsin Power & Light Co.—Math, Phys.
 F. W. Woolworth
 Wyeth Labs—Chem., Zoology, Statistics
 Xerox Corporation—Ap Math, Chem., Phys.
 Zimpro-Div. of Sterling Drug—Chem.
 Air Force—Aeronautical Chart & Information Center—Ap. Math, Geology, Geophysics, Phys., and Math
 U. S. Air Force—117 Bascom—Business, Engineering and the Memorial Union
 National Center for Health Statistics—see Placement office for details
 Federal Power Commission—Geology
 U. S. Civil Service—Memorial Union
 PEACE CORPS ON CAMPUS OCT. 24-28 Union

AGRICULTURE—116 Ag Hall
 Archer Daniel Midland—107 Commerce Ag Econ. 1150 Engr. Bldg. for Ag Engr.
 Caterpillar
 Continental Grain Co.
 Parke Davis
 *Pillsbury—
 Union Carbide—Group 1.
 Ohio State University—Cooperative Extension Service
 Wyeth Labs
 Upjohn—Veterinary Sales

GEOLOGY MAJORS
 Sun Oil
JOURNALISM—425 Henry Mall
 Caterpillar Tractor
 Cummins Engine
 Montgomery Ward

HOME ECONOMICS MAJORS
 Carson Pirie Scott—117 Bascom (Cloth. Text.)

LAW
 USDA Office of the Inspector General

LIBRARY SCIENCE
 Milwaukee Public Library

METEOROLOGY

Cornell Aeronautical Labs.—117 Bascom
PHARMACY
 Parke Davis
 Wyeth Labs
BUSINESS—107 Commerce Bldg.
 Aetna Life Insurance Co.
 Allegheny Ludlum Steel Corp.
 Archer Daniels Midland
 Barber-Colman Company
 Boeing
 Brunswick Corp.
 Caterpillar Tractor Co.
 Celanese Corporation
 *Chicago Bridge & Iron—Specific requirements see placement office
 College Life Insurance Co.
 Container Corporation of America
 Continental Grain Co.
 Cummins Engine Co. Inc.
 Firestone Tire & Rubber Co.—2 schedules
 First Wisconsin National Bank of Milwaukee
 General Adjustment Bureau
 General Telephone Co. of Wis.
 Ingersoll Rand—MBA BS in Engr.
 Johnson & Johnson
 Liberty Mutual Insurance Co.
 McGladrey Hansen Dunn
 The Mead Corporation
 Minnesota Mutual Life Ins. Co.
 Montgomery Ward
 Northern States Insurance
 Osco Drug Inc.
 Owens Corning Fiberglas Corp.
 Parke Davis & Co.
 Pillsbury
 Retail Credit
 Sears Roebuck & Co.
 Union Carbide Corp. Linde Div.
 New York University School of Education
 Upjohn—Veterinary Sales
 Wipfli Ullrich & Co.
 Wisconsin Power & Light
 F. W. Woolworth
 Wyandotte Chemicals Corp.
 Bureau of Accounts & Statistics—
 Civil Aeronautics Board
 U. S. Air Force
 U. S. Dept. of Agriculture—Office of the Inspector General
 U. S. Dept. of Commerce—Bureau of Public Roads
 U. S. Dept. of Commerce—Public Roads
 U. S. Civil Service—Union
ENGINEERING—1150 Engr. Bldg.
 Allegheny Ludlum Steel
 The Louis Allis Co.
 American Electric Power
 American Oil—Amoco
 Bechtel Corp.
 Brunswick Corp.
 Burroughs Corporation
 Caterpillar Corporation
 *Chicago Bridge & Iron
 College Life Insurance Co.
 Container Corp. of America
 Cornell Aeronautical
 Cummins Engine Co. Inc.
 DeSoto Chemical Coating Inc.
 Elliott Co. Div. of Carrier
 Ethyl Corp.
 Factory Mutual Engr. Div.
 Firestone Tire & Rubber Co.
 Firestone Tire & Rubber (PhD)
 Ford Motor Co.
 General Dynamics—Atomic Div.
 General Telephone Co. of Wis.
 Giffels & Rossetto
 Goodyear Atomic Corp.—PhD
 Ingersoll Rand
 Jet Propulsion Lab.
 Johns-Manville Prod. Corp.
 Johnson & Johnson
 Line Material Industries
 Los Angeles County
 The Mead Corporation
 National Cash Register
 Owens Corning Fiberglas Corp.
 Owens Illinois Inc.
 Parke Davis & Co.
 *Pillsbury
 Procter & Gamble & Charmin'
 Snap on Tools
 Sperry Phoenix Corp.
 Wisconsin State Highway Comm.
 *Sun Oil Co.
 Union Carbide Corp. Group 1.
 Union Carbide Corp. Linde Div.
 United Aircraft—Res. Labs.
 New York University—School of Ed.
 Waukesha Motor Co.
 Westhoff & Novick Inc.
 Wisconsin Power & Light
 Wyandotte Chemicals Corp.
 Xerox Corporation
 Zimpro-Div. of Sterling Drug
 Air Force—Aeronautical Chart and Information Center
 U. S. Air Force
 Federal Power Commission
 U. S. Civil Service—Union

*Indicates interest in summer employment.
 NSA Examination: Nov. 25, 1966 for Dec. 10, 1966 Examination.
 Wisconsin Career Examination: December, February & March.
 ACCION, VISTA AND PEACE CORPS INFORMATION AVAILABLE IN 117 BASCOM HALL.

Veterans' News

Educational and vocational counseling for military veterans and relatives entitled to benefits is available to University students and others at 228 Langdon St.

Interested persons are invited to first file an application with the nearest Veterans Administration office or to correspond with the regional VA office at 342 N. Water St., Milwaukee.

If qualified, the applicants will be contacted by the new Madison VA counseling center and interviews arranged.

Sons and daughters of disabled or deceased veterans are also eligible for benefits.

Late News

Dateline

From UPI

SAIGON—U.S. infantrymen, carried by helicopter, pounced on a communist force about 100 miles east of Saigon Tuesday. In a running, two hour battle through rice paddies and marshes, the Americans killed 48 of the enemy. One helicopter was shot down and two crewmen were injured. When the infantrymen spotted the enemy, the communists ran, but U.S. air strikes cut off their escape routes. Remnants later escaped into the hills.

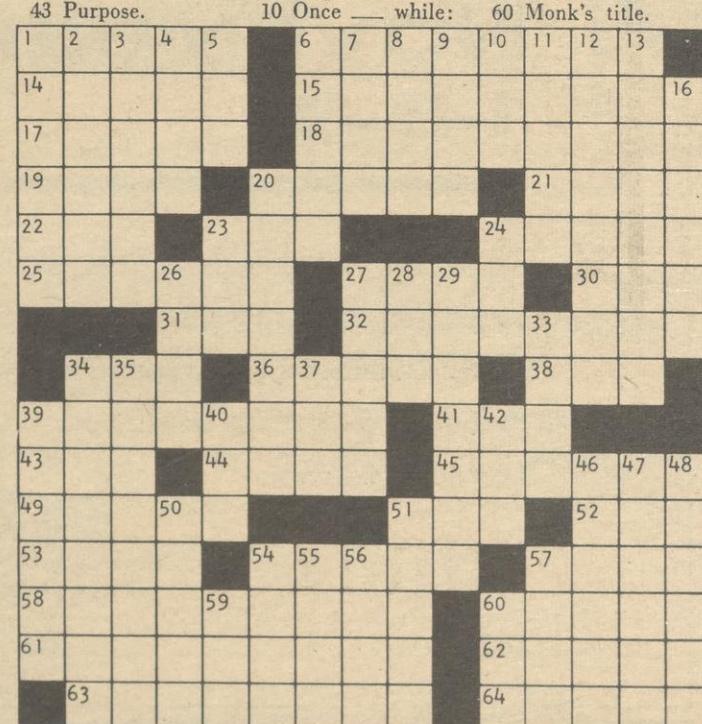
LONDON—A compulsory freeze on wages and prices has been given final approval by the British parliament. The House of Commons voted 307 to 239 to make the freeze compulsory. The House of Lords voted 20 to 10. The freeze will last at least until next August.

PARIS—Financial sources in Paris say France will convert fewer dollars into American gold in the future. The new policy is said to reflect the mounting deficit of the French balance of payments. For the first time in two years France registered a foreign trade deficit in September. The amount was \$129 million.

NEW YORK CITY—General Motors Corporation has revealed its net income dipped sharply in the third quarter that ended September 30th. GM reported net income of \$99.5 million, approximately one third its net income for the same quarter last year. Earnings were equal to 34 cents per share, compared to 91 cents per share for the same quarter in 1965. Company officials attributed the lower income to various factors, including a decrease in unit volume, particularly during a recent changeover to new model production.

Daily Crossword Puzzle

ACROSS													
1	2	3	4	5		6	7	8	9	10	11	12	13
14						15							16
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Great Lakes Study Project Shared by Schools, Navy

The Navy's oceanographic research plane is based in Madison this week to conduct tests on the Great Lakes with scientists from the University and University of Michigan.

The aircraft is fitted with instruments to measure sea surface temperatures, ocean waves, vertical sea temperature profiles, air temperature, solar radiation and other quantities. The plane and its crew of 10, under the supervision of the U.S. Naval Oceanographic Office, are in Madison participating in the University's oceanographic program.

Robert A. Ragotzkie, chairman of the meteorology department, is the Wisconsin coordinator for the inter-university project on Great Lakes research.

In flights over Lake Michigan

the scientists measure surface temperature patterns and test airborne wave recorder equipment. The Wisconsin research group is operating the University's infrared thermometer to compare it with Navy instruments.

"In the future we hope to have additional flights on a cooperative basis with the Navy," Ragotzkie said. Comparing satellite weather data with that from aircraft and ships he said that satellites cannot collect data on cloudy days, so planes must be used to fly underneath the clouds.

Scientists have long recognized the potential of aircraft in the fields of oceanography, marine meteorology and geophysics. Although this potential has been exploited in the study of hurricanes, tropical storms and the earth's

magnetic field, considerable work remains in applying similar techniques and instrumentation to oceanography, Ragotzkie pointed out.

Scientists on board for the flights over Lake Michigan are Ned Smith and Khishna Menon of the University, Vincent Noble and Eugene Stoermer of the University of Michigan, and John Wilkerson and Michael Bratnick of the U.S. Navy Oceanographic Office in Washington, D.C. Bratnick received his M.S. degree from Wisconsin a year ago under the supervision of Prof. Ragotzkie. Cdr. James T. Odee is plane commander.

Equipment in the aircraft includes an airborne radiation thermometer for measuring sea surface temperatures, two experimental high resolution radar systems for profiling ocean surface waves, expendable bathythermographs for vertical sea temperature profiles to 1,000-foot depth, and meteorological sensors for measuring air temperature, solar radiation, pressure and humidity.

(continued from page 16)

ed in 1959, is the modern day mark, as Pat O'Dea holds the all-time record of 14 in 1899. Even Jim Bakken, kicker for the St. Louis Cardinals, only converted as many as 4 in a season, that in 1961.

The 7 points Schinke accumulated Saturday brings his season total to 25, giving him the team scoring leadership. With four games yet to play, the talented junior who is currently one of the best kickers in the country is within range of the single season kick scoring mark of 36 points set by Gary Kroner in 1962.

Kroner's 27 conversions were all good and he made 3 of 7 field goal attempts. Schinke has made all 4 PAT's and is 7 for 8 in field goal attempts.

Wisconsin's cross country team could be the best in 50 years, but

nobody'd know it, looking at their unblemished 0-3 dual meet record.

Early in the season the problem was lack of conditioning, although shreds of this still linger on. Now it appears that ineffective shoe tying seems to be working its way into the harriers repertoire.

ANSWER TO PREVIOUS PUZZLE

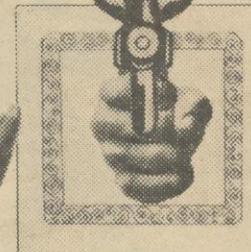
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ORANGE	RECLINES
PINCER	ESCALADE
HOTE	ULNA TETON
ALA	AMATIS SOLO
TEMPO	BOLAR MER
ORION	LARINE
STENTOR	REJECTS
LHASAN	HAMAN
DER	LICIT HESSE
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GREENIES	ERRANT
ASSERTS	RENNE

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broad minded

by diane seidler

There's a time to gain and a time to lose, a folk song says, yet it still doesn't seem right that the Badgers were destined to lose Saturday at Columbus.

The Badgers played their best game of the season—and probably of the last two seasons—and it was unfortunate that their efforts were, in a way, wasted on the one team which holds a mythical but unfortunately an effective jinx over them.

The whole tone of the game, set by Milt Bruhn's recently found "let's gamble a little" philosophy, was one of optimism, even in the devastating final six minutes.

Although an important gamble (fourth and 1 on the OSU 29 yard line) didn't pay off in the third quarter when Tom Jankowski was stopped by a fierce Buckeye line, at least there was a feeling of having tried and failed instead of just not having tried at all.

The score at the time was 7-3 in Ohio State's favor, and a field goal wouldn't have done a bit of good.

The other happy result of the game was the emergence of several Badgers in starring roles. A losing season is much easier to stomach if there are one or two standouts, especially on the offensive unit, who can keep the fans' minds off the score and on records to be broken.

John Boyajian, winner of this week's Bucky award, proved that he is a quarterback as Bruhn kept him in the entire game and he completed 18 of 32 passes. Those completions fell one short of the Wisconsin record in Big Ten competition of 19 held by now defensive coach John Coatta (19 for 32 in 1951) and Ron Miller (19 for 37 in 1961).

The junior's passing yardage of 207 yards was the best in a Big Ten game since Ron VanderKelen riddled Michigan for 202 yards in 1962 en route to the Rose Bowl.

Boyajian's one mistake was costly, however, as the interception set up Ohio State's final, and crushing, touchdown.

On the other end of 6 of Boyajian's passes was Tom McCauley, a sophomore end whom Buckeye coach Woody Hayes compared favorably to former Badger Pat Richter. McCauley picked up 73 yards, despite being double teamed and now has caught 20 passes for 328 yards.

Halfback Bill Yanakos, filling in for injured Bob Fenske who was previously filling in for injured Lynn Buss, played the best game of his career as he rushed once for 3 yards but caught 5 passes for 58. With a healthy Buss ready to play this weekend, it will be interesting to see which Bruhn deems more important: Buss' blocking or Yanakos' receiving.

Attempting to make up for lost time, Kim Wood ran his hardest game ever, rushing 20 times for 53 yards. As is Boyajian's case, Wood's one mistake, a fumble recovered by OSU, led to a Buck touchdown.

But the one boy who is rapidly becoming Wisconsin's hero is Tom Schinke who kicked 2 of 3 field goals and an extra point

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Saturday. The good attempts, for 40 and 47 yards, tied Schinke with Karl Holzwarth for a record number of 7 field goals kicked in a season by a Badger.

Holzwarth's record, established (continued on page 15)

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Clancy Leads Underrated Wolves Against Badgers

By ROG TEETZEL

This Saturday the Wisconsin Badgers will face the most underrated and unheralded team in the Big Ten—the Michigan Wolverines.

Michigan will bring with them to Camp Randall a highly unimpressive record of 3 wins and 3 defeats. The Maize and Blue lost their first two Big Ten battles to Michigan State, 20-7, and to Purdue, 22-21. However, the men of Michigan squashed the Minnesota Gophers last Saturday, 49-0, in their traditional Little Brown Jug rivalry.

"Our backfield this year is perhaps the best backfield of any team in the Big Ten and is most certainly the best one we have had a Michigan in many years."

This warning to coach Milt Bruhn and his Badgers came from Les Ettet, sports information director of the University of Michigan.

Speaking before the Madison Pen and Mike Club at their weekly meeting Tuesday, Ettet went on to say "that with the complete recovery of senior left halfback Jim Detwiler, our backs are stronger than ever and are ready to go against the Badgers."

Joining Detwiler in the Wolverine backfield will be junior quar-

terback Dick Vidmer, senior right halfback Carl Ward and fullback Dave Fisher, also a senior. All four of Michigan's starting backs are lettermen and were starters last year.

Ettet, however, reserved his most glowing praises for Michigan's captain and senior end Jack Clancy.

"Jack Clancy is the most phenomenal split end we have produced at Michigan," Ettet assured. "He is just fantastic."

So far this year Clancy has caught 50 passes for 691 yards and 2 touchdowns.

Offensive and defensive lines pose the only "real" problems to Wolverine coach Bump Elliot. Ettet said that "our lines are weak this season. Only center Joe Dayton and guard Don Bailey are considered experienced and capable linemen by Bump. We lack speed and, most important of all, experience."

The Wolverines will be in excellent physical condition for Saturday's Big Ten clash with Wisconsin. Only junior left linebacker Dennis Morgan will miss the game.

Morgan was injured in the Minnesota game and underwent surgery for torn ligaments in his right knee Monday. Letterman Barry Dehlin will fill in for him at the left linebacker spot.

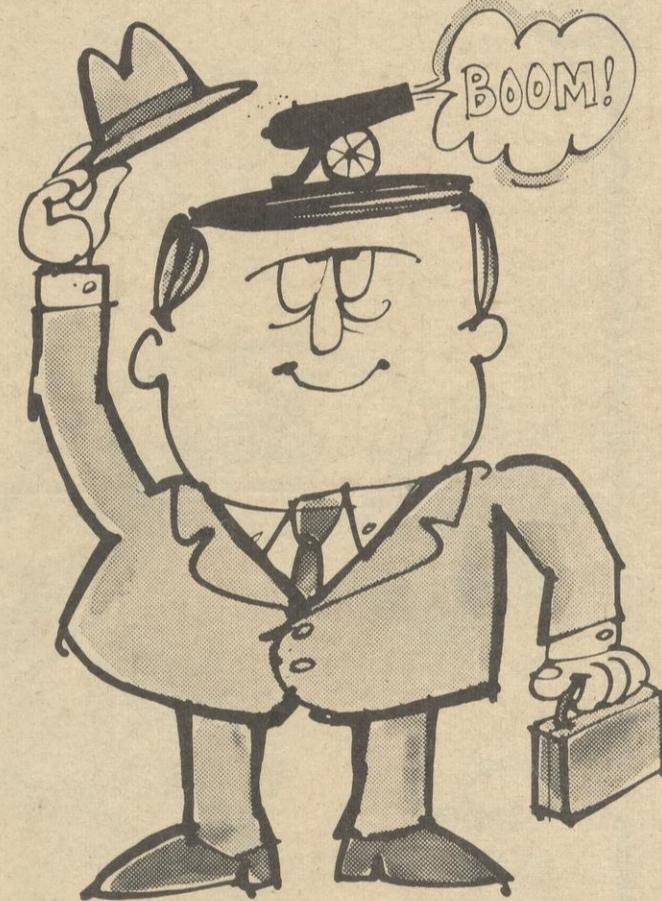
An added attraction for this Saturday's football clash will be a battle of the bands. The world famous University of Michigan Marching Band will invade Madison for a combined performance with the Marching Badgers on Saturday.

Michigan leads in the football series with Wisconsin, winning 19, losing only 7 and tying 1. Last year the Wolverines mutilated the Badgers, 50-14, in Ann Arbor.

Things don't look any better than they did last year at this time for the Badgers. Wisconsin will find that Michigan is the most underrated squad not only in the Big Ten, but also in America when the Badgers are hunted down and killed by the Wolverines.

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