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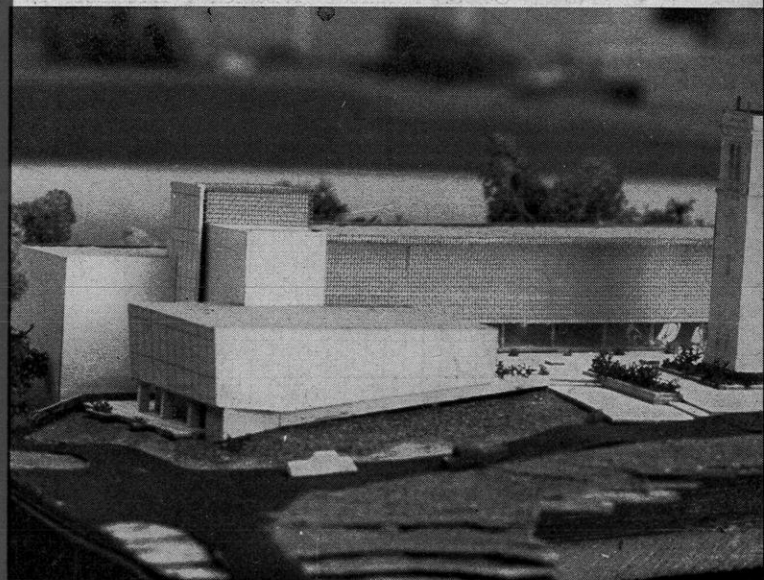
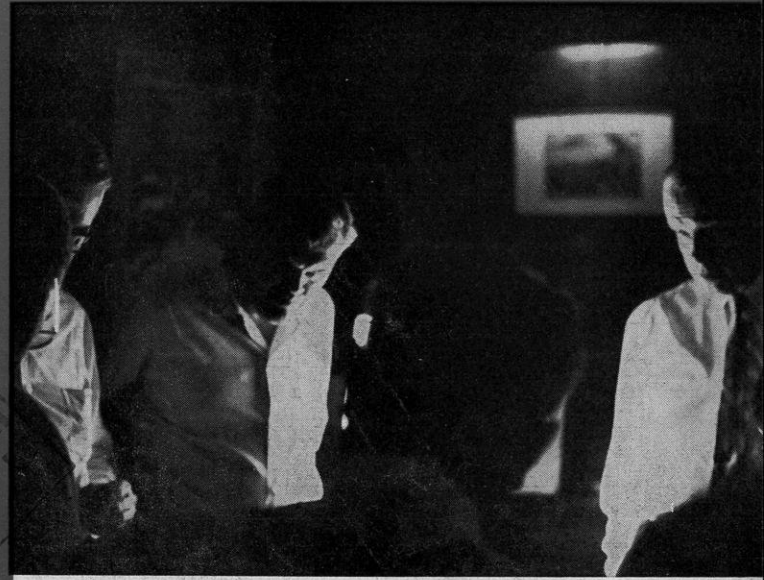
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FEBRUARY, 1961

# WISCONSIN *Alumnus*

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A Special Issue  
for Founders Day:  
sixteen pages  
on the  
University's  
Budget and Building  
Needs



## *Mc Murdo Sound to the South Pole*

# UW Oversnow Traverse Underway

**N**EW YEAR'S DAY, 1961, found an eight-man scientific traverse party nearing the midpoint of a 1,200-mile trek to the South Pole through many regions never before explored. The traverse, conducted by the University of Wisconsin under a grant from the National Science Foundation, is led by Dr. Albert P. Crary, chief scientist of NSF's U. S. Antarctic Research Program.

The traverse party is carrying out seismic, gravity, altimetric, and geological measurements designed to determine the elevation and thickness of the ice-cap and the nature of the sub-glacial rock surface. In addition, the party is making surface meteorological observations along its route of march.

The party left McMurdo Sound on December 10 and Dr. Crary estimates that with good vehicle performance and

favorable ice surface conditions, he can make the pole by February 15. Accompanying Dr. Crary are: Edwin S. Robinson, geophysicist from Wisconsin; Jack B. Long and Ralph E. Ash, traverse engineers from Wisconsin; Mario B. Giovinetto and Jack C. Zahn, glaciologists from Ohio State University; Sveneld A. Evteev, glaciologist and Russian exchange scientist; and Ardo X. Meyer, geomagnetician from the U. S. Coast and Geodetic Survey.



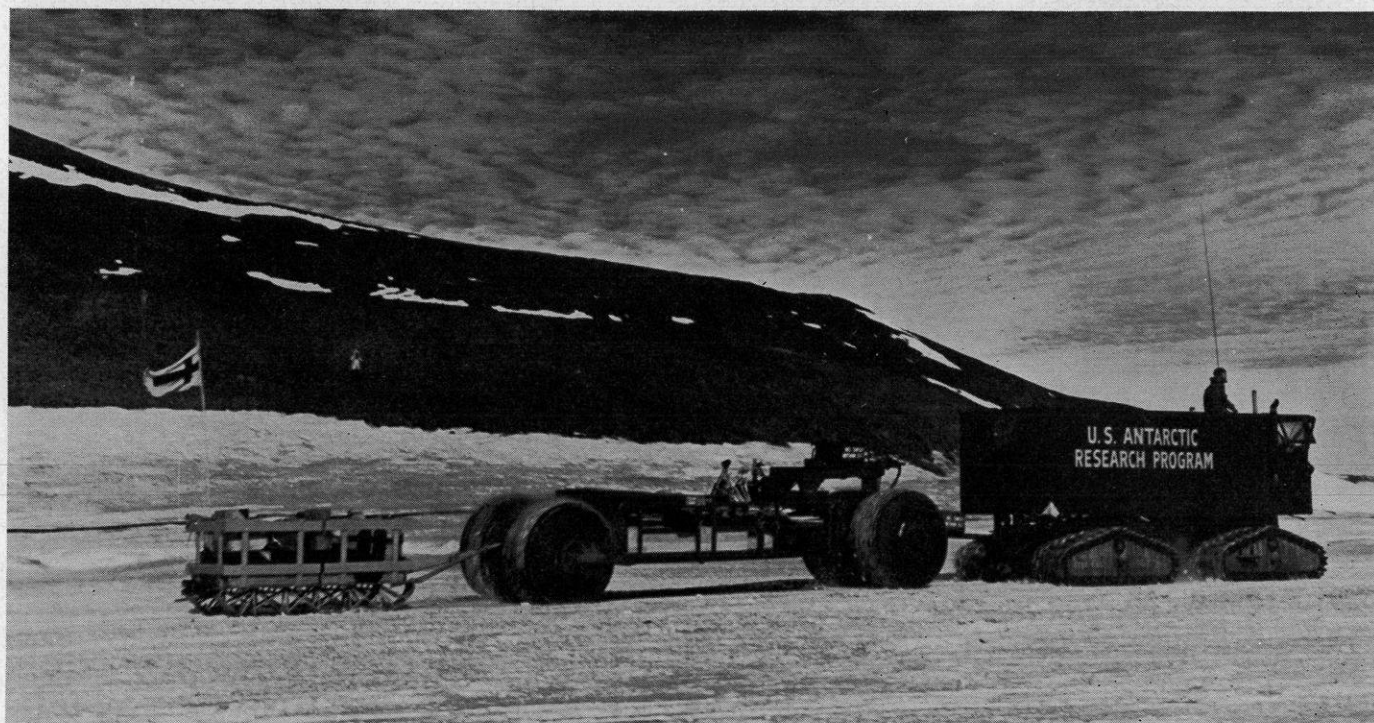
Shown just prior to departure from McMurdo Sound Dec. 10 are members of the University of Wisconsin oversnow traverse team, left to right, bottom row: Ardo X. Meyer, U. S. Coast and Geodetic Survey, geomagnetician; Edwin S. Robinson, UW, geophysicist; Ralph E. Ash, UW, and Jack B. Long, UW, both traverse engineers. Top row: Mario B. Giovinetto, Ohio State University, glaciologist; Dr. Albert P. Crary, National Science Foundation, geophysicist and leader of traverse; Sveneld Evteev, Soviet exchange scientist; and Jack C. Zahn, Ohio State University, glaciologist.

The entire Wisconsin project, including another traverse now going from Byrd Station to the Bellingshausen Sea coast and an airlifted traverse, is under the direction of Drs. G. P. Woollard, E. C. Thiel and C. R. Bentley, and is supported by an NSF grant of \$488,342. Dr. Bentley, a veteran of three previous Antarctic traverses, is now leading the overland traverse in Ellsworth Highland.

On leaving McMurdo Sound, the Crary party proceeded around Minna Bluff to the Skelton Glacier. Access to the polar plateau will be gained by way of this glacier, which was the route of Sir Vivian Fuchs' Commonwealth Trans-Antarctic Expedition in 1957-58 and of the U. S. traverse parties of 1958-59 and 1959-60. A safe route along the heavily crevassed ascent up the Skelton was marked several weeks ago by a three-man reconnaissance party.

At Plateau Depot—near the head of the Skelton—aircraft of the Navy's Air Development Squadron Six have stored 4,000 gallons of Diesel fuel, two tons

*Wisconsin Alumnus, February, 1961*



A huge caterpillar tractor moves across the frozen wastes of Antarctica on its way to the South Pole.

of food, and a ton and a half of seismic shot explosives for the party. "Operation Deep Freeze" aircraft are providing Cary's party with any emergency supplies that may be needed.

From Plateau Depot, the traverse route is running west for 60 miles and then turns southwest to  $83^{\circ} 20'$  south latitude,  $125^{\circ}$  east longitude. From there it will proceed southeast, and finally south along Amundsen's route to the pole.

The group plans to make 12 major "stations" and 150 to 200 minor ones during its journey. A station is a halt to accomplish scientific work—major stations usually require a full day, minor stations about an hour.

The small lead vehicle carries navigation and communications instruments. Two 12-ton Sno-Cats house scientific instruments, and one also contains kitchen equipment. All three vehicles are towing sleds containing fuel and supplies.

The party estimated that it would need only one re-supply of fuel en route to the pole. Accordingly, a U. S. Air Force C-124 aircraft has dropped 72 barrels of Diesel fuel 137 miles west of the head of the Beardmore Glacier. Weighted bamboo poles were dropped on a line across the drop area at right angles to the traverse route for easy location of this cache.

The traverse party keeps daily radio schedule with the Naval Air Facility, McMurdo Sound, for transmission of coded meteorological data and a daily situation report.

Scientific investigations carried out when the traverse reached the top of the Skelton Glacier include the following:

Ice depth—expected to reach nearly two miles in some places—measured at all major stations by standard seismic reflection methods. At three or more major stations, ice thickness determinations will also be made by seismic refraction methods. This type of seismic program will also give the velocity of the seismic wave in the rock material under the ice, which in turn gives an indication of the type of rock under the ice.

Annual snow accumulation, expected to vary from six to twenty inches, will be studied in shallow pits and trenches at all major stations. Annual layers will be identified by studying density, temperature, grain size, and crystal size.

Snow, firn, and ice will be investigated for density, crystal size, and crystal orientation from ice cores at depths down to about 100 feet.

The surface character of the snow, including sastrugi heights, size, frequency, and orientation, will be logged.

Sastrugi are wavelike ridges of hard snow formed on level surfaces by wind action.

Gravitational values, and information on the angles and intensity of the earth's magnetic field, will be determined.

At all major stations, ice temperatures will be observed by thermohms to depths of 100 feet or more in the drill holes. Changes in temperature below 50 feet give valuable information on the past history of the ice and past climatic variations.

Surface meteorological measurements will be made three times daily.

Mountain ranges and ice-free nunataks visible from the traverse route will be located to furnish additional ground control for aerial mapping projects.

While it is not expected that the party will reach any ice-free areas where reconnaissance biological studies would be valuable, the party will keep records of bird sightings and other biological information they might encounter.

On completion of the traverse, the vehicles will be left at the South Pole Station for the coming austral winter and be used again from there the following summer. The traverse party will be transported back from the pole by the Navy's Air Development Squadron Six.



... a hand in things to come

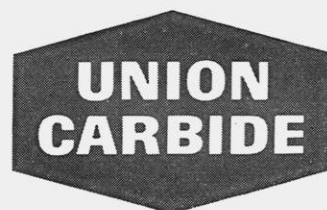
## To bring them back alive

Hurtling toward earth at thousands of miles per hour, a spaceship will have to survive the withering heat of air friction. Today, scientists are applying every known test to conquer the problem of re-entering the atmosphere.

Fortunately, a great deal of this materials testing can be done right on the ground. At Union Carbide laboratories, the fiery zone of re-entry is being duplicated in a wind tunnel with the new plasma arc torch. By squeezing a blazing electric arc and forcing a large volume of gas through it, the plasma arc torch shoots out a 30,000 degree jet—the highest sustained heat ever created by man. This is an example of the many areas in which industry is working to help make space travel a reality.

Exploring the unknown is part of the everyday routine for the people of Union Carbide. They are constantly searching for new and better things for the world of today and tomorrow.

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... a hand  
in things to come

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Wisconsin Alumnus, February, 1961



## Wisconsin Alumni Association

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## Keeping in Touch with Wisconsin

SOME WEEKS AGO Governor Gaylord Nelson closed his hearing on the University budget with this pessimistic prediction:

"My prediction is that we won't sell the budget, that we can't sell the budget, and that (in four or five years) you'll be telling a lot of businessmen that their kids will have to stay at home. . . . I'm satisfied that we've failed to explain the needs of education to the public."

Is Governor Nelson's prediction sound—or is he too pessimistic? Frankly, I don't know. But—I do know that as Wisconsin alumni we must do a better selling job than we've ever done. Accordingly, sixteen pages of this Founders Day issue are devoted to a discussion of the University's budget needs for the 1961–63 biennium. Informed support is the strongest support, so this issue brings you facts you can use in helping your University to get adequate building and operating budgets.

President Conrad Elvehjem and his associates and the Regents are doing an excellent job in presenting the University's needs, but they need your help as the 1961 Legislature hammers out its budget for the coming biennium.

While the University's budget requests for 1961–63 are higher than those for the current biennium, it is well to remember that less than half of the University's operating budget comes from state appropriations. For example, here are the totals and percentages for the current fiscal year which ends June 30.

|                      |                 |     |
|----------------------|-----------------|-----|
| State Appropriation  | —\$25,875,073   | 41% |
| Federal Land Grant   | — 2,259,395     | 4%  |
| Student Fees         | ----- 7,161,000 | 11% |
| Gifts and Grants     | ---- 14,350,000 | 23% |
| Operational Receipts | - 13,391,010    | 21% |

|       |       |              |      |
|-------|-------|--------------|------|
| Total | ----- | \$63,036,478 | 100% |
|-------|-------|--------------|------|

Operational receipts, which accounts for more than one-fifth of this year's operating budget, include such items as the following: adult education fees, short course fees, University farms, Federal contracts, dormitories and din-

ing rooms, athletics and the Memorial Union. The important point to remember, however, is that only forty-one cents out of every dollar in this year's budget comes from state appropriations. This percentage is slightly higher in the University's budget requests for the 1961–63 biennium.

Another fact to remember is that the University's budget requests are sound and realistic. In his annual address to the faculty, President Elvehjem made it clear that these requests are based on "hard, cold, real necessities—if this State is going to maintain a first-class University. Without a budget of the magnitude we have asked, this institution cannot face the future with any certainty that its traditional role in the life of the State can be maintained."

President Elvehjem closed his annual address to the faculty with a plea for "public understanding of the part the University has played in the progress of the State, and of the challenges caused by increasing enrollments and expanding knowledge."

Here's where you and I come into the picture. We can help to provide the "public understanding" so essential in getting adequate building and operating budgets for 1961–63.

You and I had the opportunity to attend a fine university because somebody provided the money for building and maintaining the University of Wisconsin—for hiring the fine faculty that put Wisconsin in the top ten. Outstanding universities don't "just happen". They are the product of educational leadership, thoughtful planning and wise expenditure of money. You and I are grateful to the men and women who saw to it that the University of Wisconsin was ready for us when we needed it.

Now it's our job to see that similar opportunities will be available to the young people who shortly will complete their high school careers—to make alumni support really count as we commemorate the hundredth anniversary of the Wisconsin Alumni Association.—  
JOHN BERGE, *Executive Director*



Robert Johnson, Missile and Space Systems Chief Engineer, reviews results of a THOR, boosted 5000 mile flight with Donald W. Douglas, Jr., president of Douglas

## Missile is space veteran at the age of three

The Air Force THOR, built by Douglas and three associate prime contractors, shows how well a down-to-earth approach to outer space can work. Since its first shoot in 1957, it has been the booster for programs like *Pioneer*, *Discoverer*, *Explorer*, *Transit*, and *Delta* and has launched more than 87% of all successful U.S. space satellites.

Initial planning for THOR included volume production tooling, ground handling equipment and operational systems. This typical Douglas approach made the giant IRBM available in quantity in record time, and THOR has performed with such reliability that it has truly become the workhorse of the space age.

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## *An Introduction:*

# Winds of Change

The winds of change are stirring the air—winds which have become more relentless; accelerated, perhaps, by the speed with which our complex world changes. Never before have Americans, or the citizens of the world community, been faced with so many challenges on so many fronts. And never before has an atmosphere of doubt hung so thickly in the air. For the first time in history, man seems truly capable of ordering his destiny—he can, through a long and tortuous process, move forward into a peaceful world governed by the rule of law, or he can, in a few moments of self-inflicted decimation, end his reign on this planet.

The choice that man will make for himself is still uncertain. However, one thing is certain—education holds the answer to our future. The very education which provided the means of our destruction can also secure the means of our continued freedom. Great universities such as the University of Wisconsin provide the future leaders of our world with the education that will give them a basis to make responsible decisions. The University's influence is no longer limited to the state; it is felt around the world—its total impact is immeasurable. But the University can continue to make its contribution to world development only so long as it receives the support of its public.

As part of the Centennial year celebration of the Wisconsin Alumni Association, the *Wisconsin Alumnus* presents the following section on the University's budget and building programs for the coming years. Four University leaders, representing varying points of view, have contributed to this special Founders Day report in an effort to give our readers a comprehensive picture of the problems which must be met head on if the University is to continue as an influential voice in the state and in the world. We present these articles in the belief that those who are convinced of man's tremendous potential for greatness will understand and support the University of Wisconsin in its areas of need.



*President Elvehjem, right, with newsmen and University officials in a discussion of the many challenges facing the University.*

by Conrad A. Elvehjem

*President, University of Wisconsin*

# *Education & Our National Goals*

*The development of the individual and the nation demand that education at every level and in every discipline be strengthened and its effectiveness enhanced. New teaching techniques must continue to be developed. The increase in population and the growing complexity of the world add urgency.*

*Greater resources—private, corporate, municipal, state, and federal—must be mobilized. A higher proportion of the gross national product must be devoted to educational purposes. This is at once an investment in the individual, in the democratic process, in the growth of the economy, and in the stature of the United States.*

*—From Goals for Americans*

TEN DISTINGUISHED Americans of wide-ranging political and economic persuasions, called together by the President of the United States to "develop a broad outline of coordinated national policies and programs" and to "set up a series of goals in various areas of national activity," spent two years in study before issuing their monumental report in December. The paragraph above is the summary of the nation's educational goals upon which they agreed.

At almost the same time their ringing challenge was issued, the Governor of Wisconsin, citing many of the same aims, warned that our state is in real danger of failing to contribute toward these national goals. "The people of Wisconsin are not aware of the critical need to make an immediate improvement in our institutions of higher education," he said, citing his campaign experience throughout the state. "I predict," he added, "that unless we are able to make people understand this problem we will have to close the doors of our colleges and university to

some of the sons and daughters of Wisconsin within five years."

I fear that the Governor sensed this situation better than we had. There is ample evidence of general public agreement on the value of higher education—the proportion of young people in this state going to college has been increasing at the rate of about one percent a year for the past decade. In the not too distant future it is probable that half the college-age youngsters in Wisconsin will actually attend college. This ratio, combined with the tremendous population increase which will hit college age in three short years, indicates the enormity of one of the problems we face.

A second and even more challenging problem to an institution such as ours is the explosive expansion of knowledge whose impact already can be felt not only on our instructional programs but also on our research and in the demand for such services as adult refresher courses.

Yet, there are still many people who do not translate these challenges into the dollars that will be necessary to meet them.

The President's Commission on National Goals pointed out that the annual expenditure for education by 1970 must be twice what is spent this year. And it is extremely important that educational investments be increased immediately, for the classrooms and laboratories cannot be built, the faculty members trained and added to the staff, after the additional students have arrived at our doors.

Even those who realize the financial implications of those facts sometimes suggest desperate alternatives:

Reduce, by some method, some say, the number  
continued on page 24

# *The Budget —*

## *A Blueprint for Progress*

A detailed discussion of the structure of the complex financial plan which holds the key to the University's operation and development during the next biennium. Progress and improvement are the major goals of the University of Wisconsin for 1961-63.

| The University of Wisconsin Biennial Budget Request        |                     |                     |
|--|---------------------|---------------------|
| Current Budget, 1960-61-----                               | \$63,036,478        |                     |
|  | 1961-62 Request     | 1962-63 Request     |
| Increase to meet fixed obligations -----                   | \$ 618,591          | \$ 334,157          |
| Increase for larger enrollments -----                      | \$ 1,239,476        | 1,194,128           |
| Increase for expanded services -----                       | 521,184             | 153,045             |
| Increase for instructional improvement ---                 | 1,414,160           | 575,382             |
| Increase for fine arts improvement -----                   | 150,000             | 70,000              |
| Increase for research improvement -----                    | 664,283             | 337,075             |
| Increase for physical plant improvement --                 | 557,720             | 209,077             |
| Increase for library improvement -----                     | 234,000             | 105,200             |
| Increase for extension and service improve-<br>ment -----  | 150,218             |                     |
| Increase for counseling and records im-<br>provement ----- | 52,650              | 58,504              |
| Increase for television -----                              | 200,000             | 50,000              |
| Increase for faculty salaries -----                        | 3,600,000           | 1,350,000           |
| Decrease for Auxiliary Enterprises, etc. --                | 225,579Dec.         |                     |
| Increase for Auxiliary Enterprises -----                   |                     | 51,109              |
| Total 1961-62 Request -----                                | <u>\$72,213,181</u> |                     |
| Total 1962-63 Request -----                                |                     | <u>\$76,700,858</u> |

TO MANY PEOPLE in the state, the University of Wisconsin is something remote, a far away island obscured by clouds of misunderstanding. Such an impression is not the special province of those who have had little or no contact with the University—many Wisconsin alumni are equally unsure of the real essence of the University and what it means to the state and the world. Unfortunately, this uncertainty makes itself known at the most critical of times—

when the University presents its budget request to the Legislature.

A budget, to most people, is an abstraction, a set of figures that have little or no significance other than the fact that they represent a sum of dollars which exceeds the normal grasp of understanding. But in its simplest essence, a budget is little more than a basic blueprint for operational costs.

For its 1961-63 biennium, the University of Wis-

consin has drawn up a \$148.9 million budget, the largest in its history. Of the total sum, \$73,497,128, or less than half, is expected to come from state appropriation. The Governor's recommendations, which were submitted to the Legislature this month, included several substantial cuts in the University's request.

## CAN WE AFFORD IT?

This question becomes rhetorical when we look at the facts:

- ★ It costs the taxpayers of Wisconsin roughly 1.8 cents per day to educate a student at the University.
- ★ The 1961-62 University request for state appropriation is \$34,724,408. Contrast that with the fact that, in 1959 alone, Wisconsin residents paid out more than \$33¼ million in taxes on cigarettes and alcohol—a figure which represents just a fraction of the total cost of those items!
- ★ The challenge that the world holds before us demands that the University move ahead and keep pace with other institutions of higher education.

Even though it may involve sacrifice, we must keep the University of Wisconsin great. We must make the opportunities that it offers available to all of our students.

## THE THEME

The theme of the 1961-63 budget is reflected in the desperate need of the University to make progress in fulfilling its obligations to the students, the people of Wisconsin and to the nation. Improvement is the watchword for the coming biennium—improvement in three basic areas:

1) **research, teaching, and public service**—for the past decade, the University has repeatedly emphasized the need to raise faculty salaries. Now it is felt that equal emphasis must be given to the University's major instructional programs if the several departments of the University are to develop with equal promise.

2) **instructional programs**—during the past five years, the instructional program has been impaired by the addition of new students without concomitant increases in state support. (Since 1956, more than 4,800

students have been added to the University's enrollment total—this is a gain *equivalent to three average-sized liberal arts colleges.*)



3) **development of new knowledge**—if we had no more students today than in 1930, we would still need a larger faculty and more expensive laboratories in order to keep abreast of the tremendous and dynamic changes in knowledge. These changes take place so rapidly that what might have been discovered in the laboratory a short time ago is now being taught in the classroom. Through proper support, our students are able to get the benefits of the most recent sources of knowledge whether it be in the sciences or the humanities.

The budget has been organized so that its blueprint for the biennial program can be divided into four main headings, each designed, in its own way, to meet the challenges of a changing world.

## FIXED COSTS

Each year, the University is confronted with certain costs that are involved in the operation of the physical plant. These costs entail everything from paying the light and water bills to providing a cost of living increase for civil service employees. For example, some of the major increases in fixed costs during the first year of the coming biennium include: \$110,000 to pay biennial fire insurance on University buildings; \$200,000 to provide estimated cost of civil service pay increases as required by statute; and \$112,533 to provide, at present levels, for the care and operation of new facilities scheduled to become available in Madison, Milwaukee, Kenosha and Green Bay.

## ENROLLMENT INCREASES

The budget provides for a continuing increase of students—28,380 in 1961-62 and 29,750 in 1962-63 for all campuses of the University. More students naturally means increased costs. The increased enrollment will bring about additional spending for direct teaching costs but it will also mean spending more money for student records and services, and libraries.



Although the students, through fees and tuition, pay a considerable percentage, the largest proportion of the cost of their education comes from state appropriated funds.

## IMPROVED PROGRAMS

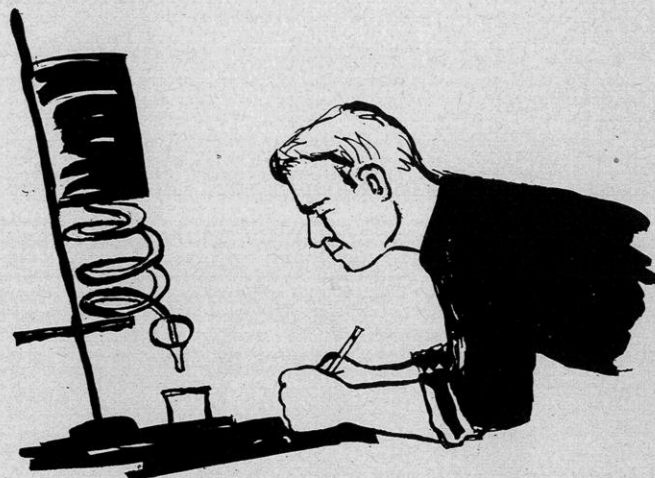
It is in this area that the University is making a bid to launch a bold and broad program of development. The improvement package is divided into several parts, each intended to carry the University ahead in key areas. Taken singly, the areas are:

**Instruction**—Additional funds would help remove the major disadvantages associated with wide reliance on graduate teaching assistants; help relieve the faculty of clerical duties and allow them more time to concentrate on teaching and research; help strengthen the training of graduate and professional students, give special attention to gifted students, and strengthen programs at Milwaukee and the Centers; they would also be helpful in establishing a new pre-professional curriculum similar to Integrated Liberal Studies.

**Fine Arts**—Realizing that the fine arts have been the most neglected areas of instruction during the past decade, the University is asking for funds which would demonstrate an interest on the part of the state to develop the fine arts at the University. These funds would be used primarily to support the develop-

ment of a state orchestra, an architecture program, a theatre in Milwaukee, and to strengthen art education in Madison.

**Research**—Basic research is the backbone of any academic institution. Although the University receives a great deal of its research support from gifts, grants and national government contracts, it is felt that the



state, which is often the prime benefactor of UW research, should give added support to the research programs at the University. The state funds would be used to give a better balance to the research program and would be designated for such specific areas as: developing research services to Wisconsin industry; provide greater support for the humanities and social studies for such studies as those in Wisconsin population trends and in the language and civilization of India, Russia and Latin America; develop in medicine in such important fields as genetics, psychiatry, congenital abnormalities and others not now supported by national fund raising programs; and keep in the forefront of development in agriculture, nutrition, forestry, mathematics, statistics, numerical analysis, industrial management, and many other fields.

**Physical Plant Operation and Maintenance**—At present, the Regents of the University of Wisconsin are entrusted with the general welfare of buildings valued at more than \$115,000,000. These buildings must have the proper custodians who are properly supervised. There must also be more frequent inspection of plant and property at night to guard against fire and theft; and there must be more effective planning, coordination, and design of sites, remodelling, and new buildings. Funds must also be provided to increase the University's capacity to rent properties for temporary use.

**Libraries**—On no campus of the University has the book buying budget of the libraries kept pace with rising enrollments, rising costs of books and periodicals, or rising demands from graduate and research programs. The major aims of the library improvement program are: (1) to bring the small libraries in each of the Centers up to a minimal standard of staffing; (2) to continue to expand the Milwaukee collection; (3) to increase the book-purchasing power of the Law Library; (4) to strengthen both graduate and undergraduate collections in Madison; and (5) to make possible the continued publication of the transactions of the Wisconsin Academy of Arts and Sciences.

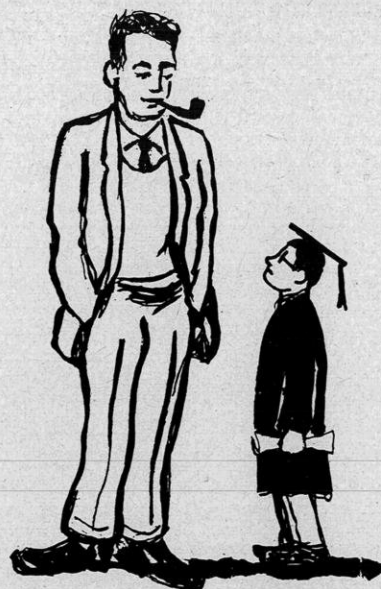
**Extension and Public Service**—A strong program of adult education is planned for Milwaukee as well as added services to farmers and other citizens through a more effective utilization of the facilities of the Extension Service and other agencies such as the State Geologist and the State Laboratory of Hygiene.

**Student Records and Counseling**—In this biennium, considerable attention should be given to the strengthening of the counseling and guidance program, both academic and vocational, in order to bring them up to the standards of most of the outstanding institutions by 1965. Also, the whole system of student record keeping needs to be modernized and mechanized to meet the complex demands stemming from increased enrollments.

**Television Education**—State funds are needed to help begin a program of television education which has demonstrably improved instruction in a wide variety of fields and affords students a contact with outstanding professors. With effective support, the University hopes to link its Milwaukee and Madison campuses with television, to make studies in the methods of providing effective television instruction and to seek outside financial assistance beyond the initial state contributions.

## FACULTY SALARIES

At the close of the fiscal year 1959-60, the University of Wisconsin ranked in the lower half of the Big Ten and 19th out of 26 of the major degree-granting institutions of the nation in average academic salaries. For the past decade, the University administration has raised the hue and cry about the need to increase faculty salaries but, all too often, the pleas have fallen on deaf ears. In 1960-61, most of



According to a recent faculty study, the per capita personal income has increased 83% in the years from 1939-59 while University of Wisconsin professors' income has risen only 12% in that same period.

the Big Ten schools granted their faculties an 8% raise while the Wisconsin faculty received only a 4% raise and, consequently, lost ground. In order to make up the deficit and put Wisconsin in the top third of the Big Ten salary scale, the University proposes a faculty salary hike of 16% in 1961-62 and 6% in 1962-63, or an increase of \$3,600,000 and \$1,350,000 in those respective years.

It is a revealing comment on our society when we realize that the newly-graduated student, more often than not, earns more than his college professor. But facing the hard facts of life, we live in an era when excellence has become a commodity on the open market—if the people of Wisconsin want great teachers for their children, they must pay for them. If they do not feel that they can make this sacrifice, then they must be satisfied, at best, with mediocrity. There is no indefinite cut-off date for raising faculty salaries at the University—the results of token increases are becoming painfully obvious as many of our outstanding professors emigrate to other colleges and universities or into private industry. The eleventh hour is already here—soon it will be midnight!

Such is the nature of the University of Wisconsin's 1961-63 budget. Even in a skeletal analysis its many complexities often elude us. However, one thing should be clear; the University has an overwhelming desire to move forward—all that is needed is the active support of alumni and the citizens of the state.

# A Case for the Non-Resident Student

by LeRoy Luberg  
Dean of Students

THE FORECAST of increasing enrollments and the consequent need for bigger budgets inevitably brings questions about the number of non-resident students who should be privileged to attend our University. Consequently, it is well that we appraise the situation in Wisconsin. Although major studies are needed to accurately assess all aspects of the non-resident population on the campus, there are some facts available. There are also some firm opinions about the justification for having non-residents on any campus.

One of the hallmarks of a great university is a student body which is representative of the nation's best academic talent. Such is the case at the University of Wisconsin. For more than half a century this University has drawn a first-rate student body from coast to coast and from many foreign lands. This year we are proud to have all fifty states and eighty foreign nations represented on the campus.

President Elvehjem has said, "A cosmopolitan student body has helped to broaden the horizons of both the University and the state in academic pursuits and in understandings of varied cultures. Its members have brought inquiring minds, new ideas and challenging concepts which have made for a stimulating intellectual and social environment." It is reasonable to assume that Wisconsin's consistent rating among the top ten universities in America can be attributed, in part, to the creative abilities of young and inquiring minds which bring vigor to the entire process of learning, teaching and discovering. Superior teachers receive a vital stimulus from superior students and the non-residents are well represented in this select category. Those admitted have had to demonstrate a high standard of performance in the classroom. At present only those who have finished in the top 50% of their high school graduating class are admitted. Next year the out-of-state applicant must have placed in the upper 40% of his high school graduating class before he can be considered for admission. Further, if he transfers to the University after a semester or more at some other institution, he must have earned a 2.5 grade point or better (an average which places him halfway between a B and a C). In addition to meeting higher academic standards than the Wisconsin resident, the out-of-state student must be willing to face such added requirements and restrictions as:

A tuition payment of \$600 per year as compared with the resident tuition of \$220 per year. And for at least the period of his freshman and sophomore years this \$600 pays for all the costs for his instruction.

Waiting in turn for an assignment to the University Residence Halls until all the Wisconsin resident applications have been considered. Those non-residents who have applied for an assignment for next September must wait until May 1 to have their applications given consideration. All Wisconsin applications have a priority until that date.

The non-residents come with a full knowledge of the

added costs they must assume for the privilege of attending a first-rate university. Many of them count on their own resourcefulness to meet the financial demands they face. Wayne Kuckkahn, our director of Loans and Undergraduate Scholarships, reports that of the 194 non-residents who have earned scholarships, 82% will supplement their income with summer work, part-time jobs and personal savings; 61% of this group say they will borrow if necessary to continue in school. The non-residents who do not have scholarships carry part-time work in about the same ratio as the Wisconsin residents.

It is fortunate for Wisconsin that a goodly number of the most able non-residents choose to make our state their permanent home after graduation. Their skills have contributed tangibly to our ability in supporting the requirements of a rapidly changing economy. Among the numerous examples we might use is that of Professor Norman Neal. He came to us as a non-resident student and stayed on after graduation to become one of the nation's leaders in the development of hybrid corn. He has been a key figure in the solving of the special problems related to growing hybrids for use in Wisconsin. His originality and research ability have been so applied to our economic welfare that he has been a central figure in the enormous increases in the production of corn which has resulted in an estimated \$60,000,000 more per year of income to the state through the advancements in corn production. To be sure, better cultural practices and other factors had a part in this achievement, but a former non-resident was, and is, at the very heart of Wisconsin's program.

W. F. Dawson, writing in a recent issue of the *Alumnus Quarterly* of the University of Michigan, estimates that the 22,000 non-Michigan students attending Michigan colleges and universities spend \$45,000,000 annually in Michigan. He refers also to the Russell Report on Higher Education in Michigan which said, "Public funds used for the education of students from other states probably do more to create wealth for the state and to attract to it a desirable kind of new resident than the money spent in attracting tourists or on all forms of promotion of travel into the state by residents of other states."

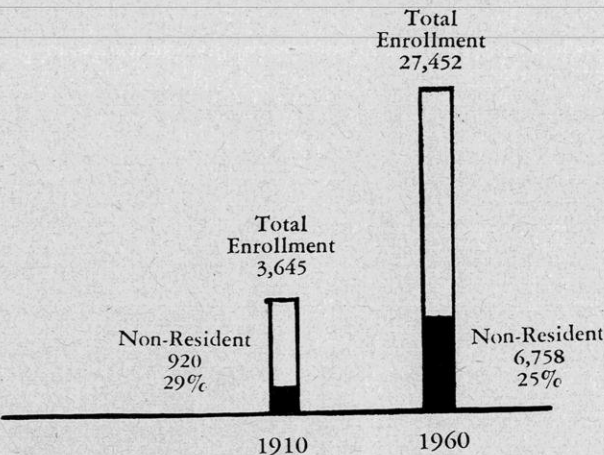
University of Wisconsin trained elementary school teachers are in demand throughout the nation because of their quality training and performance on the job. In spite of the many nation-wide offers they received, 45% of the 1960 graduates who earned their high school diplomas in other states chose to teach in Wisconsin.

A commonly-expressed wish of parents who have been interviewed about plans for their children's collegiate experience is that funds might be available to attend a college which has an enrollment of students with varied backgrounds

and academic excellence. They want their children to experience living and learning with students who will broaden their horizons and challenge them. Because of the non-resident student at our University, Wisconsin residents may have that experience in their own state institution.

Those who have raised questions about the number of non-residents at the University are surprised to find that we have had a fairly consistent percentage in attendance for the past fifty years. In 1910 approximately 29% were non-resident and of the total enrollment in 1960, including the University of Wisconsin-Milwaukee and the Extension Centers, approximately 25% are non-resident.

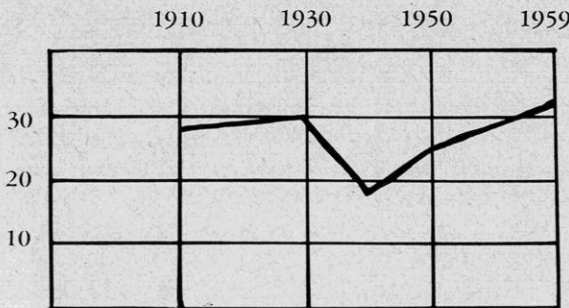
Comparison of Non-Resident Enrollment



NOTE: The total University enrollment is considered because a great number of those at the Extension Centers and the University of Wisconsin-Milwaukee would be on the Madison campus if it were not for the availability of local University facilities. Further, many of these students at the Centers transfer to Madison and work with the non-residents when completing their degree requirements.

The following chart indicating the percentage of non-resident students on the Madison campus only is also revealing:

Percentage of Non-Residents on Madison Campus



NOTE: The year 1959 was selected rather than 1960 since total yearly enrollments were used in the computations and the totals for the entire 1960 year were not available at this writing.

This fairly constant percentage of non-residents has been maintained in spite of the steady increase in the number of graduate students on the Madison campus. A majority of

the graduate students are non-residents. This is characteristic of graduate schools for a combination of reasons, the principal one being that students are encouraged to do their graduate work at some institution other than the one where they have earned their baccalaureate degree. If all the graduate students are eliminated from comparisons and we consider only the undergraduates, we find that the percentage of non-residents in our total student body was 17% in September of 1960.

While Wisconsin was one of the first major state universities to attract a significant number of non-resident students, our neighboring states now share with us on approximately equal terms. Dr. L. J. Lins, Coordinator of Institutional Studies, reports that the most recent figures for the total non-residents in public and private institutions in Ohio, Minnesota, Michigan, Iowa, Indiana and Illinois reveal that Wisconsin (with its 20%) is in about the median range. Two of the states have a higher percentage of out-of-state students, two have less and two have about the same as Wisconsin.

If these neighboring states should discontinue the admission of non-resident students there would be much difficulty for some Wisconsin residents to have the course work needed in their professional pursuits. For example, each year our residents attend the University of Illinois to study architecture, which is not offered at Wisconsin. In turn, students from Illinois come here for our offerings. There are many comparable exchanges. Our University is presently one of the most complete in the nation and it would add considerably to our total costs if we were to add other divisions such as architecture. It is sound educational policy, as well as efficient, to have an interchange of students. The high costs of our growing specializations and higher education suggest more institutional cooperation rather than the building of rigid boundaries which limit the students of each state to their own borders.

Any assessment of the interchange of students must consider the total migration of all students in the nation. The State Coordinating Committee for Higher Education has prepared a review of the migration figures and finds that in the school year 1949-50 there was a net outmigration of students, but in 1958 there was a net immigration. That is, in 1949-50 more Wisconsin residents were attending college outside of the state than were non-residents of the state attending Wisconsin colleges. In 1958 the opposite was true. While there are yearly changes in migration, it appears from the estimates that during a recent nine-year period Wisconsin just about "broke even." However, the fact that there were more incoming recorded in the most recent report helped to prompt the University faculty to raise the standards for admission for non-residents for September of 1961. This University has kept a healthy balance between residents and non-residents and it is hoped that such can be maintained.

Foreign students have caused much of the increase among the non-residents on the Madison campus. This year over 900 are enrolled. Whatever justifications can be made for American non-residents on the campus can be applied with amplifications to the foreign student. For he can build life-saving understandings at the source, as well as provide sympathetic interpretation at a "Summit."

by Carl E. Steiger

*President, Board of Regents*



*Regent Steiger points out the future location of a building on the University campus.*

## *Buildings—A Sound Investment*

WHEN A BUSINESS organization in our community announces plans to construct a new building, or an industry decides to expand in our state, we are very pleased. The community and the state are strengthened—capital is added to our economy. If we can manage, we are inclined to invest our personal savings in such an expanding business or industry. It seems likely to produce good returns.

In a sense, this is the prospect the State of Wisconsin now enjoys in the plans for expanding its University plant. Growth prompts the plans. Within a decade, according to Coordinating Committee projections, one phase of the "business" of the public institutions of higher education—their student enrollments—will double. If its experience of the past decade is a valid indication, the University's research will more than double and there will be rapidly increasing demand for such public services as adult education refresher courses, prompted by the accelerated growth of our technology and the rapid expansion of knowledge.

Here, too, the investment looks sound, for it has been shown that the college graduate returns *in taxes* on the additional earnings his education makes possible, many times the public cost of his education. And the additional contribution which his education enables him to make to society is immeasurable.

Foundations, corporations, and individuals have indicated their faith in the value of educational investments by tripling their gifts and grants to the University over the past ten years. More than \$11-million in gift funds have been invested in University buildings since World War II.

The method of financing the proposed University building program also parallels sound business practice in plant expansion. Current revenues are used by the state to the extent of their availability, and additional funds needed are, in effect, borrowed against

the certain "earnings" of the expanded plant—in the University's case, a percentage of the fee income.

Although, under present arrangements, complete amortization of that part of the expansion cost borrowed is figured over a 25-year span, University buildings can be expected to be fully useful for more than a century—North Hall, the first University building, completed in 1851, is still in daily use, far beyond its capacity. Bascom Hall, whose central portion is now more than a century old, needs only a little refurbishing to be more efficient.

Actually, of the State Building Commission's \$24.7-million University building program recommended for 1961–63, more than \$2.5-million is earmarked for minor construction and remodelling of old buildings to make them more safe and improve their utility and efficiency. Seven major new buildings are proposed, totalling \$18.6-million. The remainder of the recommendation covers land purchases and debt service.

The Building Commission's recommendation is far below the request for construction made by the University Board of Regents and approved by the Coordinating Committee for Higher Education on the basis of a special space study. Nonetheless, it is an important start, and if a considerably more ambitious building program can be anticipated in the following biennium, and planning started now on those structures, the University will be able to meet the most pressing of its needs by 1965.

But one important fact must be kept in mind for the future. So long as we, in our communities, continue to expand our schools for more and more children, and so long as mankind expands knowledge, there will be need for expansion of the state's institutions of higher education. And by any measure we can use, this expansion will be the most productive investment this state can make.

# A Review of the University Building Program

*An article intended to answer the following questions—Why does the University of Wisconsin need more buildings? How does a building become a part of the campus? What buildings are under construction or will soon be built? What are the University's building plans for the 1961-63 biennium?*

THE UNIVERSITY of Wisconsin is faced with a critical need for new buildings and all too few people are aware of the reasons why. The two major reasons for the need have been a part of the thinking of responsible educators during the past decade. They have formed the distress signals sent out by educators who warn the parents of prospective college students of "the closing college door."

The reasons involve two fundamental increases—in enrollment and in knowledge. Enrollment increases can best be understood through a simple mathematical comparison. In 1942, there were 61,274 births in Wisconsin; in 1957, a short fifteen years later, that figure had risen to 94,947, or more than half again as many births. The increase in the birth rate naturally signals an increase in the number of potential college students in the state.

But several other factors raise the college student potential to an even greater degree. As our society becomes more complex, the high school graduate finds that his training is not of sufficient depth to enable him to compete in fields of growing specialization—this, naturally, leads him to seek a college education. Also, going to college has become socially desirable—the bachelor's degree has become a credential that is required by a large part of society.

For these reasons, and many others, more and more students of college age are continuing their education beyond the high school level. This means that three times as many 18-21 year-olds now go on to college than did in 1930. The trend is obvious and will increase as our society and technology demand more of our citizens.

*Time* magazine's recent selection of 15 scientists as 1960's "Men of the Year" perhaps best highlights the tremendous increases in knowledge that have been made during the past two or three decades. Several of the scientists chosen by *Time* are still in their thir-

ties; almost all of them are doing research in fields that were virtually unknown twenty years ago. As *Time* pointed out, a new discovery by a scientist or a group of researchers can open up a whole new field of investigation. These new discoveries have placed added demands on institutions of higher education for more programs of teaching and research.

The boom is not limited to the natural sciences. This year, for example, the art history department at the University reported that it was "bursting at the seams." For the first semester of 1960-61, there were 733 students in art history as compared with 294 for the first semester in 1957-58—all of this in spite of the fact that the department has no courses open to freshmen and none that are requirements in the general BA or BS degree program.

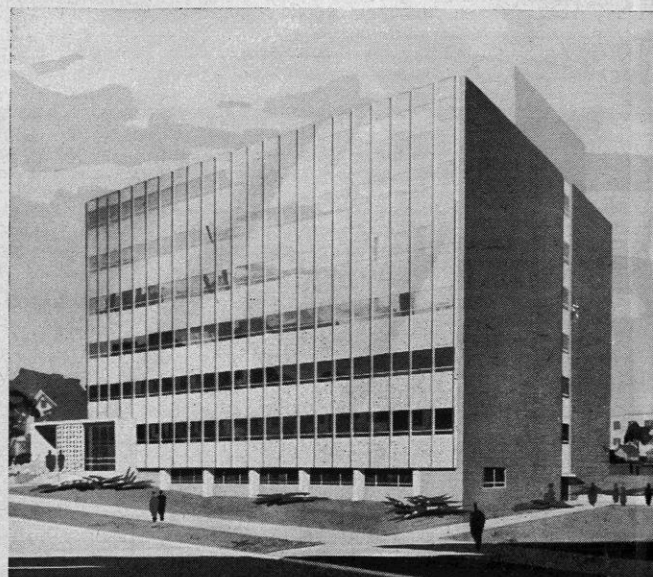
THESE FACTS point up a tremendous need for more space—classrooms for additional students, laboratories for research and offices for the faculty. For many years, this need was forecast—now it is an actuality. The University of Wisconsin is and will be faced with a need for more buildings if it is to meet the elementary demands that will be placed upon it.

What are the alternatives if Wisconsin does not move boldly forward in supplying facilities for higher education in the state? One of the answers seems to be a move toward restricting enrollments at the University. This could mean that many Wisconsin high school students may never even have an opportunity to try to succeed at the University.

When asked whether the University was moving rapidly enough to meet the demand for more buildings, Kurt F. Wendt, dean of the College of Engineering and chairman of the Campus Planning Committee, shook his head. Why not? "Because the state has failed to recognize the criticality of the situation" and "it's very hard to sell something in advance of the need."



Law School Library addition



Chemistry

*These buildings will soon become  
an integral part of the University Campus.*

Dean Wendt then went on to point out that "The University needs three to four years from the beginning of the planning stage of a building to the occupancy of the completed building." This means that several of the buildings that will be needed during the coming biennium will not be available because of the planning-to-completion time lapse.

"We're not guessing anymore," Dean Wendt said. "We know these students will be here knocking on our doors."

**H**OW DOES a building on the University of Wisconsin campus come into being? Several complicated and time consuming procedures are involved. First, the need for a building is determined by the individual department and the Campus Planning Committee. The building is then put on a priority list which is submitted to the Board of Regents. This priority list is a forecast of building over a six year period and is submitted every other year. (The last list was made up in 1959 which means that a new six-year program will be put forth in 1961.)

After the Regents have approved the priority list, it is submitted to the State Coordinating Committee for Higher

Education where it is integrated with a similar list from the state colleges. The integrated priority list—including both University and state college buildings—is then submitted to the State Building Commission which makes the final authorization for any building.

Once the State Building Commission has given the go ahead, analysis sketches are prepared. These sketches take into consideration the particular qualities of the site selected and what type of building would best suit the educational needs of the particular department. When the analysis sketches have been made and approved by the Regents, preliminary plans are then authorized—these plans are done in more detail and give a concrete idea of what the design of the building will be and what facilities will be included in it. After the preliminary plans receive approval, final plans and specifications are drawn up.

The steps remaining include final approval by the Regents and the subsequent advertising for bids. Once actual construction begins, it may be anywhere from one to two years before the building is ready for use.

The building picture at the University of Wisconsin for 1961-63 reflects

the move to meet the demands of the immediate future. Three buildings are now under construction—the Science Building in Milwaukee; an addition to the Law School library; and the new Chemistry Building. In January, bids were accepted for three more buildings—the new Extension Building, the Social Studies Building; and the Milwaukee Fine Arts Building. Bids on the new Mathematics building will be accepted later in the year.

For the coming biennium, a building program of over \$18 million is planned. The new buildings, all of which are expected to be constructed with state funds, include: Psychology; a general classroom building for Milwaukee; Administration (1st unit); Entomology-Plant Science (includes forestry and wild life management); a new unit of Engineering; Law School (completion); and Math-Physics-Engineering at Milwaukee.

In addition to the buildings already mentioned, the University will be adding buildings which will be financed from private sources. These include: a Veterinary Science Building; a Biotron; a Genetics Building; a Hydrobiology Lab; and a library for the Medical School.

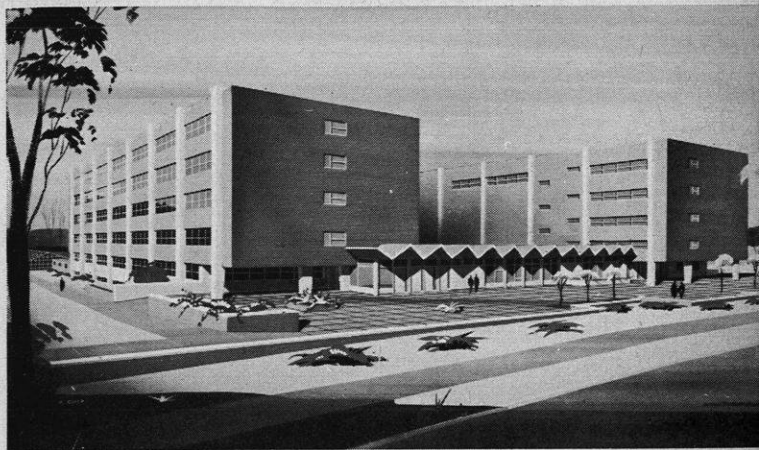


Extension

In Milwaukee, the University was fortunate to acquire additional facilities which will be in use in the fall of 1961. This is the Downer Seminary property which was purchased by the University for a cost slightly in excess of \$1.8 million, a figure which includes the cost of the Downer Seminary land and buildings, and the cost of remodelling the buildings.

**B**UT THIS is only the beginning of a building program that must be underwritten in this next decade if the University of Wisconsin is to maintain its stature as one of the nation's great universities. However, Wisconsin is not alone in its dilemma; universities throughout the nation are confronted with similar problems and needs. Dean Wendt is guardedly confident that Wisconsin will meet the challenge because "the alternatives (of insufficient buildings) are not palatable" and will not be accepted by the people of the state.

The citizens of Wisconsin have an obvious choice in the matter: the University of Wisconsin is their university—the reasons for its greatness are reflected in their spirit and the prospect of its continued greatness rests with them.



Science Building, Milwaukee

### Buildings in Brief

#### THE BUILDING PROGRAM SINCE WORLD WAR II

|                                    |                     |
|------------------------------------|---------------------|
| Instruction and Research Buildings | -----\$34,700,000   |
| Housing and Student Services       | -----20,500,000     |
| Heating Plant                      | -----4,300,000      |
| Hospitals                          | -----4,400,000      |
| Athletics                          | -----2,500,000      |
| Adult Education and Public Service | -----4,000,000      |
|                                    | <b>\$70,400,000</b> |

#### SOURCES OF FUNDS SINCE WORLD WAR II

|                            |                     |
|----------------------------|---------------------|
| State Appropriations       | -----\$26,900,000   |
| Building Corporation Loans | -----23,600,000     |
| Gifts                      | -----11,400,000     |
| University Income          | -----5,600,000      |
| Federal Government         | -----2,900,000      |
|                            | <b>\$70,400,000</b> |

#### BUILDINGS APPROVED BUT NOT FUNDED

|                      |                     |
|----------------------|---------------------|
| Social Studies       | -----\$ 2,465,000   |
| Fine Arts, Milwaukee | -----1,608,800      |
| Mathematics          | -----2,250,000      |
|                      | <b>\$ 6,323,800</b> |

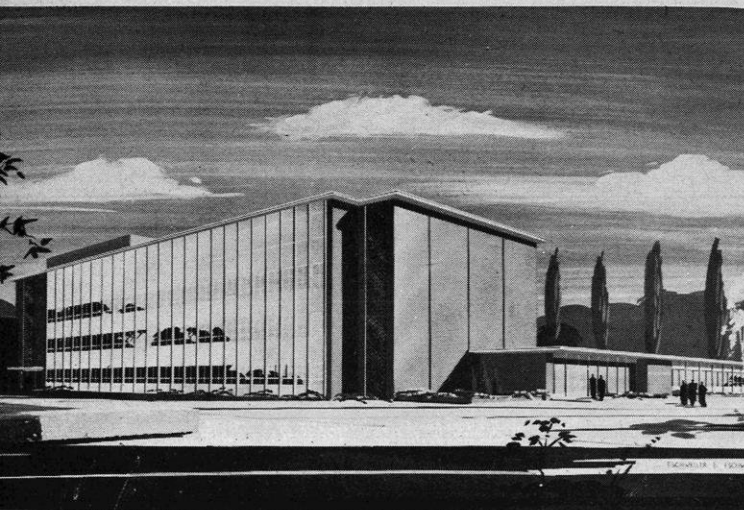
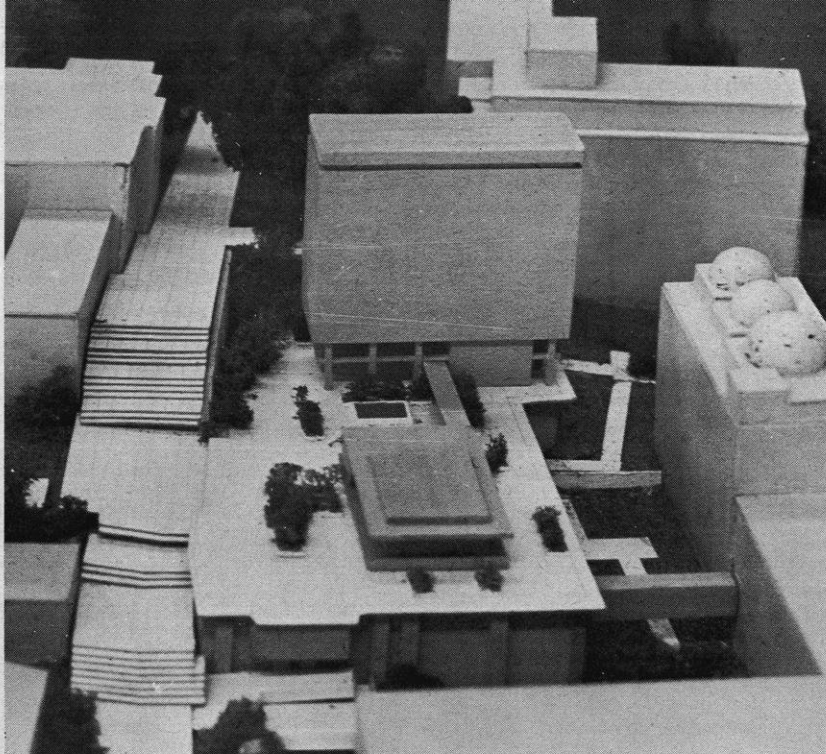
#### BUILDING COMMISSION'S 1961-63 RECOMMENDATIONS

|                                    |                 |
|------------------------------------|-----------------|
| I. Milwaukee Downer Remodelling    | -----\$ 300,000 |
| Minor Construction, Remodel., etc. | -----570,000    |
| II. Psychology                     | -----2,250,000  |
| UW-M Classroom                     | -----3,500,000  |
| Minor Construction, Remodel., etc. | -----460,000    |
| III. Administration (first unit)   | -----1,800,000  |
| Entomology, plant science          | -----4,300,000  |
| Minor Construction, Remodel., etc. | -----301,000    |
| Land Purchase                      | -----290,000    |
| IV. Engineering Building (unit)    | -----3,200,000  |
| Law (completion)                   | -----1,500,000  |
| Minor Construction, Remodel., etc. | -----266,000    |
| V. Hospital Remodelling            | -----200,000    |
| UW-M Mathematics, Physics, Engin.  | -----2,100,000  |
| Minor Construction, Remodel., etc. | -----443,000    |
| Land Purchase                      | -----360,000    |
| Biennium Debt Service              | -----2,870,000  |

**TOTAL PROGRAM RECOMMENDED -----\$24,710,000**

Many of the new buildings  
are dramatic in design  
and in their relation to their  
natural setting.

A model of the new high-rise math  
building—Birge Hall is to the rear,  
Sterling Hall on the right, and Bas-  
com Hall and the Commerce Building  
are on the left.

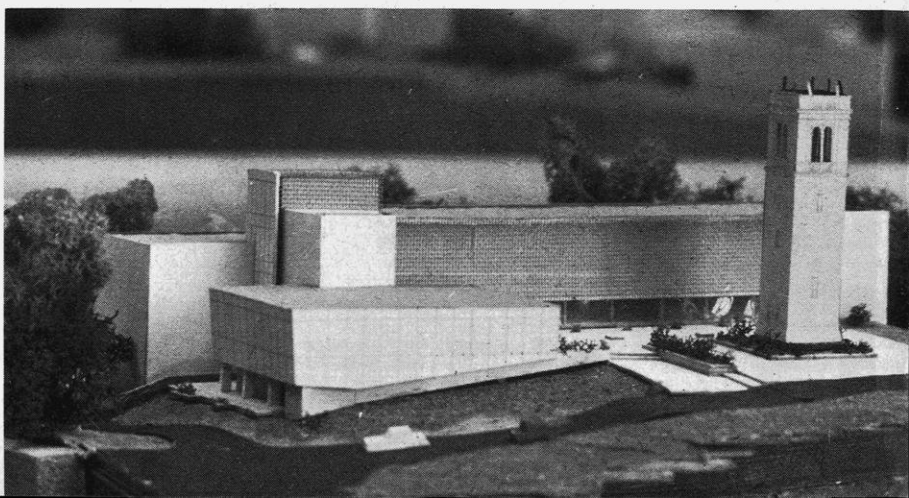


Fine Arts Building, Milwaukee



Genetics

The Social Studies Building shown in  
relation to the Carillon Tower and  
Bascom Woods.



## Preserving Nature's Gift

# The Wisconsin Campus of the Future

The Wisconsin campus as seen through the critical eyes of a distinguished Wisconsin artist and member of the University's art history department. In his article, Prof. Watrous analyzes the campus in terms of its beauty and the usefulness of its buildings. Citing some of the unfortunate examples of the past, Prof. Watrous goes on to explain the thinking that is guiding the planners of the future and concludes that "wise judgments by faculty and administration, and sympathetic cooperation and financial support by the people of Wisconsin, the state government and alumni are the only means by which we can compose an efficient and attractive University."

by James S. Watrous

*Chairman, Art History Department and  
member, Campus Planning Committee*

**A**CROSS THE COUNTRY and around the world, the name of the University of Wisconsin has borne two images. The first of these is of a University distinguished among institutions of higher learning. The second has been of a college campus whose beauty is surpassed by few.

The University's reputation in the enterprise of learning was created during decades of devotion to scholarly excellence and to academic freedom. This distinction was achieved with the minds and hearts of countless men and women who contributed individually, and in community, to this greatness.

The beauty of our campus, however, *we* did not create—it was a gracious gift of Nature—a dramatic composition of lake and hills, woods and glens. Through this gift, Nature confronted us with a choice of an incomparable privilege of adorning this splendid landscape or an opportunity to despoil its beauty. We can see now the unwilling choice we made. In our treatment of such beautiful resources, we have performed less commendably than in our academic efforts.

As alumni we are drawn to this university by personal sentiment, and, as in all such intimate relationships, delightful memories tend to recreate the charms rather than the blemishes. But in time sentiment is tempered by realism and attractive imagery may not survive another look. How many of us have paused to observe the campus with an objective eye; have critically appraised its aesthetic merits? Have we taken the trouble to judge its physical character as it exists in areas beyond the old familiar gathering places of alumni and visitors? We face questions which, when raised, evoke disturbing answers: Have we, at Wisconsin, enhanced our natural endowment of lake, hills and woods? What success have we had in planning a distinguished and appealing environmental order? What do we possess of architectural excellence? How often do we experience the sense of physical and visual well-being which comes with the delights of design?

What are those physical and visual attractions which have created the second image of Wisconsin as a campus of beauty? First, and paramount, are the natural beauties of the lake, the hills and woods. There are a few others.

We may add our admiration of the rise of Lincoln Terrace terminated by the tasteful modesty of Bascom, and the honest masses (though fortunately small) of old North and South Halls. But we are also thankful for the towering elms which screen a hodge-podge which flanks this inviting vista. The panorama of the lake from Observatory Hill is matched by few in the upper Midwest despite its interruption by ponderous masses to the East. We take delight in Lake Mendota when its presence is not obscured or stingily revealed at street ends and through peek-holes between buildings and trees. The Union, with long effort, gradually converts an Italian "palazzo" (which ignored its marvelous setting) into a place of lake-side pleasure at the Theater and Terrace. Add to these a few nooks and glens or paths and drives. These are the accents and promises for which the campus is remembered with delight; an isolated building here and there. Indeed these are handsome—but they are fragments.

What of the campus proper? It is curious in shape and difficult to design—two miles long and three blocks wide. It is a thin ribbon of land tightly contained (until very recently) by Lake Mendota, University Avenue, a commercial district to the east, and a bleeding-out onto a refilled swamp of University Bay. Here on this narrow strip of land, reduced again in width by Bascom Woods, the old orchard, railroads and apartments on the Avenue, and the playing fields of the dormitories, are the concentrations of academic buildings. Here too, was a shape of terrain which presented a difficult challenge to excellence of design and planning.

Granted that the task was difficult. But who can endorse the unhappy clutter of the Medical School where poor design jostles poor design in cramped disorder? Where is the *only* drive open to visitors making their way from Langdon to Bascom? Along its course still stand (though happily not much longer) the decrepit piles of Psychology and Journalism Halls. Around its bend are the jumble of quonsets and shacks which huddle below the crazy-quilt back of Education. It is a drive saved from disgrace by a winding course and promise of something better beyond.



Dean Kurt F. Wendt, rear, chairman of the Campus Planning Committee, and State Architect Karel Yasko explain future building plans to the Board of Regents.

Why was the decree of some irrational plan approved for the second most important entrance to the campus—the Agricultural College mall with its split-architectural-personality of red brick buildings on one side fronting yellow on the other? Who devised the faceless forms of Old and New Soils? Why was Elizabeth Waters Hall placed to obstruct a third of the most dramatic view on the campus? These, and many other, are part of the campus—but not its beauty.

**I**T IS THE CANDID truth that the Wisconsin Campus has been saved by Nature. The softening and protective screen of trees, the dip and rise of the hills which happily intercept our vision, have spared us from a drabness of architectural performance and a complex of disorder which otherwise would be depressing. It is ironic that Nature should bless us with her bountifulness in the beginning and soften our blows at her as time went on.

It is not pleasant to contemplate, as of now, that our neglect, and that of our predecessors, have done little to embellish the natural beauty of the campus. Indeed, we were well on the way to ruining it. We have had plans

for the campus in the past. Some were ill conceived. Some had merit only to be forgotten. Above all, we were responsible for a state of mind which unconsciously assumed that the natural beauty of the campus could and would survive any form of indifference or assault.

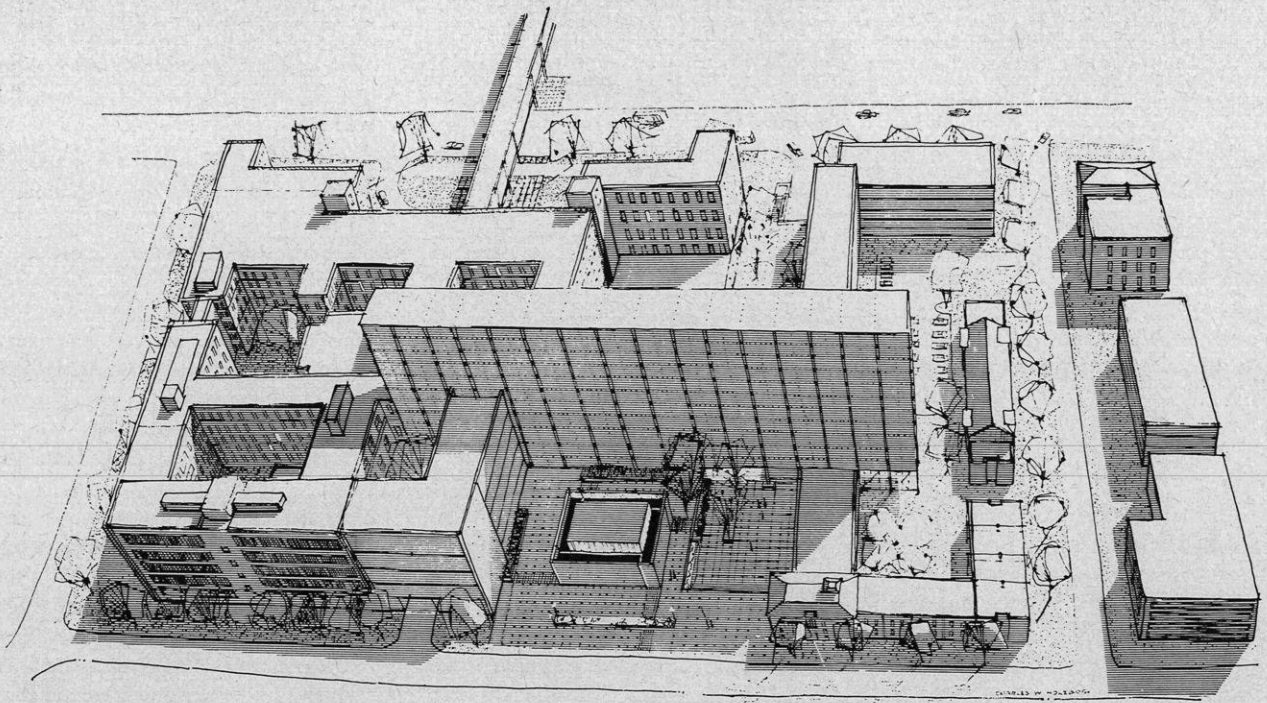
Now, in 1961, we face a critical situation which no longer can be ignored. The University will grow at a progressively accelerated rate. The building program for instruction, research and public service will be of a magnitude unlike anything imagined in the preceding decades. If these future structures are not sensitively conceived and grouped they will compound an encroachment upon the campus which will bear the elements of blight. The campus is not an American city where congestion and blight causes a flight to new open spaces or creates the necessity of renewal at fantastic expense. The campus cannot be moved, it is here to stay. We must work with what we have.

There are those who may believe that this image of the campus is unwarranted or over-drawn. I invite them to do only a few of a number of things. First, visit Madison and take a long, hard look *everywhere* on the campus, walk the academic, by-ways where students walk, join the faculty in their laboratories, their lecture halls and offices in those buildings which are inadequate or hazardous; in short, explore the campus beyond the favorite and easily accessible gathering places. Next, let them compare University buildings in terms of design and accommodation with the grade or high schools of their own communities. Let them try and imagine the future look of this campus, which is swiftly becoming "space poor", if twice the number of structures were arranged in the scatter-shot manner of the past.

Now let us raise a very pertinent question. Are there any hopeful signs of change in our attitudes and actions? It is encouraging to observe that in the last two and one half years thoughtful and continuing efforts are being made to improve our position. These include:

1. The establishment of a planning and construction group headed by Dean Kurt Wendt with;

*Wisconsin Alumnus, February, 1961*



This sketch indicates the direction of future campus planning at the University. Pictured here is a proposed twenty year development plan for the Medical School. Included in the new development will be: additions to the Medical School and Wisconsin General Hospital, a cancer clinic (the long building in the middle of the complex), an addition to the children's hospital, a medical library, and facilities for geriatrics, genetics, and the School of Nursing.

- a. Prof. Leo Jakobson, architect and urban designer, directing the staff engaged in future planning studies, and
- b. The organization of a staff of programming architects and engineers under the direction of Mr. Donald Sites and Prof. Alvin Small.
2. The reconstitution of the former, unwieldy eighteen-man planning commission into the smaller and more active Campus Planning Committee with Dean Wendt as chairman.
3. The conscious efforts of the Administration to obtain private funds for the beautification of choice spots on the campus.
4. The initiation of improved planning procedures for state building under the new State Architect, Mr. Karel Yasko.
5. The innovation of advance studies and analysis sketches for identifying building requirements jointly engaged in by faculty, planners and architects.

A new effort to establish intelligent and orderly planning began with the

development groups under the leadership of Dean Wendt and Prof. Leo Jakobson. Critical studies of the problems affecting the University, the City of Madison, academic buildings, pedestrian and vehicular traffic, research functions and innumerable other factors have been undertaken. Twenty-year plans, flexible in their nature, are being created in an effort to attain a functional and aesthetic order within the context of the enormous building program for the next decades.

Already, a "Lower Campus" development has been studied, designed and approved by the Regents, as a long-term ordering of the multi-purpose meeting ground of intellectual, cultural, religious and recreational programs. A twenty-year plan for the Medical Center has been completed which will give character and facility to one of the most congested segments of the campus. A co-ordinated design for lake-shore development in the Union and Wisconsin Center area, from Hydraulics to Lake Street, could produce as exciting a lake environment as any in the Northwest. Meanwhile, at every turn, we must carefully judge what to remove, what to repair, what to replace as the in-

sistent pressures for space come from every instructional, research and public service department of the University.

We are quite aware that there are three major factors present in all of our problems: the economics of construction; the functions and facilities of individual buildings and their relationships to all other buildings; and the aesthetics of structures, groupings, greenways and vistas. To build a structure economically there must be the best possible judgments of permanence, maintenance costs, and appropriateness to function so that it will require little remodeling over the years. To design buildings which will satisfy the requirements of instruction and research in a period of radical change in these fields calls for as much foresight as can be summoned. To plan a campus ensemble worthy of a distinguished seat of learning requires skill and perception. We must seek to create, as best we can, a total environment worthy of the title "University."

Those who are intimate with our situation know that compromise has been the history of campus planning since World War I, and though we will be

forced into compromise in the future we can be hopeful that it will take a more acceptable form as it is guided from a vantage point of intelligence and vision. Insufficient funds for land purchases have forced unhappy decisions in the placement of buildings, using up precious ground which should have been saved for other kinds of structures. Many added wings, which are unsightly and inadequate, are so because financing was difficult. Expensive maintenance and remodeling have sapped funds which, with modest additions, could have provided building replacement with a gain in space and efficiency. A few more years of such patch work and the campus would have been chaotic.

**A**ND WHAT LIES ahead? Bulging enrollments—a *minimum* of 31,000 students on campus in nine more years! Meanwhile, the research required for progress in learning and knowledge, the research demanded increasingly by in-

dustry, and federal, state and local governments will grow faster than the instructional functions of the University. Where will we place the buildings which must house these activities? Where is the land? How will we attain some order and design? These are the problems which the University is now making new and greater efforts to solve. Intensive studies by professionally trained planners and architects, wise judgments by faculty and administration, and sympathetic cooperation and financial support by the people of Wisconsin, the state government and alumni are the only means by which we can compose an efficient and attractive University.

We no longer have a pastoral or "ivy-covered" campus. If we are to save woods and vistas, and produce greenways and concordant architecture which will provide a sense of space and beauty, we must build upward in combinations of low- and high-rise structures. To continue to build out over

every parcel of land will doom the campus to being two enormous piles of brick and mortar. What once was Bascom and Observatory Hills will become sprawling mounds of masonry.

Every building now standing and every building added will affect the result. We must develop attractive groupings, quadrangles, piazzas, clusters of woods, and greenways and malls. We can no longer afford the dubious luxury of indiscriminate construction unless we are willing now to accept a default in foresight which will be typified by a despoiling of every charm which still remains. We must seek to create a quality of environmental planning which is consonant with our academic achievements and respectful of Nature's remarkable gift. We must do as well as any other educational institution in this matter. To do less will be to transform the campus into a great architectural monument to failure for which we and our successors will be justifiably ungrateful.

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## *Education and Our National Goals (continued)*

of students admitted. This not only violates the spirit of the national goals but also the open-door tradition of public institutions which has proved so important to our state and nation's progress for more than a century.

Keep out-of-state students out of Wisconsin colleges, others say. If that were done, other states would be quick to reciprocate, and we would be back where we started . . . and the quality of all of our institutions would have been lowered by their resulting insularity.

Keep out those less likely to succeed, they suggest. And who is to make the judgment and on what grounds? All our present tests and standards are inadequate in predicting college success for any particular individual. Intelligence does not correlate well with creativity, and the creative individual is indispensable to society. Nor has any test been yet evolved which will measure academic determination which is—within reasonable intelligence levels—the dominant factor in college success.

Operate twelve months a year instead of ten, some suggest. We are doing that, pretty close to capacity now, with our Summer Sessions and adult education conferences, short courses, and institutes.

Create a major scholarship program and let the private institutions handle the load, they say. Wis-

consin's private institutions have done a good job and will continue to do so, but they cannot absorb the numbers of students that will be knocking at college doors.

No, if we are to implement the nation's educational goals, we must resolve to devote a greater proportion of our production to the support of education. The portion of the Wisconsin tax dollar allocated to public higher education has not increased in 20 years, while our neighbors have been advancing. Our state ranks 30th in the nation in the most recent table of percentage of personal income dedicated to support of public higher education through state governments.

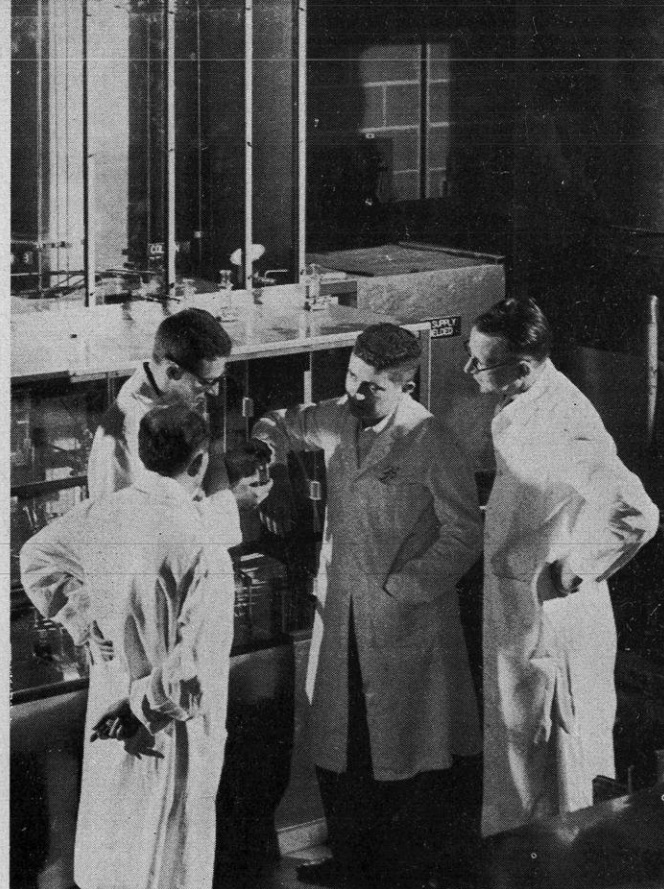
Nevertheless, the need for more ambitious support of higher education is a common one throughout our nation and the free world. The problem of strengthening our educational institutions is not unique to Wisconsin and my plea is not only for support of this institution.

It is made in the name of the generations of youngsters in our primary and secondary schools today who would be denied the opportunity you have enjoyed, if we fail to achieve public understanding of our task.

What we ask, I repeat, in the words of the President's Commission on National Goals, is "an investment in the individual, in the democratic process, in the growth of the economy, and in the stature of the United States." And—I would like to add: In the peace and progress of the world.

# Rollin Taecker

## head of the International Institute of Nuclear Science and Engineering



Dr. Taecker, right, observes preparations for an experiment in which dissolved fission products, plutonium and uranium, are separated. With him, from left, are Major Enrique Lackington of Chile; Dr. David Miller, an International Institute instructor; and Dr. Giuseppe Caglioti of Italy.

**A**N ENGINEER-turned-educator is director of an institution that has been termed a "little UN of education." He is Rollin G. Taecker, who received his M.S. and Ph.D. degrees in chemical engineering from the University of Wisconsin in 1942 and 1947.

The institution which he has done much to mold—primarily in its educational approach but also as a forum where men of widely differing backgrounds can exchange ideas, gain mutual understanding, and form durable friendships that know no political boundaries—is the International Institute of Nuclear Science and Engineering. It is on the 3,700-acre site of Argonne National Laboratory, one of the nation's principal centers for research and development in atomic energy, 25 miles southwest of Chicago.

First called the International School of Nuclear Science and Engineering, the Institute opened its doors in 1955 to implement the Atoms-for-Peace policy proposed by President Eisenhower to a hopeful world at a meeting of the United Nations on December 8, 1953.

Atomic energy was already promising to light the lamps and turn the industrial wheels of the world, and countries hampered by a lack of natural resources for producing conventional power looked to power reactors as one answer to their developmental problems. In addition, atomic energy in the form of radioisotopes was being shown to have great impact in agriculture, industry, and medicine.

But, while this country's Atoms-for-Peace policy promised technological and financial aid for underdeveloped nations, another great need was manifest. These countries must have nuclear scientists and technicians—men capable of weighing atomic energy's impact and importance in their economies, and capable of participating intelligently and resourcefully to the extent demanded.

It was in answer to this need that the International School at Argonne was founded. Now, five years later, some 700 persons from forty-six countries have been trained there.

The students, all university graduates

and generally averaging over 30 years of age, come to Argonne sponsored by universities, industries and atomic energy commissions of their own countries. They have gone home to assume leading roles in the nuclear energy programs of their countries. In the more industrialized nations, some have participated in projects relating to the construction of power reactors and research reactors; some to the creation of other facilities for basic and applied research. In countries which are not yet so highly industrialized, they have helped to develop interest in research and have stimulated improvement of science education at the high school and university levels.

As an educational division in a swiftly developing field involving atomic reactors and atomic radiation, the Institute recognizes the need for resourceful, well-informed and responsible scientists and engineers. Hence, it constantly evaluates and adjusts its programs and facilities. It began in 1955 by teaching and providing experience in the fundamentals of nuclear science

and of the then declassified atomic reactor science and technology. Then, areas of learning became available at the universities and its courses were broadened and advanced until in 1960 the character of the total program underwent a major change toward specializations. Now, besides courses in reactor and reactor-related science and technology, an overseas scientist may come to the Institute to study in association with Argonne's scientists in any of the Laboratory's twelve world-famed scientific research divisions and to obtain operating experience with Argonne's service groups.

In addition to its work with foreign scientists and engineers, the Institute keeps in close touch with the U. S. academic community through summer institutes for college instructors and professors, which are co-sponsored by the American Society for Engineering Education and the United States Atomic Energy Commission. Through Associated Midwest Universities, Inc., an organization of 31 Midwest institutions formed to bind Argonne into the university community. Science and engineering faculties and graduate students have been invited to make full use of the facilities and staff of the Institute. Busloads and an occasional chartered planeload of students who come for two to six day experiments with the Argonaut, a training reactor, and other laboratory facilities of the International Institute, have become a common sight.

In an educational sense, Dr. Taecker is clearly a pioneer. But forging new frontiers is for him a family tradition. In 1856 his great-grandmother joined the stream of emigrants from Germany to Wisconsin, to remove her two young sons from Bismarck's military state. Some years later her adopted country too was enveloped by conflict, and Dr. Taecker's grandfather, at the age of 17, began service with the Northern army in the Civil War. His story of capture by the Confederates, his illness and escape from a hospital camp, is family legend. In 1879 he settled in eastern South Dakota where Dr. Taecker's father was born in 1880, one of the first white children born in an area populated by the Sioux Indians. He was educated at North Central College in Naperville—where his son was destined to make his home—and re-



Dr. and Mrs. Taecker enjoy a few moments with a group of scientists from the Nuclear Center DEMOCRITUS, Athens, Greece, at an Argonne Institute reception for new appointees.

turned to Watertown, South Dakota. There Dr. Taecker was born in 1919, the youngest of five children.

The director of the International Institute at Argonne came to Madison for graduate work under a Wisconsin Alumni Research Foundation scholarship in 1941, after graduation in chemical engineering from the South Dakota School of Mines, Rapid City. Under Professor Otto L. Kowalke, former chairman of the University of Wisconsin's chemical engineering department, he completed work for a master's degree, awarded him in June 1942. He stayed on as an instructor under Dr. R. A. Ragatz in chemical engineering until 1944 when the wartime emergency placed other demands on his services.

Dr. Taecker became the first employee of the California Research Corporation, a newly formed subsidiary of Standard Oil of California, at El Segundo, near Los Angeles. He was assigned to work on alkylation and isomerization plants dedicated to making high-octane aviation fuel used in the B-25 and other military aircraft. Two Wisconsin classmates, Warren Venatta, '39, and Roy Erickson, '40, were technical service group leaders in the project.

At war's end, Dr. Taecker returned to Madison for further graduate research as an E. I. duPont de Nemours fellow. Under Dr. Olaf A. Hougen, he studied the problems of heat and mass transfer in chemical absorption columns, receiving his doctor's degree in June of 1947.

The following eight years he was a staff member of Kansas State College (now Kansas State University) to which he was appointed as associate professor of chemical engineering. While there, he led the establishment of a number of new graduate courses and supervised drying research for the Experiment Station. He also served as one of four Kansas State members of the Carnegie (Foundation) Committee of Educational Inquiry, a project whereby representatives of eleven universities in the United States and Canada studied the means of enlisting faculty aid in the formulation of university policy.

His sabbatical year, 1953-54, he spent at Argonne National Laboratory as a resident research associate in the Chemical Engineering Division, where he was co-developer of a fluidized bed process for the continuous calcination

of uranyl nitrate solutions from ores and dissolved reactor fuels. He returned to Kansas State to head a committee on the establishment of nuclear training facilities on that campus and to help establish a U. S. Atomic Energy Commission depository library at the university.

In the meantime, the International School had been founded at Argonne under the leadership of Dr. Norman Hilberry, now director of Argonne. In 1955, Dr. Taecker was called back to the Laboratory to help with the new program. He developed instructional experiments in the reprocessing of spent fuels from nuclear power reactors, erecting and testing a solvent extraction column for research studies and instruction. In November, 1955, Dr. Taecker was appointed associate director of the International School. In June, 1956, he became its director.

The Taeckers—Mrs. Taecker is the former Patricia Precourt, a 1946 Wisconsin graduate—and their sons, Kevin, 11; Kurt, 7; and Matthew, 1, live in nearby Naperville, Illinois. This is a rapidly expanding community of 13,000, about twelve miles from Argonne, and the home of North Central College. It is a far west suburb of Chicago and proudly points out that it was incorporated a year before the great city. In Naperville, Dr. Taecker's Wisconsin chemical engineering training is serving him in yet another way. He became a Naperville Commissioner in 1959, the first "outsider" to have been elected to its Commission. As Commissioner of Public Property, he is responsible for the city's water system and sewage disposal facilities and for one of Illinois' few locally-owned and operated electrical distribution systems. He is known as a strong advocate of comprehensive planning.

Dr. Taecker is a life member of the Wisconsin Union. He is also a member of the American Institute of Chemical Engineers, the American Nuclear Society, the American Society for Engineering Education, and the Research Society of America. He is affiliated with Alpha Chi Sigma, professional chemistry and chemical engineering fraternity, and with Tau Beta Pi and Phi Lambda Upsilon, engineering and chemistry honorary societies.

## New Fox Valley Center



**T**HE PEOPLE of Winnebago and Outagamie counties in the famed Fox River Valley area of Wisconsin can point with pride to a permanent symbol of their determination to give their youngsters more educational opportunities and their ability to unite as one in seeing through a project.

Dedication of the \$520,000 "arm" of the University of Wisconsin—the Fox Valley Center—was held last fall with the main address given by Gov. Gaylord Nelson.

While not the first center building erected specifically for that purpose in the state (the Marathon County center at Wausau preceded it), the Fox Valley Center is the first built by funds raised by two counties and the first to have a planetarium.

Located on a sprawling 20 acre site on the edge of Menasha, the one-story building includes classrooms, laboratories, a library, lecture room, student lounge, offices and the planetarium which doubles as a classroom.

The total of \$520,000 was appropriated jointly by the boards of Outagamie and Winnebago counties. A sum of \$45,000 was provided by a group made up of the four cities—Appleton, Nee-

nah, Menasha and Kaukauna. The city of Appleton, in addition, provided sewer and water at an estimated cost of \$60,500.

Meanwhile, the state of Wisconsin appropriated \$145,000 for furnishing the center. This was the first in a new legislation by which the state will furnish future centers such as the ones going up at Kenosha, Green Bay, Manitowoc and Racine.

Wisconsin's freshman-sophomore center program has been hailed throughout the nation as an effective means of giving students a chance to get their beginning university education closer to home and therefore cheaper; of offering the same standards of education off the main campus and of showing a community's support of higher education for its youngsters.

Verne Imhoff is director of the Fox Valley Center which has a student enrollment in excess of 300.

The building is also headquarters for the Urban Development study of the Fox Valley which has been made possible by a million-dollar Ford Foundation grant to the University of Wisconsin. The Fox Valley complex is the first of other urban development studies in the state under the Ford grant.

An informal view of the King Christian Workshop. Shown in a discussion of human relations are: Rabbi Max Ticktin; Mark Sheehan; Father Joseph Brown; John Berndt; Eleanor Love; Patricia Randolph; Patricia Novick; and Douglas MacNeil.



## King Christian Workshop

# An Experience in Understanding

THIS MONTH, as bitter recriminations rage over sit-in demonstrations and the school segregation situation at the University of Georgia, Americans will be observing Brotherhood Week. Although newspapers and other public media tend to emphasize these examples of recurrent conflict between racial and religious groups, mention is seldom made when people of different ethnic backgrounds get together to discuss their problems. Just such a meeting, the King Christian Workshop—a seminar in human relations, took place at the University of Wisconsin during the past year. The workshop proved to be an invaluable experience in understanding for those who had the good fortune to attend the sessions held at Green Lake and in the Memorial Union on the campus.

The origin of the King Christian movement at the University goes back to shortly after World War II when an anonymous donor made an undesignated amount of funds available to selected universities through the B'nai B'rith Hillel Foundation. The fund was established to promote inter-faith relations and the University of Wisconsin was one of the universities selected to receive a portion of the original gift which amounts to \$300 annually. At

the time the award was introduced at Wisconsin, Rabbi Max Ticktin, of the local B'nai B'rith Hillel Foundation; Helen C. White, professor of English at the University; and Robert Schumpert, general secretary of the University YMCA, formed a committee to see to the distribution of the award. The committee decided that the award should be called the King Christian award, so named in honor of King Christian X of Denmark who was responsible for saving over 5,000 Jews from Nazi persecution during the war.

As it was first set up, the King Christian award went to a student who had done outstanding inter-faith work while on the campus. Later, the award was given to a group of persons for their contributions to interfaith fellowship. The selection of award winners became increasingly difficult and the original committee decided to use the money for an interfaith conference. In 1950, the committee set aside \$250 of the allotted \$300 for a conference on inter-faith fellowship—the remainder of the funds was used to give book awards to students who made outstanding contributions to inter-faith, inter-racial understanding, a practice which is still current.

At first, the conferences were limited to a discussion of inter-faith problems but it was soon decided that this scope was too limited and the topic was expanded to embrace the more general and basic category of human relations.

Last year's workshop began when twenty students and eight staff members gathered at Green Lake in the spring for a two day discussion of the human relations problems arising in living units in the University community. The students who attended the conference were chosen so that there would be a wide sampling of racial and religious background among the members of the group. The staff members were selected from the University and represented such organizations as the YMCA and the YWCA, Residence Halls, Student Activities, Fraternities, and the three main religious faiths—Protestant, Catholic, and Jew.

During their stay at Green Lake, both students and staff found that it didn't take long for them to establish a group rapport which encouraged them to talk freely and quite candidly about unfair prejudice toward minority groups. Under the direction of Dr. Dennis Trueblood of Southern Illinois University, a noted leader in human relations, the discussions covered a wide spectrum of problems.

Soon after the session at Green Lake, the students went home for summer vacation. They returned last fall and met

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again on a Saturday in early December. Basically, the same group was present at the fall session of the workshop and the easy atmosphere of interchange prevailed.

For the first hour of the December session, the argument revolved around the legal aspects of discrimination in living units at the University. It was noted that the University's 1960 clause had virtually eliminated "legal" discrimination but that removing the legal restrictions was only a small part of the overall process. The fraternity and sorority members of the group found that their organizations still are hesitant about accepting members of minority groups because they enjoy the privilege of being able to pick and choose their members. It was also pointed out that even if a fraternity or sorority did want to pledge a member of a minority group, it would be virtually impossible in many instances because of organized pressure coming from alumni who would be opposed to the move.

Next, several of the students related personal experiences involving the problems of effective human relations.

A Jewish girl from Newark, N. J., told of the uproar that arose when a girl in her home community, a predominantly Jewish neighborhood, had married a Chinese. Anxious to practice the understanding she had gained as a result of the spring session at Green Lake, the Wisconsin student had voiced

her objections to the attitudes of her elders. When she appealed to them for understanding, the customary replies were frustrating: "You're young . . . you're idealistic . . . Honey, you'll change (when you learn the facts of life about the social pressures that arise when one begins to assume that other races are equals)."

A Negro girl from Baltimore told of how she had taken a summer job as a domestic with a Jewish family. Her experience had been a rewarding one. "They would never do anything without me," she said, explaining that this often meant eating in the car after being refused service in a restaurant.

Several other students told of situations which would come up in their living units on campus. Often people with a prejudice would soon forget about it after they had the opportunity to live with or near someone of a different color or religion; in a "shower to shower" experience as one staff member put it. A student remarked, "Having these (prejudiced) people live together in a big place really makes a difference."

In equating their feelings about prejudice with those who were less tolerant, the students were careful not to consider themselves beyond criticism. "I think in our hopes to eradicate prejudice, we ourselves are often intolerant of the people who are prejudiced," a student observed.

Following a break for lunch, the group returned to debate such questions as: what steps can the University take to eliminate discrimination among landlords of private housing; is there a way of establishing a quota system in private and University housing so that minority groups will receive equal consideration; and what would the general attitude be toward foreign students?

Throughout the discussions, one could not help but be impressed with the sincere air and freedom of exchange among the students and staff. In almost every way, the students appeared to be more mature than the majority of their adult counterparts—and what is more important, they were putting into practice the very things they were discussing. Although there was often a great deal of idealism in the conversation (and healthy skepticism on some points), the students were facing today's problems of human relations head on.

There were no decisions or statements of policy rising out of this meeting of the King Christian Workshop and, perhaps, therein lies its value, for there can be no substitute for the understanding and experience that each of the participants gained from the exchange of ideas. If these youth are representative of a general trend in social thinking, then America is hovering on the verge of a new dimension of human relations.



Louann Hagberg, Chicago, senior in education, gets a maximum of participation from at least one of her listeners in the free story hours which the Union Literary committee stages every other Saturday morning for children of married students on the campus.

# Saturday Morning Sitters

by Alyce Weck

**S**ATURDAY MORNINGS just aren't the same any more around the Wisconsin Union—and children of married students, their parents, and students on three Union committees are delighted about it.

It all began when members of the Union Film committee decided it might be fun to do a special kind of program for children of married students at the University. The idea appealed to others around the Union, too, because the Union has wondered for a long time if it couldn't be doing something especially for married students. Much research has been done on the subject and programs had been tried, but the consensus seemed to be that while married students were interested

in the cultural and recreational programs and facilities at the Union they weren't much for programs organized just for them.

Film committee did some checking of their own, went through booking material to see what was on the market in the way of children's films, made the trek out to the Eagle Heights area with posters and flyers to let the married students know about their program, and last spring the Little Badger Film Club was underway.

James H. Wockenfuss, Union Theater manager and staff advisor to the Film committee, answered to the name of "Uncle Jimmy" for awhile and Film committee students were kept busy on

Saturday mornings tying shoestrings, fastening coats, escorting the younger set of both genders to appropriate rest room facilities, and matching left-over children with inquiring parents.

But there was no denying the success of the program—the children were loving it, and so were their parents. And many students on Film committee ranked the Little Badger Film Club as their favorite part of Film committee.

The Little Badger Film Club reconvened every other Saturday morning this fall, with such movies as "Davy Crockett, Indian Scout", "Gulliver's Travels", "So Dear to my Heart" and "Heidi" on the agenda. It didn't take long to discover, however, that one

and games session after the first showing. Films could run from 9–10:15 and from 10:30–11:30 and games and stories were set from 9:30–11:30.

The increased program benefited parents, who could now bring their children down to the Union, deposit them in the Play Circle lobby with the committee members, then adjourn to the library to study (as several of them do), have a second cup of coffee, view art exhibitions, or bowl in the Union, or go shopping.

Not that the program operates just as a baby-sitting service! Students put time and thought into planning presentations for their young charges. Literary committee members, for example, made

highly aware of the attraction that fire—though it's safely confined in a fireplace—can have for youngsters.

Speech and education majors on Literary committee are particularly interested in the story telling sessions, which add up to good practical experience for them in their fields.

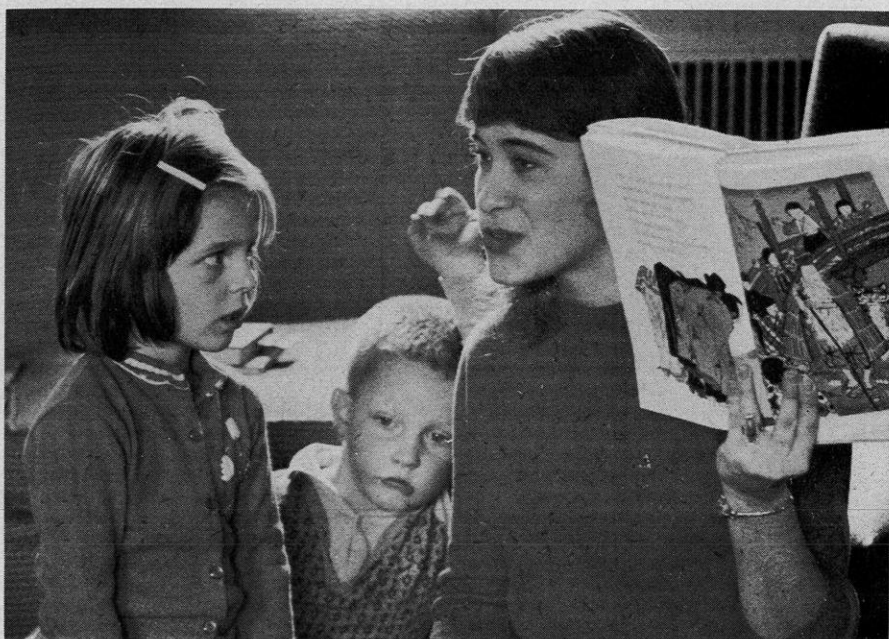
Now, as the second semester begins, emphasis on the Saturday morning program has shifted in another direction. Social committee has arranged a series of three programs, "Food, Flowers, and Fun", designed especially for students' wives and particularly for those who are bringing their children down to the building on Saturday mornings for the Little Badger attractions.

"Food" part of the program calls for a talk by Union food production manager Paul Cleary on the hows of putting a menu together, serving it attractively, including helpful hints like how to carve meat. "Flowers" part of the program centers around floral arrangements, and "fun" involves the art of giving good parties.

Another innovation came along at the end of first semester which has implemented getting out the word that these things are happening at the Union on Saturday mornings. The Union's Graduate Club and the University Graduate School joined forces to get out a newsletter which was mailed to all graduate students—first time they have ever received a mailing from the University containing anything but their grades. 4,100 of the newsletters, entitled "Der Grad Etude", went out containing news of special interest to graduate students with several of the married students indicating that this is how they learned of the children's programs.

At the same time that interest in planning these types of activities has generated among Union committees, there's another interesting trend. Among the ranks of student volunteer ushers for the Union theater this year there are more than 20 married couples who make a "night out" of their stint at ushering, trading baby-sitting duties with friends who usher on different nights and going out for a party after the show.

And, it looks as if the Union committees will continue to come up with new ideas on how to give both children and parents Saturday mornings out!



An enthralled listener moves in for a closer look during one of the Saturday morning story hours. Donna Racoli, Middleton, junior in education, is the story-teller.

showing of each film wasn't enough. The Union Play Circle where the films are shown would accommodate 169 at one showing, but apparently more than 169 little Badgers were interested.

Film committee decided the answer was two showings of each film, and it was at this point that Literary and Tournaments committees came into the picture. Why not have story hours and game sessions, too, the committee chairmen wondered. The schedule could be set up so that children could come early before the second showing of the film for stories and games or go to stories

a project of visiting the Madison Free Library and the University's School of Library Science in a search for know-how on how to enthrall what might tend to be less than a captive kind of audience. Professor Gladys Cavanagh of the Library Science School gave the students some "tried and true" stories and tips on how to tell them.

They decided that the best setting for their stories was the Union Reception room, a comfortable, attractive one, complete with fireplace and lots of floor space. The arrangement proved satisfactory, except that students became

## 1960 *Alumnus of the Year*

# Howard Potter Chairman of 1961 Alumni Fund



THE CHAIRMAN of the 1961 Alumni Fund is Howard I. Potter, prominent insurance executive from Chicago and farmer from Baraboo. A member of the Class of '16, Potter has long been active in University affairs.

His selection, announced by Frank V. Birch, president of the University of Wisconsin Foundation, comes as no surprise to the hundreds of friends and acquaintances who know of Potter's affection for his Alma Mater.

Last June Potter was awarded the "Alumnus of the Year" citation by the Wisconsin Alumni Association "for outstanding leadership in the three alumni arms of the University—as a charter member, president, and chairman of the board of the University of Wisconsin Foundation; as a director and president of the Wisconsin Alumni Association; as a member of the Wisconsin Alumni Research Foundation—and for his dedicated service in advancing the best interests of the University of Wisconsin."

In other fields, not related to the University, Potter is a director of the Civic and Arts Foundation of the Union League Club of Chicago, president and director of the Chicago Farmers; president and director of the Greater Chicago Safety Council; a director of the Merchandise National Bank of Chicago; and a director of the Circus World Museum in Baraboo. He is a vice president of Marsh & McLennan, Inc.

In accepting the chairmanship of the seventh annual alumni campaign, Potter emphasized the two main goals for the coming year—an increase in the number of givers and an increase in the total amount contributed.

"There are more than 100,000 former students scattered throughout the

nation and the world," Potter said. "While many of these men and women spent only a few semesters at Wisconsin, or perhaps received only their advanced degrees here, we know that the majority have spent enough time on campus to acquire knowledge and background that serves them all of their lives.

"Our potential for increasing the number of alumni participating in the 1961 Alumni Fund is almost unlimited. And as the number of givers goes up, the total amount contributed to help keep Wisconsin great will increase accordingly."

Potter added that he is now contacting other alumni leaders in many parts of the country to serve as the nucleus for a solid program of alumni participation in this year's campaign. He indicated that the names of the committee members would be ready for publication in the next issue of the *Alumnus*.

Dr. C. A. Elvehjem, president of the University, praised the Foundation on its selection of Potter to head the 1961 Alumni Fund. "Since his graduation from the University, Howard Potter has distinguished himself in his profession and brought honor to his Alma Mater through his accomplishments. Since the annual giving program was initiated by the Foundation just a few years ago, your University has reaped the educational and cultural benefits of more than a million dollars. And as alumni become committed financially to their Alma Mater, they also become personally involved, thereby extending further guidance and leadership to the University. We are confident that alumni everywhere will lend him their support to make this 1961 Alumni Fund a truly successful alumni effort."

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## Alumni Giving Increases

WITH FINAL tabulation of figures still to be completed, Joseph A. Cutler, chairman of the 1960 Alumni Fund, revealed that a record-breaking number of alumni made contributions to their Alma Mater last year.

More than 5,800 separate gifts were received from alumni, friends, and faculty members. This represents an increase of 7.4% over the 1959 number of 5,423 gifts from 4,702 donors.

"Our goal last year," Cutler said, "was to convince more alumni that the University needed and deserved their financial support. With no big projects, such as the Wisconsin Center or the Alumni House to draw special gifts, all our concentration was on winning more Badgers to the habit of annual giving. The results are most gratifying. I certainly wish to express my appreciation to those alumni who contributed to the sixth annual alumni fund, and to welcome aboard those who gave for the first time."

Robert B. Rennebohm, executive director of the University of Wisconsin Foundation which conducts the fund raising efforts of the University, said tabulations by classes are now being completed and will be ready for the next issue of the *Alumnus*. The Honor Roll of contributors will be printed in the spring and mailed to all alumni.

Gifts from alumni and other individuals amounted to \$262,000. Gifts from other sources—business firms, foundations, wills and bequests—accounted for another \$188,000 for a total of \$450,000 raised by the Foundation in 1960.

Frank V. Birch, president of UWF, complimented Cutler for his leadership during 1960. "Six years ago Wisconsin had no way for systematically soliciting and receiving gifts from alumni. Under the direction of the Foundation, and thanks to the leadership of conscientious alumni like Joe Cutler, more than \$1,220,000 has been added to University support through this program since the fall of 1955."

Alumni gifts, as well as those from businesses and foundations, are used by UWF to do those things that can not be done with legislative appropriations. During the 15 years since its inception, the Foundation allocated \$2,373,000 for the construction and furnishing of the Wisconsin Center for adult and business education; \$355,750 for professorships; \$330,475 for scholarships, fellowships, and loans; \$250,175 for the Alumni House; \$185,575 for scientific research; \$121,150 for special apparatus and equipment; and \$1,383,875 for other purposes to aid every phase of University life and activity.

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Fred Wegner

IN A CLARIFICATION of duties in the physical education department of the University of Wisconsin's School of Education, Fred (Fritz) Wegner has been named co-ordinator of services.

Dr. Leonard A. Larson serves as the director of the physical education department, assisted by Art Thomsen, Al Hovland, and Wegner. Thomsen and Wegner are associate professors and Hovland is an assistant professor.

Wegner has assumed the duties and responsibilities of Prof. A. L. Masley, who retired last July. Since his new assignment will be on a year-round basis, Wegner has given up the directorship of Madison's boys baseball program.

Wegner will be in charge of maintenance of all intramural and physical education facilities. He will arrange for all fields and gymnasiums needed by the University's men and women in physical education and intramural activity and for Wisconsin High School students. Swimming pool assignments also will be made by Wegner.

In addition, Wegner will be in charge of civil service personnel in the physical education department. Public relations and records-research also will fall under his direction.

In 15 years as head of the city's boys baseball program, Wegner never had an umpire miss a game assignment.

Wegner will continue as assistant Wisconsin baseball coach under Arthur (Dynie) Mansfield. Wegner has been in the diamond post since 1939. He also served as assistant basketball coach under Harold (Bud) Foster from 1937 to 1959, when both resigned.

Thomsen will continue as co-ordinator of the intramural and recreational programs. He is responsible for drawing up schedules. Wegner and Thomsen have worked closely in providing university students with a broad program. Hovland is in charge of the basic instruction in physical education for students.

Under Larson, the staff meets regularly to form policy. The physical education department has 24 full-time staff members and 12 teaching assistants.

WISCONSIN'S ATHLETIC teams finished out the first semester's action with an overall record of 13 wins, 23 defeats in contests in seven sports. Cross country paced the record with a 3-3 record, while football won four of nine games, and basketball stood at 4-7 at the annual break for examinations. Other Badger teams had these records—gymnastics won 1, lost 2; wrestling won 1, lost 3; fencing won 0, lost 2; and swimming losing their only meet to date.

Wisconsin's basketball team appeared in the Far West Classic late in December and played some inspired basketball, yet lost all three games in Portland's Memorial Coliseum.

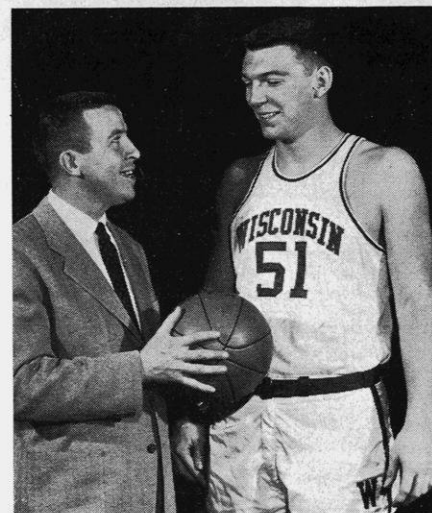
The Badgers opened action on December 28 by bowing 56-54 to the eventual meet champion, Oregon State, then lost in overtime the next afternoon to Portland University by 79-71. The final day of competition saw the Badgers drop a 78-72 decision to Washington State. Overall, Coach John Erickson felt his team played some fine basketball in the three day meet, and the ruggedness of the play evidently helped the Badgers in their Big Ten play which opened January 7.

Wisconsin handed Michigan State a 74-71 defeat at East Lansing in the conference opener, using a fine 25 point scoring effort by Wausau's Dick Dutrisac to open up a nine point lead early in the second half, then withstood the Spartan's counter-rally to begin the Big Ten campaign with a victory—first win for the Badgers at East Lansing since 1954 and the first time since 1955 that a Wisconsin team had won its first conference game of the season. Dutrisac's fine effort was the highest point total registered by a Badger cager this year, and certainly exceeded all expectations of the Wisconsin coaching staff before the season began.

Returning home, the Badger cagers battled 8th ranked Iowa down to the final three minutes before falling 76-68 to the Hawkeyes. Wisconsin led 68-66 with 3:25 to play, but Iowa's closing surge, led by a reserve forward, Dennis Runge, netted the win.

Next Wisconsin action pitted the Badgers against Loyola of Chicago in Chicago Stadium on January 28, and against Ohio State's top ranked team at Madison on January 30.

Head basketball coach John Erickson is shown here with Hugh "Pat" Richter who was slated to be the Badgers' starting center during the second half of the cage campaign. Richter, a sophomore from Madison East High School, tied the football pass catching mark of 25 receptions last fall before he suffered a broken collar bone in the Michigan game. In addition to his football and basketball accomplishments, he is a highly touted baseball prospect. If he continues with his solid demonstration of athletic ability, Richter will become the second man in two years to letter in three major sports—Dale Hackbart, another Madison East product, turned the trick during the 1958-59 school year.



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## with alumni clubs

### WASHINGTON, D. C. Founders Day February 6

Speaker: Michael Petrovich, Russian History  
Press Club, 14th & F Streets, N. W.

Contact: Grace Bogart, 1711 Massachusetts Ave., N. W.

### VERNON COUNTY Founders Day February 20

Speaker: Dr. Anthony R. Curreri, UW Medical School

Contact: Ralph E. Nuzum, Viroqua (Mercury 7-3131)

### MARINETTE-MENOMINEE Founders Day March 21

Speaker: Univ. Pres. C. A. Elvehjem

Contact: Mrs. Wm. Rohberg, RR # 2 Box 66-C, Marinette

### WAUSAU Founders Day February 20

Speaker: Univ. Pres. C. A. Elvehjem

Contact: Stuart Gullickson (Viking 2-1773)

### WEST BEND Founders Day February 4

Speaker: Prof. Wayne Swift, Electrical Engineering

Contact: Eugene Lynch (Federal 4-2565)

### OSHKOSH Founders Day February 13

Speaker: Univ. Pres. Conrad A. Elvehjem

Contact: Dean P. Grant (Beverly 4-4303)

### MILWAUKEE Founders Day February 2

Speakers: Carl E. Steiger, Conrad A. Elvehjem, Don Anderson, Catherine Cleary, Donald Slichter, and Frank Birch.

Contact: George Richard (WO 4-4400 ext. 379)

### NEW YORK CITY February 28

"Man of the Year" Dinner

Speaker: Fred Harrington, Vice President, Academic Affairs

Contact: James R. Kennedy (Murray Hill 9-600)

### SEATTLE, WASH. Founders Day February 22

Speaker: John Berge

### ST. PAUL, MINN. Founders Day February 24

Speaker: Robert Rennebohm, UW Foundation

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### KALAMAZOO, MICH. Founders Day February 2

Speaker: George Gurda, Residence Halls

### BELOIT Founders Day February 8

Speaker: John Erickson, Basketball Coach

### BURLINGTON Founders Day February 15

Program: UW Men's Chorus

### FOX RIVER VALLEY Founders Day February 23

Speaker: Edmund Zawacki, Slavic Languages

Contact: Robert Beauregard, Kaukauna, (RO 6-4957)

### GOGEBIC RANGE Founders Day February 8

Speaker: Martha Peterson, Dean of Women

### MONROE Founders Day February 7

Speaker: H. Edwin Young, Economics

### RACINE Founders Day February 22

Speaker: J. Martin Klotsche, Provost, UW-M

Contact: Mrs. Carl E. Wolff (ME 2-4232)

### WAUKESHA Founders Day February 8

Speaker: Dr. Robert Samp, UW Medical School

### CHICAGO ALUMNAE Founders Day March 2

Speaker: Martha Peterson, Dean of Women

Contact: Marion Hanna (STate 2-8200)

### SACRAMENTO VALLEY, CALIF. Founders Day February 24

Memorial Union, Univ. of Calif. at Davis

Speaker: John Berge

Contact: Mrs. Ward Hatfield, Carmichael, Calif.

### LOS ANGELES February 12

Wisconsin Winter Reunion and Picnic

Sycamore Grove, Los Angeles

Contact: Hazel Diebel (PL 1-1730)

## Ladies . . . watch for Wisconsin Alumnae Day

coming May 3

luncheon in the Wisconsin Center—afternoon workshops on selected topics—dinner in Tripp Commons of the Memorial Union—details and reservation blank in the March *Alumnus*

## alumni news

### 1901-1910

Dr. Robert C. DISQUE '03, dean emeritus of the College of Engineering at Drexel Institute of Technology, Philadelphia, Pa., recently received an honorary degree at the Institute's Founder's Day ceremonies.

Joseph A. CUTLER '09, president and general manager of the Johnson Service Company in Milwaukee since 1938, has been named chairman of the board. Mr. Cutler was president of the Wisconsin Alumni Association in 1946-47.

### 1911-1920

Prof. Andrew T. WEAVER '11, who will retire in June from the University of Wisconsin Speech Department faculty after 42 years of service, was honored by a special program at the annual Speech Association of America convention held recently in St. Louis.

Judge Roy H. PROCTOR '14 was honored at a recent luncheon held by members of his staff in observance of the judge's 69th birthday. He is completing his 28th year as Superior Court Judge in Madison.

Lemuel R. BOULWARE '16 vice president of General Electric Co., has been named recipient of a special award by the National Labor Management Foundation. He was chosen for the award because of "his intelligent and courageous approach to labor-management relations."

Nigoghos A. NIGOSIAN '17 has retired as consulting engineer for the Goodyear Rubber Co. after 44 years of service.

Helen A. MASTEN '20 has retired as head of the Children's Reading Room at the New York Public Library after reading to children for nearly 38 years. She will devote her time in retirement to the chairmanship of the American Library Association's Committee for the Selection of Foreign Children's Books and as secretary of the Board of the National Kindergarten Association.

### 1921-1930

Roy B. ORMOND '22, farm service director of Oscar Mayer & Co. since 1943, was recently honored by the University of Wisconsin Saddle and Sirloin Club. As one of

Madison's most active agricultural promoters, he was presented with a plaque hailing his work and interest with the student club.

Dr. Ernst A. GUILLEMIN '22 has been named vice president and director of research of Burnell & Co., Inc., a major independent producer of electronic filter networks in Pelham Manor, N.Y. Recognized as one of the world's leading authorities and consultants on communications and electronic network analysis, Dr. Guillemin was recently announced as recipient of the Institute of Radio Engineers 1961 Medal of Honor. He also holds a Presidential Certificate of Merit for outstanding scientific contribution to the country during World War II.

Judge Lorenzo L. DARLING '23 of Jefferson County has announced that he expects to retire at the end of his present term which expires January 1, 1962. He has served as county judge since 1930.

Rollie WILLIAMS '23 has been named to the Wisconsin Athletic Hall of Fame. He was a member of the 1923 Badger cage team which tied Iowa for the Big 10 crown and later coached basketball for 14 years at the University of Iowa, where he now serves as assistant athletic director.

Col. Ralph J. SCHUETZ '24, who retired from the army in 1957, has been the manager-custodian of the Japan Locker in the Far East for five years but expects to return to the United States soon.

Dr. Helen C. WHITE '24, professor of English at the University of Wisconsin, has been named to an advisory committee in Washington to determine the effect of federally sponsored programs in the field of higher education.

Florence ACKLEY '24 has announced her marriage to Wesley A. VOSS '22.

Samuel LENHER '24, vice president of Du Pont, Wilmington, Del., was recently appointed to serve on the General Technical Advisory Committee to the Office of Coal Research, Department of the Interior.

Merrill A. SCHEIL '27 has been associated with the A. Q. Smith Corp., Milwaukee, for the past 31 years and for the past 20 years has served as Director of Metallurgical Research. After serving two years as Trustee for the American Society for Metals, he is now National Secretary for ASM. This technical organization has headquarters in Cleveland, O., and is the largest metal society in the world, having over 32,000 members in

this country, Canada, Mexico, South America, and Alaska.

Gregory M. BUENZLI '28 has been appointed director of the Corporations Division of the office of Secretary of State in Wisconsin. He has served as president of the Wisconsin Supply Co. since 1946.

Mr. and Mrs. Wallace M. JENSEN '29 (Isabel B. BUNKER) have moved to New York City where Mr. Wallace is an executive partner in the auditing firm of Touche, Ross, Bailey & Smart.

A New York Executives' Jazz Band, of which Dr. John A. KEENAN '30 is a member (drummer), was the subject of a recent article appearing in *The New York Times*. The band, which originated in 1948, plays for charity purposes only. Dr. Keenan is president of the Standard Packaging Corp. in New York.

### 1931-1940

John J. DIXON '31 has retired as general manager of Radio Station WROK in Rockford, Ill. and has purchased his own station, WAPL, in Appleton, Wis. He is also a co-owner of Radio Station WLBK in DeKalb, Ill. He served as president of the Wisconsin Alumni Club of Rockford for many years.

Odell A. TALIAFERRO '33 has been re-elected president of the Madison chapter of the National Association for the Advancement of Colored People.

William C. SCHULTE '33, chief metallurgist of the Curtiss-Wright Corp. Propellor Division in Caldwell, N.J., has been appointed an advisor in mechanical engineering to the board of trustees of Newark College of Engineering.

Wilbur J. SCHMIDT '34, director of the Wisconsin Department of Public Welfare, is the newly elected first vice president of the American Public Welfare Association.

Clarence E. TORREY, Jr. '34 has recently joined the Carrier Corp. in Syracuse, N.Y. in the capacity of vice president and assistant to the executive vice president (finance).

Mr. and Mrs. Richard MAYNARD '34 (Georgianna MATHEW '35) will soon return to the United States after teaching at a Congregational Christian missionary in Turkey for 26 years. During their furlough, the Maynards will live in Chicago where he will work on his doctorate at the University of Chicago while Mrs. Maynard works toward her master's in the graduate library school.

George C. CARD '35, Madison businessman and prominent leader in organizations for the blind, has been appointed to the post of Third Ward supervisor on the Dane County Board.

Wally L. MEYER '35, who has been referred to as America's unofficial singing ambassador, recently stopped in Mannheim, Germany to entertain the children of St. Anton's Orphanage. He has been traveling all over the world since 1948 in the interest of "improving international relations through the common appreciation and love of music and song."

Marion MILLS '35 has accepted a position with the Cramer-Krasselt Advertising

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Agency in Milwaukee. She was formerly the advertising copy director for Oscar Mayer & Co.

Leo H. SCHOENHOFEN '36, Barrington, Ill., was elected vice president of the National Paperboard Association at the group's 28th annual meeting which was held recently in New York. He is senior vice president and director of Container Corporation of America, Chicago, and a director of the Folding Paper Box Association.

Dr. Alan K. ROEBUCK '37 has been appointed senior research scientist at the Whiting, Inc. research laboratories of the Standard Oil Co.

Walter W. HELLER '38, professor at the University of Minnesota, has been appointed Chairman of President Kennedy's Council of Economic Advisors.

Charles H. FENSKE '38 has been promoted to vice president of operations for Oscar Mayer & Co., Madison.

The directors of the Home Savings and Loan Association recently elected attorney Maurice B. PASCH '38 as a member of the board.

Dr. Zola D. ROUNDY '39 has been named to the staff of the newly formed laboratory testing division of Marschall Dairy Laboratory, Inc.

Dr. Edward R. KNIGHT '40, Headmaster at the Oxford Academy in Pleasantville, N. J., has been elected to the board of directors of the Boardwalk National Bank, Atlantic City, N. J.

#### 1941-1945

Mrs. Arthur Hagelstein (Elizabeth B. ANDERSEN '41) has left for overseas with her family. She will join her husband who is on a foreign service assignment with the Department of State in Accra, Ghana.

Ronald O. BROWN '41 has been appointed director of personnel and industrial relations for Fairbanks, Morse & Co.

Louis A. KELLER '41, associate professor of business administration at Lake Forest College, was honored recently at a banquet at Waukegan's Glen Flora Country Club for his contribution to the Industrial Management Institute at the college.

John M. KREMER '42, executive secretary of the Retail Gasoline Dealers Association of Wisconsin, has been named regional vice president of the National Congress of Petroleum Retailers. He was also named Wisconsin chairman of the national group's committee on national legislation.

William G. CALLOW, '43, Waukesha city attorney, recently announced his candidacy for judge of the newly created Branch 2 of the Waukesha County Court in the spring election.

Arthur F. VOLLMER '44, has been appointed general operating supervisor of detonator manufacturing of Monsanto Chemical Company's Mound Laboratory at Miamisburg, O., after serving as an operating supervisor at that location.

Dr. Lora BOND '45, professor of biology and chairman of the biology department at Drury College, Springfield, Mo., has been

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awarded a National Science Foundation Science Faculty Fellowship.

James E. KLEINHEINZ '45 has been appointed vice president of the Madison Drug Co.

## 1946-1950

Dr. Donald W. HAMMERSLEY '46 has been named consultant and educational adviser in the new professional services section of the American Psychiatric Association's mental hospital services. He will continue his present work at the VA Hospital in Topeka, Kans. until June 1961 and will then move to Washington, D. C.

Hugh D. WALLACE '47 has been named treasurer of Farmers Mutual and American Family Life Co.

Charles W. NEUMANN '47, former sales director for Goodyear Rubber Co., Brazil, has returned to Akron as assistant regional manager, Western Hemisphere.

Michael R. TILLISCH, Jr. '48 has been appointed Claims Manager of the Los Angeles office of Employers Mutuals of Wausau. His wife and two sons joined him recently to make their home in Glendale, Calif.

Gene W. RICHARDS '48, recently joined the engineering staff at Norland Associates, Inc., a Fort Atkinson firm offering product development services to industry.

Ronald F. MOTIFF '49 has been promoted to assistant manager of Mutual of New York's Madison agency. Formerly a field underwriter, he will assist in the selection and training of new field underwriters and in the supervision of the sales force.

Mr. and Mrs. Jacob O. FRITZ '50 (Sally SWAER '58) recently announced the birth of a daughter, Nancy. Mr. Fritz is safety assistant for the Wisconsin Power and Light Co., Madison.

Champ B. TANNER '50, University of Wisconsin soils professor, has been named a fellow in the American Society of Agronomy at a recent banquet session in Chicago. He also is a member of the Soil Science Society, American Geophysical Union, and Sigma XI, science honorary.

Gerald T. NOLAN '50 has joined the law firm of Wakefield and Underwood in Miami, Fla.

## 1951

Robert E. BARTH, controller, Mautz Paint and Varnish Co., Madison, has been elected to membership in the Controllers Institute of America.

## 1952

Mr. and Mrs. James C. SCHAPER announce the birth of a daughter, Kerry. Mr. Schaper is a representative for Ryerson Steel in Fairfield County, Conn.

Philip E. COLDWELL has been appointed vice president of the Federal Reserve Bank of Dallas, Tex. Prior to his association with this bank, he served as an instructor at the Universities of Illinois, Wisconsin and Montana and as an associate economist at the Federal Reserve Bank of Kansas City.

Frank GRITTNER has been appointed supervisor of modern foreign languages for the State Department of Public Instruction.

David FRIES is now engaged in the practice of law in the offices of Kastenmeier and Schultz, Watertown, Wis.

## 1953

Robert W. PLUMMER, who has been operating an independent insurance agency in Madison for several years, has joined the Main Insurance Agency.

Chairman of the 1961 March of Dimes in Monroe, Wis. will be Richard NEWCOMER. He is the proprietor of the Newcomer Funeral Home in Monroe.

## 1954

Mr. and Mrs. Jack R. HARNED, Birmingham, Mich., announce the birth of a daughter, Bettina Annelies. Mr. Harned is on the public relations staff of General Motors in Detroit.

Robert J. C. DAMON has been elected vice president and chief executive officer of Bowser, Inc., Fort Wayne, Ind.

Leroy V. SILAMPA has been appointed wage and salary administrator by Shure Brothers, Inc., Evanston, Ill., manufacturer of high-fidelity and electronic components.

## 1955

Mr. and Mrs. Frederick J. PLUCKHAM (Nancy DEAN '57) of Minneapolis, Minn., announce the birth of a daughter, Susan Jean.

Julius F. HOKENSON has joined the Knolls Atomic Power Laboratory as an engineer in the D1G project. KAPL, Schenectady, N. Y., is operated by General Electric Co. for the Atomic Energy Commission.

After graduating from the New York University Law School in 1958 and completing his service obligation, Arnold I. RICH has been admitted to the New York State Bar and now has offices in Manhattan. He is married and resides in New York City.

Paul MARLETTE is presently the employment counseling director for Placements of Madison, a state-licensed, privately operated employment agency.

Dr. Michael K. BACH has joined The Upjohn Co., Kalamazoo, Mich., and has been assigned to biochemical research in the Chemical Research Division.

## 1955

Mr. and Mrs. Theodore F. GUNKEL and sons are now living in Wausau, Wis. where Mr. Gunkel is associated with Wipfli, Ullrich and Co., Certified Public Accountants. He was recently granted a Wisconsin Certified Public Accountant Certificate.

Mr. and Mrs. Richard PATTEN (Peggy DICKSON '58), Dacca, East Pakistan, announce the birth of a daughter, Sarah Dickson. Mr. Patten is programmer at Dacca with the International Cooperation Administration of the State Department.

George C. PAULSON, Reedsburg, has been named director of information for Pure Milk Products Cooperative.

Mr. and Mrs. David LUPTON, Honolulu, Hawaii, announce the birth of a son, Edward Hugh. Mr. Lupton is studying for his Ph.D. degree in entomology at the University of Hawaii.

Mr. and Mrs. William G. MARSHALL '57 (Patricia GIBSON '56) and daughter are now residing in Niagara Falls, N. Y. Mr. Marshall is a chemical engineer with the Du Pont Co.

Albert S. WEYCER, Arlington, Va., was awarded the degree of Juris Doctor at the Fall Convocation of the George Washington University, Washington, D. C.

## 1957

Frank TEMPLETON has formed a partnership with Carl W. Hofmeister. The Hofmeister-Templeton law firm is located in Chilton, Wis.

Florian H. JABAS has received his bachelor of laws degree from the National Law Center at the recent fall convocation of George Washington University, Washington, D. C. He lives in Menasha and is employed as a patent attorney by the Marathon Corp.

Army 2d Lt. Jerold K. KARABENSH, Milwaukee, has now completed eight weeks of classroom training at Brooke Army Medical Center, Fort Sam Houston, Tex. The instruction was the first phase of training for medical officers serving six months of active duty under the Reserve Forces Act program.

David R. RAWSON has been appointed medical service representative for J. B. Roerig and Co., a pharmaceutical division of Chas. Pfizer & Co., Inc.

## 1958

Judith BERNARD, who is presently attending classes at the National University in Santiago, Chile, is writing a series of articles on the South American country of Chile. These articles will appear in the Madison *Capital Times* periodically.

Henry F. BOHNE has been appointed sales manager of the Oregon branch of Bigger-N-Better Poultry Farms. He will be located at Milwaukee, Ore. and will supervise sales for the Portland Metro area.

Eldon L. HUSTED has been named a staff assistant at the State Bar of Wisconsin headquarters.

Dr. Joseph E. BRENNER recently joined the Research and Development Division of Du Pont's Polychemicals Department at the Experimental Station, Wilmington, Del.

## 1959

Army 2d Lt. Constantine P. GEORGALAN has completed eight weeks of classroom training at Brooke Army Medical Center, Fort Sam Houston, Tex. Before going on active duty he was a pharmacist for Rennebohm Drug Stores, Inc. in Madison.

Kenneth MARTIN has completed the Graduate Training Course at Allis-Chalmers, Milwaukee, and has been permanently assigned as an engineer in the electrical maintenance department.

## VAGABOND RANCH

Granby, Colorado. Boys 12-17 who have outgrown "camp" and need more mature, educational summer adventure. Riding, pack trips, fishing, shooting, climbing, geology, forestry, work program. Camping trips all over West. 15th season. Station wagon caravan West in June, boys fly home in August. Veteran staff, R. N. Separate western travel program for girls 14-18, 3rd summer. Folder:

Mr. and Mrs. C. A. Pavek  
 Rumsey Hall Washington,  
 School Conn.



George Grabin, Pres.  
 Milwaukee, Wisconsin

## neurology

Mary S. FOSTER '94, Madison.  
 Elting H. COMSTOCK '97, Monticello, Minn.  
 Abe L. MILLER '03, Oshkosh.  
 James G. FULLER '04, Madison.  
 Leslie W. QUIRK '04, Sawtelle, Calif.  
 William KUNERTH '04, Ames, Ia.  
 Walter K. LYMAN '04, Spokane, Wash.  
 Leona F. MC CUTCHEON '05, Madison.  
 Francis W. LAWRENCE '06, San Marino, Calif.

Mrs. Ernest A. Dockstader '06, (Bessie E. ADAMS), West Newton, Mass.  
 Henry E. KRUEGER '07, Beaver Dam.  
 Gilbert G. JACKY '08, Pipe Village.  
 Herman A. HEIL '09, Columbus, Ohio.  
 Olive N. MUSSER '10, Madison.  
 Raymond T. ZILLMER '10, Milwaukee.  
 John A. HOEVELER '11, St. Petersburg, Fla.  
 Mortimer M. LAWRENCE '13, Madison.  
 John C. FEHLANDT '14, Kansas City, Mo.

Elias H. DONNER '16, Richland Center.  
 Mason H. CAMPBELL '18, Kingston, R. I.  
 Herbert W. SCHMITZ '18, Yonkers, N. Y.  
 James H. WEGENER '21, Madison.  
 Mrs. E. F. Leming '21, (Elsie L. CALKINS), North Plains, Oregon.  
 Burr W. PHILLIPS '21, Honolulu, Hawaii.

Frank F. BOYCE '23, San Mateo, Calif.  
 Carl E. HOELZ '23, Milwaukee.  
 Howard T. WILSON '23, San Francisco, Calif.  
 Harvey D. ROYCE '23, New Orleans, La.  
 T. Raymond COYLE '23, Merrimac.  
 Carl F. BUCHNER '23, Oconomowoc.  
 Verna L. SESTON '25, Mazomanie.  
 Mrs. Henry W. BABCOCK '25, (Joyce R. PASLEY), Phoenix, Ariz.

Louis V. HELLER '25, Milwaukee.  
 Robert F. WOLVERTON '26, Oshkosh.  
 Arthur H. SCHAARS '28, Green Bay.  
 Roy L. MATSON '29, Madison.  
 Donald D. MOORE '29, Pittsburg, Kansas.  
 Russel V. MUTCHLER '30, Madison.  
 Ruben G. KROHN '30, Wauwatosa.  
 Adolphus A. LAURENCE '34, Concord, Calif.

John O. ZARNDT '36, Madison.  
 Mrs. Edith P. CUTNAW '39, Stevens Point.  
 Earl C. KNUTSON '40, Westby.  
 Herbert R. ESH '41, Barrington, Ill.  
 Charles P. MURPHY, JR. '50, New York City.

William C. LISTER '50, Madison.  
 Richard I. STEVENS '51, Madison.  
 Elinor A. DUBIN '52, New York City.  
 John C. FREDENDALL, III '58, Rochester, Minn.

## newly married

### 1948

Marion M. LITSCHER and Adolph E. ERICKSEN '50, Brighton, Mass.

### 1949

Mrs. Billie H. Prokupek and Robert ST. CLAIR, Milwaukee.

### 1952

Nancy A. Pickering and Erik L. MADISEN, JR., Appleton.  
 Joan Wendel and Clement D. KETCHUM, JR., Whitefish Bay.

### 1953

Suzanne C. Winker and Reinhart H. POST-WEILER, Madison.  
 Karen M. Moe and Donald V. HANSON, Madison.  
 Judith W. Steiner and Jerome D. WENDT, Chicago, Ill.

### 1954

Martha E. Stringer and Duane N. WARE, Evanston, Ill.  
 Matilda S. Silbar and Dr. Wilbert WIV-IOTT, Milwaukee.  
 Karen A. VAN DUZEE and Roy M. Fogel, Santa Monica, Calif.

### 1955

Suzanne K. Mester and Eugene G. BUECHEL, Tampa, Fla.  
 Kathleen R. Grunder and Ronald D. HERMANSON, Blanchardville.  
 Barbara A. LITTLE and Kenneth L. Roloff, Kaukauna.

### 1956

Sharon L. UREN and Marvin Mazursky, Madison.  
 Mary J. Ventura and John D. HENDRICKSON, Madison.  
 Wanda N. Jayne and Jerome D. SAAL-SAA, Argyle.

Anna M. Gilmore and Jerry D. KELLEY, Cicero, Ill.

### 1957

Cecile F. GLASSNER and Edmund A. Grossman, Miami, Fla.  
 Kay E. Krogen and Thomas G. LUEDERS, Shorewood.  
 Barbara A. Kozlowicz and Donald A. SCHULER, Monticello.  
 Judy L. Anlauf and Vilas E. CRAIG, Richland Center.  
 Joan T. BERRY and James A. Harkins, Jr., Washington, D. C.

### 1958

Joan Balza and Thomas SCHMITT, Appleton.  
 Harriette L. Harley and Gerhardt D. IMMEGA, Elkhorn.  
 La Vetta L. Lewis and Lt. Rowland R. EVANS, Merced, Calif.

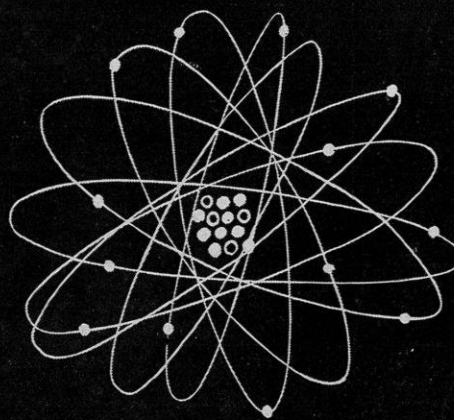
### 1959

Kathryn A. Dolan and Keith M. ANDERSON, East Troy.  
 Mary Loughrin and Thomas HOFFMANN, Alexandria, Va.  
 Sara M. WEINSTEIN and Seymour GIMBEL '52, Milwaukee.  
 Mary F. Young and Aubrey A. GRAHN, Madison.  
 Susan WAGNER and William Kagel, West Allis.  
 Natalie J. NORDNESS and Keith A. YELINEK, Madison.

### 1960

Jane L. ZOLLAR and David R. SCHOOF '59, Janesville.  
 Susan P. HAZEKAMP and Dr. Carl B. WESTON, '56, Chicago, Ill.  
 Marian F. CLARK and Robert J. RAITZ, Madison.  
 Bonnie L. Worringer and Richard D. STRASSER, Tomahawk.

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$$E=mc^2$$

## Atomic power in Caesar's day?

### *Certainly!*

It was there, in the ground, in the air and water. It always had been. There are no more "raw materials" today than there were when Rome ruled the world.

The only thing new is knowledge . . . knowledge of how to get at and rearrange raw materials. Every invention of modern times was "available" to Rameses, Caesar, Charlemagne.

In this sense, then, we have available *today* in existing raw materials the inventions that can make our lives longer, happier, and inconceivably easier. We need only *knowledge* to bring them into reality.

Could there possibly be a better argument for the strengthening of our *sources* of knowledge—our colleges and universities? Can we possibly deny that the welfare, progress—indeed the very *fate*—of our nation depends on the quality of knowledge generated and transmitted by these institutions of higher learning?

It is almost unbelievable that a society such as ours, which has profited so vastly from an accelerated accumulation of knowledge, should allow anything to threaten the wellsprings of our learning.

### *Yet this is the case*

The crisis that confronts our colleges today threatens to weaken seriously their ability to produce the kind of graduates who can assimilate and carry forward our rich heritage of learning.

The crisis is composed of several elements: a salary scale that is driving away from teaching the kind of mind *most qualified* to teach; overcrowded classrooms; and a mounting pressure for enrollment that will *double* by 1967.

In a very real sense our personal and national progress depends on our colleges. They *must* have our aid.

Help the colleges or universities of your choice. Help them plan for stronger faculties and expansion. The returns will be greater than you think.

If you want to know what the college crisis means to you, write for a free booklet to: HIGHER EDUCATION, Box 36, Times Square Station, New York 36, New York.



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