Wisconsin Idea. 1957/1998

UNIVERSITY OF WISCONSIN–MADISON

AND

OPEN EDUCATION

A Restatement of the Wisconsin Idea

By a Faculty Committee

"The people of Wisconsin have assembled at Madison a distinguished reservoir of educational skills, resources, and facilities--a reservoir not alone for those who can come to the campus at conventional times in traditional configurations, but for the part-time learner wherever he or she may be.... Campus skills, resources, and facilities grow only as they are shared."

A REPORT TO THE UW-MADISON UNIVERSITY COMMITTEE BY A SPECIAL FACULTY COMMITTEE ON UNIVERSITY OUTREACH FUNCTIONS

Preface i

I. Definitions and Delineations 1

II. Open Education 7

III. On-Campus Extended Timetable Credit Instruction 13

IV. Off-Campus Credit Instruction 18

V. Non-Credit Outreach Programs 23

Appendices 29

1. Policy Proposal For Independent Learning
2. Select Mission of the University of Wisconsin-Madison
3. A Planning Prospectus for the Open University of the University of Wisconsin System
4. Policy Statement on the Organization of University Extension and Outreach Activity

Issued Contiguous with the 125th Anniversary of the University and the American Bicentennial Observance, at Madison, Wisconsin, 5 February 1975

PREFACE

Symbiotic relationships between the American idea and higher learning have come to be a distinquishing characteristic of American democracy. The founders of the nation saw with Jefferson that ignorance was the enemy of freedom, prosperity, and security, and they set about to erect, sometimes painfully, yet steadily, an educational system that would support the great experiment. As a capstone to that system there have emerged colleges and universities infused with a sense of open education.

To their instrumentalities of higher education Americans have brought vital intellectual and financial resources: a profound belief in the importance of the individual, an abiding faith in the efficacy of learning, a goal of equality of educational opportunity, a driving curiosity, insistent demands for both liberal and technical knowledge, and unprecedented public and private support. American colleges and universities, in turn, have come to see it as their mission to develop educational skills unrecognized by the traditional academy, educational resources reflecting the aspirations of a vigorous democracy, and educational services related to the needs of patron communities.

These adjustments have created a new university, still scarcely aware of its potential, self-critical of its limitations, inspiring and inspired in the scope of its dreams. The new American university performs three interdependent functions--teaching, research, and outreach. In so doing, the university seeks to be both responsible for traditional ideals and responsive to current public needs. The University of Wisconsin-Madison has distinguished itself in all three functions, and particularly in what has been called "the Wisconsin Idea" -- university outreach.

Early in 1974, the University Committee, the "executive committee" of the UW-Madison faculty, appointed the undersigned special faculty committee "to examine the present outreach or extension functions of the Madison campus and to bring recommendations as to how our responsibilities might be expanded or better carried out if either appears appropriate."

During a year of discussions and consultations, the Committee on University Outreach Functions brought to the University Committee four sub-reports on four phases of open education. This document is a reordering and consolidation of those reports, distributed to lend appropriate emphasis to a revivification of UW-Madison outreach in keeping with the 125th anniversary of the campus, the 70th anniversary of the "Wisconsin Idea," and the principles of open education implied in the American revolution.

The Committee is convinced that its recommendations carry forward essential teaching, research, and outreach traditions of UW-Madison into a future bright with challenge.

FOR THE UW-MADISON FACULTY COMMITTEE
ON UNIVERSITY OUTREACH FUNCTIONS

I. DEFINITIONS AND DELINEATIONS

OPEN EDUCATION IN GENERAL

Background

The history of all great American universities has been one of continual responsiveness to the changing educational needs of a changing American society, yet at the same time of continuous responsibility for irreplaceable academic standards. In the great higher-education adaptations of the past century, the University of Wisconsin-Madison has pioneered or participated:

> Land-grant Colleges of Agriculture and Engineering emerging to provide for "the liberal and practical education of the industrial classes," yet in intimate association with the antecedent College of Letters and Science;
>
> A controlled course elective system, carefully widening the classical curriculum to include a broad array of offerings in the arts, sciences, and social studies;
>
> The Graduate School, stimulating research activities founded in the basic disciplines and applied to national issues;
>
> Professional schools, broadening in turn the reach of the higher learning to emerging pursuits;
>
> The institutionalization of the concept of university outreach through extension programs rooted in campus departments, a state educational radio network emanating from the campus, and two-year extension centers linked to Madison;
>
> The spin-off of four-year campus clusters of excellence in metropolitan areas of the state;
>
> The remarkable response of the whole institution to the diverse needs of such tides as Depression, World War II, and their international aftermaths through a steady introduction of new courses, programs, majors, and degrees of university caliber to meet changing societal requirements for professional training or cultural enrichment.

Yet the ultimate is never attained in "a community of scholars made as useful as possible." Today, UW-Madison continues to be called upon to respond to new educational needs while maintaining traditional quality control over educational processes.

The educational need, broadly stated, stems from four principal factors: (1) a substantial population presently unserved by conventional campus configurations, (2) a knowledge explosion that greatly shortens the half-life of any information, (3) increasing educational requirements

for entry and/or progress in many pursuits, (4) increased awareness of inequality in educational opportunities for women and minorities, and pressures for change, (5) clear evidence that lifelong learning for many purposes is an emerging American pattern.

The need for continued high standards is likewise apparent in the presence of repeated public expressions that there be no compromise with quality in Wisconsin higher education. The credibility of a UW-Madison diploma most assuredly must be maintained.

Open Education Trends

While many developments, under many names, are either in being or under discussion, internationally, nationally, and in Wisconsin, most or all can be subsumed under the term "open education." The "open education" concept is a central concern of American higher education today. It can involve modified admission requirements; specially designed courses, certificate sequences, or degree programs; varied methods and modes of teaching; more individual student involvement in the academic planning and study process; new or modified measures of attainment; modified definitions of campus residence--in substance, a "learning system" that tries to combine a focus on changing student needs with a basic retention of institutional standards.

Some institutions professing to be "open" seem scarcely to have brought themselves to the posture already developed by UW-Madison; others have so departed from normal collegiate patterns that conventional criteria are incapable of measuring the work of either staff or students.

Three general "open education" models, not mutually exclusive, may be described as follows:

1. The institution that offers some of its regular programs in non-traditional times, places, and modes, employing conventional course credits or credits-by-examination but waiving or relaxing conventional residency regulations, such as Columbia and Harvard Universities.

2. The institution that develops and extends certificate or degree curricula specifically designed for various groups of adults, and awards some credit for program-related out-of-class learning on the basis of various evaluative devices, such as the University Systems of California and Florida.

3. The institution that presents no instruction in and of itself, but awards degrees based on advising and assessment, using attainment measures unrelated to conventional credit, such as the New York Regents University.

Some "open education" programs are in the nature of general or "life" studies; others are field or profession oriented. Some are sub-baccalaureate, some baccalaureate, some sub-master's, some master's, some post-master's, some even at the PhD level. Some "open education" developments are associated with individual institutions, some with city or state systems, some with regional consortia. National boards are evolving for the cooperative assessment of "experiential" and "competency-based" learning, and of "external" degrees.

Whether "open education" modes are based on old or new concepts is largely irrelevant. The real concerns are whether the concepts meet the needs of learners and maintain high-quality standards. These criteria take precedence over all else. New options for new students need not be interpreted as a relaxing of academic rigor if they are properly conceived, professionally supervised, and appropriately evaluated for their true worth. They can, in their various and diverse forms, be part of the continuing movement that has periodically added vitality to higher education.

The Present Wisconsin Situation

The University of Wisconsin System's present thinking on "open education" is embodied in "A Planning Prospectus for the Open University," prepared by a Planning Task Force under the chairmanship of Prof. E. Nelson Swinerton, dated 20 November, 1973, and explicated in a more recent UW System Issue Paper No. 5. The proposal envisioned (1) a Regents College which would offer a competency-based undergraduate degree program in life studies, drawing on System and state resources for instruction, (2) a support system consisting of an advisory network, a research and development unit, and a staff development program, and (3) campus-designed "open education" programs or degrees which will be field or profession oriented.

Specifically, the Swinerton Report proposes that each System Campus revise, adapt, or develop programs in keeping with open-education modes so that "they can be more readily available to a larger number of constituencies not now availing themselves" of existing programs.

UNIVERSITY OUTREACH IN PARTICULAR

Background

Scope. The essence of outreach is that a university initiates or participates in efforts to help create educational opportunities for all citizens and to help solve public problems.

While their forms are many, varied, and often combined, present UW-Madison outreach programs can be usefully categorized as follows:

A. Credit outreach - (1) opening up regular campus classes to non-degree aspirants, such as the role of the Office of Special Students, (2) scheduling classes at non-traditional hours, such as the evening program of the School of Business, and (3) conducting instruction off-campus, such as the classes held throughout the state by the School of Education.

B. Non-credit outreach - (1) relatively formal institutes, conferences, clinics, and workshops, such as the Graduate School of Banking and the Summer Youth Music Clinics; (2) educational media, such as books, bulletins, films, and radio-TV; (3) a wide range of relatively informal public service programs, such as the research-dissemination activities of the Sea Grant Program; and (4) consultations with communities, government agencies, schools, businesses, and nations by expert faculty,

such as the work of the University-Industry Research Program, the Office of Undergraduate Orientation, and the Land Tenure Center.

Purpose. University outreach programs have as their primary purpose to deliver Campus educational skills and resources to individuals, groups, organizations, and agencies for use in meeting personal aspirations and in solving societal problems. As a corollary, the outreach function brings back to the Campus those essential public insights and impulses that enliven teaching and stimulate research. It also helps to build those public appreciations that keep open the doors to research, free inquiry, and broad educational opportunities; to reinforce the support of the constituency that sustains the institution; and to continue the acceptance of the university as the highest order of a free institution of learning at the service of the commonwealth.

"Wherever men and women labor in the heat, or toil in the shadows, in field or forest, or mill or shop or mine, in legislative halls or executive offices, in society or in the home, at any task requiring an exact knowledge of facts, principles, or laws, there the modern university sees both its duty and its opportunity."[1] In turn, as the university "moves out to the people and comes to grips with the people's problems, it is certain the people will bring to the university the support it needs for survival in these difficult times."[2]

Processes. Outreach scholars are in general agreement as to the ingredients of an effective university outreach process: (1) a clear-cut statement of the university's outreach mission, (2) a commitment to it on the part of all echelons and personnel, (3) adequate financing, (4) a direct two-way channel between outreach specialists and university departments, schools, and colleges, (5) a close relationship between research and outreach, (6) coordinated outreach administration, (7) a suitable reward system for outreach duties, (8) an outreach curriculum both responsible for institutional standards and responsive to public needs, (9) effective teaching techniques and materials, and (10) cooperative relationships with community groups, agencies, and schools.

In its broadest sense, university outreach is an institutional state of mind which views the university not as a place but as an instrument. In actual operation, outreach leaders, whatever their affiliation, seek to identify public problems, to stimulate public awareness and concern, to interpret public educational needs to the university, to focus university skills and resources upon them, and thence to translate university insights into a wide range of formal and informal educational service activities throughout a state or region. The outreach mission, in essence, is to bring campus and community into fruitful juxtaposition, thereby immeasurably enriching the life of both.

Precedents. Madison's oldest outreach program was probably the Farmers Institutes organized around the state beginning in 1885; among the newest, the educational-telephone-network (ETN) refresher instruction conducted by the Medical School for Wisconsin doctors.

They are representative of a commitment that has come to be called "the Wisconsin Idea," characterized by President Charles R. Van Hise in 1904 as a pledge to make "the beneficient influences of the University available to every home in the state," more recently by a 1949 UW Faculty Functions and Policies Report as the concept of "a community of scholars making itself as useful as possible."

In the whole history of education, it has been said, no event has had more importance than this conceptualization of university outreach on the part of the University of Wisconsin-Madison.[3] Indeed, UW-Madison has "taught the university world that the university of the people has the responsibility of taking the university--the professors, the books, the skills, the findings of research, the interpretations, the insights, the forums, and the publications to the people--as far as feasible, of making all the resources of the university available to the people beyond the college walls."[4]

In recognition of this traditional commitment, the Select Missions assigned UW-Madison by the Board of Regents in January 1974 include:

"(e) Providing public service by application of the results of scholarly and scientific inquiry for the benefit of society, and by meeting the continuing educational needs of the public through coordinated statewide outreach programs, in accordance with its designated land-grant status.

"(f) Encouraging cooperative use of its resources by state and national agencies and continuing extensive participation in statewide, nationwide, and international programs."

Current Concerns

Over the years UW-Madison developed five principal instrumentalities to help carry on its outreach mission: (1) a General Extension Division, originally incorporating two-year Centers that are now a part of the Center System, (2) an Agricultural Extension Service, in cooperation with Wisconsin counties and the U.S. Department of Agriculture, (3) WHA Radio-TV and the University Press, (4) various special offices, individuals, and programs directly associated with sponsoring departments or schools/colleges, such as the Geological and Natural History Survey, and (5) several overseas programs offices. Since 1970, many of these outreach instrumentalities and arrangements once indigenous to the UW-Madison have been expropriated or modified to a greater or lesser degree by the UW Central Administration. Implemented imperceptively, the emerging System Outreach Provost concept could make the drift even more definite, divorcing outreach from its historic base in Campus resources and the Campus from appropriate constituencies.

We share the University Committee's expressed concern "that in an effort to coordinate statewide functions, some of the traditional outreach programs will be eliminated or removed from the control of the Madison Campus." We concur that "the teaching, research, and outreach functions of such programs be again united" in effective ways.

The views of the just-appointed University Outreach Provost, Prof. Wilson B. Thiede, are encouraging:

"As soon as a strong, free, and independent extension system has been planned, the first admonition must be to relate it closely to the residence teaching and research sources, in order to build the university and serve the public in the great American landgrant tradition."

This Report is in concert with that challenge.

REFERENCES

[1]P.P. Claxton (U.S. Commissioner of Education) in Proceedings of the First National University Extension Conference, (Madison, Wis., 1915), 30.

[2]L.H. Adolfson (UW Dean of Extension), University Extension in Wisconsin, (Madison, Wis., 1953), 4.

[3]James Creese (adult education scholar), The Extension of University Teaching, (New York, 1941), 56.

[4]Frank Graham (President, University of North Carolina) in Higher Education for American Society, (Madison, Wis., 1948), 188.

II. OPEN EDUCATION

RECOMMENDATIONS

Our summary recommendation is as follows:

That UW-Madison revise, adapt, or develop selected programs in keeping with open-education patterns, thereby making educational opportunities more readily available to significant constituencies not presently being served. In so doing, the UW-Madison faculty will necessarily review any such factors involved in open education as geography, schedules, credit syndromes, and definitions of teaching and learning.

Our specific recommendations are as follows:

1. Utilize extended-timetable, off-campus class, supervised independent learning, equivalency testing, and mediated instruction concepts to extend significantly the availability of some existing credit courses and degree programs to selected groups of adults with high felt needs and for whom UW-Madison is the most appropriate resource.

2. Develop new credit non-degree professional-development or cultural-enrichment courses and programs, particularly at the post-baccalaureate and post-master's levels, tailored to meet special needs yet reflecting the same rigor and discipline that characterize all formal learning and evaluation at UW-Madison.

3. Coordinate such developments with Central Administration's Provost for University Outreach to assure maximum service to state-wide clientele with minimum duplication of System effort.

4. Review current Campus and School policies respecting student admissions, acceptance of credit by examination, transfer of credits, residence requirements, degree requirements, financial aids, fee schedules, and support services in the light of "open education" criteria.

5. At an appropriate time, consider alliances with emerging regional open learning consortia.

6. Refine means of recognizing, in determining teaching loads, and in tenure, promotion, and merit deliberations, the services of professors in the less-structured formats of open learning situations, such as in supervision of independent learning, in equivalency testing, and in instruction occuring in irregular times, places, and patterns.

7. Recognize the essential need for special academic counseling and other support services for returning adults.

8. Reflect open learning opportunities in the allocation of campus resources, without degrading existing programs.

9. Through in-service development, introduce faculty to the use of non-traditional forms and materials.

10. Build into all developmental programs suitable evaluative devices so that in five years we will know where we've been and where we ought to be going.

CONCLUSIONS

With respect to "open education," our deliberations have led us to the following conclusions:

1. There is good evidence that UW-Madison can serve, and serve well, increasingly diverse groups of adults.

2. Such education can properly encompass times, places, patterns, and methods that have not been wholly traditional.

3. With little modification or adaptation, existing campus precedents, policies, and practices can be employed with comparative ease and swiftness to meet some "open education" criteria.

4. Other departures will require the investment of faculty time and insights, and institutional resources.

5. Whatever the substance or pattern of UW-Madison "open education" offerings, they must be under the supervision of appropriate UW-Madison faculty.

6. In decisions reflecting appointment, retention, promotion, and merit awards, measures must be developed to reflect the investment of faculty time and talent in "open education" roles.

DISCUSSION

Public Needs in Wisconsin

Several Wisconsin studies of unfilled higher education needs, and surveys and experiences elsewhere, clearly suggest there are undoubtedly in Wisconsin significant numbers of people who require a variety of new learning options of university caliber: employed persons with degrees seeking professional or cultural up-grading, persons with some college work short of degrees who wish to improve their situations, professionals and paraprofessionals who find they must keep up-to-date, women who wish to resume their studies, retired men and women, inmates of penal institutions, minority group people, and others also for whom existing campus programs and schedules are inconvenient or inappropriate--a widely diversified group who seek in a significant way to enrich their lives in ways the University can assist.

The widely dispersed availability in Wisconsin of beginning post-secondary education may mean that in Wisconsin there is a larger than average potential clientele for upper-division and post-baccalaureate open-learning opportunities.

At the same time, the numbers of conventional 18-25 year-old college-age students will shortly begin to decline, freeing up instructional personnel and facilities for open-learning employment.

Existing Campus Capabilities

We find there are very few "new" open learning patterns for which there are not some UW-Madison precedents or projections. A College of Letters and Science Faculty Document No. 156, dated 19 April, 1971, drawn up by a Curriculum Review Committee chaired by Prof. E. David Cronon, adopted by the L&S Faculty 17 May 1971, provided for more independent study opportunities in that College, more flexible residency requirements, and individual majors. More recently, a Chancellor's Committee on Undergraduate Education has made certain recommendations that indicate there is a generalized development taking place here involving various parts of the campus community which shows faculty thinking is converging in a common open-education direction. The Special Students Advisory Board is currently reviewing the remedial suggestions incorporated in a staff study on "Problems Encountered by the 'Non-Traditional' Student at UW-Madison."

Teaching Patterns. UW-Madison has had long experience with both the technical provisions for and the proper supervision of a wide range of flexible instructional patterns. Home study; radio, telephone, and television instruction; off-campus classes and centers; weekend classes; summer sessions of varying lengths and intensities; undergraduate theses; multi-media laboratories; field trips; supervised internships--these and other open-education modes have been employed to a considerable extent for some time by UW-Madison faculty.

Residency. While a basic L&S rule provides that the last 30 credits of the undergraduate degree must be taken in residence, in practice up to two courses can be waived, and the whole requirement is waived for properly qualified seniors in UW-Madison year-abroad programs.

In the case of both undergraduate and master's work, a resident course is one listed in the UW-Madison timetable and taught by a UW-Madison faculty member, regardless of where or when the instruction takes place.

These precedents suggest there is latitude for experimenting with programs with flexible residence requirements, provided any such work is under the direct supervision of UW-Madison faculty.

Supervised Learning. The Madison campus has long recognized the benefits which students may derive from pre-planned supervised independent learning, and its various schools, colleges, and departments have established mechanisms by which students may engage in the same and receive credit for their work; for example, the 299 and 699 rubrics. The Medical School is experimenting with a major departure in independent learning. Such learning can include a variety of activities as independent reading and research, field experience, directed study, internships, individual projects connected with certain problem-oriented courses, and the like.

The Chancellor's Committee on Undergraduate Education, chaired by Prof. Michael Petrovich, in a recent Report on Independent Learning dated 11 June 1974, asked the Schools and Colleges to respond to a recommendation that "such opportunities (for supervised learning) should not only be continued and encouraged but expanded."

Hence the supervised independent study aspect of open learning already enjoys UW-Madison acceptance, and can be coupled with existing legislation respecting individual "committee" majors to provide abundant latitude for further experimentation.

We support the recommendation of the Committee on Undergraduate Education and urge its implementation. However, it must be noted that well-conducted patterns of supervised independent learning involve considerable faculty attention to individual students. Teaching students on a one-to-one basis tends to be more expensive than teaching them in groups. One approach might be to offer what is called "programmed independent study," under which groups of students work independently but do so following the same syllabus and approximate time schedule so that instructors can deal with them at least occasionally as a group, accruing the advantage of student inter-action as well as of economy.

Equivalency Credit. The same Committee on Undergraduate Education recognized that "an increasing number of individuals are coming to the Madison campus with a variety of previous learning experiences through work in various social and cultural agencies, business firms, and industries, unions, the military, and other public and private enterprises. The substance of that experience may be closely related to what, for other persons, may have been learned in an academic setting."

The Undergraduate Education Committee's recommendation to the Schools and Colleges reads as follows: "Credit for learning through work and individual study gained outside the Madison campus should be awarded through an equivalency testing procedure carried out by the department most closely associated with the type of learning involved,...whether by examination, papers, conferences, or other means....The departments should insure that credit is awarded only for learning experiences that are demonstrably related to the mission and competence of the Madison campus and which may be adequately evaluated by the faculty."

Again, such a policy provides for carefully supervised open learning developments on the part of UW-Madison departments wishing to engage in such programs. We support the recommendation of the Committee on Undergraduate Education and urge its implementation by the Schools and Colleges. Excellent learning can occur in many ways--through private reading, experience in work and in the community, and in family life. But the business of a university is distinctively academic learning, which consists in part of the mastery of systematic and organized bodies of information, principles, and ideas in both liberal and professional studies, and also of acquiring such qualities of mind as respect for truth, a spirit of inquiry, and ability to grow through continual study and reflection. Only by placing the testing of experiential learning in the hands of UW-Madison faculty can such cognitive and affective competencies be properly evaluated.

Professional Development Programs. There is also campus precedent for special degree or non-degree credit programs designed to fill in the interstices between regular university degrees. At the sub-baccalaureate level there are the historic two-year Certificate of Junior Graduate in Liberal Studies option in the College of Letters and Science and the two-year "short course" of the College of Agriculture, as well as several para-medical programs. At the post-baccalaureate level there are the Professional Development Degree of the College of Engineering and the Specialist Certificate in Educational Administration.

These patterns suggest something of the flexibility already inherent in UW-Madison thinking and practice.

Extended Degrees

What degrees to extend, by which departments, will require study and experimentation. Replicating the total scope of Campus offerings via more open learning modes is neither possible nor desirable. At the undergraduate level, such broad interdisciplinary degree programs as American Institutions or Environmental Studies may be particularly adaptable to such programming; at the graduate level, such professional degree programs as public administration, education, business, economics, communications, and so on. Several surveys of adult education needs presently being contemplated should provide helpful guidelines to program development, to the end that it will be possible for certain qualified adult students to attain selected degrees largely through open learning patterns.

Certificate Programs

Open learning offerings need not be thought of as being associated only with degree programs. Various professional-improvement and cultural-enrichment credit course sequences could well be developed for the growing numbers of adults seeking various types of certification. In the words of a current Committee on Interinstitutional Cooperation Report on the Non-Traditional Student: "The adult may well be interested in greater flexibility in his studies than in meeting the requirements of a particular degree....Consideration should be given to the awarding of certificates for the completion of recognized programs of study...It is suggested that some new credentials be provided adult part-time students that will provide milestone recognition and encouragement." The UW-Madison Registration and Records Committee has recently moved toward the inclusion of such citations on a student's transcript. Faculty committees conceivably could put together a considerable range of high-quality course sequences, such as Harvard's varied Certificates of Advanced Study, befitting growing professional and avocational needs for certification.

Further, there is opportunity for a good deal of experimentation in alternating periods of concentrated group discussion with periods of individual study, or in substituting electronic lectures for some in-person contact. In all cases, of course, students would be held to resident standards of academic performance.

SUMMARY

In substance, through open education concepts, UW-Madison can move increasingly to make itself "as useful as possible" by extended teaching, by recognizing the benefits of properly assessed nonschool experiences, by facilitating the accumulation and transfer of credits, and by adapting academic counseling and other support services. To facilitate such developments, current Campus and School policies can be reviewed. Just as they should not be favored, part-time adults should not be penalized. While UW-Madison is already among the more flexible institutions in many respects, a few important changes would make our programs more compatible with lifelong learning patterns, while at the same time protecting essential academic standards.

In 1915 President Charles R. Van Hise said UW-Madison had become "a new thing in the world." And it was. Today the spirit of "the Wisconsin Idea" continues to call for the evolution of new educational programs and patterns that will merit and win public interest and support. This report recommends developments that could secure for Wisconsin citizens more open learning opportunities of University quality.

III. ON-CAMPUS EXTENDED-TIMETABLE CREDIT INSTRUCTION

RECOMMENDATION

We encourage UW-Madison departments to schedule more of their regular on-campus credit courses and programs at what are sometimes called non-traditional hours; namely, in the late afternoon, in the evening, or on weekends.

RATIONALE

This Campus is justly recognized for its traditional responsiveness to changing public educational needs. Under its present Select Mission it is asked to "meet the continuing educational needs of the public." Current Regent policy assigns to the Campus the primary responsibility for "developing and offering....extended-day....credit-bearing offerings."

The changing nature of our society frequently requires citizens to gain new skills and intellectual orientations during their lives. The obsolescence of knowledge, rapid growth of new knowledge, shifts in the national agenda, the multiplication and complexity of social problems, the intimate relationship between application of knowledge and social progress--all lead to the conclusion that lifelong learning is not only desirable but necessary, and that universities can and should facilitate the process, along with other educational instrumentalities.

Life styles are changing. For both economic and educational reasons, more and more people are combining educational pursuits with other purposeful activities over time. As a growing metropolitan community with an above-average number of people in professional and technical positions, the Madison area now presents a particular opportunity for broader continuing-education arrangements, to which the Campus can contribute. Since the extended-day/extended-week audience would be composed of Madison area residents who are already here, their attendance in campus classes would not add any significant impact on the Madison environment.

Survey data and our experience with Special Students confirm that there are a sizeable number of adults in the Madison area interested in furthering their education at the university level in one of three modes: pursuing degrees, either undergraduate or graduate; pursuing interdisciplinary professional-improvement programs composed of appropriate related courses; taking occasional courses for cultural enrichment. Yet largely because of other commitments, many qualified adults cannot attend classes at conventional times. Scheduling more offerings in the late afternoon, in the evenings, or on weekends would open up campus instructional skills and resources to many citizens who merit and deserve such service.

Among the clearly identifiable groups to whom UW-Madison owes a particular responsibility are women who wish to continue their educations but whose home ties make it difficult, employed persons seeking professional advancement or re-training, retired persons, and the educationally disadvantaged. An extended timetable, in concert with other credit and non-credit outreach programming, would markedly improve our public service posture.

Scheduling more offerings around-the-clock would make for more efficient utilization of the physical plant, and help reduce the day-time competition for those instructional facilities in short supply.

Any added credit-hours generated via extended-timetable scheduling would generate added "formula" funds, which in turn could be assigned to strengthen the departments participating.

There is abundant precedent for an extended timetable. To serve the post-World War II student bulge, UW-Madison operated an extensive evening and weekend program for several years. Presently, several departments have representative late-afternoon, evening, or weekend offerings, notably in education, business, and political science. A modest number of UW-Madison introductory courses are offered via UW-Extension at night.

The extended-timetable pattern not only makes available campus instruction to adults presently unserved, it brings to the classroom from a mature public those essential insights and impulses that enliven instruction and stimulate research.

Finally, so that essential quality control can be exercised over all courses carrying UW-Madison credit, the primary responsibility for such work should properly be assumed by the appropriate UW-Madison departments, irrespective of place or time of instruction.

We are abundantly aware that the extended-timetable concept will not be appropriate for all departments or even for all courses within a department. We are also conscious of the fact that non-traditional students may dilute, as well as reinforce, instructional quality. On balance, however, we believe that an as-wide-as-possible Campus experiment with an extended timetable is essential at this time, and that the faculty, individually and collectively, will be at once responsible for distinguished academic traditions and responsive to public educational needs.

CONCEPTS

Our intent in this report is not to outline all the administrative arrangements necessary to the implementation of our recommendation, but to suggest the general policy guidelines and considerations we have discussed in arriving at that recommendation.

At the outset, we assume any extended-day/extended-week programming can be effected largely by simply rescheduling regular credit courses or sections at the non-traditional times, to be attended by regular full-time, along with part-time, students. Initially it may be appropriate for the campus to invest modest "venture capital" in the extended-timetable pattern, but in time the program should generate its own funds via fees and appropriations. Some of such accrued dollars might well be invested in developing modified or new courses or sequences particularly designed for various types of part-time adult students.

We assume further that most extended-timetable instruction will be carried on by regular members of the Campus faculty as a part of load, and that such participation will be voluntary. On occasion a department may wish to appoint a qualified visiting lecturer or Extension faculty member for such instruction, just as is now the case for some regular-hour instruction.

We would confidently expect that sufficient faculty members will volunteer to teach occasionally at off-hours, the better to coordinate their teaching with their research, because of the stimulation inherent in teaching a mix of students, and to support departmental needs.

It will be important not just to schedule assorted courses at the extended times, but rather over time to schedule logical arrays and sequences of courses so that the part-time student can see in advance how he can progress toward an identifiable goal via extended-timetable modes.

What courses and sequences to schedule, by which departments, will require study and experimentation. Replicating the total scope of Campus offerings at non-traditional times is neither possible nor desirable. At the undergraduate level, such broad interdisciplinary degree programs as American Institutions or Environmental Studies may be particularly adaptable to extended-timetable programming; at the graduate level, such progessional degree programs as public administration, education, business, economics, communications, and so on. A Madison area survey of adult education needs, presently being contemplated by the Madison Area Continuing Education Council, should provide helpful guidelines to program development, to the end that it will be possible for certain qualified part-time students to attain selected degrees largely through attendance during so-called unconventional hours, or at least to make a significant start before transferring to regular hours.

In addition to degree sequences, the Campus should experiment with clustering regular credit courses in interdisciplinary professional-improvement or cultural-enrichment sequences short of degrees. In the words of a current C.I.C. Report on the Non-Traditional Student: "The adult may well be interested in greater flexibility in his studies than in meeting the requirements of a particular degree....Consideration should be given to the awarding of certificates for the completion of recognized programs of study...It is suggested that some new credentials be provided adult part-time students that will provide milestone recognition and encouragement." Faculty committees conceivably could put together a considerable range of high-quality credit course sequences befitting adult student needs, particularly beyond the bachelor's. To quote a current American Council on Education report: "Our graduate schools can do more than they have done so far to provide in-service and continuing education for those who wish to shift careers, or who wish simply to keep up with changing knowledge and practice within a specific career....Education should have a lifelong dimension...Graduate faculties not only discover new knowledge; they also collect new knowledge. They can improve their capacity to disseminate the products of their libraries and laboratories." In short, in keeping with the Carnegie Commission on Higher Education, we are suggesting "more chances for re-entry by adults into formal higher education, more short-term programs leading to certificates, and, generally, more stress on lifelong learning" at UW-Madison.

To facilitate the part-time adult student, current Campus and School policies should be reviewed respecting student admissions, acceptance of credit by examination, transfer of credits, residence requirements, degree requirements, financial aid, and fee schedules. Just as they should not be favored, part-time adults should not be penalized. While UW-Madison is already among the more flexible institutions in many respects, a few important changes would make our regular credit programs more compatible with lifelong learning patterns.

We do not contemplate the development of a so-called Evening College. Quite the contrary, we envisage the extended-timetable as largely a matter of scheduling regular offerings at presently under-utilized times. However, to shape, organize, and coordinate an extended-timetable program, it will probably be desirable that there be designated particular funds, individuals, and committees at the levels of the Vice Chancellor, the schools/colleges, and the departments concerned, perhaps in the manner of the Summer Session approach.

Although the extended-timetable concept does not represent any real departure from existing precedents and practices, and although participation in it would be voluntary on the part of departments and individuals, effective implementation will require extended discussions among faculty and administration.

It is probably unrealistic to assume that much in the way of re-scheduling can be accomplished before September '75. In any interim, closer coordination with UW-Extension's Madison Evening Class Program will be desirable. It is assumed that, under current Regent policy, once a viable UW-Madison extended-timetable program is operational, UW-Extension will phase out its credit classes in Madison.

While adhering to accepted ratios of contact hours per credit, extended-timetable instructors and students may find it desirable to so arrange their times together that they meet less frequently for longer periods per class than the weekday norm. For example, the 3-credit course that meets for 50 minutes at 8:50 a.m. MWF may meet for 75 minutes at 7:30 p.m. on TR or for 150 minutes on W at 7 p.m. or on Saturday at 8 a.m. Significant possibilities exist for experimenting with other articulations of class and calendar patterns and options. For example, one distinguished national institution presently offers a high-priority postgraduate professional-improvement certificate program via the following modes: (a) a semester of full-time residence instruction, (b) programmed independent study climaxed by a two-week term in residence, (c) two eight-week or four four-week terms in residence, (d) once-a-week extension classes in combination with two-week terms in residence, (e) once-a-month weekend extension or residence seminars in combination with two-week terms in residence, (f) coordinated combinations of b, c, d, and e. In all cases the contact hours or their equivalent are equal, students are held to the same examination requirements, and the resident department assumes responsibility for the standards of all instruction.

Finally, we assume that appropriate support would be lent any extended-timetable program in such areas as academic services, instructional aids, and physical plant. For example, at appropriate times it would be necessary to keep key Campus offices open after hours. On the other hand, we assume that physical-plant requirements will often dictate which buildings will be opened at extended hours.

As the extended-timetable concept is considered by the faculty and the administration, other issues will undoubtedly arise. We would hope they would all be addressed in the light of the principal goals of the extended timetable: to serve better a growing metropolitan-type citizenry with clear need for lifelong learning opportunities, to use our present instructional

resources as efficiently as possible, to strengthen our financial wherewithal, and to exercise appropriate quality control over all credit course offerings.

SUMMARY

It is perhaps fitting that on the 125th anniversary of the Campus founding, and the 70th anniversary of "the Wisconsin Idea," your Committee recommends a significant application of UW-Madison's traditional commitment to public service--a broader employment of an extended timetable for regular credit course instruction on campus. The people of Wisconsin have assembled at Madison a distinguished reservoir of educational skills, resources, and facilities--a reservoir not alone for those who can come to the campus at conventional times in traditional configurations but for the qualified part-time adult learner as well. Campus skills, resources, and facilities grow only as they are shared.

We look on this statement as a guideline for testing the scheduling of more regular classes in the late afternoon and evening under a plan that preserves the traditional option of departments and individual professors to participate as they choose to do so.

IV. OFF-CAMPUS CREDIT INSTRUCTION

RECOMMENDATION

We recommend that UW-Madison departments (a) reaffirm their responsibility for all credit-bearing instruction, (b) develop and offer appropriate credit instruction off-campus, in keeping with any unique scope of their expertise, and (c) draw on UW-Extension for necessary academic-support services and coordination.

RATIONALE

While we certainly do not propose that UW-Madison compete with or duplicate the local programs of other institutions of higher education in Wisconsin, for much the same reasons that we have urged the UW-Madison faculty to employ an extended timetable on campus we believe it desirable that departments sponsor appropriate credit instruction off-campus, in consonance with the statewide scope of their missions.

UW-Madison's current Mission Statement reflects the traditional outreach commitment of this Campus "to meet the continuing educational needs of the public." Recent Regent policy assigns to the Campus "responsibility for developing and offering....off-campus....credit-bearing offerings."

The changing nature of our society frequently requires citizens to gain new skills and intellectual orientations during their lives. The obsolescence of knowledge, rapid growth of new knowledge, shifts in the national agenda, the multiplication and complexity of social problems, the intimate relationship between application of knowledge and social progress--all lead to the conclusion that lifelong learning is not only desirable but necessary, and that universities can and should facilitate the process, along with other educational instrumentalities.

Life styles are changing. For both economic and educational reasons, more and more people are combining educational pursuits with other purposeful activities over time. As a growing metropolitan state with an above-average number of people in professional and technical positions, Wisconsin now presents a particular requirement for broad continuing-education arrangements, to which the Campus can contribute.

Survey data and our experience with Special Students confirm that there are a sizeable number of adults interested in furthering their education at the university level in one of three modes: pursuing degrees either undergraduate or graduate; pursuing interdisciplinary professional-improvement programs composed of appropriate related courses; taking occasional courses for cultural enrichment. Yet largely because of geography, many qualified adults cannot attend campus classes. Scheduling appropriate offerings off-campus makes available campus instructional skills and resources to many citizens who merit and deserve such service.

Among the clearly identifiable groups to whom UW-Madison owes a particular responsibility are women who wish to continue their educations but whose home ties make it difficult, employed persons seeking professional advancement

or re-training, retired persons, and the educationally disadvantaged. An off-campus timetable, in concert with other credit and non-credit outreach programming, would improve our public service role.

In short, in the state of Wisconsin there are undoubtedly groups of adults who could profit from UW-Madison instruction but who cannot reasonably be expected to commute to Madison, even at non-traditional hours. Sending a professor to them is a means of utilizing human and physical resources efficiently. Any added credit-hours generated via such off-campus scheduling would generate added "formula" funds, which in turn will strengthen the departments participating. Off-campus credit instruction on the part of UW-Madison faculty has a long history; several departments have representative programs now, notably those in Education. UW-Extension sponsors some off-campus instruction. So that essential quality control can be exercised over all courses carrying UW-Madison credit, we believe the responsibility for such instruction should properly be assumed by the appropriate UW-Madison departments, irrespective of place or time of instruction.

But off-campus credit instruction involves more than instruction per se. There are the essential support functions of (a) assisting in identifying particular public needs, (b) interpreting such needs to the Campus, (c) formulating compatible schedules, (d) providing on-site advising, (e) arranging for registration, classrooms, teaching aids, and library resources, and (f) coordinating with the outreach programs of other institutions in the area. These are functions which UW-Extension is admirably poised to accomplish. Hence the recommendation that, while UW-Madison should re-assume primary responsibility for off-campus credit instruction carried on in its name, UW-Madison should continue to arrange with UW-Extension for necessary academic-support services.

An important question arises: in the presence of other institutions around the state, where should a Campus take its classes? We believe there should be no arbitrary geographical limit assigned to Campus outreach, but rather that any unique expertise should be "exportable" wherever the need arises. Certainly no bounds should be placed on those departments and schools which represent the state's single academic resource, else people of the state are the losers. Where the degree of uniqueness is not so clear, UW-Extension's new Faculty Planning Councils should be able to render any necessary judgments to meet particular situations and avoid duplication.

Just as we reserve the prerogative to extend UW-Madison credit instruction where needs are clearly perceived, so we assume that UW-Extension will reserve the prerogative to meet such needs through other than UW-Madison instruction when this Campus cannot properly respond.

Throughout this Report, we assume the following essential policies are operative.

(1) May 9, 1973, "Guideline on Enrollment Reporting and Funding" from Senior Vice President Smith to Chancellors: "Credits generated (by off-campus credit classes taught as part of load) become part of the campus enrollment data, and funding is on the basis of the statutory enrollment funding formula."

(2) October 9, 1973, Letter from Associate Graduate Dean Cohen to Assistant Vice Chancellor Corry, expressing a decision of the Graduate School: "The courses (taught off-campus by regular members of the UW-Madison faculty as part of load) will no longer be considered 'off-campus'; we no longer will have to approve such courses,....and there will be no restriction on their being taken for post-M.A. credit."

CONCEPTS

Our intent here is not to outline all the administrative arrangements necessary to the implementation of our recommendation, but to suggest the general policy guidelines and considerations we have discussed in arriving at that recommendation.

At the outset, this Report does not encompass the existing individualized correspondence-study apparatus of UW-Extension. We are talking here largely about taking selected credit courses from the regular UW-Madison all-course list and scheduling them wherever there can be assembled a viable number of qualified students; however, we also contemplate the development of instructional content and modes specifically designed to meet continuing-education needs of off-campus groups.

We envisage such a UW-Madison off-campus enterprise as being marked by quality more than quantity. Higher education opportunities in Wisconsin are relatively widespread now. On the other hand, where a need continues to exist or emerges, it deserves to be met with all the devotion rendered on-campus instruction.

Particularly, there is great opportunity for fuller utilization of mediated instruction, such as independent study, telephone networks, radio, television, and cassette tapes, in conjunction with conventional lecture-discussion assemblies. Such articulated instruction, under appropriate departmental supervision, holds real promise for imaginative, effective outreach.

As with on-campus instruction, off-campus credit offerings need not be thought of as being associated only with degree programs. Many of the professional-improvement and cultural-enrichment course sequences, which we have recommended be developed for extended-timetable presentation, could well be offered at off-campus sites as well for the growing numbers of adults seeking various types of certification.

To facilitate further the off-campus student, current Campus and School policies should be reviewed respecting student admissions, acceptance of credit by examination, transfer of credits, residence requirements, degree requirements, financial aids, and fee schedules. Just as they should not be favored, part-time adults should not be penalized. While UW-Madison is already among the more flexible institutions in many respects, a few important changes would make our programs more compatible with lifelong learning patterns.

Off-campus credit instruction as here conceived will be carried on by regular members of the Campus faculty. On occasion a department may wish to appoint a qualified visiting lecturer or Extension staff member for such instruction, just as is now the case for some on-campus instruction.

Some off-campus instruction may require added instructional effort. In such cases it will be necessary to provide participating departments and/or professors with compensating funds, for use, for example, for summer research, graduate assistants, professional travel, or professional development.

Whatever the arrangement, the principle should be clear: the measurable extra time and work involved in effective off-campus programming must be taken into account in determining department assignments.

Students enrolling in UW-Madison-sponsored off-campus classes will be admitted in the usual ways and will pay UW-Madison fees. The courses will be listed in the UW-Madison timetable, and the credits earned will be considered resident credits.

To economize on travel time on the part of both instructors and students, off-campus classes will frequently meet less often for longer periods per class than the on-campus norm. In this regard, there is opportunity for a good deal of experimentation in alternating periods of concentrated group discussion with periods of individual study, or in substituting electronic lectures for some in-person contact. In all cases, of course, students would be held to resident standards of academic performance.

To effect the maximum possible implementation and communication among departments and with UW-Extension, it will be desirable that there be designated individuals and/or committees, and funds, at the levels of the Vice Chancellor, the schools/colleges, and the departments concerned, to effect off-campus credit class planning and presentation in coordination with extended-timetable and other forms of educational outreach.

The UW-Madison administration would make available special funds to those departments engaging in a continuing program of off-campus instruction, and to UW-Extension for support services. The departments in turn would utilize such funds in the most appropriate way to carry out their various missions.

What courses and sequences to schedule, by which departments, where, and when, will require continual study and experimentation. The impetus will frequently come through requests by clientele groups, often expressed through UW-Extension field staff. It will be important that such requests be generated as far in advance as possible, so that off-campus instruction can better be integrated with other teaching loads term by term.

We appreciate that it will take time for this revitalized form of campus outreach to be worked into departmental program planning, and that the scope and depth of off-campus instruction will vary considerably among the Schools/Colleges as departments examine their particular instructional missions and interpret instructional needs accordingly.

SUMMARY

Off-campus credit instruction has been part of UW-Madison's public service posture since 1891. In very recent years the role has devolved largely on UW-Extension. We believe both campus and constituency will be better served if the UW-Madison faculty once again assumes primary responsibility for

off-campus credit teaching, with UW-Extension providing needed academic-support services.

Our report suggests that departments:

a. Consider offering some of their courses at off-campus sites where needs are demonstrated,

b. Invite faculty members to do such teaching only as a part of their regular load, and

c. Call on Extension for appropriate administrative support.

We do not anticipate an extensive off-campus program, but departments wishing to reach out to serve new clientele should be facilitated in so doing.

V. NON-CREDIT OUTREACH PROGRAMS

SUMMARY RECOMMENDATION

We recommend that UW-Madison reaffirm its traditional commitment to broad non-credit educational outreach, and develop those faculty policies and administrative arrangements that will assure a close relationship among University teaching, research, and outreach in the interests of effective public service of high quality.

SPECIFIC RECOMMENDATIONS

1. We, as a faculty committee, recommend a major reaffirmation of the historic commitment of UW-Madison to non-credit outreach programming, as expressed in paragraphs (e) and (f) of UW-Madison's current Mission Statement.

UW-Madison has developed as one of the outstanding comprehensive universities of the nation and world, maintaining a broad range of instructional and research programs of such excellence that they have both statewide and national significance. UW-Madison's stature and the capability which has led to that stature is a major resource of the state of Wisconsin, a resource which should be maintained and built upon. To quote President John C. Weaver, "The general historic missions of UW-Madison should therefore be continued and reinforced."

The people of Wisconsin have assembled at Madison a distinguished reservoir of varied educational skills, resources, and facilities--a reservoir not alone for those who can come to the campus at conventional times in traditional configurations but for individuals and groups wherever they are with educational needs to which the University can effectively respond. The University in turn draws irreplaceable strengths from its public services. Resources grow only as they are shared.

2. We hold that credit instruction, research, and non-credit educational services related to respective missions are integral to the faculty, departments, schools, and colleges of UW-Madison.

University outreach is properly the extension of what is integral to the University. Outreach is a derivative of Campus teaching and research. UW-Madison--administration, schools/colleges, departments--has an inherent responsibility to develop, coordinate, and offer non-credit instructional activities related to and supportive of its teaching and research missions, skills, and resources.

We recognize, however, that with respect to non-credit outreach there will of necessity be varied intensities and arrangements among the several departments/schools/colleges, reflecting varying traditions, missions, and goals, yet in keeping with a coordinated Campus posture.

All great American universities have evolved the three distinct yet mutually supporting missions: (a) teaching, undergraduate and graduate/professional, (b) research, basic and applied, and (c) outreach, public services and adult education. Each of these missions is an intimate and essential aspect of university enterprise, as that unique institution attempts

to be at once responsible for great academic traditions and responsive to public needs.

Albeit to varying degrees, every echelon of the university has a responsibility for forwarding all three missions--central administration, campus, school/college, department. While certain special instrumentalities may be developed to catalyze and coordinate one or more of the missions, no university educator can wholly delegate his tripartite responsibility--not an individual professor, not a department chairman, not a dean, not a chancellor. Therefore a basic responsibility for outreach must reside in the respective Campuses, in cooperation with UW-Extension.

In essence, it is not in the nature of the American university and its component parts that it or they can flourish sans one of the three inherent missions. When a university has attempted to do so for a time, it has ultimately recognized the necessity of what Dean Harry L. Russell once called the "three-legged stool" posture. The most successful "three-legged stool" model has been the land-grant college of agriculture, where the tripartite teaching-research-extension posture has permeated all echelons and personnel. To the extent that other schools and colleges vary in their traditions and outlooks, the posture may never be all-pervasive, but it might become a goal which all elements recognize. An outreach function can be <u>of</u> a university only to the extent that it is <u>in</u> a university.

The primary role of the faculty of a first-rate university is to learn--to learn continuously. If it does not learn, a faculty has no new insights to teach, no investigatory experiences to share. Hence any allotment of institutional time and talent to outreach must always be with the proviso that it not vitiate the learning function. At the same time, the very funds and freedoms a faculty requires for the learning function frequently hinge quite properly on its teaching performance, whether that teaching is on-campus or off, to "traditional" students or to "non-traditional" students. In a sense, then, included in a faculty's learning function is the requirement constantly to reinforce its perception of the university's multiple missions and the various populations to be served.

<u>3. We recognize UW-Extension as an essential programmatic service organized to facilitate the outreach of credit instruction, non-credit instruction, research, and educational services integral to UW-Madison.</u>

Normally UW-Madison will work with and through UW-Extension as the logistical and fiscal manager for non-credit outreach programs, the more efficiently to extend UW-Madison educational skills and resources. In essence, we see schools/colleges/departments negotiating long-term "contracts" with UW-Extension for non-credit outreach program support. The more long-range Campus-Extension "contracts" can be, the better each institution can program its resources. But adequate flexibility must be preserved lest any arrangement become unresponsive to both internal and external needs.

When and where appropriate working relations with UW-Extension are unavailable, UW-Madison must meet its non-credit outreach responsibilities by developing integral facilitating mechanisms, in order to reinforce the inherent relationship among teaching, research, and outreach. In like manner, we assume that in those cases where UW-Madison non-credit outreach

is unresponsive, UW-Extension will meet its System outreach responsibilities by seeking instructional resources elsewhere.

The outreach goal can be simply stated: to deliver Campus educational skills and resources in such forms and at such times and places as to render them of maximum service to citizens in meeting individual and collective needs. The outreach problem can be simply stated: with some overlap, the Campus has the ever-evolving knowledge base, and Extension has the outreach expertise, logistical apparatus, and funds. So the approach can be simply stated, even though its details may be complicated: to energize a cooperative relationship among Campus, Extension, and constituencies.

From the Campus, the outreach function draws those self-renewing intellectual resources of real substance without which Extension can become outdated. From Extension, the outreach function draws those interdisciplinary problem-focussed dimensions without which the Campus can lack relevance. It is the amalgamation of the two thrusts that is the essence of the landgrant tradition.

In sum, we propose for non-credit outreach programs a shared responsibility between the Campus and Extension. For some programs, UW-Madison will take the initiative, drawing on Extension for assistance when appropriate. For others, Extension will be the proponent agency, drawing on UW-Madison skills and resources as necessary. For most programs, planning and implementation will be shared, in concept if not in detail.

The critical factor in extending the resources of universities is not only the subject material involved but also the interests and needs of the youths and adults concerned and the arrangements by which these people are willing and able to utilize these resources. Only a vigorous Extension arm can develop those outreach programs and techniques which are as distinct and essential to the successful outreach of University resources as are the subject-matter competencies of residence departments. Only an Extension arm spanning the disciplines can facilitate the coordinated outreach of the entire Campus. Only a sustaining organization can provide continuing relationships with groups to be served. Failure of a university to share with its Extension arm appropriate authority and responsibility is almost invariably the principal reason for ineffectiveness in university outreach education services.

4. We submit that the Campus should not be constrained in its outreach programming by arbitrary geographic or fiscal barriers, lest the people of the state be the irreparable losers.

Albeit recognizing the desirability of coordinated System outreach, we suggest that any geographic boundaries and fee policies attendant to UW-Madison non-credit outreach programs reflect departmental missions, skills, and resources, and public needs. In substance, we question the current Regent Policy Statement which seems to limit non-credit outreach programs to (a) our "immediate service area," and (b) "100% cost-recovery," except as they are developed and offered by UW-Extension.

It would obviously be incongruous were the UW-Madison Medical School to have to clear with Extension before it could talk to Wisconsin doctors beyond

a 50-mile radius from Madison. It would likewise be incongruous if a UW-Madison department could hold an institute for businessmen because it was 100% self-supporting through fees, while another department could not hold a conference for pastors because it could not be made 100% self-supporting.

The high degree of self-support now required in non-credit outreach programs limits too sharply the scope of these programs. To a considerable degree the groups and individuals most in need of university outreach are the very groups and individuals unable to pay to any great extent. The future of university outreach is in the hands of those governmental units and private foundations willing to underwrite experimentation and expansion.

"Venture capital" should be invested in developing modified or new non-credit experiences particularly designed for various types of lifelong learners.

5. In its staffing, we believe UW-Madison should recognize there is a special kind of outreach expertise and commitment that is a proper criterion to be taken into consideration in the appointment, promotion, and retention of faculty.

Departments and divisional committees are already reviewing their standards in this light. In turn, in its staffing UW-Extension should be encouraged to recognize it is an uneconomical use of the state's limited funds to build a subject-matter faculty unrelated to or duplicative of campus resources.

No university has ever been able to mount an effective outreach program in the absence of outreach faculty and administrators. Only personnel adept at and dedicated to outreach thinking and action can lend to the program essential conceptualization, continuity, integration, effectiveness, and evaluation. Just as resident teaching and research thrive on specialists, so does outreach. But the linkage among functions and personnel must be sure and strong lest they fail to reinforce each other.

6. We urge the development of System-wide committee mechanisms that will permit all elements of the UW System--Campus faculties and Extension faculties--to participate jointly, according to their resources and missions, in determining priority educational needs, resource applications, and fiscal arrangements.

There is much to be said for the burden of Central Administration's Extension Study Committee Report, 1 June 1972, recommending that each Campus "have budgetary and program responsibility" for all types of outreach appropriate to that Campus. However, in the light of merger it is probably unrealistic to propose turning the clock back to an era of outreach instrumentalities wholly organic to their respective campuses. Our object, rather, should be to so reinstitute a Campus commitment to outreach, and to so rebuild ties between the Campus and Extension that the outreach mission of UW-Madison can be enhanced while respecting the requirements for coordinated System outreach.

We recognize that the best use of state resources will require some form of System-wide program planning and coordination. For some programs, educational outreach needs will be recognized by the various campuses of the System, but in other instances, Extension outreach personnel such as county agents and district directors will be the first to identify needs.

A series of planning committees, established along program lines, shall probably be required to carry out suitable coordination. Membership on these committees would be open to Campuses according to their resources and missions. In most instances, collegial cooperation shall probably be sufficient to achieve an agreement for meeting a need. Where several Campuses have the resources, an outreach contract awarding process might be instituted. Contracts should be awarded on the basis of such criteria as (1) which Unit faculty can deliver the best service?, and (2) what is the optimum utilization of the resources of the statewide University System?

OPTIONS AND AZIMUTHS

The current definitive policy of Central Administration vis a vis campus outreach confirms the assignment of responsibility for all credit-bearing work to the Campus, regardless of time and place, and reserves to Extension most non-credit work. In previous statements, the Outreach Committee recommends UW-Madison accept responsibility for extended-day and off-campus credit instruction. This statement recommends UW-Madison reassert its traditional role in non-credit programming, working through suitable cooperative arrangements with Extension.

Readers might appreciate the following review of the various options this Committee considered respecting non-credit outreach before arriving at its recommendations:

A. On the one hand, we could say that we consider current Regent policy inappropriate, since it relieved UW-Madison departments of public service prerogatives without faculty action. We could in response reaffirm the traditional commitment of this faculty to all forms of the state-wide and world-wide extension of our teaching and research, and ask the UW-Madison administration to create a Campus outreach apparatus as independent of System control as is the UW-Madison research program.

B. On the other hand, we could say that times have changed since our Campus predecessors conceived the "Wisconsin Idea." The present UW-Madison faculty in general seems to have no particular interest in and adeptness at non-credit work; meanwhile, UW-Extension has evolved as an independent instrumentality for the accomplishment of the System's outreach missions. So we will concur in the assumption of non-credit outreach programming by System Extension, and will merely assure that our faculty maintains the individual and collective knowledge base on which Extension can draw, meanwhile taking responsibility for credit instruction regardless of time and place.

C. There is a middle ground, expressed in various ways by various people with whom we have consulted. This view holds that, rightly conceived and implemented today, non-credit outreach calls for a shared responsibility on the part of UW-Madison and UW-Extension. Neither Unit can function effectively in continuing education and public service programming without the other. So administrative arrangements should be developed that will at once restore the UW-Madison faculty's role in non-credit outreach while maintaining Extension's role. Because of varying traditions and needs, such arrangements are apt to differ considerably among the various schools and colleges, but all will focus on enhancing the intimate relationship among teaching, research, and outreach, and on strengthening Campus relationships with the citizen groups from which we regularly draw inspiration and support.

D. There is a fourth faculty option. We could say this debate defies faculty participation and is more properly handled by vice presidents, chancellors, and deans. This is a simple course of action, but it is hardly in the tradition of the UW-Madison faculty.

The Committee has selected Option C, and this statement explicates its advantages and implications.

Four broad concepts perhaps characterize this statement: (1) credit instruction, research, and non-credit outreach services are inextricably linked as the tripartite mission of UW-Madison; (2) there is a special kind of outreach expertise and commitment that is a proper criterion to be taken into consideration in the appointment, promotion, and retention of UW-Madison faculty, (3) while UW-Extension is an essential programmatic service, in its staffing UW-Extension should be encouraged to recognize it is an uneconomical use of the state's limited funds to build a subject-matter faculty unrelated to or duplicative of Campus resources, and (4) an outreach-contract awarding process might be instituted between UW-Extension and the Campuses.

CONCLUSION

Partly through non-credit outreach, the Campus seeks to be coextensive with the borders of the commonwealth whose people provide its support. Credit instruction, research, non-credit outreach services--these are not adversaries but friends. They are inextricably linked as the tripartite mission of, particularly, the land-grant institution. Each supports the other. To draw artificial lines among them is to violate the whole university process. Consequently this Report calls for a renewal of the historic commitment of this Campus to non-credit outreach activities, and for the development of such UW-Madison faculty policies and administrative arrangements as will assure the continued interplay of this Campus with the life of Wisconsin and the world, in cooperation with UW-Extension as appropriate.

APPENDICES

"The Committee recommends that colleges and departments take steps to go beyond the current independent learning efforts."

POLICY PROPOSAL FOR INDEPENDENT LEARNING
A Report of the UW-Madison Faculty Committee on Undergraduate Education
Professor Michael B. Petrovich, Chairman; May, 1974

The subject of independent learning and particularly certain of its aspects - specifically the granting of equivalency credits and "veterans credit" - has evoked inquiries from various quarters, including the Chancellor, Vice Chancellor, Director of Admissions, and Director of Inter-College Programs. These inquiries, directed to the Undergraduate Education Committee, have prompted a general discussion, review of existing school and college policy, and the proposal which follows. Independent learning, for purposes of this position paper, is defined as including both supervised learning and equivalency credit work.

I. Supervised Learning

A. The Committee on Undergraduate Education directly supports this concept as a reasonable and academically legitimate means of extending both the educational potential of the individual student and the opportunities available on the Madison campus. Supervised learning includes a variety of activities such as independent reading and research, field experience, directed study, internships, individual projects connected with certain problem-oriented courses, and the like. The scope of such activities should be sufficiently broad to serve the needs of an increasingly diverse cross section of undergraduate students.

B. The Committee on Undergraduate Education is pleased to note that the Madison campus has long recognized the benefits which students may derive from pre-planned supervised independent learning, and that its various schools, colleges and departments have established mechanisms by which students may engage in the same and receive credit for their work. The Committee believes that such opportunities should not only be continued and encouraged but expanded.

C. Among the justifications which may be offered in support of this form supervised learning we may stress the following:

1. This form of learning has a firm philosophical grounding insofar as it provides the student an opportunity to exercise initiative and self-affirmation under guidance and direction.

2. Various forms of supervised learning may serve to allow individual students the opportunity to carry on a learning process already begun in high school or elsewhere thus extending the experience and capitalizing on the enthusiasm developed, (For example, changing high school course content, teaching methods, modular scheduling, instructional resource centers promote "individualized" and/or independent study in that setting).

3. Supervised learning permits the student to become more fully conversant with subjects and approaches that are not readily available in the existing structure of courses.

4. Supervised learning may be particularly useful in affording the student an opportunity to achieve some measure of integration of various academic disciplines as well as some connection between experience and a given body of knowledge.

5. Supervised learning reflects and prepares the student for a real life mode of professional behavior.

II. Equivalency Credit

A. The Committee recognizes that an increasing number of individuals are coming to the Madison campus with a variety of previous learning exposures through work in various social and cultural agencies, business firms and industries, unions, the military, and other public and private enterprises. The substance of that experience may be closely related to what, for other persons, may have been learned in an academic setting.

1. Such individuals may come with sufficient experience in a given pursuit (the learning of a language, reading of history and associated travel, certain mathematical skills, laboratory techniques, and so on) that they may be awarded degree credit through appropriate equivalency testing, within the guidelines stated below.

2. In other cases the Madison campus should provide individuals who have acquired some learning experience elsewhere, in other than a strictly academic environment, the opportunity to reinforce the gain of such exposure through supervised learning. Each school or college and associated departments should encourage their faculty to undertake this with as much flexibility as its mission and standards permit.

B. Credit for learning through work and individual study gained outside the Madison campus should be awarded only through an equivalency testing procedure carried out by the department most closely associated with the type of learning involved.

C. In some cases departments should also consider certification by outside institutions or authorities such as a military language training school, industrial school or the like in the evaluation. In all cases, appropriate faculty review should be required.

(It has come to the attention of the Committee that veterans of the Second World War with at least ninety days of active duty were granted fifteen "experiential-learning credits" toward a degree once all degree requirements were met. This policy has not been extended to Korean Conflict and Vietnam veterans.

The Committee feels that the above proposal policy is stated broadly enough to allow veterans with particular training developed in the military service to validate the same and, therefore, receive degree credits, within the guidelines stated below.

It should be stated that "experiential-learning credits" noted in the first paragraph above is now precluded under the University of Wisconsin System transfer policy.)

III. General Guidelines for Granting Credit for Independent Learning

The Committee agrees that the evaluation of independent learning - both supervised and equivalency - should be conducted under circumstances which ensure the same rigor and discipline that characterizes all formal learning and evaluation on this campus. To this end the Committee regards the following components as necessary wherever credit is to be granted for the above forms of learning:

A. Credit should continue to be awarded through some academic department of this campus and subject to the judgment of the faculty.

B. Supervised learning and equivalency credit work should be done by common agreement between the student and a particular professor who will act as advisor and supervisor. Such an agreement carries with it mutual responsibilities regarding the agreement.

C. The area of independent learning under consideration must fall within a professor's or department's area of expertise.

D. There should be a means for providing direction and evaluation of various stages of the independent learning process, with due regard for flexibility and the student's creativity as an individual.

1. Some students will develop a proposal for supervised learning with the approval of an appropriate faculty supervisor at the beginning of a semester thus allowing for continuity between current and future learning experiences.

2. Other students will come to the faculty person with the belief that they have learned equivalent to that which may have been formally learned at the college level. The professors and the departments should then:

a. Determine if credit may be granted through appropriate evaluation if the learning experience already involves a certificate.

b. Develop an equivalency test to evaluate the experience.

c. Develop a supervised learning agreement which allows for integration of that experience into an extended study-reading, writing, discussion-arrangement as appropriate.

E. A method wich is both appropriate to the learning and manageable by the professor and the department should be used to test the student's competence, whether by examination, papers, conferences, or other means.

F. The potential credits should be determined at the outset based on substantive considerations. The minimum and maximum number of credits recommended must fall within the school or college policy involved.

IV. General

A. The Committee recognizes that independent learning is presently conducted on the Madison campus because there are professors willing to give time beyond their regular duties. More should be done to recognize the service given by such professors involved in this teaching effort and in the equivalency format recommended in this proposal. This could be done, for example, in determining teaching loads, and in tenure, promotion and merit deliberations. This position assumes that it is each department's responsibility to ensure and to encourage quality teaching and evaluation of independent learning credit work to the same degree and level as for classroom situations.

B. The Committee recommends that colleges and departments take steps to go beyond the current independent learning efforts. This can be done in part by the following ways:

1. Full statements describing independent learning, including supervised learning and equivalency credit work as defined in this document, should be included in the various bulletins and catalogs of the Madison campus and of each of its schools or colleges, and departmental information pieces.

2. Particular attention to independent learning credits should be given by those responsible for academic advising, both at the college and departmental level. Faculty and staff should be designated at each level to serve as initial contacts with students who wish to explore the possibilities for the supervised study and/or equivalency credit, and to assist in locating interested faculty.

C. The departments should insure that credit is awarded only for learning experiences which are demonstrably related to the mission and competence of the Madison campus and which may be adequately evaluated by the faculty. There must be a direct and active relationship between the learning activity and the particular school or college curriculum and its objectives.

D. A comprehensive Campus research design should be developed in cooperation with representatives from each school and college to determine the effect of independent learning on the student's educational experience. For example, the following factors should be examined: characteristics of students involved, including personal and qualitative elements; nature of projects; disciplines and departments involved; subjective evaluation of specific independent study experience by student and faculty, and the like.

"Providing public service....Encouraging cooperative use...."

SELECT MISSION OF THE UNIVERSITY OF WISCONSIN-MADISON
Approved by the Board of Regents of The University of Wisconsin System, January, 1974

The primary purpose of the University of Wisconsin-Madison is to provide an environment in which faculty and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life. In keeping with this purpose, the University of Wisconsin-Madison furnishes comprehensive liberal and professional education at the graduate and undergraduate levels and engages in extensive research and scholarly inquiry. Specifically, the mission of the University of Wisconsin-Madison includes:

(a) Developing at both the undergraduate and graduate levels broad and balanced academic programs which emphasize high quality and creative instruction.

(b) Maintaining a broad range of graduate and professional instructional and research programs of such excellence that they have both statewide and national significance.

(c) Generating new knowledge through research, both basic and applied, which will provide a basis for solutions to immediate and long-range problems of society.

(d) Maintaining quality within each discipline while stimulating the development of interdisciplinary opportunities.

(e) Providing public service by application of the results of scholarly and scientific inquiry for the benefit of society, and by meeting the continuing educational needs of the public through coordinated statewide outreach programs, in accordance with its designated land-grant status.

(f) Encouraging cooperative use of its resources by state and national agencies and continuing extensive participation in statewide, nationwide, and international programs.

(g) Providing services to assure that all students have the opportunity to realize their highest potential levels of intellectual, physical, and human development, including recognition of and commitment to the needs of minority groups and women.

"Regents College will not offer classroom instruction....Maximum use and development of existing educational resouces will be required....It is proposed that each of the existing higher education Units in the UW System be encouraged to revise or adapt any of their existing degree programs to meet the open-education criteria."

A PLANNING PROSPECTUS FOR THE OPEN UNIVERSITY OF THE UNIVERSITY OF WISCONSIN SYSTEM
Prepared by the Planning Task Force, Regents Statewide University
E. Nelson Swinerton, Chairman
November 20, 1973

(SECTION I only reproduced here)

SECTION I

INTRODUCTION

Need for an Open University[1]

Wisconsin has a long tradition of providing educational opportunities to its citizens. At the post-secondary level Wisconsinites are served by numerous public and private four-year institutions, a system of two-year centers, a network of vocational-technical schools, and all the resources of one of the nation's largest University Extension units. Despite this wealth of opportunity, however, a great proportion of the adult population has been unable to pursue college-level studies to the point of qualifying for a baccalaureate degree. Almost all of them have compelling reasons for not taking advantage of instruction offered in regularly-scheduled classes on the campuses in the state. Most of them are more heavily committed than the typical campus-based student to interests and duties outside the classroom: to families, community responsibilities and jobs. Many have completed some course work in a college or university; others have had demonstrably equivalent educational experience--in military service, perhaps, or on the job. Many more have demonstrated their potential through their successes in work, community service, or individual accomplishment. Because of the maturity of those students and their already-established roles in life, the competencies which they bring to the Open University and the competencies which they hope to develop in that program will be peculiar to each one as an individual, and the University's response to their goals and capabilities will have to be similarly particularized. It is to provide such adults with educational opportunity in a new form that the Open University is proposed.

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[1]Open University has been given preference by the Task Force as the name for the systemwide program, while Regents College has been suggested as the name for the new unit offering a life studies degree.

Long-Range Goal of the Open University

The major goal of the proposed Open University is to extend educational opportunity still further in the state of Wisconsin by making college-level study and baccalaureate degrees available to capable adult students who cannot undertake full-time on-campus programs. Some learners will want to obtain a degree. Others will simply want to acquire additional knowledge, develop a skill, test an interest, enlarge an awareness, expand a horizon--and they will appreciate the recognition gained from receiving credit for their efforts.

A rapidly-changing society requires persons who have learned how to learn, who know how to pursue effectively their own learning and development in response to changing personal interests and social demands. None of us knows for sure the knowledge and competence he will need ten or fifteen years from now. We do know that much of that knowledge does not yet exist, and that we have to be able to put it to work as it is generated. We have to have the freedom in time, space, resources and access points to cope with these changing knowledge dimensions.

Specific Objectives

The objective of the Open University is to extend alternative modes of learning and to accurately assess the resulting development of competency in learners. The competence-assessment process--both initially and throughout the student's affiliation with the university, including the assessment which will culminate in his receiving a degree--should be individually structured to help the student develop his real abilities. The function of assessment is to make sure he has the skills and knowledge, the values and attitudes and the understanding--in short, the competencies--which are appropriate to his educational, career and life goals. The Open University degree programs certify the level of accomplishment regardless of the pathways used to reach it. Student-centered open education degree programs encourage students to take responsibility for selecting their own educational goals, help in curricular design and participate in decision-making regarding their own learning. The learner becomes a full partner in the processes that link teaching and learning towards mutually-selected and accepted goals--the individualization of teaching based on the recognition of the individuality of learning.

University of Wisconsin Open University Model

The proposed University of Wisconsin Open University program has the unique character of melding together existing higher educational systems with a proposed Regents College and a support system so that collectively they should result in an open education program which will meet the demands of a majority of the citizens of Wisconsin. A unique feature of this program is that of fully utilizing existing educational units rather than developing a totally new, parallel and independent system of open education. It will not only extend instructional resources geographically, it will also provide new foci for their concentration and new modes for their application.

The model for an open university graphically protrays the three major components of this program: (1) The Regents College which will offer a competency-based degree program in life studies; (2) a support system which will consist of an advisory network, a research and development unit, and a staff development program; (3) unit-designed external degrees which will be field or professionally oriented.

Two guiding principles underlie all recommendations for the Open University model:

1. Individualized counseling and planning with the student will be required in order to assure an appropriate program of studies, proper recognition of competencies already possessed, and meaningful learning experiences for the completion of the program.

2. Maximum use and development of existing educational resources will be required in order to avoid the unnecessary and costly duplication of services.

The Regents College

The Regents College will be designed to offer the student the opportunity to complete a competency-based degree focusing upon life studies. This program will allow the individual the opportunity to gain competencies in basic learning skills, interpersonal relationships, civic and community relationships, as well as demonstrated competencies in understanding the world of work, cultures, nations and ethnicity, environmental relationships, and the development of self-awareness, recreation, cultural involvement, and the use of leisure. Regents College will not offer classroom instruction but will encourage the development of learning modules. The degree program will be individually designed through learning agreements between the Regents College and students to meet the educational goals of any student.

The quality of the Regents College degree would be monitored from outside the College as well as within. Systemwide faculty committees would work with the Regents College mentors to set and maintain the standards for both lower-division and degree-program competencies. Curriculum plans proposed by the Regents College would be subject to final approval by an Academic Review Board composed of faculty and other qualified persons who are not full-time members of the Regents College staff.

The Unit Degree

It is proposed that each of the existing higher education units in the University of Wisconsin System be encouraged to revise or adapt any of their existing degree programs to meet the open-education criteria (described below) and to offer their degrees as a part of the Open University program. The decision as to whether or not a degree program will be placed into this format will be made by the faculties of the existing units. Such degrees will normally be field or professionally oriented, but so adapted so that they can be more readily made available to a larger number of constituencies not now availing themselves of campus-based programs.

Open-Education Criteria

The unit-based degrees proposed as part of the Open University plan are predicated on the assumption that institutions or consortia of institutions can develop degree programs in an open education format. The Open University will be able to provide technical assistance and research and development support to units or consortia wishing to establish degree programs that meet the following open-education criteria:

1. Admission to an open-education program is based on recognition of the student's competencies, however acquired, as determined by appropriate types of examination.

2. Initial placement in an open-education program is determined by the nature, number of level of demonstrated competencies that are relevant to the program, regardless of where these were developed.

3. Curricular planning in an open-education program is individualized insofar as degree requirements permit, and the means of meeting degree requirements are determined co-intentionally with the student.

4. Learning in an open-education program is not restricted to college and university courses, but may occur in any mode, e.g.:

   a. Formal courses offered by any kind of institution. (Regents College itself does not offer classroom instruction.)

   b. Cooperative studies, in which several students with similar interests collaborate.

   c. Tutorials, in which a teacher guides an individual student in a particular area of knowledge or competence.

   d. Organized self-instructional programs, e.g. correspondence courses, programmed learning, televised instruction.

   e. Direct experience which permits self-examination and reflection by the student and formal assessment by the institution.

   f. Independent study through reading, writing, travel or other means.

   g. Learning contracts through which mentors and students design a unit of study to achieve competency levels.

5. Progress in an open-education program is defined in terms of the competencies specified and acquired rather than the mode or duration of the learning experiences.

6. Pacing in an open-education program (i.e., entrance-reentrance, program load, time for completion) is individually determined to suit the student's schedule and the demands of his other commitments.

7. Advising in an open-education program is sensitive to the special needs of each student, including the need to surmount those invisible barriers created by biological, cultural or situational factors over which the individual has no control.

Any unit that decides to place one of its degrees into the open university program will be offered the services of the proposed support systems to assist in the implementation and evaluation process.

Support Systems

A key element to the proposed Open University program is the development of support systems to assist both the Regents College and the individual UW units in the development, implementation and evaluation of Open University degrees. These support systems will consist of three major functional units. The first major subunit is research and development. It will be primarily concerned with conducting research on the validity of the open education criteria, developing and validating procedures and instruments for use in the assessment of student competencies, to conduct research studies on the needs and interests of the students, and to develop instructional systems including software to support the proposed degree programs.

A second major subsystem will be an advisory network. This network will consist of advisors located throughout the state who will assist students in developing their plans for higher education. They will help entering and lower division students make general plans for their studies and to put such students in touch with the appropriate instructional units. These advisors will assist the potential upper division student in preparation of a portfolio which will give evidence of the student's past life learning experiences, as well as prior formal educational experiences, and will help ascertain which of the various existing programs in the state will best correlate with the student's interest and past experiences. An education clearinghouse will be developed to disseminate information on all programs in an open education format.

A third subsystem will be a staff development program which will be a program to assist members of the unit faculties who wish to either design individual learning experiences for one of the Open University degrees and/or to assist them in developing a degree program or adapting existing degree programs to meet the open-education criteria. The faculty of existing units would find varied opportunities to participate in the activities of the Open University. Some faculty members would be asked to serve on advisory committees of the Regents College, while others might be asked to accept appointment as full-time mentors or part-time tutors to Regents College students. Individuals, teams or consortia teams might apply for funding by the research and development unit in order to undertake projects which would contribute to the accessibility of education, e.g. the recasting of a classroom course into a mediated format. Thus, the Open University would utilize existing human as well as material resources.

Degree Levels

Another unique characteristic of this Open University program is that the primary focus will be upon the upper divisional requirements, or those more specialized learning experiences which will result in the competencies necessary to achieve either the regents degree in life studies, or one of the field or professional degrees presently being offered by existing units. This is based upon the assumption that many of the lower divisional requirements or the more general competencies can be developed either through prior life learning experiences or other previously-obtained educational experiences. Through its network of advisors, the Open University will make intensive efforts to facilitate their acquisition of needed competencies in existing lower division programs in the state, to certify whatever basic competencies these students may already possess, or, if necessary, to develop them in specially-designed programs. Flexible admission policies allow for greater choice on the part of the student as to where these general competencies are developed.

Summary

One way of viewing the various ways in which curricular designs are established is to view these four major components:

--Vocational/Professional: Expectations or requirements associated with various vocations, professions, certifying agencies and graduate schools.

--Disciplinary/Interdisciplinary: Units and sequences associated with various traditional and emergent concepts of the disciplines.

--Problem Oriented: Knowledge and competence pertinent to various social problems and human concerns such as population, environment, race, civil liberties, transportation and world peace.

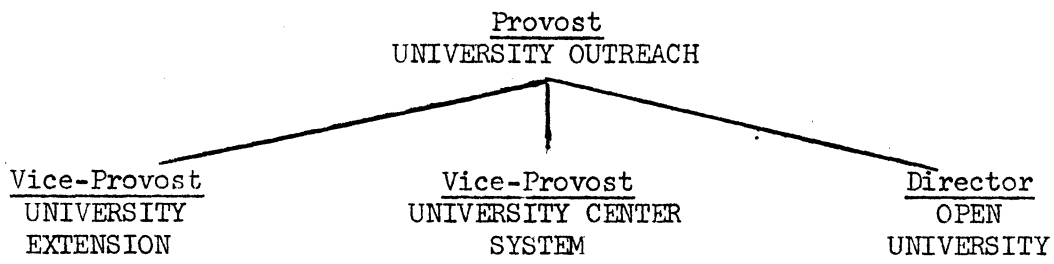
--Holistic/Thematic: Knowledge of competence pertinent to various thematic interests or holistic studies such as the cultures of cities, the fine arts and society, and phenomenon of man, studies in Britain, the culture of work and the demand of mankind.

There is growing need for individuals who have problem orientation or holistic/thematic overview, and for individuals who can integrate knowledge of all kinds. The Open University will work to encourage units with degree programs in any one of the four components to adapt such programs to an open-education format. Presently, most unit degree programs are either discipline or professionally oriented, although several units have introduced problem or holistic/thematic-oriented degrees. The Regents College degree program leans more heavily upon a problem or holistic/thematic orientation. To the extent that students desire existing programs, students will be encouraged to complete the degree requirements through an Open University format which becomes available with those already-existing degree programs. Consortia with or without Regents College participation can work jointly through one or more of its member units to meet the needs of students for particular types of open education degree programs.

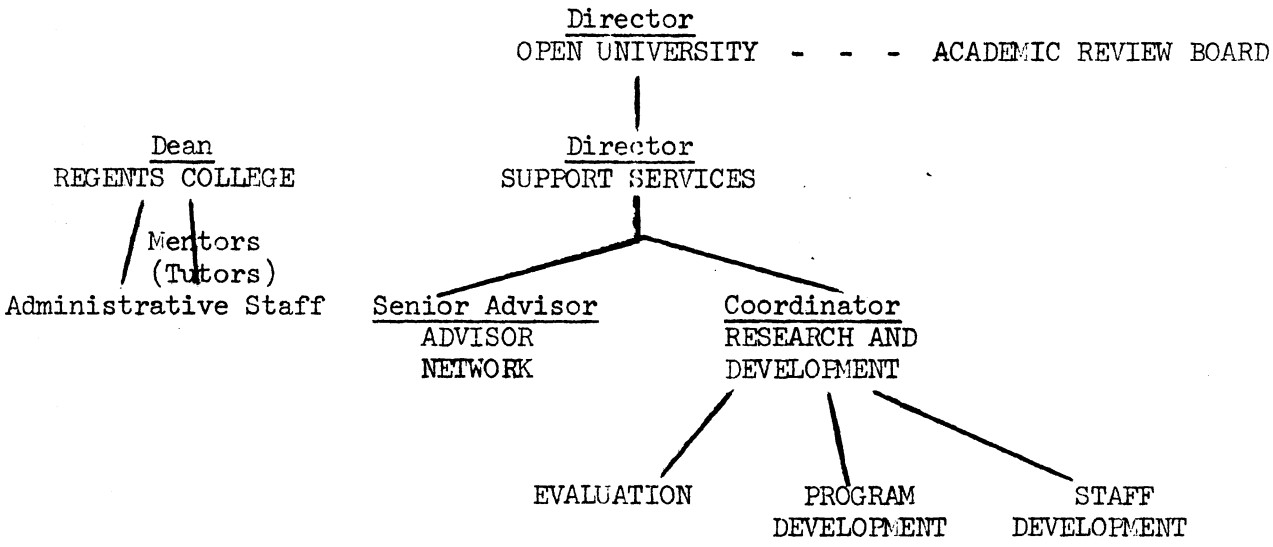
These programs in company with the support system should result in a dynamic Open University program designed to meet the higher education needs of the citizens of the state of Wisconsin.

To carry out this program, the organization of the Open University may be diagrammed as follows:

The Open University would form one branch of University Outreach:



The position of Director of the Open University should be elevated to that of Vice-Provost when the size and scope of the Open University warrants.



"Campus Units have responsibility for developing and offering (extended-day and) off-campus credit-bearing courses, within their instructional mission, in their immediate service area....University Extension has responsibility for developing and offering non-credit instructional events in relation to planned statewide programs of continuing education (while seeking) maximum involvement with campus Units."

POLICY STATEMENT ON THE ORGANIZATION OF UNIVERSITY EXTENSION AND OUTREACH ACTIVITY
Approved by the Board of Regents of the University of Wisconsin System, May 11, 1973
Drafted by Donald K. Smith, Senior Vice President, UW System

Introduction

The Regents of the University of Wisconsin System reaffirm the historic commitment of the public universities of Wisconsin to public service and the public good.

This reaffirmation recognizes that the major contribution of the University System to the public good has been and will continue to be the contributions made by citizens who, through study with the University, learn more and bring increased knowledge and understanding to their work and lives. It also means, however, that the System will take those steps possible to it to make its resources of people, instruction, and knowledge available to the citizens, agencies, and institutions of Wisconsin who seek or have need for access to such resources, at the times and places, and in the forms most useful to them. It further means continuing assessment of University System resources, statewide need for access to such resources, and the coordinated planning of statewide outreach programs which make best use of available resources.

The Regents note that the public universities of Wisconsin have a tradition of public service and outreach activity equal or superior to that found in any part of the nation. But new times bring new needs and new opportunities. More citizens seek lifelong access to learning. Governmental and private agencies have increased need for access to the research products and knowledge base of the University System. Study, research, and information transfer focused on the major problems of our society lay urgent claim to attention from the University System. For all these reasons, invigoration of the "Wisconsin Idea" becomes a high priority mission for the University System as a whole in the decade of the 1970's.

The policies proposed in this document are intended to set the framework of purpose, organization, and relationship within which the vitalization of University Extension and outreach activity can be accomplished.

I.

The Goals of Organization

The goals of organization are the following:

1. To establish the organization and administrative relationships which will make possible the coordination of University outreach activity on a statewide basis, with attention to continuing assessment of need,

development of priorities, allocation of resources in terms of priorities, and elimination of duplicative or unproductive activity.

2. To facilitate maximum involvement in outreach activity by all Units of the University System, including arrangements which encourage initiative by Units and insofar as possible place decision-making in the hands of persons who develop and carry out programs.

3. To facilitate coordination of University outreach activity with the resources and activity of other agencies of the State.

4. To conserve the integrity of established, productive, and high priority outreach programs, such as those established with the counties through cooperative extension.

II.

General Organizational Assumptions

1. There should be only one University Extension Unit for the System. This Unit has both unique responsibilities, and coordinate responsibilities with the campus Units for developing an effective, statewide, and coordinated University outreach program. University of Wisconsin Extension, which now carries its activity into all parts of the State, is designated as this Unit.

2. Where campus Units now have separate divisions of Extension and/or Continuing Education, these divisions should continue their work within the limits of the campus entitlements provided in this document. To the extent that their work involves functions and responsibilities also held by University Extension, discussions between University Extension and the campus Unit should be undertaken promptly to the end of assimulating such functions and responsibilities into University Extension in cooperation with the campus Unit. As feasible, campus-based personnel who should also be working with and through the program activity of University Extension should become joint appointees of the campus and University Extension. Should problems develop in such arrangements which cannot be resolved between the campus Unit and University Extension, these should be brought to the Office of the Vice President, Academic Affairs, for resolution.

3. Continuing staffing for the outreach function of the University System should emphasize all steps to strengthen linkages between campus Units, University Extension, and other agencies with resources or outreach activity in the planning and conduct of outreach programs. To this end, it is assumed that the pattern of new appointments related to outreach functions, whether for new positions or for replacement of vacancies, will give first priority to the use of joint appointments, and that special approval must be obtained from the Office of the Vice President, Academic Affairs, for appointments either by campus Units or University Extension which depart from this pattern.

III.

Responsibility for Off-Campus, Credit-Bearing Courses

1. Campus Units have responsibility for developing and offering off-campus, credit-bearing courses, within their instructional mission, in their immediate service area.

(a) This enables campus Units to have the option of developing extended day, extended week instructional programs as part of their regular residence instruction activity.

(b) Units may also, at their option, agree to have such off-campus, extended day, extended week credit courses offered through or jointly with University Extension.

(c) Immediate service area is defined as a first approximation as a geographic area which can be served by faculty teaching both on campus, and off campus on the same day. The Office of the Vice President, Academic Affairs, is authorized to designate further refinements of the immediate service areas of campuses after consultation with University Extension and the Unit or Units involved.

2. University Extension has responsibility for offering credit-bearing courses in the immediate service area of campus Units which respond to needs of the people of the area, but which represent the extension of resources not within the mission or the capability of the immediate campus Unit.

(a) By specific delegation, campus Units with unique resources and teaching programs, have responsibility for working with and through University Extension for statewide dissemination of such programs, as needed.

3. An information system should be established to the end that University Extension has comprehensive information on the off-campus offerings scheduled by each campus Unit, and the campuses have comprehensive information on the Extension-sponsored offerings in the State, with particular attention to the offerings in the immediate service area of any campus.

(a) Extension should identify an office to monitor such information to the end that problems involved in programming gaps, or in programming duplications are identified. These problems should be resolved promptly by direct discussions between Extension and the campus or campuses involved, and in the event prompt resolution is not possible, should be referred to the Academic Vice President for resolution.

IV.

Responsibility for Non-Credit Seminars, Short Courses, Conferences, etc.

1. Campus Units have responsibility for developing and offering non-credit instructional events, related to and supportive of their instructional mission, within their immediate service area.

(a) Campus Units may at their option work with and through University Extension in such offerings.

(b) The non-credit offerings developed should be on the basis of 100% cost-recovery--either based on the fact that they are provided without cost by the faculty involved, or that all costs are recovered from the participants.

(c) It is strongly recommended that campus Units work with and through University Extension as the fiscal manager for such events.

2. University Extension has responsibility for developing and offering non-credit instructional events in relation to planned statewide programs of continuing education.

(a) University Extension should provide on and close to campuses the non-credit events which are based on missions or resources not represented on the campus or provided by the campuses.

(b) By specific delegation, campus Units with unique resources and teaching programs should work with and through University Extension in the statewide dissemination of such programs, as needed.

3. The same information system used for credit offerings should be developed for non-credit offerings, and the same monitoring procedures followed to assure that gaps in programming or wasteful duplication does not occur.

4. As part of its statewide programming for University, non-credit outreach, University Extension should seek maximum involvement with campus Units to provide Extension-held resources for non-credit events which are not 100% cost recovery events.

(a) To the maximum extent consistent with fiscal responsibility, University Extension should support effective joint enterprise by campuses and Extension with budgets defined at the outset of the programming year. The end in view is to provide a consistent fiscal base for maximizing campus initiative on outreach programming in its immediate service area.

V.

Statewide Assessment of Need and Program Planning

1. The arrangements specified in Sections III and IV, foregoing, require campus Units to assess instructional needs in their immediate service area as these needs relate to their missions, to join with Extension on assessing statewide needs for unique, campus-based programs, and to inform Extension concerning local and regional assessments and programs.

2. There is, additionally, a need to develop planning procedures which assure the production annually of work plans for statewide outreach programs related to: (a) information transfer relative to the identified needs of agencies, institutions and populations in the State; (b) coordinated educational support for effective engagement with identified State problems,

such as economic development, health care, environmental use and protection, etc.

(a) University Extension, jointly with the Units, should create statewide planning committees involving participation from appropriate Units, agencies and field staff, for an identified list of on-going program areas to assess program needs and propose annual work plans.

(b) University Extension, jointly with the Units, should create a System Extension Administrative Council on outreach programming, involving representation from Units of the System, to advise concerning Extension policy, and to review and recommend concerning planning committee products, and the creation or elimination of planning committees.

(c) In order to respond to emergencies, or identified short-term needs, University Extension should create, with the advice of the most appropriate instructional or research units, a task force to develop a University response.

VI.

The Development of Mediated Instruction, and Media Support for Instruction

Recognizing the growing importance of mediated instruction to both campus-based instruction, and University outreach, the Regents affirm the following policies concerning development of such instruction:

1. Units have responsibility for developing media support for their instruction, including mediated courses within their instructional mission and in support of their degree programs.

2. University Extension has responsibility for developing mediated and auto-tutorial courses supportive of its special statewide programming, and/or the needs of particular groups not otherwise served or effectively served.

(a) Credit-bearing courses, including correspondence study courses sponsored by University Extension, should be developed cooperatively by Extension and one or more campus Units, with credit assignable to the sponsoring campus.

(b) In the event of a need which cannot be filled in this way, University Extension, with the advice of an appropriate faculty Council and the approval of the Office of the Vice President, Academic Affairs, may proceed with development and dissemination of a course bearing Extension only credit.

3. Inter-institutional use of developed materials should be encouraged by:

(a) Inter-institutional cooperation in planning and development of new courses, based on consortium arrangements for identifying needs and carrying out development tasks.

(b) Systemwide dissemination through University Extension, of information on developed courses and materials.

(c) Continuing faculty evaluation of the quality and usefulness of available materials.

(d) The establishment of System policy on user costs, and copyright protection.

VII.

External Degrees

In order to facilitate access to higher education opportunity for citizens who do not now have appropriate access, including programs leading to appropriate degrees and certificates, the Regents provide the following:

1. There should be created in University Extension, coordinate with the Office of the Vice President, Academic Affairs, a new agency to be known as Regents Statewide University. This agency shall be charged with the following mission:

(a) To establish an appropriate faculty-administrative task force drawn from Units of the System to establish the policy guidelines for any external degree program offered by the System, or any of its units or consortia of Units.

(b) On the basis of these guidelines, to establish an appropriate faculty task force or task forces from Units of the System to plan and design one or more undergraduate degree or certificate programs to be made available to Wisconsin citizens not now served or effectively served by higher educational programs offered by the System.

(c) To review plans thus developed with one or several Units of the System, or consortia involving several Units, to the end of establishing the appropriate campus resource base for any proposed program.

(d) To bring forward the plan, or plans thus generated for review by the Office of Vice President, Academic Affairs, and recommendation to the Regents.

2. In initiating this planning program and goal, the Regents provide the following policy stipulations:

(a) Programs proposed should be clearly designed for populations now not served or effectively served by the System, and therefore non-competitive with existing programs.

(b) Programs should make the maximum feasible use of existing resources, i.e., developed outreach courses of the campuses and University Extension.

(c) Programs should be designated as experimental, and include provision for evaluation incident to decision on continuation, modification, or elimination.

(d) Programs leading to degrees should provide the basis for assurance that degrees thus achieved will be qualitatively on a par with those now offered by the System.

VIII.

Implementation

The Regents ask that System Administration issue the administrative guidelines needed to implement as rapidly as possible the policies stated in this document. Concerning implementation, the Regents observe:

1. That continuity of service for existing and effective programs should be assured, and that where transfer of the administrative location of a program or the personnel associated with it is needed to achieve the policy goals now affirmed, this be carried out only after full consultation with the units and people affected.

2. That it should be the goal of the System that credit instruction leading to a University degree, whether offered on campus or off, should be financed in the same state subsidy/student fee proportion as resident campus instruction. As a matter of equity, the University System should see, a condition where part-time students seeking educational goals through off-campus courses are neither disadvantaged nor advantaged in relation to resident students as to the quality and cost of their education. The Regents recognize that achievement of these goals will involve a series of transitional steps in University budgeting practices and procedures, and that this transitional process should be accomplished in such a way as to maintain and augment the current educational opportunities of Wisconsin citizens.

3. That a report on implementation steps and accomplishments be made to the Regents not later than December, 1973, to the end that progress may be assessed and any needed policy modifications or additions may be considered.

THE COMMITTEE

Dennis Dresang, Associate Professor, Political Science

Jack Duffie, Professor, Engineering Experiment Station, and Associate Dean, Graduate School (resigned January 14, 1975)

Herbert Gochberg, Chairman, French and Italian

Charles O. Kroncke, Associate Professor, Business

Harland Samson, Professor and Chairman, Continuing and Vocational Education

Clay Schoenfeld, Professor, Journalism and Wildlife Ecology (Chairman)

Charles Scott, Professor, English (on leave Semester II, 1975)

Don W. Smith, Professor, Medical Microbiology

Howard L. Stone, Director, Educational Planning, Health Sciences

David Wieckert, Professor, Dairy Science

Vivian Wood, Professor, Social Work

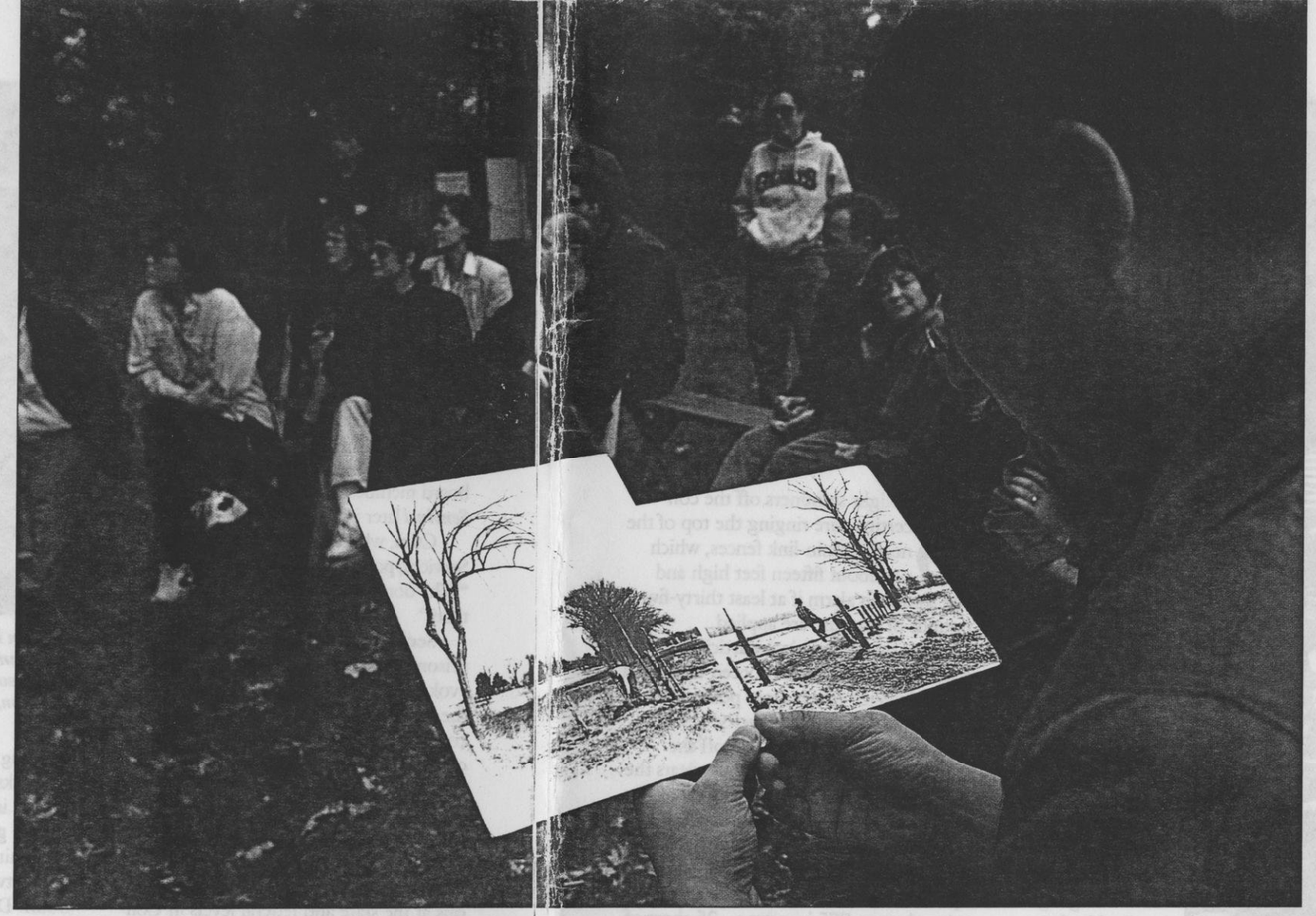
Joe Corry, Assistant Vice Chancellor (Consultant)

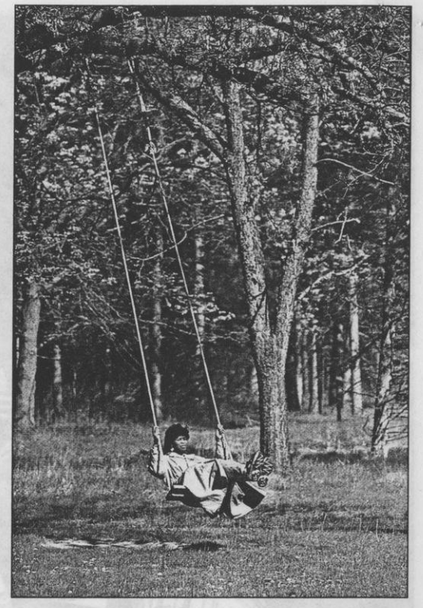
Wisconsin Idea

Living up to the Legacy

"In no other state in the union has any university done the same work for the community that has been done in Wisconsin by the University of Wisconsin."

Theodore Roosevelt, 1911





When UW–Madison professor and environmentalist Aldo Leopold purchased his Sauk County farm in the 1930s, the land was nearly barren, as A-Xing Zhu, assistant professor of geography, learns from a photograph, at left. Leopold worked to reforest the land. After the discussion about Leopold, Dawn Crim, assistant coach of women's basketball, enjoys a lighter moment, above.

by Erik Christianson photos by Jeff Miller

On a cool and cloudy afternoon, a Badger Coaches bus turns onto a narrow country road in Sauk County.

After a few minutes' drive, Stu Helke applies the brakes and maneuvers the rig to the shoulder. The bus comes to a stop and, with a warning about wood ticks, thirty-eight people disembark and follow a path through the woods to a clearing. A small shack, once a chicken coop, sits about twenty yards away, and the Wisconsin River flows by a few hundred yards beyond.

This land — abandoned during the Depression by a farmer who couldn't persuade the sandy soil to produce crops — was adopted as a field laboratory and weekend getaway by Aldo Leopold, famed environmentalist, author, and former professor at UW–Madison.

Leopold joined the university in 1933 as its first professor of game (later wildlife) management and bought the tired, eighty-acre farm in 1935 by paying the eight dollars owed in back taxes. Nearly every weekend until his death in 1948, Leopold would trek from Madison to the shack with his wife and five children, documenting the flora and fauna, and working to restore the land to the natural forest that it once was.

The contingent from the bus — mostly new faculty and academic staff from UW–Madison — spends two hours at Leopold's getaway, now part of a 1,400-acre private land reserve. They learn about Leopold's thoughts on ecology and land management, and explore the old farm that was the impetus for Leopold's seminal work on environmentalism, *A Sand County Almanac.*

But the group's excursion to Sauk County, about an hour's drive west of Madison, is not a weekend visit limited to learning about Leopold. It's part of a week-long lesson on the very thing he embodied: The Wisconsin Idea.

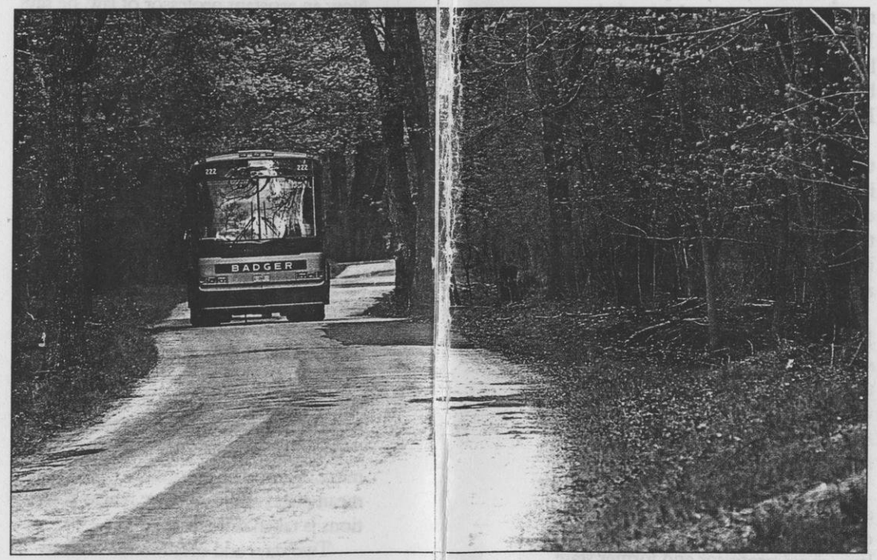
It is holy ground at UW–Madison, this tradition of the university serving the entire state, not just freshly scrubbed eighteen-year-olds. Its genesis traces to a famous quotation that has come to define it: "The boundaries of the University are the boundaries of the state," attributed most often to Charles Van Hise, president of the university from 1903 to 1918, although opinions differ about who actually coined the phrase.

Updating The Wisconsin Idea is a priority for the current campus administration. Chancellor David Ward MS'62, PhD'63 has sought university partnerships with businesses, industries, and other private and public entities. "We must listen to and learn from the state's citizens, their elected officials, our alumni, and other friends," Ward has said.

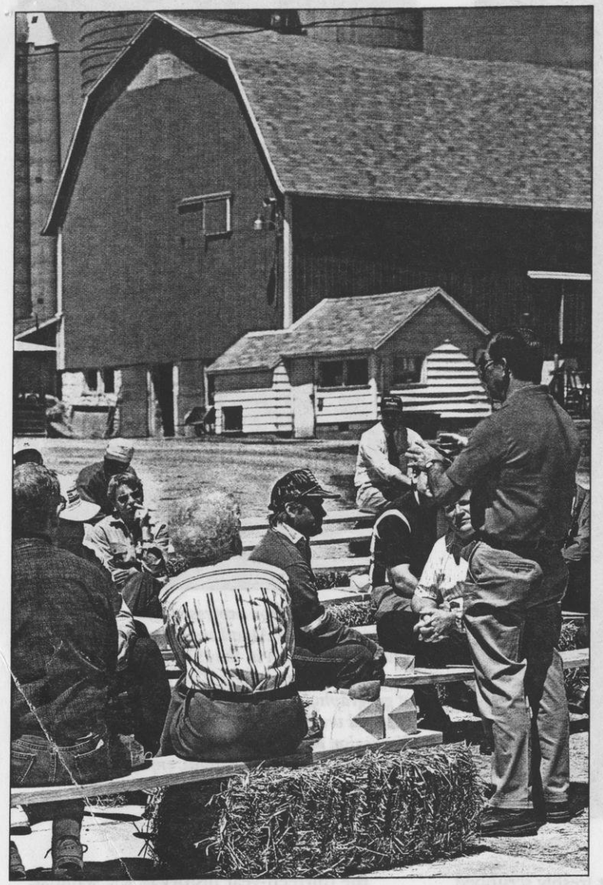
The Wisconsin Idea Seminar is one of the ways that faculty and staff are listening and learning. Started in 1984, the seminar is a concentrated, week-long course, if you will, on Wisconsin. More than five hundred professors and academic staff members have participated in the thirteen-year history of the seminar, sponsored by the Office of Outreach Development and funded in part by the Evjue Foundation. The participants of this year's trip logged 592 miles as they toured the state in their rolling classroom in May.

A snapshot of places visited on this year's seminar is as diverse as Wisconsin itself: the state capitol in Madison; Agracetus, a plant-sciences company in nearby Middleton, founded by a UW–Madison professor; Frank Lloyd Wright's Taliesin in Spring Green; the Lands' End corporate headquarters in Dodgeville; a state prison and a Ho-Chunk casino in Black River Falls; the Heidel House resort on Green Lake; a dairy farm near Ripon; the two-year UW College and small-engine manufacturer Mercury Marine in Fond du Lac; and an inner-city high school in Milwaukee.

"The stereotype is that academics trust what they learn in books," UW–Madison Provost John Wiley



Relationships were formed and departmental gaps were bridged on the Wisconsin Idea Seminar's classroom on wheels during the group's five-day tour of the Badger State.



The challenges facing family farms in Wisconsin are great, dairy science professor David Dickson explains during a stop at the Larry and Deb Pollack farm near Ripon. Dickson says Wisconsin loses about 2,000 family farms a year, due to declining profits and higher expenses, including rising property taxes.

MS'65, PhD'69 tells the group Monday morning as it prepares to set off. "This is an opportunity to learn from experience."

Yet the seminar's mission is more than simply introducing faculty and staff to Wisconsin and the university's influence within it. It is designed to bridge the gulfs that inherently exist between colleges and departments at a large research-based university. And the time spent on the bus has sparked new ideas for linking one's work to the people of the state. Past participants have worked with Native American tribes to research economic development, made inroads to recruit students from state high schools, and discovered people and other resources to enhance classroom teaching.

Back at the Leopold shack, the group assembles around a circle of wooden benches as Charlie Luthin MS'83 passes around black-and-white photos of life and work at the shack dating to the 1930s. Luthin, executive director of the Aldo Leopold Foundation, explains that environmentalists from as far away as Russia have traveled to the Leopold shack and have quoted — from memory — excerpts from *A Sand County Almanac* in their native language.

Luthin then reads excerpts from Leopold's writings, including an essay titled "The Community Concept," which is part of the author's famous "land ethic" philosophy.

"In short, a land ethic changes the role of *Homo sapiens* from conqueror of the land community to plain member and citizen of it," Luthin intones from the pages. "It implies respect for his fellow members, and also respect for the community as such."

The visit inspires Erhard Joeres, professor of civil and environmental engineering, to consider how he can link his students to Leopold's legacy — and to The Wisconsin Idea. Every fall for the past seven years, Joeres has taken a group of new students majoring in environmental studies on a three-day, seven-hundred-mile field trip throughout the state.

"I'm thinking about taking them to the Leopold shack," says Joeres after the visit. "That's why I came on the trip — to see what I could learn and how I can use it in my work."

Through the visits and discussions, the seminar begins to illuminate the interconnection of the various forces in society, and it identifies the threads that weave them together into the fabric that is Wisconsin. It also highlights the effects — good and bad — that these forces can have on the state and its citizens. It's no glamour tour full of self-congratulation. And as the bus parks in front of a tan brick building about eighty-five miles northwest of the Leopold shack late Wednesday morning, the group begins to feel the trip's challenge.

◆◆◆

Sunlight shimmers off the concertina wire ringing the top of the nearby chain-link fences, which rise about fifteen feet high and will sound an alarm if at least thirty-five pounds of pressure are applied.

One by one, seminar participants enter the building and proceed through a metal detector much more powerful than those used at airports. Jewelry, belts, watches — even shoes — set off the machine. Eventually, the group clears the security barrier and begins its tour of Jackson Correctional Institution.

A state-operated, medium-security prison outside Black River Falls, Jackson opened in May 1996. On this day, the prison houses 775 inmates — 25 short of 200 percent capacity. Expansion will ultimately push the prison's population to 1,250. Jackson's budget is about $12 million — almost six times as much as the budget of the UW College in Fond du Lac, which the contingent will soon visit.

As the group makes its way through the forty-eight-bed segregation unit, inmates yell and bang on walls and doors. Troublesome inmates are kept in this secure area until their behavior improves or they are transferred to another penitentiary.

Prison officials say that most of the Jackson inmates have no better than a sixth-grade education. The group tours three small classrooms, where mostly white instructors lead mostly African-American inmates in lessons on math and reading.

Making sense of crime and violence and their consequences is not without difficulty. Walter Dickey '68, JD'71, a law school professor and former state corrections chief, prepped the group for the prison visit on the bus and during a lunch session. He told them that a solution can only come from addressing crime at the community level — instead of building more prisons. But part of the challenge, Dickey adds, is overcoming the uneven odds of the criminal justice system, where African-Americans make up about 50 percent of Wisconsin's prison population but only 5 percent of the state's general population.

"The prison visit had a profound effect on me, seeing all the young African-American men and the perverse standard of the criminal justice system. I'm bothered by that," says Elton Crim Jr., who is African-American, during a meeting with editorial board members of the *Milwaukee Journal-Sentinel* later in the week.

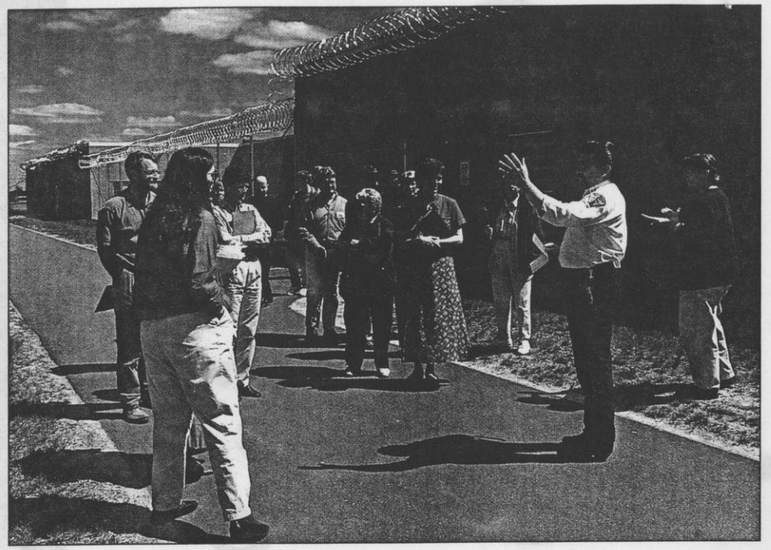
Crim, who works in University Health Services, pointedly asks the journalists: "Why don't you take an editorial stand on that?"

Seeing America's youth locked up in prisons firsthand does — and should — evoke strong emotional responses. But the seminar's in-your-face look at Wisconsin's problems is not meant to discourage; rather, it's meant to spur ideas, even solutions.

For Bernard Trujillo, the visit has already started a thought process. While working as a practicing attorney, Trujillo visited clients in maximum-security prisons at the state and federal levels in Connecticut, Delaware, and Rhode Island. Now an assistant professor of law, he says those prisons are older, darker, and meaner than Jackson, which employs what's called "unit management" to control inmates. This decentralized, team-oriented approach uses rules, education programs, and direct supervision to manage and modify inmates' behavior. It includes housing inmates in dormitories — with skylights and bright white paint, and where inmates actually have keys to their own rooms — instead of large cell blocks.

"Is [prison] warehousing — or a real opportunity to take control of your life?" Trujillo asks rhetorically as the bus pulls away from the prison. "We have to shoot straight when it comes to prisons. Like [Walter] Dickey said, 'If you treat them mean, they come out mean.' This is not a mean place. This is a place where corrections is taken seriously."

Two days and more than two hundred miles later, Stu Helke deposits the group in front of a large and drab gray building for its second-to-last visit. Like the Jackson prison, South Division High School in Milwaukee seems to implicitly ask the group, "How can you help?"



Captain Ray Chavez discusses prison life during a tour of Jackson Correctional Institution. Some inmates attend remedial education classes and work in Badger State Industries, which at Jackson produces mattresses sold to and used by UW System campuses in Eau Claire, Madison, Milwaukee, and River Falls.

Mainly composed of minority students, two-thirds of whom are Hispanic, South Division was closed for a year because of a string of problems, most notably the beating death of a student in the building. It reopened last year with a new principal and a new community relations specialist, both of whom live in the neighborhood and get along well with parents.

The principal, Donald Krueger, began the visit by introducing the gritty reality of South Division. Many of the 1,500 students live close to or in poverty. About 900 students have limited English-speaking skills, and more than 500 speak barely any English at all. The safety of staff and students is a daily concern. Opposing Puerto Rican and Mexican gangs populate the student body, and eight students have been murdered in the past year, including two pregnant girls killed at a drug party across the street from the high school.

"We are always on the edge," Krueger says bluntly.

The seminar participants divide up and accompany Krueger and his assistant principals — all armed with hand-held radios — on a tour of the building. In one room, computers and video cameras link the high school to an elementary school, creating a virtual classroom for the two facilities. In computer labs, students work on papers and design their own Internet home pages.

Inside the school's on-site day care center, a little girl reaches out to Ellen Seuferer, events coordinator for the Chancellor's Office, as ten group members and Krueger enter. Six other babies are cared for by two adult workers. Seuferer picks up the toddler as Krueger explains that the center doesn't even begin to meet the day care needs of South Division students with children.

Afterward, in a question-and-answer session, Krueger is asked what strategies the high school is using to prevent teenage pregnancies, since the school's health center does not provide contraceptives to students.

"We tell them not to do it," Krueger fires back, his voice suddenly loud and passionate. "It's wrong. It's immoral behavior. Wrong is wrong. We are wrong not to tell them that."

With the room now uncomfortably quiet, Krueger says he has learned from mistakes in his own life. "This is why I'm intense about this," he says as tears form in the corners of his eyes. "I want the

WHAT I DID ON MY IDEA SEMINAR

I am an immigrant to Wisconsin, transplanted from the West Coast. For me, The Wisconsin Idea Seminar fostered an understanding of and a growing affection for things Wisconsin. I returned with a budding appreciation for the rolling, fertile landscape, a taste for squeaky fresh cheese curds, a firsthand view of students' home towns, and an unsettling awareness of the way that the economy, the schools, and the prisons are linked.

Like others on the trip, I am now more likely to care about what happens here and to become an active participant in the life of the city and the state. And the more rooted I am in this city and state, the less likely I am to leave for another job at another university.

On a personal level, I met people who will become friends. I lined up guest speakers for my courses. I developed a concrete understanding of the outreach mission of the university. At the same time, though, I believe the trip provided a number of broader benefits to the university.

In our little bus-cocoon we became a mini-university. We were able to see the way this disparate group of individuals formed a greater whole. At each place we visited, at least one person had some expertise and asked knowledgeable questions that illuminated that place more clearly — whether it was the Aldo Leopold shack, the two-year college, or the farm. Learning from others on the trip illustrated how the distinct areas of expertise encompassed in a university create a whole.

Beyond illustrating the concept of a university, the seminar also put a human face on this campus. We built bridges between offices and disciplines that often feel separated by chasms. A campus of this size relies on informal ties and connections across organizational boundaries to make things happen, and the trip provided an opportunity to create relationships. Because we met people we ordinarily would never meet, we strengthened our individual abilities to make this campus a better place.

Chris Golde, right, talks with Gail Coover, assistant professor of communication arts.

It is axiomatic in higher education these days that faculty members are more loyal to their disciplines than to their home institutions. This trip provided a critical compensating force. The seminar helped build connection and loyalty to the UW–Madison community. The simple acts of being identified as representatives of the university and hearing everyone's name and department over and over served to reinforce that we are part of a whole.

The Wisconsin Idea Seminar matters because we learned that each of us has a lot to offer to others — that we can make a difference — and that we matter to the university.

—Chris M. Golde
Assistant Professor of Educational Administration

devolution of society to stop. As an educator, I have to try to stop it."

Krueger's spontaneous outburst echoes the interplay of the economic, political, and social forces seen by the group all week. And it underscores the struggles facing today's youth and the adults trying to teach them, going beyond the all-too-frequent political posturing related to these issues. At South Division, there are no easy answers.

The frustration of seeing intractable problems up close — with little hope of quick solutions — boils over for Greg Medina.

"I'm leaving here angry, but I'm not blaming you," Medina, director of the Cross College Advising Service, tells Krueger. "What I saw were these infants from the day care center in prison seventeen years later."

On the trip's last day, the group struggles with what they have seen. How can The Wisconsin Idea, which has so often come to aid the state's farmers and small businesses, leave so much yet to be done? At a debriefing session at Marquette University, some participants argue that Jackson and South Division are examples of UW–Madison's lack of connection with certain segments of the state. Others cite the members of the Native American and African-American communities the group has met, who view the campus as cold and unfriendly.

"When we asked all these different groups how we could improve, they really had to think about it," says Patricia Franson, of the UW Foundation.

"The land grant [university] mission of reaching out to the state has traditionally been Extension," adds John Stier, an assistant professor of horticulture. "But we're not an agricultural-based society anymore."

Stier explains that what the group witnessed at the dairy farm in Ripon on Thursday — extension agents, farm credit officials, and veterinarians all assisting the Larry and Deb Pollack family in running their farm — could be applied to other institutions and industries.

"The system is there for agriculture," Stier says. "Why can't it work someplace else, like at South Division? It just needs some help."

Amid their frustrations, the group begins to see that the solutions are out there. Finding them, however, requires a pursuit that extends beyond the classroom, beyond the laboratory, and beyond the office.

In this way, The Wisconsin Idea Seminar lives up to the concept for which it is named.□

Out-of-state artists receive state art funds

By Sharon Theimer
Associated Press WST - 9-20-97

Out-of-state artists received at least 72 percent of the money spent in the past five years under a law requiring the state to devote part of building construction costs to art, a report obtained Friday by The Associated Press shows.

That includes a $74,750 terrazzo floor at a UW-Madison biochemistry building that is being designed by Seattle artist Norie Sato, according to the audit released by Rep. Tim Hoven, R-Port Washington.

Out-of-state artists landed at least $369,428 of the $543,983 in paintings, sculptures and other works purchased under the state's Percent for Art program since fiscal 1992-93, according to figures released by Hoven.

Wisconsin artists received $143,555 worth of commissions. They were picked for more projects than out-of-state artists — at least 15 of 27 — but did not get most of the big-ticket pieces.

Projects that went to out-of-state artists also included $94,700 for a "sculptural pavilion crowned with stained glass inserts" at UW-Milwaukee and $61,241 for mixed media lamps at UW-Madison's Biotechnology Center, the audit showed.

"I am past being shell-shocked on some of the uses of the Percent for Art program, whether it's $10,000 sidewalks which have a little bit of aggregate in it that's considered art, or the $74,000 terrazzo floor that's going to have pictures in it depicting science," Hoven said.

But Hoven said he was startled by the amount of money that went to out-of-state artists, calculated by his office from projects listed in an audit the Legislative Audit Bureau conducted at his request.

The law that created the Percent for Art program in 1979 does not require the state Arts Board to choose Wisconsin artists, but more of an effort should be made to ensure people visiting state buildings see work by Wisconsin artists, he said.

The law requires the state Building Commission to set aside two-tenths of one percent of construction costs for most state buildings to buy art for public areas. The Arts Board works with local committees to choose the artwork.

"We would want people to argue we want the best possible art. Now if that best possible art comes from a Wisconsin artist, that's the best of all possible worlds," said George Tzougros, the board's executive director.

Wisconsin artists tend not to apply for the larger projects, Tzougros said.

A proposal by Rep. Glenn Grothman, R-West Bend, passed by the Assembly this week would eliminate Percent for Art as part of the 1997-99 state budget. The Senate has yet to vote.

UW-Madison biochemistry professor Alan Attie said that's a mistake. Money should be spent on art — even in a time of ever-tighter state budgets and rising tuition, he said.

"We can't afford to live in a world without art and music and poetry and literature and beauty," Attie said.

The floor at the new biochemistry building will feature molecular diagrams of vitamin D and other chemical compounds, said Robin Davis, a graphic artist with the department.

Sato, the artist, "wants to integrate elements of the cutting-edge science that's being done in our department into the actual marble of the floor," Davis said.

Most of the design will be in two atriums with skylights. The new building's beauty may help attract award-winning biochemists to UW-Madison, Attie said.

Grothman said the audit shows the Legislature should eliminate the program.

"We felt it was a waste of money, a lot of the art was in inappropriate places, and a lot of the modern art isn't any good anyway," Grothman said.

Most funds for art at state buildings go to out-of-state artists

MTS 9/22/97

By Sharon Theimer
Associated Press

Madison — Out-of-state artists got about 70% of the money spent in the past five years under Wisconsin law on works of art for state-owned buildings, a report obtained by The Associated Press shows.

That includes a $74,750 terrazzo floor at a University of Wisconsin-Madison biochemistry building that is being designed by Seattle artist Norie Sato, according to the audit released by Rep. Tim Hoven (R-Port Washington).

His figures show that artists outside of Wisconsin landed at least $369,428 of the $543,983 in paintings, sculptures and other works purchased under the state's Percent for Art program since fiscal 1992-'93.

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Hoven wants to keep the program, but change it to make sure it doesn't put art in parking ramps — such as $9,889 worth at a UW-Madison ramp — or in prisons such as a $50,000 steel sculpture at the Portage prison.

Wisconsin Idea

Updating the Wisconsin

The University of Wisconsin-Madison in Partnership with the Community

Nov

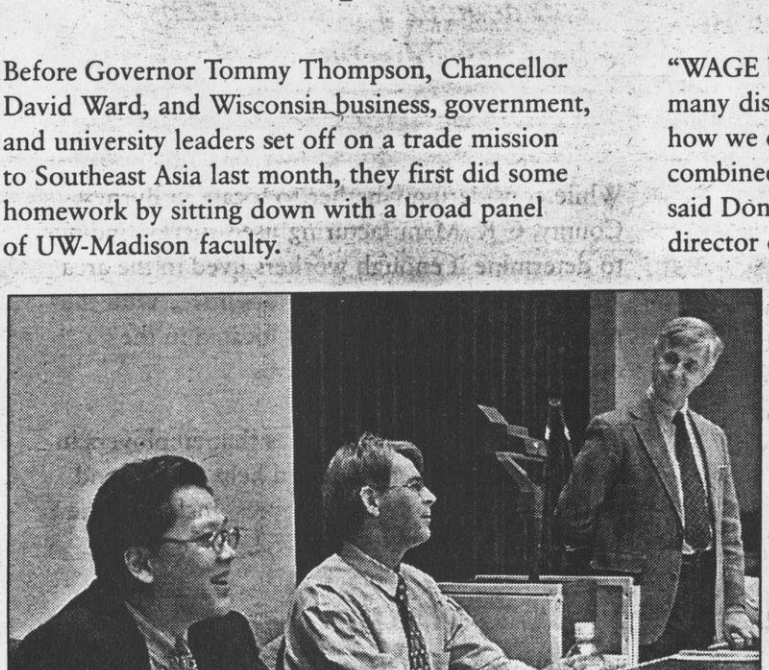
Special Section of November 19, 1997 Wisconsin Week

Partners in Economic Developm

Going Global 4

UW-Madison helps Wisconsin businesses reach world markets

Before Governor Tommy Thompson, Chancellor David Ward, and Wisconsin business, government, and university leaders set off on a trade mission to Southeast Asia last month, they first did some homework by sitting down with a broad panel of UW-Madison faculty.



UW-Madison faculty members Manus Rungtusanatham, Ian Coxhead, and Donald Nichols share knowledge of Southeast Asia with Wisconsin business representatives.

The panel had been brought together by the World Affairs and the Global Economy (WAGE) program, a UW-Madison initiative begun in 1995 that seeks to consolidate the rich international resources on campus and to share those resources with American businesses, helping them compete in international markets. The program includes faculty from International Studies and Programs, and the colleges of Letters and Science, Agricultural and Life Sciences, Business, and Law.

"WAGE began by faculty coming together from many disciplines to assess our strengths and how we could best work on transferring our combined knowledge to the business community," said Donald Nichols, professor of economics and director of WAGE. Next, the group offered workshops for businesses thinking about entering or expanding their international markets.

At a workshop on "Wisconsin in the Global Economy," former U.S. Secretary of State Lawrence Eagleburger stressed how businesses needed to tap into the university's resources to succeed in regions like Southeast Asia. "If Wisconsin and its businesses are going to expand in Southeast Asia, they are going to have to get to know those cultures," said Eagleburger. "The University of Wisconsin is one of the great institutions in this country that can help in this regard."

Chancellor Ward said "the future of the state's economic development is linked to overseas connections, and as the Wisconsin Idea increasingly has a global focus, our trip helped enhance those partnerships."

The fall trade mission briefing was the first for WAGE. The participants found the briefing invaluable. "It provided economic and social information that will help make us more knowledgeable about our host countries, and it will keep us from making blunders," said John Petelinsek o manufacturer of

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At a workshop on "Wisconsin in the Global Economy," former U.S. Secretary of State Lawrence Eagleburger stressed how businesses needed to tap into the university's resources to succeed in regions like Southeast Asia. "If Wisconsin and its businesses are going to expand in Southeast Asia, they are going to have to get to know those cultures," said Eagleburger. "The University of Wisconsin is one of the great institutions in this country that can help in this regard."

Chancellor Ward said "the future of the state's economic development is linked to overseas connections, and as the Wisconsin Idea increasingly has a global focus, our trip helped enhance those partnerships."

The fall trade mission briefing was the first for WAGE. The participants found the briefing invaluable. "It provided economic and social information that will help make us more knowledgeable about our host countries, and it will keep us from making blunders," said John Petelinsek of Power Test, a Wisconsin manufacturer of testing equipment.

Mary Regel, director of the Division of International Development at the Wisconsin Department of Commerce, said the briefing also provided an opportunity for the government to work closer with the university. "We haven't tapped into this resource like we should have," said Regel.

WAGE links the University's international experts and shares their knowledge with businesses.

In addition to linking faculty expertise on campus and sharing that knowledge with businesses, WAGE also seeks to improve the readiness of students to work in international business. "One real way of helping businesses is to see that graduates receive a multidisciplinary education," said Nichols.

For more information about WAGE, see the following web site at: http://www.lafollette.wisc.edu/wage

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Inside . . .

"As we approach the next century, we need to view the university not as the sole source of learning, but increasingly as an educational partner with a variety of public and

UW-Madison faculty members Manus Rungtusanatham, Ian Coxhead, and Donald Nichols share knowledge of Southeast Asia with Wisconsin business representatives.

The panel had been brought together by the World Affairs and the Global Economy (WAGE) program, a UW-Madison initiative begun in 1995 that seeks to consolidate the rich international resources on campus and to share those resources with American businesses, helping them compete in international markets. The program includes faculty from International Studies and Programs, and the colleges of Letters and Science, Agricultural and Life Sciences, Business, and Law.

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Inside . . .

"As we approach the next century, we need to view the university not as the sole source of learning, but increasingly as an educational partner with a variety of public and private institutions, including businesses and industries." David Ward, Chancellor

Research matches workers and jobs 2

Partners develop commercial uses for remote sensing data 2

International partners produce rapid-growth seed potatoes 3

Consortium helps small-engine manufacturers compete 4

Others working to promote economic development 4

Inserts are posted electronically at: http://www.cals.wisc.edu/wfsp

Inserts tell stories about outreach

This is the second of 12 inserts that will appear in *Wisconsin Week* during the next four years on the topic of "Updating the Wisconsin Idea."

The inserts tell stories of faculty and staff who are working in partnerships with businesses, civic organizations, government agencies, schools, and other community-based groups, to improve our state, nation, and world. We hope that their work will motivate other UW-Madison faculty and staff to seek partners in the community and create knowledge to benefit society in the 21st century.

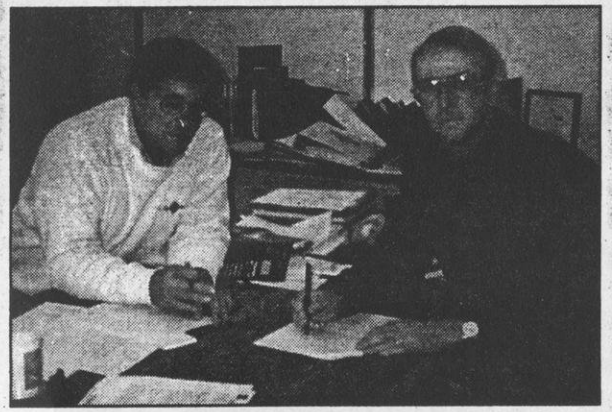
Future inserts will focus on: poverty, hunger and the economic gap; K-12 education; the criminal justice system; and health care. If you are engaged in partnerships in any of these areas, please share your experiences with us.

"Updating the Wisconsin Idea" inserts are a joint effort of UW-Madison's Office of Outreach Development in the Office of the Provost and the Wisconsin Food System Partnership, funded by the Kellogg Foundation and administered by the College of Agricultural and Life Sciences.

Research matches workers and jobs

Many Wisconsin communities seem to have either a shortage of workers or a shortage of suitable jobs for their work force.

"In some places, unemployment is low, but the community wants to attract new industries," explained Gary Green, University of Wisconsin-Madison/Extension rural sociologist. "In other places, people want better, more skilled jobs with higher pay and better benefits. Everywhere people are concerned about finding jobs for people leaving welfare for work."



Ron Nelson, Mercury Marine (left), and Gary Green, UW-Madison professor, discuss a labor-market analysis study for Fond du Lac County.

With the help of UW-Madison sociology students, Green analyzes local labor forces to learn how communities can achieve a better match between supply and demand for labor. "The surveys help people answer important questions about the local labor market," Green said. "Many of these answers are not available from any other source." In the past two years, Green and his students have worked with community advisory committees to survey 30 labor markets. As a result, committees have developed local plans that produced actions such as the Blackhawk Technical College in Janesville developing new training programs to meet employer needs or the Madison Area Technical College developing training for welders.

Green and Greg Maney of the Department of Sociology also used labor-force surveys to determine if Wisconsin has enough jobs to support all the people returning to work as a result of W-2, the new state welfare-to-work initiative.

The pair interviewed employers and workers in 15 Wisconsin rural communities, focusing on the number and type of jobs available for the W-2 program and what obstacles employers face in generating additional employment for this segment of the work force.

"The evidence suggests that in the majority of counties we studied, there are not enough job opportunities for the W-2 program," said Green. Most jobs available to AFDC recipients do not pull them out of poverty, since starting wages in these positions are around $6 per hour.

"Unless we want to lock individuals into dead-end jobs with low pay, communities are going to have to provide incentives for employers to train their work force or increase the quality and availability of government-funded training programs," Maney added. The W-2 program has a greater chance of working, according to the researchers, if some job training opportunities are available.

Other labor-related questions Green has addressed include a study of the Menominee Nation, which revealed problems tribal members face when looking for employment off the reservation. In Barron County, a survey showed that people refused jobs on second and third shifts because they couldn't find child care.

Studies show how communities can achieve a better match between jobs and people.

While considering whether to locate in Burnett County, C.R. Manufacturing used survey findings to determine if enough workers lived in the area and what wages would be competitive. With the results in hand, the company located in the county and created 50 new jobs.

"The research clearly indicates that employers in many parts of Wisconsin need help finding and training potential new employees, including the many thousands coming off W-2," Green said.

For more information, contact:
Gary Green, phone: 262-9532
email: ggreen@ssc.wisc.edu

Eyes in the sky

Partners develop commercial uses for remote sensing data

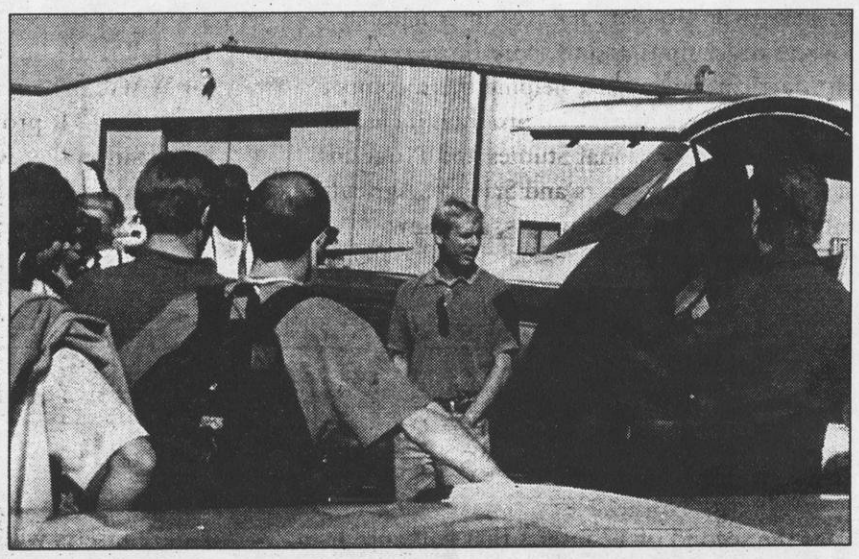
During the Cold War, the U.S. government spent billions on satellite technology. Such technology and its data processing capacities could spot the most likely sites where nuclear weapons were stored and military buildups were taking place.

Today, UW-Madison's Environmental Remote Sensing Center, which is part of the Institute for Environmental Studies, is using that satellite technology in partnership with NASA to help U.S. firms do such things as find suitable sites for locating a new plant or laying power lines. This information can save businesses millions of dollars and aid in environmentally responsible decision making.

Businesses use remote sensing data to help make decisions.

The NASA/UW-Madison Visiting Investigator Program is one of four university programs in the country designated to help U.S. companies examine how to use current and future remote sensing technologies (data gathering from satellites or aircraft) without making a large investment.

Current commercial satellites produce images in a 10- to 30-meter resolution range. With these images one can detect things like roads, harbors, and extremely large buildings. Within the next few years images from commercial satellites with one-meter resolution or better will be available. At this resolution one can detect individual buildings and traffic on highways.



NASA pilot discusses remote sensing with a group of UW-Madison students before conducting overflights of the Madison area.

"More than 25 global monitoring satellites and five U.S. commercial high-resolution systems will go up within the next decade," said Tom Lillesand, professor of environmental studies and director of the Environmental Remote Sensing Center. "This represents a jump in commercial applications that many in the business world are not yet aware of."

The three-year project is funded by a $375,000 NASA grant with additional support provided by the Institute for Environmental Sciences, the Graduate School, University-Industry Relations Program, and the colleges of Engineering, Agricultural and Life Sciences, and Letters and Science. *continued at the top of page 3...*

Remote sensing *continued...*

Lillesand pointed out that "cross-campus cooperation among the various colleges and the Business School has enabled us to pursue a

response system; and INSIGHT, Inc., to site a new distribution center for Famous Footwear.

INSIGHT probably wouldn't have taken advantage of this technology without the university's

the partnership has strengthened our institutional relationship with NASA." In fact, NASA recently conducted experimental sensor aerial overflights of the Madison area to nurture further business applications using remote sensing technology.

Remote sensing *continued...*

Lillesand pointed out that "cross-campus cooperation among the various colleges and the Business School has enabled us to pursue a whole new area of applications for geosystem information technology."

Students and faculty get a real-world perspective that is reflected in the classroom.

The project, now in its second year, works with four commercial partners each year. During the first year, the center worked with Wisconsin Power and Light to use remote sensing to select a route for a gas line; George Banzhaf & Company, a forestry consulting firm, to use space-shuttle imaging radar systems for estimating forest-stand characteristics related to timber density and volume; Orbital Technologies Corporation to develop an all-weather airport emergency response system; and INSIGHT, Inc., to site a new distribution center for Famous Footwear.

INSIGHT probably wouldn't have taken advantage of this technology without the university's assistance. "If we wanted to investigate using satellite images on our own, we would have had to hire consultants who have the same knowledge as university experts," said Dan Antonuk, the visiting principal investigator from INSIGHT. "With the Visiting Investigator Program, we get our questions answered without a massive investment."

One future partnership will probably involve agribusiness. Because agriculture is so important to the Wisconsin economy, said Lillesand, the Center is currently working with researchers in the College of Agricultural and Life Sciences to identify the use of satellite data for precision agriculture and site-specific crop management.

The commercial firms aren't the only ones who benefit from this partnership. "The flow of knowledge is a two-way street," said Lillesand. "Students and faculty get a real-world perspective that is reflected in the classroom. In addition, the partnership has strengthened our institutional relationship with NASA." In fact, NASA recently conducted experimental sensor aerial overflights of the Madison area to nurture further business applications using remote sensing technology.

The university's role is to help create more business in areas of rapidly changing technology.

Lillesand believes that the Visiting Investigator Program's government-university-business arrangement may serve as a model for future partnerships. "The university's role is not to compete with business but to help create more business in areas of rapidly changing technology," said Lillesand. "This can only be done when we, government, and business are all on the same page."

For more information, see the web site at: http://www.ersc.wisc.edu/ERSC

Promising Potatoes

International partners produce disease-free, rapid-growth seed potatoes

Promising Potatoes

International partners produce disease-free, rapid-growth seed potatoes

The UW-Madison, American Ag-Tec International, Ltd., and the Tianjin Academy of Agricultural Sciences in China are working together to create an easier, faster, and cheaper way to produce potatoes that could revolutionize the potato industry.

In 1993, Ag-Tec brought researchers from Tianjin Academy to the university to demonstrate a new technique they had developed for rapidly producing virus-free minitubers. With this technique, a minituber crop can be produced in as few as 40 days.

"We were skeptical because no one else had produced minitubers so quickly," said Thomas German, chair of the Plant Pathology Department and director of the Wisconsin Seed Potato Certification Program.

The university plays a vital role in education, production, and marketing of the technology.

The certification process currently takes nearly seven years, from when UW-Madison's Plant Pathology Department generates pathogen-free test tube plantlets, to when high-quality seed lots are sold to growers who produce the potatoes we buy in the grocery store.

The rapid production technology from China worked, but it was very labor intensive. Ag-Tec, which purchased the patent for the technique, needed to develop a less labor-intensive process. Ag-Tec turned to the UW-Madison's Wisconsin Center for Space Automation and Robotics, which had developed controlled environment systems for growing plants in space. The Center successfully adapted this technology to the Ag-Tec project, making the rapid-growth technique commercially viable.

"Now is the opportune time to enter the world market with high-quality seed potatoes," said German. The Dutch currently dominate the seed potato market. Unlike the U.S., most countries don't produce their own seed potatoes. "Many countries want to end their dependency on the Dutch," said German.

"The new technology will allow Ag-Tec to provide low-cost, disease-free, first-generation seed potatoes," said Perry Brown, director of business development for Ag-Tec. "This could save millions of dollars for countries that import seed potatoes."

Ag-Tec will market both seed potatoes and the new technology. Those who purchase the technology will have to adhere to Ag-Tec's rules to ensure uniform, high-quality seed potatoes, said Brown.

In addition to playing a vital role in educating Ag-Tec about the potato production process and developing the technology, the university will also play an important role in marketing Ag-Tec's products. Because of the university's involvement in the Seed Certification Program, its expertise is recognized worldwide. "Every step will adhere to UW standards and principles," said Brown.

In return for its assistance, the university will have access to the new technology for its own use. For example, researchers who develop transgenic potatoes could use the new production technique

Perry Brown, Ag-Tec (left), and UW-Madison professor Thomas German examine potato minitubers.

to quickly grow successive generations, testing the new potato's viability and safety. "Conventional breeding typically takes ten to twenty years," said Brown. "With this technology, the transgenic potato could be growing in producer's fields within two years."

Using this technology in the Seed Certification Program will improve the market position of Wisconsin farmers by decreasing production time, providing more rapid access to new germplasm, and creating additional planting options. "The relationship between the Wisconsin Seed Potato Certification program, American Ag-Tec, and the Tianjin Academy of Agricultural Sciences is producing important benefits for everyone concerned," said German.

For more information, contact:
Thomas German, phone: 262-0928
email: germantl@macc.wisc.edu

Consortium helps small-engine manufacturers compete

Start with the impact of federal clean air regulations. Add a major industry in Wisconsin. Throw in the university, and add a governor for good measure. The result is a recipe for success in the form of the Wisconsin Small Engine Consortium.

Left to right, Jaal Ghandhi, assistant professor, Jeff Hoffman and Mark Casarella, graduate students, demonstrate the Transient Spray Patternator to Frank McGinnity, a consortium member.

It's a cooperative effort between the UW-Madison College of Engineering's Engine Research Center and UW-Milwaukee's College of Engineering, along with Wisconsin small-engine leaders such as Briggs and Stratton Corporation, Harley-Davidson, Inc., Kohler Company, Mercury Marine Division of Brunswick Corporation, Nelson Industries, Inc., and Outboard Marine Corporation.

This unique research partnership, which began in 1993, is funded equally by the participating companies and the state. It began with Governor Tommy Thompson, who was concerned about the impact of pending emission-reduction regulations on a vital Wisconsin industry.

Small engines power everything from lawn mowers, to boats, to motorcycles. Wisconsin is a major small-engine production center, with an estimated 17,000 people directly employed by the state's industry. The consortium estimates that an additional 70,000 Wisconsinites work at companies that supply manufacturers with parts, materials, and services.

The industry faces challenges in the form of both emission-reduction regulations and competition from foreign manufacturers. "Offshore companies like Honda, Yamaha, and Suzuki have immense economic and engineering resources to tackle problems like noise and emissions," said Bill Latus, manager of applied research at Briggs and Stratton. "With new regulations, our product needs to be more durable in terms of efficiency and emissions control."

Research results from the consortium's efforts are encouraging. One project working with four-stroke engines, the type used in most lawn mowers, has produced a system for studying how differences in fuel/air mixtures affect performance and emission levels. The system yields results that will help manufacturers determine the best designs for fuel metering devices like carburetors.

Another project aimed at two-stroke engines, such as marine engines, has developed a device called the Transient Spray Patternator, which measures spray behavior in fuel injectors.

Jay Martin, mechanical engineering professor and consortium project director for UW-Madison, and graduate student Jeff Hoffman designed the patternator. The device was fabricated at Mercury Marine and is being patented by the Wisconsin Alumni Research Foundation. The consortium is looking for potential manufacturers.

This unique partnership provides a great learning opportunity for students.

The consortium provides a great learning opportunity for students, said Martin. "For example, the graduate students working on projects have a dedicated group of people from industry who are very interested in the information they are producing."

"Students have also learned to look at problems from the industry perspective, and they sense that their work might have a significant impact on energy use and exhaust emissions from the products made by these companies," said Martin.

Others working to promote economic development

Center for Community Economic Development helps people understand community change and identifies opportunities by providing community economic analysis, business district and trade area analysis, and economic impact analysis.

phone: 265-8140
web: http://www.uwex.edu/ces/cced

The Center on Wisconsin Strategies conducts research and provides policy guidance for business, government, and labor organizations as they work to implement better economic development strategies for their local communities.

phone: 263-3889
web: http://www.cows.org

Program on Agricultural Technology Studies assesses social and economic implications of technology for family farming in Wisconsin.

phone: 265-2908
web: http://www.wisc.edu/pats

Research Park provides space to growing companies and fosters technology transfer between them and the university. UW faculty often give advice and insights into emerging technology or market needs.

phone: 262-3677
web: http://www.wisc.edu/uir/UWresearchpark

The School of Business promotes economic development by offering executive education programs, professional seminars, and research resources to a broad range of businesses and individuals. The Management Institute, the Executive MBA Program, and the Small Business Development Center all provide educational opportunities for business professionals.

Management Institute

phone: 262-2155
web: http://www.wisc.edu/mi

Executive MBA Program

phone: 263-4161
web: http://www.wisc.edu:80/bschool/exec.html

Small Business Development Center

phone: 265-2908
web: http://www.wisc.edu:80/bschool/sbdc.html

University-Industry Relations is the primary entry point to the UW-Madison campus for businesses and industries that want to learn about scientific and technical expertise, resources for technology transfer, research funding, and ways to commercialize products and services.

phone: 263-2840
web: http://www.wisc.edu/uir

For more information contact:
Jay Martin, phone: 263-9460,
email: martin@engr.wisc.edu

Credits. . .

Thanks to everyone who contributed to this issue. We hope others will share their projects by contacting:

Judy Reed, phone: 262-5421
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These inserts are a joint effort between the Office of Outreach Development and the Wisconsin Food System Partnership.

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Mercury Marine, Research, p2
Tom Sinclair, Remote sensing, p2
Judy Reed, Potato industry, p3
Jay Salvo, Small engines, p4

Wisconsin Idea

Updating The Wisconsin Idea

The Faculty and Staff of the University of Wisconsin-Madison
in Partnership with the Community

September 1997, Number 1

Partners in a Learning Community

From the Provost

Dear UW-Madison Colleagues,

I am pleased to introduce a series of inserts in "Wisconsin Week" which will focus on "Updating the Wisconsin Idea," one of the priorities in the UW-Madison's "Vision for the Future." This and future inserts will share stories about many of your colleagues who are involved in partnerships to solve problems and build a better community and world. The updated Wisconsin Idea is international in scope and collaborative in nature.

The faculty and staff of UW-Madison have always generously shared their time and expertise, both on and off campus. As we approach the 21st century, we hear renewed pleas that we share our knowledge by addressing issues critical to the survival of our society. Many of our faculty and staff have taken up that challenge, often by joining in projects with community groups, businesses or government bodies.

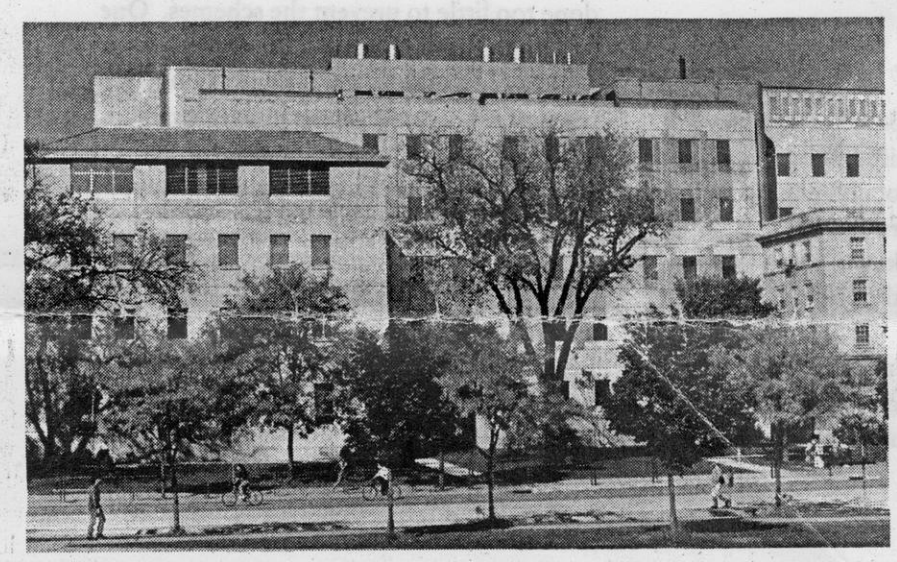
We hope their experiences and efforts will encourage you to consider ways of sharing your own expertise with the people of Dane County, Wisconsin, the U.S. and other parts of the world. You may choose to become involved as an individual, or your department may wish to rethink its outreach mission and act as a group to develop public partnerships toward common goals.

I urge you to give these stories your full attention and to consider your own role in extending the Wisconsin Idea into the 21st century.

Sincerely,
John Wiley, Provost

New industry grows through partnerships

In 1978, UW-Madison graduate student and budding entrepreneur Bill Linton met with UW-Madison professors to identify product needs of university researchers. Armed with this information, Linton started the Promega Corporation. Today, Promega develops and manufactures biotechnology products and employs 460 people worldwide, the majority of whom work at Promega headquarters in Madison. INC magazine has twice named Promega as one of the "500 Fastest Growing Companies" in the U.S.



The UW-Madison Biotechnology Center stimulates research and training and provides support for economic development.

"Before Promega, there was a brain drain from Wisconsin," said Richard Burgess, UW-Madison professor of oncology and former director of the Biotechnology Center. "UW-Madison had one of the largest biosciences faculty in the world. We produced first-rate students, but there were no jobs for them in Wisconsin."

In the mid-1980s, the university took a series of actions that attracted the biotechnology industry to Madison. The UW Biotechnology Center, founded in 1984, stimulates biotechnology research and training and provides support for economic development. University Research Park, also founded in 1984, provides a home to many new biotechnology companies. In addition, said Burgess, the university strengthened its industry relations program to help companies identify relevant faculty research and expertise.

Promega's success stems in part from its ongoing relationship with UW-Madison. UW faculty act as advisors and consultants, and help identify future markets by advising the company where the biotech field is heading. UW faculty have also served on Promega's board of directors.

Students benefit from university/industry relationships, through internships and the employment of many UW-Madison graduates.
continued on page 2 ...

Inserts tell stories about outreach

These "Updating the Wisconsin Idea" inserts are part of a campus-wide strategy to strengthen partnerships between the university and the community.

Twelve inserts will be produced during the next four years. Each will tell stories of faculty and staff who are working in partnerships with businesses, civic organizations, government agencies, schools, and other community-based groups to improve our state, nation and world. The next five issues will focus on: economic development; poverty, hunger and the economic gap; K-12 education; crime and criminal justice; and health and health care delivery.

"Updating the Wisconsin Idea" inserts are a joint effort between the UW-Madison's Office of Outreach Development in the Office of the Provost, and the Wisconsin Food System Partnership, funded by the Kellogg Foundation and administered by the College of Agricultural and Life Sciences.

We hope these stories will inspire other faculty and staff to seek out partners in the community in efforts to create knowledge that will benefit us all.

Send your partnership stories to:
Judy Reed, phone: 262-5421
email: jcreed@facstaff.wisc.edu

This Issue . . .

"As we approach the next century, we need to view the university not as the sole source of learning, but increasingly as an educational partner with a variety of public and private institutions, including businesses and industries." David Ward, Chancellor

Taking the Wisconsin Idea to Albania 2
UW-Madison faculty and students work with local teachers 3
Judicial partners evaluate criminal sentences 3
School of the Arts demonstrates the Wisconsin Idea 4
Students learn from community service 4

Inserts are posted electronically at:
http://www.cals.wisc.edu/wfsp

9/24/97 Wisconsin Week

Taking the Wisconsin Idea to Albania

The UW-Madison Land Tenure Center is helping Albania make the transition to a free market economy by helping create land market institutions where none existed five years ago.

The Land Tenure Center's involvement in Albania began in 1993. Three people from the center, along with political science professor Edward Friedman, submitted a research report on land reform in Albania to the U.S. Agency for International Development (USAID). With support from this agency, a team from the Land Tenure Center went to Albania to help implement recommendations in the report.

The UW-Madison team launched the Land Market Development Project, which facilitates collaboration among government agencies, private entrepreneurs and environmental planners in Albania to create real estate markets.

The university took a risk by getting involved.

Project goals include creating property registration offices and providing research assistance in developing laws and regulations for defining rights and responsibilities of land ownership. USAID, in cooperation with organizations like the World Bank and the European Union, funded the project.

"The university took a risk by getting involved in the Albanian project," said David Stanfield, a project director at the Land Tenure Center. "By going beyond making recommendations to engaging directly in institution building, the Center exposed itself to criticism from different political sides."

The university took another risk by giving up total control of the project when it contracted with an Albanian institution to launch the program. The land tenure project dealt with very sensitive issues and needed to be strongly rooted in local culture to succeed, said Stanfield.

So far, the risks have paid off. Registration offices opened in 22 of Albania's 36 districts. About 800,000 properties, nearly one-third of those needing registration, have been recorded. An effort to map boundaries and roads is more than half done, and Albanians have come to UW-Madison for training in law, business administration and development studies.

Earlier this year, political upheaval threatened the project when pyramid schemes deprived thousands of Albanian families of their savings. Many Albanians rebelled, believing the government had done too little to prevent the schemes. One registration office, located in the Municipal Building in Lushnja, was burned; fortunately the staff saved many registration documents. Currently, things are settling down and the new government, elected in June, strongly supports the Land Tenure Center project.

Because land tenure problems are often volatile political issues, a university can play an important role in solving problems as an objective participant, said William Thiesenhusen, an agricultural economist and director of the center. "The university is viewed as searching for the truth," Thiesenhusen said. "Universities have to be honest or they have no credibility."

Land Tenure Center researcher and Albanian colleagues interview a farmer about land registration.

A university can play an important role in solving problems as an objective participant.

Since 1962, the center has worked in more than 50 countries, conducting research on resource tenure, agrarian reform, and institutional aspects of rural development and natural resource management.

For more information about the Land Tenure Center, see the following website: http://www.wisc.edu/ltc

New industry *continued from page 1*

"Companies benefit by getting high-quality, university-trained workers," said Burgess.

Promega's collaboration with the university goes beyond its relationship with science researchers, said Linton. "As our company becomes more global, contacts in the School of Business, in areas such as marketing and sales become important. You can meet the university's need to pursue knowledge," he added, "while also meeting industry's need to provide products and services."

For example, a scientist may develop a new research tool that would be useful to others, but may not have the time or the resources to deal with requests for the discovery. A commercial partner can handle the requests while also adding to the product's value. Both sides benefit from the university/industry collaboration.

Burgess agrees that university researchers can benefit from collaborations with industry. "If you truly care about making an impact, you must be aware that the technology you develop will have to be commercialized," he said. "The products that actually treat patients must be made by commercial companies."

According to Burgess, many new biotechnology companies look to Promega as a model for business creation. Three companies, Epicentre Technologies, PanVera and Novagen, were started by former Promega employees. Promega also provided the initial funding for Ophidian Pharmaceuticals, a company started by UW-Madison researchers.

Both sides benefit from the university/industry collaboration.

Ophidian Pharmaceuticals is located in Promega's BioPharmaceutical Technology Center. The Center, built to meet Promega's expanding manufacturing needs, also houses the BioPharmaceutical Technology Center Institute, a nonprofit organization that provides educational programs from kindergarten to the post-doctoral level. The university has cosponsored several institute programs, including a graduate-level course co-taught by Burgess.

Over the years, Burgess has noticed that interactions between the research and business communities are much less likely to be seen as negative. While collaboration between the two communities always existed in the engineering field, it is fairly new to life sciences, he added.

Critics of university/industry relationships worry that industry will control the university's research agenda and distort researchers' objectivity. In response, Burgess noted that researchers have more integrity than they're often given credit for and that very few researchers receive all their support from private sources.

Linton and Burgess agree that successful university/industry partnerships arise when clearly defined boundaries are set, allowing researchers to avoid compromising situations. "Pursuit of truth is not inconsistent with providing value to a large number of people," said Linton.

For more information about the Biotechnology Center, see the following website: http://www.biotech.wisc.edu

UW-Madison faculty and students work with local teachers

The limited number of science education courses that many elementary school teachers took in college often leaves teachers feeling intimidated when they teach science in their classrooms, says Dan Young, entomology professor at UW-Madison.

The Center for Biology Education, in partnership with the School of Education, has developed a Science Education Scholars Program. This new, hands-on research experience is designed to make science less intimidating for education students and elementary school teachers. During the summer, students team up with school teachers and UW-Madison researchers in the biological sciences. Together, the teams design and conduct research projects and develop instructional materials.

The program, funded by a grant from the Howard Hughes Medical Institute, is an extension of the inquiry-based teaching philosophy that education students learn in Professor Jim Stewart's Science Methods course. Teachers across the U.S. are adopting this method of teaching to get students more excited about science.

"Studies have shown that many students are turned off to science at a young age," said Kevin Niemi, an outreach specialist at the Center for Biology Education. "If we produce elementary school teachers who can reverse this trend, then more citizens of the future will care about science."

This summer UW-Madison education students Michelle Brys and Mary Wennen and Madison elementary teacher Peter Plane teamed up with Young. Together they developed a project involving insects in the woods around Crestwood elementary school and in Owen Park.

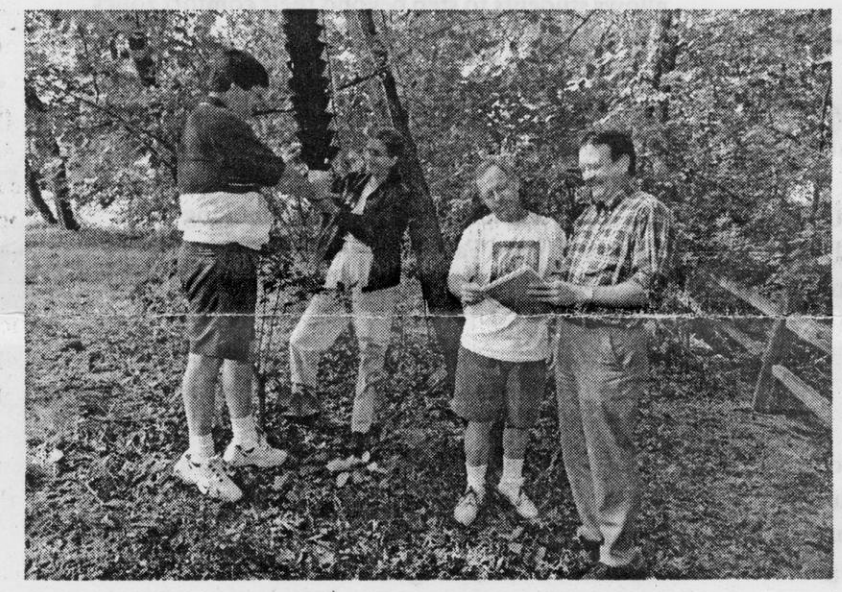
The team began the project in the same manner that students will: by collecting insects and putting them in display cases. "Before students can ask specific questions about insects, they have to know what is there and how to work with it," said Young.

Students can use their collection as a springboard for questions about the insects' histories, biology and diversity.

Young believes this project will get Crestwood students to look at the forest system around the school in a new light. "Before it was a place where a ball would go when it went out of bounds," said Young. "Now it will take on a life of its own."

Since Owen Park is a preservation area, Plane prepared a proposal asking that students use the park in an educationally constructive way that would cause minimum treading. If the plan is accepted, the students will begin the first inventory of insects ever made at Owen Park. "The kids will be making a valuable contribution to the park as well as doing real-world science," said Plane.

Plane learned about the Science Education Scholars Program when he attended an inservice on inquiry-based science taught by Niemi. He and other Crestwood teachers saw the program as an opportunity to link with the university and to get experience working with students and scientists.



Science Education Scholars collect insects in the woods near a Madison elementary school.

Brys joined the scholars program hoping to learn how to develop a fun and interesting science curriculum. "When I was in elementary school the science programs were so bad," said Brys. "I didn't want to pass those programs on to my students."

The kids will contribute to the park while doing real world science.

Wennen thought that she would learn more by doing hands-on research with an elementary school teacher and scientist than by reading a textbook. "It's been a tremendous experience," said Wennen. "I get to see what I'm going to be doing when I'm teaching and see what the possibilities are."

Over the summer, the different teams met several times to share their thoughts, experiences and ideas. These meetings extended the participants' learning beyond the single project each team was working on, said Niemi.

The Science Education Scholars Program ran from mid-June to mid-August, but some groups plan on working together after the program ends. Young's group has discussed creating an electronic bulletin board that would link other teachers and students to their team. The project developed for Crestwood could then be used as a model for other schools.

Professor Young said he would encourage other professors to look into the scholars program. "For those willing to put in the time and effort, the opportunities and potential for linkages are endless," he said.

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Judicial partners evaluate criminal sentences

Two men get behind the wheel after having too much to drink. Each crashes into another car, killing the people in the other vehicles. Juries convict both men of vehicular homicide. One is a respected businessman with a clean driving record; the other has a criminal record and a history of driving under the influence. Should they get the same sentence?

The UW-Madison Law School's Remington Center is working in partnership with the Department of Corrections and the State Judiciary, examining Wisconsin's penal measures in order to help judges answer questions such as the one posed above. The partnership is supported with a $100,000 grant from the National Institute of Justice. As part of the project, a working committee—consisting of judges, department participants, attorneys, law students and professors—studies and writes about sentences and their implementation in typical cases.

"The working group will examine a handful of cases in depth in order to figure out the best use of the state's penal power," said Michael Smith, professor of law and research director at the Remington Center. This process is usually done by either the judiciary or corrections, he said, but never together.

Students benefit from applying their learning.

Having a diverse committee ensures that concerns of different participants in the criminal justice system are reflected in the working group's findings, said James Miller, assistant regional chief at the Department of Corrections. "People from the department may look at risks to the community and the offender's rehabilitation," he said, "while judges may have other concerns."

"The committee also benefits from the law students who participate," Miller pointed out. "Because they aren't yet restricted by a certain paradigm, students can challenge the professionals." At the same time, students benefit by having the opportunity to apply their academic learning, said Miller.

Students and faculty in criminal justice at the UW-Madison Law School have a history of taking their research and applying it everywhere from neighborhoods in Madison to the European Union, said Walter Dickey, professor of law and faculty director of the Remington Center. "Our mission is to develop and disseminate knowledge and to apply it to current problems."

School of the Arts demonstrates the Wisconsin Idea

For one week each summer, over 350 people gather in the northwoods community of Rhinelander for an opportunity to explore their artistic talents. During that week, the farmer becomes a poet, the homemaker an actress, the teacher a musician.

The School of the Arts, a partnership of UW-Madison's Division of Continuing Studies and many Rhinelander-area organizations, provides an opportunity for adults to express their creative side in a non-threatening environment. Students choose from over 80 workshops in writing, word processing, marketing, theater and drama, photography, folk and visual arts, music, dance, fitness and movement.

Students take what they learn into the community which produces a ripple effect throughout the state.

The philosophical roots date back to the 1940s when the College of Agriculture Dean Christensen said he wanted to put "culture" back into agriculture. UW-Madison professor Robert Gard expanded that idea when he founded the School of the Arts in 1964 as a place where adult students of all backgrounds could come to exchange ideas, make connections and expand their artistic horizons.

"There is more to life than economics," said Jerry Apps, author and UW-Madison professor emeritus. "We need to do something about the human spirit." School of the Arts allows people to get in touch with their creative self, said Apps. Apps had just finished his Ph.D. when he first attended the school as a student in 1967. "I already had a lot of the craft," said Apps, "but that summer experience provided inspiration and gave me self-confidence."

Apps, who has since written 25 books and over 600 articles and columns, has been teaching at the school since 1970. He said he believes in the program so strongly that for many years he taught for nothing. "The school is an affirmation that the arts are still important in people's lives," said Apps. "It's not for just the cultural elite, but for people of all backgrounds."

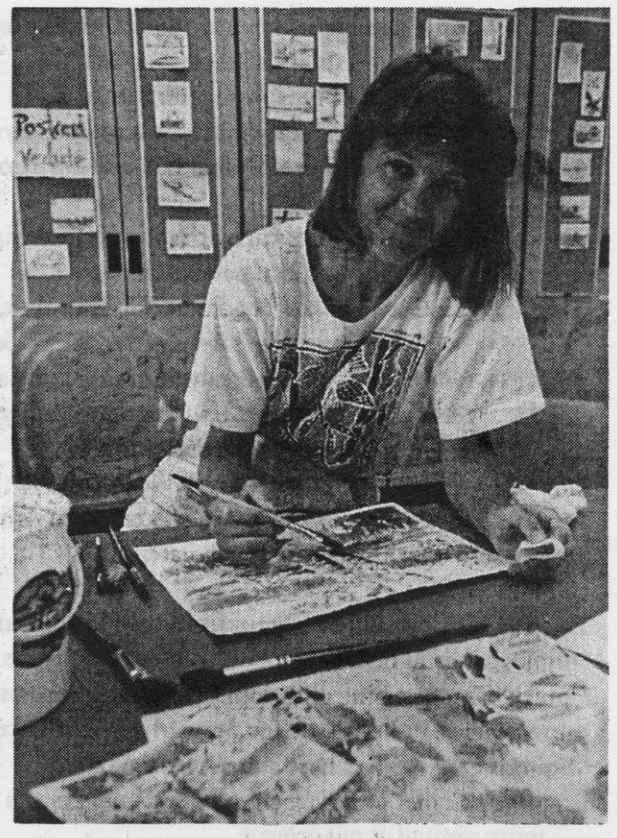
Jim O'Connell, executive director of the Wausau Area Performing Arts Foundation, believes that the School of the Arts is important because students take what they learn back into the community. This produces a strong ripple effect that flows throughout the state, said O'Connell.

O'Connell added that the School of the Arts' success stems in part from the leadership of Professor Harv Thompson who has directed the program since 1986. His welcoming manner allows students to step beyond their comfort zones without the fear of being ridiculed, said O'Connell.

Faye Horetzki, an art teacher in Oakfield, came to School of the Arts to find peace and a way to express her grief after she lost her daughter in a car accident. She found what she was looking for in Professor Susan Farmer's watercolor class. Farmer had her students keep a journal where they wrote about why they did art. "My experience gave me a chance to reconcile my daughter's death and to come to some kind of closure," said Horetzki.

Horetzki has also taken what she learned at the school and used it in her classroom. For the past three summers, she has learned traditional Native American crafts, using natural materials such as birch bark and pine needles. When a tornado destroyed the middle school where she teaches, Horetzki lost all her art supplies. She taught her students to create art using materials from nature.

Having a program like the School of the Arts is particularly important for a northwoods community like Rhinelander, said Bridget Hagerty, executive director of the Chamber of Commerce. "A person's education in life isn't complete without an arts component," said Hagerty. "The farther you are from an area with a natural arts community, one with a university, museums and theaters, the more work it takes to give people an arts education."



Watercolor painting is one of more than 80 workshops offered at the School of the Arts.

The school also provides economic benefits to Rhinelander by bringing over 300 adults to the community to stay in the motels, eat in the restaurants, and spend money in the shops. Many students bring their families along to vacation in the Rhinelander area, said Hagerty.

"Because Rhinelander doesn't have a UW campus, the School of the Arts makes our community feel like it is a part of the UW system," said Hagerty.

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Credits. . .

Thanks to everyone who contributed to this insert. We hope others will share their stories by contacting:

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These inserts are a joint effort between the Office of Outreach Development and the Wisconsin Food System Partnership.

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Students learn from community service

"The community is hungry for university involvement," said Mona Wasow, professor of social work. "Service-learning is one way to provide that involvement." In her service-learning class on homelessness, Wasow's students spent five hours each week working with local human service agencies and use what they learned in the field for problem-solving in the classroom.

Service-learning can provide community agencies with quality volunteers. "Poor community service is worse than none at all," said Mary Rouse, dean of students. "Agencies need to recruit, train and evaluate volunteers. Through service-learning, the university can assist in this process."

In 1998, the College of Agricultural and Life Sciences will start a community scholars program built around service learning.

A new program of the Wisconsin Union, the Morgridge Center for Public Service, will serve as a focal point for information on service opportunities. The Center, to be located in the renovated Red Gym, is scheduled to open in 1998. Center staff are currently available to help faculty build a service-learning component into their courses.

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La Follette book offers a guide for policymakers

WI.Week 12/7/88

By Mary Ellen Bell

State government should forget about competing with other states for major industrial employers and concentrate on nurturing homegrown businesses, says UW–Madison Political Scientist Peter Eisinger.

Offering favorable incentives to draw businesses to Wisconsin is "potentially costly and less certain to produce new jobs than less glamorous programs directed at encouraging small business formation and technological innovation," Eisinger said.

Eisinger is one of 22 contributors to a new book that offers comprehensive analyses of some of the most crucial issues facing Wisconsin. The book, *State Policy Choices: The Wisconsin Experience,* is intended to provide state policy makers with the best thinking of some of the UW–Madison's most respected political and economic scholars. It is published by the University of Wisconsin Press under the auspices of the Robert M. La Follette Institute of Public Affairs. Institute officials will distribute copies of the book to every state lawmaker and senior administrator this month.

The book follows a long Wisconsin tradition of cooperation between the state's major research university and government, said institute Director Robert Haveman. This tradition came of age in the 1930s, when UW scholars collaborated with state policy makers to draft the country's first unemployment compensation law and to lay the groundwork for an economic security plan that became the prototype for federal social security legislation.

In *State Policy Choices*, the authors present recommendations on tax and budgeting policies, welfare reform, hospital cost controls and the problem of poverty among Wisconsin Indians. With other chapters on agriculture and natural resource policy, the book charts a course for state decision-making.

Among the highlights of the authors' recommendations:

- **On population:** Wisconsin should expect continued slow population growth, resulting in slow growth in sales, gross income and the tax base. But slow growth also means lower costs for public services and less suburban sprawl.
- **On taxes:** State taxes in Wisconsin are higher than the national average, but so is the state's spending for social services, education and transportation. Tax reform should concentrate on making the income tax system simpler and more congruent with federal tax formulas.
- **On human needs and services:** Wisconsin should consider programs to help single mothers with children, including work and job training incentives for poor women on welfare and a child support assurance system. The state also needs to improve services to Wisconsin Indians, 22 percent of whom live in poverty.
- **On agriculture:** The state could do a number of things to help small farmers. For example, it could wipe out tax benefits for super-size farms, target federal farm program benefits to family farms or impose acreage or production quotas that would favor small farms. It could even pass a law specifying how big any one farm may be.
- **On natural resources:** Policies aimed at controlling pollution, including hazardous waste management and acid rain are important to the state's future, but state policy also should encourage using the natural resource base to generate income and employment as well as health, well-being and aesthetic pleasure.

John Witte, UW–Madison professor of political science, and Sheldon Danziger, former director of the UW–Madison Institute for Research on Poverty, now on the faculty of the University of Michigan, are the book's editors.

Other UW–Madison contributors are Daniel W. Bromley, agricultural economics; Irwin Garfinkel, social work; Edward V. Jesse, agricultural economics; Robert J. Lampman, economics; John F. Longres, social work; Arthur Sakamoto, sociology; Gary D. Sandefur, social work; Michael R. Sosin, social work; Paul R. Voss, rural sociology; Barbara Wolfe, economics and preventive medicine, and Patrick Won, social work.

Other authors are Sandra K. Danziger, social work, University of Michigan; Nancy Cross Dunham, associate director, Health Research Program, New York University; John Goddeeris, economics, Michigan State University; Timothy D. McBride, Urban Institute, Washington, D.C.; Ann Nichols-Casebolt, social work, Arizona State University-Tempe; David R. Riemer, Time Insurance Co., Milwaukee; Mark C. Rom, The Brookings Institution, Washington, D.C., and Kathleen Segerson, economics, University of Connecticut-Storrs. ■

feature story

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

Release: **Immediately** 9/10/84

(Feature sidebar with La Follette Institute dedication story.)

CONTACT: Dennis Dresang (608) 262-3581

LA FOLLETTE LEGACY OF PUBLIC REFORMS CONTINUES

MADISON--Robert M. La Follette and his sons, Bob Jr. and Phil, left an impressive legacy of political and government reforms that later were adopted by other states and by the federal government.

Many of these proposals were formed in consultation with a group of politically-active faculty members at the University of Wisconsin.

The first comprehensive civil service act in the nation was drafted by UW economics Professor John R. Commons and passed in Wisconsin in 1905. The reform was designed to eliminate abuses of power by both Democrats and Republicans in filling government jobs.

The direct primary, which La Follette believed was the means by which citizens could take control from large corporations and make office holders more accountable to the people, originated in Wisconsin in 1904.

La Follette believed large corporations, particularly the railroads, should be regulated. In 1905, he convinced the legislature to create a state Railway Commission.

Many other progressive reform measures proposed by Robert La Follette were not enacted until after his death in 1925. His sons, Robert Jr. and Philip, took over their father's mission. Bob won his father's U.S. Senate seat in a special election and held it for the next 20 years. Philip was elected

-more-

governor in 1930, 1934 and 1936 and succeeded in turning many progressive ideas into reality.

Wisconsin became the first state, in 1932, to pass an unemployment compensation act. The Railway Commission was expanded and renamed the Public Service Commission, regulating activities of all utilities. Laws were passed to increase government control of banks and chain stores. An expanded public works program was created to provide jobs for workers idled by the Depression.

During one special session in 1937, the legislature created the Wisconsin Agricultural Authority and the Department of Commerce, passed a government reorganization act and a law taxing chain stores. It extended a mortgage foreclosure moratorium and set up a procedure to provide state help for federal housing programs.

Many of these proposals involved collaboration between government and university -- a venture the newly-established La Follette Institute of Public Affairs intends to emulate.

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-- Mary Ellen Bell (608) 262-8287

Wisconsin Briefs from the LEGISLATIVE REFERENCE BUREAU

Brief 70-8 December 1970

THE WISCONSIN IDEA[1]

According to Dr. Charles McCarthy, said to be the originator of the phrase, the Wisconsin Idea is impossible to define. Its very essence is a willingness to experiment in meeting changing needs, with human betterment as its fundamental motivating force.

As generally used, the idea has expression in the parallel fields of education and government, and the close working relationship of the two. This cooperation is what most people call the Wisconsin Idea. The traditional role of a university is to pursue knowledge for its own sake. At the University of Wisconsin a conscious policy was developed very early that the university should be the servant of the state in the literal sense that, beyond the exclusive academic function of educating a relatively small number of its sons and daughters, it should constantly lend its knowledge and experience in service to the solution of everyday problems facing all of the people of the state. Such is the essential nature of the Wisconsin Idea in education. It gave a sense of mission to the university that went far beyond the usual educational and cultural contributions expected of such an institution. The development of the University Extension concept and successful efforts to awaken interest in the scientific practice of agriculture are 2 examples of the Wisconsin Idea in practical application. The University's widespread contributions in service to the state has led to the often repeated phrase, "The boundaries of the campus are the boundaries of the state."

The role of the University in the promotion of better government is basic to its service to the people. Much of the historic social legislation for which Wisconsin has received national recognition was drafted with the help of the university community. For many people, the Wisconsin Idea has come to mean the philosophy of government translated into deeds by Robert M. LaFollette and the Progressive Party in the first decades of this century. Through a close working relationship with the University of Wisconsin, a growing spirit of liberalism in Wisconsin was expressed politically in the enactment of a series of pioneer social and economic reform laws; legislation in which the university was actively involved from the drafting stage on through its administration. It incorporated the notion that the drafting of important legislation required patient work, study and care based on scientific investigation which rejects patent remedies. Whenever available, the actual experience of other statesshould be analyzed. Public hearings should be held to allow all interested parties a chance to speak. Often the safeguarding of the peoples' interest required the creation of nonpolitical commissions of experts to administer the law. These were some of the basic tenets embodied in the Wisconsin Idea as applied by the Progressive movement; that is, education and government working together to put the most advanced research into practical use. In his introduction to THE WISCONSIN IDEA by Charles McCarthy, Theodore Roosevelt wrote that, as a result of

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[1] Compiled by the Wisconsin Legislative Reference Bureau, December 1970.

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this approach, Wisconsin became a "...laboratory for wise experimental legislation aiming to secure the social and political betterment of the people as a whole."

No matter how broad or narrow one views the Wisconsin Idea, and people have tried to define it different ways, it is clear that the application of this concept of the special relationship of the university with the government and people of Wisconsin has reached out to every county in the state. Over the years it has survived intermittent periods of open hostility among the 3 component parts.

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University of Wisconsin faculty at the national level, emphasis here is primarily on state government and, to a lesser extent, local government. In Wisconsin today, a large number of citizens serving on town boards, village and city councils and county boards, mayors, regional planning commissioners, local agency administrators, state legislators and legislative committees, the Governor and executive staff, state agency heads, and members of the judiciary have benefited from University faculty expertise.

At an earlier time, the University had a near-monopoly as supplier of research findings and applied knowledge to the array of users. This resulted from the proximity of the University in Madison to the capitol, the wide scope of expertise at UW-Madison and its central place in higher education in the state, and the limited availability of other institutions to government policymakers. The situation has changed dramatically over the years. Legislative staffs, legislative service agencies, and some legislators themselves have substantial analytical capacity. Scientific and technical expertise in state executive agencies has increased enormously (e.g., about two-thirds of the Department of Natural Resources staff are trained in technical disciplines). In state agencies much of this expanded capability is attributable to federal funding for federal programs administered by state government. Industrial corporations and laboratories, engineering firms, professional and trade associations, public interest groups, and lobbies constitute other important sources of expertise to government. And today a large number of educational institutions are willing to make their expertise available to governments.

In spite of the fact that there are more suppliers, University faculty still play a major role in the Wisconsin governmental process. The University is the repository for a wide range of highly sophisticated and specialized expertise, and state-of-the-art research knowledge in theoretical and applied disciplines is needed to successfully address many of today's problems. This capable pool of experts is accessible and often willing to bring their research findings and knowledge to bear on problems. Moreover, public service is more than a tradition for faculty; it is a responsibility.

The faculty member is the basic node on the supply side. By participating in the affairs of government the faculty member brings specialized intellectual resources to help solve problems. Such efforts generally strengthen that person's teaching and research capacity.

In spite of a good record, the communication between governmental users and University suppliers of knowledge will need continuing attention in future years. This is especially true of times like the present, when there is fiscal duress and erosion of public support for both governmental and academic institutions.

Today's fiscal climate suggests that universities will need to aggressively seek multiple sources of financial support, including service to state government. Tighter budgets and future declining enrollments presage this. State elected and budgetary officials will be looking for greater accountability and performance for those funds allocated to higher education, i.e., a greater return on this major public investment. Public service can be one measure of that return on investment. Governmental agencies, faced with their own staffing and budgetary constrictions, will be interested increasingly in faculty assistance to deal with the many complex issues they continue to face.

Thus the preconditions are favorable for the symbiotic interests that nourish the Wisconsin Idea.

The mutual respect, peer recognition, and trust which have characterized the Wisconsin Idea must not be victims of competition for scarce fiscal resources, when the opportunity for positive university-government interaction is greater than ever. The "system" of users and suppliers and the linkage arrangements must be carefully sustained, and experiments with innovative organizational brokerage and other institutional approaches should be encouraged. The University will never be simply a research appendage of Wisconsin government, nor should it be. By good communication and effective functioning, expectations for the Wisconsin Idea can fit with reality.

Generations of University of Wisconsin educators have committed their talents and energies to activities which in the aggregate are the Wisconsin Idea. In doing so, they have worked with one of the most persistently progressive governments in the nation. These faculty have transferred to generations of their students convictions about the value and desirability of public service. We are concerned that today's political and financial climate not harm that tradition, and that today's students become tomorrow's practitioners—in government, universities, or elsewhere—of an "Idea" which has so greatly benefited the citizens of our state.

uw news

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

Release: Immediately 9/10/84

CONTACT: Dennis Dresang (608) 262-3581

LA FOLLETTE INSTITUTE FORMS UNIVERSITY-GOVERNMENT LINK

MADISON--The long-standing tradition of cooperation between state government and the University of Wisconsin-Madison will be reaffirmed Saturday (Sept. 15) with the dedication of the Robert M. La Follette Institute of Public Affairs.

The institute, created in 1983 with special funding from the state Legislature, is envisioned as a Wisconsin-based center similar to the Rand Corp. and Brookings Institution -- a focal point for university research on public policy issues.

The dedication ceremony will begin at 6 p.m. in the Memorial Union Theater. Speakers include Gov. Anthony Earl; Atty. Gen. Bronson La Follette, grandson of Robert La Follette; Assembly Speaker Tom Loftus; UW-Madison Chancellor Irving Shain; UW System President Robert O'Neil; and the institute's director, Dennis Dresang.

The dedication weekend's events include two special speakers on topics related to the institute's work.

Wilbur Cohen, former U.S. Secretary of Health, Education and Welfare, will speak on unemployment compensation at 10 a.m. Saturday in the Alumni Room, Wisconsin Center, 702 Langdon St. Bruce Babbitt, governor of Arizona, will speak on the "New Federalism" at 2 p.m. Friday (Sept. 14) in Room 316, Wisconsin Center.

The Wisconsin Idea -- the notion that the University of Wisconsin should

-more-

make its knowledge and expertise available for the benefit of all citizens of the state -- gained popularity around the turn of the century.

Robert M. La Follette, elected governor in 1900, regularly sought advice about policy issues from faculty members. Among them was John R. Commons, who drafted the nation's first comprehensive civil service act, passed in Wisconsin in 1905. UW historian Charles McCarthy started the Legislative Reference Library in 1907 and often called on university experts to propose ideas, draft legislation and provide information to legislators.

University President Charles Van Hise and economist Richard Ely were frequent advisors to state government. University people were instrumental in the development of progressive ideas and programs -- the direct primary, unemployment compensation, worker's compensation and government regulation of utilities.

The results of this unique collaboration put Wisconsin on the cutting edge of major government reforms from 1900 through the Depression years.

University faculty members have remained active in service to the public and to state government. Now, however, many of these activities will be coordinated through the La Follette Institute.

Projects getting started during the institute's first year span a broad range of issues. For example:

--A major study of unemployment compensation will trace the development of the federal program, and examine the possible effects of alternative proposals for the program. The study is being directed by W. Lee Hansen, professor of economics, with James Byers, graduate student in industrial relations.

--A university-government task force will study the impact of recent moves to transfer responsibility for a number of federal programs to the states. The "New Federalism Task Force," coordinated at the UW-Madison by political scientists Peter Eisinger and William Gormley, will examine state responses to shifts in administrative responsibility such as the development of block

grants.

--Faculty will cooperate with the State Strategic Development Commission and the private sector to study effects of specific public policies on economic development. The institute will consider requests for research on topics such as the effect of state taxes on business decisions.

--Institute faculty will work with public officials on setting policy priorities. Evaluations of policy areas such as education, agriculture, health, transportation, taxation and social services will be prepared before the biennial budget procedure begins. Sheldon Danziger, director of the UW-Madison Institute for Research on Poverty, and John Witte, professor of political science, are working on this project.

Research results will be made public via forums similar to last summer's series on the presidency, as well as through short courses, symposiums, publications, and radio and television programs.

The institute incorporates the UW-Madison Center for Public Policy and Administration and will continue to offer a master's degree program.

Alumni of the Center for Public Policy and Administration, many of whom work in public policy and administrative positions at all levels of government, have been invited for a reunion during the dedication events.

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-- Mary Ellen Bell (608) 262-8287

uw news

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

Wi. Idea

Release: Immediately 10/3/85

NOTE TO EDITORS: A photo of Christenson is available from UNS.

CONTACT: Arlen C. Christenson (608) 262-5973

NEW PROFS DIRECTOR HELPS TO IMPLEMENT THE WISCONSIN IDEA

MADISON--The new executive director of PROFS, University of Wisconsin-Madison's faculty legislative liaison group, sees his role as implementing the "Wisconsin Idea," bringing the resources of the university to bear on problems facing the state and its citizens.

"There is so much benefit to be gained both ways from cooperation between state government and the university," says law Professor Arlen Christenson.

Christenson, who took over leadership of PROFS this fall, has been active for a long time in exchanging knowledge and expertise with state government agencies. He has been a member of several Legislative Council special committees and has worked with the departments of Justice and Natural Resources.

"I know that these experiences have helped my teaching, research and all my professional activities," he said. "And I hope that I have been of some help to the agencies I have worked with."

Many UW-Madison faculty members are involved in cooperative exchanges with state government agencies, Christenson said, and "many more could be."

As PROFS executive director, Christenson will represent the faculty's views to state government, the UW Board of Regents and the public. He is a professional labor mediator and arbitrator, expertise that could prove

-more-

valuable in his new role. His experience with collective bargaining makes him believe that faculty unionization is an "an idea whose time has passed."

"There have never been many UW-Madison faculty members seriously interested in collective bargaining," he said. He expects, however, that collective bargaining will remain an issue in the upcoming legislative session.

"The faculty is very concerned about proposed legislation that would authorize collective bargaining by graduate assistants. And there will be the perennial faculty collective bargaining bill."

Christenson said PROFS opposes any measure that threatens faculty authority over educational policy, including the working relationship between graduate assistants and faculty, and changes in the university calendar.

"Faculty members are primarily concerned about having the freedom to do their jobs," he said.

PROFS stands for Public Representation Organization of the Faculty Senate. It is an arm of the University Committee, the senate's executive body. Formed in 1977, PROFS has worked to improve faculty salaries, to protect faculty governance and to improve communication between the university and state agencies. Its members serve on an unpaid, voluntary basis.

Christenson joined the law faculty in 1963 and served as Wisconsin deputy attorney general from 1966-68.

He is a member of the Legislative Council Committee on Municipal Collective Bargaining and has served on a number of state committees on employment, educational and judicial issues.

He also is a member of the arbitration panels of the Wisconsin Employment Relations Commission, Federal Mediation and Conciliation Service, American Arbitration Association and National Academy of Arbitrators.

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--Mary Ellen Bell (608) 262-8287

UW takes the arts to thousands

WI, WEEK 3/1/89

By Barbara Wolff

Now you've done it: You've forgotten your lines at an important audition. Your absent-mindedness could cost you an acting job.

Above all, don't panic: "If you can manage to relax, five different options may come to you. Look, I'm a director, and when I see an actor stop struggling and relax, it's a powerful, beautiful thing. I think, 'Here's somebody who knows how to deal with the situation.'"

The advice comes from Rick Ney, visiting professor in UW–Madison's Department of Theatre and Drama. Speaking at the Wisconsin Statewide Theatre Auditions last Friday, Ney was offering practical suggestions for landing a paying job in a brutally competitive field. The following day, regional theater producers would audition future actors, singers, dancers, technicians and managers in search of a break.

The event, sponsored for the 13th year by UW–Madison's Department of Continuing Education in the Arts, encapsulates what campus arts outreach efforts are all about: "Mobilizing people to work together," according to H. Harv Thompson, department chairman.

Contained in UW–Madison's Division of University Outreach, CEA has an exceptionally broad mandate. Its official mission is to provide lifelong not-for-credit learning in creative writing, theater, dance, the visual arts and music for educators, community leaders, volunteers, professional artists and the general public.

"We differ from other teaching mechanisms because our students are so varied," said Richard Wolf, CEA music professor and former Department chairman. "We have preschoolers to 90-year-olds enrolled in our classes, but within the last few years, we've begun to emphasize 'leadership' training—teaching others to teach—so that our efforts go further."

Thompson said the department currently files the names of 50,000 individuals who have taken part in a class, conference, workshop, performance or travel study tour at some point. Those numbers have led to the development of some 260 CEA programs and performances each year, supported by an annual budget of three-quarters of a million dollars.

Besides its instructional options, CEA also is the umbrella for a wide array of entertainment and enrichment groups. The Wisconsin Youth Symphony gives young people throughout the state instrumental performance opportunities. The Heritage Ensemble (see sidebar) dramatizes aspects of Wisconsin history for audiences in schools, clubs and organizations, and the State Park system. The Wisconsin High School Forensic Association draws part of its sponsorship from Continuing Education in the Arts. Statewide 4-H Youth Development provides arts programs in all 72 Wisconsin counties.

In addition, there are several special CEA-sponsored programs such as the annual School of the Arts in Rhinelander, held this summer Monday–Friday, July 17–21. Performing Arts Study Tours take participants to major American and Canadian arts center, as well as to international festivals. Other CEA functions include the annual church music conference, Peninsula Dance Program in Door County, Wisconsin Regional Art Program and its attendant traveling exhibition and the National String Workshop.

Despite the huge assortment of programs available, CEA doesn't lack an audience.

"There are so many potential clients out there, our biggest problem is finding enough distribution mechanisms to meet all their needs," said former CEA chairman Dick Wolf. "The whole state of Wisconsin is our potential customer." ■

Departments add to arts outreach

WI.Week 3/1/89

Arts outreach at UW–Madison is not limited to Continuing Education in the Arts. Individual departments and their faculty often perform outreach-style activities on their own. The largest, the School of Music's, houses the Pro Arte Quartet, Wingra Woodwind Quintet, Wind Ensemble, Symphonic Band, Chamber Orchestra, Chamber Singers, Concert Choir, Madison Arts Players and Wisconsin Brass Quintet.

The Department of Theatre and Drama's honored Theatre for Children and Young People closely allies its season with the school year in Madison and environs: besides public performances, area school children attend special presentations, which include a matinee and tour of the theater facilities, and often a visit to the Elvehjem Museum of Art across the street.

The Department also sponsors an after-school acting workshop, taught by the Theatre for Children and Young People's graduate student staff.

On their own initiative, many UW–Madison arts faculty members lecture, exhibit or perform in schools, museums and for the general public. Thompson said the UW–Madison School of Education also provides its own in-service updates for arts teachers, as does the CEA.

The Heritage: Mining the lore of Midwest life

WI.Week 3/1/89

By Barbara Wolff

Lucius Fairchild, who later became governor of Wisconsin, joined the large contingent of Wisconsinites who headed for the California gold fields in 1849. Fairchild kept a very thorough diary of his experiences there, and UW–Madison's Heritage Ensemble used his entries as a basis for its latest show, "Days of '49."

Wisconsin's participation in the California Gold Rush is only one nugget for state and regional history mined by the ensemble. Located in the UW–Madison's Continuing Education in the Arts, the ensemble brings to dramatic and musical life the history and lore of the upper Midwest. Up to 10 professional actors are hired freelance to perform repertory and two new shows a year; that translates to 300 annual performances in schools, state parks, for community organizations and at special events.

Orchestrating the whole shebang is Dave Peterson, who traces his interest in historical docudramas to 1970, when he was studying up on the Great Lakes. Today, Peterson does the research, writing and musical arranging, often with help from people like Fred Heide.

"Fred is a story in himself," Peterson said. "He started with the ensemble when he was a student at UW–Green Bay, in 1972. He eventually got a Ph.D. in clinical psychology and now has a job at the California School of Professional Psychology at Berkeley. But he always makes sure his summers are free to work with us."

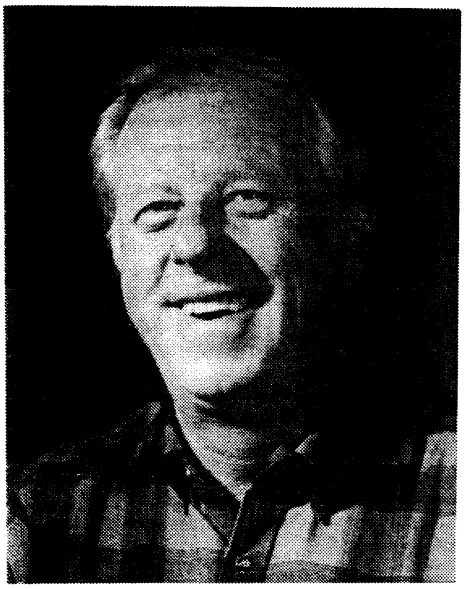
Heide currently is hatching a show about environmentalist John Muir. Peterson is at work on a presentation charting Wisconsin's participation in World War I.

"(Robert) La Follette was very anti-war," Peterson said. "His position placed him at odds with many of the university faculty, who supported the war effort. Some of the faculty even circulated a petition censuring him for his anti-war stand."

Also on Peterson's agenda is a special request from UW Extension Chancellor Patrick Boyle for a show tracing Extension's development. The finished product, "Peddlers of Progress," will be performed around the state during Extension's 75th anniversary later this year.

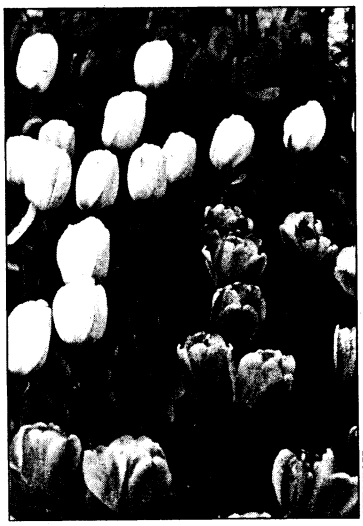
At the moment, the Heritage Ensemble is touring with "Days of '49" and "America's Minstrel," devoted to folk song artist Woody Guthrie ("He wrote many, many children's songs—they're really fun," Peterson said.) In addition, the company will do "Steamboat Round the Bend," the Ensemble's version of life along the Mississippi, by request.

Peterson has more information on the Heritage Ensemble, at 263–3369 or 263–6320, 720 Lowell Hall, Madison, WI, 53706. ■



THE HERITAGE ENSEMBLE recreates "Mark Twain's Mississippi" for audiences in schools, state parks, civic organizations and others around the region. Director Dave Peterson (right) says the professional company stages two new shows a year, plus can perform old favorites in repertory. This year's presentations include "Days of '49," based on former Wisconsin Governor Lucius Fairchild's sojourn in the California gold fields, and "America's Minstrel," a portrait of Woody Guthrie.

Hope *springs* eternal


JEFF MILLER

Do you remember spring? That little snip of a season last year that did a do-si-do around the snows of May and endless rains of June?

Do you remember that STE (Spring Time Equivalent) of 3.2 days in '93 when springlike things — like flowers and grass and leaves — sprang up and popped out?

Well, the calendar says — and we all know what an outrageous liar the calendar can be — that spring is just around the corner. Saying spring is just around the corner in Wisconsin is like saying the check is in the mail: The chances of it happening hover between so-so and not-too-stinking-good-thank-you-very-much.

Ah, but hope springs eternal. (Ironic, isn't it, that this adage couples the root word for a fickle season with eternity?) But hope is the mast to which we must lash ourselves right now, lest we fall overboard into the dreary dregs of seasonal despair, also called WSS (Winter Sucks Syndrome).

To save our ship of hope at this time of year requires acts of imagining or remembering. Think of what it feels like to be washed in April sun as you lean, with your eyes closed, against a warm brick wall. Remember how gloriously red a tulip can be, especially when the early spring palette has very few shades. Recall how comforting it is to listen as Lake Mendota splashes up against its shores, after a winter of mute and icy immobility.

Are you getting into this imagining mode? Then let's take a leap to Greece. Maybe an island off the coast of Greece that, for a Midwesterner, can give new meaning to the word "warm."

Your villa is right by the sea. When you wake in the morning you lie languidly in bed, trying — but not very hard — to open your eyes. So you rely on other senses: You hear the gentle lapping of the Aegean Sea outside your window and feel a light ocean breeze do a skittering dance across your freshly washed sheets.

And oh, the Aegean sun pours through your window in a cascade of warmth, inviting you to come out and savor the day. So you wander onto the beach, where you see that the sea is a cobalt blue. The sand and the water and the spun-gold sun merge into something transcendently beautiful...

Has our Grecian journey helped renew your acquaintance with the concept of spring? Awash as we are in the slush of February, an exotic excursion of the mind can revive our flagging belief in the seasonal resurrection called spring — and sharpen our lookout for that first red tulip.

— Jeff Iseminger

Wisconsin Idea Seminar

A decade of getting to know the state

By Judy Reed
Outreach Information

Whether it was visiting with the superintendent of the Milwaukee public schools, learning about high-tech industries in northern Wisconsin, milking a cow on a dairy farm, touring a prison in Green Bay, finding out about the workings of another UW System campus, talking with a student at a high school on a Menominee Indian reservation, or enjoying a Door County fish boil, more than 300 UW-Madison faculty, academic staff and administrators have experienced a view of Wisconsin they will never forget.

The 300 are alumni of the Wisconsin Idea Seminar, an annual five-day journey around the state, designed to give participants an immersion into everything Wisconsin.

"We started the program for faculty members and academic staff members who were new to the university and Wisconsin," said Peg Geisler, director of the Office of Outreach Development, which coordinates the annual seminar. "We wanted to instill in them the university's commitment to the Wisconsin Idea — that the boundaries of the campus are the boundaries of the state.

"We also wanted them to know that public service is an expectation of their appointments," she added.

Geisler said the tour, which is funded in part by the Evjue Foundation of Madison's *Capital Times*, has been expanded in recent years to include new administrators and recently tenured faculty, because their new duties often mean an expanded responsibility to the university and the state.

Of the approximately 30-35 people who board the bus for the Wisconsin Idea Seminar each spring, most have been overwhelmingly enthusiastic about the experience.

Suzanne Scott, a lecturer in Family Research and Consumer Science and a participant in 1990, said "the tour was a fantastic opportunity to get an insider's view of the state. We saw and experienced so much diversity — in businesses, in urban and rural settings, and in food."

Scott found the seminar also exposed participants to a slice of the UW-Madison campus. "Our tour included long-time faculty members like David Cronon (professor of history), administrators like Melany Newby (vice chancellor for legal services), and many new faculty and academic staff. We had people from many disciplines, including the sciences, arts and music."

Don Downs, a new faculty member in political science at the time he attended the first Wisconsin seminar in 1985, said he remembers the tour "vividly."

"I had grown up here but had been gone for 20 years," Downs said. Highlights for him included visits to a Menominee Indian reservation and to a paper company. He also has fond memories of late-night conversations, arguing or debating current issues.

Margaret Dentine, then a new assistant professor of dairy science, also traveled on that first seminar. She had been in Madison less than a month when she was whisked away to tour the state. "I had just gotten my Ph.D. from North Carolina State University and was unfamiliar with Wisconsin," she said. She enjoyed learning the history of Milwaukee and about teaching on the Menominee Indian reservation.

Frank Rossi, assistant professor of horticulture, said his trip in 1993 was an "eye-opening experience and one that gave me a deeper appreciation of my role as an extension scientist. This state truly admires its flagship university and looks to us for help." Rossi also enjoyed the interaction with other university faculty, "especially Phil Certain (dean of the College of Letters and Sciences). Spending a week with Phil gave me perspective into the workings of university administration."

For Patricia Boyette, an assistant professor of theater and drama, the 1993 seminar provided an understanding of the relationship between the Madison campus and the rest of the state. "I was a new faculty member with some perspective on how the campus relates to Madison, and even its role in national issues. But meeting with legislators, business and industry leaders, and other educators helped me see the role UW-Madison plays throughout the state."

Boyette also liked spending time with a cross-section of faculty and staff on the tour: "We get isolated in our own disciplines and our own paths around campus. The tour let us get to know many people in different fields. It gave me confidence in the caliber of people the university is hiring."

Many Seminar alumni say they were originally hesitant about going on the tour. "It's at the end of the term and you think of all the other things you should be doing," said Boyette. "I could see a look of 'What am I doing here?' on almost everyone's face on the morning of departure, but it wasn't long before it began to wear off," she said. "It was an experience I wouldn't trade for anything."

On the whole, seminars have gone off without a hitch. There was, however, the time Ted Garland, associate professor of zoology, got left behind at Milwaukee's Public Museum. "I went upstairs to visit someone who was working in my field and when I got back the bus was gone," Garland recalled of the 1988 trip. He quickly checked his tour schedule and caught a cab to the next stop at the Botanical Gardens.

According to Geisler, participants come home with broader visions of the needs of the state and usually a desire to be more involved in the mission of outreach. Many make new friendships among their traveling colleagues.

After her tour, Boyette asked fellow participant Peter Hendriks, an assistant professor of East Asian languages and literature, to work with some of her students on Tasmanian dialects for a play the class was producing. She has also discussed programming ideas with a colleague from the UW-Center Marathon County campus, whom she met on the tour.

The 1994 Wisconsin Idea Seminar will be May 23-27. Preference for attending is given to faculty hired within the last three years, faculty who have recently received tenure, newer university administrators, and academic staff with statewide responsibilities. For more information, see For the Record.

Coleman: school counselors key to success for minority students

By Anne Coulling
School of Education

School counselors may be in a better position than anyone else to help minority students succeed in school. That's the view of Hardin Coleman, an assistant professor of counseling psychology at UW-Madison.

"We tend to think of the school counselor as the person who schedules classes or who gives students advice on where to go to college," Coleman says. But that's only part of the picture, he adds. "Counselors today play a much larger role especially in the elementary and middle schools. And they are uniquely qualified to reach out to children of color and to help them have a positive experience in school."

Why are counselors so valuable? Coleman cites three reasons. To begin with, he says they occupy an unusual position in the schools; they aren't seen as disciplinary figures. As a result, students who are having problems — especially children of color — sometimes relate better to them than they would to teachers or administrators.

'Counselors can help minority kids achieve that difficult balance between adjusting and assimilating.'

Second, Coleman says, counselors possess a rare combination of abilities: "They have strong interpersonal skills, they know more than most of us about how people behave, and they understand how schools operate. Counselors interact well with a broad range of people's children, parents, teachers, and administrators," he says. "And they're very perceptive. Many times they are the first to identify a child who may be at risk of developing problems at school."

Perhaps most important, counselors are frequently sensitive to cultural differences. Ethnic minority children, Coleman says, often have a harder time fitting into the classroom than do white, Anglo-Saxon students. They may feel rejected, both by peers and by teachers. School counselors can help them learn coping skills and develop stronger self-esteem.

"As they begin to find their place in the school, though, we don't want children to lose a sense of who they are," Coleman adds. "Counselors can help minority kids achieve that difficult balance between adjusting and assimilating."

At the same time, counselors can sensitize an entire school by helping teachers and administrators understand the particular problems that children of color face. For instance, says Coleman, sometimes minority kids who are labeled as learning disabled don't have a learning disability at all. "They're just having a tough time coping with the environment," he says. "Counselors can often identify the real problem and work with other school personnel to correct it."

Coleman is especially impressed with guidance counselors in Madison, who are at the "front line" of dealing with a changing ethnic population in their schools. Thoreau School, where Coleman's son is a enrolled, draws students from white, African-American, and Hmong families. "How do you unite people from such disparate backgrounds?" Coleman asks. "That's where a guidance counselor can be of service." He credits the counseling staff at Thoreau for playing a key role in pulling students together.

Because counselors are so important, Coleman believes schools should employ more of them. The state of Wisconsin recommends one counselor for every 450 students, but Coleman wishes the ratio were much smaller.

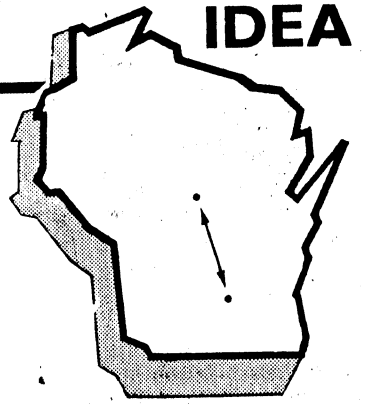
"We know guidance counselors can be successful and can make a big difference," he concludes. "We just need more of them, to reach more of the kids."

"The boundaries of the campus are the boundaries of the state."

—The Wisconsin Idea

W I. Idea

THE WISCONSIN IDEA



In Wausau

Wausau:

Expressing the Wisconsin idea

WI. Week 7/13/88

For many years, the Wisconsin Idea was viewed as the movement of knowledge and experience outward from Madison. Over time, that concept has changed. The relationships between UW–Madison and state industries, schools and hospitals are now partnerships—interactive and mutually beneficial.

Evidence of UW–Madison as a statewide resource can be seen in almost any Wisconsin community. We've selected one area in the very heart of the state—Wausau and its surrounding counties—to illustrate how the Wisconsin Idea is expressed today.

This relatively flat, glaciated countryside is noted for dairy farms (Marathon County has more cows than any other county in the nation) and ginseng (it's also the nation's top ginseng producer).

The Wausau area's biggest business enterprise is Wausau Insurance, one of the largest insurance companies in the world.

The UW Marathon Center draws more than half of the county's freshmen who elect to attend a UW System school. UW Marathon Center sends more than twice as many students on to UW–Madison as any other UW Center campus.

Another important institution in Marathon County is Wausau Hospital Center, a 300-bed acute care facility serving 12 counties.

In the stories that follow, we describe how UW–Madison faculty and staff work together with these and other businesses and institutions to serve the local community and to improve the quality of education in Madison. ■

Marathon Center makes move to UW–Madison a smooth one

WI. Week 7/13/88
By Elizabeth McBride

Michelle Kluever has never been one to go for the glamour.

That's why she chose to attend the UW–Marathon Center for her first two years of college before transferring to UW–Madison. It's also why she is in Wausau for the summer working at a local bank and why she hopes to live in a city the size of Wausau after graduation.

Although it may not have Madison's bright lights and bustling campus, the 21-year-old Kluever's hometown is a close-knit and supportive community.

"It's a good place to grow up and to raise a family," she said.

For students like Kluever, who come from small cities or rural areas, spending two years at the local center before transferring to the large UW–Madison campus is an ideal arrangement, said George Newtown, dean of the UW–Marathon Center.

And because of historical ties between UWMC and UW–Madison, the transition is a smooth one.

By attending UWMC and living at home, Kluever, for example, was able to save money and remain close to her family. Moreover, she could continue to play the same kind of leadership role in student government at UWMC that she played in high school.

"It was so easy to get involved and meet people and feel important," Kluever said. "The classes were small and I got to know my professors."

At UW–Madison, she misses those opportunities. Professors on the Madison campus are more impersonal and leadership positions more difficult to obtain, she said.

But she chose to finish her degree at Madison because she wanted to pursue her marketing studies at what she calls "the" school. Her father and cousin, both UW–Madison alumni, and her professors all urged her to transfer. A scholarship from Wausau Insurance and the UWMC Foundation was the final incentive.

Michelle Kluever

Kluever's experience is a common one, said Newtown. In fact, about twice as many UWMC students transfer to Madison than to any other UW System campus.

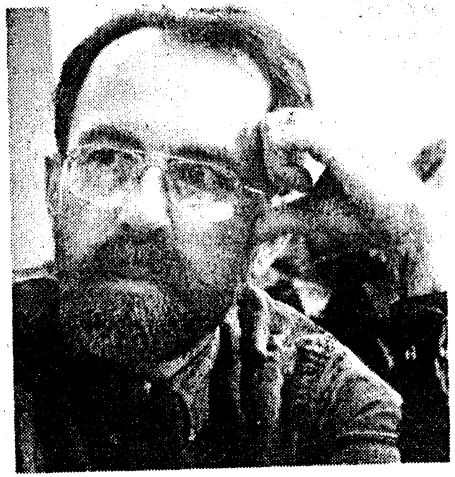
"There is a long and rich relationship between UW–Madison and UWMC," Newtown said. "We're not that geographically close, but spiritually we think of ourselves as having close ties."

Before the creation of the UW System, UWMC was one of UW–Madison's Extension outposts. In 1947, the taxpayers of Marathon County funded the first facility in the state designed specifically for housing UW–Madison Extension classes.

Byron Barrington recalled that he was hired in 1960 as an assistant professor of psychology for UWMC by UW–Madison and was listed for many years as a UW–Madison professor in its campus directory.

Over time, the two schools developed separate administrations, but even at the time of merger in 1972, most Center System departments were chaired by Madison faculty.

The maintenance of a special relationship between the two campuses was frowned upon in the years following merger, as UW System administrators worked to promote a sense of equality and unity among the campuses, said Newtown.



George Newtown

But, Barrington noted, "UWMC kept a sense of loyalty to Madison and maintained a similar pattern of academic administration."

To allow students to transfer easily between the two schools, UWMC honors programs were run according to Madison guidelines, and many UWMC courses were identified by the same numbers as their counterparts at Madison.

Professors took students to UW–Madison libraries to do research with primary sources and encouraged their students to participate in UW–Madison competitions.

"Faculty tried to maintain academic standards equivalent to Madison's," said Barrington.

The close ties maintained by UW–Madison and UWMC also enbled UWMC faculty to grow professionally. When UWMC Spanish Professor Nancy Hessert was awarded a grant to develop a course on Spanish culture and civilization, she turned to a colleague at UW–Madison for advice.

"I was so pleased with the help he gave me," said Hessert. "He sent me his course syllabus and a list of textbooks. He went beyond the normal response."

Shortly after Barrington joined the UWMC faculty, he engaged in a joint research project with renowned UW–Madison psychologist Carl Rogers. "The professional ties with Madison have been very helpful over the years," Barrington said. "We're somewhat isolated here, and they help us keep professionally active and provide stimulation we wouldn't get otherwise."

The UW–Madison cooperative research program that began with UWMC now is open to the faculty at all UW Centers.

Barrington noted the relationship between UWMC and UW–Madison is mutually beneficial. "Much of the political support Madison has in the Wausau community comes from the existence of this center," he says. "And the perception of our institution as a high quality institution is based on our ties with Madison."

According to Newtown, those ties will be strengthened in the near future. Beginning in 1989, students will be able to apply for joint admission to UWMC and to UW–Madison. That means program admission requirements for transferring UWMC students will be the same as those for students who start out at UW–Madison.

Currently, some programs require a higher grade point average for transfer students than for others, a policy some believe has been unfair to UW Centers students.

The change also may help Madison meet its freshmen enrollment reduction goals. "We can prepare students at UWMC, and then they can come in to Madison in their junior year, when there is more room" due to the number of students who drop out in the first two years, Newtown said.

In the future, UWMC faculty also may serve as mentors for UW–Madison teaching assistants teaching introductory level classes, Newtown said. ■

UW–Madison gives boost to area's business climate

WI Week 7/13/88

By Jeff Iseminger

Wausau and UW–Madison are "in business" together—and both partners profit in little-known ways.

You can see that relationship through two of Wausau's major employers: Marathon Electric (1,500 employees), and Wausau Insurance (2,000 employees). Those firms consider the university a positive influence on their own ledgerbooks as well as the state's business climate.

Marathon Electric, for instance, is a member of the Wisconsin Electric Machines and Power Electronics Consortium, directed by UW–Madison engineering Professors Don Novotny and Thomas Lipo.

Novotny established the consortium in 1981. It includes 25 member companies, 12 of them Wisconsin firms. Their membership fees fund research by faculty and students at UW–Madison's College of Engineering.

According to Novotny, the consortium's name comes from its central research problem: how to incorporate electronic controls with electric motors used in industry.

"Until a few years ago, almost all motors used non-electronic on-off switches and ran at constant speed," he said. But Novotny says the energy crisis of the 1970s fueled a hard look at electronic controls that ran motors at varying speeds and thereby saved energy.

Since consortium members manufacture motors and motor controls, they're anxious to use UW–Madison research to build more efficient—and more saleable—products.

Gary Schurter, vice president for engineering at Marathon Electric, appreciates the pragmatism Novotny shows. "Don isn't happy until he reduces what he's working on to actual practice," he said.

Marathon Electric manufactures electric motors and sells them to firms like Trane and Carrier. Because of UW–Madison research, Schurter said, "We're making better motors and giving better guidance to customers who want to use electronic controls."

Novotny talks to Schurter frequently and gives seminars to his staff on topics like the future of motors. He began advising Marathon Electric in the 1960s as associate director of the University-Industry Research Institute. (Marathon was the first company to participate in a UIR project.)

In addition to funding research, Marathon Electric has helped the College of Engineering in other ways. The company made prototype parts for research and tested university equipment in its lab; and one of its engineers, Keith Tang, helped write a consortium report. Marathon employs five electrical engineers who are UW–Madison graduates.

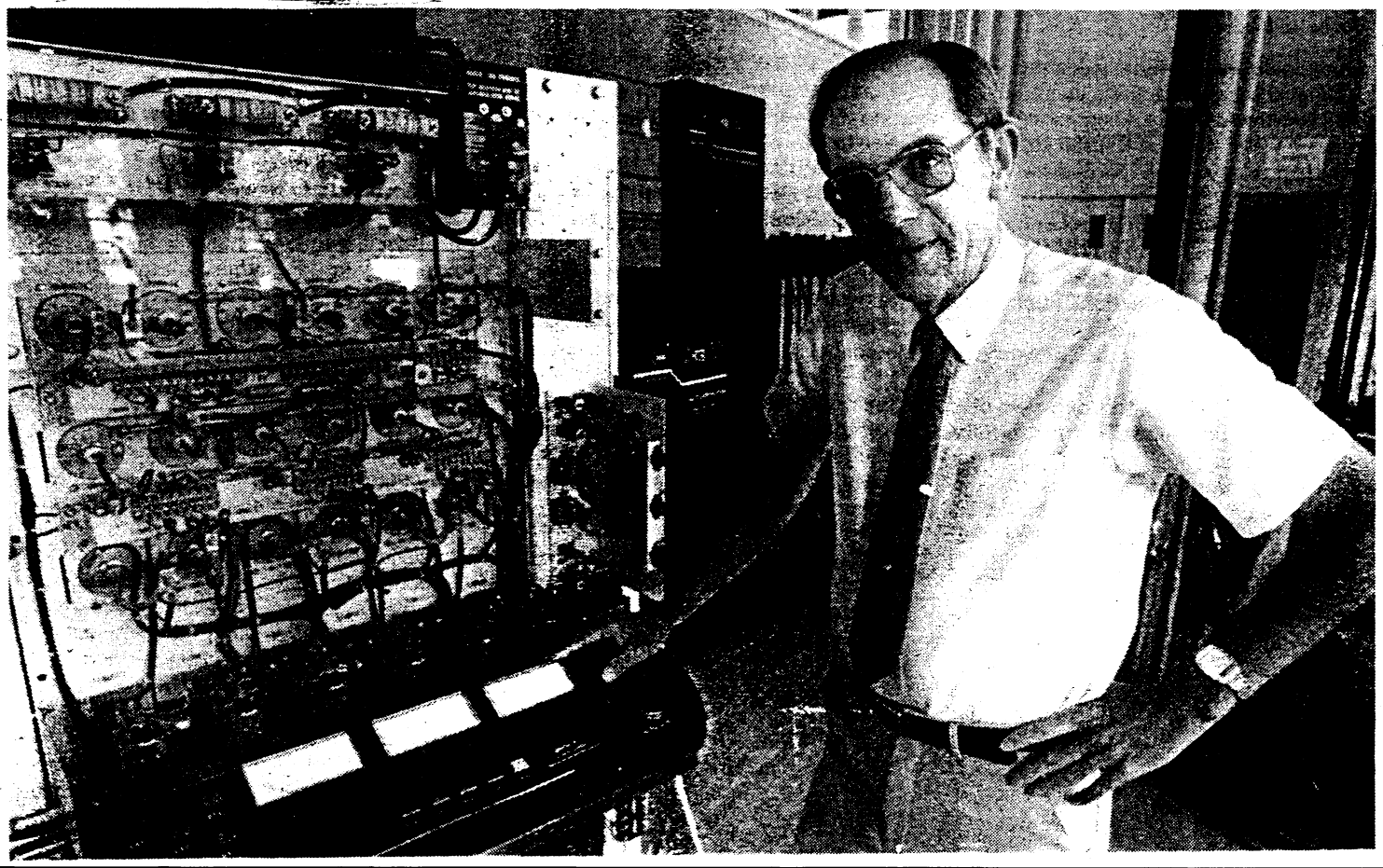
Another believer in UW–Madison is Hugh Reardon, Marathon Electric's vice president for quality assurance. Reardon attended the Business School's four-week executive program two years ago and later sent several of his staff members to UW–Madison seminars on quality and productivity improvement.

He also invited three business faculty members to visit his company under The Idea Exchange—an effort to strengthen ties between the Business School and state businesses. "I can't speak highly enough about Business School people," Reardon said. "They've been truly helpful."

The chairman of Marathon Electric is San Orr Jr., who earned a bachelor's degree and law degree from UW–

"We look to UW–Madison as a supplier of future talent. We also want to attract the best talent from outside the state, and the university helps make Wisconsin an attractive place to live and work."

—Leon Weinberger
President, Wausau Insurance Companies



Madison in 1963 and 1966. Orr chairs the School of Business Board of Visitors, an advisory group to Business School Dean James Hickman. Also sitting on that board is Leon Weinberger, president of Wausau Insurance Companies.

"It means a lot to have people like San Orr and Lee Weinberger on our board," Hickman said. "They're willing to contribute their most valuable resource: time. That's an enormous compliment to the school and an enormous contribution."

Weinberger, a 1957 UW–Madison graduate who was named a Distinguished Business Alumnus last spring, took the reins of Wausau Insurance in 1985. He is president and chief executive officer of Wausau Insurance and vice president of property and casualty subsidiaries for the Nationwide Insurance Group of Columbus, Ohio.

After beginning his career in accounting, Weinberger took a position with the Sentry Insurance Group and discovered that "the whole world of business is the bailiwick of insurance."

He continues to serve his alma mater for good reason: "We look to UW–Madison as a supplier of future talent," Weinberger said. "We also want to attract the best talent from outside the state, and the university helps make Wisconsin an attractive place to live and work."

His firm's payroll includes 110 UW–Madison alumni, 46 from the Business School. Wausau Insurance regularly invites groups of risk management and insurance students at the Business School to visit its headquarters and each year offers internships to UW–Madison students.

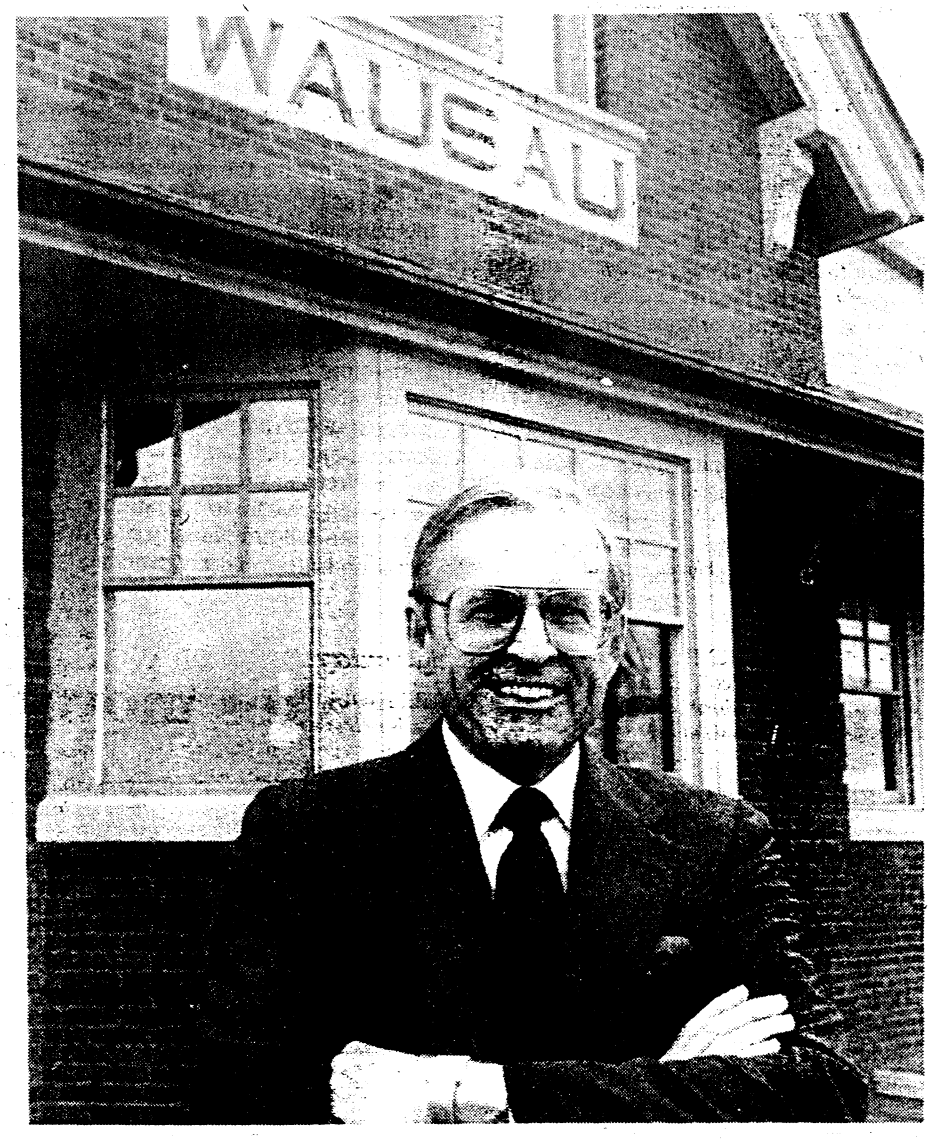
According to public relations director Roger Drayna, the company funds two $5,000 scholarships annually for the Business School's Risk Management and Insurance Department and contributes $5,000 to the annual John R. Commons Lecture at the university, given by a national expert on workers compensation.

Without Commons, a UW political economist, Wausau Insurance may never have been born. In 1908 he proposed a state workers compensation system that in 1911 was passed by the Wisconsin Legislature. Commons urged that the new system be underwritten by private and mutual insurance companies.

The "Wausau Group" of Wausau-area employers formed a mutual insurance company Sept. 1, 1911, the day the Wisconsin Workers Compensation Act became law. And the same day the company wrote the nation's first constitutionally valid workers compensation policy for the Mosinee Paper Corp.

From that single policy Wausau Insurance has grown into one of the country's biggest businesses in risk management. It employs 5,500 people across the United States with a total payroll of $145 million. Last year it posted premium revenues of $1.3 billion.

And Weinberger—like Orr across town—knows that vigor for his company's future will flow from a partnership with UW–Madison, not listed in his annual report but profoundly felt. ■



Leon Weinberger, president of Wausau Insurance Comapnies, continues to serve his alma mater as a member of the UW–Madison School of Business Board of Visitors.

Moo...ve over: Dairying goes high-tech

By Jeff Iseminger

Walking into the "milking parlor" at UW–Madison's agricultural research station in Marshfield is like entering a time warp and being flung into the future of dairying.

Built last year, the state-of-the art parlor features an identification system light years beyond the name-that-cow-and-keep-it-in-your-head routine.

As each cow enters the parlor, the electronic necklace she's wearing tells a computer who she is. The computer flashes the cow's milking records on a screen in her stall, weighs the milk she's giving, times how fast she's giving it and enters that production into her record.

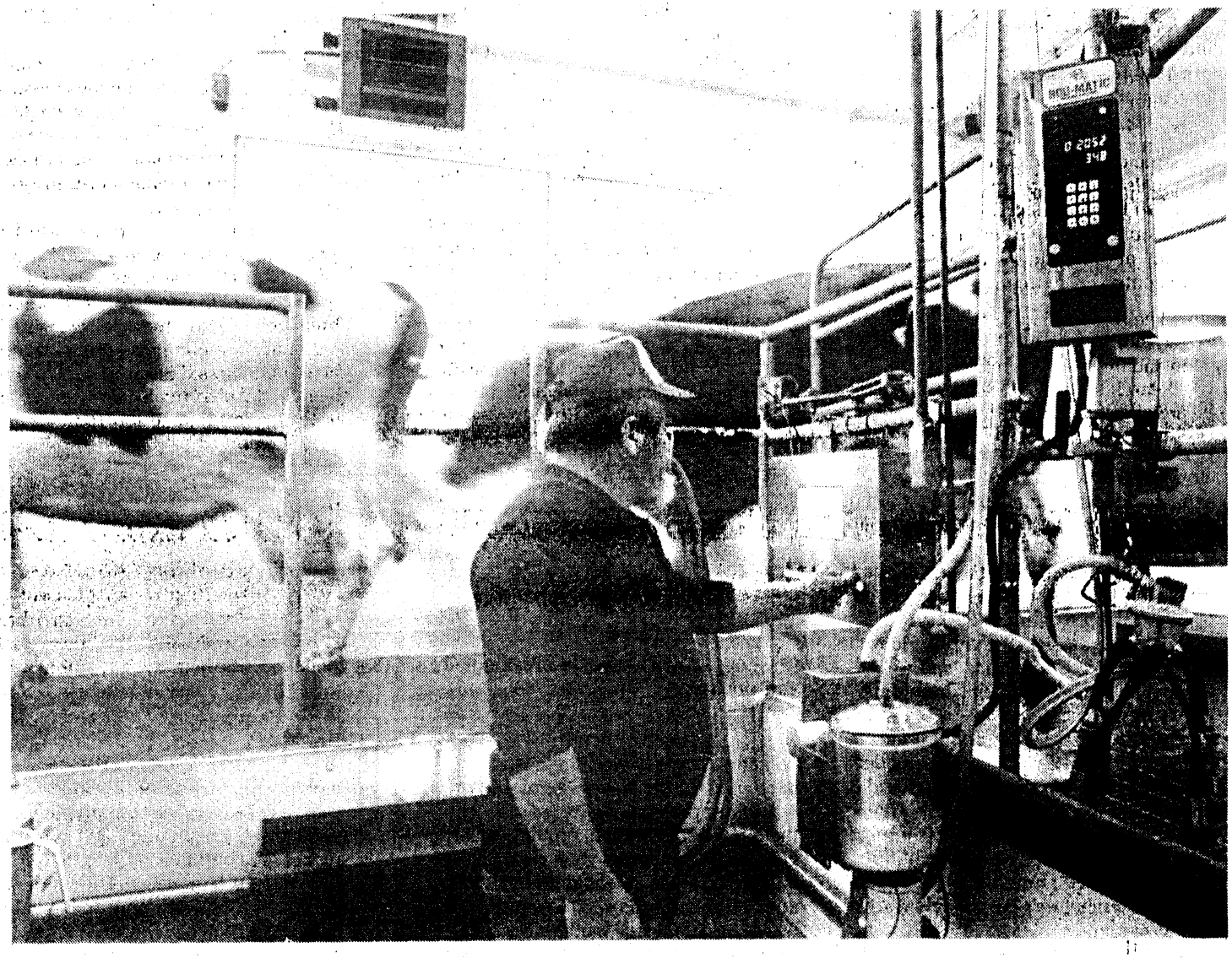
Milker Jim Diers works in a cement-lined pit at teat level, eliminating the hunching over that's normally part of milking. The milking machine he attaches to each udder drops off automatically when the cow is done, and the collection system is back-flushed and sanitized after each cow leaves the parlor.

"The demonstration parlor is really icing on the cake," explained Tom Drendel, 35, the Marshfield station's superintendent since 1985. "Our basic mission for the College of Agricultural and Life Sciences is to conduct research on the problems of northern dairying and feed that information to farmers."

It's not surprising that dairying is the station's focus. Nearby Marathon County has more dairy cows than any other county in the nation.

Dairy farmers in northern Wisconsin face two critical problems: poorly drained soil and a short growing season. The Marshfield station has come up with interesting solutions that have attracted national attention.

Short-season corn usually doesn't have time to mature and dry properly, so it



Milkers work in a cement-lined pit at UW–Madison's Agricultural Research Station near Marshfield.

tends to spoil in conventional silo storage. But the station made a virtue of that vice by showing how airtight silos can produce high-moisture feed that cows actually prefer over drier grain.

"In fact, I get calls from places like Pennsylvania and Nebraska on how to handle high-moisture corn," Drendel said.

Cows need more than corn for health and high milk production. Alfalfa is a great high-protein boost for their diet, but it doesn't like the soggy soil of northern Wisconsin. The station devised systems of surface drainage that have helped make alfalfa the state's No. 1 crop.

Studies at the station are done by UW–Madison researchers like Craig Grau, professor of plant pathology.

"We're currently trying to improve the resistance of alfalfa to root rot," Grau said. "That will lead to the development of varieties better adapted to wet soils."

Faculty research is supported by Drendel's staff of 12 full-time people who work in the fields, barns and office. The station includes 325 acres of cropland and several modern barns, sheds, silos, a laboratory, an auditorium and the "ideal farmhouse of 1958" that Drendel calls home. One-third of the annual $300,000 budget comes from the sale of milk produced by the station's 60 cows.

Research is only half of the station's charge. The other is getting the word out to farmers about better ways to feed and manage cows.

"There are a lot of reasons why a farmer would come here," Drendel said. The station attracts farmers from as far away as Janesville to a Dairy Day, a Forage Day and a Corn or Soil Fertility Day every year, featuring speakers on everything from silage to soil to soybeans.

"The station tells me what hasn't worked in their trials on things like seed varieties and chemical applications, so I don't have to spend a year or two experimenting on my own farm," said Jerry Knoll, a dairy farmer who has attended several of the station's field days.

Drendel said the station also uses "the multiplier effect" in giving seminars for agricultural vo-tech instructors and area extension agents.

Tod Planer, the extension agent for Wood County where the station is located, said his major challenge as an agent is to "channel research findings to the farmers, so having a station in the county is a great resource." Planer said some farmers go to the station for help instead of to him, but added the station has given him hands-on research experience and the chance to speak at field days.

The Marshfield station, established in 1912, is one of 12 agricultural research stations in Wisconsin and one of four dairy stations. But Drendel says Marshfield is unique because of "the way the community gets behind us."

Individuals, businesses and local government in the Marshfield area have contributed $170,000 for the construction of the station's buildings as well as the station's land. The most recent donation was $30,000 for the milk parlor, which covered a third of the facility's cost.

That investment is a good one, according to Marshfield Mayor David Koepke. "It's important to educate the farmers," he said. "Their prosperity affects Marshfield's prosperity."

The annual Mayor's Breakfast of Marshfield which typically draws 3,000 people is held each year at the station, and community groups—from gun clubs to yarn spinners—use the station's 120-seat auditorium nearly every night during the winter.

So this university station does more than wed cows to computers. It brings the fruits of research to Wisconsin farms—and knits together the people who build and sustain their communities. ■

New research featured at Down syndrome conference

WI. Week 7/13/88

Recent UW–Madison research and early intervention strategies related to Down syndrome will be discussed at a three-day conference at the Waisman Center Thursday through Saturday, July 14–16.

The conference, intended for professionals and parents, will feature a number of UW–Madison and visiting faculty on topics ranging from the motor development of children with Down syndrome to controversial treatment approaches.

The first day of the conference will focus on Waisman Center research, including a discussion of two basic research topics: how all organ systems are affected by the presence of the extra chromosome and how trisomy mice can be used to study developmental problems.

Other first-day presenters will touch on language, speech, cognitive, hearing, and motor development of infants and children with Down syndrome. Peg Rosin and Edi Swift will present the preliminary results of one such study.

"The Down syndrome children in the study were similar to the other children when it came to single word understanding," Rosin said, "but they had difficulty when more words were strung together."

This and other findings from their study may have treatment implications, Rosin said, and take on added importance since adults with Down syndrome continue to have speech intelligibility problems.

Survey results also will be presented Thursday of parental opinions on such issues as whether or not they would favor surgery to change the appearance of Down syndrome children and attitudes about the use of prenatal diagnosis for subsequent pregnancies.

Some controversial therapies for Down syndrome will be discussed on Friday and Saturday, such as megadoses of vitamins or "sicca cell therapy," in which lamb brain cells are injected into muscles. Not only have these therapies been shown to be of no help, said Susan Harris of the School of Allied Health Professions, but in the case of sicca cell therapy, there is a serious danger of infection and disease.

One promising early intervention technique, Harris said, is "turn taking," in which parents in effect switch roles with the child.

"Instead of the parents trying to get the baby to imitate them, the parents imitate what the baby does in order to draw out and expand the behavior," Harris said. "This has been shown to increase the frequency of babies initiating activity and developing play skills."

The conference is presented by the School of Allied Health Professions in cooperation with the Waisman Center. For additional information on the conference, contact Sarah Aslakson, Allied Health, at 263–2856. ■

Scientists try to cure ginseng

WI. Week 7/13/88

By Jeff Iseminger

Ginseng, shown above, is a fork-tailed root that is sucked, chewed, drunk, eaten and smoked.

A fork-tailed root grown in Wisconsin—and coveted by millions of Orientals as a terrific tonic—desperately needs a cure for what ails it.

That cure may be found by UW–Madison scientists trying to doctor a root that's sucked, chewed, drunk, eaten and smoked in the Orient: American ginseng.

"Wild" ginseng grows from Kentucky to northern Canada. But it's cultivated by the acre in Wisconsin's Marathon County, where buyers from Hong Kong flock each fall after the harvest. In fact, 90 percent of the ginseng sold in the United States comes from Marathon County.

But there's trouble brewing in the ginseng gardens in the form of fungi. Disease has always been a problem, but last year stem blight decimated about a quarter of the Wisconsin crop. The year before, root rot claimed around a third of the expected harvest and destroyed many immature gardens.

The growers are getting a helping hand from a UW–Madison team headed by plant pathologist Jennifer Parke.

"Ginseng growers have very serious disease problems," Parke said, "and we're approaching those problems from different angles."

Parke negotiated a battery of grants to support this year's work on ginseng disease: $65,000 from the Ginseng Board of Wisconsin through the Wisconsin Ginseng Growers Association, $15,000 from the UW System Applied Research Program and $10,000 from the State Department of Agriculture's Sustainable Agriculture Program.

Parke hired Karen Shotwell to do field work on the effectiveness of different fungicides. Her data have helped UW–Madison scientists get approval from the Environmental Protection Agency for the use of certain fungicides on ginseng.

Shotwell does her work on a plot near Marathon City which is provided, planted and maintained by the growers association. She also writes articles for the growers' newsletters, speaks at their annual meetings and runs workshops for them.

Though the UW–Madison team is trying to find a chemical cure, Parke believes growers should take a new tack: biocultural methods.

One such method is spacing plants farther apart. Growers now pack them together in the planting bed much closer than woodland ginseng. That cuts the need for land but also reduces air circulation and increases moisture-loving pathogens on the leaves, stems and roots.

Another problem is the straw mulch that growers use, which provides a pathogen haven that sprays can't reach. Other mulches provide a healthier environment: "Research shows that a mulch of leaves or composted manure contains micro-oroganisms that can suppress the fungi," Shotwell said.

Parke and colleague Jo Handelsman are conducting research that could bring permanent, non-chemical relief to ginseng growers. They've found a strain of bacteria from alfalfa roots that kills fungal spores infecting ginseng roots. If the strain passes its field tests in the next few years, ginseng growers may be able to use it on their crops.

Among the growers who would welcome a better idea on growing healthy ginseng are Shirley and Lyle Lemmer, dairy farmers near Marathon City. They and their son, Eugene, tend about an acre of ginseng.

"We spray a fungicide every seven days and we change shoes each time we enter a different garden to avoid spreading disease," Lyle Lemmer said. Even so, the Lemmers have to harvest after three years of growth, instead of the preferred four years, because of disease problems.

The Lemmers are among 1,500 ginseng growers in Wisconsin, according to Ron Krautkramer of Hamburg, president of the Ginseng Board of Wisconsin. Beyond the number of growers, however, figures on ginseng production are hard to come by.

"Only God and the growers know what's going on, and none of them are talking," said Leo Martin, Marathon County extension agent.

Martin says the growers in his county are usually friends or relatives who share equipment and seed with each other but don't divulge information on production and profits to non-growers. He guesses their tight-knit group wants to maintain a delicate balance between supply and demand in the world market for American ginseng.

But—like a high-wire performer using a frayed cable—growers know that balance is precarious when their crop is ravaged by lethal spores. And that's why they're asking UW–Madison to concoct a cure for their very sick roots. ■

Northern Wisconsin ginseng growers work small plots that are subject to the blight of disease. UW–Madison plant experts have lent them a helping hand.

Gardeners sprouting profits

WI. Week 7/13/88

"I wish I had a penny for everybody who stops and asks me what I'm growing."

The woman with the mysterious crop is Shirley Lemmer, who helps her husband and son grow an acre of ginseng (they call it "sheng") on their 200-acre dairy farm near Marathon City. "Sometimes people think we have a mink ranch or strawberry patch," she said with a smile.

A ginseng garden often makes a passing motorist do a double take. Shading the entire plot is a lattice of wooden slats atop a forest of posts. Rimming the outside posts is netting or more slats to protect the plants from sun and marauding deer.

The point of it all is to duplicate the deep-woods environment of wild ginseng.

A grower starts a garden by planting seeds (probably bought from a relative or fellow grower) in beds 5 feet wide. It takes the seeds a year and a half to germinate.

After sprouting, the plants grow to a maximum height of 2 feet. They have to be weeded and sprayed for three or four years before their roots are dug up and dried for several days.

"Ginseng growing can be profitable in the long run, but it's very expensive in the short run," said Leo Martin, extension agent for Marathon County. Counting equipment, seed, posts, slats and labor, the per-acre investment can hit $50,000.

So a grower who plants an acre-sized bed each year and harvests his first crop in the fourth year invests $200,000 in his gardens before he sees a dollar of profit.

Cultivated ginseng generally sells for about $30 a pound but ranges from $15 to $75, depending on quality and the current market. (Wild ginseng brings up to $250 a pound.) Since a good yield from an acre of ginseng is 2,000 pounds, a grower may gross $60,000 or more per acre.

Some farmers negotiate directly with Chinese buyers from Hong Kong while others sell their crop through brokerage firms in Wausau like Ginseng U.S.A. Marlowe Embree, assistant to Ginseng U.S.A. President John Rastl, says their firm helped growers sell 375,000 pounds of ginseng last year, most of it at their fall auction.

Once shipped to Hong Kong, the ginseng is distributed throughout the Orient as a tonic. It appears on the market as whole roots or in products like toothpaste, pop, tea, crystals, extract, powder capsules, candy and cigarettes.

Embree says Ginseng U.S.A. sells some tea and powder to growers, but most of it goes to Americans of Oriental background and health food enthusiasts. Some growers use their own roots to make a tea, but few like to chew the bitter root as Orientals do.

"Basically, growers don't think people who use ginseng are weird, but they aren't growing it because they like it," Embree said. ■

—By Jeff Iseminger

Health care remains critical in rural areas

WI. Week 7/13/88

By Elizabeth McBride

In many rural communities in Wisconsin, the need for better health care is critical.

A farmer seeking emergency care might have to travel many miles to the nearest clinic. Cardiac care or cancer treatment could entail a drive of hours and an overnight stay in an unfamiliar city.

The crux of the problem, according to Fred Moskol, director of the UW–Madison Office of Rural Health, is that retiring family physicians with an established rural practice are not being replaced by new doctors. Instead, primary care physicians are migrating to big cities, where the pay is better and consultants close by.

At least 85 Wisconsin communities need physicians, Moskol said. The State Medical Society Task Force on Rural Health in a recent report said recruiting those physicians is "difficult at best."

Two UW–Madison efforts in Wausau are aimed at remedying these problems.

Since 1978, physicians at the Wausau Family Practice Clinic have been training residents in the Medical School's family practice residency program to work in rural areas. And a new affiliation between UW Hospital and Clinics and Wausau Hospital Center extends the resources of the academic health center to the regional hospital and provides continuity of care for residents of north central Wisconsin.

Dr. Thomas Peterson, a faculty member and project director in the residency program in Wausau, believes by training in rural areas physicians can become acquainted with the positive aspects of a rural practice and confident about treating patients while geographically removed from specialty support.

Dr. Thomas Peterson

"The immediacy of patient needs sometimes scares physicians off," Peterson said. "We become so dependent on high technology we feel suddenly at a loss when we get out in rural America. But 95 percent of the patients we see, a good family physician can handle in the office."

The Wausau program has 15 residents, who each treat 10 to 15 patients a day, and three full-time faculty members. In addition to their family practice experience at the clinic, the residents rotate through specialties at the Wausau Hospital Center and Marshfield Clinic.

The program is part of a statewide family practice residency program run by the Medical School's Department of Family Medicine with sites in Appleton and Eau Claire, as well as Wausau.

"Our intention was to have a decentralized statewide program to meet the needs of underserved areas," said Peter Pruessing, associate superintendent for regional affairs at UW Hospital and Clinics.

Peterson reports that 80 percent of the residents trained at Wausau have stayed in the state and most are practicing in cities and towns with fewer than 25,000 people.

But while good primary care is essential, it is sometimes not enough.

That's why Wausau Hospital Center is developing itself as a regional care facility that can provide residents of northern Wisconsin with primary, secondary and selected tertiary care and a coordinated referral system to a larger hospital for the services they can't provide, like organ transplants.

When it came to choosing a comprehensive tertiary care hospital for affiliation, the board of directors chose UW Hospital and Clinics because of its commitment to maintaining local access to health care, said Donald C. Sibery, president of Wausau Hospital Center.

Noting the increasingly competitive health care market, Sibery said, "We wanted to link up with a hospital that would work with us and not around us."

Another reason for selecting UW Hospital was its expertise in certain specialty areas, Sibery said.

Currently, the radiology departments of the two institutions are linked electronically for quick consultation. UW radiologists also provide on-site consultation under the direction of UW physician Joseph F. Sackett.

In addition, Wausau Hospital Center administrators are consulting with their counterparts at UW Hospital about establishing a smoke-free environment and about AIDS and infection control policies. "It makes a lot of our managers more comfortable if they have access to policies that are tested," said Ann Bolles, director of government relations.

In the near future, UW physicians will be establishing clinics for patients in Wausau.

Although the affiliation will reduce the need for some patients to travel out of the area for specialized treatment, some problems cannot realistically be cared for in Wausau, Sibery said. The cooperative arrangement between the two hospitals will make patient transfers easier. It does not, however, limit patients to receiving specialized care only at UW Hospital.

In addition to Wausau Hospital Center, UW Hospital and Clinics has established partnerships with Southwest Health Center in Platteville, Beloit Memorial Hospital, Vernon Memorial Hospital in Viroqua, Neillsville Memorial Hospital, Freeport (Ill.) Memorial Hospital and St. Agnes Hospital in Fond du Lac. ■

uw news

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

Release: Immediately 10/26/89

CONTACT: Walter Secada (608) 263-2707

GRANT AWARDED FOR BILINGUAL OPPORTUNITIES

MADISON--A University of Wisconsin-Madison resource center has received a three-year grant of $2.1 million to show schools that students who don't speak English well are an opportunity, not a problem.

The Upper Great Lakes Multifunctional Resource Center (MRC) was awarded the grant by the U.S. Department of Education. MRC was founded three years ago with a federal contract of $1.8 million to improve bilingual education in Iowa, Minnesota, Michigan and Wisconsin.

"At one time schools may have thought bilingual students were a short-term problem that would go away," said MRC Director Walter Secada. "But most children with limited proficiency in English are born in this country and won't go away."

The center's greatest challenge, he said, is to help schools see these students not as a problem, but an opportunity and rich cultural resource.

"Because a student is not perfectly fluent in English does not mean he or she can't learn," Secada said. "Nor does it absolve the school of its responsibility to educate every student who walks through its doors."

To help schools meet that responsibility, the MRC staff offers workshops, in-school visits and one-on-one assistance to teachers, administrators and parents. It takes an approach to bilingual education called "English-plus."

"People often believe that students must learn academic content and English at the expense of their native languages and cultures," said Secada,

-more-

an assistant professor of curriculum and instruction at the UW-Madison School of Education. "But research on language learning and cognition doesn't support this belief.

"Besides, students are unwilling to give up things as a precondition for possibly gaining something else."

Secada said that in today's multilingual world, the United States needs multilingual people who can live in diverse cultural settings. So his staff concentrates on showing schools, programs and parents how students can mesh their cultural and linguistic backgrounds without eradicating their native language.

For example, the center can help monolingual teachers understand their bilingual students' heritage and adapt their lessons to increase comprehension. Or it can help bilingual teachers use their language competence to improve their students' mastery of English.

In the MRC's four-state service area about 50,000 students have limited skills in English. Forty-five percent of them are in Michigan, 22 percent in Minnesota, 21 percent in Wisconsin and 12 percent in Iowa.

In those states, about 34 percent of bilingual students speak Spanish, 31 percent speak one of the Southeast Asian languages and 9 percent speak Arabic.

The MRC is one of 16 regional resource centers funded by the U.S. Office of Bilingual Education and Minority Language Affairs. The center is part of the Wisconsin Center for Education Research (WCER) in the UW-Madison School of Education.

"WCER is one of this country's premier educational research institutions," noted Secada. "It enables MRC to shorten the time it takes for research to be felt in practice, which is the essence of the Wisconsin Idea that the university's borders extend beyond the campus."

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-- Jeff Iseminger (608) 262-8287 #1785I

OPEN HOUSE. UW–Madison Geology Museum Director Klaus Westphal, left, and Peter Larson of the Black Hills Institute of Geological Research examine the reconstructed skull of a duck-billed dinosaur that roamed North America some 65 million years ago. The skull is that of an anatosaurus and was unearthed by museum volunteers several years ago. It will be one of the featured exhibits at the Geology Museum's open house on Saturday, April 29, from 1 to 5:30 p.m. The event is free and open to the public. The museum is located in Weeks Hall on the corner of Charter and West Dayton streets.

WI.Week 4/26/89

Hanson officially 'out of kitchen'

UW–Madison Police and Security Chief Ralph Hanson and his 90 officers and staff members officially moved "out of the kitchen" and into a brand new state-of-the-art facility Friday, April 21.

During the afternoon ceremony that heralded the move, Chancellor Donna E. Shalala recalled that Hanson's office in the unit's cramped former quarters in an old house on Mills Street once had been a kitchen.

"It's high time we got Ralph out of the kitchen—and our women police and security officers into their own locker room," Shalala said.

Hanson told about 200 guests that he was "pleased, happy and thrilled" at the new building and its 12,000 square feet of space, designed and constructed "from top to bottom to house the university's police and security operations."

"To me it stands as a vivid testimonial to the support that the state and university have committed to this department," Hanson said.

Shalala paid public tribute to the police and security staff members.

"You keep the campus safe, you protect all of us who live and work here, you handle problems and counsel our students with sensitivity and the wisdom of long experience, and we thank you for your good work," she told employees.

Also on hand was Deputy Attorney General Mark Musolf. Former UW President H. Edwin Young joined with Shalala and Hanson in cutting the ribbon to dedicate the building.

Hanson has worked tirelessly to get new P&S facilities, said Young, who noted that the idea was first discussed in the late 1960s when Young was university chancellor.

Construction finally began some 20 years later. The division moved into the $1.6 million "house that Ralph built," as Shalala referred to it, on Jan. 9. ■

Wisconsin Idea honorees named

WI.Week 4/26/89

By Ag Press Service staff

Two University of Wisconsin System faculty members, a representative of state government and a former Wisconsin state senator were scheduled to receive the Wisconsin Idea Award in Natural Resource Policy on Tuesday for their long-term efforts to foster communication between the university and the state in resource policy issues.

Recipients include: Richard L. Barrows, associate vice chancellor and professor in the Department of Agricultural Economics, UW–Madison; Thomas W. Harnisch, attorney at law and former Wisconsin State Senator; Harold J. (Jack) Day, professor and chair of the Natural and Applied Sciences, College of Environmental Science, UW–Green Bay; and Donald F. Theiler, director of the Bureau of Air Management, Wisconsin Department of Natural Resources.

The award is presented annually by the Center for Resource Policy Studies and Programs in the UW–Madison School of Natural Resources to recognize individuals who have made significant contributions to the concept and spirit of the Wisconsin Idea.

Barrows and Harnisch received the award for their work involving state policies in agricultural and rural development, including development of the Farmland Preservation Program.

The program represented a merger of interests between farmers experiencing increased burdens of property tax and urban environmentalists concerned with preserving of prime agricultural land and preventing urban sprawl. The effort helped lead to the 1977 passage of the Wisconsin Farmland Preservation Act, which provided substantial tax relief to farmers near the urban fringe.

Day and Theiler were honored for their work in pollution control, including clean-up of the Lower Fox River. In the late 1960s and early 1970s, water quality of the heavily-used river frequently fell below acceptable standards, and sport fishing was minimal. Shared regional action was needed to clean up the river. Day served as chairman of the Fox Valley's Technical Advisory Committee, and Theiler, then project manager for the DNR's water quality planning program, served as DNR's liaison to the Fox Valley Water Quality Planning Agency.

The Center for Resource Policy Studies and Programs was established in 1966 as part of the UW–Madison School of Natural Resources to coordinate interdisciplinary research, teaching and extension efforts related to natural resource policy. ■

State lobby law change likely

WI. Week 8/24/88

The Legislature is likely to change the state's lobby law to let University of Wisconsin faculty members serve as paid consultants to business, Gov. Thompson and legislative leaders said this week.

But don't expect legislative action until January, Assembly Speaker Thomas A. Loftus (D–Sun Prairie) said Monday. In the meantime, "I hope people would relax," Loftus said.

Loftus said a list of recommendations from Atty. Gen. Donald Hanaway may form the basis for a host of changes in the state's lobby law.

Gov. Tommy G. Thompson said he is committed to preserving the ties between Wisconsin's business community and the University of Wisconsin. There is "no question that we have to change the law," he said.

In an opinion made public last week, Atty. Gen. Donald J. Hanaway said the lobby law prohibits state employees and state officials from accepting pay from any person or business that employs a lobbyist. Hanaway said the law also forbids state employees and state officials from serving for pay on the boards of corporations that hire lobbyists.

The state lobby law has been on the books in its present form for 11 years, noted UW Law Professor Arlen C. Christenson. Consulting arrangements between UW faculty members and Wisconsin firms are well known and "there has been no indication of anything wrong with these arrangements," he said. Quite the contrary, such arrangements have been lauded as beneficial to the State's economy, he said.

"It doesn't make sense to start enforcing something that's never been enforced before," Christenson said. "Nothing has changed except the Attorney General's opinion."

Deputy Atty. Gen. Mark Musolf, noting that the Secretary of State's Office has the power to enforce the lobby law, said: "I assume they will be taking a tolerant view of this until the Legislature has a chance to act." ■

University Committee Statement

The Attorney General's recent interpretation of the State's lobby law puts the Madison faculty in an awkward position. The interpretation appears to prohibit consulting arrangements that are legitimate and that the State has tried to encourage. Hiring faculty and staff to solve problems or advise on areas in which the faculty and staff have special expertise is clearly a practice which can help the economic development of the State and bring other benefits as well. We recognize that this practice may lead to conflicts of interest; but, we already have an ethics code in place and a reporting mechanism to prevent such conflicts.

Since we do not believe the legislature intended the law to be so broad in its application, we are sure that efforts will be made to clarify it, but it is too early to predict exactly how this will or should be accomplished. The University Committee, through PROFS, will make every effort to resolve the problems that have been created. We will discuss the matter with those who have responsibility to enforce the lobby laws. We will work hard to have the law amended.

Because of the unusually complicated and transitory nature of this issue, the University Committee is unable to advise faculty members on the best course of action at this time. Some may want to do nothing and see what develops. Some may want to change their situations temporarily until the basic issue is resolved. Others may want to consult private attorneys.

We will keep you informed of future developments.

University of Wisconsin System
NEWS
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GROUP FORMED TO AID
PULP AND PAPER INDUSTRY

MADISON - A working group to explore new ways the University of Wisconsin System can aid Wisconsin's pulp and paper industry held its initial meeting in June at UW Stevens Point, University of Wisconsin System President Kenneth A. Shaw told the Board of Regents today.

Shaw said the group includes representatives of System Administration, UW-Madison, UW-Green Bay, UW-Stevens Point, the U.S. Forest Products Laboratory and three of Wisconsin's major paper companies.

The group is examining a number of public and private sector initiatives to benefit Wisconsin extensive paper and pulp industry. At the meeting, industry representatives identified laboratory testing and analytical services, calibration of instruments, chemical analyses, environmental testing and monitoring of toxic materials, and optical instrumentation as important services needed to be maintained.

As a first step, the Wisconsin Paper Council is conducting a survey of its members on research services needed by Wisconsin paper mills. The working group will review the survey results to determine how university resources can best be coordinated to meet pulp and paper industry needs and make recommendations.

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The following are members of the working group:

Henry Bennett, director of research and development, Consolidated Papers; Terry Domores, executive vice president, Badger Paper Mills, Inc.; Ed Fusakio, director of technology, Thilmany Division, Hammermill Paper Co; Nancy Sell, professor, natural and applied sciences, UW-Green Bay; Thomas Chapman, professor, chemical engineering; UW-Madison; Jim Davis, post-doctoral fellow, forestry, UW-Madison; Larry Graham, director, paper science program, UW-Stevens Point; Vance Setterholm, associate director, Forest Products Laboratory; and Dave Martin, assistant vice president, UW System Administration.

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uw news

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

Release: Immediately 8/31/87

NEW CONSORTIUM LINKS UW-MADISON ENGINEERS AND BIOCHEMISTS WITH INDUSTRY

MADISON--William G. Soucie, manager of biotechnology for Kraft Inc., is interested in protein purification and whey utilization.

Nayan B. Trivedi, research and development director for Universal Foods, is deeply involved in fermentation research.

Both hope to reap benefits from participation in a new consortium at UW-Madison designed to promote advanced training and research in bioprocess and metabolic engineering -- the production end of biotechnology.

The university-industry consortium will focus on the use of biochemical processes and biological organisms to produce specialty chemical products, said Douglas C. Cameron, professor of chemical engineering and a co-director of the consortium.

In its traditional forms, this technology has been used for years to make beer, cheese and penicillin. But with recent advances in genetic and cellular manipulation, it is now possible to use micro-organisms and isolated plant and mammal cells to produce highly specialized chemicals such as pharmaceuticals, flavorings and enzymes.

Richard R. Burgess, director of the UW-Madison's Biotechnology Center and a participant in the consortium, said the university can play a pivotal role in basic bioprocessing research and its transfer to the industrial sector for use in commercial-scale production.

"We have more than 200 faculty with research interests in biotechnology," he said. "Our chemical engineering department is consistently ranked first or

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second in the country. We don't need new faculty. They are already here. We just need to foster a cross-fertilization between biologists and engineers, and between university and industry researchers."

At the introductory meeting of the consortium, five UW-Madison faculty summarized their research interests, which included techniques for growing woody plant cells in culture and improved methods for separating almost identical compounds from a mixture.

"The U.S. suffers from an undersupply of people trained in the production aspects of biotechnology," said Burgess. "The consortium's greatest contribution will be in training graduate students who can fill this role and keep the U.S. internationally competitive."

The consortium will concentrate on designing systems to produce, recover and purify biochemical products, said Cameron. It will stress the genetic engineering of cells to yield industrial enzymes and proteins with novel catalytic properties. In addition, researchers will study ways to make cells grow and release their biochemical products more efficiently.

The consortium consists of faculty, students and member companies. Each firm will contribute an annual fee of between $2,500 and $10,000. Results of research conducted through the consortium will be available to all members.

Members will have access to the biochemistry department's fermentation pilot plant. This industrial-scale research facility, one of the few of its kind in the U.S., will soon undergo a renovation to increase its usefulness for research with genetically-altered organisms, said William S. Reznikoff, chairman of biochemistry and a co-director of the consortium.

Spokesmen said it is valuable for faculty and students to talk with people from industry. "We think about more practical problems when we interact with industrial researchers," said chemical engineering Professor Edwin N. Lightfoot, another consortium co-director.

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Burgess noted that students will make contacts with potential employers and "see the big picture," which puts their research in context.

Soucie, of Kraft's Technology Center in Glenview, Illinois, said he is developing "healthy relationships" with a few universities for pursuing biotechnology. There is a possibility that the ties with UW-Madison will go beyond membership in the consortium to collaborative research, he said.

Trivedi, of Universal Foods in Milwaukee, said his firm has formed a "bio-venture group" and is operating a 2,000-liter pilot fermentation project.

"All the process work and new product work discussed in the consortium will be useful," Trivedi said. The consortium will allow Universal to take advantage of faculty "wisdom and expertise," he said.

Other companies present at the Aug. 12 meeting included: Eastman Kodak; DuPont; Abbott Laboratories; New Brunswick Scientific; Procter and Gamble; Oscar Mayer and Merck, Sharp & Dohme.

"This new field requires the combined skills of the biologists who manipulate the cells and the engineers who design the physical systems of fermentors, separators and purifiers," said John G. Bollinger, dean of the College of Engineering.

"It's bringing scientists and engineers together for cooperative research in ways not previously seen," he said.

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-- Jean Lang (608) 263-7274

uw news

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

Release: Immediately 8/27/86

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An $80,000 flood control system, designed by a UW-Madison engineering student, has just been installed in Middleton's Stricker Pond to ease potential flooding problems. 575 words.

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CONTACT: Ken Potter (608) 262-2471, Stuart Wallace (608) 263-7300, Kathy Kalscheur (608) 836-7144

HIGH WATER THREAT ON MIDDLETON'S STRICKER POND EASED

By PAUL DU BREUIL
UW Science Writer

MADISON--Anticipating that Stricker Pond in Middleton will flood more frequently as development in its watershed continues, Middleton has just completed construction of an $80,000 flood control system designed by a University of Wisconsin-Madison graduate student.

The 10-acre pond sits on the Madison-Middleton border near the end of Middleton Street. Because it has no outlet, the pond swells slightly with sudden inflows of water from thunderstorms or rapid snowmelt. The water level only gradually recedes through infiltration into the ground.

But system designer Stuart Wallace, a graduate student in civil and environmental engineering, said the chance of flooding had risen significantly due to recent housing construction in the pond's once rural watershed.

Wallace, who worked under the supervision of Kenneth Potter, a UW-Madison professor and a member of the Middleton Water Resource Committee, explained that urbanization is changing the area's runoff patterns. He said when roofs, asphalt streets and driveways, and other nearly waterproof surfaces cover roughly a third of every developed acre, water is prevented from soaking into

-more-

the ground. More of the rain that falls on the 560-acre watershed now reaches the pond, and faster.

"The watershed is far from fully developed yet," said Wallace. "But we've already seen a foot increase in pond level with one storm -- literally overnight. It only has to go up six or so feet to go over."

Flood water would cross the nearby intersection of Voss and Middleton roads and head northeast for Tiedeman Pond and could flood an additional quarter-mile of residential Middleton streets.

According to Wallace, local residents may not have noticed that the pond's water level is now higher year-round. "The levels don't go down as far as they used to and the willow trees that grew just above the old water line are all dead now due to increased levels."

Although there have been no documented floods, both a UW-Madison civil engineering report and the U.S. Geological Survey predict that when the watershed is fully developed, Stricker Pond has the potential to overflow from time to time.

Since development plans have already been approved for most of the area, both Madison and Middleton elected to try Wallace's plan, a design that will reduce the chances of flooding without dumping the excess water elsewhere.

Wallace explained that a stand pipe has been placed in the center of the pond and connects to an underground infiltration chamber of sand and gravel excavated adjacent to the pond. Rising waters will spill down the stand pipe, flow through connecting pipes on the floor of the pond into the chamber and gradually seep into the ground, bypassing the nearly impermeable pond bottom.

The stand pipe has been set to keep the surface about a foot lower than recent levels, making more room in the pond for storm runoff, said Wallace.

Because the system -- except for the stand pipe and the manhole cover above the underground infiltration chamber -- is out of sight, it does not impair the natural state of the publicly-owned shore, said Wallace.

According to Kathy Kalscheur, Middleton's assistant director of public works, construction is nearly completed. She said observation wells have been installed in the infiltration chamber to monitor the system's effectiveness and its impact on the water table.

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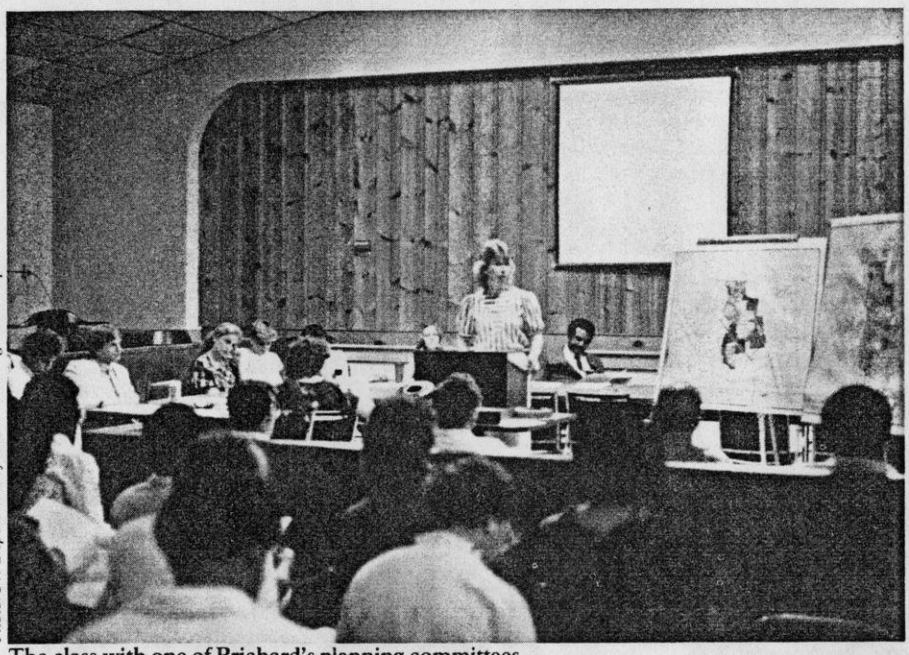
-- Paul Du Breuil (608) 263-2876

Wi. Alumnus - May, 1985

Wi. Idea

The Wisconsin Idea Goes South



Photo/UW Department of Urban Planning & Development

The class with one of Prichard's planning committees.

An urban plan goes from Bascom Hill to Alabama.

By John E. Gruber '59

"Our plan for Prichard's enterprise zone looks forward to the year 2000. Our recommendations grow out of today's land use and they pretty well reflect the desires and needs of Prichard's people," said Mark Vander Schaaf, a graduate student in Urban and Regional Planning. He's talking about a class project, a workshop in which fifteen of our students went to the scene and designed a plan for development. What's more, they got local decision-makers and citizenry involved in it.

The town is Prichard, Alabama, a historic community of 39,500 near Mobile, and the third-most-depressed city of its size in the country, according to the U.S. Economic Development Administration. Prof. Barbara Robins, who is teaching the three-credit course for the fifth time, sees her class as pioneers in that "we are probably the first planning school that has traveled this distance to do a workshop. We always go into the community for which we're doing a study, of course, but here, as at all the other teaching institutions I know about, we've seldom gone outside the state on assignment."

The project began with Prichard's Mayor John Smith, a native son and one of the few black Republican mayors in the country. The mayor is a/k/a John Henry Smith, the UW's leading football rusher in 1967.

He earned a bachelor's degree in phy ed in 1970 and a master's in counseling and guidance four years later, then went home and was elected mayor in 1980. A grant from the SBA gave him the necessary ammunition to push an idea he had for economic development in the stricken town. Smith contacted Kwame Salter who had been director of our Afro-American Center in Smith's student days and who was now taking an industrial engineering course on his way to a PhD. Thereupon, Salter did a proposal with Engineering Prof. Gerald Nadler—a plan for a plan, so to speak. When it was presented to the city of Prichard, the two were given the go-ahead to manage the final planning process. That's where our workshop came in. Salter and Nadler went to Professor Robins, who made the project the required assignment for her master's degree candidates.

They made two trips to Prichard last winter to study the economic, social and political facts of life. The Salter/Nadler proposal involved getting the city classified as an "urban enterprise zone," a concept gaining popularity nationwide and one which Mayor Smith strongly favored. It's a way of attracting business to run-down areas by speeding up the development

continued on page 30

John Gruber is program coordinator in the University's Office of Information Services and editor of the quarterly all-alumni publication On Wisconsin.

Wisconsin Goes South

continued from page 22

process via the offer of such benefits as reduced taxes and fewer local regulations. Robins and her students built on this aspect. They formulated a land-use plan for a 2.3-mile area, one which includes the controversial—yet in this case, sensible—idea of razing several homes along a flood plain. They supported a rather singular previous suggestion that was already being considered; it calls for removal of a reasonably new shopping mall where business is low and the crime rate high, and returning that stretch to the comparative safety of heavily trafficked roadways and sidewalks. They came up with an expanded park and greenbelt buffer between residential and industrial lands. They recommended establishment of a foreign-trade zone to entice overseas manufacturers to build factories there, thus avoiding import duties.

But they made none of these recommendations until they'd involved the people of Prichard. While there, they surveyed citizen reaction and conducted personal interviews with local decision-makers. Back here they made more phone calls to explain their thinking. From all this they were able to offer the city four slightly different plans. These they presented on a conference phone call to Prichard's Land Use Delineation Committee, whose reaction resulted in yet a fifth version. No such undertaking can please everyone affected by it, of course, but the amount of participation by the citizens of Prichard could set an example to city planners everywhere. The final version was presented on a third visit in May. Says Paul Whiteurs, director of Prichard's Office of Enterprise Zone Development, the approach has left the city's residents "very enthusiastic about what's happening."

As an educator, Prof. Robins sees more benefits than merely the scholarly. "Working that far from campus and in a totally different culture was enlightening far beyond the mechanics of developing a plan," she says. "For example, our students on the project are white and from middle-class backgrounds; Prichard is primarily black and very poor. That contrast taught us something about compassion and human dignity that we couldn't have found in books. Moreover, we learned a few things about differences in government. In places like Madison one expects agencies to provide to planners the necessary background files, information and statistics. But in the deep South, governments learned in the 1960s and '70s that such material could be used against a city in discrimination suits. So they destroyed records that would make it possible to describe an area demographically." The reconstruction of those data by our students has, says Paul Whiteurs, "been a tremendous aid to Prichard. And the fact that they did it so professionally, and with as little help as we have been able to give them, has had quite an impact. That they traveled 2,400 roundtrip miles on each of their three trips here; that they were prepared to work without a whole lot of orientation; that they got right out on our streets and ascertained facts—that's a real blessing and benefit. They didn't come as neophytes; they came with some experience and expertise."

Mayor Smith says there were few surprises in the final version of the class's plan (which was the first one he and city officials saw). Within days of its presentation but even before final editing and printing, Paul Whiteurs was using a draft to explain the program around town.

Mayor Smith sees the workshop as evidence that the UW remains consistent, not only to its "boundaries of the state" traditions, but to its national mission. "Places like Prichard need help from people with interdisciplinary education who can understand ethnic interaction patterns, evolution, and adaption to various environments and circumstances," he said. "I see this effort on the part of the urban and regional planning department a great step in that direction." □

uw news

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

Release:

RELEASE: Sept. 15, 1984 9/12/84

(NOTE TO EDITORS: This story is dated for suggested use after the institute dedication Saturday, Sept. 15. It could be used before the dedication with verb tense changes and minor editing.)

CONTACT: Dennis Dresang (608) 262-3581

WISCONSIN'S NEW LA FOLLETTE INSTITUTE TIGHTENS UNIVERSITY-GOVERNMENT LINK

MADISON--A long-standing tradition of cooperation between Wisconsin state government and the University of Wisconsin-Madison was reaffirmed here Saturday (Sept. 15) with the dedication of the Robert M. La Follette Institute of Public Affairs.

The institute, created in 1983 with special funding from the state Legislature, is envisioned as a Wisconsin-based center similar to the Rand Corp. and Brookings Institution -- a focal point for academic research on public policy issues. It is founded on what is known as the "Wisconsin Idea," a notion that the the knowledge and expertise of the university should be available to benefit all citizens of the state.

The institute is named for La Follette because the "Wisconsin Idea" gained popularity when the founder of Wisconsin progressivism was governor of the state from 1901-06.

Faculty affiliated with the multidisciplinary institute will consider research requests from state legislators and other government officials and pursue independent research questions related to public policy.

Projects getting started during the institute's first year span a broad range of issues. For example:

--A major study of unemployment compensation will trace the development of the federal program, and examine the possible effects of alternative proposals for the program.

--A university-government task force will study the impact of recent moves to transfer responsibility for a number of federal programs to the states. The "New Federalism Task Force," will examine state responses to shifts in administrative responsibility such as the development of block grants.

--Faculty will cooperate with the State Strategic Development Commission and the private sector to study effects of specific public policies on economic development. The institute will consider requests for research on topics such as the effect of state taxes on business decisions.

--Institute faculty will work with public officials on setting policy priorities. Evaluations of policy areas such as education, agriculture, health, transportation, taxation and social services will be prepared before the state's biennial budget procedure begins.

Research results will be made public through forums, short courses, symposiums, publications, and radio and television programs.

The institute incorporates the UW-Madison Center for Public Policy and Administration and will continue to offer a master's degree program in public policy and administration.

September dedication events featured Wilbur Cohen, former U.S. Secretary of Health, Education and Welfare, who spoke on unemployment compensation, and Arizona Gov. Bruce Babbitt who spoke about "The New Federalism."

Featured speakers at the dedication ceremony included Wisconsin Gov. Anthony Earl; Atty. Gen. Bronson La Follette, grandson of Robert La Follette; State Assembly Speaker Tom Loftus; UW-Madison Chancellor Irving Shain; UW System President Robert O'Neil; and the institute's director, Dennis Dresang, a UW-Madison professor of political science.

When La Follette was governor, he regularly sought advice on policy issues

from University of Wisconsin faculty members. Among them were John R. Commons, who drafted the nation's first comprehensive civil service act, passed in Wisconsin in 1905, and historian Charles McCarthy, who started the state's Legislative Reference Library in 1907 and often called on university experts to propose ideas, draft legislation and provide information to legislators.

This informal group of faculty advisors and consultants was instrumental in the development of progressive ideas and programs -- the direct primary, unemployment compensation, worker's compensation and government regulation of utilities -- and the unique collaboration put Wisconsin on the cutting edge of major government reforms from 1900 through the Depression years. Robert La Follette Sr. died in 1925. Sons Robert Jr., who was elected to his father's senate seat, and Philip, who served three terms as governor, continued to pursue his goals.

University of Wisconsin faculty members have remained active in service to the public and to state government. Now, however, many of these activities will be coordinated through the La Follette Institute.

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-- Mary Ellen Bell (608) 262-8287

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O'NEIL SUMMARIZES UW AID TO TORNADO VICTIMS

7/13/84

MADISON--University assistance in the wake of the June 8 tornado that cut through four counties and claimed nine lives in Barneveld was summarized by UW System President Robert M. O'Neil in a report to the regents today.

O'Neil cited emergency medical, police and cleanup assistance given by the UW-Madison and UW-Extension followup aid.

An hour after the tornado struck, the University Hospital and Clinics dispatched its Mobile Critical Care Unit to Barneveld, said O'Neil. The unit, headed by Dr. Marvin Birnbaum, Director of Emergency Medical Services in the university Center for Health Sciences, and staffed by three nurses and two paramedics, assisted rescue efforts and treated victims in Barneveld and at the Dodgeville hospital. University Hospitals provided emergency medical treatment to several disaster victims who were brought to Madison.

From June 12-17, the UW-Madison Police and Security Department assigned two officers on a 24-hour basis to help maintain a road check on the highway leading into Barneveld.

Tornado - add one

The university's physical plant supplied two operators and front-end loaders for three days to assist in the Barneveld cleanup work.

The services were rendered without charge, but some of the costs incurred may be reimbursable from federal disaster relief funds, according to university officials.

O'Neil said long-range planning and recovery assistance to Barneveld and other areas in the 40-mile swath of the tornado has been initiated by UW-Extension faculty and county agents.

On June 14, the Barneveld village board formally accepted an offer of help from UW-Extension experts in business, economic development, financial planning, solar energy, land use zoning, community downtown design, solid waste management, community development and other fields. The board's action specified that all decisions be made by the people of Barneveld with UW-Extension and other agencies offering cooperative assistance.

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uw news

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

Release: Immediately 4/3/84

CONTACT: David Cline (608) 262-3678/262-2281

STATE FIRM, UW-MADISON SCIENTISTS TEAM UP FOR ELECTRON BEAM PROJECT

MADISON--A Wisconsin firm has teamed with high-energy physicists at University of Wisconsin-Madison to land a $500,000 federal contract for an electron beam generator that could lead to a new kind of laser.

National Electrostatics Corp. of Middleton and university researchers led by physics Professor David Cline and nuclear engineering Professor Frederick Mills, with funding from the U.S. Department of Energy, aim to build a device that will generate intense, highly focused beams of electrons.

The immediate goal of the cooperative effort is to build an "electron cooling system" for the Tevatron, the large "atom smasher" being built at the Fermi National Accelerator Laboratory near Batavia, Ill.

However, the device is likely to find applications beyond high-energy physics -- the highly specialized field that seeks to explain the ultimate structure of matter.

According to Cline and Jim Ferry, NEC executive vice-president, an instrument that can generate intense beams of electrons is only one step away from a "free electron" laser, which research teams at many private and public institutions are working to develop.

Electrons are the negatively charged particles that orbit the atomic nucleus. On paper, at least, free electron lasers offer many advantages over conventional lasers -- more powerful beams, greater efficiency and much more versatility. For example, a conventional laser can emit light at only a few

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distinct wavelengths; a free electron laser will be "tunable," capable of generating light over a wide range of wavelengths.

Researchers envision uses for free electron lasers ranging from medicine and chemical processing to communicating with submarines.

The Wisconsin effort differs from other current projects that also are trying to develop instruments to generate extremely concentrated electron beams.

All other experimental versions of free electron lasers emit pulses of light, with about a millionth of a second between each pulse. The Wisconsin electron-beam device will operate on direct electrical current to pour out continuous beams of light.

To generate electron beams, UW-Madison and NEC researchers will revamp a device called a "Pelletron" -- the trade name for the electrostatic accelerator NEC manufactures. In order for the instrument to perform up to expectations, researchers face the difficult task of limiting the loss of electrons from the beam to less than one electron in 100,000.

If losses in the circulating beam exceed that threshold, the device will be inefficient, unable to sustain the high electrical currents sought.

According to the study proposal, the device will generate beams with energies of up to five million electron volts and currents of up to five amperes.

"Nearly complete recovery of the electrons is the essence of this project," said NEC's Ferry. "Our present objective is simply to show that it can be done. First, we must demonstrate that we can achieve a high-current circulating beam. After that, we can concentrate on the technological spinoffs."

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-- Mark Bello (608) 262-8289

uw news

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

Release: Immediately 4/27/89

CONTACT: Donald Schramm (608) 263-7757

CENTER SPELLS "RELIEF" FOR DISASTER OFFICIALS

by Jeff Iseminger
University News Service

MADISON--In a quiet office at the University of Wisconsin-Madison, rimmed with boxes stacked eye-high, a mild-mannered man confronts a daunting and relentless task: coping with the world's calamities.

On his wall hangs a newspaper headline that announced the rebuilding of Barneveld, Wis., after a tornado blasted through town unannounced in 1984: "Disaster gives new meaning to life." That thundering understatement speaks volumes to Donald Schramm, 45, director of the university's Disaster Management Center, housed in the Extension Building.

"We tend to think about disaster relief as only that--relief--instead of a chance to get better prepared for the next disaster," says Schramm.

A case in point: The Nevado del Ruiz volcano in Colombia erupted in 1985, burying a town of 20,000 people and killing 23,000. Though that was the third time in three centuries the volcano had destroyed the town, the community had been rebuilt twice before on the same vulnerable spot.

Compounding the problem of generational amnesia is the fact that officials who must react to an earthquake or flood or famine often lack training and administer relief by the seat of their pants.

Schramm and a friend formed the Disaster Management Center in 1982 to change all that. Schramm had experience as a Peace Corps worker and an architect in UW-Madison's Department of Engineering Professional Development.

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His friend, Paul Thompson, 45, was a Madison architect and consultant for Intertect, a Dallas-based company that specializes in disaster management.

Schramm and Thompson concluded that disaster officials needed help--not the spectacular, quick-fix variety, but help that's methodical, long-lasting and educational.

"The field of disaster management was typified by a lack of professionalism," says Thompson, who still works as an architect on Capitol Square. "It was populated by volunteers who kept repeating the same old mistakes." He adds that the information that could have helped them do a better job wasn't being distributed, especially in the Third World.

So the two formed an advisory board of experts from around the world with one goal in mind: to develop a comprehensive program of continuing education for disaster officials worldwide. It's the Wisconsin Idea pushed to the corners of the globe, says Schramm.

Using money from the U.S. federal government, the Pan American Health Organization and the United Nations, the Disaster Management Center developed self-study correspondence courses. "They're written by experts from throughout the world and oriented toward the Third World, where the needs for training in disaster and refugee problems are the greatest," explains Schramm.

This year the center will begin awarding a diploma--the first of its kind in the world--for the completion of 600 hours of correspondence work or workshops. It will be modeled after an advanced degree designed years ago by UW-Madison for engineers, also the first of its kind.

Center offerings cluster in two curricula, one on natural disasters and the other on refugees. Those who sign up can study anything from planning for disasters to post-disaster health management to famine assessment, in both English and Spanish.

"So far we have had 600 students enroll as representatives of 150 organizations in 75 countries," says Schramm. The center also sells 16 videotapes in an emergency management training series.

The center does more than ship out courses and tapes. Schramm and other experts contracted by the center form one of the largest batteries of disaster trainers in the Third World.

Last year, for example, they ran one- or two-week workshops on refugee emergency management in Switzerland, Malawi, Sudan, Kenya and Zaire. This year's slate includes stops in Thailand, Ethiopia and Honduras. In November, 24 top relief officials will come to Madison for a three-week session to hear talks by 25 experts.

"The UN drew us into training workshops," notes Schramm. In 1985 the UN High Commissioner for Refugees asked the center to train people who deal with refugee emergencies.

But the Disaster Management Center doesn't want to be a solo act, according to Schramm. "We trained UNICEF to train their own people," he says. "And we want to develop a collaboration with institutions around the world" to develop better disaster managers.

Running through all the center's courses and workshops is a common thread: the concept that disaster can be the start of something good. "Disaster frequently creates dependence among the victims," says Schramm. "But it can be a catalyst for development."

Dependence is created, for example, when Americans or Europeans ship prefab houses to an earthquake site and say, in so many words: "We've solved your disaster."

Another option in that situation, notes Schramm, is to work with local builders in constructing anti-seismic homes. "That creates self-reliance, not dependence," he says. "It's the same as providing seeds with emergency rations for famine victims.".

All in all, say Schramm and Thompson, sowing seeds of self-reliance in the wake of a disaster is the best way to spell relief.

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-- Jeff Iseminger (608) 262-3571

uw news

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

Release: Immediately 11/1/82 jhs

UW-MADISON SCIENTISTS AMONG 'MOST CITED' IN THE WORLD

MADISON--University of Wisconsin-Madison is home to more "most-cited" scientists than any campus other than Stanford or Harvard, according to studies compiled over the past several years by the Institute for Scientific Information.

The Philadelphia-based institute reported that 21 UW-Madison researchers were among the 1,000 scientists whose published work was cited most often by other scientists between 1965 and 1978. The study, which excludes social science, used a computer to comb a science citation index looking for duplicated publications and their authors. Reports based on the study have been published in Current Comments magazine over the past year.

UW-Madison is additionally outranked, the study says, only by the National Institutes of Health and by two university systems: the joint contributions of 10 campuses of the University of California and of five at the University of Texas.

Internationally, UW-Madison is surpassed only by the number of well-cited scientists in Great Britain, Sweden, France or Canada. It is matched by the University of London and by West Germany.

UW-Madison's 21 "most-cited" scientists compares to Harvard's 43 and Stanford's 35. The National Institutes of Health and the University of California system had 79, while the University of Texas system had 28.

At UW-Madison, as on the overall list of 1,000, most of the scientists named work in the life sciences--medicine, biochemistry, botany, organic chemistry,

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molecular biology and biophysics. This "bias" reflects citation practices in life science literature, according to the institute. UW-Madison's high ranking, in turn, reflects its strength in life science research.

UW-Madison scientists listed among the 1,000 are:

Medical School

Paul P. Carbone, 6115 N. Highlands, for oncology;
Richard Hong, 201 Saratoga Circle, immunology;
Henry A. Lardy, 1829 Thorstrand Road, biochemistry;
Elizabeth C. and James A. Miller, 5517 Hammersley Road, oncology;
Masayasu Nomura, 6429 Maywood Ave., Middleton, molecular biology;
Henry C. Pitot, 1812 Van Hise Ave., oncology;
Van R. Potter, 163 N. Prospect, cellular biology;
Waclaw T. Szybalski, 1124 Merrill Springs Road, molecular biology; and
Howard M. Temin, 3401 Lake Mendota Drive, oncology.

Biochemistry

Hector F. Deluca, 5130 Minocqua Crescent, biochemistry;
Jack Gorski, 6633 Boulder Lane, Middleton, endocrinology; and
Mattaiya Sundaralingam, 3568 Tallyho Lane, biophysics.

Chemistry

Lawrence F. Dahl, 4817 Woodburn Drive, inorganic chemistry;
Barry M. Trost, 209 N. Whitney Way, organic chemistry; and
Howard E. Zimmerman, 1 Oconto Court, organic chemistry.

Physics

Vernon D. Barger, 5711 River Road, Waunakee, physics, and
Don D. Reeder, 5 Veblen Place, physics.

Botany

Folke K. Skoog, 2248 Branson Road, Oregon, plant sciences.

Institute for Enzyme Research

David E. Green, 5339 Brody Drive, biophysics.

Laboratory of Molecular Biology

Gary G. Borisy, 3308 Tallyho Lane, molecular biology.

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UIR / RESEARCH NEWS

UNIVERSITY OF WISCONSIN-MADISON

UNIVERSITY-INDUSTRY RESEARCH PROGRAM

WARF Office Building
610 Walnut Street, Rm. 1215
Madison, Wisconsin 53706
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UIR SCIENCE WRITING DIVISION
(Graduate Student Science Writing Program)

Additional Information: Dennis Dresang (608/262-3581)
Victoria Potter (608/266-7958)

July 9, 1980

UNIVERSITY SCIENTISTS ADVISORS TO STATE IN PROPOSED PROGRAM

by David A. Endres
UW Science Writer

Madison, Wis.--Wisconsin state government will have access to the best available advice on matters of science and technology of importance to the state if final approval of funds to support a university-state program is given by the National Science Foundation.

Called the State Science, Engineering and Technology Project (SSET), the grant would establish a science and technology advisory service in the executive branch of Wisconsin government, giving participating university scientists and engineers an opportunity to cooperate with government leaders by bringing the best and most recent advances in science and technology to bear in the process of decision making.

The National Science Foundation is now deciding on whether or not to fund the program. The University of Wisconsin-Madison has participated extensively in the planning stage.

-more-

"Should the foundation decide affirmatively, an exciting and pioneering program of liaison between the state of Wisconsin and scientists at the university will begin to unfold," says UW political scientist Dennis L. Dresang, who was instrumental in planning the project.

"The concept of SSET should win quick approval from people in state government and the university. I can think of a number of states where it would be ridiculous to even talk about such a program."

The state of Wisconsin, Dresang adds, has a rich history of cooperation between state and university in formulating state government policies, but no formal program has existed to broaden access to university expertise in science and technology.

The proposal calls for a Governmental Scholars Council, responsible to the Governor, consisting of a combination of committees from the state and the university and the private sector.

"This would create opportunities for scientists and engineers to participate in problem-solving in government and for government officials to communicate the nature of governmental problems to the university faculty," Dresang adds.

The program would ask for participation in SSET of faculty, not only from UW, but also from private universities and scientists from industry, research foundations, and other research institutions, all within Wisconsin.

"Scientific information is a factor in many major executive policy decisions," Dresang says. "In searching for public policy alternatives, the synthesis, evaluation, and interpretation of scientific and technological data are very important.

"In the example of air and water pollution, those developing policy must consider the effect of alternative decisions on economic development, land use, land development, and governmental finance," he says.

In Wisconsin at present, responsibility for the application of scientific and technological knowledge to state problems falls upon 11 different agencies.

These agencies are oriented around functional programs, and this cannot substitute for an analytical capacity that can come about through multi-mission, interagency approaches.

University scientists would work in the SSET under a released-time policy, in which they would be relieved of university duties for a part of the time. The State Department of Administration would coordinate the matching of scientists and engineers in the state with the problem under consideration.

The National Science Foundation is interested in expanding programs that make federal research investments and advances in science and technology available to state and local governments. It began the SSET program in 1976, and Wisconsin made application to participate in 1977.

The SSET approach will differ somewhat from what is presently practiced by state government, says Dresang, since the latter is often concerned with quick solutions to crises.

The change in emphasis is not regarded as detrimental to the program, says Richard Rasmussen, assistant secretary to the Department of Administration, which coordinates input on science and technology matters.

add three--SSET

"Right now we make decisions fast," he says, "and we don't have very much reflection time. But with SSET we will be able to select long-term problems and develop policies that we hope will permit us to avoid crises."

Rasmussen adds that it will be necessary to identify the right topics for study, work out ways of accommodating state participation in SSET to the semester-oriented university schedule, encourage scientists and engineers to participate, arrange for SSET work to apply to university tenure and publication requirements, and so on.

None of these are insurmountable obstacles to the program, Rasmussen says, and if funding is obtained the program will be a major step in keeping Wisconsin progressive in utilizing scientific and technological knowledge in governmental policy decisions.

# # # # #

DNR, UNIVERSITY COLLABORATE ON MANY PROJECTS

There is a long tradition of cooperative efforts between the Wisconsin Department of Natural Resources (DNR) and the University of Wisconsin-Madison. That tradition continues today as DNR personnel and UW-Madison faculty, staff and students work together on dozens of projects.

Although it is impossible to list all of the ongoing collaborative projects here, a brief description of some of the work now taking place helps illustrate the depth and breadth of a university-DNR relationship embedded in a commitment to the people and natural resources of Wisconsin.

*Lake trout research: To gain a better understanding of why stocked lake trout in Lake Michigan fail to establish self-sustaining populations, the DNR is helping support the work of UW-Madison Sea Grant researcher Ross Horrall. Horrall and others are studying the history of native lake trout and comparing characteristics of trout spawning reefs in Lake Michigan with those in Lake Superior where remnant populations of lake trout still survive.

This group is also studying the possible effects of lake contaminants on egg and sac fry survival as well as better ways to plant trout on their former spawning reefs. The eventual goal is to help the DNR and other agencies reestablish self-sustaining lake trout populations.

*Aquaculture: In the Great Lake region, aquaculture plays a key role in the management of fishery resources and has potential as a method of food production. Working through the Sea Grant program, scientists are conducting studies to determine the proper dietary and environmental needs of cultured fish species like perch, walleye, trout and whitefish.

This research is supported in part by the DNR and takes place at the UW's Aquaculture Research Laboratory located at the DNR's Lake Mills Fish Hatchery.

-more-

The lab is operated by Sea Grant and the UW-Madison College of Agricultural and Life Sciences in cooperation with the DNR.

*Acid Rain: The experimental acidification of northern Wisconsin's Little Rock Lake is a benchmark study that will help scientists understand what will happen to certain northern lakes if they continue to be dosed with acid rain. This study, which involves dividing the 45-acre lake with a plastic curtain, is being conducted by the DNR, the U.S. Environmental Protection Agency, UW-Madison's Center for Limnology, UW-Superior, the University of Minnesota, the University of Minnesota-Duluth and the U.S. Geological Survey.

*Water Resources Management: Teams of UW-Madison graduate students, working under the auspices of the Institute for Environmental Studies (IES) Water Resources Management Program, have worked closely with DNR specialists to study and produce comprehensive watershed management plans for Black Earth Creek in Dane County, Fox Lake in Dodge County and Lake Redstone in Sauk County.

*Wetland Mapping: IES faculty and research assistants from the UW-Madison Environmental Remote Sensing Center have used satellite imagery, aerial photography and other remote sensing techniques to help the DNR map Wisconsin's extensive and important wetland areas.

*Remote Sensing: The Remote Sensing Center has also conducted studies for the DNR and NASA to determine the potential of using Landsat satellites to monitor the water quality of Wisconsin lakes.

*Wildlife Damage Program: Begun in 1983, this DNR-administered program works through Wisconsin counties to help offset the damage done to crops and property by wild animals. Students in the UW-Madison wildlife ecology department help DNR specialists prepare educational and informational materials and help formulate new ways to stem wildlife damage problems.

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news

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

Release: Immediately 10/11/78 jb

CONTACT: Professor Arlen Christenson, 262-3422; Professor Herbert Kritzer, 263-2025; Patricia Spakes, 266-7293

STAFF EXPERTS LEND THEIR EXPERTISE TO STATE AGENCIES

MADISON--Three University of Wisconsin-Madison staff members are lending their expertise to state agencies for projects beginning this month under the Office of Governmental Studies.

The office, part of the Center for Public Policy and Administration, was created last year to make University talent and knowledge available to the people of the state in keeping with the Wisconsin Idea.

The three staff members and their projects are:

--Law School Professor Arlen C. Christenson who is working with the Department of Natural Resources to develop policy for dealing with water pollution caused by agricultural runoff and soil erosion.

--Political scientist Herbert M. Kritzer who is working with the Department of Agriculture, Trade and Consumer Affairs to examine costs and benefits of state governmental regulations. The project will begin with studies of the food, pesticides, and insulation industries.

--Patricia Spakes who recently earned her doctorate in social work. She will be working with the Department of Health and Social Services on measuring the effect of state policies and programs on families.

The Office of Governmental Studies uses foundation grants and state funds to pay University staff who take leaves of absence to work in a state agency.

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uw news

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

Release: Immediately 12/13/77 lsc

EDUCATION FORUM SERIES IS READY FOR WISCONSIN COMMUNITY GROUPS

MADISON--Wisconsin has a long tradition of providing educational opportunities to its citizens. A national leader in higher education, Wisconsin is served by public and private four-year institutions, a system of two-year centers, a network of vocational-technical schools and one of the nation's largest University Extension units.

Is higher education fulfilling the needs of Wisconsin women and minorities? What services do educational institutions provide to communities and government? Is merger of the University system working?

A forum on these issues has been developed for discussion groups in Wisconsin communities. Seven slide-tape presentations provide the historical framework for interest groups to explore their specific educational needs for the future.

The influence of local residents in development of higher education centers is stressed by the forum. The series developed over a two-year period by UW-Madison's Department of educaion policy studies with a grant from the Wisconsin Humanities Committee.

Discussion leaders from UW Extension staffs around the state met last week for a training session that signaled the kickoff of the project's availability to local groups and organizations.

-more-

The discussion leaders, chosen because they are "academic humanists," will be available to help local groups use any of the seven slide-tape programs and accompanying printed materials. They also will focus on local group concerns upon request.

An overview of Wisconsin's higher education provides an introduction to the series through slides and a taped lecture.

The first topical presentation focuses on independent higher education and how private institutions were affected by increasing activity of state government.

Involvement of citizens at the local level played a key role in promoting teacher training centers. The second program looks at how the need for teacher training provided a key stimulus in the state's development of higher education.

The Wisconsin Idea, stressing University knowledge as a service arm of the state, has led to pioneer fame in higher education. The third presentation focuses on the sometimes controversial Wisconsin Idea.

How institutions have responded to needs of a religiously and ethnically diversified population is explored in a fourth topical presentation.

The fight against duplication of services, resulting in merger of Wisconsin's public educational system, is the focus of a fifth presentation.

The problems that still exist within the UW system, and for independent colleges and technical schools are reviewed.

The last slide-tape presentation looks at social issues on Wisconsin's campuses as well as struggle for local control and student trends.

Interested groups can arrange for the presentations, free of charge, through the Wisconsin State Historical Society at Madison or any UW Extension office. Area discussion leaders and slide-tape presentations will be available beginning January, 1978.

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research news

From the University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone (608) 262-3571

Release: Immediately 4/28/76

CONTACT: Jean Lang, Institute for Environmental Studies
(608)263-5599

SELF-HELP GRANTS TO NORTHERN WISCONSIN BEGIN TO PAY OFF

MADISON--Between 1969 and 1974 the Upper Great Lakes Regional Commission (UGLRC) invested over $3 million in self-help projects in northern Wisconsin. According to a recent report, these investments are beginning to pay off in terms of increased employment and a more diversified economy.

The report, prepared by Farnum Alston and John Ross of the University of Wisconsin-Madison's Institute for Environmental Studies, indicates that the most successful UGLRC investments have been grants to aid existing industrial parks.

"The commission invested $1.5 million in 18 industrial parks, mainly for sewer and water services," says Alston. "These grants were matched by funds from other federal agencies and by private investments. In several areas, such as Marinette and Sturgeon Bay, the UGLRC grants were clearly an important factor, allowing new industries to move into the area and helping established industries make major expansions."

A goal of the UGLRC is to promote a diversity of industries in northern areas, so that communities do not become totally dependent on a single resource-based industry such as mining or lumbering.

"In this respect, the UGLRC has been fairly successful," says Alston. "Between 1970 and 1974, industrial parks aided by UGLRC grants had 27 per cent increase in process-based industries, such as chemical and machine manufacturing. Non-UGLRC parks had only a 9 per cent growth in these industries during the same period.

-more-

Add one--Alston/Ross

Alston notes that the employment situation in these project communities is becoming more like that of the state as a whole. There is a healthier balance among the numbers of people employed in retail trade, process-based manufacturing and resource-based industries.

Alston and Ross claim there is a continuing need for public investments in the northland's economy. The UGLRC projects had helped create 1,854 jobs in industrial parks as of 1974. But the northern counties still fall behind the rest of the state in employment and income.

However, the authors urge that, before the commission grants more funds, it should critically evaluate where and why its investments have succeeded or failed.

Alston cites the case of one poorly chosen investment in Sawyer County.

"In 1968 the UGLRC was asked to help fund an industrial park in the city of Hayward. The commission subsequently put $90,000 toward sewer and water services on the park site."

However, notes Alston, Hayward traditionally has been an important recreation community, and retail trade has been and continues to be the major employer there.

"The industrial park never materialized. As of 1974 no firms had yet located in the park despite the presence of sewer and water service," says Alston. "If the commission had carefully reviewed Hayward's economic characteristics in 1968, they might have invested that $90,000 in a more promising project, perhaps one that could have built upon the existing retail business."

Alston and Ross also urge that the UGLRC give greater attention to the long range costs and benefits of industrial development.

-more-

"For example, who gets hired as a result of new industry? Is it the local unemployed, or people from outside the community?" asks Alston. "And what are the hidden costs to the community in terms of additional public services and taxes?"

Alston stresses that the commission has made progress in northern Wisconsin. But he also emphasizes the need for thorough study of the economic, social, and environmental climate before local projects are funded.

Copies of the report, titled "Impacts of Upper Great Lakes Regional Commission Public Investments," are available from the commission office at 123 West Washington, Madison 53703.

# # #

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news

TEMPORARY NEWS SERVICE LOCATION:
115 Science Hall
550 North Park Street

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 3/9/76 ha

PROFESSIONAL SOCIAL WORKERS NAMED TO CONSULT WITH SCHOOL FACULTY

MADISON--Ten area social workers were selected recently to serve on a professional consultative committee to improve communication between the University of Wisconsin-Madison School of Social Work and the social work community.

Six elected members include Nancy O'Brien, educational coordinator of Veterans Administration Hospital, Madison; Don Schmitt, chief of direct services section, Division of Family Services, Madison regional office; Robert Mohlenitzky, director of Dane County Mental Health Center, Madison; Stan Nielsen, patient services director of Madison General Hospital; Helen DeBardeleben, chief of manpower and training section of Division of Family Services, Madison; and Mary Kay Wright, psychiatric social worker at Dodge County Mental Health Center, Juneau.

Mary Swoboda, Madison, president of the National Association of Social Workers (NASW), was appointed to the committee by NASW.

Members appointed by the Social Work faculty include Tom Mackesey, program director of unified services, Jefferson County Countryside Home and Hospital, Jefferson; Louise Bakke, chief of staff development section of Division of Family Services, Madison; and Rosemary Williams, coordinator of the Dane County Commission on Aging, Madison.

Alternates to the committee include Tom Reed, supervisor of the protective service unit, Dane County Social Services, Madison; Jerald Majerus, Madison, president-elect of NASW; Carol Weclew, social worker at Mendota Mental Health Institute, Madison; and John Borquist, home and community services coordinator, Martin Luther Home, Stoughton.

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UNIVERSITY OF WISCONSIN–MADISON

DEPARTMENT OF AGRICULTURAL ECONOMICS

1450 Linden Drive
Madison, Wisconsin 53706
Phone 608-262-3653

January 29, 1976

Mr. David Adamany, Secretary
Department of Revenue
201 E. Washington Avenue
Madison, Wisconsin 53703

Dear Mr. Adamany:

Your recent comments about the University faculty and its willingness to participate in the policy formulation process of state government have come to my attention. While I am not certain of the extent to which your comments apply to other departments in the University, there are significant examples of the Wisconsin Idea of which you may not be aware. I trust you will appreciate this opportunity to better understand the nature and extent of some of that involvement by economists in this Department. I will not detail each of the many instances but will instead attempt to present a general overview of the kind of meaningful interchange between professors and individuals in state government that you said was no longer in vogue.

Professor John Strasma is Secretary of the Special Committee on Mineral Taxation, appointed by the Governor. Professor Richard Barrows has worked for some three years with units of your own Department, Department of Natural Resources, and the Legislative Council, and Senate and Assembly Committees on: (1) taxation issues for farm land and open space; (2) tax issues on public lands in Wisconsin; (3) transferable development rights; and (4) other important public policy issues. Professor Douglas Yanggen is a national authority on flood plain land use matters and has worked extensively over the past 10 years with many units of state government on model legislation for protecting flood plains and lakeshore property and led the effort to develop inland lake renewal legislation. He recently received the U. S. Department of Agriculture Distinguished Service Award for his work with local units of government. Professor Duncan Harkin has worked on many of the same issues as Professors Barrows and Yanggen. Professors Hugh Cook and Truman Graf have over 40 years of combined service to the Wisconsin Department of Agriculture on matters of dairy price policy and agricultural income in Wisconsin. Professor Glen Pulver works closely with various economic development groups in the State, as does Professor Ron Shaffer. Professor Pulver serves on the Governor's Council on Local Affairs, an advisory group to the Department of Local Affairs and Development. Professor Willard Mueller has recently served on

the Governor's Agricultural Task Force, as a Special Representative on the State Board of Agriculture, as an advisor to the Wisconsin Department of Agriculture's Consumer Council, as a member of the Selection Committee for the new Secretary of Agriculture, and has done antitrust work for the Wisconsin Department of Justice. Professor Daniel Bromley has served on at least three Department of Natural Resources advisory committees concerned with water pollution. Additionally, he is currently working with the Environmental Quality Committee of the Assembly on the issue of user fees for environmental quality services rendered by the Department of Natural Resources. Professors Barrows and Bromley recently led an interdisciplinary study for the Department of Administration as part of the overall planning process in Wisconsin. This work resulted in the document, Wisconsin Natural Resource Policy Issues: An Economic Perspective. Professor Richard Bishop has worked with the Department of Natural Resources on matters pertaining to offroad vehicle use. Professor Rueben Buse is on the Property Tax Assessment Task Force for the City of Madison; this work is an attempt to devise more equitable assessment procedures. I have served in many advisory roles to the Wisconsin Department of Agriculture, as have Professors John Schmidt, Aaron Johnson, Sydney Staniforth, Richard Weigle, Gustav Peterson, Robert Luening, William Dobson, and Frank Groves. Professor Peterson operates a nationally recognized farm income tax program through your own Department.

In closing, I appreciate the fact that some departments of the University may indeed exhibit those traits outlined by you in your comments. However, it is of utmost importance that one not paint with a brush that is broader than the facts warrant. I hope you will share this letter with your colleagues who may not fully understand the level of commitment that the faculty of this Department feels toward state government in Wisconsin. A better understanding should lead to yet more extensive involvement in the future. This is something which we would welcome; I gather that you would, too.

Sincerely yours,

Peter Dorner, Chairman
Agricultural Economics

PD/mcm

cc: Governor Patrick Lucey
Dean Glenn Pound
Chancellor H. Edwin Young
Senior Vice-President Donald Percy

Names gathered - Feb. 1976

FROM

Norb hildebrandt:

W/ Udell

Jon Udell had a ~~x~~ key role in changing state tax law on business

Leo Jedynak: Electrical engineering--worked closely with Legislature in setting up a system that the legislature could use in contacting faculty members for advice on various issues (did not elaborate on type of system set up-ml)

UI--in process of setting up a position (now ½ time) --a go-between the Legislatre and university... JOHN STOLTENBURG, graduate student is working through the Legislative Reference Bureau --as a "funnel"in channeling the legislator to the right faculty member for technical advice.

WR Marshall--an ex-office member of something--engineering examining Board--something about making sure qualified engineers are practicing in the state

Skiles--Energy Resource Center--might be on something

A geology professor who is involved with looking at the mining laws in the state--and setting up new policies re: future mineral rights, etc.

WISCONSIN
Press Association
33 North Dickinson
Madison, Wis. 53703
Clipping Bureau Division

Milwaukee Journal

FEB 3 1975

Not Much Ore to Tax, Panel Told

By Richard C. Kienitz
Journal Madison Bureau

Madison, Wis. – One of the first things a special committee on mine taxes learned last week was that Wisconsin's metallic wealth was only a mole hill compared with the ore in western mountains.

The state's only mineral fuel resource, for instance, is peat. Only about two tons of it — worth about $313,000 — was "mined" last year.

A University of Wisconsin economic geologist, Eugene Cameron, described central and northern Wisconsin as a "large pudding within which hopefully are some small plums very sparsely distributed, and finding them is not easy."

These deposits are associated with volcanic activity that began two billion years ago and ended with an explosion, leaving a belt of metal bearing sulfide deposits from Quebec to Minnesota, running across Wisconsin. Copper has been found in this belt at Ladysmith.

A major copper and nickel deposit at Timmins, Ontario, probably contains 55 million tons, Cameron said. Most deposits range from less than 500,000 tons to a few million, he said.

Finding minerals is not easy. The best maps are incomplete. One-half of the Wisconsin area that might contain sulfide deposits is deeply covered with material deposited by glaciers.

Even if one knows where to look, Cameron added, he cannot tell in advance if the find is worthy of mining. He has to drill.

One Canadian deposit contained 15% to 20% copper, although another one nearby was found to have little copper after millions of dollars was spent on researching both, he said.

"From the standpoint of taxing problems," he said, "you're not talking about a particular kind of mining, but a combination of base and precious metals, and a tax policy has to recognize that."

He said that different mining methods, such as open pits or underground shafts, required different tax approaches.

The biggest mining operation in the state now is at Black River Falls, where iron ore is being mined. There also

Turn to Mine, page 3, col. 2

are small lead and zinc mines in southwestern Wisconsin.

Cameron said iron containing oxides probably would be found in pre-Cambrian formations in the northern part of the state.

"I think any geologist who knows the history of the area would be reluctant to say all (deposits) have been found," he explained.

He emphasized that mining operations took an average of eight years to develop, and that tax policies should take that into account.

The mine tax committee, headed by State Rep. Harvey Dueholm (D-Luck), will meet again Feb. 10.

JACK 85

"PROFESSORS PUTTING WISCONSIN IDEA INTO ACTION"

JON G. UDELL, business	member Governor's Council for Economic Development
JOHN W. MITCHELL, mech. engineering	Worked with State Dept. of Industry, Labor, and Human Relations to draft building codes to lessen heat loss.
JOHN G. BOLLINGER, mech. engineering	Worked with DNR and Dept. of Transportation on variety of environmental noise pollution control projects
JAMES B. BOWER, business	Serves as executive secretary of the Wisconsin State Accounting Examining Board
MATTHEW HOLDEN jr., political science-Poverty Research	Member of Wisconsin Public Service Commission
MARYGOLD S. MELLI, law	Is a member of the Special Review Board of State Dept. of Health and Social Services on parole of persons sentenced under sex offender law Also member of Governor's Committee on Juvenile Justice Standards and Goals
FRANK J. REMINGTON, law	Member and former chairman, Wisconsin Council on Criminal Justice; also on several special study committees for the state.

Numerous law and engineering professors are often called on to serve as consultants to various state agencies throughout the year.

DAN R. ANDERSON, business	On Wisconsin State Insurance Commission's Advisory Board

MARY'S

UW Personnel serving on state commissions (some terms may have expired); Source:

1975 Blue Book

Expired?

County Examining Board: Jim Bower /
Air Pollution Control Board: Reid Bryson; B. Dennis Sustare (Graduate student)
American Revolution Bicentennial Commission: Robert Gard; E. David Cronon; Merrill Jensen
Blake Kellog (EXT); Robert Rennebohm; Carlisle Runge; James Morton Smith
Athletic Examining Board: Vern Woodward
Controlled Substance Board: Joseph Benforado
Council for Economic Development: Ralph Andreano, George Strother (EXT); Jon Udell
Education Compact Commission: John C. Weaver
Council on Food Standards: Kenneth G. Weckel (expired?)
Health and Social Services Board: John Niemiesto
Health Policy Council: Mark F. Hansen; Hania Ris; William Merchant; Valencia Prock;
Robert E. Cooke, Warren Von Ehren
Hearing Aid Something: James Brandenburg
Higher Education Aids Board: James Kimbrough(TA-philosophy)
Investment Board: Kurt Wendt
Medical Education Review Committee: Martin Loeb
State Employers Merit Award Board: LeRoy Luberg
Mine Reclamtion Council: Bernard J. Nieman; Meredith Ostrom
Board of Nursing: Valencia Prock, Pamela J. Wagner
Nursing Home administrator Examining Board: Bill Blockstein (EXT)
Psychology Examining Board: John Giebink
Snowmobile Something Committee: John Pendleton

OTHERS: Matthew Holden, Steven Born, Charles Cichetti, David Adamany James Knox

Lots of former KKKKKKK faculty members are on pay in the State Planning Office

John Kidwell-Asst. Professor of Law; no file on him in Library.

Robert Bock

College of Agricultural & Life Sciences

Ag. Economics: John Strasma-secretary of the special committee on mineral taxation (appointed by Gov. Lucey)
Richard Barrows-three years with Dept. of Revenue (nb), also with DNR, Legislative Council, and Senate and Assembly Committees on taxation for farmland and open space, public taxation on public lands and other policy issues.
Douglas Yanggen-has worked for many agencies on flood plain and lakeshore problems
Dunkin Harkin-Same as Barrows and Yanggen--Taxation and environmental issues
Hugh Cook and Truman Graff (from New Holstein)--both have worked with the Dept. of Agriculture on dairy price policy
Ron Shaffer-is on various economic development groups
Glen Pulver- serves on Governor's Council on Local Affairs, advising Dept. of Local Affairs and Development
Willard Mueller-on Governor's Agricultural Task Force and on the State Board of Agriculture; also an adviser to the Wi. Dept. of Agriculture's Consumer Council; was on selection committee for the new secretary of Agriculture, and has also done anti-trust work for theWI. Dept. of Justice.
Daniel Bromley- 3 DNR committees on water pollution; also worked with the Assembly environmental qua lity committee;
Richard Bishop: worked with DNR on Off-Road Vehicle use

Dairy Science: Loris Schultz and Robert Niedermeier-both have served on Committee for Animal Health for the Dept. of Ag.

Agronomy: John Pendleton-on Wisconsin Recreational Council studying snowmobile use
Elwood Brickbauer-has been on various Dept. of Ag. staff screening committees
Duane Rohweder-worked with Dept. of Ag. in compiling forage statistics

Food Science: Joachim Von Elbe on VTAE-evaluating vocational schools
Kenneth Weckel is also active

Meat and Animal Science: Richard Vilstrup-chairman of state Farm-City Committee
Quin Kolb: served on State Meat Inspection committee
Carl Hirschinger-served on state Livestock Health advisory committee (dept. of ag); also on Personnel Screening committee with ag.

ART--some of these persons are also Extension--Jerry McGee has promised more names as they come into the Ag. Info. Office. I told him to have them walked directly to you as soon as they come in. ml

CENTER FOR HEALTH SCIENCES

Dr. George Lythcott: Associate Vice Chancellor; chairman of the Prison Health Care Studies Committee (the entire committee iscomprised of Center for Health Sciences Personnel

Dr. Joseph Benforado: Chairmanof the Controlled Substances Board

Dr. John Rankin: Chairman ofthe Environmental Health Section of the Governor's Health Planning and Policy Task Force

Prof. David Gustafson (professor Industrial Engineering) serves periodically as a consultant to Health and Social Services AND DIHR

William Blockstein: State Policy Council "

David Perlman: Medical Task Force on Prescription

Melvin H. Weinswig: State Alcohol and Drug Advisory Committee

Dr. Allen Babcock: on Committee for Developing State Health Code

Loretta M. Steinmetz: Consultant totthe State Health Board re: establishing guidelines for the WI. Kidney aid bill

John R. Cameron: Radiation safety committee

news

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550 North Park Street

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone (608) 262-3571

Release: Immediately

1/21/76 jb

EXPORT MARKET BECKONS TO STATE MANUFACTURERS, PROF. BILKEY SAYS

MADISON--Many more Wisconsin firms could export profitably than at present a University of Wisconsin-Madison professor of business contends.

"In addition to improving the firms' profits, exporting more would increase Wisconsin's industrial employment," Warren J. Bilkey says.

"The decline of the foreign exchange rate of the dollar since 1972 has made exporting increasingly attractive, for it has reduced production costs in the U.S. relative to that in foreign lands."

Greatest export opportunities, he notes, are for technologically advanced products. Presently, nearly half of all Wisconsin manufactured exports are non-electrical machinery, with transportation equipment second in line.

Prof. Bilkey notes that foreign firms often search for products to import, and alert Wisconsin firms can review these lists to learn what they can produce profitably.

"As an example, Japanese firms now are seeking earthenware table and kitchen articles, pasteurizing machines, food packaging and processing machines, tubular metal household dining and breakfast sets, tables and chairs, steel wire, knitting machines, and a bond for binding copper and steel without using heat."

He adds that firms that search for exporting opportunities tend to find them. "In the field of business, as in most other areas of human endeavor, the source lies within," Bilkey observes.

The U.S. Department of Commerce reported recently that increased U.S. exports during the first 11 months of 1975 exceeded imports by $10.6 billion, a new record. Wisconsin ranks 12th among states in value of its manufactured exports. About 4.5 per cent of Wisconsin's industrial labor force is employed making exported goods.

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uw news

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Release: Immediately 12/31/75

Contact Elvira Buchanan (608) 262-6343

UW-MADISON PHARMACY PROFESSOR BRINGS DIABETES/HYPERTENSION PROGRAM TO WINNEBAGOS

MADISON--Some 500 Winnebago Indians live in an area touching on four counties near the Wisconsin Dells--Sauk, Juneau, Adams and Columbia. The area is too small to qualify as a reservation or for a public health hospital or clinic. So about one and one-half years ago, a University of Wisconsin-Madison pharmacist decided to volunteer some of his time to bring the Indians a screening and counseling program for diabetes and hypertension.

"I think we've helped a lot of people," says School of Pharmacy professor C. A. Bond, who works with Della Lowe, a paraprofessional health representative and a member of the tribe. "We've tried to make them more conscious of the importance of diet, the need for correct drug dosing and helped keep them on a therapeutic regimen."

At first considered an outsider, Bond says it took about six months before tribe members accepted his advice.

A big part of Bond's work involves screening and counseling of diabetics. Once past age 50, many of the Indians develop diabetes--approximately 80 out of the 500 in the tribe. Bond feels this high incidence may be in part due to heredity or possibly to the change in diet.

Before 1900, the native Indian diet consisted mostly of vegetables and meat. Now fats, starches and sweets make up a large proportion.

"We have a known set of diabetics, and continue to screen people with urine tests to detect new cases. Some control the disease well, but many do not," Bond says.

- more -

Add one--Winnebagos

Bond tries to travel to the tribe weekly. The School of Pharmacy supports his work as part of the UW-Center for Health Science's statewide clinical campus concept, and provides a car for his transportation.

On a typical visit, Bond, a pharmacy student, and Ms. Lowe begin at 10 a.m. going door to door to different family groups. Such groups often consist of a number of people, since Winnebagos live in extended families that can include aunts, uncles, nieces and nephews as well as grandparents.

"We work with the people who need help most," Bond says. "Some people we see four times a month; some we see once every six months and some we've never worked with."

Bond and Ms. Lowe ask when the diabetic's last meal was, perform urine tests and do a 24-hour food recall and drug history. Then they can determine whether the patient is complying with treatment and counsel him or her accordingly. Since many of the diabetics are overweight, weight reduction is often one objective of the counseling. In their screening program, they've also picked up some 25 to 30 people with hypertension. In appropriate cases, they refer people to local physicians.

Bond and Ms. Lowe also do some work with drug abuse, and in obtaining better housing for tribe members. Bond says the drug problem is not acute--there are few hard drugs. The program mostly involves dispelling myths and making legal implications clear.

Ms. Lowe often translates the diabetes, hypertension and drug abuse information into Winnebago. Through their screening and counseling work, Bond says Ms. Lowe's paraprofessional training has been considerably expanded. She can now do a better job in her translations into Winnebago of what a person's disease is--what it means to the patient and what to do about it.

The Indians presently purchase their medications from local pharmacies. Bond hopes in the future to reduce the costs of the Indians' health care--he's working to get government-purchased drugs, which cost considerably less, transferred from the nearby federal Red Lake hospital to the local pharmacies.

A 1972 graduate of the University of California-Berkeley, Bond joined the UW-School of Pharmacy faculty as a clinical pharmacy professor in 1973.

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FOR RELEASE AFTER 1:30 P.M. THURSDAY, MAY 29, 1975 5-28-75 rd

Wisc Idea

UW HELPS BUSINESS, WEAVER REPORTS

Stevens Point, Wis.--University researchers and extension specialists are helping many Wisconsin firms strengthen the state's economy, President John C. Weaver of the University of Wisconsin System said here Thursday [May 29].

He spoke to approximately 300 local officials and business and industry leaders at the annual Governor's Conference on Business Development at the Holiday Inn.

Weaver reported that the Northern Wisconsin Development Center at Wausau had helped:

--A manufacturer of log loading and hauling equipment to increase its capital from $20,000 to $2 million and its sales from $562,000 to $4 million annually in the last 10 years.

--A company manufacturing children's furniture to increase its annual payroll from $52,000 in 1966 to $560,000 in 1974.

--A recreation vehicle firm to solve serious financial problems and increase its invested capital from $390,000 to $1.6 million and its annual payroll from $290,000 to $1.4 million in the last eight years.

--Douglas County and the City of Superior to plan 15 recreation industry projects which are expected to provide 300 permanent and 200 seasonal jobs.

Weaver also reported on several UW research projects which appear to have significant economic potential for state business and industry. They include:

--A high protein food for both animals and humans from alfalfa "squeezings" as an alternative to soybeans.

--Development of a commercial crop of Japanese Shitaki mushrooms, which can grow rapidly on Wisconsin "scrub oak" logs under controlled conditions.

--Raising of perch and pike in "tank farms," easily installed in former dairy barns.

[more]

To: News Editor

From: University of Wisconsin System
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Madison, Wisconsin 53706
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For information from individual campuses or Extension, write or call:

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UW-Center System 602 State Street, Madison, Wisconsin 53706	608/262-1529

WEAVER -- add one

--Storage of electrical energy in very large "superconducting magnets" cooled to near absolute zero, to produce more power from present generating capacity.

The president said that the UW System's 27 campuses and county extension offices can help expand present industry and attract new industry by providing well educated new employees, by helping to solve management problems, by conducting seminars and conferences, by providing technical information, and by making high quality collegiate education and cultural programs available throughout the state at moderate cost.

# # #

CP-DN

uw
news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately** **8/22/74 jeh**

'NOW CASTING' TO HELP STATE INDUSTRY, AG, WORK AROUND WEATHER

MADISON--To help industries and farmers to work around the weather, meteorologists at the University of Wisconsin-Madison have begun a specialized forecasting system called "now-casting."

Personalized forecasts with specific information--moisture, sky conditions, hour-by-hour temperature predictions, for example--are made up daily for the Department of Natural Resources, the UW's Experimental Farms, and six canning companies: 3-F Canning Co., Waupun; Green Giant Canning Co., Beaver Dam; Oconomowoc Canning Co., Waunakee; Fall River Canning Co., Fall River; Baker Canning Co., Theresa; and The Larsen Co., Green Bay.

Terry Kelly, meteorology specialist working with now-casting, said the Madison Gas & Electric Co. and the Madison Street Dept. will be likely clients when winter comes. Both, along with J. H. Findorff & Son, Inc., a local construction company, were involved in a three-month now-casting experiment last winter.

"We possess information about forecasting that we haven't had in previous years, and we have the ability to go out and make better short-range forecasts than ever before," Kelly said.

He explained UW meteorologists have access to experimental equipment available nowhere else in the country, including the McIDAS (Man-Computer Interactive Access System) computer, which was developed by the Space Science and Engineering Center here. Weather information is taken from teletype wires and a satellite, and put into a computer which comes up with television generated images only a few minutes old. Also used is radar from the National Weather Service Office in Madison and the meteorology department.

- more -

In addition, Kelly said the meteorology department hopes to begin a now-casting program on a local radio station for the 1,700 dairy farmers in Grant county. He said a recent pilot project involving one Grant county farmer resulted in savings of between $3,000 and $4,000 because the farmer knew how to plan around the weather.

Other UW meteorologists working on now-casting include Prof. Donald R. Johnson, principal investigator and chairman of the meteorology department, and graduate students Stephen Kachelhoffer, Madison; Wayne Kober, Kenosha; and Glenn Simonsen, Morton Grove, Ill.

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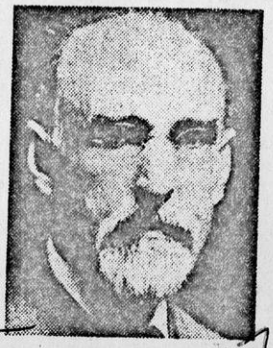
6/27/71

Accent

ON THE NEWS

A COLUMN OF OBSERVATIONS, COMMENTS AND SIDELIGHTS BY JOURNAL STAFF MEMBERS AND OTHERS

JACK BURKE, University of Wisconsin News Service, Madison — In 1965, J. E. Boell, UW archivist, started a search to find the origin of the widely used phrase: "The boundaries of the campus are the boundaries of the state." He did not have a long search. The answer was supplied by Robert H. Foss, assistant director of the UW News Service.



Charles R. Van Hise

Foss recalled that in 1930, when he was a teaching assistant in journalism, he was given the summer job of cleaning up a library-reading room in South Hall, then used in part by the School of Journalism.

"In the process," as Foss tells the story, "I found copies of speeches by Charles R. Van Hise, UW president from 1903 to 1918. One was of his inaugural address, another was a speech at a campus anniversary celebration, and one more was of a talk before a group of Wisconsin newspapermen.

"I read all the speeches. In one, Van Hise stated: 'I shall never rest content until the beneficent influences of the university reach into every home in the commonwealth, and the boundaries of our campus are coextensive with the boundaries of the state.'

"I liked the statement — and began using it every chance possible — on letterheads, in speeches I wrote for others, any place where the public could see it. I believed it, and wanted everybody else to believe it."

From the widespread use given the phrase, the efforts of Foss, who will retire this year, have been highly successful.

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MICHAEL O. ZAHN, Courthouse Reporter — Some-

Wisconsin Idea

Wisconsin Chapter
Public Relations Society of America
The University of Wisconsin-Madison

APRIL 22, 1971

The Measure of a Man

We measure a man by the breadth of his concerns.

Industry marks for promotion the individual of broad interests and inquiring mind. This is the man who "grows in his job." He is not shackled to narrow, immediate work pressures. He probes for solutions to benefit the employe, the company, and all of society.

A University uses the same yardstick.

Today's educator is no parochialist in an ivory tower. Teaching is his prime interest. But he brings to the classroom more than a grasp of subject matter and the ability to make his topic come alive.

He is sensitive to the need to keep current in his field of learning. He has a strong inner urge to seek new knowledge. His search is stimulated by the prodding questions of students, demanding that education relate classroom lessons to the changing world.

The teacher's quest begins as a personal need to know. It winds up as an exploration that yields benefits for persons far beyond the classroom — citizens of the state, businessmen and industrialists, residents of distant nations.

Joel R. Levin is such a man of broad concerns.

He stepped to a platform a few weeks ago to exchange a handshake with University Regent Gordon Walker and receive the $1,000 William H. Kiekhofer Award for excellence in undergraduate teaching.

Professor Levin's teaching in the Department of Educational Psychology was rated by 85 per cent of his students as among the top five per cent of instructors they had known.

"His enthusiasm is infectious. I never thought I would be so interested in statistics," a student commented.

"To me, the 'light' has been turned on. His method and manner has been inspirational," said another student.

Joel Levin spends half of his time in research on children's learning.

"We have done studies in the public schools of several Wisconsin communities on the tools of learning. We have attained what I would consider as dramatic results," the teacher-researcher reports.

Four other faculty members received $1,000 awards on the same afternoon when Professor Levin was honored.

Richard S. Marleau is an electrical engineer. His Standard Oil Award cited him for "enthusiasm, energy, and open-mindedness" in teaching undergraduate courses. Prof. Marleau also advises graduate research and is preparing a book, "Circuit Theory and Control Systems."

Wayne D. Milestone, mechanical engineering, winner of the Emil H. Steiger Award, moves from classroom to laboratory with a "parade of students following him around, in consultation with him, and in general, burdening him with all types of student problems." Prof. Milestone's research is in the field of vibration and material fatigue.

Basic knowledge is the target of most University teacher-researchers. Another Standard Oil Award winner, **Stephen M. Stigler,** hailed for his "innovative approach" in teaching statistics, describes one of his research interests as "robust inference – the investigation and discovery of statistical techniques that work despite departure from underlying assumptions."

Wisdom to be gleaned from man's past occupies **John Cooper,** Standard Oil Award recipient for excellence in teaching history "with an enviable articulateness." Prof. Cooper explains, "I'm always doing research." He has published a book on American isolationism and the First World War, has written several articles for periodicals and is preparing a biography of Walter Hines Page, U.S. ambassador to Great Britain during World War I.

What do the Joel Levins, the Marleaus and Milestones, the Stiglers and Coopers, contribute to Wisconsin?

Their broad concerns are reflected in the lives of their students after they leave the campus. The young people have absorbed a regard for knowledge and an ability to find it that better equip them for service to family, community and society at large.

The teacher-researchers also help Wisconsin solve its problems. University knowledge is transmitted throughout the state. Directly and indirectly, this learning benefits individuals and their private and governmental enterprises.

What are the dimensions of the contribution?

There is no comprehensive yardstick available. How much is it worth to cure an illness or extend a human life? How do you measure the gain in self-respect of an individual whose productivity has been expanded by an act of learning? How do you gauge the rise in property values in a community which has halted a social blight?

The dollar sign approach is sheer estimate. As a partial measurement, it offers some rough indications.

There is evidence that research relationships involving some of the UW-Madison work in agricultural, biological and physical sciences, and engineering has produced these direct results in the adjacent community:

- A dozen industrial enterprises or research laboratories have been established;
- These enterprises employ about 900 people;
- Their annual payroll is about $9 million; and
- The firms report gross sales or services in excess of $14.5 million a year.

Where do you stop counting?

- Another 10 enterprises have located in the areas substantially because of campus research resources; 300 employes, $2 million payroll, $6 million in sales.
- At least another 20 companies have received noteworthy economic benefits from UW research.

How does Wisconsin industry value University research?

The Ansul Company of Marinette said its decision to locate a new research center at Madison was based on two factors:

(1) "Madison is the home of one of the world's great universities . . . for research . . . scientific resources important to Ansul . . . and graduate production of scientists, the life-blood of any viable research effort . . ."

(2) ". . . The Wisconsin Idea, the wedding of industry, government and education, working together . . . which is very much a reality in Wisconsin today."

The University constitutes a major scientific and technical resource for business, industry and government throughout the state. The University-Industry Research program reports direct contacts in a year's time with some 200 industries, businesses and

associations in Wisconsin, plus about 50 state, local and federal government agencies. Some 100 research projects on industry-related problems were reviewed.

Some current research reports by UW-Madison campus faculty — 1970-1971:

Recycling Tires — Prof. Norman R. Braton, mechanical engineering, developed new process for recycling tires economically, via freezing and use of a hammermill — this producing a gravel-like material.

Cancer Viruses — Prof. Howard M. Temin, oncology, found that rules for transmittal of genetic information within the cell can be reversed by cancer viruses; if these findings can be applied to cancer cell, the result could prove whether viruses are the main cause of the disease and could also lead to new methods of diagnosis and treatment.

Probate Code — Prof. James B. MacDonald, law, designed and wrote 12 chapters of state's new probate code.

Cannery Pollution — Prof. Daryl B. Lund, food science, devised unique food processing technique — a blanching procedure, expected to cut river and stream pollution coming out of canning factories.

Cancer Induction — Drs. James A. and Elizabeth C. Miller, oncology, contributed to knowledge of chemical causes of cancer and provided leadership and direction in the attainment of an understanding of cancer induction mechanisms in man.

Speech Disabilities — Profs. Thomas Hixon and Ronald Netzell, communicative disorders and rehabilitation medicine, uncovered new approaches to study the mechanics of normal and abnormal speech production and to develop treatments for certain speech disabilities.

Mercury Damage — Profs. Henrik A. Hartmann and Alden W. Dudley, Jr., pathology, discovered how mercury damages the human body, binding to membrane structures and reducing cell's amount of RNA.

Cancer Chemicals — Dr. George T. Bryan, clinical oncology, found that bracken fern contains cancer-producing chemicals which cause the disease in cattle, mice, and guinea pigs.

Milk Fever — Prof. Hector F. DeLuca, biochemistry, isolated, identified, and synthesized a new active form of Vitamin D and developed successful prophylactic treatment of milk fever disease with the vitamin.

Earth Tremors – Profs. William E. Saul and Alain Peyrot, civil engineering, developed a series of equations designed to predict what effects an earthquake could have on any multi-storied building.

Cancer Therapy – Prof. John J. Windheuser, clinical oncology, developed new research techniques expected to maximize cancer therapy with the drug 5-Fluorouracil.

Computer Testing – Prof. Allen C. Kelley, economics, devised computer testing system, TIPS (teaching information processing system) which arranges for his 300 students to "talk" with him weekly to eliminate weaknesses and capitalize on strengths.

Hospital Feeding – Dr. Annette Gormican, nutrition education, devised method to tube-feed hospital patients unable to chew and swallow food normally.

Lake Profile – Profs. Leonidas C. Ocala and Robert P. Meyer, geophysics, found that a band of dense rock running down the center of the U.S. is actually an ancient rift-ridge system which, if geological history had gone differently, would have separated North America into two continents. Meyer also developed techniques making it possible to profile lake bottom sediment in more detail than previously possible.

Uterine Cancer – Dr. Judith Ladinsky, preventive medicine, developed new diagnostic tool expected to reduce deaths from uterine cancer.

Tourist Dollars – Prof. William A. Strang, business, found that for every tourist dollar spent in Door County, $2.17 in sales is generated in the area.

Newspaper Growth – Prof. Jon G. Udell, business, researched economic trends in the newspaper business, 1946-70, noting growth in circulation, employment, advertising, and impact.

THE MAGNIFICENT MAGIC

In mid-January state officials, UW faculty and staff got copies of the biennial *Report to the State from the University of Wisconsin.* In 84 unadorned pages, the report covers Madison campus activity for the past two years, ranging from statistical tables on enrollment and budget, to a chronological blow-by-blow of student disruption in the early part of the biennium, to an impressive 20-page section on current research at the University.

If it gets read by those who should read it, the research section ought to do more to prove the UW's value to state and nation than any other section in the report. Traditionally regarded as something of a closet case by publicists at tax-supported institutions, research understandably becomes the victim of snap judgement by taxpayer and legislator alike. Unaware of its impact until after the fact, too often they imagine the researcher as a la-la in a lab coat, playing with expensive toys behind closed doors. The reasons for such confusion are many. In most cases the layman and the scientist speak altogether different languages, and the scientist doesn't bother to translate. Further, research in any given field stretches to infinity. The public gets no quarterly production figures, and accomplishment moves unheralded from the lab to the field with little awareness beyond the involved discipline. Only when a Khorana wins the Nobel Prize or an alert science reporter patiently spells out the public significance of a research peak, do you and I grasp its practical application in our lives.

In the biennial report, not only are the University's multitude of research achievements and continuing projects clearly explained, but equal care is given to stress that they cost comparatively little in Wisconsin tax money.

"While the University sought state support for a wide range of research programs . . . ultimate appropriations funded but three areas", the section begins. It lists a $221-112 provision for agricultural research; $100,000 for the Institute for Environmental Studies; and a $200,000 matching fund for the Federal Sea Grant. Other millions, it points out, came from federal and private grants and industry.

The broad scope of UW researchers must come as a surprise to many, and page after page of the section lists continuing projects too numerous and too intricate to cover here. However, even a listing of what is reported as *accomplished* must dazzle when we realize that it is only a small part of what the UW promises in coming months and years.

Life and Health

With the discovery of the structure of DNA by Nobelists Watson and Crick 19 years ago, scientists have made amazing progress in the understanding of genetics at the molecular level. DNA is the genetic material guiding the cellular construction of RNA, which, in turn, forms the template on which vital cellular proteins are built. UW scientists have contributed to progress in this field in a number of ways. The detailed biochemical nature of the DNA code was verified conclusively for the first time at Wisconsin. More recently it has been shown by Howard Temin at the McArdle Memorial Laboratory for Cancer Research that the code "translates" both ways—from RNA to DNA as well as from DNA to RNA. This helps explain certain hitherto mysterious properties of viruses; it will be of considerable significance if viruses are found to be the cause of some human cancers.

Other virus studies at the University in recent years include the discovery by biochemists Paul Kaesberg and Leslie Lane of the existence of multiple genetic components in an apparently homogeneous virus. Their findings give promise in various areas of treatment of viruses in humans.

Vitamin research is a field in which the University has long been a world leader. In 1924 the late Harry Steenbock made a revolutionary discovery that created the food industry's vitamin D fortification process. In the past two years, biochemists under the direction of Hector DeLuca: proved that the active principle is the form of vitamin D-3 actually used by the body; isolated an "active" vitamin D-2 which is thought to be the form used by the body; proved the liver to be the major—possibly the sole—site of conversion of regular vitamin D into its active forms in the body; discovered how vitamin D directs body cells to absorb calcium; and isolated the enzyme responsible for transforming regular vitamin D into its active body form.

This same group synthesized and purified a presently used drug into a compound nearly twice as effective in treatment of hypoparathyroidism.

Cancer research brought forth findings by George Bryan which discouraged the use of cyclamates and saccharin in foods due to their relationship to bladder cancer. Bryan and associates also showed a relationship between common bracken fern and stomach cancer in cattle. Harry C. Hinze isolated a virus that causes cancer in rabbits and closely resembles a virus that causes cancer in children. At McArdle, a new treatment method for the drug 5-FU, which was developed at the Center earlier, was found to increase the survival of cancer-of-the-bowel patients; a new and faster method of diagnosing liver cancer was developed; and a simple, do-it-herself early detection diagnostic tool for uterine cancer was developed by Judith Ladinsky.

Other progress announced from the Medical Center included: initial success with common cold drug SKF 30097; development by bioengineers of the use of computers in clinical medicine and of the "cold boot" for amputations; pioneer work in electronic monitoring of pregnant women; the first installation in any hospital of the automatic clinical analyzer to test body fluids on emergency scheduling; development of electronic reading of electrocardiograms by computer; development of procedures to permit body electricity to activate prosthetic devices for the disabled; development of a simple means of forecasting strokes and senility.

The (Polluted) World Around Us

In the fight to end man's destruction of the elements, UW scientists achieved the following: the first direct evidence that urban and agricultural runoff, even though greatly diluted, can contribute disease-causing Salmonella

Illustration/Jim Lunde

Letters

'Bailing Out Fun City'

I am getting a little tired of hearing emotional adolescent bleating that the University of Wisconsin is discriminating against New York City Jews, because of legislative quotas on the number of non-Wisconsin residents eligible to enroll at Madison, and is thus anti-Semitic. I am an ex-New York Jew who came to Madison in 1923 and subsequently received the BA and MA degrees. I have lived in Milwaukee for the past forty years, happily married to a native Milwaukeean. One of my two sons received his law degree in 1962 at our Law School. I am a fairly substantial taxpayer and I resent being pressured to subsidize an over-abundant number of non-residents at Madison inasmuch as everyone knows that student fees do not pay the full costs of tuition, whether students come from the Bronx or Coon Hollow or Quebec. Incidentally, if thousands of Quebecois decided to apply at Madison and ran up against the out-of-state quota would not they also be able to complain of prejudice against *French-Canadians?*

Because there is a fashion in the Bronx or Brooklyn or Queens or Manhattan to head for the Midwest, e.g. Madison et al, does not require me to encourage or accept this fashion. Perhaps the New Yorkers are finally realizing what Lewis Mumford and other writers and critics have been saying for years, to-wit, "Fun City is no longer Fun City, and it's doomed to strangle in congestion, crime, noise, garbage and smog." If so, why should Wisconsin taxpayers do the bailing out? New Yorkers always know more than anyone else, so let them apply this know-how to do their own bailing out in respect to higher education—they have the schools and the budget. I appreciate the compliment to Madison's natural attractions, the repute of our faculty, and the liberties of our campus institutions (particularly the Memorial Union Rathskeller, UGH!). I refuse the compliment in view of the cost (not merely money-wise).

In 1924 I washed dishes at Delta Tau Delta fraternity. I knew that a couple of the brothers were not delighted that a Jewish boy was in their kitchen, but most of the brothers did not bother me and I did not bother them, which is about par for anti-Semitism. I do not love every race and every colour all the time—(right now I am particularly annoyed with the Pakistanis and their dictator-generals)—who does? But neither does everyone like me all the time, despite the lip-service given to brotherhood. On the campus for several years I took meals at the French House—La Maison Française—and with the exception of one sycophant Southern faculty member (I do not know if he ever acquired the ribbon of the Legion D'Honneur which he so obviously coveted) en-

continued on page 27

wisconsin alumnus

Volume 73 March 1972 Number 5

4 **Research at the UW**

8 **Behind the Scenes in Sapporo**

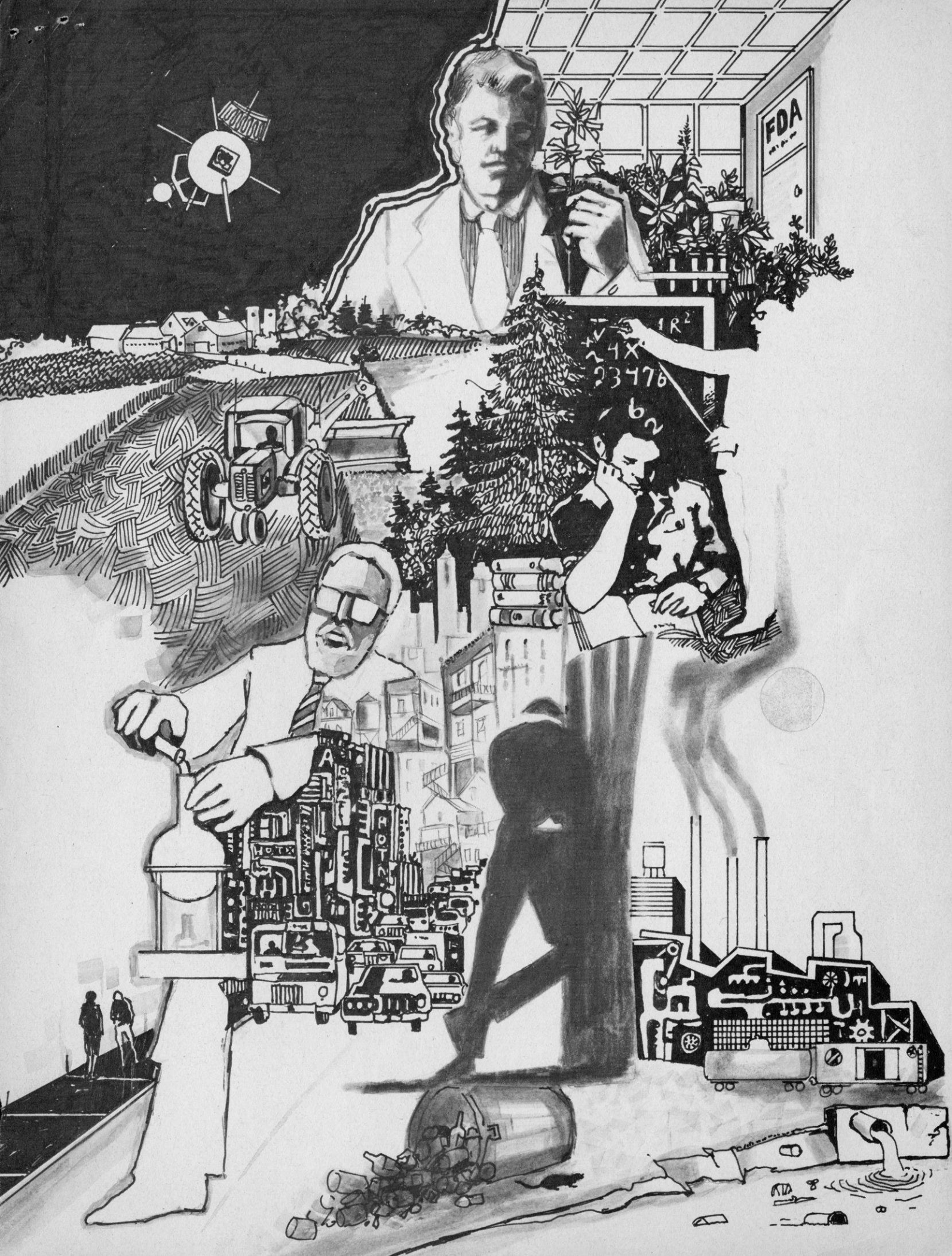
12 **University News**

21 **Student Standpoint**

22 **Camp Randall's History**

26 **Class News**

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


FDA

organisms to recreational waters; development of aerial photography techniques which promise easy time- and money-saving detection of many water pollutants; the discovery, by engineer Vinton Bacon, that sewage has productive uses; development of a nutrient-measuring test which may play an important role in controlling unsightly algae growth in lakes and streams; and completion of a year-long study of Lake Wingra, the first step in a four-year project to gain comprehensive understanding of the lake's systems, applicable to studies of management problems on other similar lakes.

Limnologist John Magnuson developed a periscope to observe behavior patterns of fish beneath the ice as winter progresses, in his efforts to combat winter-kill. A team of UW scientists described for the first time exactly how mercury damages the body, perhaps opening an important door in finding the remedy for poisoning by mercury pollution. Ecologist Warren Porter developed mathematical equations which predict how animals behave and survive under various environmental conditions. His findings will be useful in determining both the degree of thermal pollution animals can tolerate (from atomic energy plants) and the most favorable environment for optimal annual production of food products such as milk.

A new type of mathematical model useful in studying urban air pollution was developed by Eric Shettle, a grad student in meteorology. Shettle's model cuts to 30 seconds the time needed to measure how much incoming sunlight is reduced by polluted air layers, a process that formerly cost several hours of computer time. Three biochemists found new information that may help in the search to discover what selenium, an element sometimes found in polluted waters, does to body cells.

The establishment of the *Institute for Environmental Studies* on the campus produced an inter-disciplinary force with a cohesive attack on such problems as pollution abatement, population growth and distribution, ecosystem analysis, and land and resource use and planning. Enrollment is 40 graduate students.

The new *Sea Grant Program* concerns itself with marine environment, primarily in the Great Lakes area. Its 75 faculty members devote much of their research time to problems of the coastal zone, the interface between land and sea where both land and water-use problems are the most severe.

Outer Space

One of the University's most advanced, esoteric projects is the Orbiting Astronomical Observatory. The largest and most complex unmanned satellite ever launched, the OAO-2 has orbited nearly 500 miles above the earth for the past three years, still accumulating data that has brought new concepts and discoveries about the universe and provided new interpretations about the nature of the cosmos. Spin-offs of the OAO-2 include the fact that the resultant teaching projects have made the University the leading graduate school in space astronomy, while research here has developed new " cleanroom" techniques for spacecraft construction and application in hospitals; pre-stressed riveting techniques for wide industrial applications; and new computer technology.

Sharing space research significance are the University's meteorological projects utilizing NASA's Applications Technology Satellites (ATS-1 and ATS-3) whose Spin Scan Cloud Cameras, designed by UW scientists and operating 23,000 miles from earth, are now providing more accurate long-range weather forecasting and meteorological data on a global scale.

The ATS satellites have provided the basis for many special studies, among them the most intensive investigation ever made (covering an ocean area of 90,000 square miles) to obtain significant understanding of sea and air interactions which drive the atmospheric circulation and world weather systems. In this $18-million project which involved 15,000 men, 10 ships and 24 aircraft over a three-month period, participating Wisconsin scientists developed a new wind direction device; conducted an aircraft-based program for solar measurements; and constructed a special radio communications system for synchronizing aircraft routings with real time cloud phenomena revealed by the satellites. Aside from the scientific results obtained and their application to improved weather prediction, other uses of the devices and techniques developed have application in pollution monitoring and commercial aviation.

Among other meteorological studies, a major cause of severe thunderstorms was identified for the first time, while another project identified significant topographic factors constituting two major tornado alleys in Wisconsin.

The *Apollo missions* which put man on the moon for the first time had personal interest for several UW scientists. A bone mineral analysis device, originally developed in the University's radiology department to detect minute variations in bone mineral loss resulting from prolonged space flight, has now been put into production by a Wisconsin firm for use in research and diagnosis in certain diseases affecting bone conditions. And, from the moon rocks sent to the geology department, findings include "native" iron crystals in the rocks (indicating an absence of oxygen); and evidence of a completely sterile environment on the moon—which should reduce the lengthy quarantine of future returning astronauts.

On the Farm

Of particular note to the farmers and foresters of Wisconsin and the nation were accomplishments in agricultural research which brought the development of: varieties of peas with increased resistance to powdery mildew disease (The state's annual pea crop is valued at $15 million.); new methods of measurement of nitrate percolation into ground water; methods of preservation for storing high-moisture corn; ways of utilizing waste products from wood and paper industries as possible livestock feed; and development of new techniques of land resource planning.

On the Table

Tomorrow's diet may be safer, better preserved and more palatable due to these recent accomplishments of UW food researchers. They found ways to detect and isolate naturally occurring inhibitors of low temperature microorganisms; potentially improved methods of evaluating the safety of certain antioxidants in food; developed a unique blanching process for the state's canning industry to reduce waste and pollution in vegetable processing.

In the Classroom

The Research and Development Center for Cognitive Learning, a part of the School of Education, appears to have started a revolution in the classroom with its new system called IGE—Individually Guided Education. The plan takes a systematic approach to reorganizing instruction around individual learning needs of all children. The system includes the multiunit elementary school organization, an instructional programming model, and new instructional programs in pre-reading, reading, mathematics and science. Now on its way to statewide implementation in Wisconsin by the Department of Public Instruction, the multiunit school promises to become one of the state's major education exports as well. Successful implementation of the multiunit school in Wisconsin led to its choice for nationwide implementation by the U.S. Office of Education. In addition to Wisconsin's 154 such schools, there are now some 450 more in 26 other states.

And Everywhere

Additional University research achievements during the biennium included this sampling:

Utilization of trash fish such as alewife for production of oil for paint and plastics industry, improved fish meal protein concentrates for animal and human consumption;

Teaching computers to think (through the process of pattern recognition) provided *new computer technology* and insight into the workings of the human mind;

Mathematical developments of non-linear programming in systems analysis promise wide application in cost analysis and manpower allocations in industry, research in pollution and other environmental problems and for other scientific and technological analysis involving large numbers of complex, interacting factors;

Solid waste milling for land-fill operations proved to be practical and environmentally feasible. Other research in solid waste problems concerned potential recovery of ferrous content of municipal waste, and a new technique for recycling used automobile tires to produce new products.

An *ocular typewriter*, operated by head movement, proved experimentally successful and may open new job opportunities for the physically handicapped. Similar controls can be applied to operate other types of office equipment.

An *experimental hydraulic system* to store waste energy for later use in operating vehicles proved feasible. Applied to automobiles, the system can help reduce pollution and increase efficiency of engines.

Improvements in *combustion process* of automotive engines were successful in laboratory models to reduce polluting emissions.

A *business study* of franchising operations identified problems and factors for successful enterprise and provided information for federal and state legislation for regulation and fair practice performance. The findings are being published by the U.S. Senate for distribution through the Small Business Administration.

Engineers and medical scientists developed new *plastic heart valves* as part of major research efforts directed at cardio-vascular problems. *Artificial bone implants* made from powdered metal alloys are proving successful in animals and may soon be available for human application.

An experimental, low cost dosimeter for *measuring ultraviolet exposure* is furthering research in photo-allergens and sun-related skin cancer.

A *new computer system* was developed, linking visual communication with data processing operations to provide visual graphic outputs, applicable for architectural models, tool design and other three-dimensional models to provide visual perspectives from all angles.

An experimental *three-dimensional photography* system demonstrated uses in automobile accident analysis and crime investigation.

In conjunction with the *Center for Consumer Affairs* of University Extension, Assoc. Prof. Calvin Huber, chemistry, determined that the lead tube used for Crest toothpaste could cause lead poisoning if chewed by a child. His research led to a warning that gained national attention.

Finally, in an area not normally considered research, Prof. George Bunn, former alternate U.S. ambassador to the Geneva Disarmament Conference and UW law professor, pointed out that if a recent scientific report is correct, United States use of herbicides to destroy crops in Vietnam violates international law. He noted that nearly all food destroyed by American herbicides in Vietnam would have been used by civilians. He pointed out that the Army Field Manual on the law of land warfare indicates that destroying food crops intended for civilians violates a 1907 international treaty signed by the United States. ●

OUR MAN IN SAPPORO

Walter Meives, who is director of the University Extension's department of Photography and Cinema, has been official photographer for the U.S. Olympic team for the past 13 years. He is a member of the UW class of 1943 and did graduate work in the motion-picture department of UCLA. He has been on the University staff since 1947.

Walter is a native of Price County, Wisconsin, where his father was a commercial photographer in the early 1900s. Wally himself was in the commercial photography business for a short time after returning from the Air Force.

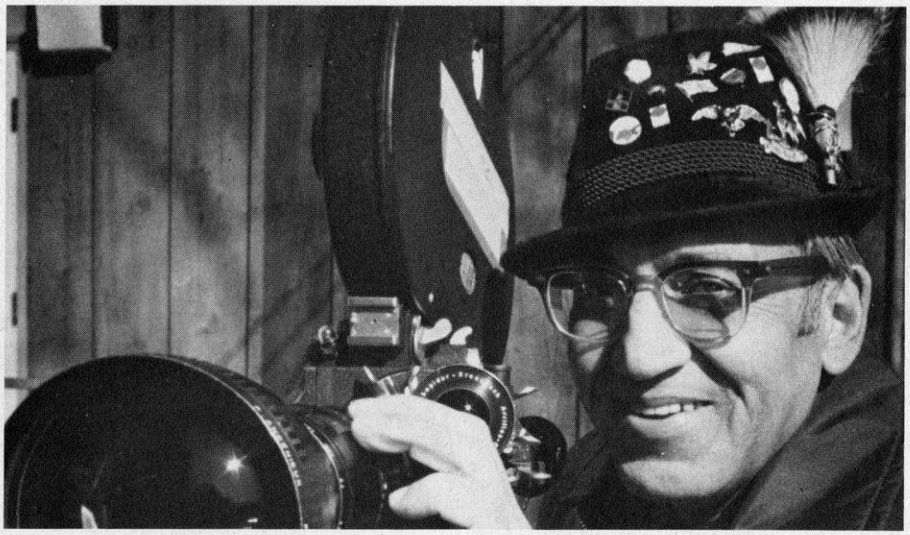
He was first invited to be U.S. team photographer in 1959 by Art Lenz, former UW Sports News Director who is now executive director of the U.S. Olympic Committee. (Rounding out the Wisconsin contingent on the committee is Don Miller '42, former UW boxer.)

We talked with Wally when he got back from Sapporo. Here are some of his experiences and thoughts about the Olympics.

In 1896 Baron de Coubertin made a statement which still stands: that the idea of the Olympics is to *compete*. The very fact that you're good enough to get into competition with other people who are in the same sport is a feat in itself. He says that winning isn't the most vital thing. As you know, the Olympics are under tremendous pressure now from people who want to dilute the games with more professionalism. But most people in these sports have no place to go with their skills professionally. The gymnasts, the runners, the shotputters, the archers, the canoeists . . . there is no other place for them to compete. They do it primarily for one reason—the pure love of the sport. If the Olympic games become a huge super-bowl of professionalism, you can count out the whole idea.

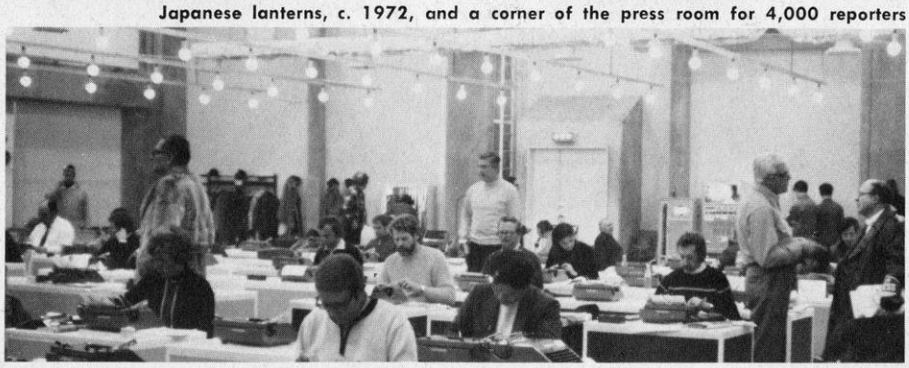
The Japanese did a tremendous job of public relations. There were about 1500 athletes and 4000 press people. The Sapporo planners threw a gigantic press party the day before the games opened. It was held at the Royal Hotel, and I have never attended a party with such a lavish table of food . . . fish and meat of every kind and giant crabs!

Meives with bemedaled hat and favorite camera



Art Lentz with Sapporo hostesses

Japanese lanterns, c. 1972, and a corner of the press room for 4,000 reporters



uw
news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 3/17/75 meb/kp

WISCONSIN'S ECONOMY HEALTHIER THAN MOST OF COUNTRY, PROFESSORS SAY

MADISON--Wisconsin is faring better than most of the country economically, but unemployment, stockpiles of unwanted consumer goods, and rising prices are problems here too.

About 20 Wisconsin newspaper editors attending a seminar on the economy at the University of Wisconsin-Madison heard three professors explain economic problems from the viewpoint of economics, business, and labor. The seminar last week was sponsored by the UW-Madison School of Journalism and UW-Extension.

Economics Prof. Donald D. Hester told the editors unemployment will hit 8.8 per cent nationally by the end of the year and will improve only slightly in 1976. Hester blames the economic downturn on declining government spending and the withdrawal of people from the labor force.

"The labor force in this country fell by 580,000 people last month. Those are people who stopped looking for work," Hester said.

Wisconsin's unemployment figure is 6.5 per cent, well below the national average of 8.2 per cent, and personal income here exceeds that in all neighboring states, according to Jon G. Udell, business professor.

Udell credits a 1973 revision of the tax on industrial personal property, machinery and equipment, for the relatively high employment rate here. Before 1973, Wisconsin's tax on personal property in industry was 100 per cent higher than the second highest such tax in the country. Udell said that tax was causing industry to leave the state and phasing it out has stopped the exodus.

- more -

Robert W. Ozanne, director of the School for Workers at UW-Madison, expects the position of labor in the state to change drastically since Wisconsin has a democratic governor and legislature for the first time since 1938. During the years when Republicans held control, he said, restrictive legislation including a law that made it difficult to establish a union shop, was passed.

"It's very possible that the union shop law will be repealed this year," Ozanne predicted. "Surrounding states have never had such laws. In fact, this kind of legislation exists only in Wisconsin and in the South."

Collective bargaining procedures that require cities and municipal employees to submit to compulsory arbitration and adoption of cost-of-living indexes for some organized workers are other big changes in labor position, Ozanne said.

Ozanne called for an end to "unnecessary unemployment" which harms the economy, hinders progress, and alienates young people who cannot find work. He said the federal government must act immediately to stimulate private industry through tax credits.

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 1/23/75 jb

MADISON--Engineering know-how developed through the years at the University of Wisconsin-Madison now will work to help a technological institute in the Far East.

Another example of the "Wisconsin Idea" in action, whereby the University's leadership role in educational development aids the economy and the individual, the project will be the first of its kind for the UW and for the Asian Development Bank of Manilla, Philippines, as well.

A contract for the Madison campus College of Engineering to conduct a feasibility study by Profs. Paul M. Berthouex, Max W. Carbon, Thomas W. Chapman, Phillip S. Myers, and Alwyn C. Scott, and by James V. Edsall, director of campus planning and construction, to help outline a 10-year development plan for the Institute of Technology at Surabaya, Indonesia, was approved recently by the UW System regents.

Prof. Merton R. Barry, director of engineering foreign programs at Madison, said the bank has not previously dealt with a higher educational institution as its consultant nor aided one in its region of operations, which ranges from Afghanistan to Western Samoa.

"The bank appreciates the importance of engineering and technology to economic and social development among countries in its investment area," Prof. Barry noted. "It therefore looks on this project as a model for possible further assistance projects in higher technical education."

-- more -

Add one--engineering

The project will be under the over-all supervision of Dean W. Robert Marshall of the College of Engineering, with Prof. Carbon as senior coordinator of the activities of the college faculty members acting as curriculum experts in chemical, electrical, and mechanical engineering, and the architectural planner for the Madison campus.

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Wl. Idea

UW Economic Impacts

Norb Hildebrand
(UIR-263-2840)

3/26/74

The University of Wisconsin might be described as an economic "tap-root" for the Madison area. For during its 125 years of existence, the University has provided a substantial life-force in the physical development of the city along with sustaining roots in the cultural, intellectual and scientific growth marking UW's own rise to national prominence.

This symbolic relationship began even with the founding of the University--when a 50-acre site on the western edge of the village of Madison was purchased for the future campus. This was thought excessive and so a portion was subdivided into 174 village lots and 12 five-acre "outlots." Receipts by 1854, when most of these had been sold, amounted to more than $12,000 giving the University a profit of about $7,000. (This land was not part of the federal land-grant acquisition, which provided an initial allotment equivalent to two townships to be used for the establishment and support of state universities). Over a hundred years later the University was buying some of these lots back again at prices several times higher than the original cost of the entire tract--one example of UW's economic influence on Madison.

(more)

While this kind of impact is obvious, there are many facets of the University-Madison relationship not so apparent.

A study made in 1970 by the University's Bureau of Business Research and Service revealed some more recent financial inputs on the Madison area economy made by the University, its students, employees, and UW visitors. Professor William A. Strong, who directed the study and has provided some current updating, reports that direct expenditures by the University community provided $230 million in 1973 and stimulated an additional indirect dollar flow of $291 million, as a result of multiplier effects on economic activities. Industries identified as major beneficiaries in this financial flow were finance, insurance and real estate ($61 million); food stores ($55 million); automobile sales and service ($41 million); general merchandise and other retail stores ($40 million) and transportation, communication, and utilities ($39 million).

Another aspect brought out by the study showed that student and employee families make up 37 per cent of Madison's total population (their growth in the decade studied (1960-1970) accounted for 67 per cent of Madison's population growth and 51 per cent of Dane county's increase) and their expenditures constitute about 17 per cent of Madison's annual net cash income and 13 per cent of the county's.

The details revealed by this study, establish clearly that the University makes significant contributions to both city and county economic activities.

Not so readily assessed is the University's long history of interfacing with the agricultural, industrial and commercial interests of the community. Its role of providing assistance through education, research and public service to the State commonwealth is only partially documented in the more dramatic instances--such as benefitted the dairy industry, food processing and other large components of the State's industrial activities.

In an effort to develop some of this historical perspective the University-Industry Research Program (an agency of the UW-Madison Graduate School) began tracing the effects of some University research activities on Madison industry.

Beginning with the most likely research interests in agriculture, the biological and physical sciences and in engineering, UIR found about 25 industries and commercial laboratories in the city with substantial research relationships, past or present. About half of these came to Madison or were established here because of specific UW research achievements or resources; many of these firms begun by UW faculty or graduates.

(more)

This group represented over 1,200 jobs, an annual payroll of some $11 million and an annual business in excess of $20 million.

Another 20 industries, which located in Madison for various reasons having little to do with the University's presence, were found to have had substantial economic benefits resulting from UW research contacts largely related to product/process improvements. Employment in these industries was about 5,000.

Another economic aspect of UW research on the Madison community is the $40-$50 million spent annually in research funds from non-state resources; such as the U.S. Department of Health, Education and Welfare and its various agencies, the National Science Foundation, the Atomic Energy Commission, National Aeronautics and Space Administration and others. (In 1972, for example, a total of almost $104 million was received in gifts, grants and government contracts by the whole UW System).

But UIR still found many parts of the economic picture yet to be assessed. Additional industrial interests for instance, were identified in other UW research and educational activities--such as the banking and insurance fields which have become major components of the Madison business community. UW's educational interests in business

management, economic theory and practice date back to 1892 with the organization of the School of Economics, Political Science, and History under Dr. Richard T. Ely--who himself made history in the business community. (It was Dr. Ely who provoked the formulation of UW's famous "sifting and winnowing" quotation). Today's School of Business, now considered among the top ranking in the nation, together with its Bureau of Business Research and Service provide many links with Madison's industrial community.

Madison is also the home of 70 credit unions, serving about 75,000 local area owner-members who are probably unaware that UW faculty had an early role in the credit-union movement of the 30's to meet financial problems of those depression years. Nor that UW's Extension work in promoting farmer cooperatives was part of the same concern for solving economic problems.

While there is little farming left in Madison now (the current interest in gardening may alter that statement), the city is the market center of the richest agricultural county in the state--and home of some of the oldest farm-related businesses, long associated with UW's agricultural scientists.

The University's first agricultural research ~~efforts in the area~~ began in the 1880's with studies of livestock feeding, construction of farm facilities and equipment and the

development of Wisconsin-adapted seed stocks, starting with corn, oats and potatoes. You can continue to get your "Wisconsin Certified" seed potatoes for example, from a Madison industrial pioneer--the L. L. Olds Seed Company, now 87 years-old. This certification process, incidently, includes field and bin inspection by UW's College of Agricultural and Life Sciences working with the State Department of Agriculture. (And if you're really interested in potatoes, the world's largest collection of potato varieties is maintained at UW for seed stock sources).

A later pioneer in Madison industry--dating from 1914--is Madison Silos, Division of Chromalloy--which began building concrete silos to meet the Wisconsin farm demand for the round design advocated by America's first professor of agricultural physics, UW's Franklin M. King. It was King's studies of silo construction in the 1890's which established the round silo as a design standard. And in meeting the competition of wooden silos, the new firm benefitted from the concrete research of UW's then newly established Engineering Experiment Station research which still includes work with concrete, among hundreds of other projects. (If you think the market for concrete silos is past, the Madison firm reports it sold 2800 of them last year for some $20 million. (About 60 per cent in Wisconsin).

Economic 7-7-7-7

Whenever Madison's economy is discussed, credit for the city's long-term financial stability is given to the high percentage of residents employed by state government (including UW-Madison). Approximately 36 per cent of the 127,700 nonagricultural employees in Dane county (47,100) work for the government. While the stability of such employment is historically true, since the response to shifting economic conditions is not as sensitive as in private industry, this stability was not originally part of government employment. It came about through the Civil Service System instituted in Wisconsin under the political and social reform legislation of Governor Robert M. La Follette. Playing an important advisory role to the governor on social and labor legislation was a noted UW economist, Prof. John R. Commons. He is individually credited for writing the Industrial Commission Act and with a large influence on the social-ethical concerns ~~of~~ which marked this formative period in Wisconsin's legislative history. He also helped establish an important role in University State relationships--that of using the competence of faculty people to serve government--a special aspect of the Wisconsin Idea which was to gain wider application and recognition over the years. A survey made by UIR several years ago identified some 300 faculty members providing various kinds

(more)

of advisory services to governmental agencies, commissions and special groups at local, state and national levels.

Thus the UW tap root goes deep and the end of it is still unknown. For, in a figurative sense, this root system is a living thing--growing and responding to the needs of the University's own socio-economic environment and providing a vital force in the Madison community. As the tap root thrives, so does the tree it nourishes. Madison has always been known as a city of treasured trees.

# # # #

The WISCONSIN IDEA

It is often said that Wisconsin men and women are tremendously proud of our University.

In a deep and quiet way, we are.

With the University well into its second century, we find ourselves taking stock—counting up the many contributions it has made to alumni, students, and people in every walk of life throughout the state and nation.

It is clear from any appraisal that the University of Wisconsin is today a truly great institution of education, research and service.

From the outset, the University taught that the past is not to be worshiped and perpetuated, but to be studied for improvement of the future. From the outset it sought great teachers, philosophers and scholars. Before long great teachers, philosophers and scholars sought posts at Wisconsin where encouragement was given to search and discovery, to analysis and open minds.

What is the Wisconsin Idea?

And this University originated and developed a unique idea of usefulness. Not content to help only the students who could attend its classes, the University began long ago to take useful information and new ideas to all the people in their homes and at their places of work.

This was called the Wisconsin Idea. There have been a thousand definitions of it, all boiling down to Service to the People.

How Is It Carried Out?

The Wisconsin Idea is expressed in many ways. There are short courses for farmers, tradesmen, business men and professional people; there is the Agricultural Extension Service; the Extension Division, helping thousands study by mail; the State Department of Hygiene, the Orthopedic Hospital, the Psychiatric Institute, the Wisconsin General Hospital, radio station WHA, and many others.

This Idea is visionary in that it sees ahead . . . in that it never loses sight of the great ultimate goals of mankind. And this Idea is practical in that it serves the people now . . . helping men and women do their jobs better . . . helping to build a strong, productive society. Wisconsin's scientists, in the laboratories and pastures and woodlands of the state, are part of this Idea. Wisconsin's geologists and social scientists and teachers are part of it. And Wisconsin's people are the first and chief beneficiaries of this Idea.

The Wisconsin Idea is itself the yeast of vigorous mental curiosity. As you read these words, day or night, men and women of the University are conducting countless experiments, at Madison and throughout the state. They are looking for new ideas and better ways to help the students and to serve the people of the state.

Yesterday the Wisconsin Idea advanced vitamins and penicillin—miracles then, common tools now. Today, the Wisconsin Idea is coming to grips with knotty problems in such diverse fields as cancer and atomic energy. Tomorrow, we shall all benefit from the work now going forward under the impetus of the Wisconsin Idea.

Wisconsin's Friends Can Help

It is no wonder that Wisconsin men and women are proud of their State University, for the Wisconsin Creed guarantees the integrity of its education and research, while the Wisconsin Idea promises continued expansion of its service.

Obviously such a program of service requires —and deserves — widespread popular support. As a state university, Wisconsin receives a substantial part of its income from appropriations by the state legislature. The danger is that the Wisconsin Idea—which is Service to the People, above and beyond the educational functions of the University—will suffer seriously from malnutrition unless outside aid comes to the rescue.

Van Hise Foresaw Need

In 1905, Charles Richard Van Hise, one of the University's great presidents, foresaw the need for such outside aid—and that the aid would be forthcoming. Van Hise said,

> In addition to the certain support by the state of productive scholarship, the state universities in the future have at least an equal right with private institutions to expect assistance from their alumni. Finally, the state university may reasonably expect funds from weaithy men, not alumni, inspired by ethical and educational motives.

To encourage such aid from friends of the University, the University of Wisconsin Foundation was organized. The Foundation has made a survey of what Wisconsin is doing and what it needs to carry on its services. It invites the support of all those who love and admire the University, and who will contribute to its further progress. And the Foundation expects and welcomes additional unsolicited gifts—knowing from valued experience that many generous friends of the University will, unasked, make important contributions to the life and growth and strength of the Wisconsin Idea.

uw news

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

Release: Immediately 9/5/86

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BUSINESS/FOUNDRY:
A UW-Madison industrial engineer has helped a small Wisconsin foundry become a "preferred supplier" to two major engine manufacturers. 580 words.

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CONTACT: Harold Steudel (608) 262-9927

UW-MADISON PROFESSOR HELPS FOUNDRY SUCCEED

By JEFF GREGORY
UW Science Writer

MADISON--American business priorities are changing, and by keeping its ear to the ground, a small Wisconsin metal casting firm seems to have discovered the key to success.

The Richland Center Foundry Company in Richland Center, with some 150 workers, was certified at the end of July as a "preferred quality supplier" by Cummins Engine Company, a diesel engine manufacturer with thousands of employees worldwide. In August, Caterpillar Tractor Company also granted the firm certification.

Harold Streudel, a University of Wisconsin-Madison engineering professor, has been helping the foundry upgrade its operations. He says certification means the two manufacturing firms have granted Richland Foundry favored status as a casting supplier. That almost guarantees that the foundry will get steady business from both Caterpillar and Cummins. The foundry's sales to Cummins, Steudel said, have increased by over $1 million as a result of certification.

Steudel, an industrial engineer and associate director of the University-Industry Research Program, said the relatively new certification

-more-

process reflects American industries' heightened concern for quality. As industries set higher standards for autos, machines and other products, they also expect their parts suppliers to improve quality and provide more timely delivery.

Cummins Engines, for example, dropped three-quarters of its suppliers in favor of those few that are certified. Suppliers to such industries either get on the bandwagon or close their doors, said Steudel.

"There are companies in Wisconsin that aren't clued into this at all, and they're not going to make it," he said. "Richland Center has put in the formula for success."

John Kemp, general manager at the Richland Center firm, is enthusiastic about university participation in Wisconsin business, saying that faculty members are tuned in to real-life business problems.

"I've found university consultants to be more practical than many in industry," Kemp said. "They don't have the same inhibitions -- they aren't as conservative about making major changes. More industries should use people from the university."

According to Kemp, the foundry worked for two years to meet the 20 requirements set by Cummins. The old method of quality control -- checking the end product for defects -- won't suffice in today's environment of defect prevention, he said.

Computerization of shop floor practices with constant quality checks and close worker-management involvement were just a few of the changes made in order to win certification.

"The productivity and employee gain sharing plans we put into effect actually had more impact on quality than on productivity, although that rose, too," said Kemp. "There's a lot more worker interest in what's going on."

Workers' initial concerns about the use of statistical analysis and productivity improvements to speed up production were soon calmed, he added.

"We didn't lose anyone because of these changes," he said. "In fact, our employment is up."

By ordering only those parts which will be used immediately, factories keep inventories low, reduce storage costs and thus reduce overhead. According to Kemp, orders that once had lead times of months can now be requested in as little as two weeks. The foundry has to deliver, and it does, he said.

The new emphasis on quality is a direct response to the challenges posed by overseas competitors, especially the Japanese. Ironically, the current quality control practices employed so profitably by the Japanese were largely the brainchild of W. Edwards Deming, an American sent to help reconstruct the Japanese economy following World War II.

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 1/16/74 meb

MADISON--One out of every eight rural Wisconsin families is living near or below the poverty line. Of these 100,000 poor rural families, the very poorest are those who depend entirely on farming for their livelihood.

These are major findings of a survey by the University of Wisconsin-Madison Institute for Research on Poverty. It was directed by William E. Saupe, professor of agricultural economics.

"Wisconsin is generally a prosperous state, but there are many rural families who haven't shared in that prosperity," Saupe said.

The greatest incidence of rural poverty is among older people and families where farming is the sole source of income. When the head of the household or another member of the family holds a job in addition to farming, the family usually has a much higher income.

"There was a pronounced inverse relationship between the percentage of total farm family income that came from farming and the level of well being. Net farm income provided 90 per cent of total income for the poorest farm families but only about 33 per cent for those that were best off."

The poverty level for rural families is set by the Social Security Administration, taking into account the fact that farm families receive some food at cost from their own crops and livestock and that their houses usually are provided as part of the farm. For a farm family of five the poverty level would allow 25 cents a meal and $1.50 a day for each person for all other living expenses--clothing, housing, auto, education, medical, dental, insurance, recreation, and retirement funds--or $3,431 a year.

- more -

The distribution of income among rural Wisconsin families is weighted heavily to the advantage of the families with higher incomes. Ten per cent of the families with the lowest incomes received only 2.4 per cent of the total income for all farm families. The 10 per cent of the families with the highest incomes received 22 per cent of the total income.

Other findings from the survey were:

--Average income for rural farm and non-farm families was about the same, $6,800.

--Single earner families earned much less than families with more than one earner whether the family operated a farm or not.

--About 33 per cent of the wives in both farm and non-farm families earned money and 49 per cent of the farm families had more than one earner.

--Although farming was the biggest source of income for farm families, wages and non-farm business accounted for 42 per cent of their incomes.

Saupe said his survey uncovered many rural people living in poverty who could qualify for Social Security benefits they were not receiving.

The survey included information about families who live on farms and receive at least part of their incomes from farming, and from families who live in the country or in towns of less than 2,500 people but who are not engaged in farming.

Copies of the report are available free from the Institute for Research on Poverty, 3412 Social Science Building, University of Wisconsin-Madison 53706.

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research news

From the University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone (608) 262-3571

Release: Immediately 11/29/73

UIR SCIENCE WRITING DIVISION
University-Industry Research Program (608-263-2876)

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Strang (608-262-1550)

Part I of a two-part series

By MARY ANN WEST
UW Science Writer

MADISON, Wis.--Wisconsin industries with the greatest potential for filling the need for 183,000 new jobs in Wisconsin's growing work force by 1980 have been identified by a University of Wisconsin-Madison business economist.

Prof. William A. Strang, researcher in the Bureau of Business Research and Service, has rated 185 state industries according to their ability to contribute to the state's future development.

Also identified in studies by the research bureau are factors that make Wisconsin attractive to industry and encourage economic growth.

"We came up with a list of industries Wisconsin's economic planners may want to promote," Strang explained. "As guidelines, we considered the desirability of an industry from a quality of life standpoint as well as the economic opportunity it offers the state."

Sponsored by the State Planning Office, the study was aimed at encouraging economic expansion in Wisconsin by attracting desirable new industries and helping established ones grow.

But at a time when citizens are painfully aware that economic growth often leads to a polluted environment, maintaining the quality of life in Wisconsin is just as important as economic expansion, according to Strang.

- more -

Add one--industries

Industries were evaluated on two scales. Strang rated state industries desirable if they offered high employment potential, quality employment, and were rated low on such negative environmental factors as high water usage and high electricity consumption per job.

The second scale used was an opportunity index based on economic factors. These included expected growth in employment and number of establishments and present number of establishments.

Nonmanufacturing industries received the top five ratings, although most of the industries studied were in manufacturing. Miscellaneous services, business services, wholesaling and insurance and motor freight rated high in both desirability and opportunity.

Highest rated manufacturing industries included electronics, commercial printing, communications equipment and industrial machinery and equipment.

Among other industries rated highly in this study were plastic products, and motor vehicle production.

Strang is aware of the subjectivity of this rating system.

"Although other methods of evaluating industry desirability and opportunity might be developed with different ratings resulting, we feel that the highly rated industries according to this system are in fact beneficial," he said.

"This report can serve best as a working study for economic planners to use in evaluating industries for economic expansion. They may want to attach different weights to the scales I used.

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research news

From the University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone (608) 262-3571

Release: **Immediately** 11/29/73

UIR SCIENCE WRITING DIVISION
University-Industry Research Program (608-263-2876)

Further information: Udell (608-262-1550)

Part II of a two-part series

By MARY ANN WEST
UW Science Writer

MADISON, Wis.--In an article printed in the current issue of the University of Wisconsin-Madison's "UIR Research Newsletter," Jon G. Udell, director of the Bureau of Business Research and Service and associate director of the University-Industry Research Program, points out that it is not possible to achieve full employment in Wisconsin in the years ahead without a considerable growth in manufacturing.

Citing a study by the Wisconsin Department of Industry, Labor, and Human Relations, Udell said that even with an assumed steady economic growth the state will fall 183,000 jobs short of a four per cent unemployment goal by 1980.

"Agricultural employment has been declining for many years and will continue to do so. Mining employment has declined almost to the point where there is none left."

He said growth in government employment is also halting.

"This leaves only manufacturing and the service industries to meet the employment needs of our people--and manufacturing is our major economic sector and our state's largest source of employment."

Described also in the "UIR Newsletter" article is a study in which Profs. William Strang and Udell identify factors that make Wisconsin attractive to industry.

- more -

They interviewed 56 corporation presidents and other high-level executives and found that the quality of Wisconsin's labor force was the state's strongest industrial advantage. Sixty-three per cent of the executives cited Wisconsin's excellent supply of skilled labor as a decided plus. Other factors included proximity to major markets, excellent transportation system, the supply of raw agricultural materials, and quality of education and government.

The state's environment, recreation, culture, and related features topped the list of favorable characteristics. Even though interviewing was conducted in the coldest months of the year almost a third of the executives said they liked the climate.

An Aware Public

Industry, labor, and the general public are all acutely aware that the prosperity of Wisconsin's citizens is dependent upon expansion of the state economy, Udell writes, and they are united in their appeal for a more favorable environment for business and employment growth in the state.

"In fact, labor executives were more vigorous in recommending industrial promotion than were business executives," Udell says.

Five things would help Wisconsin maintain a healthy economy in the years ahead, according to Udell:

--A favorable tax climate;

--Enhanced industrial perception of the government attitude toward business;

--Recognition that measures placing Wisconsin industry at a competitive disadvantage are harmful;

--Enhanced growth of research and development in Wisconsin industries;

--Greater cooperation between industry, labor, government, universities, and the general public in efforts to solve the problems.

"Wisconsin has many advantages to be capitalized," said Udell. "Included among them are its skilled labor force, honest government, an abundant supply of water and natural resources, excellent educational and recreational facilities, and good living conditions in an esthetically attractive environment."

In the next few years, Wisconsin will be in vigorous competition with 49 other states and scores of foreign countries, he added.

If everyone will work together and capitalize on strengths, however, "Wisconsin can have a very favorable economic climate in the years ahead," Udell said.

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NEWS from

Wisconsin EXTEX

UNIVERSITY OF WISCONSIN–EXTENSION

Office of Public Information, 432 N. Lake St., Madison, WI 53706 (608) 262-1156
262-0074

Immediately

11/1/72

By JEANNE RUDOLF WEBER

"I BELIEVE THAT IN SPITE OF THE RECENT TRIUMPHS OF SCIENCE, MEN HAVEN'T CHANGED MUCH IN THE LAST TWO THOUSAND YEARS, AND IN CONSEQUENCE, WE MUST STILL TRY TO LEARN FROM HISTORY. HISTORY IS OURSELVES."

So said Sir Kenneth Clark, creator of the highly acclaimed "Civilisation" series for television, and in Wisconsin and 40 other states a nucleus of citizens have been taking heed of his injunction.

Under the guidance of "visiting humanists" from the Midwest Center for the Humanities Series, they have been gathering in their respective areas to delve into history, literature, philosophy, ethics, and the arts, dialoguing as they progressed.

Their aim--to gain knowledge and insights from the past applicable to the present and potential problems of man.

The Midwest Center is based in University of Wisconsin Extension under direction of Robert E. Najem, professor of French and popular Extension lecturer whose adult classes in literature have earned him a steady following.

Still in its first year, the center has launched humanities programs in three Wisconsin communities--Boscobel, Elkhorn, and Wisconsin Rapids, and in Minnesota, Iowa, Illinois, Indiana, and Michigan.

- more -

Like its counterparts elsewhere in the country, the center is funded by the National Foundation for the Humanities and the Woodrow Wilson Fellowship Foundation to provide informal adult education in the humanities at the grass roots level.

"The humanities are a reservoir of wisdom--the sum total of human experience," Najem said. "They reveal man's triumphs and defeats, that which is constant and that which is ephemeral, demonstrating clearly the alternatives he has used to solve his problems."

Najem pointed out that during the Renaissance, one of the most glorious and productive periods of history, humane learning was the whole of intellectual experience (with the exception of religion), while science was considered a pasttime.

"Certainly we are not recommending a return to the Renaissance viewpoint," he said, "but it is obvious that science alone cannot provide us with the answers contemporary society is seeking."

The humanists, currently faculty members from the UW System, eschew the authoritarian, professorial stance, preferring, instead, an informal exchange with participants that allows for expression of individual reaction and ideas.

"We approach one another with mutual respect," Najem said, "realizing that though a professor may know more about history or literature, the audience may know more about life. We can learn from one another."

In setting up a program schedule, the center selects towns that have no institutions of higher learning, are geographically isolated from one another and have different economic bases.

Each humanist visits one community three times for two days each time, meeting during the day with small, interested groups such as service clubs, senior citizens, homemakers, and high schools, then in the evening with a larger group drawn from the entire community and surrounding area.

A topic of contemporary concern such as alienation, war, or religion is decided upon "and then we lay out a veritable feast of the humanities to show how great authors, historians, or artists have responded to or exemplified the topic" Dick Lewis, assistant director of the Midwest Center and visiting humanist for the Boscobel program, said.

For example, the first meeting in Boscobel on the topic, "The Worth of Creativity," led to an examination of the art of primitive societies, where it played an important role, and to an exploration of why the historian, philosopher or artist chose to be what he or she is, and the significance of that choice to society.

During the second session titled, "Religion: Past, Present and Future," excerpts from the Greek Theogony and the Old Testament were read for a comparison of attitudes toward creation within different societies. Slides of medieval cathedrals in the 12th and 13th centuries, and recorded excerpts from "Jesus Christ Superstar" gave further contrast.

The third session dealing with the idea of "self-realization" looked at children's poems and compared such works as Thoreau's "Walden," Eldridge Cleaver's "Soul on Ice," Carl Rogers' "On Becoming a Person" and other items.

John Murley and his wife were among the participants in Boscobel. Manager of a men's clothing store and president of the Chamber of Commerce, Murley welcomed the opportunity to read and discuss with the humanist.

"It was stimulating, such a change from everyday fare," he said, "and a great chance to get ideas for thinking in a philosophical vein. Many of the people were looking for something like this. My wife and I learned a great deal and will continue our reading."

The programs have met with success in all of the communities where they have been held.

In Shenandoah, Iowa, a town of 6,500, more than 45 turned out despite rain and threats of a tornado the first night. Their topic, "Perception, Art and Environment."

In Iron River, Mich., with a population of 3,000, the abstract-sounding subject "The Process of Becoming" attracted more than 60, and in Beardstown, Ill., 81 persons came to discuss the topic, "We are Tomorrow."

As community residents voiced their feelings, thoughts, and experiences, the humanists have profited, taking back to their university posts new views and understanding of the humanities and their practical application to daily living, according to Lewis.

The interest shown at the grass roots level raises a question.

If the humanities regained the place in society which they once held, might not men and women, addressing themselves to the lessons of history, avoid the errors of the past, thus gaining time to perfect themselves and their environment?

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Wisc Idea

Release: Immediately

9/21/72 mm

MADISON--More and better day care for Dane County children is the goal of a new project at the University of Wisconsin-Madison School of Social Work.

More than $21,000 federal and state funds will be used this year "to establish a new social work training program in the day care field," Prof. Martin B. Loeb, director of the school, reported.

"In addition to training social workers, the project aims at meeting the day care needs of working and non-working mothers in this county, and in providing day care and related social services to the poor.

"Among the groups expected to be served by this project are AFDC mothers, non-welfare low-income groups, and University students and staff members."

Social work Prof. Joanna M. Sherman, who was a research associate on the national day care project of the Canadian Welfare Council, will supervise and teach the 10 social work students assigned to the project and will serve as liaison with city and Dane County day care personnel. She emphasized that research is one of the major components of the project.

Loeb said: "In essence, Dane County will become a laboratory for the study of day care.

"In Madison about 17 per cent of all children under six and about 33 per cent of the children between six and 12 have mothers who work either full or part-time. Fewer than 10 per cent of these children are cared for in licensed day care facilities.

- more -

Add one--day care

"Children not in licensed facilities are cared for through a variety of informal arrangements. While there are no data to indicate that care received by children in these informal arrangements is poor, there is no assurance that care meets the minimum standards established in child care licensing laws."

Another aspect of the project will be to investigate the feasibilities of alternative day care programs, such as "a system of satellite family day care around existing day care centers," Loeb said.

The students will spend part of their time planning and developing services and part of their time giving direct social services at cooperating day care facilities.

Prof. Sherman and the students will work with an advisory committee composed of representatives of various local groups, such as the regional office of the Wisconsin Division of Family Services, Dane County Social Planning Agency, the local Coordinating Council on Child Care, and the day care subcommittee of the UW-Madison Committee on the Status of Women.

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research news

From the University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone (608) 262-3571

Release: **Immediately** 8/30/72 mm

MADISON--Two more Wisconsin motorcyclists died this month, and neither had received any formal motorcycle driver education.

Larry Kilkenny, 24, died Monday in a Milwaukee hospital after crashing his motorcycle Sunday night near his hometown of Delavan. Paul Effertz, 33, died instantly when he lost control of his newly-purchased motorcycle and hit a tree Aug. 13 near Barron.

One reason neither man had received any formal driver education is that until now there were no instructional materials specifically designed for Wisconsin motorcyclists.

Recently driver education teachers and others involved in motor vehicle safety throughout the state received a new series of booklets designed by Prof. Frazier Damron of the University of Wisconsin-Madison Safety Research and Education Center.

The five booklets, ranging from an introduction to motorcycle driving to maintenance and modification, were paid for by a $36,000 federal grant administered by the Wisconsin Division of Highway Safety Coordination.

Robert Matson, motorcycle specialist for the division, explained that "an overwhelming number of accidents occur to early drivers. Anything that will bring these drivers through the early stages of learning will definitely help reduce the current motorcycle accident rate."

- more -

Add one--motorcycles

Kilkenny, as Wisconsin's most recent motorcycle fatality, had been driving a motorcycle for several years. But Effertz had just bought his cycle and was out learning how to drive it when his fatal accident occurred.

Last year, 61 people died in motorcycle accidents--20 more people than the year before. Last year there were more than 1,600 accidents involving motorcycles, the great majority of them involving personal injury of some type.

Only 1,500 of the new series of booklets were printed. They were given to active driver education teachers at colleges, high schools, and private driving schools, and to selected federal and state safety personnel.

Damron, who did extensive pretesting of the instructional materials, explained that more may be printed if demand for the materials is sufficient to warrant commercial production.

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feature story

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 7/5/72

By TOM MENZEL

MADISON--Move out of the cloistered walls to the action scene--that's the philosophy of the University of Wisconsin-Madison landscape architecture department.

Projects abound, and communities throughout the state are benefitting from student efforts. From Bayfield to Janesville, from Green Bay to Spooner, the landscape architects-to-be have proposed plans to improve man's environment.

In 1966-67 a group of students analyzed possible sites for the Old World Wisconsin bi-cenntenial celebration. They researched ethnic backgrounds of early settlers--how they built their houses and barns, the type of land they preferred, and their general way of living.

They decided on 500 acres in the Kettle Moraine Forest in Waukesha County because the landscape best resembled the land the settlers chose to live on.

The students then drew up detailed plans for building locations, vegetation, and parking lots, and presented their findings to the State Historical Society. Three students made a more in-depth economic feasibility study the following year, and the State Department of Natural Resources and the society accepted the master plan.

In 1969 Prof. William H. Tischler used the students' suggestions in a presentation to two members of the German House of Representatives. They were interested in having Germany well-represented in the Old World Wisconsin project because Wisconsin is about one-third German. The result was a $35,000 donation from the West German government for construction of German buildings.

-more-

A $100,000 anonymous donation got the project underway, and construction began this summer.

Last year a graduate student, David Grant from Concord, N.C., surveyed historic log and stone buildings in Crawford County and found 81 still standing near Prairie du Chien. Grant drew up a plan and blueprints to preserve the 19th Century Irish, Norwegian, and Yankee structures.

The site came to be known as Crossraods Village near Gays Mills. More than a dozen buildings, including log cabins, feed mills, and a restored church and school, have been dismantled, tagged and coded, and then rebuilt by hand at the site. The Crawford County Historical Society sponsored the project, and wants to make it an ongoing effort.

Up in Bayfield, Prof. Tischler directed a study to save the small Lake Superior community's lumber, boat-building, shipping, and fishing history as the town builds up its tourist attractions.

With the help of 21 professors of a variety of disciplines, 19 landscape architecture students, and countless Bayfield residents, an 80-page report was drawn up, which included plans for preserving and enhancing the town in three phases.

The plan still is under consideration, but Tischler is optimistic: "There is now talk of a sign park for the community which would eliminate the clutter of signs that plague so many communities. And they are considering replanning the community in a systematic fashion."

In Madison, students of Prof. Tischler were instrumental in recognizing the historic value of the old Gates of Heaven synagogue in 1971. They stirred up action on the project, and the result was a seven-hour, one-mile trip through downtown Madison, moving the old building to a new site in James Madison Park. Built in the 1850s, the synagogue is now a national landmark.

Add two--Landscape Architecture

Every elementary school in Madison has been studied for a possible rehabilitation project.

The purpose is to supply the schools with miniature representations of natural surroundings, including trees and hedges, and letting the plants regenerate without any interference from man. The children can thus enjoy the natural setting on an everyday basis, instead of taking bus trips to the country. One such project resulted in the planting of 4,000 tree seedlings on the schoolgrounds by the children themselves.

It is up to the students to get cooperation from city and school officials, park superintendents, recreation directors, and community groups.

Many of the students return to their home towns to implement their projects Tischler pointed out that it's good for the University to "get out of the ivory tower...It's good for the state, too, since we're trying to make the human environment more livable and healthier. At the same time it is a live learning experience for the students."

Other projects around the state include:

A high school environment plan for Oshkosh by Gary T. Criter of Madison; an environmental/educational plan for a Sheboygan high school by Gerald G. Gabrielse, Oostburg; a recreational park plan for Green Bay by Donald W. Jorgensen, De Forest; a recreational development plan for New Glarus, by David E. Richert, New Glarus; and a development plan for the Rock River in downtown Janesville by Seishiro Tomioka of Japan.

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately

5/18/72 jb

MADISON--Twenty University of Wisconsin-Madison students will spend the summer working for criminal justice agencies in the state.

Under a new grant from the Law Enforcement Assistance Administration, they will work with police departments, court-administered detention and probation programs, State Bureau of Probation and Parole, the Oregon School for Girls, and other correctional agencies.

The students, who will receive a stipend of $50 a week, have taken courses designed to lead to a career in the correctional field, the court system, or police agencies. The practical experience will supplement their academic work and also provide needed assistance to the agencies.

Almost all the students are majoring in sociology.

Mrs. G. W. Foster, coordinator of the University's law enforcement education program in the College of Letters and Science, is in charge of development and administration of the internship program.

The student participants include:

Timothy L. Sullivan, Monona; James L. Selleck, Platteville; Raymond A. Lorberter, McFarland; and Susan Ann Boyle, Thomas G. Ebert, Carol A. R. Harris, Lorna I. S. Harriman, Debra C. Kubert, Michael J. McCaffry, and Kathleen J. Trotter, all of Madison.

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 4/5/72

By MARK P. McELREATH

MADISON--The political impact of the University of Wisconsin-Madison is significant in Dane County. There now are a number of faculty, staff, students, and alumni elected to official positions in Madison, Middleton, Monona, Stoughton, Sun Prairie, and Dane County.

These facts emerged from Tuesday's election:

--Eight of the newly-elected Madison city aldermen are UW students or alumni. One of the aldermen is a professor. More than 70 per cent of the candidates who fought for the 11 contested city council positions are current or former UW students.

--Both Russell J. Mittelstadt and Archie E. Simonson, who competed for the Dane County judgeship, are UW Law School graduates. Judge-elect Simonson has been head fencing coach at UW-Madison since 1957.

--The two Madison school board members reelected Tuesday, Eugene S. Calhoun and Douglas M. Onsager, are former UW students.

--More than 30 per cent of the candidates who vied for the 41 positions on the Dane County Board of Supervisors are or were UW students; and 10 per cent of them were faculty or staff members of the University. Four of the newly-elected supervisors are UW faculty or staff members.

--Of the 43 candidates who ran for different offices in Middleton, Monona, Stoughton, and Sun Prairie, 16 per cent were attending or had attended the University; and seven per cent worked for the UW in some capacity.

- more -

Richard A. Lehmann, 31, elected alderman in Madison's sixth ward, and visiting professor of governmental affairs at University Extension, said the UW is "an intellectual resource for the community," and for this reason is a significant force in Dane County politics.

"But, there is an appallingly low degree of UW faculty and staff involvement in city and county elected positions."

A former member of the Dane County Board of Supervisors, Lehmann said as city alderman he would work to "research the needs of the local governments and try to mobilize the University community to provide services to meet these needs."

Judge-elect Simonson said the UW has a positive influence on county politics: "Both students and faculty have an important impact--they are very aware of the issues and more active in the campaigns."

He said that one reason the UW affects local politics is because "it tends to be more liberal; and this liberal influence is felt in both the Republican and Democratic parties."

Simonson, 47, who will resign as UW fencing coach once his term as judge begins, said he received a lot of support from the University community, "especially from the newly-franchised students." He said some of his supporters had "negative attitudes towards the county judicial system, and their votes for me were really votes against Judge Mittelstadt."

He explained, "The negative attitudes won't be removed immediately--I'll have to prove myself in court first."

Prof. Edward V. Schten, 41, director of University Extension's Institute of Governmental Affairs, and newly-elected county supervisor for District 21, said that because the UW is a major economic force in Dane County, it is a major political force.

However, he noted, "Because the University is so complex, some parts of the local community are positively influenced, other parts are negatively influenced. There is no necessary relationship between the politics of Dane County and the influence of the UW."

Margaret C. Sadler, 30, elected county supervisor for District 10, and a secretary in the chancellor's office of University Extension, pointed out that any large state institution such as the UW with powers to build and expand has considerable influence in local politics.

Agreeing with her comment, Mary Kay Baum, 24, newly-elected county supervisor for District 9, and a UW project assistant and first year law student, stated:

"As the University expands, more and more students are being pushed further and further into the surrounding neighborhoods...our streets are more and more filled with cars going to the University. These housing and transportation issues are definitely political."

She also said, "It does seem that the number of UW faculty and staff people running for local offices is definitely increasing with each election. We probably have reached a representative proportion of students among elected officials; but there should be more faculty and staff elected to local offices."

Richard E. Ginnold, 34, professor of labor relations and labor education for University Extension, and elected county supervisor for District 20, said: "A lot of expertise at the UW has not been transferred to problem-solving efforts in local governments. The University and local governments should try to figure out problem-solving techniques which utilize UW experts."

Ginnold said such cooperative efforts by local governments and the University would be part of "the Wisconsin Idea of maintaining contact among all the social institutions of the state."

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uw news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: **Immediately** **10/2/70 jb**

MADISON--Robert L. Clodius, acting president of the University of Wisconsin, will keynote an invitational seminar at the Fond du Lac campus of the Wisconsin State Universities system Oct. 14.

His address, titled "Wisconsin's Economy in the 1970s," will set the seminar theme of "Development in the 1970s for Central Wisconsin."

Madison campus Chancellor Edwin Young will be the luncheon speaker, and Walter F. Renk, Sun Prairie, vice president of the UW regents, will serve as chairman of the afternoon session.

Chairman of the seminar is State Sen. Walter G. Hollander (R-Rosendale) who proposed the session to help business and agri-business of the area. The meeting will show what the UW has been doing in the fields of economics, banking, agriculture, engineering, and scientific research, including University Industry Research projects.

Six other Wisconsin faculty members will make presentations.

Profs. W. Donald Knight and J. Howard Westing, of the Graduate School of Business, will discuss "The Banking and Marketing Outlook for Central Wisconsin in the 1970s"; Profs. Phil S. Myers and John G. Bollinger, College of Engineering, will stress "New Concepts in Engineering Research"; and Dean Glenn S. Pound and Dr. Robert S. Bray, associate dean, College of Agricultural and Life Sciences, will share the platform in speaking on the topic, "Agricultural Development for Central Wisconsin in the 1970s."

###

feature story

Wisconsin Idea

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately 5/27/70

By PATTY NIGBOR

MADISON--A group of University of Wisconsin students has joined forces with the staff at St. Mary's Hospital to help make a test for children with congenital heart defects a bit easier.

The students are participating in a course called "Intermedia," designed by Profs. Lawrence Rosenfield of the speech department, John Sowaal, art, and Gerald F. McVey, director of the Multimedia Laboratory, to bring people with different talents together. The course provides an opportunity for art and technology to be used jointly rather than at cross-purposes.

The project chosen by the students answers the request of Mrs. Dorothy Abney, a therapist at St. Mary's, for additional material to divert children undergoing a test known as cardiac catheterization.

Cardiac catheterization refers to a process in which a catheter, a tube-like instrument, is inserted into a vein or an artery and slowly moved through the circulatory system. The process, although it is tedious, taking from four to six hours, is not painful. During the test, pressure in the heart chambers is measured, as are oxygen content, output of the heart, and direction of blood flow.

A physician orders the test when he suspects heart damage as indicated by other tests and wishes to locate the exact point of the defect.

The problem faced by hospital staff members is how they can reduce the anxiety in a child undergoing the test. Mrs. Abney attempts to calm the child's pretest fears with use of a puppet stage which resembles the cardiac laboratory.

- more -

Add one--heart

The child plays with the puppets and acts out the roles of the doctor and patient. Older children are encouraged to talk out their fears.

During the test, the child is mildly sedated and asked to sleep. However, he is not anesthetized, for to do so would change the rhythm of the heart.

Younger children sleep most of the time. Older children, however, usually catnap for 15 minutes and then are awake for a period. It is during this time that diversional material is needed.

Because the room is filled with medical staff and equipment and the child cannot move during the process, the class decided that an audio-visual combination of tapes and slides would be best for entertaining the children.

Tapes and visual materials have been planned for five hours, although no one child is awake this long. The excess material allows the child to skip things he doesn't like.

The class has attempted to make the youngster feel that the material is just for him. This was done by gearing tapes to certain age levels and having the narrator address the child, saying such things as, "Now you've heard some music, so let's try something else."

At present, only tapes are being used. Contributions to the library consist of play readings, book excerpts, and music. A "talk-improvisation" has been recorded which has a voice reading a part from a play followed by a space of silence for the child to answer.

The students and Mrs. Abney hope to add visual aids as well. This will be done by giving the child a "rear view mirror" so he can see a screen placed behind him, out of the way of the staff and equipment.

When the visual part of the program is installed, it will include magazine and book readings coordinated with illustrations.

The students from the University, working with cardiologists and Mrs. Abney, hope to make a child's stay in the hospital a bit more pleasant and reduce his fears.

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uw
news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately** **3/3/72 ksg**

MADISON--Dodgeville High School students taking a business course will hear a University of Wisconsin-Madison law student discussing problems in consumer law at the school March 9.

John A. McCay, a first-year student from Pacific Grove, Calif., will address the students as part of a Law School speaker's program begun here in 1968.

Madison campus law students speak to high schools around the state when invited on such topics as legal rights of women, environmental issues, welfare programs, and legal rights of minors.

Mrs. Donna Sunby teaches the business law course.

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately 5/18/72 mm

MILWAUKEE--If Wisconsin continues to be number one in the nation concerning personal income tax, it will be "the kiss of death so far as most economic development is concerned," declared Prof. Jon G. Udell of the University of Wisconsin-Madison Bureau of Business Research.

Speaking before the Citizens' Governmental Association here Thursday, Udell said: "Wisconsin has so many advantages that we do not have to be a low-tax state to prosper; but the advantages are not so great that we can afford to be first in taxation."

Pointing out that "well-to-do citizens are profitable for the state," he said many of Wisconsin's wealthiest residents are leaving the state because of the high personal income tax.

"These citizens seldom require public assistance. They pay relatively large property, sales, and income taxes and if they die as residents of Wisconsin, the state collects inheritance and estate taxes on their wealth. Therefore, from the state's point of view, they are low in cost and high in revenue.

"By surveying lawyers, bankers, trust officers, and others active in inheritance and tax work, we found that many of these citizens have legally left Wisconsin. Transfer of residency were especially frequent among those with estates of $250,000 or more."

- more -

Add one--Udell

Udell said he wholeheartedly concurred with Senate Bill 471, now before the governor, which proposes larger exemptions from the in eritance tax, but said, "the bill does increase the tax on large estates and may induce more wealthy Wisconsinites to leave our state."

Udell said that "Wisconsin must become more competitive in its tax rates if we are to maintain our economic position among the states and, more important, if we are to provide sufficient employment for our citizens.

"Recently, Gov. Lucey announced budget policies that recognize this need. I wish the governor every success in this area. All agencies of state and local government need to make a concerted effort to enable us to reduce tax rates."

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately** 4/20/72

By MARK McELREATH

MADISON--Here are some of the economic strengths and weaknesses of Wisconsin as detailed in the first report in a series of studies being conducted by the University of Wisconsin-Madison Bureau of Business Research:

High corporate taxes...a decreasing manufacturing industry...an expanding government...plenty of skilled labor...good worker attitudes...an excellent educational system...fine recreational areas...high personal income taxes.

According to the study paid for by The Milwaukee Journal Co., "Wisconsin has a relatively well-balanced economy...few states are blessed with three strong basic industries---farming, manufacturing and recreation.

"Given the high quality of life in Wisconsin, the excellent supply of labor skills available, and an effort to work together to solve mutual problems, Wisconsin can have a very favorable economic future."

The authors of the study, Profs. Jon G. Udell and William A. Strang, based their report on discussions with 56 top corporate executives in Wisconsin's manufacturing industry. Future studies will be based on discussions with labor leaders, average citizens, and other businessmen, and will analyze in more detail the state's economy.

A key factor in economic welfare is the manufacturing industry. According to the researchers: "As a basic industry and the largest industry, the growth of manufacturing is a primary determinant of Wisconsin's economic future. Directly or indirectly, most of the state's labor force is dependent upon manufacturing for employment and income. In 1970, manufacturing provided Wisconsin citizens $4.7 billion of personal income (income received from participation in the labor force)."

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The researchers found "the state's fastest growing industry during the past decade was a dependent industry--government. Income from participation in government rose 172 per cent in Wisconsin...an increase of 15 per cent greater than the percentage growth of government employment in the nation."

The researchers predicted "significant problems lie ahead for Wisconsin's economic development" because more than half the executives they talked to said their companies would not be expanding operations in the state.

"One-third of the companies planning to expand elsewhere cited Wisconsin's high taxes. One executive went so far as to say that 'taxes in Wisconsin have become almost confiscatory.'

"Forty-six per cent of the respondents felt that they would not relocate in Wisconsin if they were starting over. Assuming that these same firms once had good reasons for locating in Wisconsin, it seems that changing conditions have apparently altered the attractiveness of Wisconsin as a location."

Offsetting these findings, the researchers found that the majority of the executives liked Wisconsin and its communities.

"Fifty-five per cent emphasized the excellent outdoor recreational resources and the attractiveness of the surroundings. Ease of access to recreational facilities, even for persons located in metropolitan Milwaukee, was cited as a great advantage.

"Also mentioned were the cultural activities of Milwaukee and Madison and the easy access to these activities because of the transportation system."

There were conflicting statements about worker attitudes. One company official said: "Wisconsin's most favorable characteristics are skilled labor, hard-working people, and intelligent labor leaders."

However, a Milwaukee executive said: "Milwaukee labor is unsatisfactory. They have a bad attitude toward work--they are lazy--which makes them low-grade help at a high cost. This is not caused by unions or union leaders. It is within the workers themselves."

Overall, the researchers found, "More firms mentioned labor attitudes as favorable rather than unfavorable. On balance, labor was far stronger as an advantage than a disadvantage."

The researchers discovered: "High taxes were the most frequently mentioned disadvantage of Wisconsin. Not only do high taxes place Wisconsin industry at a cost disadvantage, but they are a barometer of government attitude so far as industrialists are concerned." They stated further:

"It is readily apparent that the governor's office, state administrative agencies, state legislature, and the local units of government must convince industry that socially-conscious businesses are welcome and appreciated in Wisconsin.

"If Wisconsin is to enjoy the growth necessary to employ its expanding labor force and support its governmental institutions, a further growth of manufacturing is absolutely essential.

"While some manufacturers are pleased with Wisconsin as an industrial location, others are not. Wisconsin receives high praise as a desirable place in which to live, but this alone is not sufficient to maintain and attract new industry to the state.

"A business has to be competitive to survive, and Wisconsin's many recreational, educational, cultural, and esthetic advantages do not necessarily offset any cost disadvantage that might exist."

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uw news

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: **Immediately** **2/1/72 kk**

MADISON--For years, closer cooperation with community hospitals has been a continuing goal of University of Wisconsin-Madison Hospitals. Now that goal will be realized further through a unique administrator loan arrangement with a hospital in northeastern Wisconsin.

Oconto Falls, a city of 2,500 about 30 miles north of Green Bay, is emerging as an area health center. Its 52-bed Community Memorial Hospital is being replaced this spring with a new 106-bed facility and adjoining medical clinic.

Late last year UW Hospitals Supt. James W. Varnum received a call from the board chairman of Oconto Falls' Hospital. The administrator there had resigned unexpectedly. They needed a trained administrator to supervise operation of the present hospital and also to coordinate final installation of equipment for the new hospital. Could UW Hospitals help?

The opportunity, Varnum reasoned, fit in nicely with University Hospitals' outreach program to assist and support health care delivery at the local level.

After Varnum and a hospital and health services administration program staff member visited the hospital and talked with its board, they were apprised of the serious situation, and Varnum formulated some solutions.

If administrative tasks were doubled up, he decided, someone from UW Hospitals might be able to assist Oconto Falls for several months.

A logical choice to serve as interim administrator at Community Memorial Hospital was Asst. Supt. Edward M. Stein jr.

-more-

A UW Hospitals administrative staff member since early 1970, Stein received his master's degree in hospital administration from Cornell University, had served an administrative residency at New York University Medical Center, and been a staff member on the Milwaukee Hospital Area Planning Committee for two years. A plus factor included the fact that Stein is a registered nurse.

Community Memorial Hospital's board and UW Hospitals agreed that Stein would serve as acting administrator until Oconto Falls selected a permanent administrator.

The arrangement allows UW Hospitals to gain firsthand contact with health care problems in a rural community. Varnum pointed out:

"It will broaden Stein's experience, and be personnally rewarding, but more important, it will add to the overall effectiveness of the University Hospitals staff by providing a broader experience to more of its members.

"Finally, it represents a mutually advantageous public service where University Hospitals resources can assist a community in our state. It is in keeping with our current and past cooperative efforts that have produced the sharing of laboratory facilities, remote electrocardiogram transmission and reading, hospital management surveys, and other programs over the years."

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Wisconsin Idea

Wisconsin Chapter
Public Relations Society of America
The University of Wisconsin-Madison

APRIL 22, 1971

The Measure of a Man

We measure a man by the breadth of his concerns.

Industry marks for promotion the individual of broad interests and inquiring mind. This is the man who "grows in his job." He is not shackled to narrow, immediate work pressures. He probes for solutions to benefit the employe, the company, and all of society.

A University uses the same yardstick.

Today's educator is no parochialist in an ivory tower. Teaching is his prime interest. But he brings to the classroom more than a grasp of subject matter and the ability to make his topic come alive.

He is sensitive to the need to keep current in his field of learning. He has a strong inner urge to seek new knowledge. His search is stimulated by the prodding questions of students, demanding that education relate classroom lessons to the changing world.

The teacher's quest begins as a personal need to know. It winds up as an exploration that yields benefits for persons far beyond the classroom — citizens of the state, businessmen and industrialists, residents of distant nations.

Joel R. Levin is such a man of broad concerns.

He stepped to a platform a few weeks ago to exchange a handshake with University Regent Gordon Walker and receive the $1,000 William H. Kiekhofer Award for excellence in undergraduate teaching.

Professor Levin's teaching in the Department of Educational Psychology was rated by 85 per cent of his students as among the top five per cent of instructors they had known.

"His enthusiasm is infectious. I never thought I would be so interested in statistics," a student commented.

"To me, the 'light' has been turned on. His method and manner has been inspirational," said another student.

Joel Levin spends half of his time in research on children's learning.

"We have done studies in the public schools of several Wisconsin communities on the tools of learning. We have attained what I would consider as dramatic results," the teacher-researcher reports.

Four other faculty members received $1,000 awards on the same afternoon when Professor Levin was honored.

Richard S. Marleau is an electrical engineer. His Standard Oil Award cited him for "enthusiasm, energy, and open-mindedness" in teaching undergraduate courses. Prof. Marleau also advises graduate research and is preparing a book, "Circuit Theory and Control Systems."

Wayne D. Milestone, mechanical engineering, winner of the Emil H. Steiger Award, moves from classroom to laboratory with a "parade of students following him around, in consultation with him, and in general, burdening him with all types of student problems." Prof. Milestone's research is in the field of vibration and material fatigue.

Basic knowledge is the target of most University teacher-researchers. Another Standard Oil Award winner, **Stephen M. Stigler,** hailed for his "innovative approach" in teaching statistics, describes one of his research interests as "robust inference – the investigation and discovery of statistical techniques that work despite departure from underlying assumptions."

Wisdom to be gleaned from man's past occupies **John Cooper,** Standard Oil Award recipient for excellence in teaching history "with an enviable articulateness." Prof. Cooper explains, "I'm always doing research." He has published a book on American isolationism and the First World War, has written several articles for periodicals and is preparing a biography of Walter Hines Page, U.S. ambassador to Great Britain during World War I.

What do the Joel Levins, the Marleaus and Milestones, the Stiglers and Coopers, contribute to Wisconsin?

Their broad concerns are reflected in the lives of their students after they leave the campus. The young people have absorbed a regard for knowledge and an ability to find it that better equip them for service to family, community and society at large.

The teacher-researchers also help Wisconsin solve its problems. University knowledge is transmitted throughout the state. Directly and indirectly, this learning benefits individuals and their private and governmental enterprises.

What are the dimensions of the contribution?

There is no comprehensive yardstick available. How much is it worth to cure an illness or extend a human life? How do you measure the gain in self-respect of an individual whose productivity has been expanded by an act of learning? How do you gauge the rise in property values in a community which has halted a social blight?

The dollar sign approach is sheer estimate. As a partial measurement, it offers some rough indications.

There is evidence that research relationships involving some of the UW-Madison work in agricultural, biological and physical sciences, and engineering has produced these direct results in the adjacent community:

- A dozen industrial enterprises or research laboratories have been established;
- These enterprises employ about 900 people;
- Their annual payroll is about $9 million; and
- The firms report gross sales or services in excess of $14.5 million a year.

Where do you stop counting?

- Another 10 enterprises have located in the areas substantially because of campus research resources; 300 employes, $2 million payroll, $6 million in sales.
- At least another 20 companies have received noteworthy economic benefits from UW research.

How does Wisconsin industry value University research?

The Ansul Company of Marinette said its decision to locate a new research center at Madison was based on two factors:

(1) "Madison is the home of one of the world's great universities . . . for research . . . scientific resources important to Ansul . . . and graduate production of scientists, the life-blood of any viable research effort . . ."

(2) ". . . The Wisconsin Idea, the wedding of industry, government and education, working together . . . which is very much a reality in Wisconsin today."

The University constitutes a major scientific and technical resource for business, industry and government throughout the state. The University-Industry Research program reports direct contacts in a year's time with some 200 industries, businesses and

associations in Wisconsin, plus about 50 state, local and federal government agencies. Some 100 research projects on industry-related problems were reviewed.

Some current research reports by UW-Madison campus faculty — 1970-1971:

Recycling Tires — Prof. Norman R. Braton, mechanical engineering, developed new process for recycling tires economically, via freezing and use of a hammermill — this producing a gravel-like material.

Cancer Viruses — Prof. Howard M. Temin, oncology, found that rules for transmittal of genetic information within the cell can be reversed by cancer viruses; if these findings can be applied to cancer cell, the result could prove whether viruses are the main cause of the disease and could also lead to new methods of diagnosis and treatment.

Probate Code — Prof. James B. MacDonald, law, designed and wrote 12 chapters of state's new probate code.

Cannery Pollution — Prof. Daryl B. Lund, food science, devised unique food processing technique — a blanching procedure, expected to cut river and stream pollution coming out of canning factories.

Cancer Induction — Drs. James A. and Elizabeth C. Miller, oncology, contributed to knowledge of chemical causes of cancer and provided leadership and direction in the attainment of an understanding of cancer induction mechanisms in man.

Speech Disabilities — Profs. Thomas Hixon and Ronald Netzell, communicative disorders and rehabilitation medicine, uncovered new approaches to study the mechanics of normal and abnormal speech production and to develop treatments for certain speech disabilities.

Mercury Damage — Profs. Henrik A. Hartmann and Alden W. Dudley, Jr., pathology, discovered how mercury damages the human body, binding to membrane structures and reducing cell's amount of RNA.

Cancer Chemicals — Dr. George T. Bryan, clinical oncology, found that bracken fern contains cancer-producing chemicals which cause the disease in cattle, mice, and guinea pigs.

Milk Fever — Prof. Hector F. DeLuca, biochemistry, isolated, identified, and synthesized a new active form of Vitamin D and developed successful prophylactic treatment of milk fever disease with the vitamin.

Earth Tremors – Profs. William E. Saul and Alain Peyrot, civil engineering, developed a series of equations designed to predict what effects an earthquake could have on any multi-storied building.

Cancer Therapy – Prof. John J. Windheuser, clinical oncology, developed new research techniques expected to maximize cancer therapy with the drug 5-Fluorouracil.

Computer Testing – Prof. Allen C. Kelley, economics, devised computer testing system, TIPS (teaching information processing system) which arranges for his 300 students to "talk" with him weekly to eliminate weaknesses and capitalize on strengths.

Hospital Feeding – Dr. Annette Gormican, nutrition education, devised method to tube-feed hospital patients unable to chew and swallow food normally.

Lake Profile – Profs. Leonidas C. Ocala and Robert P. Meyer, geophysics, found that a band of dense rock running down the center of the U.S. is actually an ancient rift-ridge system which, if geological history had gone differently, would have separated North America into two continents. Meyer also developed techniques making it possible to profile lake bottom sediment in more detail than previously possible.

Uterine Cancer – Dr. Judith Ladinsky, preventive medicine, developed new diagnostic tool expected to reduce deaths from uterine cancer.

Tourist Dollars – Prof. William A. Strang, business, found that for every tourist dollar spent in Door County, $2.17 in sales is generated in the area.

Newspaper Growth – Prof. Jon G. Udell, business, researched economic trends in the newspaper business, 1946-70, noting growth in circulation, employment, advertising, and impact.

NEWS OF THE UNIVERSITY OF WISCONSIN

From University Relations, 1752 Van Hise Hall, Madison 53706

Release: **Immediately** **12-10-71 aec**

MADISON--The fourth in a series of development seminars between University of Wisconsin and business has been scheduled for noon on Tuesday, Dec. 14, at the Seven Seas Restaurant near Hartland.

Speaking for the University will be Vice President Leonard Haas, Robert Marshall, dean of the Madison campus College of Engineering, Philip H. Lewis, Jr., director of the Environmental Awareness Center, LeRoy E. Luberg, dean of University public services. The meeting will be chaired by Regent Ody Fish of Hartland.

An opportunity for questions and discussion will be allowed at the end of each presentation.

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uw news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Release: Immediately 7/8/69 jfn

BELMONT--Mud-covered cornfields and a 2X6-inch plank driven neatly through two walls of a house convincingly testify to the power of storms which roared through southern Wisconsin the last week in June.

A June 4 tornado in Lafayette County caused at least $285,000 damage to farm buildings and dwellings. A second tornado on June 29 added another $300,000 to Lafayette County's bill. Crop damage hasn't been estimated yet, and damage figures from neighboring counties of Grant and Green will swell the total even more.

For Charles Hartman, University Extension agricultural agent in Lafayette County, the storms have meant long days at farm homes advising on damage estimates, organizing clean-up crews, and helping farmers plan for rebuilding.

Monday (July 7), Hartman and three University of Wisconsin Extension and agricultural professors toured the county for a first hand look at storm destruction. Accompanying the Extension agent were Robert Niedermeir, chairman of the dairy science department; Edward Bruns, department of agricultural engineering; and Jesse Scholl, department of agronomy.

Their primary purpose was to see how resources of University Extension and the UW College of Agricultural and Life Sciences could be made available to people needing help. Details of special assistance programs will be worked out later.

- more -

Add one--storm tour

Tour members first stopped at the Sherman Eustice farm, Rt. 1, Belmont, where the first tornado leveled barns and livestock sheds. Damage on his farm alone was $57,000. Bruns and Hartman advised on rebuilding plans, while Niedermeir assessed rations for the 100-cow dairy herd.

Next, the group moved to a hailed-riddled soybean field on the Charles Van Bogaert farm, Rt. 1, Belmont. Van Bogaert dug a 2-inch diameter hail stone from his freezer to prove the ferocity of the storm, and discussed crop damage and possibilities for corrective action with agronomist Scholl.

Finally, the specialists toured the farmstead of Arnold (Buck) Moore, Rt. 1, Shullsburg. There, the June 29 tornado leveled a hired worker's home, twisted beyond repair the farm home, blew the barn away, smashed a grain shed, and destroyed several other animal and machinery shelters. Twelve of Moore's cows were injured and had to be destroyed following the storm.

Despite tremendous losses, Moore was ready to get the farm back in operation as quickly as possible. Bruns worked with him in developing a new farmstead plan, and Mrs. Moore outlined features she'd like in a new home. University Extension agricultural engineers will help develop plans that meet those needs.

During the last three weeks, Extension agent Hartman has made nearly 40 farm calls in response to questions about building and crop damage. He said:

"Most people hit by the storms just didn't know where to begin. I try to let them know that we're here, and available if they need us."

A good bit of his work involved estimating storm damage, helping farmers salvage what they could from the storm, and showing them where they could go for assistance in rebuilding. About 40 farmsteads in Lafayette County need major rebuilding.

The University of Wisconsin, working through University Extension and Extension staffs in the counties, has provided special assistance following the Colfax tornado in 1958, during other major Wisconsin floods, and when droughts struck large sections of the state several years ago.

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NEWS OF THE UNIVERSITY OF WISCONSIN

From the University's Statewide Communications Service, 1842 Van Hise Hall, Madison 53706
Release Sunday, October 20, 1968 10/17/68

MADISON, Wis.--A Wisconsin-based effort to help overcome the nation's and the world's most distressing problems--war, poverty, civil violence, racism and the urban crisis--was announced Sunday by its organizers, the University of Wisconsin, the Johnson Foundation and The Milwaukee Journal.

The speakers at conferences connected with the effort will include:

Arthur J. Goldberg, attorney, former United States ambassador to the United Nations, former Secretary of Labor, former Supreme Court justice.

Whitney M. Young, Jr., executive director of the National Urban League.

Herbert T. Jenkins, chief of police of Atlanta, Ga., and a member of President Johnson's national advisory commission on civil disorders.

Robert J. Lampman, University of Wisconsin professor of economics and a national figure in the war on poverty.

David E. Bell, vice-president for international programs of the Ford Foundation, former director of the United States Budget Bureau and former administrator of the Agency for International Development.

Henry J. Schmandt, University of Wisconsin-Milwaukee professor of urban affairs and political science and a nationally recognized authority on urban problems.

Paul N. Ylvisaker, commissioner of the New Jersey Department of Community Affairs and former Ford Foundation director of public affairs.

The program will be called the Wisconsin Symposium on Rational Approaches to the Crises of Modern Society. Panels of distinguished University faculty members,

- more -

University students and leading state citizens will work to devise practical methods of solving problems discussed at symposium sessions.

They also will consider ways to fully incorporate the latest scientific discoveries into a stepped up war on human suffering, and examine the American political system to see whether it hampers full use of technological advances.

"We are fully aware of the difficulties that will be encountered in attempting to achieve the extraordinary ambitious goals that the Wisconsin Symposium has established for itself," said Robert L. Clodius, University vice-president.

"Nevertheless, the depth of suffering, discontent and division throughout the world, and the strong evidence that conditions are growing worse, justify such an effort--indeed demand it," he emphasized.

In a statement of purpose, Symposium organizers said that the United States, although a nation of unparalleled wealth and power, is uncertain about its global responsibilities.

America, the statement said, is "wandering through an unfamiliar landscape of changing social and moral codes, youthful revolt, deep seated disagreement over the country's role as a world peacekeeper, riots, nuclear weapons, poverty in the midst of plenty, destruction of natural resources, a dehumanizing technological explosion and disillusionment over the failure of massive efforts in World Wars I and II to achieve lasting peace.

"It is clear," the statement continued, "that despite past efforts of numerous groups, including a presidential commission on national goals, America is adrift. Its people are not engaged in any systematic attack on social evils that threaten to destroy the United States and the rest of civilization.

"This is not because Americans have lost any of the spunk of their forefathers," the statement said. "Given practical ideas, Americans can meet these tremendous challenges as they have in the past and, in doing so, help the rest of humanity."

James L. McCamy, UW political science professor, who has been appointed the Symposium's executive director, said that after updating earlier efforts to define national goals, Symposium planners isolated eight key areas to achieve internal and international order.

Each will be discussed publicly at separate conferences -- four at UW in Madison and UW-Milwaukee. Panels with 10 members will study each subject and remain active as long as necessary to refine their ideas into sound practical approaches, McCamy said.

Dates, main speakers and places have been named for six of the topics:

"Steps to Prevent Violence in America" -- Jenkins, Nov. 25, Milwaukee, UWM Fine Arts Theater.

"Steps to Rid America of Poverty" -- Lampman, Jan. 13, Madison, Great Hall, UW Memorial Union.

"Steps to Prevent Violence Among Nations" -- Goldberg, Feb. 10, Madison, UW Union Theater.

"Steps to Improve Race Relations" -- Young, Feb. 17, Milwaukee, place to be announced.

"Steps to Reduce World Poverty" -- Bell, Mar. 17, Madison, Great Hall.

"Steps to End the Urban Crisis" -- Schmandt, April 21, Milwaukee, place to be announced.

All meetings will begin at 3:30 p.m.

Ylvisaker will give the address on the "Rational Approach to the Solution of Social Crises," on a date yet to be set.

Explaining the topic, McCamy said: "It is clear that science and technology have provided far more tools to conquer critical problems than society is using. The objective of this panel is to find ways to fully utilize all available knowledge."

Add three--Symposium

In a conference entitled "Steps to Get Faster Social Adjustment to Change," the American political system will be examined to determine whether it dilutes programs that could improve conditions. The date and speaker have not been selected.

According to the Symposium statement, Wisconsin has a "unique heritage justifying such an ambitious undertaking."

As the 20th century began, the statement noted, "the nation watched as Wisconsin imaginatively and systematically attacked an inventory of social ills that had plagued it and the rest of the country for years."

The reform movement -- to become known as the Wisconsin Idea -- was the product of a close working relationship between the University of Wisconsin, under President Charles R. Van Hise, and the "Progressives," led by Gov. Robert M. La Follette.

In a unique co-operative effort, University social scientists and legislators forced railroads and utilities to pay their just tax shares, devised the first workable state income tax, introduced state insurance on savings bank deposits, reformed the civil service system and child labor practices and initiated workmen's compensation laws.

They expanded democratic principles through the direct primary, the initiative (direct legislation), the referendum, the recall, municipal home rule, corrupt election practices, laws and campaign expenditure regulation.

An extraordinary concept in this effort was Van Hise's belief that the University's resources and talents of its distinguished faculty should serve not only scholars but all the people of the state.

The Wisconsin Idea showed other states what could be done and set a precedent for later federal legislation.

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U.W. NEWS

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706
Telephone (Area Code 608) 262-3571

Release:

2/3/66 jfn

Immediately

MADISON, Wis.--The broadening of the Wisconsin Idea of University of Wisconsin service to people of the state into a University program of international education and cooperation has been described in a new book, "The University Looks Abroad."

"International activities are accepted at Wisconsin as part of the total university," Pres. Fred Harvey Harrington was quoted in the book. "It has taken us longer to get organized than at some universities but we believe that as a result of our approach our faculty members are as personally committed and the University is as genuinely involved as any in the United States."

The Wisconsin international program was developed within the University's tradition of strong faculty participation in institutional policy-making, the volume related. Wisconsin was described as "the most faculty oriented" of the universities whose programs were reviewed, including also Michigan State, Indiana, Cornell, Stanford, and Tulane.

Wisconsin conducts educational projects in India, the Far East, Latin America, Europe, and Africa. Language and area centers offer studies on numerous countries. Peace Corps volunteers are trained at UW-Milwaukee.

The book (published by Walker and Company, New York) describes development of the Wisconsin program since a Board of Regent policy statement in 1961 called for broadening the scope of the Wisconsin Idea to "the national and international scene, in the public sphere as well as in research and instruction." The book is a report from the organization known as Education and World Affairs.

##

1861 · Centennial · 1961

WISCONSIN ALUMNI ASSOCIATION

During 1960–61, WAA's Centennial Year, we will be running a series of feature articles devoted to the present and future status of the University of Wisconsin. This article, as well as the one on the International Soil Science Congress appearing on p. 24, shows how the University has entered a new dimension of world-wide service.

The Wisconsin Idea Around the World

by Fred Harvey Harrington

UW Vice President of Academic Affairs

"THERE IS NEED for a Wisconsin Idea for the whole world."

So said Grayson Kirk, President of Columbia University, when Conrad Elvehjem was inaugurated as President of the University of Wisconsin. Elaborating, Dr. Kirk (Ph. D., University of Wisconsin, 1930) recalled that this State and its University had pioneered in the use of professors in government. The University had helped close the gap between research and action on both state and national levels, and had trained young people for important public service. The new need was for activity on an even broader front, that of the entire globe.

The Wisconsin Idea in Action

Those intrigued by this approach will be glad to know that the University has in fact extended its frontiers far beyond the boundaries of the United States. This became very clear to me this spring, when I went around the world with Edwin Young, our economics chairman. Everywhere we travelled we found Wisconsin professors doing significant research or working with local educators and officials in planning economic revolutions and projects to raise living standards. Our first official stop was in Salzberg, Austria, at the Seminar for American Studies. I am a Director of this Seminar; and Ed Young (with William Gorham Rice of our Law School) taught at the Seminar in its infancy, after World War II. In the Seminar, Europeans interested in the United States work with a small, rotating American faculty. Professor Robert Hattery of Political Science-Extension in Madison goes on leave this year to live in Salzberg as the Seminar's assistant director.

We spent more time in India. There we found Dr. Clifford Liddle, Professor of Education at the University, serving as chief education officer of the Technical Cooperation Mission (the Point-Four program in India). An old India hand, Cliff has mastered the difficult art of providing help without giving offense. He has worked closely with the University on our ICA-Engineering contracts, under which we supply specialists to work with Indian institutions. In visiting the Bengal Engineering College and the University in Roorkee, Professor Young and I found that the University's efforts have been much appreciated. Our contingent this fall at BEC includes James Van Vleet, who heads Engineering at the UW-Milwaukee; and Gerald Pickett, Professor of Mechanics, who thus begins his second India assignment. Americans like these are helping India get the engineers and engineering research which she badly needs.

We also saw Marshall Clinard in India—and again in Hong Kong. Professor Clinard, a sociologist, has been working for the Ford Foundation in Delhi, developing exceedingly promising Neighborhood-Council experiments in Indian slums. Here, as elsewhere, one sees a close tie between scholarly activities and practical improvement programs.

After India, we went to Indonesia, where Professor Young's department runs a substantial teaching and teacher-training program. Financed by the Ford Foundation, this program is located at the University in Jogjakarta, in central Java. There we met Theodore Morgan of our Economics De-

Regents Approve Budget for Major UW Improvements

MAJOR IMPROVEMENTS in many key areas of the University of Wisconsin operations "to meet the challenges of the future" are provided in the budget request for the coming two years developed by the Regents at their September meeting.

The budget anticipates total expenditures from all sources in 1961–62 of $72,213,181, and in 1962–63 of $76,700,858. These compare with the present year's total budget of $63,036,478.

The Regents added, at the president's recommendation, $200,000 to $300,000 to each year's budget to take care of unexpected enrollment increases and educational research.

In a separate action the Regents set University Hospitals budget expenditure estimates for 1961–62 at $6,289,574 and for 1962–63 at $6,435,728. These compare with the current year estimate of $6,145,762. The total hospital budgets are expected to be met with revenue for patient care.

The University budget anticipates state appropriations of $34,724,408 in 1961–62, and $38,772,720 in 1962–63. These compare with the current year's appropriation of $25,875,073. The remainder of the revenue needed to meet the total budgets approved is expected to come from operational receipts, fees, balances, gifts, grants, and Federal Land Grant appropriations.

The theme of the budget, according to the analysis supplied the Regents by Pres. Conrad A. Elvehjem, "is the desperate need of the University to make progress in fulfilling its obligations to the students, to the people of Wisconsin, and to the nation."

The budget originally provided for anticipated enrollment increases throughout the University of 1,430 in 1961–62 and an additional 1,370 in 1962–63 which University Budget Officer William Young pointed out "is equivalent to adding a new college each year." The Regents, on the basis of this fall's University enrollment experience, provided for an additional 400 students in 1961–62 and an additional 200 in 1962–63.

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 improvement	150,218	
Increase for counseling and records improvement	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	$72,213,181	
Total 1962–63 Request		$76,700,858

Instructional improvement programs included in the budget call for removal of "the major disadvantages associated with wide reliance on graduate teaching assistants," strengthening of offerings in Milwaukee and the Centers, and the utilization of television in teaching, as well as a "bold new emphasis on fine arts."

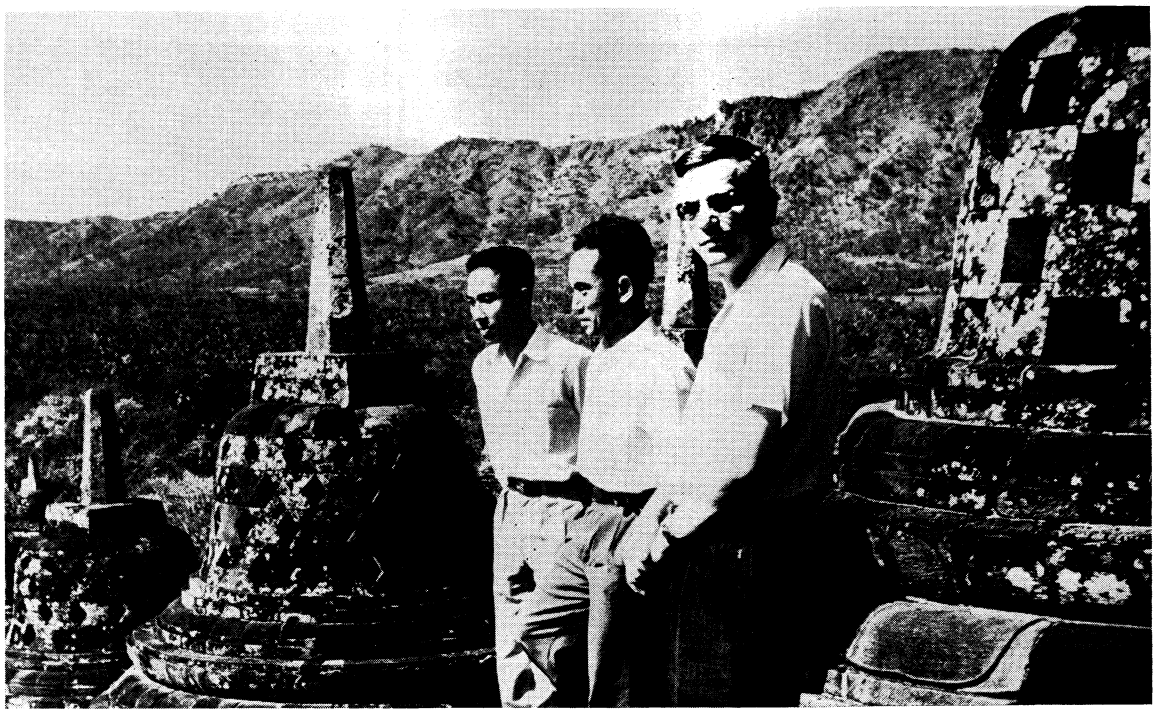
Research improvements budgeted are aimed at balance in the University research programs between national demands and state needs, between applied and fundamental research, between industry and agriculture, and among the natural sciences, the social studies, and the humanities. The Regents added $30,000 each year to the budget for educational research after Pres. Elvehjem outlined the needs for expansion.

Improvement in plant operation and maintenance includes a maintenance formula based on 1.25 per cent of the building value. Other improvements budgeted include increase in staffing and book buying in the libraries, particularly at the University of Wisconsin–Milwaukee and at the Centers, but also in the Law Library and General Library at Madison; self-supporting expansion of a number of extension and public service programs; and general improvement in student counseling and record-keeping.

Salary provisions include a 16 per cent faculty increase in 1961–62 and an additional 6 per cent in 1962–63.

"At the close of the fiscal year 1959–60," Pres. Elvehjem explained, "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. In 1960–61, while most of the Big Ten schools granted 8 per cent raises, Wisconsin had only 4 per cent to distribute and therefore lost ground."

The budget analysis includes a breakdown of funds earmarked for the University of Wisconsin–Milwaukee and for the Centers. Improvements specifically budgeted for the Milwaukee campus total $738,199 in 1961–62, and an additional $260,090 in 1962–63, including a laboratory for instruction by television that would provide a link between the Madison and Milwaukee campuses for possible exchange of televised courses.



Prof. H. Edwin Young, of the UW economics department, is shown here with two Indonesian students on the island of Java. Prof. Young, who accompanied Vice. Pres. Harrington around the world, was among those educators from the University of Wisconsin who aided in the establishment of an economics department and trained a faculty for that department at the Gadjah Mada University, Jogjarkarta, Indonesia, under a program of international educational exchange co-sponsored by the Ford Foundation and the UW.

partment, who has headed this project on the ground this year and last; and Ted's successor, Edward Werner of our School of Commerce. In a country desperately in need of economic development, and short of specialists, these Wisconsin professors are producing economists for teaching, research, planning and management.

Also in Indonesia we saw a Wisconsin anthropologist, Professor Milton Barnett, who was on a special research and planning assignment for the Council on Economic and Cultural Affairs. This foundation proposes to use interdisciplinary approaches to tackle problems of Indonesian communities—paving the way, perhaps, for future self-help programs. In addition, Milt was assessing the Asian possibilities for Farrington Daniels' Solar Energy project, which is financed by the Rockefeller Foundation. Both activities illustrate the interest of Wisconsin professors in fundamental and significant research that is at the same time tied to efforts to improve living standards in underdeveloped countries.

Up in Seoul, after Ed Young had headed back for home, I saw Maurice Iverson. Professor Iverson was trying to introduce audio-visual materials into the Korean educational system; and, despite many difficulties, he was making real headway.

Thus we found them, these Wisconsin professors overseas—unwilling to be discouraged by obstacles and disappointments; realistic, practical, clear-headed, and yet enthusiastic, too; working with the people of the country in a common-sense way, but never losing sight of the goals ahead. Here we have the Wisconsin Idea in action.

Alumni Abroad

This is only one part of the picture. Because of the pressure of time, Ed Young and I were unable to accept invitations from Wisconsin Alumni Clubs along our line of travel. Had we been able to make some of these contracts, we would have seen another side of the Wisconsin effort overseas. For in each of the countries which we visited, there are Wisconsin graduates at work. Some are Americans carrying their training overseas. Most, however, are citizens of the countries concerned—individuals who came to Madison to develop new skills, or to broaden their knowledge, so that they could help improve the educational and political structure, technology, economy and culture of their homelands. Even though we could not visit alumni clubs, we ran into many of these graduates. We saw them in Athens, and Karachi; in Bombay and New Delhi and at Roorkee, near the headwaters of the Ganges. We met them on Pan American flying from Istanbul to Beirut, and on Air India on the run to Burma. We encountered them in Singapore and Java and Korea. And when we came back home, we were met by Wisconsin alumni in our fiftieth state, Hawaii. Everywhere it was the same—we were treated handsomely, and found our graduates anxious to hear news from Madison. And we found them laboring on projects designed to help their countrymen.

Research and Foreign Students

Nor need the story be confined to the countries on our itinerary. While we were covering a bit of Europe,

and a few parts of Asia, other Wisconsin faculty members were working elsewhere on the globe. Touching research alone in 1960, one finds that Wisconsin professors have been on important assignments in Labrador and the Antarctic; in Latin America, Africa and the Middle East; in Australia, Scandinavia and Germany, Yugoslavia and the Soviet Union. Add international conferences attended, and special government assignments and tours of scientific laboratories, and lectureships abroad, and travel for self-improvement, and the Extension Division's directed educational tours. Add the work of returned students, the Wisconsin-trained Latin Americans, Asians, Africans and Europeans —and the picture becomes increasingly impressive.

Yet even that does not tell the whole story. We must notice also the work being done on our own campuses. The University of Wisconsin is one of the nation's leading centers for the training of foreign students. Some of these trainees are already far advanced in their studies, and come to Wisconsin for post-doctoral work in such fields as biochemistry and oncology. Others come as regular graduate students (usually after careful screening in their home lands), for training in engineering, agricultural sciences, American studies, mathematics and many other specialties. Some report for special short-term training: Venezuelans for comparative law last summer, science teachers from many countries for a teacher-training program last winter, Filipinos for community development extension study this fall. Again, there are foreign visitors by the hundreds—distinguished scholars, high-ranking officials, businessmen, interested citizens. These, too, cover the spectrum as to interests and points of origin; but the heaviest concentration is on agricultural missions from the underdeveloped nations.

Foreign Studies for Wisconsin Students

Even more important is the instruction which the University provides for its American students. There are undergraduate and graduate courses, correspondence and adult education offerings in every aspect of global affairs. The University offers instruction in fifteen foreign languages and has a wealth of courses in international relations, American foreign policy, the geography and anthropology of all the continents, international trade and finance. Particularly interesting is the growth of offerings in comparative studies—in education, in the economics of development, in education and sociology and history. World problems are stressed in such all-University courses as Freshman Forum and Contemporary Trends. International Relations has a key spot in the highly successful ILS (Integrated Liberal Studies) curriculum, and a non-Western Culture course is being prepared for the new Basic Studies program ("second ILS," a freshman-sophomore curriculum for science and pre-professional students). One can major in Hispanic or Scandinavian or Asian Studies at the University, or in International Relations. One can prepare for a career in the Foreign Service of the State Department, or for linguistic research or business or teaching or geological exploration or social service overseas.

Is all of this worthwhile? Are we hypnotized by the romantic appeal of those far-removed horizons? Are we neglecting the job at home for this international teaching and for these research-and-service jaunts around the globe? Are we forgetting our Wisconsin students in showering attention on visitors from foreign lands?

Some may think so. Actually, however, our work continues to be mainly with Wisconsin students. Most of these students will live and work in the United States. But they will, we hope, read about and travel to other continents. We hope, too, that some Wisconsin graduates will want to live and work abroad. This is important in this one-world of the 20th century; the future of the republic depends upon our having top-level representation overseas, both for government and private jobs.

As for the foreign visitors and students, they are assets as well as burdens. They bring experience which helps our Wisconsin faculty and student body. Many carry their full load and more by their contributions as research and teaching assistants. Most of our foreign students go home, taking with them a more understanding view of Americans. A few remain, or come back later to add strength to Wisconsin and other American university faculties.

A New Dimension

Yes, it adds up on the positive side. World affairs are a part of the state's task; hence it is proper and appropriate for the University to assign a part of its legislative funds for teaching and related activities in the international field. It should be emphasized, however, that much the larger part of Wisconsin expenditures for these international programs comes from "outside sources"—sources other than state tax funds. Support for Professor George Woollard's Antarctic program comes from the federal government; and the Wisconsin side of this project is now housed on the Brittingham property, which was given to the University by a prominent alumnus. Private foundations have provided funds for national security and British Commonwealth studies (Carnegie); for solar energy and Indian studies (Rockefeller); for international projects in education, economics, law and other fields (Ford). Grants from the Johnson Foundation in Racine have enabled the University to organize a World Affairs Center at the UW-Milwaukee, and to bring a distinguished Spanish scholar to the University's new Institute for Research in the Humanities. And these are examples only.

We are pleased with this outside support, and trust we will continue to deserve it. We trust, too, that support will come from other directions. We should be delighted, for example, to have private gifts earmarked for scholarships for deserving foreign students, or to help American students who would profit by studying abroad.

This is no passing matter. As we all know, the United States is permanently involved in world affairs. So is the University of Wisconsin, in line with its tradition of state and national service. And thus we have, for now and for the future, a new dimension to the Wisconsin Idea.

U. W. NEWS

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

3/14/56 dg

RELEASE: Immediately

MADISON--The "Wisconsin Idea," a dynamic program placing in the hands of the people the resources of their state university, is saluted in the latest issue of School and Society magazine.

The article, "Fifty Years of Wisconsin Extension," appears during the Golden Jubilee of the University of Wisconsin Extension Division, an organization for carrying out the Wisconsin Idea.

Author Clay Schoenfeld, UW professor of journalism, writes, "Here was being born a university pledged to the idea that higher learning should be not for the few, but for the many.

"This great new Wisconsin Idea of partnership between people and the university was to help directly in lifting the life of Wisconsin to higher planes."

Schoenfeld notes that 50 years after the first extension student applied for a correspondence course in 1906, the annual program of the UW Extension looks like this: 90,000 correspondence students; 13,000 special class students; 30,000 participants at institutes; 2,400 Extension Center students, and 700 Wisconsin communities reached by special services.

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U. W. NEWS

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

RELEASE:

3/25/59 jb

Wednesday, April 1
(Release date set by Ford Foundation)

MADISON--(Advance for Wednesday, April 1)--The University of Wisconsin School of Education today announced receipt of a $625,000 educational research grant from the Ford Foundation's Fund for the Advancement of Education.

The grant--largest ever received by the University for educational research and experimentation--will cover a five year period beginning July 1, 1959.

Prof. John Guy Fowlkes, former dean of the School of Education, was named as director of the project which will seek to develop more effective educational procedures in schools and to improve teacher training in the University.

Eight selected school systems have indicated a desire to participate in the program and more are expected to be involved as research progresses. Those systems already planning to participate include: Madison, Racine, West Bend, Wausau, Appleton, Sun Prairie, LaCrosse and Hales Corners, a new consolidated senior high school which will open in September.

School of Education officials listed several possible areas of study to be included in the research. Examples:

1. Development of an internship program for the training of teachers;

2. Assignment of teachers according to level of competence and responsibility and designing programs to prepare teachers for newly defined levels of professional practice;

3. Relating salary policy for teachers to level of individual responsibility and competence;

4. Experimentation with class size as related to effective learning;

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5. Research concerning new structures of local school organization for administrative purposes;

6. Testing the tape recorder as a teaching device with particular attention to its contribution to self-education and individual learning capacity;

7. Use of "teacher teams;" based on levels and kinds of competence, to teach students and to serve as basic training agents for prospective teachers;

8. Greater participation of local school system staffs in pre-service and in-service preparation of teachers both in the school and on the University campus;

9. Use of television, films and video tape in both pre-service and in-service training of teachers.

Commenting on the award, University Pres. Conrad A. Elvehjem said, "The Ford Foundation grant makes possible pioneer educational research that will strengthen the quality of elementary and secondary education and lead to the revamping of our program for teacher education. Prof. Fowlkes, as project director, brings to this endeavor a lifetime of vital experience in education in Wisconsin and throughout the world. We are fortunate, indeed, to have him available to head this key project."

The first step in the program will be taken early this summer when School of Education officials confer with faculty and staff members of the local school systems involved in the study.

The project has the endorsement of the State Department of Public Instruction and is regarded by the University as another step in the application of the Wisconsin Idea to the field of education.

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Another Canteen Customer

THE "WISCONSIN IDEA"

Underlying Principle at the University of Wisconsin

When one thinks of a university such as the University of Wisconsin, thoughts naturally turn to teachers and students. And teaching is one of the main functions of the University of Wisconsin, as evidenced by its 25,000 students and staff of more than 3,000 educators. But teaching is only one of three objectives; research and public service are the remaining two.

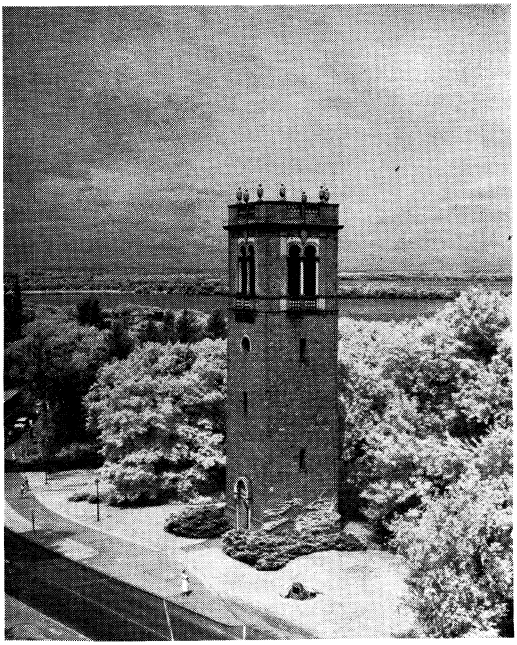
To accomplish these three missions and to embody the principles underlying this three-part program is the unique "Wisconsin Idea."

Since the University's founding on February 5, 1849, Wisconsin has stood for educational service and academic freedom that is typified by the slogan that "the boundaries of the campus are the boundaries of the state." University officials believe that education should be geared not only to students on campus but should reach out to improve the life of every man, woman and child in the state.

Although University headquarters are located at Madison, just one mile from the Capitol building, stretching along the southern shores of Lake Mendota and centering around two commanding hills, there are eight extension centers. These are scattered throughout the state—at Green Bay, Kenosha, Manitowoc, Marinette, Menasha, Racine, Sheboygan and Wausau. The former Milwaukee center has been merged with the Wisconsin State College there to form the University of Wisconsin-Milwaukee, with an enrollment in excess of 5,000.

Branch experiment stations for agricultural research are maintained at Ashland, Hancock, LaCrosse, Marshfield, Spooner and Sturgeon Bay.

University research farms, in addition to the principal farm 20 miles north of the main campus, include the Emmons Blaine Research Farm near Lake Mills, potato research farms near



Carillon tower in picturesque winter setting.

Rhinelander and Three Lakes and the Pertrifying Springs Park Laboratory in Kenosha County.

In county seats, a University-sponsored county agent and county home agent work to keep farmers and homemakers abreast of the latest methods to make their jobs easier and more profitable.

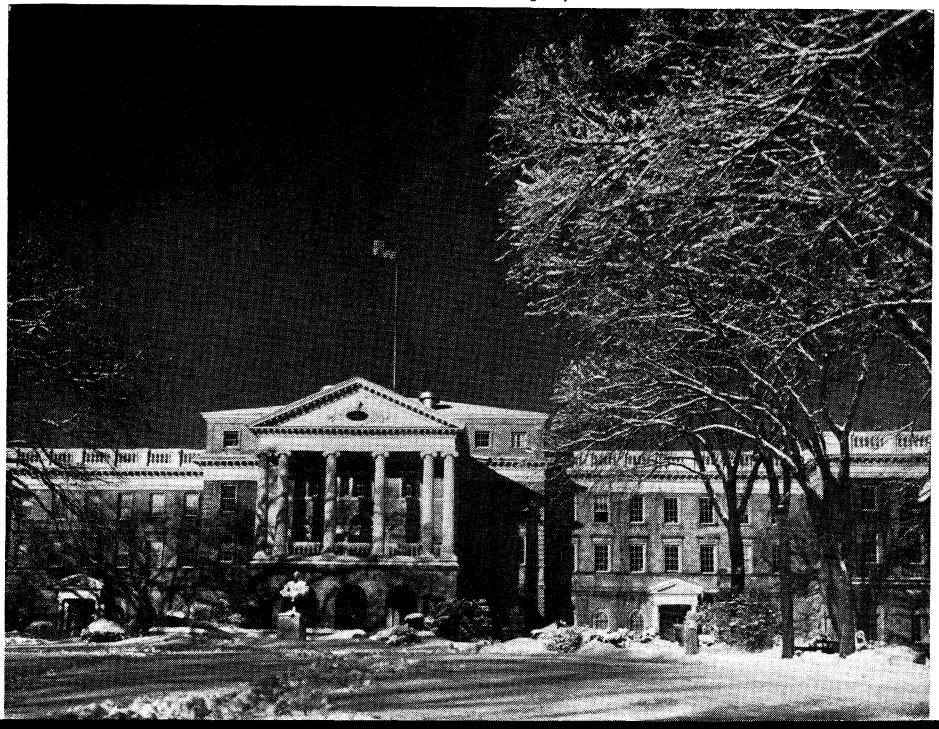
The several campuses and properties of the University of Wisconsin cover 6,580 acres of land, six miles of which are beautiful lakeshore property. They hold nearly 600 buildings, over a mile of tunnels and 12 miles of roads and drives. The constantly improved physical plant is valued at approximately $70,000,000.

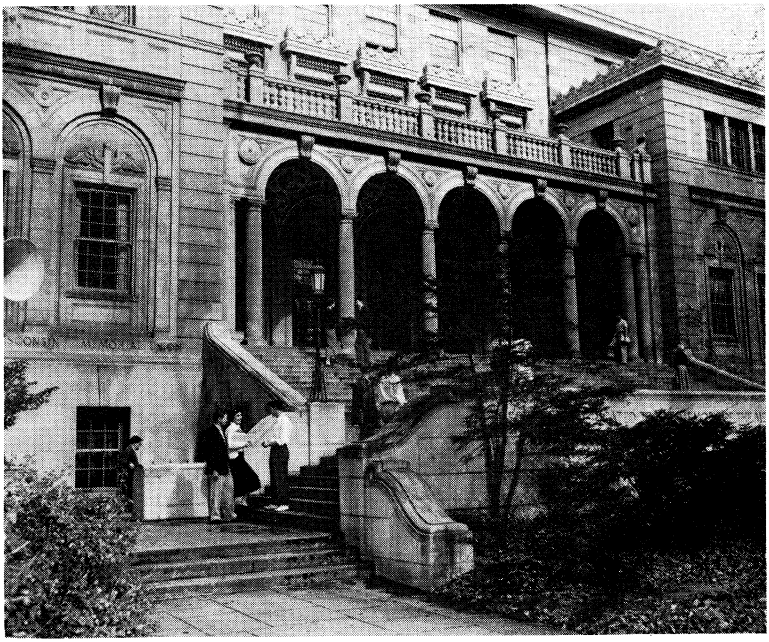
The University of Wisconsin serves as the state's center for research directed toward the improvement of the economic life, health, and general welfare of its people; the conservation and development of its resources; and the beautification of its landscape. Down through the years. UW scientists have made many important conrtibutions and discoveries, such as the disulphurization of iron ore, improved railroad bridges, irradiation of foodstuffs to produce vitamin D, penicillin production, Wisconsin hybrid corn—to mention a representative few.

In the field of public service, the University makes its resources in personnel and facilities available to individual citizens and groups of citizens, of all ages, in all walks of life. These services range from education through correspondence, radio or extension classes and institutes, to soils testing, geological surveys, health and hygienic laboratory testing, special medical services, home demonstrations, artists in residence, and consulting services of many types.

Centered on the main Madison campus, with its attractive setting and ivy-covered halls and striking new buildings, are the 10 major University subdivisions with 86 departments offering more than 1,350 different courses. These departments have a strong and capable faculty as their core, under the leadership of University President Conrad A. Elvehjem, noted scientist-edu-

Bascom Hall at University of Wisconsin





Entrance to University of Wisconsin's student union.

cator who assumed his duties on July 1, 1958.

The basic role of the College of Letters and Science is to provide liberal education at the collegiate level. It gives instruction in humanities, in the fundamental social studies, and in the basic natural sciences to undergraduate and graduate students. Under Dean Mark H. Ingraham, the college also provides professional instruction in music, library science, journalism and social work. About 60 per cent of the teaching load of the University is carried by this College, and more than three-quarters of the total students in the freshman and sophomore years enroll here.

The College of Agriculture provides instruction to undergraduate and graduate students in agriculture and home economics. In addition, the Farm Short Course, the Winter Dairy Course, and many special short courses are held each year. Dean R. K. Froker also administers an Agricultural Experiment Station and the Agricultural Extension Service.

The College of Engineering, under Dean Kurt Wendt, provides courses in biochemical, chemical, civil, electrical, mechanical, metallurgical, mining and nuclear engineering. Research is under an Engineering Experiment Station. Notable services include the Electrical Standards Laboratory and Gage Laboratory.

The School of Commerce, headed by Dean E. R. Gaumnitz, provides a basic education for positions of responsibility in business, industry, and government, and supervises the Bureau of Business Research and Service.

Dean Lindley J. Stiles' School of Education trains teachers, supervisors, and administrators for positions in the Schools of Wisconsin and the nation, does research in many areas of education, and sends its professors to work directly with the schools on educational problems.

The Graduate School is charged

with the specific function of graduate study and research. Dean John E. Willard is currently granting more Ph. D. degrees than most other graduate deans in the country. The University of Wisconsin Press and the Institute for Enzyme Research are under his supervision. Large annual fluid grants come from the Wisconsin Alumni Research Foundation.

The School of Pharmacy, under Dean Arthur H. Uhl, trains professional pharmacists and includes on its staff world-renowned experts in the field. Research and graduate study in the School of Pharmacy is an important part of its teaching program. It is the pharmacological center (American Institute of the History of Pharmacy) of the western world.

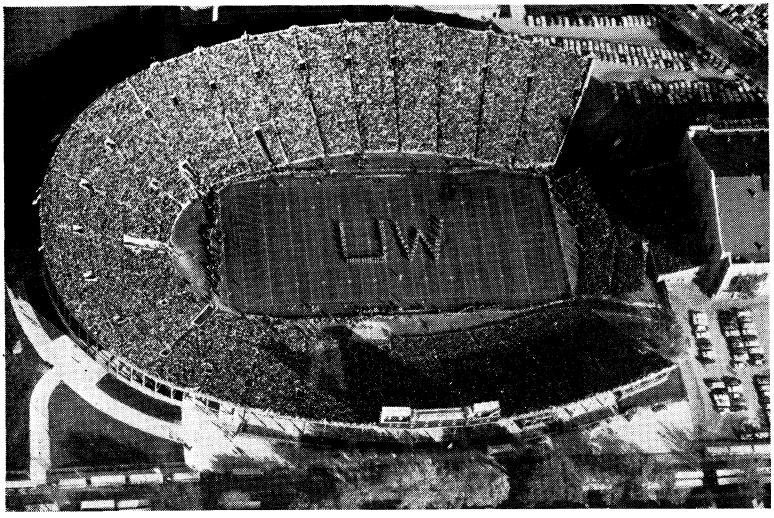
Dean George H. Young and the Wisconsin Law School are charged with training the future lawyers of the State of Wisconsin and the nation.

The Medical School, under Dean John Z. Bowers, trains physicians, nurses, and medical technicians. The major service functions of the Medical School are carried out in the University Hospitals which include the Student Infirmary, the State of Wisconsin General Hospital, Mary Cornelia Bradley Memorial Hospital, McArdle Memorial Laboratory—the cancer research center, and the Wisconsin Orthopedic Hospital for children. The State Laboratory of Hygiene, the State Diagnostic Center, the Wisconsin Psychiatric Institute, and the federal Veterans Administration Hospital are among other services closely allied with the Medical School.

The University Extension Division provides regular University courses and many non-credit courses by correspondence and in regular classes to Wisconsin citizens in their communities. It operates eight extension Centers where students are able to complete a year or more of basic college work without leaving their local areas. It also provides, under Dean Lorentz Adolfson, a wide variety of direct services to individuals, schools, and organized groups, and to state and local government.

Students also benefit from an active program of school athletics, and teams in various sports have captured many high honors over a number of years. Most recently, the varsity football team captured the Big Ten football crown and a bid to the Rose Bowl in 1960.

The academic reputation earned and traditions built by the University for more than a century have resulted in an institution whose name is known throughout the world. Underlying this fame is application of the "Wisconsin Idea"—the belief that University Education should have more than one role.



Camp Randall Stadium, home of Wisconsin's 1959 Big Ten football champions and Rose Bowl representative.

U. W. NEWS FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

11/21/57 ohk 335 RELEASE: Immediately

MADISON, Wis.--The Wisconsin Idea in action is portrayed in a new documentary film from the camera of prize-winning cinematographer Walter Meives, which was introduced at a campus premiere at the University of Wisconsin Thursday night (Nov. 21).

Entitled "University of the People," the film illustrates the scope and flexibility of the University Extension Division in supplying the educational needs of Wisconsin citizens of all ages and from all walks of life. In color and sound, the movie demonstrates specifically how the State University reaches directly into city and hamlet, entering the daily lives of citizens through the academic programs and public services of Extension.

University Extension reaches so many people through so many ways that it is difficult to bring all of its activities under one literary "cover," yet Prof. Edward Kamarck of the Wisconsin Idea Theatre achieved such a description with his script for "University of the People."

Meives' photography and Kamarck's script are supported by original music composed by Frank Bencriscutto of Madison, played by the University Symphony Orchestra. Narration is by Prof. Herman Brockhaus, chairman of the Extension speech department.

The film, which runs for 28 minutes, was conceived last year as part of the golden jubilee of Extension Division, the 50th anniversary of the oldest and biggest general extension program in the nation. Produced under the general supervision of Allan Ostar, director of Editorial and Communications Services, the film-making was handled by Kamarck and Meives, both of the Extension faculty.

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While Kamarck was casting about for a story angle, he overheard a chance remark, "There goes Tom Ringness. He travels 200 miles to Rhinelander every week to teach a class." Ringness, an assistant professor of education, is one of many UW faculty members who teach classes arranged throughout the state by Extension.

Kamarck and Meives looked in on Ringness' Rhinelander class in educational psychology for school teachers, and found the unifying element of the film. They discovered that Rhinelander represented a typical Wisconsin city in its use of adult education facilities through University Extension.

In addition to the class taught by Ringness, they found that at least three women's clubs regularly used program material obtained through Extension; that an Extension field representative called on educational leaders in Rhinelander weekly; that the county judge, district attorney, and newspaper editor had attended Extension institutes; and that a banker regularly participated in an economic trends study. These were in addition to correspondence study students in Rhinelander and the young women who took part in Badger Girls State.

With Rhinelander as the focal point, the film swings back and forth to show Extension in action in the rest of the state through institutes which help professional people keep up in their fields, special classes which provide occupational or cultural knowledge for adults, experimental classes in teaching foreign languages to children in Madison, lectures and concerts provided by school assembly programs, training programs for business and labor, assistance in community economic development, correspondence study, and Extension Centers where young people attend the University while living at home.

Throughout the film runs original music composed by Bencriscutto who was a graduate student in music. He now teaches instrumental music at East Junior High School in Madison and formerly taught in Lancaster and Fennimore.

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August 13, 1956

THE UNIVERSITY OF WISCONSIN AND THE CITY OF MADISON

For more than a century, the University of Wisconsin and the City of Madison have grown together. What each is today is due, in large measure, to the other and to the spirit of helpful cooperation with which they have solved mutual problems.

This cooperation is a "two-way street." The University's location in Madison has aided it in many ways. The beauty of the City, the attractive lakes, the excellent municipal services, and the cordial relationship which has always existed between the people of Madison and the University have contributed much to the progress of the University.

It is our sincere hope that this close relationship may continue and expand. In an attempt to show some of the things that the University contributes to the City, the University News Service has drawn up the following outline. Undoubtedly a similar outline of the things the City contributes to the University also could be drawn.

We owe much to the City of Madison and wish to make it clear to the people of the City that we are eager to cooperate in every possible way.

I. The University's greatest contribution to the City of Madison is in people:

1. More than 15,000 students.
2. More than 5,500 faculty and staff members as citizens of the community.
3. More than 12,000 graduates helping to develop Madison in almost every line of endeavor. (Madison employers have an opportunity to select the top graduates of each class.)
4. Many thousands of visitors each year.

II. The University contributes to the cultural life of the city:

1. Drama and dance (professional and amateur) on at least 50 evenings each year.
2. Three art galleries and three museums with continually changing shows. (Cooperative programming with the Madison Art Association.)
3. Concerts by at least twelve internationally known artists and orchestras, plus more than 70 free concerts each year.
4. Educational radio and television programs averaging 15 hours per day.
5. Free lectures, discussions, and similar programs averaging four a week.
6. Astronomy opportunities at Washburn Observatory and the Planetarium.
7. Participation by UW Band and ROTC in City parades and patriotic programs.

III. The University provides extensive recreational facilities which are available for city residents:

1. Twelve different spectator sports of national interest.
2. Picnic facilities, nature walks, and scenic drives on Picnic Point, Tent Colony, the Arboretum, etc.

3. The Willows swimming beach and University Boat House.
4. Boat launching and shore storage space along Willow Drive for some 175 boats.
5. Tennis courts.
6. Skating rink and ski jump.

IV. The University provides special educational advantages for Madison residents:

1. Adult education night courses. (In the past year 2,765 residents registered in 102 courses.)
2. Library services at the University Library. (550 Madisonians have cards.)
3. Special institutes and short courses for professional people. (600 attended the Madison Sales Clinic.)
4. Major public addresses by international authorities, national political candidates, etc.
5. One of the nation's major educational film libraries. (Madison schools used 3,105 reels of UW film last year--clubs and meetings used thousands more.)

V. The University provides many special opportunities for Madison children:

1. The opportunity to get highest quality education at a low cost.
2. Wisconsin High School.
3. The Speech and Hearing Clinic, Child Guidance Clinic, Crippled Children's Clinic, Cerebral Palsy Clinic, Muscular Dystrophy Clinic.
4. Camp sites on Picnic Point for Boy Scouts and Girl Scouts.
5. Sites for high school athletic contests.
6. Special instruction for children at Summer Laboratory School, Dancing and Physical Education Classes, the Nursery School, Music Clinic, etc.
7. Use of the University counselling center.
8. Operation of Summer High School for Madison Schools. (440 students.)
9. Use of University Radio and TV programs to enrich the offerings in Madison schools. (Every public school and every parochial school in Madison made use of WHA programs in the past year. More than 800 public school children watched WHA-TV programs in school last year.)

VI. The University does research on specific Madison problems including:

1. Lakes and fish management. (Fishing is Madison's No. 1 recreational interest according to a recent survey.)
2. Sewage disposal.
3. Business studies.
4. Traffic surveys.
5. The mosquito and rodent problems.
6. Water resources.
7. Recreational surveys.

VII. The University provides special services for Madison residents:

1. Soil and seed testing for gardeners.
2. Information services to answer all types of questions, including the Information Booth at the Memorial Union which served 3,653 Madisonians last year.

3. Translation services.
4. Consultant services.
5. Free speakers for schools, clubs, meetings.
6. Musicians and artists for city cultural and religious programs.
7. Pamphlet services.
8. Life saving service on Lake Mendota.
9. Medical and pharmaceutical services.
10. Legal Aid Society.
11. Membership advantages of the Memorial Union. (5,000 Madison families hold life memberships.)
12. Free parking in the 1000-1300 blocks on Regent St.
13. Area for playground in the Park, Brooks, Regent, Spring Streets area.

VIII. The University provides many intangible benefits to the city:

1. Focuses international attention on Madison through its world-wide reputation, its promotion, and its visitors.
2. Attracts to the city both public and private agencies such as
   a. The Forest Products Laboratory.
   b. The Veterans Administration Hospital.
   c. The United States Armed Forces Institute.
   d. Private research laboratories.
   e. Experimental animal farms.
3. Provides experts for city committees, boards, etc., for example:
   a. Albert Gallistel, Board of Examiners and Appeals; Bruce Davidson, alderman; Erwin A. Gaumnitz, Board of Education; J. G. Woodburn, Metropolitan Sewerage Commission; Henry J. Duwe, Merit Award Board; Glenn Koehler, Radio Licensing Board; Neil G. Cafferty, Board of Review; Lloyd F. Rader, Traffic Commission; M. Starr Nichols, Waterworks and Sewerage Board; Dr. Otto Mortensen and A. H. Uhl, Madison General Hospital Board; W. B. Sarles, Rivers and Lakes Committee; A. F. Ahearn, Committee on Municipal Service Garage; Jacob Beuscher, Metropolitan Development Committee; James MacDonald, Methodist Hospital Board; Charles Crumpton, Frank Larsen, Carlisle Runge, Robert Taylor, Madison National Guard Officers.
   b. Numerous members of Community Welfare Council, United Givers, Red Cross, and other civic, charitable, and welfare agencies.
4. Supports city welfare and charitable enterprises. In addition to contributions at their homes and in other groups last year, University staff and students, for example:
   a. Gave $33,461.01 to the Community Chest.
   b. Gave $8,772.40 to Red Cross.
   c. Donated 2,571 pints to the Blood Bank. (30 per cent of all the blood donated in Dane County this year.)
   d. Student groups gave innumerable parties, benefits, work-days, etc. for charitable causes and entertainment to hospitals and welfare institutions.
5. Provides a large force of needed "part-time" workers for odd-jobs through the Student Employment Office. (5,001 jobs filled last year.)
6. Provides student recreation leaders, and practice leaders without cost, to the mutual benefit of the City and University.

IX. The University pays the city for all services it legally can, and provides its own services to relieve city of expense wherever possible.

1. Paid city $109,000 for water and sewer last year.

2. Makes its water resources available to the city for emergency use, and its testing equipment and practice areas available to city fire fighters.
3. Provides life-saving service on Lake Mendota at an annual operating cost of $20,000 plus the capital investment. ($15,000 boat now in service.)
4. Provides campus police protection at a cost of $80,000 per year.

X. The University benefits the City of Madison financially:

1. In 1950 the Madison and Wisconsin Foundation estimated:
"In various ways the University brings into this City each year more than $30,000,000." It added: "It publicizes Madison - most favorably - throughout the world more than do all other agencies combined. $1,000,000 annually would not advertize the City of Madison as widely, as well - or as advantageously - as does the University of Wisconsin 'for free.'"
--Madison and Wisconsin Foundation Bulletin, Vol. 33 No. 15.
2. In 1951, City Plan Engineer Walter K. Johnson and Plan Assistant Lyle E. Schaller reported that the University's contribution to Madison's economy "might be defined in terms of 5,000 jobs--or $26,000,000 including student and university expenditures" but excluding its operation of University Hospitals, which that year had an operating budget of more than $2,500,000.
--Madison's Economy Through Depression and War, Johnson and Schaller.
3. Although the University pays no real estate taxes on its land in Madison, it has been estimated that its location in Madison raises real estate valuation for taxation sufficient to more than equal the tax lost by its non-taxable status. In 1952, the City Plan Commission reported:
"Despite the very large amount of tax exempt property, (in the University District) the valuation per acre is well above the city average."
The Commission study indicated that although the total area in the University District, including the University's tax-exempt property, is 6.7 per cent of the city's total area, this district contains 9.9 per cent of the city's taxable property valuation. The Commission further reported:
"One of the few residential areas in which per capita tax revenues exceed the city average is the University Heights District."
--Madison's Land--How it is Used, A City Plan Commission Report.
4. In 1953 John W. Alexander in his "Economic Base Study of Madison, Wisconsin," reported that the University is "the most important single enterprise in Madison's economic base" accounting for about 18 per cent of its total basic economy. His computations indicated that its payroll then supported 3,900 jobs, its student expenditures the equivalent of 2,500 jobs, and its visitors 250 additional jobs, or in round numbers a total of 6,500 jobs, excluding University Hospitals which he reported then provided 850 jobs. He also credited the University with attracting to the city the U. S. Armed Forces Institute (350 jobs), Veterans Hospital (525), U. S. Forest Products Laboratory (400). Thus the total basic jobs supported by the University and the agencies listed as attracted by it is 8,625 or more than 29 per cent of the city's total basic economy.
--An Economic Base Study of Madison, Wisconsin, John W. Alexander, Wisconsin Commerce Papers, Vol. 1 No. 4.

5. In 1955, the Federal Reserve Bank of Chicago, in a survey of the economic base of Madison reported:
"The University of Wisconsin is now and is likely in the future to continue to be the most important single enterprise to the Madison economy, not only in terms of employment, but also in terms of the income its activities in Madison produce. Employment by the University and sales by Madison businesses to the University itself and to students whose home is outside the metropolitan area together produce--
1/12 of the community's total income;
1/7 of the community's "export" earnings;
1/2 of the community's "export" earnings from government activities.
"Even these figures understate the University's central importance to Madison. The University's presence in Madison has been the major drawing card for most of the other governmental agencies which have located in Madison over the years...
"The University has been the most persistently growing major element in Madison's economy..."
--Growth and Prosperity in Five Midwest Cities, 1955 Annual Report of the Federal Reserve Bank of Chicago.

6. A rough estimate, in dollars, of the University's direct financial benefits last year to the city might be computed in this fashion:

Payroll of University employes in Madison	$20,000,000
University supplies bought from Madison firms	2,000,000
University building and maintenance by Madison firms	1,000,000
Expenditures in Madison commerce of non-Madison students	10,200,000
Savings for Madison resident students	1,200,000
Expenditures in Madison by UW visitors	2,000,000
Total direct financial benefit to Madison	$36,400,000

UNLIMITED

There was a notable lack of analysis and planning for the future. Even those of our grandfathers' generation, who were disturbed by the evidences of extreme social imbalance in post Civil War America—the bloody strikes, the chronic depressions, the slums, the agrarian distress—either resigned themselves to a kind of economic-fatalism or followed the lead of Herbert Spencer in borrowing and applying Darwin's evolutionary theories to justify "the survival of the fittest" in society.

Although there were sporadic political protests and well meaning but highly theoretical analyses of the fast accumulating problems, nothing practical was advanced until the "Wisconsin Idea" gave birth to the Progressive movement. I need not spell out in any detail the Progressive program, nor attempt to enumerate its many specific accomplishments. Suffice it to say that the "Wisconsin Idea" was not only a positive and constructive force for its times but an enduring force for the future. Indeed much, if not all, of the social and economic legislation of the 1930's had its inception in this remarkable joining of the University with government and industry.

In my opinion, the "Wisconsin Idea" was a logical analysis of social problems, and a practical application of far sighted remedial legislation. It was, in all respects, a systematic plan for the future.

Those of us who were privileged to be graduates of such a great university could not help but be influenced by this illustrious example of leadership. Educated as we were in such a fine liberal tradition with its belief in social and economic progress, we look again to the University for leadership and understanding as we enter another era.

For American society is again in the throes of transition brought on by another revolution—the Atomic Revolution —which may well have an even greater impact than the Industrial Revolution.

What does this mean to us as individual Americans?

And especially, what does this mean to the University whose past contributions did so much to bring order and meaning out of the chaos of the Industrial Revolution?

These are two very difficult questions which deal with futures and which will doubtless occupy some of our best minds in the years to come. But as an interested layman with some knowledge of nuclear energy gained from my experience in government and industry, I should like to comment generally on various aspects of the Atomic Revolution. I do this merely in the interest of the common understanding, so that we may evaluate some of the more obvious social and economic changes which are bound to follow.

Only through the analysis of future problems and potentials may we prepare to counteract the imbalance, the turmoil and the waste which characterized the Industrial Revolution. That kind of social and economic irresponsibility we must avoid at all cost because we are dealing now with forces so powerful that they stagger the imagination.

As John Jay Hopkins has stated so eloquently, "We live in an age of unfolding marvels—and of increasing anxieties. The world is uneasily balanced between the limitless opportunities of creative atomic energy on the one hand, and the fathomless destruction of atomic weapons on the other. It behooves all of us, therefore, to think and act in the broadest possible context. Above all, we must as individual persons and as individual nations cultivate and develop a definitive sense of common understanding."

For purposes of defining the problem, let us compare briefly certain broad aspects of the United States in 1900 and in 1957:

Then, the Americas were at peace with the world and enjoyed geographic isolation as well as relative immunity from military attack. Now, we are but a few hours removed by supersonic plane—or merely a few minutes by ballistic missile—from a strong and implacable enemy.

Then, the American economy was geographically self-sufficient—it had just begun to develop the complexity and interdependence of modern industrial society. Now the economy is many times more complex, wholly interdependent as a national industrial organism and as a member of the international industrial society, very much dependent on the outside world for key raw materials.

Then, there were sufficient fossil fuels to support a 1900 kind of economy for thousands of years. Now, economically usable supplies of these vital resources are estimated, in terms of a 1957 economy, at not more than 100 years.

Then the United States had approximately 76,000,000 people; now it is rapidly approaching 200,000,000.

Then the measure of our national economy, the gross national product, was in the neighborhood of $20 billion. Now it is over 20 times that, and increasing rapidly.

This provides some inkling of the changing social and

economic picture which will be profoundly altered by nuclear energy. But, as you can see, certain basic problems regarding the future are raised. These will call for a continued logical analysis and the development of firm, yet adaptable, planning.

The destructive aspects of nuclear energy are too well-known to require any review beyond the thought that world-wide nuclear war would in all probability not only destroy our civilization but make impossible the development of any future civilization. Harrison Brown has noted that the world is now existing on resources which can be extracted from the earth only with intricate and powerful machines. If nuclear war destroys these machines or the facilities to build them, men will then be unable to reach the materials out of which a new civilization would be built. Our arms would be too short.

It is obvious, then, that only through continued maintenance of our capacity for massive nuclear deterrence may the world continue to enjoy a measure of present security and a possibility for future survival.

Moreover, the peaceful or creative side of nuclear energy is so rich and so productive that it may in time eradicate the basic causes of war, purchasing for the world that security which can't be bought by atomic or hydrogen bomb stockpiles.

IF WE CONSIDER nuclear energy as merely a new power source, such as coal or oil or falling water which powered the Industrial Revolution, there is abundant evidence that we are, indeed, living in a new and revolutionary age. For nuclear power, in which I include the probability within this century of controlled nuclear fusion, is virtually inexhaustible. Most land areas of the world seem amply endowed with thorium and uranium, and all the oceans are potential resources for the hydrogen–helium process.

Indeed, if the power from the fusion of hydrogen atoms to form helium can be controlled, the world will have a power source to last for a billion years. With controls of atomic fusion, a single gallon of sea water might provide the same energy as 300 gallons of gasoline, and ships—to cite only one example—will draw limitless propulsive power from the very oceans in which they travel.

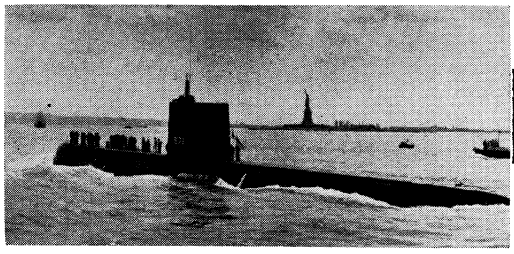
This possibility alone may and should, I think, alter drastically the traditional economic and military concepts of national strength and wealth based on fossil fuel resources that are now dwindling under the tremendous energy demands of a world which is as yet only one-fifth industrialized. In fact, a striking paradox exists today where atomic utilization and technology is retarded in the United States simply because of our great wealth in coal and oil, fuels which are irreplaceable and which in no way approach the potentials of atomic energy.

It is not inconceivable, then, that nations which have not as yet developed industrial societies, because of non-existent or inadequate fuel sources, and whose foreign credit balances cannot be exhausted on the luxuries of costly imported coal or oil, will leap directly into the atomic age—while America and other coal–oil rich nations are still utilizing conventional fuels for power.

Atomic energy is not, as yet, competitive throughout the United States, but it is certainly competitive with conventional fuel in many other regions of the world. Therefore, it seems the sheerest of folly to me for Americans to waste precious economic and military time in what are essentially —from a world standpoint—penny-wise arguments about competitive costs of fossil and atomic fuels.

Only an extremely provincial mind would restrict its thinking to the power situation in America today. Geographically, America is only a small part of this world. Utilizing the world-wide [and, I might add, the only correct] frame of reference, atomic power, even in the present, admittedly crude state of reactor technology, is economically competitive or better than competitive with all conventional forms of power.

This cost paradox could leave the United States, now the most advanced industrial state in the world, a laggard in the atomic era at a time when its coal and oil resources are being seriously depleted.



U. S. Nautilus, first atomic submarine, built by General Dynamics. General Dynamics Photo

COMMERCIAL POWER IS, however, only one aspect of the Atomic Revolution. Reactor-by-products, such as radio-isotopes or transmuted elements, have already achieved consequences of revolutionary significance in agriculture, medicine, biology and in transportation and industry.

Perhaps the most striking advances have been made in the study of two fundamental biologic processes, photosynthesis, the hitherto mysterious method whereby plants with the aid of sunlight convert carbon dioxide (CO_2) into sugar, and what might be properly termed protein-synthesis, or the equally mysterious method whereby tiny submicroscopic living particles are formed from organic chemical compounds. The unique properties of radio-isotopes have accounted for great advancement in these areas, and in the investigation of basic cell processes.

These investigations promise to yield much in the eventual control of cancer and other cell growth disorders, as well as the ultimate synthesis of protein itself.

Man-made photosynthesis and protein synthesis, of course, could also do much to improve the world's food supplies.

Also of great significance is the employment of radiation to accelerate mutation in both plants and animals. Although most mutations are bad, or of no use, occasionally one is of great value: the progenitor of a new and improved breed. In plant breeding, more improved species have been developed by exposure to radiation in the past decade than have occurred over the past century.

In medical research, atomic radiation of tumors is fast becoming one of the most effective agents in the battle

against cancer. As a measuring device, radioactive tracers are proving of immense value in the petro-chemical, chemical, machine tool and other manufacturing industries.

Nuclear energy has already proven technically feasible for marine transportation with the successful operation of the world's first nuclear-powered vessel. the *"U.S.S. Nautilus."* The *Nautilus,* as you may know, has now steamed over 55,000 miles before requiring new fuel. Recent studies indicate that nuclear marine propulsion is at present economically feasible for bulk carrying of freight low in cost per unit of volume. And as marine reactor power plants become more efficient with improved designs, we may expect that atomic powered merchant and passenger vessels will rapidly displace many oil and coal powered ships. From 1960, nuclear energy will power all U.S. Navy capital ships.

Air transportation, too, bids fair to being revolutionized by nuclear power. An atomic-powered plane, which General Dynamics is currently developing, will be a reality. Practically limitless range, greater power and reliability, and independence from the atmosphere, are the vast improvements which atomic power will bring to air transport.

ABOUT THE AUTHOR

Earl D. Johnson has had a striking career as a pilot in the U. S. Air Force; as an economic consultant; as assistant secretary and undersecretary of the army under Presidents Truman and Eisenhower; as president of the Air Transport Association, and more recently as senior vice-president of General Dynamics Corporation, a highly modern industry with products ranging from jet-aircraft to nuclear-powered submarines.

TO THE UNIVERSITY of Wisconsin and to other American universities must go the major credit for many of these great advances. Although many major programs have been initiated and sustained by the government and by industry, they have been carried out by university-trained scientists and engineers and frequently in university-owned laboratories.

Moreover, the university laboratory has acted as the prototype for all government laboratories and has been a powerful force in determining the character of our vast national research effort. While making outstanding contributions in applied research and technology, the universities also continue to carry on, oftentimes without government or industry encouragement, those basic or pure research efforts for which no immediate application is visualized, but which form the essential matrix for all future scientific and technical, and hence, social and economic progress.

The University of Wisconsin, as it always has in the past, is playing a significant role in both the education and training of scientists and engineers and in nuclear research. Twenty research groups involving 15 University departments are studying, with the aid of radioactive isotopes, chemistry, soils, plant pathology, biology, zoology, enzymes, botany, entomology, physics and several areas of medicine.

Of particular interest and importance is the research in physics. The University has just completed an advanced electro-static generator which will be used in high-energy research. The University's first such machine, by the way, was spirited away in the dead of night under great secrecy to Los Alamos by the AEC during the early days of the war. The new electro-static generator was designed and built by a University group working under Dr. R. G. Herb. (See page 26, this issue.)

Midwest Universities Research Association (MURA) composed of eight midwestern universities, including the University of Wisconsin, is seeking to build in the midwest a multi-billion volt atom smasher costing millions of dollars.

Dr. Farrington Daniels, chairman of the chemistry department at the University, received last year the William Gibbs award for his atomic energy work during World War II. This year, Dr. Daniels was awarded the Priestly medal of the American Chemical Society for distinguished service to chemistry.

Dr. David Bradley, a University of Wisconsin alumnus, wrote the famous book on atomic radiation effects, "No Place to Hide."

Dr. Edgard Chester Creutz, noted physicist now with General Dynamics as director of research of the General Atomic Division and director of the division's John Jay laboratory for pure and applied science, obtained his B.A. degree in physics and mathematics from Wisconsin in 1936. He remained at Wisconsin until 1941, for a year as a research associate and later as an instructor in physics. He played a leading role in the World War II development of the atomic bomb and until recently was head of the Department of Physics and Director of the Nuclear Research Center of the Carnegie Institute of Technology.

No one can specify what this peaceful atomic future holds. But of one thing we can be certain, it is permeating and will change in varying degrees the most intimate facets of our lives—our social, economic, political and spiritual lives.

We may be entering an age of energy in plenty, ushered in by the almost unbelievably concentrated and versatile power of the atom. Abundance of energy means abundance of time for man to devote to creative, artistic and spiritual values.

In this period of transition, however, man will need guidance and education as never before, not only to evaluate the essential meaning of this new age and adjust him-

self to it, but also to bridge the mighty cultural gap which separates scientific and technical advance from our lagging social and economic institutions.

WE ARE ALL FAMILIAR with the more obvious characteristics which distinguish man from the lower orders. But to me one of his most significant, though perhaps least recognized, differences is man's inherent capability to analyse and plan his future. And the more complex and interdependent human society becomes, the more essential is this learned characteristic to progress and even survival. For the degree to which he can project his plans into the future measures the worth of his planning and the orderliness of his society.

American society, I feel, has made a great deal of progress in recognizing the importance of this peculiar human attribute. Steps have been taken, particularly in the universities, to develop it on a wide scale.

But even in this atomic age, the vast majority of our people still lack a firm grasp of individual planning and of their personal interdependence with the individual planning of those millions of others who make up our nation. We have accepted to a certain extent the fact that none of us may live alone, and that industry and government have a definite social responsibility to guarantee the continued security, health and well being of society. But on the whole we have suddenly entered into the atomic age with little conscious analysis of what impact this age will have on society and thus scant realistic planning for the atomic future.

We are in dire need of enlightened leadership.

As true today as it was 2000 years ago is Paul's admonition to the Corinthians, "For if the trumpet give an uncertain sound, who shall prepare himself to the battle?"

The University of Wisconsin, now standing at the highest point yet of its illustrious career, *can* and *must* provide the thought and the impetus for a realistic realignment of the "Wisconsin Idea" to embrace a new plan of action for the atomic age.

This task will be far more difficult than that which faced President Van Hise and his colleagues in 1900. For they were confronted with a situation which was the obvious result of three decades of accumulated neglect. Essentially they were dealing after the fact with specific causes and specific effects which pointed to tangible solutions. Moreover, Theodore Roosevelt, Gifford Pinchot and other notable figures, together with popular writers such as Frank Norris and Upton Sinclair and popular magazines such as McClure's and Cosmopolitan made reform not only respectable but awakened the public conscience. American society was ripe for the acceptance of the kind of program embodied in the "Wisconsin Idea."

Now, however, the evidence is not in; the public is largely unaware of any need; and the impact of the atom is just beginning to make an impress. The analysis, therefore, must deal mainly with expectations rather than with consequences. But this in no way lessens the urgent necessity for such an undertaking nor mitigates the need for leadership now.

I am confident that the University of Wisconsin, together with other American Universities, and in consort with farsighted men of government and industry, will make timely analyses of the probable consequences of the atom and will formulate new approaches to a changing social environment.

It is evident already that many areas of the American scene deserve analysis in the light of nuclear energy.

For example, there is an urgent need for a much broader understanding on the part of the public to the increasingly important role of the scientist and the engineer in our society. And, conversely, the scientist and the engineer must understand and appreciate more fully the society in which they live and which will be influenced by their work. Thus, there must be more emphasis on research in social sciences and especially on the development and application of systematic theories to assure commensurate social progress.

Another problem which is rapidly making itself manifest is the mounting pressure on the universities from both government and industry for the services of top academic people, either for direct employment or for sponsored research programs. It is worth asserting that the traditional principles of higher education must retain their vigor. This is an absolute necessity for scientific and social progress. For if the teaching of the new generation is neglected or in any way weakened by the immediate material needs of the present, the great scientific, technical and social promise of the atomic age could be dampened significantly. Surely, it would be unwise to exploit the future merely to expedite the present.

In addition, modern over-emphasis on science and technology to the detriment of the liberal arts must also be examined for its probable future consequences.

A third aspect which bears directly on these incipient problems is the possible neglect of the primary teaching function due to the incursive demands of research activities.

IF THE UNIVERSITY of Wisconsin is to provide this guidance and education in the same eminent and inspired fashion it has in the past, it must possess the same freedoms as are reserved for our citizens by the Constitution. In such an atmosphere it can continue to serve as a market place for new ideas and thus train men and women for the future. Only in this way will the University produce the free, analytical, imaginative minds that will lead mankind to higher and higher material and spiritual levels in this fascinating, limitless, new atomic world.

Arthur O'Shaughnessy, that poet scientist of the industrial revolution, wrote:

We, in the ages lying in the buried past of the earth,
Built Nineveh with our sighing, and Babel itself with our mirth;
And o'erthrew them with prophesying to the old of the new world's worth;
For each age is a dream that is dying or one that is coming to birth.

For the sake of our own and the unborn generations yet to come, our University must lead the way in realizing the full potential for good which the atomic "dream" that is coming to "birth" affords.

The University of Wisconsin in an atomic age

an introduction
by Lindley J. Stiles

ONE CHARACTERISTIC of the atomic age is already established: it places a high premium upon the discovery, development and use of intelligence. In a more dramatic manner than perhaps has been true in the past, the future belongs to the educated man; provided, it must be added, he belongs to a nation of educated men. For, in an urgent sense, those nations which educate their people best will hold the strongest positions in the critical ideological conflict that now grips the world.

Higher education, often viewed as a luxury for most and a necessity for only the few, is confronted with expanding horizons of responsibility and opportunity which have been illuminated by the bright atomic flashes of the past decade. Institutions of higher learning are already being challenged to develop the intellectual leadership required for national survival, in case of war, and the full utilization of atomic energy to improve man's welfare and happiness, in times of peace. The atomic age, whether it spawns war or peace, has its roots deeply planted where first it was germinated—in the laboratories, libraries and classrooms of our colleges and universities.

POTENTIAL

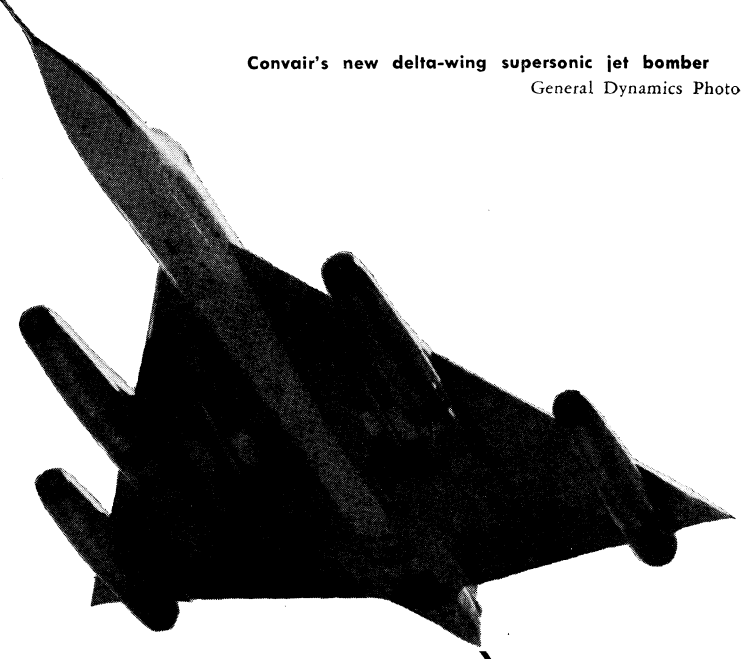
By Earl D. Johnson, '28

Planning is essential as we stand on the threshold of an atomic future

ABOUT FIFTY YEARS AGO the University of Wisconsin, under the leadership of a small group of brilliant men, set in motion a social experiment which was destined to have a profound effect upon the state and eventually upon the entire nation.

This, as you all know, was the "Wisconsin Idea," a product of the combined thought and effort of Charles R. Van Hise, Richard T. Ely, John R. Commons of the University and Governor, later Senator Robert M. LaFollette. The "Wisconsin Idea" expanded to encompass what amounted to a complete regeneration of a society which had long since proved itself unable to cope with the social and economic problems of the Industrial Revolution.

In a very brief period, the Industrial Revolution had built a complex, interdependent economy in a society which continued to be governed by the principles and precepts of an earlier agrarian age. Yet few individuals of that day had any comprehension of the vast social implications which were flowing from the immense productivity of the machine.



Convair's new delta-wing supersonic jet bomber
General Dynamics Photo

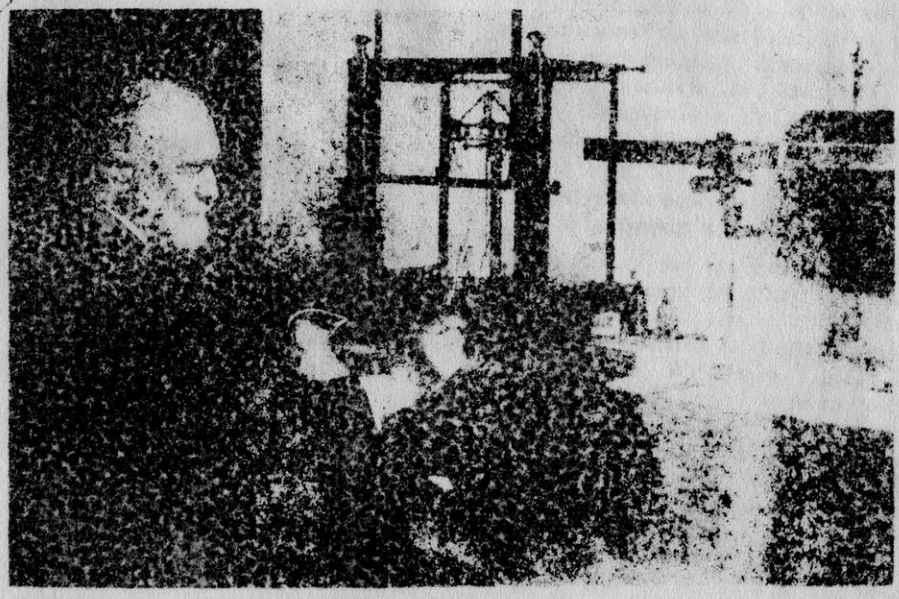
File - Wisconsin Idea

Holstein - Friesian Convention Program

How Wisconsin Scientists Have Served Dairying

1956

By ANDREW W. HOPKINS



Dr. Stephen M. Babcock would make any institution great.

No small part of Wisconsin's progress in dairying should be credited to its scientists who, from Dean Henry and Dr. Babcock to the present, have worked zealously and productively to develop and improve the industry. It has been said by one intimately acquainted with the modest but efficient man of science that "Babcock could make any institution great which had him on its staff of teachers and research workers."

And it has been Wisconsin's good fortune to have on the staff of its university over the years not only Babcock but a goodly number of other outstanding investigators. Down through the years the efforts of these research workers have been of lasting benefit to the farmers of the state and have brought world-wide reputation to Wisconsin.

Dairying Supplants Single Crop Farming

Just about the time that this great team of pioneer scientists was being brought together under the leadership of Dean William Arnon Henry the farmers of Wisconsin were suffering severely from the results of single crop farming and its attendant ills.

It was but natural, too, that under the alert leadership of some of the pioneers foremost in the state's civic affairs Wisconsin farmers would turn hopefully from single crop farming to a more diversified type of agriculture combining the production of grain and forage with livestock raising. And it was also to be expected that in making the change they would be aided by the able corps of scientists at their university.

Noteworthy Staff of Scientists Employed

So it was that, encouraged by such keenly interested public citizens and able administrators as Hiram Smith of Sheboygan County and Elisha W. Keyes of Dane County, Dean Henry set himself to the task of assembling a staff of investigators and teachers capable of helping the farmers attack and solve some of their baffling problems. Whether or not these scientists knew it, theirs was to be the task of helping to redirect the agriculture of the state and to aid in laying the foundations for what have become investigations of world-wide significance and influence.

The group of scientists then assembled at the university included Dean Henry, Henry P. Armsby, Stephen M. Babcock, Franklin H. King, and Harry L. Russell. To this able staff have been added over the years in fields directly or indirectly related to livestock production such productive and dedicated investigators and teachers as Gustav Bohstedt, Alexander Brink, John Craig, Conrad Elvehjem, Lawrence F. Graber, James G. Halpin, Edwin B. Hart, Edwin G. Hastings, George Humphrey, Karl Paul Link, Elmer V. McCollum, Paul Phillips, Hugo Sommers, Harry Steenbock, Emil Truog, Andrew R. Whitson and others.

Seek Adequate Nutrition for Healthy Livestock

In the short space of this article it will be impossible to do much more than to list but a few of the important discoveries made by these research men and to give some of the highlights of these investigations. It should be pointed out, too, that although a botanist by training, Dean Henry promptly envisioned the important role which livestock would play in the development of the agriculture of the state. He saw too the commanding need for adequate nutrition if we were to have a healthy livestock industry.

To aid in carrying on this important work Henry brought Babcock from the East and as possibilities for service to Wisconsin stockmen were revealed there were added one after another of the long line of investigators. Out of the laboratories, manned by these research workers has come many important results.

Alumni Plan Support of Research

Easily one of the most far reaching by-products of research effort upon the University of Wisconsin campus was the organization and development of the Wisconsin Alumni Research Foundation founded to support further scientific inquiry. Much of the credit for the formation of this organization, the plan of which has been copied in many states, should go to Harry Steenbock and George I. Haight, often named as Wisconsin's No. 1 alumnus. WARF, as the Foundation is called, contributes annually many thousands of dollars for the conduct of what promises to be research of significance.

It was the pioneer Wisconsin educator and scientist Henry who saw the need for bringing together,

(Continued on page 77)

(Continued from page 75)

in a single volume, all the known information on the efficient feeding of farm animals. Early in his long and helpful service to the livestock industry he authored and had published a reference book on feeding which has continued to be the accepted standard guide for the economical and efficient feeding of livestock. In later years it has been revised by Frank B. Morrison who had previously joined Henry as co-author.

Much Nutritional Research Started Here

It perhaps was but natural that here in Wisconsin the modern era of nutritional research would have its beginnings. Research, started here under the leadership of Henry and Babcock and later carried on by Edwin B. Hart, Elmer V. McCollum, Harry Steenbock, Conrad A. Elvehjem, and others, has made vast contributions to animal and human nutrition welfare throughout much of the world.

The original inquiry stemmed out of Babcock's unwillingness to accept the then prevalent notion that a fully balanced ration could be made by combining feeds on the basis of their chemical analysis. In these beginning nutritional experiments Babcock and his coworkers fed equal lots of calves rations derived respectively from the entire plants of wheat, oats and corn.

The experimenters set themselves the task of learning if these various rations would be of equal nutritive value for growth and maintenance of vigor. They found that at the end of the first year the lots of calves fed these various rations showed marked differences. The corn-fed lot was sleek and apparently in good condition. The wheat-fed calves were rough-coated and otherwise in poor condition. The oat-fed group was in between the other two. Yet the three rations were alike in so far as chemical analysis was concerned. The investigators had a right to conclude that gross chemical analysis did not supply the answers.

Babcock Laid Foundations in Vitamin Research

In their search for the causes of the differences in the condition of the lots of calves scientists turned to the feeding of smaller short-lived animals on purified food stuffs. In this way they were able to pin down the deficiencies in certain grains and determine the need for certain substances in feeds to make possible adequate nutrition. These substances were termed vitamins. Thus did Babcock and his associates here at Wisconsin and in some of the other institutions lay the foundation for the epoch-making discoveries of vitamin research and the role of mineral elements in the nutrition of animals and man.

List Babcock High Among Wisconsin's "Greats"

Because of his fundamental work in nutrition and in other fields all informed would agree this name would be entitled to high rank in any list of Wisconsin "greats." Babcock, transplanted here in early manhood from New York State, worked long to push back the frontiers in learning. Working zealously at the University of Wisconsin he, perhaps more than anyone else, should be credited with laying the foundations for research in the field of nutrition.

But as important as were these inquiries perhaps Babcock was best known to the general public for the invention and perfection of the dairy test which bears his name and which has often been credited with revolutionizing the dairy industry. It has been said that there is not a herd of dairy cattle in the state which has not been improved by the test which, unchanged in principle, continues in use to improve the productive power of herds throughout the dairy world.

Russell and Babcock Teamed Together

Closely associated with Babcock in a number of fruitful investigations which have benefitted the agriculture of this and other states was Harry L. Russell, for two or more decades the dean of the Wisconsin College of Agriculture. Seeing the need for holding cheese in storage this pair of investigators worked out the process for the cold curing of cheese. Because of its inestimable value this process has often been termed the foundation upon which the cheese industry has been built. It has made possible the holding of quality cheese to improve its flavor and to feed the market as it needed the product.

Russell, of course, working singly made many other contributions to the well-being of Wisconsin agriculture. To cite but one of far reaching importance was his introduction into the state of the tuberculin test. This test has helped to rid Wisconsin herds of bovine tuberculosis which at one time threatened our entire dairy industry. Collaborating with Russell on projects affecting the health of our herds was Hastings who served Wisconsin stockmen through the offices of the State Livestock Sanitary Board. It would be difficult indeed to sum adequately in brief space the benefits accruing to dairying from these scientists' work.

King Developed System of Ventilation

In Franklin H. King this state furnished one of the most outstanding agricultural engineers of this country. His contributions to better dairying and improved farming were most generous and important. He not only won national but international recognition for his significant work as an agricultural engineer and physicist.

While in no way discounting the results of his other work perhaps many would rate as King's greatest contribution to the dairy industry the development of the King system of barn ventilation. This undoubtedly did much to improve the health of dairy animals. And upon his pioneer work much of the later development in barn ventilation has been built.

Contribute to Development of Artificial Breeding

Although progress in artificial breeding of dairy animals has been made by investigators in other states and countries, Wisconsin scientists have taken a prominent part in its development. While this system has been employed successfully with various types of livestock it likely has been most used in the improvement of dairy cattle. And because of its many advantages and its wide use it is generally considered the most important breeding development that has been made in many years.

Early in the development of this method of breeding a limit in its use was the inability to hold the semen except for short periods. Then Paul Phillips and Henry Lardy sought to find a means of keeping the semen fresh for longer periods. They found it possible to enclose and preserve the semen within egg yolk solution. This finding has been of great significance and has

(Continued on page 79)

(Continued from page 77)

made possible the use of sires and dams owned at longer distances apart and has permitted the employment of much wider selection in breeding.

Discoveries made by the Wisconsin scientists formed the basic foundation for the artificial insemination industry practiced today and an essential step in the processing of frozen bovine sperm.

Concentrated Milk Gives Promise

Scientists at the University are now conducting 36 food research projects. Of those all but ten have to do with dairying. One of them concerns a new dairy product—fresh concentrated milk which gives promise of being of much service to many milk consumers and an aid to dairymen at times when the industry is burdened by a surplus.

The fresh concentrated milk, when mixed with water, tastes like fresh milk. In its concentrated form—with two-thirds of the water removed—the milk has very good keeping qualities.

The product, it is claimed, still has a fresh milk taste after several weeks storage in the refrigerator. This concentrated product could be shipped to distance areas at a relatively lower cost.

While concentrated milks have been manufactured before, there has always been one main drawback—the high temperatures used to drive off the water and obtain good keeping qualities have usually given a "cooked" or "chalky" flavor to the product.

Cooperating with dairy equipment manufacturers, the Wisconsin scientists think they now have a process which will be commercially practical and a product which will be accepted by the consumer. Results of taste tests with 475 Madison families were favorable.

Whole Milk Tops for Calf Feed

Research workers in dairy husbandry have found that veal calves will gain faster, more efficiently, and will dress out better on whole milk rations than on limited amounts of whole milk or milk replacer and starter.

Holstein calves fed all the whole milk they wanted gained an average of 2.5 pounds daily until they were slaughtered at 6 weeks. That's compared to a daily gain of 1.5 pounds for calves on limited milk plus starter and hay (the common farm practice) and 1.3 pounds for calves on a ration of milk replacers with starter and hay.

The 19 calves on whole milk rations dressed out around 70%, while the other rations produced calves with dressing percentages averaging around 63%.

New Crop Varieties to Feed Livestock

Paralleling the research which Wisconsin scientists have done in animal nutrition is the work in plant breeding done by Lawrence F. Graber, Alexander Brink and their associates. This painstaking research, aimed at the more regular production of better pasture and hay crops, has paid dividends in the form of greatly increased yields of superior forage.

Let us take for example the results from the development of a new variety of alfalfa. This variety, named Vernal, has repeatedly sprung back after hard winters to produce good yields of quality hay while other varieties have winter-killed leaving the soil open to erosion and to the invasion of weeds and low quality grasses. The extra acreage of alfalfa made possible by the development and introduction of Vernal is very highly important to Wisconsin's livestock agriculture.

But Wisconsin scientists have other results to show from their work with plants and animals. Oftentimes Wisconsin's agricultural research has yielded benefits not only to farmers but to many a long way from farms.

Dicumarol Important in Hospital Operations

A good example of this is the development of dicumarol, a chemical often used by surgeons to prevent clotting of blood. This development came when Wisconsin scientists tried to learn the cause of cattle deaths from sweet clover disease. They pinned down a substance in spoiled sweet clover hay which thinned blood in animals that ate this moldy forage.

Out of this experience and observation Karl Paul Link went on to develop dicumarol which surgeons often use when operating and doctors give when treating certain types of heart disease. One finding led to another. The scientists employed the blood thinning property of dicumarol to develop a chemical cousin called Warfarin, the most effective rat killer known.

One group of Wisconsin scientists have been especially concerned with the maintenance of the fertility of the soils of the state. They are the soils workers who are fully aware that even dairy farming, unless supplemented removes from the soil needed plant foods.

Through the years these men have warned us that certain of the elements can easily be exhausted resulting in limited crop production and ultimate disaster.

Andrew R. Whitson and his associates have done much research laying a foundation for closer accounting of Wisconsin soil reserves and a better understanding of ways to continue a desirable balance of the plant food elements.

Many more developments out of the laboratories of the university could be cited to show the great service of Wisconsin's scientists to dairying, but limited space will not permit. It must suffice to say it is not an overstatement to repeat that whatever success Wisconsin has had in dairying, has been due to the state's rich endowment of needed natural resources, to an intelligent and industrious population, and to the zeal of its scientists, ever alert to aid in the production, manufacture, and distribution of milk and milk products.

In the summer of 1951 the Dairy and Food Industries Department moved into Babcock Hall.

File
Wis Idea

WISCONSIN STATE JOURNAL, SUNDAY, APRIL 29, 1956

'We've Only Scratched the Surface'

After 50 Years, U.W. Extension Still Looks Forward

By ARTHUR BYSTROM
(Associated Press Writer)

The world's oldest and largest state-operated intellectual mail order business has reached the half-century mark.

It is the University of Wisconsin extension division which since its establishment in 1906 has become the living embodiment of the "Wisconsin idea"—that a state university should give itself to all citizens.

ADOLFSON

It has fulfilled this slogan:

"The boundaries of the campus are the boundaries of the state—if you can't come to the university, the university will come to you."

And it is looking forward to even greater accomplishments in the next half century.

"We have only scratched the surface in helping people to a better way of life," says the divisions director, L. H. Adolfson.

He describes the "Wisconsin idea" as **"interplay between people and the University, between life and learning, to release the resources, the skills and facilities of the State University to all Wisconsin citizens."**

The division is planning programs throughout the state and nation this spring and summer to call attention to the growth of the Wisconsin idea in adult education. They will be highlighted with a celebration here at the annual convention of the National University Extension Association next month.

Growth Told

From a modest start with a $2,500 appropriation in 1906 the extension division has grown to a bureau with a 3½ million dollar annual budget, a faculty and employe staff of 507, field offices in 11 Wisconsin communities, and half dozen offices in Madison.

This year it will extend services, and provide educational needs to more than 150,000 persons throughout the world.

The university extension division has five core programs—correspondence study its original and main function, special classes, extension center day class instruction; institutes, and special services.

In Correspondence

In correspondence study the division offers more than 450 courses including 275 that carry university credit. An enrolment of more than 8,000 people receive and return their lessons by mail.

The division also grades papers for about 80,000 members of the armed services who take correspondence courses from the United States Armed Forces Institute (USAFI) which has its headquarters here and started out with the division's help.

The correspondence courses were taken last year by thousands who sought university credit as well as those who wanted to complete high school work.

In addition there were courses for aliens seeking citizenship papers, for hospitalized men and women, and for those in penal institutions.

Hundreds of teachers, librarians, businessmen and technicians also were served through the mail order educational business.

The special classes include more than 250 courses, taught by extension faculty members who conduct them in some 30 communities throughout the state usually one night a week. Last year attendance at such classes was more than 7,000.

Institutes conducted by the division are held for the most part at Madison and are the school's fastest growing adult education offering. They include schools for workers, retail sales conferences, drama workshops, music clinics—in fact every kind of a workshop in every professional, cultural, or educational field for which there is a need or a request.

About 30,000 persons participated in the 250 institutes on the campus last year.

The special services reach about 700 communities annually, with the bureau providing information, brief classes and help or instructions on almost any subject.

Educational television is in the planning stage by the division, through use of the university's new ultra high frequency experimental station.

The university first tried extension work in the 1890s but it got little support and was dropped. It was revived again in January, 1906.

The real push came in 1907 when the Wisconsin state Legislature appropriated $20,000 for extension work.

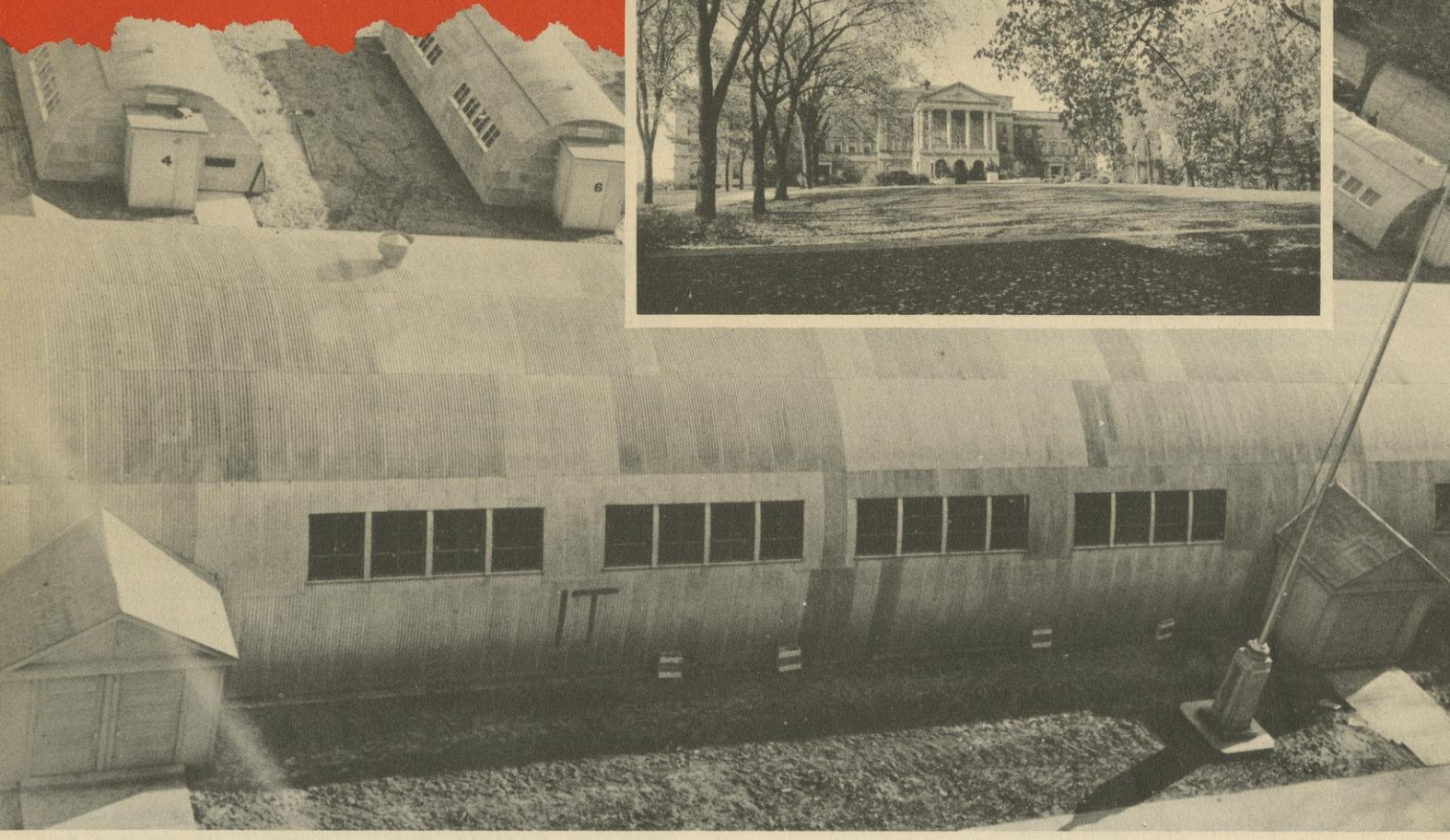
The program soon gained national attention and President Theodore Roosevelt added his contribution, stating, **"In no other state in the union has any university done the same work for the community that has been done in Wisconsin by the University of Wisconsin."**

The division at the start stressed vocational training, later switched to broader fields.

Among 72 schools operating extension courses in the United States today the University of Wisconsin stands first, followed by the universities of California and Pennsylvania.

University of WISCONSIN ON REVIEW

Published by the
University of Wisconsin Foundation
905 University Avenue
Madison 5, Wisconsin



Have you seen the cramped and crowded postwar campus?

THINGS ARE DIFFERENT . . .

The campus at Madison isn't like it was in "the good old days." You can see that for yourself wherever you look. And these pictures dramatize the difference between Bascom Hall, built for more leisurely days . . . and the sprawling quonset huts, jamming the Lower Campus and serving added thousands of hurrying students.

But the basic spirit and purpose of this great University has never changed. Lights still burn late in many a library and laboratory . . . and at parties on Langdon Street. *Varsity* and *On Wisconsin* still roll across Camp Randall . . . eager students still busy themselves in classrooms and laboratories . . . and boys and girls still walk the willow-curtained lakeshore.

Wisconsin's University has come a long, long way in her first century . . . and has big plans for the years to come. Here, for her alumni, her friends, and all who are interested, is a brief look at the record . . . and a glimpse into the future.

Completing 100 Great Years of PROGRESS

U. W. RANKS HIGH IN EDUCATION, RESEARCH, PUBLIC SERVICE

The people of the State, the University's alumni and its friends may well be proud of its progress in its first one hundred years. Accomplishments have been many and great.

The American Council on Education found the University of Wisconsin qualified in thirty-one fields out of thirty-five. In seventeen of those fields, the Council gave Wisconsin a "distinguished" rating — a record excelled by no other University.

By personal instruction and by correspondence, the University directly teaches some 50,000 young people each year. Through publications, radio programs and other channels, its "student body" is vastly greater.

Leading Scientists at Work

Accomplishments in scientific, agricultural, medical and business research have also helped make the University of Wisconsin great. Men like Professors Harry Steenbock and Conrad Elvehjem have contributed to America's health and Wisconsin's fame. Leading scientists on the campus are constantly working on atomic research, cancer research, treatments for such diseases as pernicious anemia, and on medicines such as the drug dicoumarol (used to prevent blood clotting after operations).

Examples of the University's research could be stated almost without end—not only in the natural sciences, but also in social science and in practically every branch of human knowledge. More than 1,500 research projects are conducted annually on the campus or in the field.

Serving Humanity

The University of Wisconsin also benefits humanity through its work in public service. Here experimental work, projects and instructive meetings have contributed to the progress of many industrial, agricultural and scientific groups. Such activities as short courses, agricultural testing laboratories, electrical standards laboratory, central hygienic laboratory, psychiatric institute, bureau of business research, and other occupational and business services bring constant and countless benefits to the people of the state and nation.

All this means much to the continued welfare of the nation and its citizens. It means, too, that we must make sure that the University of Wisconsin's progress will continue without restriction in the years to come.

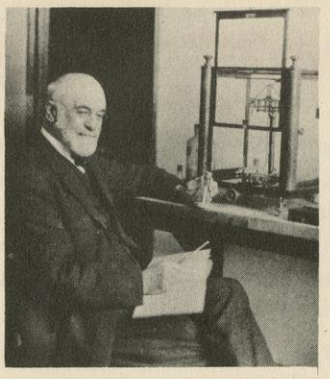
A view of the University of Wisconsin campus as it appeared in 1885.

WHAT IS THE WISCONSIN IDEA?

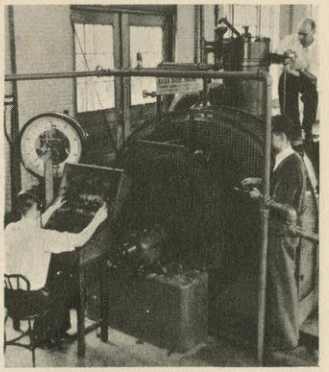
Early in its history, the University of Wisconsin began to carry ideas and information to people not enrolled as students but needing help with their problems.

One example: The College of Agriculture, which was actually developed to meet the crisis of Wisconsin's collapsing wheat economy. Largely through the research and public education activities of such great men as Professors Henry and Babcock and their successors, Wisconsin's farmers turned to dairying and found the way to continued prosperity.

As a result of such experiences, the University and its faculty became consciously and fully dedicated to the service of the people, not only in practical concerns of living, but also in cultural development. The University of Wisconsin became the University of the people. Today twenty-six divisions of the University are devoted to serving the people of the State and Nation. Serving the people is the Wisconsin Idea.



Stephen Moulton Babcock — one of many great professors.



Vital research work goes on in University laboratories today.

Beginning a Second Century of SERVICE

Today students crowd the campus. What will it be like tomorrow?

HOW U. W. SPECIAL NEEDS HAVE BEEN MET BEFORE

Precedent abundantly justifies special gifts to the University of Wisconsin, such as:

One of the great cancer research laboratories of the world was built with funds left by M. W. McArdle, an alumnus living in Chicago.

The Bradley Memorial Hospital was erected in memory of a little girl, Mary Cornelia Bradley, through the generosity of Dr. Harold C. Bradley, Thomas E. Brittingham and Carl A. Johnson.

Kemper K. Knapp, John M. Olin and William F. Vilas are also among those who have given large gifts to the University.

The Memorial Union was built with private donations, large and small, many of them pledged for future payment by undergraduate students. Without private support, this indispensable unit could not have been built till much later, if at all.

RESEARCH AND SERVICE THREATENED WITH FINANCIAL MALNUTRITION

As Wisconsin's enrollment climbs to unprecedented highs and its dollars shrink in purchasing power, it is easy to see why the University's problems are tremendous.

The State Legislature gives — as it should — prior attention to the task of providing faculty members, teaching equipment and academic buildings to meet the needs of the student body. If all these needs alone were immediately met, the budget figure would be astounding. It is necessarily going to take a number of years to meet these academic requirements.

The State Legislature has already granted the University the largest appropriation in its history for the 1947-49 biennium — 2.4 times the last pre-war budget of 1939-41.

Although the Legislature wants to help the University all it can, State funds are not unlimited. The problems of finance still remain for the University. Then what of the research activities, the adult-education and off-campus programs which are so valuable to the people, and which they so urgently want?

Certainly, public-service and research activities cannot be wiped out. This is guaranteed by the very character of the University—by its President, Faculty and Regents, to whom the call to serve represents the call of opportunity. The continued progress of research and service can also be guaranteed by the friends of the University who have been befriended by it.

The University of Wisconsin, a public institution, is "*our* University" to the people of the State. It is "*our* University" to alumni, no matter where they live. In a very real sense it should be "*our* University" to the millions who have benefited from its services.

WHAT OTHER UNIVERSITIES DO TO MEET CRITICAL DEMANDS . . .

Other state universities are continually receiving voluntary gifts from alumni and friends. Although all pursue somewhat similar aims, there is a certain amount of competition — for talented men, for rare and valuable instruments. By receiving gifts and building up substantial endowments, many universities (both state and private) are enabled to compete advantageously. The endowments of ten state universities (varying greatly in academic stature and public service) make interesting reading:

University of Texas	$70,565,750
University of California	35,394,702
University of Minnesota	27,155,126
University of Michigan	17,258,715
University of Virginia	12,384,450
University of Alabama	5,200,000
University of Delaware	4,619,198
University of Wyoming	4,202,606
University of Idaho	5,586,201
University of Wisconsin	4,991,032

WISCONSIN'S SHARE IN YOUR FUTURE

HOW THE UNIVERSITY CAN HELP YOU

The solution to many of the University of Wisconsin's problems lies with you and other friends and alumni. At the same time, the solution to many problems affecting you lies with the University.

Your future is immediately concerned with such things as atomic power, problems in medicine such as cancer, and with the specialized demands on industry, labor, agriculture and other groups. As the years pass the University of Wisconsin will help you more and more. Can it depend upon you to help it now?

HOW YOU CAN HELP NOW

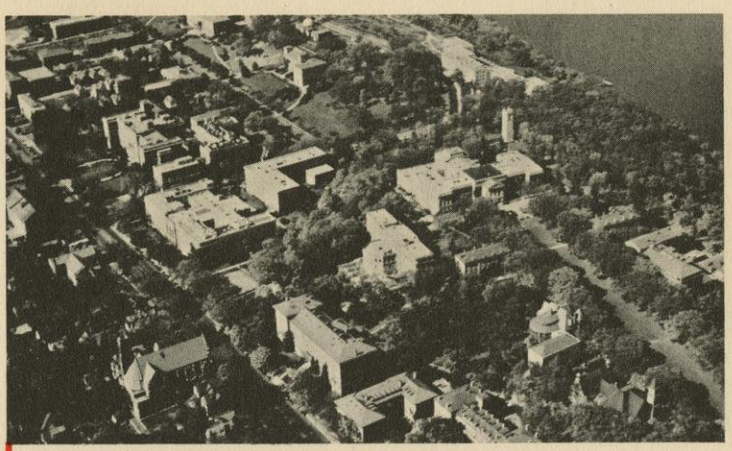
The University of Wisconsin Foundation is a permanent organization of friends and alumni of the University. Its objectives are to inform the people about conditions facing the University and to help them help the University with its public-service and cultural activities. The Foundation fully realizes that it must think in terms of many years . . . and that its activities must always fit into a large pattern and the even larger scheme of the University as a living whole.

But certain things need doing *now*. For them, the Foundation is carrying on its Centennial Campaign. One major aim of this Campaign is the building and equipment of an adult education (or "applied research") center . . . to accommodate institutes, short courses, and conferences for the benefit of agriculture, industry, business, labor, and other public groups. (Money raised in the Centennial Campaign is not intended to be applied to other buildings or to real estate purchases unless the donors specifically so direct.)

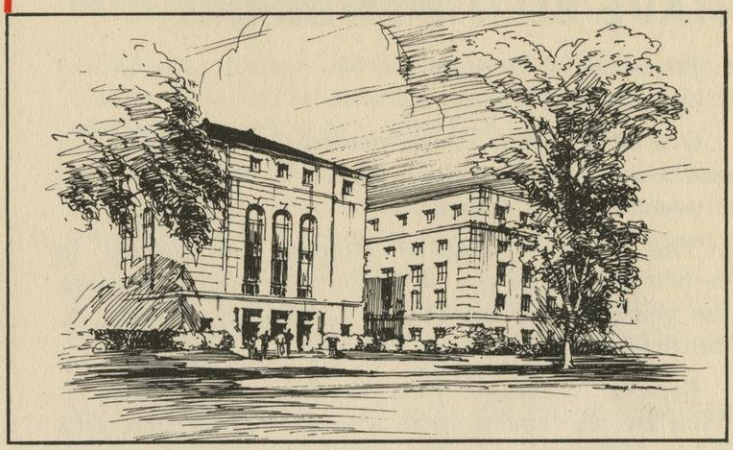
Your aid — in the form of gifts to the Foundation for the University — will help carry on the cultural and public service work of the University. Through the Foundation, you can help provide for special equipment, scholarships, fellowships, and other needs essential to the University's future. (The Foundation has already appropriated money for the Frederick Jackson Turner chair of history — a research professorship in the field of American history.)

* * *

Officers of the University of Wisconsin Foundation Centennial Campaign, whom you may contact, are:
Herbert V. Kohler, Chairman, Kohler, Wisconsin
F. J. Sensenbrenner, Vice Chairman, Neenah, Wisconsin
Howard I. Potter, Vice Chairman, Chicago, Illinois
Harry A. Bullis, Vice Chairman, Minneapolis, Minnesota
L. L. Smith, Executive Secretary, Kohler, Wisconsin



When you look upon the University of Wisconsin, you can see in it opportunies it has to help the state, the nation and mankind. You can also see in the University a great opportunity to help it in time of need. Wisconsin has a share in your future — you have a share in its future.



A preliminary drawing of the proposed Adult Education Building. One of the objectives of the University of Wisconsin's Foundation's Centennial Campaign is to raise funds necessary to erect this building.

GIFTS ARE ALREADY COMING

Gifts to the University of Wisconsin Foundation are coming from many people who have the vision to see the unlimited potentialities of this great institution . . . people who are grateful for what the University has done for them personally or for the general welfare. (Gifts are deductible up to the limit permitted by law in computing income taxes.)

One alumnus spoke for many friends of the University when he said, "The Foundation gives me a chance to pay part of my debt for the past — to take part in a vital activity of the present — and to make a gilt-edged investment in the future. I'm both eager and proud to participate."

Your participation, too, is invited.

THE UNIVERSITY OF WISCONSIN ON REVIEW

BETTER BUSINESS

Published by the University of Wisconsin Foundation
905 University Avenue • Madison 5, Wisconsin

Business executives discuss their problems at one of the Industrial Management Institutes on the Campus. The University has its problem here too—a need for more physical facilities.

SILENT PARTNER IN 10,000 FIRMS

University Personnel, Projects and Services Contribute to Business

"The University of Wisconsin is really a 'silent partner' in our business."

This statement was made recently by Mr. H. T. Burrow, President of the Malleable Iron Range Company of Beaver Dam.

"Every year I attend Executive Management Seminars on the campus," said another Wisconsin executive, "and I keep abreast of the latest developments in my field. Hardly a month passes without some of our company officials or supervisors going to Madison for Special Industrial Institutes. And, of course, each year's crop of Wisconsin graduates gives us valuable personnel. In addition, we can trace important improvements in our plant operations to work done in University laboratories."

University Serves in Many Ways

These experiences are typical. Just as the University serves as a silent partner for these business men, so it serves 10,000 others. And, the University serves in many, many ways—as a producer of thousands of well-trained young men and women, as a center of constant research, and as a willing helper in constructive projects for the improvement of business and industry.

University of Wisconsin Graduates Are Assets to Nation's Business

The University of Wisconsin is proud of its human product—and the human product has contributed richly to all business enterprises.

It is impressive to look at just a few of the business positions and professions for which Wisconsin offers training to today's youth. Administrators, accountants, salesmen, executives, market analysts, industrial relations experts, engineers, chemists, geologists, physicists, biologists, journalists, statisticians and other specialists enter private industry in a steady stream from the Badger campus.

Yes, the University is proud of its products—of its men and women who have entered business and who have contributed abundantly to industrial advancement. Likewise, Wisconsin's alumni and friends can be immensely proud of their University. Certainly they can be depended upon to support the program of aid to business which the University is undertaking.

WISCONSIN *Leads the Way Toward Scientific Progress*

As the University of Wisconsin's president, Edwin B. Fred, has pointed out, modern society is largely based on scientific progress. New processes and new techniques—in basic or applied science—enhance man's ability to produce more efficiently, more economically and in greater volume.

Mechanical engineering researchers, studying the causes of metal fatigue, are making practical contributions to industry today. So are University chemists and physicists now pursuing the secrets of the atom—laying the foundation for future industrial advancements.

Present Projects Benefit Many

Already Wisconsin scientists have developed new processes and techniques that have made the University an invaluable silent partner for business men. They have derived new methods of measuring the exact temperatures and pressures during the combustion cycle of a gas engine. They have added much to the store of information on heating and ventilating. They have made advances in the field of industrial chemistry. They have developed an efficient and inexpensive method of producing nitric oxide for fertilizer and explosives.

University research men have contributed to the improvement of masonry and concrete structures. They have aided steel mills and foundries through research on blast furnace slags and foundry practices. They have been responsible for many advances in the fields of communication, electronics, electrical lighting and others.

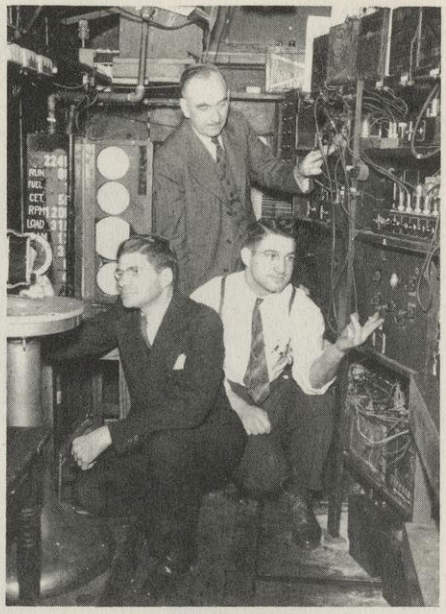
Distinguished Scientists at Work

Scientific studies go on day after day on the University of Wisconsin campus. Contributing to these projects are men who are nationally and internationally famous for their knowledge and ability. Day in and day out Wisconsin scientists are at work on developments and projects that will aid business and industry.

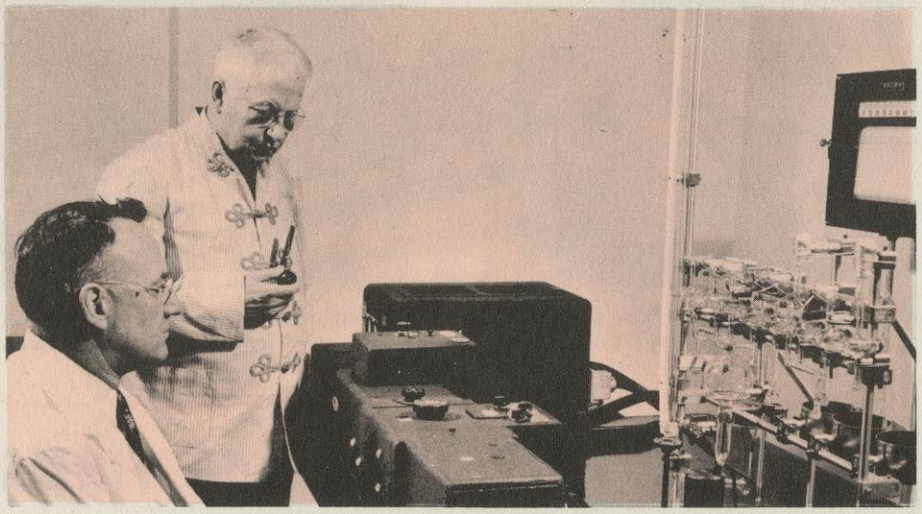
How Industry Has Responded

Many industries have already recognized the value of the University's work in scientific research. They have called upon the University for information, guidance and assistance. Attendance at meetings held by the University show quick acceptance of the Wisconsin Idea of service. Also, many industries have already contributed financially through grants and fellowships.

Such contributions have frequently meant the difference between success and standstill on projects of importance to industry as well as mankind, and have been welcomed and appreciated. With continuing contributions and increasing response from industry, the University's future as a helpful silent partner to business and industry is assured.



The precise measurements of a diesel engine's performance being made here are used in developing better high explosive fuels.



Professors J. H. Mathews (standing) and V. W. Meloche inspect the University's new infrared spectrophotometer—one of modern research's most useful tools for organic analysis. This instrument was given to the University by the University of Wisconsin Foundation, through donations by Walter Olen and H. F. Johnson, Jr.

Examples of Direct Service Through Scientific Developments

INSTRUMENT SERVICE—permits use of special instruments by industries, such as recording infrared spectrophotometer and electron microscopes, already available. Other valuable instruments like the gas liquid interferometer and mass spectrometer, will be obtained when additional funds are provided.

SPECIAL TESTING—includes accuracy tests on electrical power consumption, not in competition with the work of private concerns.

CHECKING AND STANDARDIZING MEASURING DEVICES—is done in the University's Ordnance Precision Gauge Laboratory.

ENGINEERING EXPERIMENT STATION—renders public service by cooperating with industries, manufacturers and engineers in the solution of fundamental problems.

MANAGEMENT AND LABOR
Aided by UNIVERSITY INSTITUTES

Business management and labor come face to face with University experts in dozens of institutes held on and off the campus each year.

Most notable among these are the Industrial Management Institutes, conducted by the School of Commerce and the Extension Division, in cooperation with the Wisconsin Manufacturers' Association. Up to March, 1948, 2,064 representatives from 313 companies in 81 communities have attended the Industrial Management Institutes—thereby gaining a better understanding of their duties and of our free enterprise system in general.

Improving Labor Relations

The University's Industrial Management Institutes are bringing about a marked improvement in relations between management and labor. The institutes cover a wide range of subjects. As an example of their scope, there is a series of one-week courses for supervisors and foremen. Other courses cover such subjects as functions of an executive, human relations in industry, costs and budgeting, salary and wage administration, production and planning control, office management techniques, contract negotiations, sales administration and quality control. One of these institutes, varying from one to several days in length, is held practically every week during the current academic year.

The institutes encourage a mature approach to daily personnel problems and to an open-minded attitude on the part of supervisors—which prove of real value in plant operations.

Retailers, Others Also Benefit

In addition to the Industrial Management Institutes, the School of Commerce holds conferences for such groups as grocers, resort and hotel operators, retail merchants, manufacturers, accountants, insurance agents and bankers. The School of Banking, for instance, attracted 300 bankers in 1947, from 19 states, for a two-week session. Top authorities from all over the nation lecture at these gatherings.

"The value of our conferences to the businessmen," says Commerce Dean Fay Elwell, "may be judged by the fact that each trade association which has worked with us has asked for repeat meetings. It will be a great pleasure to continue working with them, and we will be happy to cooperate with such other groups as may desire our services."

How Institutes Function

Most of the business-aid meetings consist of a series of one-week courses. As to method, each management institute "classroom session" combines a talk by an expert in the particular industrial field, followed by an informal discussion among the members of the group.

The speakers at these sessions are selected for their proved technical abilities and their skill as effective leaders of the mature management personnel who attend the institute programs. Thus all persons who attend are sure to benefit.

The Industrial Management Institutes are under the direction of Russell L. Moberly. Since their beginning in 1944, they have proved to be an effective link in the chain of cooperation between the University and the people who support them. Crowded working conditions and lack of facilities now hamper expansion of some of this activity. Additional support is urgently needed.

Here factory foremen and college professors talk shop at one of the famous Industrial Management Institutes on the Wisconsin campus. School of Commerce Dean Fay Elwell sits at the head of the table, with Director Russell Moberly at his right.

Special Services by the University Also Prove Valuable to Business

BUREAU OF BUSINESS RESEARCH AND SERVICE—significant investigations, conducted by the School of Commerce that benefit businessmen everywhere—analyzing economic and market conditions, accounting procedures, executive training, incentive wages, and others.

BUREAU OF BUSINESS INFORMATION—serves as a central clearing house for inquiries on all phases of business. Conducted by the University Extension Division.

BUREAU OF INDUSTRIAL AND APPLIED PSYCHOLOGY—organized by the Extension Division to contact institutes in cities throughout the state on the application of modern psychological techniques to problems of human nature in industry.

BUREAU OF COMMUNITY DEVELOPMENT—provides information and counsel on economic and social problems to Wisconsin Communities, by request to the University of Wisconsin Extension Division.

[Wisconsin Idea]

How Business and Industry Will Benefit Through Advancing The Wisconsin Idea

The story of service to business and industry by the University of Wisconsin is impressive.

With the seeds of The Wisconsin Idea—service to the state and nation—well planted, the University's harvest promises to be abundant.

This sound and beneficial idea of service is one which can grow to even greater stature. It can bring increasing benefits to every branch of business and industry—small and large, manufacturer and retailer, professional and trade, labor and management.

Men of foresight already see the University of Wisconsin offering every imaginable service to business and industry. They see research on every phase of business activity, continuing studies on marketing, banking, retailing, accounting, labor relations, and literally scores of other subjects. An expansion of the Institute program can some day become virtually a university in itself—a university for the advanced training of business men to help them solve problems vital to their operations.

Is There a Limit?

There is no limit from the standpoint of value, but unfortunately there is a limit from the standpoint of resources for undertaking such projects.

Actually, the existing limits are strict. It is remarkable that with the limited resources in personnel, physical equipment and finances so much has been done. The University is hard pressed because of the unprecedented demands for educational facilities. State legislative appropriations can be expected to provide for the University's basic needs, but even so, it will take years before all basic requirements are fully met. For example, new buildings for Commerce, Chemistry and Engineering are urgently needed now.

The needs go beyond the reach of state revenues. And the lack of sufficient revenue has a serious effect on the advancement of The Wisconsin Idea—that idea of service which can so tremendously help business and industry.

How the University of Wisconsin Foundation Plans to Help

Into this picture of a great educational institution striving to expand its services to the state and nation, has come the University of Wisconsin Foundation.

The University of Wisconsin Foundation is a permanent organization of friends and alumni of the University. Its objectives are to inform the people about conditions facing the University and to help them help the University advance its service facilities. The Foundation fully realizes that it must think in terms of many years—that its activities must always fit into a large pattern and even the larger scheme of the University as a living whole.

But certain things must be done *now*. To help meet immediate needs, the Foundation is carrying on its Centennial Campaign. One of the campaign's major objectives is the erection of a "Wisconsin Idea" Building.

This building, otherwise known as a center for continuation study, or a center for applied research, will consist of assembly rooms, lecture halls, laboratory facilities, seminar space, and dining space. The building will accommodate institutes, short courses, clinics, and conferences—including the Industrial Management Institutes and other business meetings.

The "Wisconsin Idea" Building will take these meetings out of the already crowded Memorial Union—not to speak of Quonset huts and classrooms scattered all over the campus. The University will thus be able to expand its adult education program—and The Wisconsin Idea—far beyond what is now feasible in makeshift quarters.

Also, scholarships, fellowships, professorships, the purchase of special instruments and establishment of special services are among the objectives of the Centennial Campaign.

Businessmen, industrialists, friends and alumni who support the Centennial Campaign can look upon their support as an aid to themselves. The University has already established itself as a silent partner to business and industry. The University's services are already recognized as noteworthy and valuable. Certainly additional support for this great purpose can only serve to improve and perfect those services.

Your support will help thousands of people throughout the state and nation.

Your support *will help you*, individually.

Your support is needed, without question. Will you help?

Officers of the University of Wisconsin Foundation, Centennial Campaign, whom you may contact, are:

HERBERT V. KOHLER, Chairman, Kohler, Wisconsin.

F. J. SENSENBRENNER, Vice Chairman, Neenah, Wisconsin.

HOWARD I. POTTER, Vice Chairman, Chicago, Illinois.

HARRY A. BULLIS, Vice Chairman, Minneapolis, Minnesota.

L. L. SMITH, Executive Secretary, Kohler, Wisconsin.

WHAT OTHER UNIVERSITIES DO TO MEET THE CRITICAL DEMAND

Other state universities are continually receiving voluntary gifts from alumni and friends. Although all pursue somewhat similar aims, there is a certain amount of competition—for talented men, for rare and valuable instruments. By receiving gifts and building up substantial endowments, many universities (both state and private) are enabled to compete advantageously. The endowments of ten state universities (varying greatly in academic stature and public service) make interesting reading:

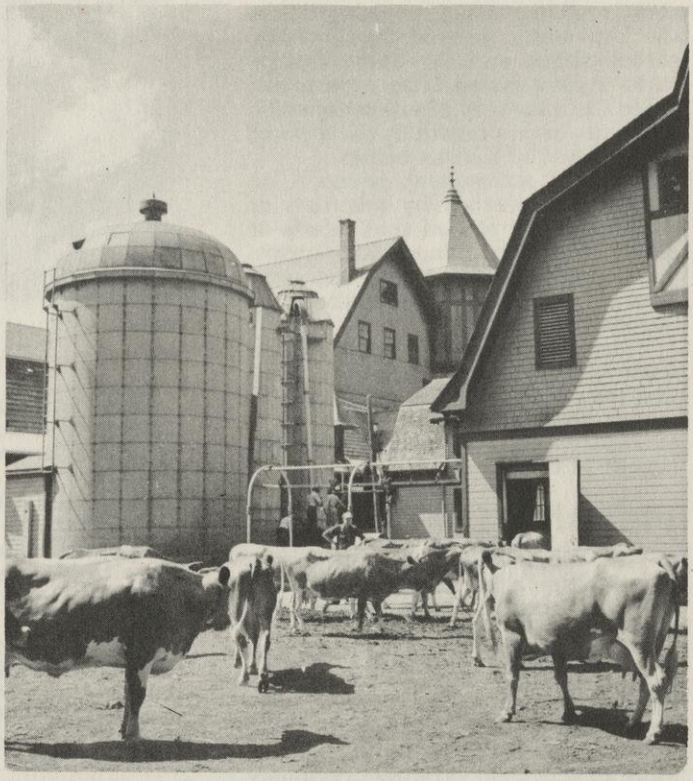
University of Texas	$70,565,750
University of California	35,394,702
University of Minnesota	27,155,126
University of Michigan	17,258,715
University of Virginia	12,384,450
University of Alabama	5,200,000
University of Delaware	4,619,198
University of Wyoming	4,202,606
University of Idaho	5,586,201
University of Wisconsin	4,991,032

THE UNIVERSITY OF WISCONSIN ON REVIEW

Published by the University of Wisconsin Foundation
905 University Avenue • Madison 5, Wisconsin

FOODS and FARMS

$20,000,000 A YEAR That's the *extra* income to Wisconsin farmers from new oat strains, introduced to them by the University College of Agriculture. For this and other "success stories," see Page Two.



AMERICA'S DAIRYLAND How did it get that way? Why did the dairyman replace the lumberjack? What kept Wisconsin out of the Gulf of Mexico? For the "inside story," turn to Page Three.

A FRIEND INDEED... *to everyone who GROWS food...or PROCESSES it...or EATS it*

Better farms and better food—for healthier, happier Americans.

That, in brief, is a large part of the story of the University of Wisconsin's College of Agriculture, a great institution which has had a big influence on the prosperity of the farmer and the welfare of his customers.

This folder, published by the University of Wisconsin Foundation, will outline the work of the College of Agriculture. It will attempt to show *why* the College is important, and *how* it serves the growers, processors, and consumers of food.

His University is as close to the average Wisconsin farmer as his telephone, his radio, his mailbox or his county agent. Wisconsin farmers perhaps receive more direct benefits from their University than does any other group except students actually attending classes on the campus.

It didn't just happen this way; it's the result of planning to fill a need. The farmer cannot do his own experimenting; he must provide food, shelter, clothing for himself, his family, and the rest of the population. He cannot jeopardize this supply by taking unnecessary chances. The weather, insects, disease furnish enough risk, without his growing hundreds of new crops on the off-chance that one may be better than any he grew before.

Thus the University has done the experimenting, and taken the results back to the farmer, that he may provide more and better food and fiber for himself and others—with a minimum of soil depletion.

It is difficult to realize the extent to which agricultural research, carried on by the University of Wisconsin and other institutions, has affected not only farming, but the health and welfare of the entire country. Most of the modern methods and equipment which today we take for granted are the products of such research.

As you read through this folder, you'll learn of specific jobs the College of Agriculture has tackled. Naturally, the stories told here are of tasks completed—objectives attained. But there are many more problems to be solved. With their solution will come greater prosperity, health and welfare for millions of people. To help in this work, the University of Wisconsin Foundation has been organized. For information about this Foundation, be sure to read Page Four of this folder.

BALANCED RATIONS

The Wisconsin farmer today feeds his livestock "balanced rations" which include protein, carbohydrate, fat, vitamins and minerals. Why?

Among other things it was a generation ago that Dr. Stephen M. Babcock, working with other scientists at the University, proved that protein, carbohydrate and fat alone cannot make a good ration. This experiment led to the discovery of vitamins which today are so important in the diets of animals and of human beings.

Years of subsequent research on rations for livestock by scientists at the University proved that alfalfa or clover hay, corn silage, farm-grown grains and a minimum of high-cost protein supplement can make good rations.

Thus, when the Wisconsin farmer feeds his stock he is making a direct and practical use of agricultural research to produce animal products efficiently—to his benefit, and the benefit of the consumer.

VICLAND OATS

The Wisconsin farmer, the past three years, has sown more than 2,000,000 acres of Vicland and Forvic oats each year. Why?

Plant breeders developed these new strains because superior oats were needed. Experimenters at the University found that in Wisconsin these oats yielded from 15 to 25 bushels more an acre than varieties previously grown. That means an extra 30 million bushels a year. At 65 cents a bushel (and oats have cost more than that during most of the past three years), that would mean $20,000,000 a year to the farmers of Wisconsin and more feed and food for Wisconsin and the world.

The original Babcock tester provided an accurate measurement of the butter-fat content of milk—and helped make dairying a major industry. It was invented by Professor Stephen M. Babcock, whose portrait is seen here.

IN THE FIELDS

Demonstrations by crews from the University's College of Agriculture draw big crowds of farmers—men who know their jobs, and want to do them better. For the smart farmer knows that the "cow college" men—in the fields, as in classrooms and laboratories—are working out new methods that mean money in his pocket.

And in many Wisconsin farmhouses, the radio shares the work of the farm papers and magazines. For over the air, Wisconsin's professors explain and discuss the work they're doing—work that pays dividends in the form of better crops and better stock.

Thousands of Wisconsin farm youth, of course, attend the University, where they are trained to be better citizens, to have a broader view of life, and to enjoy a fuller life. They are trained for their life work—perhaps to become better farmers and homemakers, perhaps to teach others, or perhaps to become research workers and delve into the basic facts of better farming and homemaking. Or the sons and daughters of rural

BETTER FARMERS FOR BETTER FARMS

The University, in its Short Course, offers a special service to the farm people of Wisconsin—college education geared to the farming year, taught during the mid-November to March slack season.

The University inaugurated the Short Course in 1885, and since then thousands of farmers have attended. The Short Course students are in dead earnest about their schooling—they know it's training for their life work. The percentage of Short Course graduates among the state's top farmers is high.

Although technical agriculture is the primary aim of the Short Course, it serves other important functions. Farmers and farm boys attending the Short Course learn something about music, literature, business, the management of farm co-operatives, and other things that make for a broader and more useful existence in their rural communities.

The University has served agriculture not alone by evolving and teaching improved methods of farming, but by improvement of the family farm as a mode of life.

Just as the agronomists have inquired into the ways of producing better crops, so have the social scientists and economists at the College of Agriculture inquired into the ways of producing a more abundant and satisfying rural life in Wisconsin. The University has long been a leader among the institutions of the nation studying the organization and operation of farmer co-operatives.

Three and four decades ago the College of Agriculture at the University pioneered in the study of Wisconsin's rural people and their mode of living. Subsequent and continuing studies have been an important source of material in such state and local activities as land zoning, planning, reforestation, and the encouragement of industries.

Thus the farmer knows that the University offers him more than technical improvements in agriculture, more than methods which can reduce his work-week and increase his profits, while saving his soil.

Through its extension service the University offers the farmer a broader view of life, just as it does his urban brother, right at home on his farm. Through state-owned radio stations the University brings him the best in literature, music and programming, as well as the latest information on farming.

AND ON THE AIR

Wisconsin may elect to become doctors, physicists, lawyers, musicians, or to follow any of the livelihoods outside agriculture. The University offers the opportunity, guidance, and training.

And when the farmer's sons and daughters do go to the University, they're not suddenly projected into entirely strange surroundings. Many of Wisconsin's rural children have "attended" the University through the Wisconsin School of the Air. It has brought them education not available in one-room, one teacher—or even elaborate schools. If they do not attend college, or even if they must drop formal education during their high school years or before, the School of the Air has brought them a broadened outlook.

The Wisconsin farmer knows that the University is dedicated to a better life for him and his family. It has brought him, and all people, more and better food, a better life. The Wisconsin farmer knows it is his College of Agriculture, his University, that its purpose is to serve him and his family.

WHERE THE COW IS QUEEN—AND WHY

Wisconsin is known throughout the nation—and the world—as America's Dairyland. Her reputation for high quality dairy products and breeding stock is unparalleled. Why?

Wisconsin started as a lumbering, and then a grain-producing state. But Wisconsin's soil and climate were not suited to grain production—it could not compete profitably in wheat and corn production with other states. The attempt was mining Wisconsin's major resource at an alarming rate.

Thus it was that the state's agricultural leaders turned to grassland farming. With the progressive farmers and other leaders in this move was the University of Wisconsin. The University could not, and did not, try to force a "system" of farming upon the farmers of the state. But it could, and did, experiment to find what type of farming best suited the soil and climate of Wisconsin, and how that type of farming could profit farmer and consumer most.

Beginning with the soil, the scientists determined that grassland farming was the answer. Grass, with its permanent or semi-permanent cover, could do much toward keeping the top six inches of Wisconsin out of the Gulf of Mexico.

New methods of caring for the soil—liming and fertilizing—as well as new pastures and pasture crops were discovered and fostered by the University. A mixture of alfalfa, bromegrass and ladino clover, the research men found, would make a high-yielding, drought-resistant crop high in protein.

Grassland farming was only the beginning. Wisconsin had not only to save her soil, but live from it. Grass is saving the soil; dairying is furnishing the means for living.

There again the University was called upon to foster and originate better methods. Geneticists, animal husbandrymen, veterinarians and dairy industry specialists . . . they all work with dairymen and manufacturers to improve dairy products.

While dairying is Wisconsin's major industry, there are many other farm enterprises which are important and which are not being neglected by the University. Research projects in agriculture range from the control of leaf blight on the sour cherries of Door county . . . through methods for the fur farmer to determine a muskrat's age . . . to how the farm housewife can remodel her kitchen—and what it will cost to do the job.

RESEARCH FOR HEALTH

While most of the benefits of the Experiment Station are of foremost interest to agriculture, they extend to every walk of life.

Wisconsin research discovered vitamins A and B, and showed that yellow corn has a higher feeding value than white corn because it contains vitamin A. The value of that discovery to stockmen can hardly be overestimated. Its value in human health and nutrition is even greater.

Along with the discoveries of vitamins A and B Wisconsin developed the method of irradiating foods to prevent rickets in children. College of Agriculture scientists discovered nicotinic acid—which prevents pellagra, one of the most destructive of all human diseases.

It was College of Agriculture scientists who discovered a method of doubling American penicillin production. Increased, economical production of the miracle drug brought the price down, and the supply up—even to the point where it can be used in treating animal diseases.

Wisconsin scientists found dicumarol in sweet clover while searching for the cause of cattle deaths from bleeding. They discovered, too, that Vitamin K restored blood coagulation. Result: dicumarol can be used in treating human patients to prevent post-operative blood clots, since an effective and safe antidote is available.

Whether it's a new corn hybrid, a scab-resistant potato, better dairy cattle housing, or the control of undulant fever—the University's research has as its aim the improvement of human life.

PEAS and TOMATOES

Wisconsin leads the nation in canning crops. Why?

The soil, climate and growers of Wisconsin are responsible—with help from scientists, who have developed higher quality, better yielding and more trouble-free varieties. Wisconsin is particularly well known for the high quality of her canning peas. The cooperation between the Wisconsin grower and the University scientist is in large measure responsible.

The reputation the University has built over the years is indicated by such things as the Wisconsin No. 55 tomato. A few years ago it was nonexistent. As soon as the new tomato variety was bred and released by the experiment station, it was accepted by growers and its popularity is snow-balling remarkably.

Back of this situation is the confidence of the grower in his University. He knows the University's interests are his interests, and that the College of Agriculture has nothing to sell him except better farming and better rural living.

FORWARD_ *into the University's second century of service*

As the University of Wisconsin approaches its 100th anniversary the state and nation are praising its past and predicting an even finer future.

We people of Wisconsin are increasingly seeing our state University for what it really is—a friend and neighbor who is wise and unselfish and ready to lend a helping hand whenever we need it.

We have always taken for granted that our University is and should be one of the world's truly great educational institutions, foremost in teaching and research.

We have always taken for granted that this University gives service of many kinds to people in their homes, farms, shops, offices and stores. But we have not realized the full extent of this service, nor that the University of Wisconsin blazed a new trail which has come to be known as the Wisconsin Idea.

Service to the People

This University originated and developed a unique idea of usefulness. Not content to help only the students who could attend its classes, the University began long ago to take useful information and new ideas to all the people in their homes and at their places of work. This was called the Wisconsin Idea. There have been a thousand definitions of it, all boiling down to Service to the People.

As President Edwin Broun Fred has often said, a University reflects the character of the people whom it serves. That statement can be well proved in Wisconsin. The people of this state were and are forward looking. They believed in free speech, a free press, and the opportunity of education for everyone who wanted and would work for it. From these guiding principles their state University took its shape. Out of Wisconsin's spirit of independence came another important belief, expressed in the words now known as the Wisconsin Creed:

"We feel that we would be unworthy the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation, it is of the utmost importance that the investigator should be absolutely free to follow the indications of the truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

—from a report of the Board of Regents, 1894

Among the men of vision who have helped shape the University of Wisconsin's policies was Charles R. Van Hise, who served as president from 1903 to 1918. It was President Van Hise who said that state universities needed and deserved gifts and endowments as much as privately endowed institutions. No doubt he foresaw that the people would demand more and more services from the University of Wisconsin, all of which would add greatly to the cost of maintenance and operation. In 1905, President Van Hise said:

"In addition to the certain support by the state of productive scholarship, the state universities in the future have at least an equal right with private institutions to expect assistance from their alumni. Finally, the state university may reasonably expect funds from wealthy men, not alumni, inspired by ethical and educational motives. . . . It can be made clear that a state is at least as safe a trustee as any individual or corporation. The wealth of the people of an entire state is surety for such funds."

For many years the University has been receiving gifts from those who realize the good that it does. We quote from a recent report titled "Living Memorials":

"Including grants from groups and organizations, there have been hundreds of gifts and bequests given to the University by public-spirited citizens since James T. Lewis, a former governor of the state, gave the University its first gift, a $100 government bond, back in 1865. The gifts range from a few dollars upwards to the two and a half million mark."

University Needs Gifts

Notwithstanding the gifts and bequests made voluntarily, Wisconsin lags far behind other state universities in this respect. It has become clear, however, that if the University is to keep pace with the calls for its services it needs gifts from its friends.

Accordingly, the University of Wisconsin Foundation was organized to inform the people about conditions facing the University and to ask for their help in supporting its public service and cultural activities. It plans to raise funds for purposes other than purely academic. In brief, it intends to foster the Wisconsin Idea of service to the people and to help Wisconsin maintain its high rating among other universities.

Regarding the Foundation, F. J. Sensenbrenner of Neenah, President of the Board of Regents, says: "Legislative appropriations, substantial as they have been, liberal as they undoubtedly will become, can provide little more than the bare essentials of education. That is why the University of Wisconsin Foundation was organized. The Foundation does not seek gifts and bequests for the ordinary operational expenditures of the University, nor for academic buildings and equipment which the legislature may be expected to provide. Its purpose is to provide special educational facilities to supplement those which the Legislature may be expected to provide."

President Fred, formerly Dean of the College of Agriculture, says: "The University of Wisconsin Foundation was organized to help satisfy public service and cultural needs to carry on the activities implicit in the Wisconsin Idea, and to strengthen the University by increasing the basis of its financial support."

Howard T. Greene, a leading dairyman of Genesee Depot, says: "The Foundation has made a survey of what Wisconsin is doing and what it needs to carry on its services. It now solicits and invites the support of all those who appreciate the University, and who will contribute to its further progress in the second century of its service to the people of the state and nation."

Gifts Are Tax-Exempt

The Centennial Campaign of the Foundation, now in progress, is receiving gifts for the University. The immediate objective of the Centennial Campaign is to raise a minimum of $5,000,000 for the University. Suggested forms of gifts are: outright immediate gifts, life insurance policies, bequests, and gifts in trust.

Looking into the second century of the University's career, the Foundation hopes to raise funds to supplement (but never supplant) legislative appropriations.

Gifts made to the University of Wisconsin Foundation for the benefit of the University are tax-exempt.

The headquarters of the Centennial Campaign is at Kohler, Wis.; Herbert V. Kohler is General Chairman and L. L. Smith is Executive Secretary.

For further information, address:
UNIVERSITY OF WISCONSIN FOUNDATION
905 University Avenue, Madison 5, Wis.

Beginning a Second Century of SERVICE

Today students crowd the campus. What will it be like tomorrow?

HOW U. W. SPECIAL NEEDS HAVE BEEN MET BEFORE

Precedent abundantly justifies special gifts to the University of Wisconsin, such as:

One of the great cancer research laboratories of the world was built with funds left by M. W. McArdle, an alumnus living in Chicago.

The Bradley Memorial Hospital was erected in memory of a little girl, Mary Cornelia Bradley, through the generosity of Dr. Harold C. Bradley, Thomas E. Brittingham and Carl A. Johnson.

Kemper K. Knapp, John M. Olin and William F. Vilas are also among those who have given large gifts to the University.

The Memorial Union was built with private donations, large and small, many of them pledged for future payment by undergraduate students. Without private support, this indispensable unit could not have been built till much later, if at all.

RESEARCH AND SERVICE THREATENED WITH FINANCIAL MALNUTRITION

As Wisconsin's enrollment climbs to unprecedented highs and its dollars shrink in purchasing power, it is easy to see why the University's problems are tremendous.

The State Legislature gives — as it should — prior attention to the task of providing faculty members, teaching equipment and academic buildings to meet the needs of the student body. If all these needs alone were immediately met, the budget figure would be astounding. It is necessarily going to take a number of years to meet these academic requirements.

The State Legislature has already granted the University the largest appropriation in its history for the 1947-49 biennium — 2.4 times the last pre-war budget of 1939-41.

Although the Legislature wants to help the University all it can, State funds are not unlimited. The problems of finance still remain for the University. Then what of the research activities, the adult-education and off-campus programs which are so valuable to the people, and which they so urgently want?

Certainly, public-service and research activities cannot be wiped out. This is guaranteed by the very character of the University—by its President, Faculty and Regents, to whom the call to serve represents the call of opportunity. The continued progress of research and service can also be guaranteed by the friends of the University who have been befriended by it.

The University of Wisconsin, a public institution, is *"our* University" to the people of the State. It is *"our* University" to alumni, no matter where they live. In a very real sense it should be *"our* University" to the millions who have benefited from its services.

WHAT OTHER UNIVERSITIES DO TO MEET CRITICAL DEMANDS . . .

Other state universities are continually receiving voluntary gifts from alumni and friends. Although all pursue somewhat similar aims, there is a certain amount of competition — for talented men, for rare and valuable instruments. By receiving gifts and building up substantial endowments, many universities (both state and private) are enabled to compete advantageously. The endowments of ten state universities (varying greatly in academic stature and public service) make interesting reading:

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University of Delaware	4,619,198
University of Wyoming	4,202,606
University of Idaho	5,586,201
University of Wisconsin	4,991,032

WISCONSIN'S SHARE IN YOUR FUTURE

HOW THE UNIVERSITY CAN HELP YOU

The solution to many of the University of Wisconsin's problems lies with you and other friends and alumni. At the same time, the solution to many problems affecting you lies with the University.

Your future is immediately concerned with such things as atomic power, problems in medicine such as cancer, and with the specialized demands on industry, labor, agriculture and other groups. As the years pass the University of Wisconsin will help you more and more. Can it depend upon you to help it now?

HOW YOU CAN HELP NOW

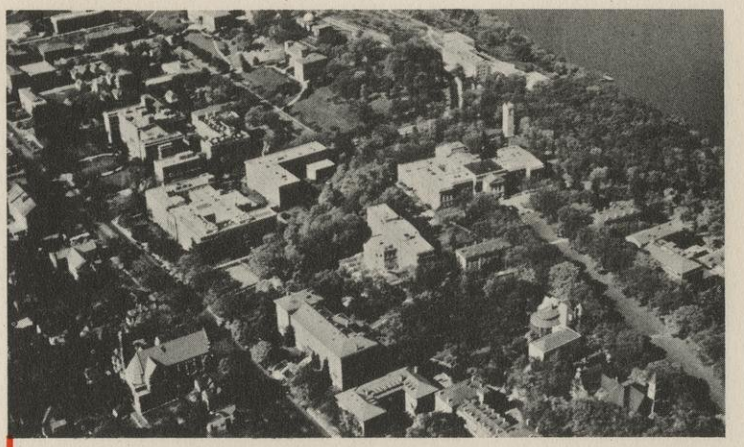
The University of Wisconsin Foundation is a permanent organization of friends and alumni of the University. Its objectives are to inform the people about conditions facing the University and to help them help the University with its public-service and cultural activities. The Foundation fully realizes that it must think in terms of many years . . . and that its activities must always fit into a large pattern and the even larger scheme of the University as a living whole.

But certain things need doing *now*. For them, the Foundation is carrying on its Centennial Campaign. One major aim of this Campaign is the building and equipment of an adult education (or "applied research") center, . . . to accommodate institutes, short courses, and conferences for the benefit of agriculture, industry, business, labor, and other public groups. (Money raised in the Centennial Campaign is not intended to be applied to other buildings or to real estate purchases unless the donors specifically so direct.)

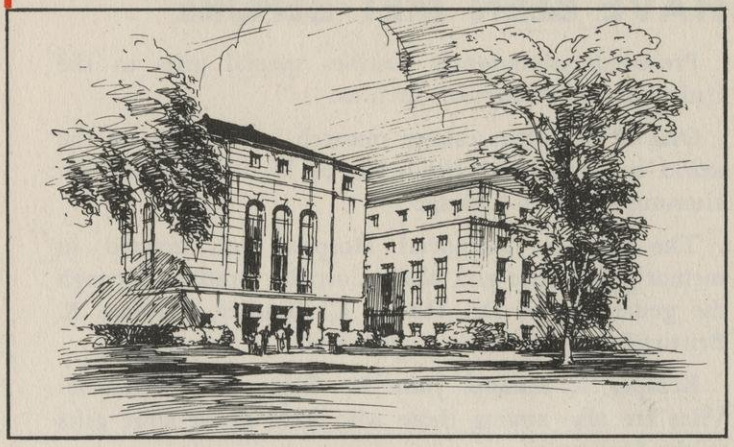
Your aid — in the form of gifts to the Foundation for the University — will help carry on the cultural and public service work of the University. Through the Foundation, you can help provide for special equipment, scholarships, fellowships, and other needs essential to the University's future. (The Foundation has already appropriated money for the Frederick Jackson Turner chair of history — a research professorship in the field of American history.)

* * *

Officers of the University of Wisconsin Foundation Centennial Campaign, whom you may contact, are:
Herbert V. Kohler, Chairman, Kohler, Wisconsin
F. J. Sensenbrenner, Vice Chairman, Neenah, Wisconsin
Howard I. Potter, Vice Chairman, Chicago, Illinois
Harry A. Bullis, Vice Chairman, Minneapolis, Minnesota
L. L. Smith, Executive Secretary, Kohler, Wisconsin



When you look upon the University of Wisconsin, you can see in it opportunies it has to help the state, the nation and mankind. You can also see in the University a great opportunity to help it in time of need. Wisconsin has a share in your future — you have a share in its future.



A preliminary drawing of the proposed Adult Education Building. One of the objectives of the University of Wisconsin's Foundation's Centennial Campaign is to raise funds necessary to erect this building.

GIFTS ARE ALREADY COMING

Gifts to the University of Wisconsin Foundation are coming from many people who have the vision to see the unlimited potentialities of this great institution . . . people who are grateful for what the University has done for them personally or for the general welfare. (Gifts are deductible up to the limit permitted by law in computing income taxes.)

One alumnus spoke for many friends of the University when he said, "The Foundation gives me a chance to pay part of my debt for the past — to take part in a vital activity of the present — and to make a gilt-edged investment in the future. I'm both eager and proud to participate."

Your participation, too, is invited.

UNIVERSITY OF WISCONSIN MIDYEAR CONVOCATION
2 p.m. Saturday Jan. 10, 1959--MUSIC HALL AUDITORIUM
Greetings from the State by Lt. Gov. Philleo Nash

Do not publish before 2 p.m.
Saturday Jan. 10, 1959

Mr. President, Members of the Graduating Class and Guests.

It is a special satisfaction to me to bring the greetings of the State Government to you today. For, I, too, was a mid-year graduate of this University, although in the depression year of 1932, there was not, to my recollection, a mid-year convocation.

As a representative of a new administration which will guide the affairs of our State for the next two years, I bring you official greetings and the assurance of our intense interest in the welfare of the University and all who are connected with it.

The new State administration comes into office committed to revitalizing the WISCONSIN IDEA. Fundamentally the WISCONSIN IDEA expresses the thought that the campus of this University should be as big as the State itself. Thus, the WISCONSIN IDEA unites the goals of teaching, of research, of extension, and of service to the State government.

To many of us, the high point of the WISCONSIN IDEA, indeed the high point in the relationship between the University and the State government, was developed during the years when Charles Van Hise was president of the University and Robert LaFollette, Sr., was Governor of Wisconsin. For a time, the school house and the State house were almost one.

Some educators and some legislators thought they were too nearly one, and disapproved of the relationship. But from the perspective of history it is clear that many innovations that first made the University and the State government of Wisconsin world famous were evolved in the short span of years that began with the inauguration of Robert M. La Follette as governor and ended with the death of Charles Van Hise.

But this was half a century ago. We learn from the past, but, if we are wise, we do not imitate it. We must, like La Follette and Van Hise, reach out to take again our destiny into our own hands. Our age is one of expanding horizons, but they will not open before us if we are timid and hesitant. Today, too much of the direction that we take is determined for us by others.

As Government has succeeded the foundations and industry as the chief sponsor of research, the direction of important inquiries is determined less by us than by the condition of the cold war.

As the Soviet rocket goes into orbit around the sun, we re-act with bewilderment and anxiety to the unpleasant truth that we are not automatically first and best in science and technology. Characteristically, we Americans react to shock with a crash program, to turn out quickly more engineers, more physicists, more chemists, more mathematicians.

This we must do. We are already too late with too little. But, it is not enough. For a few short years we lived under the security of atomic monopoly. We must now learn to live with the very relative security of atomic stalemate.

This is not an engineering problem or a nuclear problem; it is a problem in human relations. To solve it we need wisdom and forbearance, virtues which ought to be the product of education. In the American dream, they are believed to be associated with education in the liberal arts.

I am pleading, of course, for a reassertion of the humanistic values of education as the best universities conducted it when this University was young. It is the business of our State government to see that the University has the means to provide our people with the fruits of applied knowledge. But we also have a duty to the people of our State to improve our knowledge and their understanding of human relationships.

What I am attempting to say in modern language has already been said in the style of an earlier day. President Bascom, who fathered the WISCONSIN IDEA and was the teacher of both Van Hise and the Senior La Follette, in one of his famous baccalaureate sermons said:

> "The University of Wisconsin will be permanently great in the degree in which it understands the conditions of the prosperity and peace of the people, and helps to provide them; in the degree in which it enters into the revelation of truth, the law of righteousness, and the love of man, all gathered up and held firm in the constitution of the human soul and the counsel of God concerning it."

###

On, Wisconsin

Around Madison, they say that you can easily tell a University of Wisconsin girl by the muscles in her legs. Toiling up the steep grade of "The Hill" to Bascom Hall and classes on the main campus, most of the girls as well as the boys overdevelop their calves, especially when fighting a bitter wind off Lake Mendota. But then, the lake does have its compensations in warm weather, when co-eds gather at the lakefront fraternity houses for "beer on the pier" or wander back of the lake willows, hoping to wangle a fraternity pin.

At sorority and fraternity houses and in the dormitories, the Badger boys and girls were in a whirl last week preparing for the earliest dance that the university had ever held. Memorial Union, the student center, was being decked out in new lighting and fancy dress for the occasion. The ball scheduled for Oct. 9 broke a precedent to celebrate the first hundred years of Wisconsin's existence.

Actually, the centennial festivities had started in April with learned-society meetings and symposiums, and would continue through June 1949. But the Centennial Ball—complete with six campus beauties in a court of honor—and a National Education Conference on higher education Oct. 8 to 10 marked the official opening.

Century: As it paused for breath before beginning its second century, Wisconsin could look back on a brilliant if often stormy first. When John W. Sterling assembled its initial class of seventeen on Feb. 5, 1849, he taught them—single-handed—in a room borrowed from the Female Academy. Whatever his dreams of a great state university, they have been more than fulfilled. Wisconsin today has a resident enrollment of 17,000, with some 34,000 taking extension courses.

In 1948, it granted more degrees than the total enrollment 40 years ago, a fabulous growth. Alumni include such diverse names as Don Ameche, the architect Frank Lloyd Wright, Austin S. Ingleheart, president of General Foods Corp., and Robert La Follette Jr. Its extension centers dot the state in sixteen cities, where it can serve the people of the whole commonwealth. Although its endowment is small for a state university—under $5,000,000—the physical plant is valued at $36,000,000.

Wisconsin's 1948-49 budget totals some $26,000,000, of which almost 40 per cent has been voted by the state legislature. Right there is where the stormy side of the university's life comes in, for Wisconsin has unhappily found itself too often trapped in political imbroglios and legislative penny-pinching. Its eleven presidents averaged only about nine years in office apiece.

The Wisconsin Idea: The twelfth, Dr. Edwin Broun Fred, who took over in 1945, has had a comfortable tenure. He is popular with students and faculty, as he has been on the campus since 1918 as bacteriology professor and later as dean of the College of Agriculture. A modest and pleasant Virginian, he smilingly tells people that his mother's family raised a horse named Traveler, who ultimately belonged to Gen. Robert E. Lee. A Confederate flag hangs in his home, and he doesn't even own a dress suit.

It is up to President Fred to alleviate the frightful shortage of facilities. Thousands of married students live or study in trailers, Quonset huts, and temporary buildings knocked together to meet swollen ranks. Three new buildings are scheduled for this year at a cost of $7,000,000, but they will not be nearly enough. So the University of Wisconsin Foundation is holding a centennial campaign for funds. About $60,000,000 would bring the university up to par physically.

But whatever the university may lack in modern buildings, what goes on inside the old ones is highly commendable. During the war, Wisconsin was picked as the center for the United States Armed Forces Institute. From U.W. laboratories have come such important achievements as Dr. Stephen M. Babcock's tester to determine accurately the butter-fat content of milk, Prof. Harry Steenbock's process of ultra-violet ray treatment of foods—including so-called "vitamin D milk"—Vicland oats, which yield 15 to 25 bushels more per acre than previous varieties, and the nutrition tests of Prof. Conrad A. Elvehjem, probably the world's leading nutritionist.

President Fred

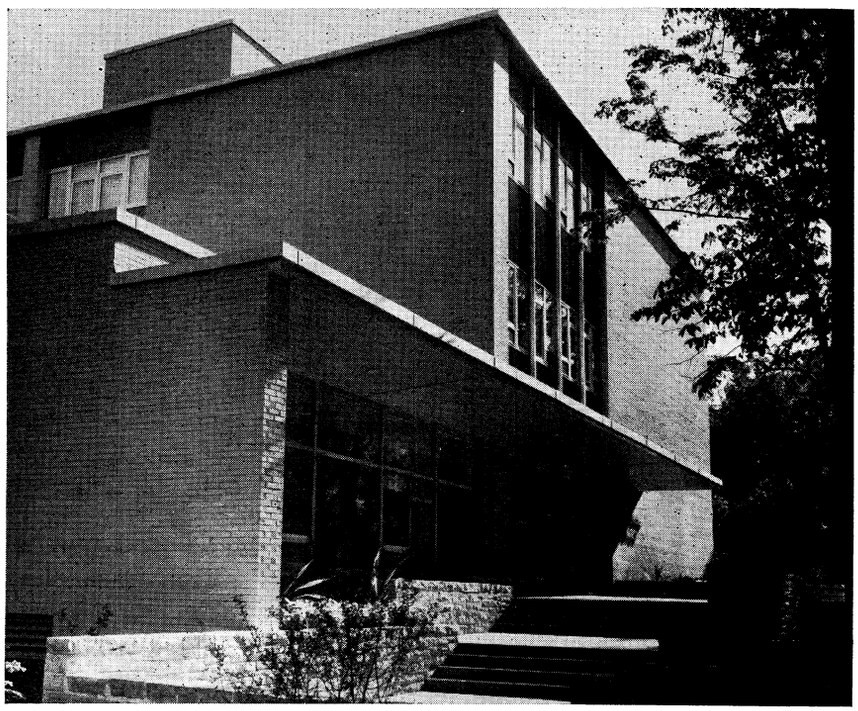
Back of U.W. and all of its projects is the "Wisconsin Idea" of serving the people throughout the state and bringing knowledge to them as well as those enrolled at the university. A housewife who wants the family's drinking water tested may send it to the Hygienic Laboratory. Seed testings help farmers who have little time for experimentation. A 14-year-old boy with a crippled leg can come to the U.W. Orthopedic Hospital for care and healing. At present, more than 1,500 individual U.W. research projects are going on which may ultimately benefit everyone in the state.

The more than 70,000 Badger graduates of the first century also feel a part of this service, as research extends down into the student laboratories. They agree with one observer who remarked that "the ratio of work to marble is higher at Wisconsin than at any other university."

It's milk on the terrace of Memorial Union, but "beer on the pier"

Reprinted from
October 11, 1948 issue.
Newsweek

Wisconsin Center Offers New Facet Of the "Wisconsin Idea"



A majestic facade greets the visitor to one of the University's new buildings.

A view of the main lounge at the Center.

The latest achievement of a dream of the "Wisconsin Idea" has been the completion of the $2,400,000 Wisconsin Center for Adult Education. The men who played key roles in the Center's development have been honored for their efforts and vision by plaques hung in the new building. They are Frank O. Holt, Frank J. Sensenbrenner and Herbert V. Kohler.

The programs the structure was built to house stem from University's pioneering "farmers institutes" in the 1880's. This development won early national prominence for the University and even then became a key part of the "Idea."

Today institutes, short courses and conferences range through man's endeavors in many fields, from the School for Workers, oldest labor education in the nation, to the highly specialized conferences, such as the "Symposium on Genetics in Medical Research." People from around the world take part in some of the institutes.

The building, on the corner of Lake and Langdon streets, is a three story structure of brick and glass. There are 19 rooms that vary in size to accommodate meetings from 14 to 230 persons. The small auditorium is equipped for radio and television pick-ups, and provides for automatic use of motion pictures or slides, to be used as part of a program.

With the exception of the first floor which is paneled in cherry, ceramic tile is used for wall decorations.

Convention Accommodations

In the basement are a cafeteria and coffee shop, exhibition concourse and exhibit gallery, each of which can prove a boon to delegates at convention or conference.

In setting up the plans for the Center, the future was taken into consideration. Construction will allow two additional floors when needed, as well as the eventual addition of a larger auditorium.

Robert Lee, University of Wisconsin graduate, and former assistant in the UW residence halls, is the director of the Center. Previous to coming to the Center he was manager of the Union and residence halls at the University of Missouri.

The building houses offices of the University of Wisconsin Foundation which raised the funds from private gifts to finance the building.

The Center is another service from the University to the people, although they may never have traversed the feet-worn halls of the famed Bascom Hall, where at the top of the "Hill" Abraham Lincoln sits thoughtfully as a symbol of many things.

Lawyers Know Their Contracts

A Message From The
State Medical Society
of Wisconsin

A health insurance policy is an important contract. The State Bar of Wisconsin, the organization of all Wisconsin lawyers, recently went shopping for a group health insurance plan for its own members.

The State Bar chose the WPS-Blue Shield SPECIAL SERVICE plan, a completely new concept in surgical-medical insurance, developed by the State Medical Society for groups of five or more persons.

The SPECIAL SERVICE plan provides for FULL PAYMENT of the usual charges of physicians and their assistants and consultants up to $1,000 per person for each illness.* These services include surgery, in-hospital medical care, radiation therapy, and anesthesia and diagnostic X-ray associated with surgery or maternity. There is no restrictive fee schedule.

And WPS offers a flexible hospital plan, based on hospital costs in your community, as a companion to the SPECIAL SERVICE plan.

Write or call for complete information about WPS-Blue Shield plans. They're good contracts!

* *WPS Contract S-101.*

THE BLUE SHIELD PLAN OF THE STATE MEDICAL SOCIETY OF WISCONSIN

WPS

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330 E. LAKESIDE MADISON 5, WISCONSIN ALPINE 6-3101

4/11/61 ww

UNIVERSITY OF WISCONSIN EXTENSION

A man trying to explain what University of Wisconsin Extension is could give a different lecture each week and be right every time. It changes that fast.

The year 1906 is significant in the life story of what has come to be known as the "Wisconsin Idea." Its significance is worldwide in the field of adult education and led such men as Theodore Roosevelt to say: "The University of Wisconsin occupies a position entirely unique, not merely in this country but in the world, as an institution which, beyond all others, has come nearest to recognizing the ideals of using the instrumentalities of higher education for rendering the greatest possible service."

True at the turn of the centry, that statement is even more true today as means of communication are increased, as more persons seek an education and as more persons are qualified to teach adults as well as the campus-age students.

The year 1906 marks the formal birth of the famous "Wisconsin Idea" because it was in that year that professors and legislators laid the foundations for the University of Wisconsin Extension Division. This was the vehicle that was to take the university into every home in the state through its correspondence study courses, off-campus classes, lectures, institutes, special services, and research.

(More)

Wisconsin's Extension Division was the first organization of its kind in the country and today (1961) remains one of the largest and most respected. In 1906 the University faculty and regents had approved a correspondence study program. In 1907 the Legislature granted $20,000 to establish the Extension Division as a major segment of the total University.

A year later the division had students in every corner of the state and had begun to reach its influence beyond the "boundaries of the state," as the boundaries of the campus have been defined.

A man named Paul H. Nystrom, a Wisconsin farm boy, was the first Extension student. He went on from his correspondence study courses and others to become professor of marketing at Columbia University. Since that time millions have followed him in either home-study courses, credit classes at one of the eight UW centers, institutes, special classes on and off campus and in summer workshops.

The growth of such a revolutionary and dramatic form of education has not been without its strife. Departments have been scattered throughout the campus buildings in Madison with a resulting communications problem that required a maximum of patience.

And as fast as plans were made for bringing the many departments and services under one roof, administratively speaking, plans had to be be revised for the expanding Extension programming.

(More)

From a staff of one in 1907 and a single office in Bascom Hall, UW Extension has grown to 39 departments and will soon move into its own eight-story office building, the first of a University lower campus development. Its fulltime and "ad hoc" staff run into the hundreds and its students are literally located throughout the world.

Its dean, L.H. Adolfson, not only has the duties of directing this ever-changing division but is called upon to utilize the Extension philosophy and services in such areas as the current Ford Foundation urban redevelopment study being conducted in conjunction with the University's Cooperative (Agriculture) Extension services.

Extension departments in various subject matters provide instructors at the eight centers in the state and provide staff for special classes wherever there is sufficient demand.

This is why it is impossible to put into detail the functions of UW Extension. A new class may begin immediately after you have explained what one department does --- or a new institute may be in the making --- and more than 40,000 participate annually in its institutes.

The freshman-sophomore centers had a total enrollment of 2,176 in the fall of 1960 but this total is expected to be closer to 7,000 within a decade.

Of the eight centers --- Green Bay, Manitowoc, Marinette, Wausau, Menasha, Sheboygan, Racine, and Kenosha -- all but one are in brand new buildings or will be within two years, paid for by the cities and counties they serve.

(More)

The nearly 100,000 correspondence study students include approximately 80,000 served through the United States Armed Forces Institute which has a close relationship with University Extension.

Lectures and concerts, workshops for small businesses or recreational areas, theater projects, special classes for those not interested in degree credit, and guidance for communities are a few of the ramifications of this thing called the "Wisconsin Idea."

While Madison is still the hub of Extension activities, the Milwaukee area becomes increasingly important. Beginning July 1, 1961, all evening classes and off-campus operations of the University of Wisconsin-Milwaukee are under the administration of University Extension. An associate dean, located in Milwaukee, coordinates these activities with the statewide program.

Income for the Extension programming comes from state aids, fees from students and those attending institutes, and through arrangements with the U.S. government such as the USAFI correspondence study program. In the past Extension has been about 60 per cent self-supporting.

Cooperation with various agencies also is a part of the Extension philosophy so Extension finds itself involved with such diversified things as Badgers Girls State, state music and forensic contests, and summer and fall festivals in the state's picturesque Door penisula.

(More)

As international events affect every man, so do international events affect Extension. In the more than half-century of adult education, University Extension has spread its influence around the world --- particularly though its correspondence study programs, its study-tours to such areas as Europe and Russia, and the loan of its scholars to other nations in an advisory capacity.

If Extension has one single purpose, it would be to provide better educational services to as many persons as possible. This is one reason why another aspect of adult education is emerging --- the growing cooperation between the University Extension division and the Cooperative, or Agricultural, Extension division. Already, there are many joint appointments within subject matters, and the two divisions constantly plan joint programs.

As the rural people become more involved in urban problems and urban people find mutual interests with their rural neighbors through the growth of suburbias, the rapid communications of the day, and the overlapping of municipalities, the closer ties between University Extension and Cooperative Extension are inevitable.

This is being exemplified at present in the Ford Foundation's urban redevelopment study in Wisconsin.

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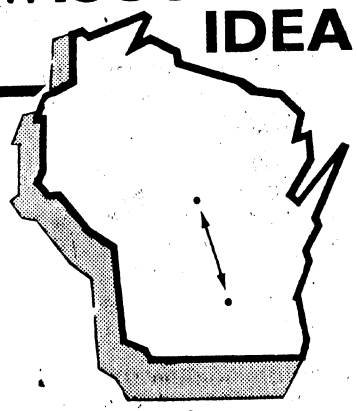
"The boundaries of the campus are the boundaries of the state."

—The Wisconsin Idea

THE WISCONSIN IDEA



In Wausau

Wausau:

Expressing the Wisconsin idea

WI. Week 7/13/88

For many years, the Wisconsin Idea was viewed as the movement of knowledge and experience outward from Madison. Over time, that concept has changed. The relationships between UW–Madison and state industries, schools and hospitals are now partnerships—interactive and mutually beneficial.

Evidence of UW–Madison as a statewide resource can be seen in almost any Wisconsin community. We've selected one area in the very heart of the state—Wausau and its surrounding counties—to illustrate how the Wisconsin Idea is expressed today.

This relatively flat, glaciated countryside is noted for dairy farms (Marathon County has more cows than any other county in the nation) and ginseng (it's also the nation's top ginseng producer).

The Wausau area's biggest business enterprise is Wausau Insurance, one of the largest insurance companies in the world.

The UW Marathon Center draws more than half of the county's freshmen who elect to attend a UW System school. UW Marathon Center sends more than twice as many students on to UW–Madison as any other UW Center campus.

Another important institution in Marathon County is Wausau Hospital Center, a 300-bed acute care facility serving 12 counties.

In the stories that follow, we describe how UW–Madison faculty and staff work together with these and other businesses and institutions to serve the local community and to improve the quality of education in Madison. ■

Marathon Center makes move to UW–Madison a smooth one

WI. Week 7/13/88
By Elizabeth McBride

Michelle Kluever has never been one to go for the glamour.

That's why she chose to attend the UW–Marathon Center for her first two years of college before transferring to UW–Madison. It's also why she is in Wausau for the summer working at a local bank and why she hopes to live in a city the size of Wausau after graduation.

Although it may not have Madison's bright lights and bustling campus, the 21-year-old Kluever's hometown is a close-knit and supportive community.

"It's a good place to grow up and to raise a family," she said.

For students like Kluever, who come from small cities or rural areas, spending two years at the local center before transferring to the large UW–Madison campus is an ideal arrangement, said George Newtown, dean of the UW–Marathon Center.

And because of historical ties between UWMC and UW–Madison, the transition is a smooth one.

By attending UWMC and living at home, Kluever, for example, was able to save money and remain close to her family. Moreover, she could continue to play the same kind of leadership role in student government at UWMC that she played in high school.

"It was so easy to get involved and meet people and feel important," Kluever said. "The classes were small and I got to know my professors."

At UW–Madison, she misses those opportunities. Professors on the Madison campus are more impersonal and leadership positions more difficult to obtain, she said.

But she chose to finish her degree at Madison because she wanted to pursue her marketing studies at what she calls "the" school. Her father and cousin, both UW–Madison alumni, and her professors all urged her to transfer. A scholarship from Wausau Insurance and the UWMC

Michelle Kluever

Foundation was the final incentive.

Kluever's experience is a common one, said Newtown. In fact, about twice as many UWMC students transfer to Madison than to any other UW System campus.

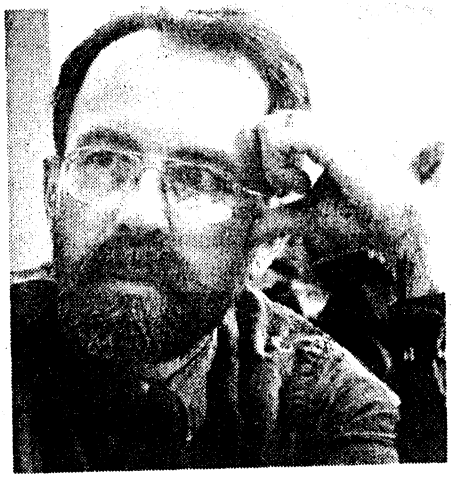
"There is a long and rich relationship between UW–Madison and UWMC," Newtown said. "We're not that geographically close, but spiritually we think of ourselves as having close ties."

Before the creation of the UW System, UWMC was one of UW–Madison's Extension outposts. In 1947, the taxpayers of Marathon County funded the first facility in the state designed specifically for housing UW–Madison Extension classes.

Byron Barrington recalled that he was hired in 1960 as an assistant professor of psychology for UWMC by UW–Madison and was listed for many years as a UW–Madison professor in its campus directory.

Over time, the two schools developed separate administrations, but even at the time of merger in 1972, most Center System departments were chaired by Madison faculty.

The maintenance of a special relationship between the two campuses was frowned upon in the years following



George Newtown

merger, as UW System administrators worked to promote a sense of equality and unity among the campuses, said Newtown.

But, Barrington noted, "UWMC kept a sense of loyalty to Madison and maintained a similar pattern of academic administration."

To allow students to transfer easily between the two schools, UWMC honors programs were run according to Madison guidelines, and many UWMC courses were identified by the same numbers as their counterparts at Madison.

Professors took students to UW–Madison libraries to do research with primary sources and encouraged their students to participate in UW–Madison competitions.

"Faculty tried to maintain academic standards equivalent to Madison's," said Barrington.

The close ties maintained by UW–Madison and UWMC also enbled UWMC faculty to grow professionally. When UWMC Spanish Professor Nancy Hessert was awarded a grant to develop a course on Spanish culture and civilization, she turned to a colleague at UW–Madison for advice.

"I was so pleased with the help he gave me," said Hessert. "He sent me his course syllabus and a list of textbooks. He went beyond the normal response."

Shortly after Barrington joined the UWMC faculty, he engaged in a joint research project with renowned UW–Madison psychologist Carl Rogers. "The professional ties with Madison have been very helpful over the years," Barrington said. "We're somewhat isolated here, and they help us keep professionally active and provide stimulation we wouldn't get otherwise."

The UW–Madison cooperative research program that began with UWMC now is open to the faculty at all UW Centers.

Barrington noted the relationship between UWMC and UW–Madison is mutually beneficial. "Much of the political support Madison has in the Wausau community comes from the existence of this center," he says. "And the perception of our institution as a high quality institution is based on our ties with Madison."

According to Newtown, those ties will be strengthened in the near future. Beginning in 1989, students will be able to apply for joint admission to UWMC and to UW–Madison. That means program admission requirements for transferring UWMC students will be the same as those for students who start out at UW–Madison.

Currently, some programs require a higher grade point average for transfer students than for others, a policy some believe has been unfair to UW Centers students.

The change also may help Madison meet its freshmen enrollment reduction goals. "We can prepare students at UWMC, and then they can come in to Madison in their junior year, when there is more room" due to the number of students who drop out in the first two years, Newtown said.

In the future, UWMC faculty also may serve as mentors for UW–Madison teaching assistants teaching introductory level classes, Newtown said. ■

UW–Madison gives boost to area's business climate

WI Week 7/13/88

By Jeff Iseminger

Wausau and UW–Madison are "in business" together—and both partners profit in little-known ways.

You can see that relationship through two of Wausau's major employers: Marathon Electric (1,500 employees), and Wausau Insurance (2,000 employees). Those firms consider the university a positive influence on their own ledgerbooks as well as the state's business climate.

Marathon Electric, for instance, is a member of the Wisconsin Electric Machines and Power Electronics Consortium, directed by UW–Madison engineering Professors Don Novotny and Thomas Lipo.

Novotny established the consortium in 1981. It includes 25 member companies, 12 of them Wisconsin firms. Their membership fees fund research by faculty and students at UW–Madison's College of Engineering.

According to Novotny, the consortium's name comes from its central research problem: how to incorporate electronic controls with electric motors used in industry.

"Until a few years ago, almost all motors used non-electronic on-off switches and ran at constant speed," he said. But Novotny says the energy crisis of the 1970s fueled a hard look at electronic controls that ran motors at varying speeds and thereby saved energy.

Since consortium members manufacture motors and motor controls, they're anxious to use UW–Madison research to build more efficient—and more saleable—products.

Gary Schurter, vice president for engineering at Marathon Electric, appreciates the pragmatism Novotny shows. "Don isn't happy until he reduces what he's working on to actual practice," he said.

Marathon Electric manufactures electric motors and sells them to firms like Trane and Carrier. Because of UW–Madison research, Schurter said, "We're making better motors and giving better guidance to customers who want to use electronic controls."

Novotny talks to Schurter frequently and gives seminars to his staff on topics like the future of motors. He began advising Marathon Electric in the 1960s as associate director of the University-Industry Research Institute. (Marathon was the first company to participate in a UIR project.)

In addition to funding research, Marathon Electric has helped the College of Engineering in other ways. The company made prototype parts for research and tested university equipment in its lab; and one of its engineers, Keith Tang, helped write a consortium report. Marathon employs five electrical engineers who are UW–Madison graduates.

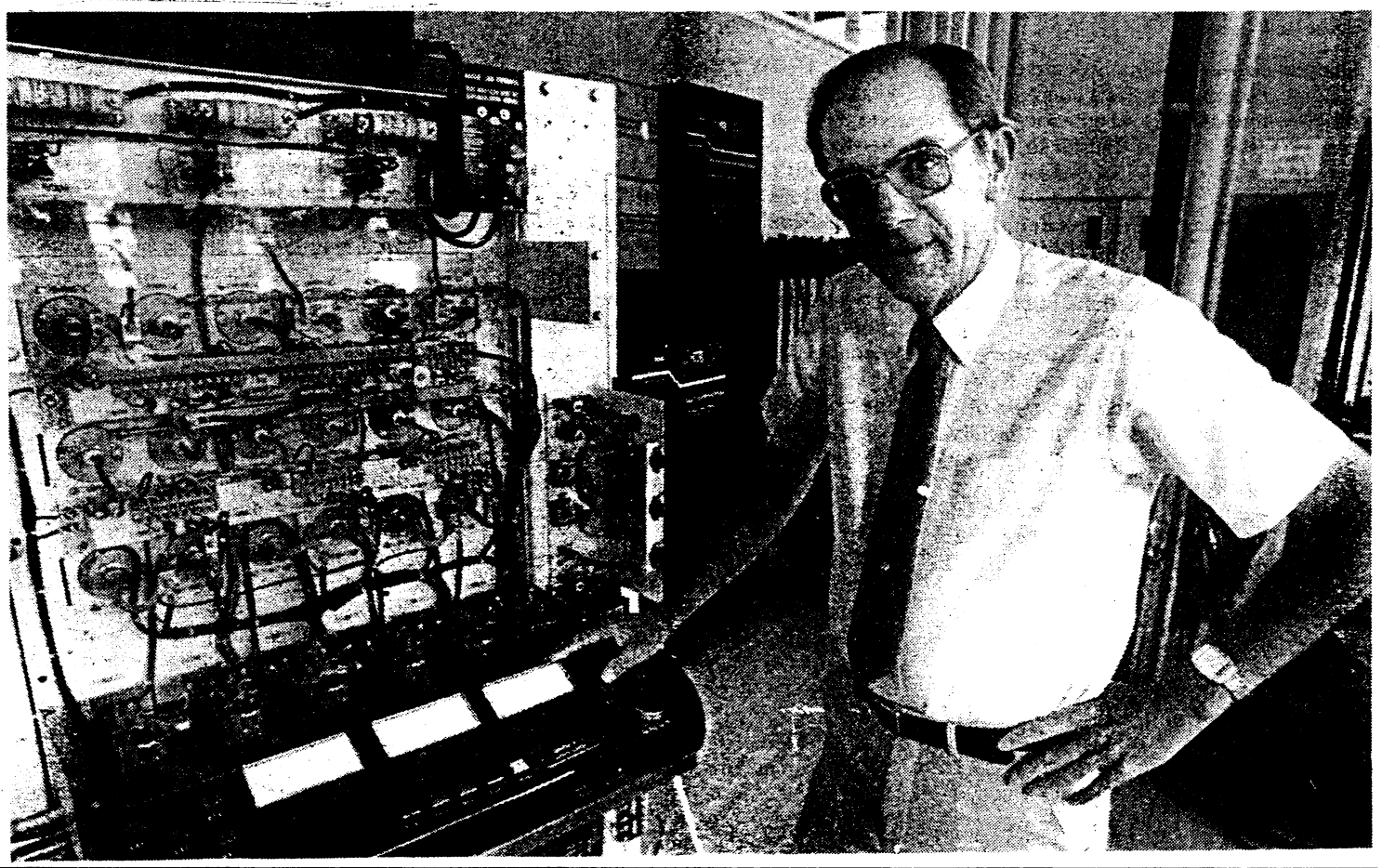
Another believer in UW–Madison is Hugh Reardon, Marathon Electric's vice president for quality assurance. Reardon attended the Business School's four-week executive program two years ago and later sent several of his staff members to UW–Madison seminars on quality and productivity improvement.

He also invited three business faculty members to visit his company under The Idea Exchange—an effort to strengthen ties between the Business School and state businesses. "I can't speak highly enough about Business School people," Reardon said. "They've been truly helpful."

The chairman of Marathon Electric is San Orr Jr., who earned a bachelor's degree and law degree from UW–

"We look to UW–Madison as a supplier of future talent. We also want to attract the best talent from outside the state, and the university helps make Wisconsin an attractive place to live and work."

—Leon Weinberger
President, Wausau Insurance Companies



Madison in 1963 and 1966. Orr chairs the School of Business Board of Visitors, an advisory group to Business School Dean James Hickman. Also sitting on that board is Leon Weinberger, president of Wausau Insurance Companies.

"It means a lot to have people like San Orr and Lee Weinberger on our board," Hickman said. "They're willing to contribute their most valuable resource: time. That's an enormous compliment to the school and an enormous contribution."

Weinberger, a 1957 UW–Madison graduate who was named a Distinguished Business Alumnus last spring, took the reins of Wausau Insurance in 1985. He is president and chief executive officer of Wausau Insurance and vice president of property and casualty subsidiaries for the Nationwide Insurance Group of Columbus, Ohio.

After beginning his career in accounting, Weinberger took a position with the Sentry Insurance Group and discovered that "the whole world of business is the bailiwick of insurance."

He continues to serve his alma mater for good reason: "We look to UW–Madison as a supplier of future talent," Weinberger said. "We also want to attract the best talent from outside the state, and the university helps make Wisconsin an attractive place to live and work."

His firm's payroll includes 110 UW–Madison alumni, 46 from the Business School. Wausau Insurance regularly invites groups of risk management and insurance students at the Business School to visit its headquarters and each year offers internships to UW–Madison students.

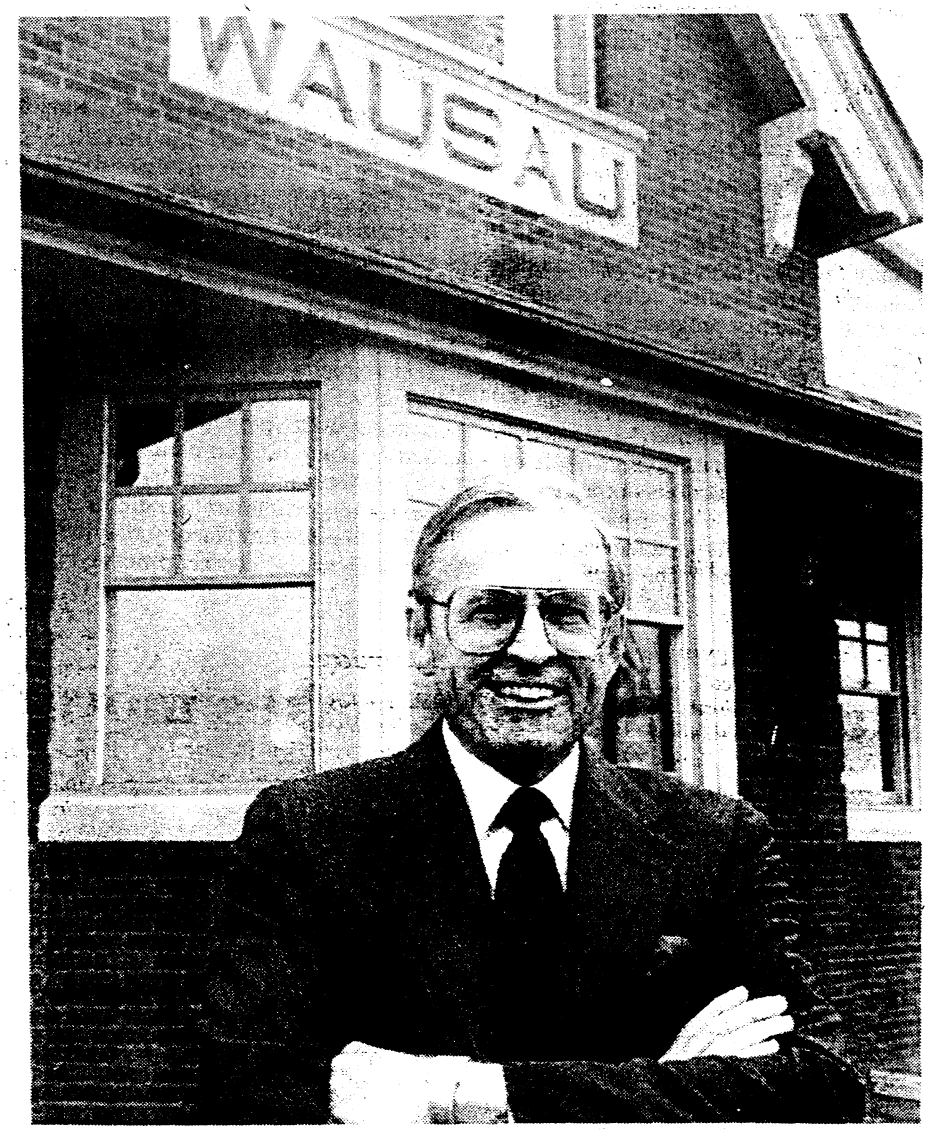
According to public relations director Roger Drayna, the company funds two $5,000 scholarships annually for the Business School's Risk Management and Insurance Department and contributes $5,000 to the annual John R. Commons Lecture at the university, given by a national expert on workers compensation.

Without Commons, a UW political economist, Wausau Insurance may never have been born. In 1908 he proposed a state workers compensation system that in 1911 was passed by the Wisconsin Legislature. Commons urged that the new system be underwritten by private and mutual insurance companies.

The "Wausau Group" of Wausau-area employers formed a mutual insurance company Sept. 1, 1911, the day the Wisconsin Workers Compensation Act became law. And the same day the company wrote the nation's first constitutionally valid workers compensation policy for the Mosinee Paper Corp.

From that single policy Wausau Insurance has grown into one of the country's biggest businesses in risk management. It employs 5,500 people across the United States with a total payroll of $145 million. Last year it posted premium revenues of $1.3 billion.

And Weinberger—like Orr across town—knows that vigor for his company's future will flow from a partnership with UW–Madison, not listed in his annual report but profoundly felt. ■



Leon Weinberger, president of Wausau Insurance Comapnies, continues to serve his alma mater as a member of the UW–Madison School of Business Board of Visitors.

Moo...ve over: Dairying goes high-tech

By Jeff Iseminger

Walking into the "milking parlor" at UW–Madison's agricultural research station in Marshfield is like entering a time warp and being flung into the future of dairying.

Built last year, the state-of-the art parlor features an identification system light years beyond the name-that-cow-and-keep-it-in-your-head routine.

As each cow enters the parlor, the electronic necklace she's wearing tells a computer who she is. The computer flashes the cow's milking records on a screen in her stall, weighs the milk she's giving, times how fast she's giving it and enters that production into her record.

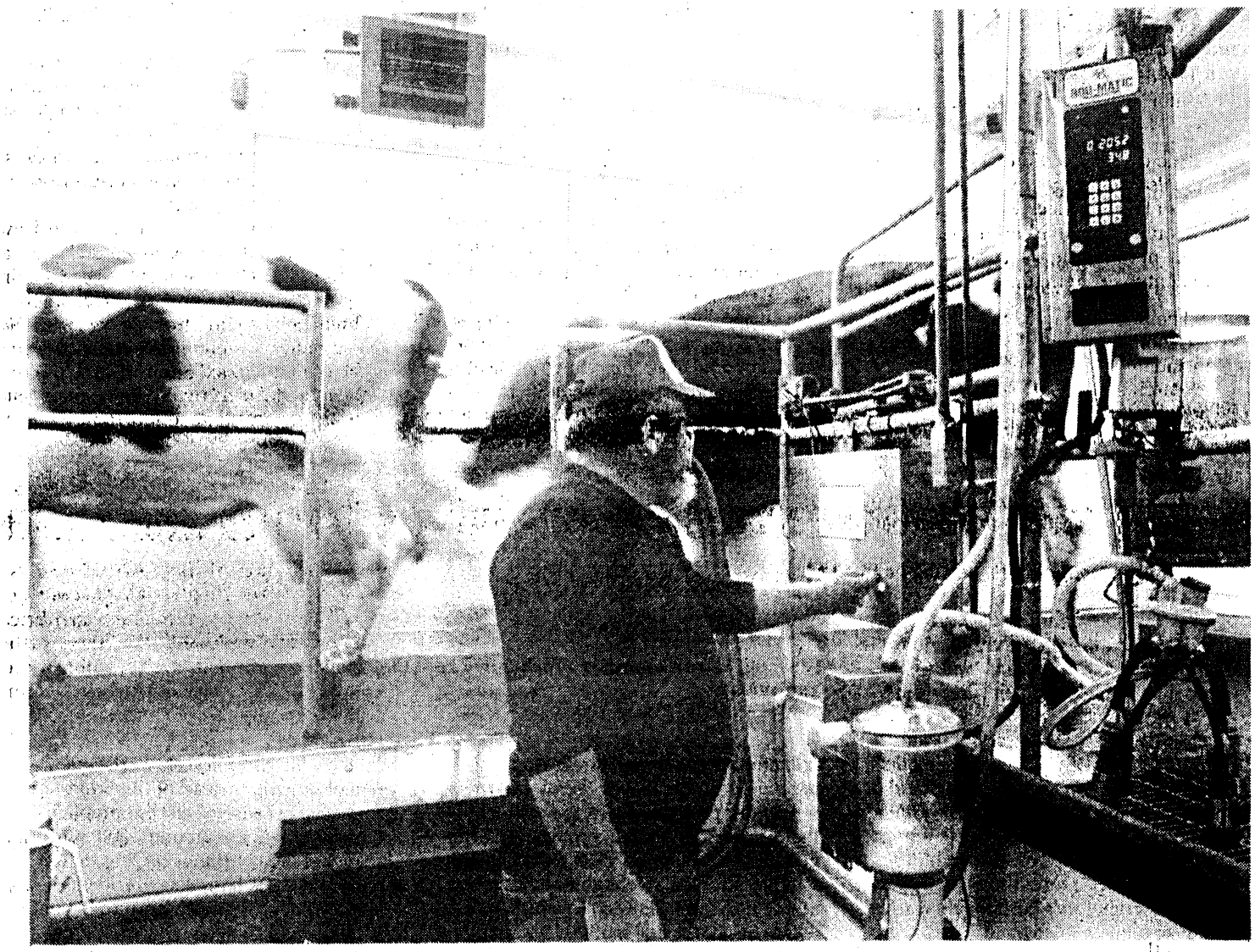
Milker Jim Diers works in a cement-lined pit at teat level, eliminating the hunching over that's normally part of milking. The milking machine he attaches to each udder drops off automatically when the cow is done, and the collection system is back-flushed and sanitized after each cow leaves the parlor.

"The demonstration parlor is really icing on the cake," explained Tom Drendel, 35, the Marshfield station's superintendent since 1985. "Our basic mission for the College of Agricultural and Life Sciences is to conduct research on the problems of northern dairying and feed that information to farmers."

It's not surprising that dairying is the station's focus. Nearby Marathon County has more dairy cows than any other county in the nation.

Dairy farmers in northern Wisconsin face two critical problems: poorly drained soil and a short growing season. The Marshfield station has come up with interesting solutions that have attracted national attention.

Short-season corn usually doesn't have time to mature and dry properly, so it



Milkers work in a cement-lined pit at UW–Madison's Agricultural Research Station near Marshfield.

tends to spoil in conventional silo storage. But the station made a virtue of that vice by showing how airtight silos can produce high-moisture feed that cows actually prefer over drier grain.

"In fact, I get calls from places like Pennsylvania and Nebraska on how to handle high-moisture corn," Drendel said.

Cows need more than corn for health and high milk production. Alfalfa is a great high-protein boost for their diet, but it doesn't like the soggy soil of northern Wisconsin. The station devised systems of surface drainage that have helped make alfalfa the state's No. 1 crop.

Studies at the station are done by UW–Madison researchers like Craig Grau, professor of plant pathology.

"We're currently trying to improve the resistance of alfalfa to root rot," Grau said. "That will lead to the development of varieties better adapted to wet soils."

Faculty research is supported by Drendel's staff of 12 full-time people who work in the fields, barns and office. The station includes 325 acres of cropland and several modern barns, sheds, silos, a laboratory, an auditorium and the "ideal farmhouse of 1958" that Drendel calls home. One-third of the annual $300,000 budget comes from the sale of milk produced by the station's 60 cows.

Research is only half of the station's charge. The other is getting the word out to farmers about better ways to feed and manage cows.

"There are a lot of reasons why a farmer would come here," Drendel said. The station attracts farmers from as far away as Janesville to a Dairy Day, a Forage Day and a Corn or Soil Fertility Day every year, featuring speakers on everything from silage to soil to soybeans.

"The station tells me what hasn't worked in their trials on things like seed varieties and chemical applications, so I don't have to spend a year or two experimenting on my own farm," said Jerry Knoll, a dairy farmer who has attended several of the station's field days.

Drendel said the station also uses "the multiplier effect" in giving seminars for agricultural vo-tech instructors and area extension agents.

Tod Planer, the extension agent for Wood County where the station is located, said his major challenge as an agent is to "channel research findings to the farmers, so having a station in the county is a great resource." Planer said some farmers go to the station for help instead of to him, but added the station has given him hands-on research experience and the chance to speak at field days.

The Marshfield station, established in 1912, is one of 12 agricultural research stations in Wisconsin and one of four dairy stations. But Drendel says Marshfield is unique because of "the way the community gets behind us."

Individuals, businesses and local government in the Marshfield area have contributed $170,000 for the construction of the station's buildings as well as the station's land. The most recent donation was $30,000 for the milk parlor, which covered a third of the facility's cost.

That investment is a good one, according to Marshfield Mayor David Koepke. "It's important to educate the farmers," he said. "Their prosperity affects Marshfield's prosperity."

The annual Mayor's Breakfast of Marshfield which typically draws 3,000 people is held each year at the station, and community groups—from gun clubs to yarn spinners—use the station's 120-seat auditorium nearly every night during the winter.

So this university station does more than wed cows to computers. It brings the fruits of research to Wisconsin farms—and knits together the people who build and sustain their communities. ■

New research featured at Down syndrome conference

WI. Week 7/13/88

Recent UW–Madison research and early intervention strategies related to Down syndrome will be discussed at a three-day conference at the Waisman Center Thursday through Saturday, July 14–16.

The conference, intended for professionals and parents, will feature a number of UW–Madison and visiting faculty on topics ranging from the motor development of children with Down syndrome to controversial treatment approaches.

The first day of the conference will focus on Waisman Center research, including a discussion of two basic research topics: how all organ systems are affected by the presence of the extra chromosome and how trisomy mice can be used to study developmental problems.

Other first-day presenters will touch on language, speech, cognitive, hearing, and motor development of infants and children with Down syndrome. Peg Rosin and Edi Swift will present the preliminary results of one such study.

"The Down syndrome children in the study were similar to the other children when it came to single word understanding," Rosin said, "but they had difficulty when more words were strung together."

This and other findings from their study may have treatment implications, Rosin said, and take on added importance since adults with Down syndrome continue to have speech intelligibility problems.

Survey results also will be presented Thursday of parental opinions on such issues as whether or not they would favor surgery to change the appearance of Down syndrome children and attitudes about the use of prenatal diagnosis for subsequent pregnancies.

Some controversial therapies for Down syndrome will be discussed on Friday and Saturday, such as megadoses of vitamins or "sicca cell therapy," in which lamb brain cells are injected into muscles. Not only have these therapies been shown to be of no help, said Susan Harris of the School of Allied Health Professions, but in the case of sicca cell therapy, there is a serious danger of infection and disease.

One promising early intervention technique, Harris said, is "turn taking," in which parents in effect switch roles with the child.

"Instead of the parents trying to get the baby to imitate them, the parents imitate what the baby does in order to draw out and expand the behavior," Harris said. "This has been shown to increase the frequency of babies initiating activity and developing play skills."

The conference is presented by the School of Allied Health Professions in cooperation with the Waisman Center. For additional information on the conference, contact Sarah Aslakson, Allied Health, at 263–2856. ■

Scientists try to cure ginseng

WI. Week 7/13/88

By Jeff Iseminger

Ginseng, shown above, is a fork-tailed root that is sucked, chewed, drunk, eaten and smoked.

A fork-tailed root grown in Wisconsin—and coveted by millions of Orientals as a terrific tonic—desperately needs a cure for what ails it.

That cure may be found by UW–Madison scientists trying to doctor a root that's sucked, chewed, drunk, eaten and smoked in the Orient: American ginseng.

"Wild" ginseng grows from Kentucky to northern Canada. But it's cultivated by the acre in Wisconsin's Marathon County, where buyers from Hong Kong flock each fall after the harvest. In fact, 90 percent of the ginseng sold in the United States comes from Marathon County.

But there's trouble brewing in the ginseng gardens in the form of fungi. Disease has always been a problem, but last year stem blight decimated about a quarter of the Wisconsin crop. The year before, root rot claimed around a third of the expected harvest and destroyed many immature gardens.

The growers are getting a helping hand from a UW–Madison team headed by plant pathologist Jennifer Parke.

"Ginseng growers have very serious disease problems," Parke said, "and we're approaching those problems from different angles."

Parke negotiated a battery of grants to support this year's work on ginseng disease: $65,000 from the Ginseng Board of Wisconsin through the Wisconsin Ginseng Growers Association, $15,000 from the UW System Applied Research Program and $10,000 from the State Department of Agriculture's Sustainable Agriculture Program.

Parke hired Karen Shotwell to do field work on the effectiveness of different fungicides. Her data have helped UW–Madison scientists get approval from the Environmental Protection Agency for the use of certain fungicides on ginseng.

Shotwell does her work on a plot near Marathon City which is provided, planted and maintained by the growers association. She also writes articles for the growers' newsletters, speaks at their annual meetings and runs workshops for them.

Though the UW–Madison team is trying to find a chemical cure, Parke believes growers should take a new tack: biocultural methods.

One such method is spacing plants farther apart. Growers now pack them together in the planting bed much closer than woodland ginseng. That cuts the need for land but also reduces air circulation and increases moisture-loving pathogens on the leaves, stems and roots.

Another problem is the straw mulch that growers use, which provides a pathogen haven that sprays can't reach. Other mulches provide a healthier environment: "Research shows that a mulch of leaves or composted manure contains micro-oroganisms that can suppress the fungi," Shotwell said.

Parke and colleague Jo Handelsman are conducting research that could bring permanent, non-chemical relief to ginseng growers. They've found a strain of bacteria from alfalfa roots that kills fungal spores infecting ginseng roots. If the strain passes its field tests in the next few years, ginseng growers may be able to use it on their crops.

Among the growers who would welcome a better idea on growing healthy ginseng are Shirley and Lyle Lemmer, dairy farmers near Marathon City. They and their son, Eugene, tend about an acre of ginseng.

"We spray a fungicide every seven days and we change shoes each time we enter a different garden to avoid spreading disease," Lyle Lemmer said. Even so, the Lemmers have to harvest after three years of growth, instead of the preferred four years, because of disease problems.

The Lemmers are among 1,500 ginseng growers in Wisconsin, according to Ron Krautkramer of Hamburg, president of the Ginseng Board of Wisconsin. Beyond the number of growers, however, figures on ginseng production are hard to come by.

"Only God and the growers know what's going on, and none of them are talking," said Leo Martin, Marathon County extension agent.

Martin says the growers in his county are usually friends or relatives who share equipment and seed with each other but don't divulge information on production and profits to non-growers. He guesses their tight-knit group wants to maintain a delicate balance between supply and demand in the world market for American ginseng.

But—like a high-wire performer using a frayed cable—growers know that balance is precarious when their crop is ravaged by lethal spores. And that's why they're asking UW–Madison to concoct a cure for their very sick roots. ■

Northern Wisconsin ginseng growers work small plots that are subject to the blight of disease. UW–Madison plant experts have lent them a helping hand.

Gardeners sprouting profits

WI. Week 7/13/88

"I wish I had a penny for everybody who stops and asks me what I'm growing."

The woman with the mysterious crop is Shirley Lemmer, who helps her husband and son grow an acre of ginseng (they call it "sheng") on their 200-acre dairy farm near Marathon City. "Sometimes people think we have a mink ranch or strawberry patch," she said with a smile.

A ginseng garden often makes a passing motorist do a double take. Shading the entire plot is a lattice of wooden slats atop a forest of posts. Rimming the outside posts is netting or more slats to protect the plants from sun and marauding deer.

The point of it all is to duplicate the deep-woods environment of wild ginseng.

A grower starts a garden by planting seeds (probably bought from a relative or fellow grower) in beds 5 feet wide. It takes the seeds a year and a half to germinate.

After sprouting, the plants grow to a maximum height of 2 feet. They have to be weeded and sprayed for three or four years before their roots are dug up and dried for several days.

"Ginseng growing can be profitable in the long run, but it's very expensive in the short run," said Leo Martin, extension agent for Marathon County. Counting equipment, seed, posts, slats and labor, the per-acre investment can hit $50,000.

So a grower who plants an acre-sized bed each year and harvests his first crop in the fourth year invests $200,000 in his gardens before he sees a dollar of profit.

Cultivated ginseng generally sells for about $30 a pound but ranges from $15 to $75, depending on quality and the current market. (Wild ginseng brings up to $250 a pound.) Since a good yield from an acre of ginseng is 2,000 pounds, a grower may gross $60,000 or more per acre.

Some farmers negotiate directly with Chinese buyers from Hong Kong while others sell their crop through brokerage firms in Wausau like Ginseng U.S.A. Marlowe Embree, assistant to Ginseng U.S.A. President John Rastl, says their firm helped growers sell 375,000 pounds of ginseng last year, most of it at their fall auction.

Once shipped to Hong Kong, the ginseng is distributed throughout the Orient as a tonic. It appears on the market as whole roots or in products like toothpaste, pop, tea, crystals, extract, powder capsules, candy and cigarettes.

Embree says Ginseng U.S.A. sells some tea and powder to growers, but most of it goes to Americans of Oriental background and health food enthusiasts. Some growers use their own roots to make a tea, but few like to chew the bitter root as Orientals do.

"Basically, growers don't think people who use ginseng are weird, but they aren't growing it because they like it," Embree said. ■

—By Jeff Iseminger

Health care remains critical in rural areas

WI. Week 7/13/88

By Elizabeth McBride

In many rural communities in Wisconsin, the need for better health care is critical.

A farmer seeking emergency care might have to travel many miles to the nearest clinic. Cardiac care or cancer treatment could entail a drive of hours and an overnight stay in an unfamiliar city.

The crux of the problem, according to Fred Moskol, director of the UW–Madison Office of Rural Health, is that retiring family physicians with an established rural practice are not being replaced by new doctors. Instead, primary care physicians are migrating to big cities, where the pay is better and consultants close by.

At least 85 Wisconsin communities need physicians, Moskol said. The State Medical Society Task Force on Rural Health in a recent report said recruiting those physicians is "difficult at best."

Two UW–Madison efforts in Wausau are aimed at remedying these problems.

Since 1978, physicians at the Wausau Family Practice Clinic have been training residents in the Medical School's family practice residency program to work in rural areas. And a new affiliation between UW Hospital and Clinics and Wausau Hospital Center extends the resources of the academic health center to the regional hospital and provides continuity of care for residents of north central Wisconsin.

Dr. Thomas Peterson

Dr. Thomas Peterson, a faculty member and project director in the residency program in Wausau, believes by training in rural areas physicians can become acquainted with the positive aspects of a rural practice and confident about treating patients while geographically removed from specialty support.

"The immediacy of patient needs sometimes scares physicians off," Peterson said. "We become so dependent on high technology we feel suddenly at a loss when we get out in rural America. But 95 percent of the patients we see, a good family physician can handle in the office."

The Wausau program has 15 residents, who each treat 10 to 15 patients a day, and three full-time faculty members. In addition to their family practice experience at the clinic, the residents rotate through specialties at the Wausau Hospital Center and Marshfield Clinic.

The program is part of a statewide family practice residency program run by the Medical School's Department of Family Medicine with sites in Appleton and Eau Claire, as well as Wausau.

"Our intention was to have a decentralized statewide program to meet the needs of underserved areas," said Peter Pruessing, associate superintendent for regional affairs at UW Hospital and Clinics.

Peterson reports that 80 percent of the residents trained at Wausau have stayed in the state and most are practicing in cities and towns with fewer than 25,000 people.

But while good primary care is essential, it is sometimes not enough.

That's why Wausau Hospital Center is developing itself as a regional care facility that can provide residents of northern Wisconsin with primary, secondary and selected tertiary care and a coordinated referral system to a larger hospital for the services they can't provide, like organ transplants.

When it came to choosing a comprehensive tertiary care hospital for affiliation, the board of directors chose UW Hospital and Clinics because of its commitment to maintaining local access to health care, said Donald C. Sibery, president of Wausau Hospital Center.

Noting the increasingly competitive health care market, Sibery said, "We wanted to link up with a hospital that would work with us and not around us."

Another reason for selecting UW Hospital was its expertise in certain specialty areas, Sibery said.

Currently, the radiology departments of the two institutions are linked electronically for quick consultation. UW radiologists also provide on-site consultation under the direction of UW physician Joseph F. Sackett.

In addition, Wausau Hospital Center administrators are consulting with their counterparts at UW Hospital about establishing a smoke-free environment and about AIDS and infection control policies. "It makes a lot of our managers more comfortable if they have access to policies that are tested," said Ann Bolles, director of government relations.

In the near future, UW physicians will be establishing clinics for patients in Wausau.

Although the affiliation will reduce the need for some patients to travel out of the area for specialized treatment, some problems cannot realistically be cared for in Wausau, Sibery said. The cooperative arrangement between the two hospitals will make patient transfers easier. It does not, however, limit patients to receiving specialized care only at UW Hospital.

In addition to Wausau Hospital Center, UW Hospital and Clinics has established partnerships with Southwest Health Center in Platteville, Beloit Memorial Hospital, Vernon Memorial Hospital in Viroqua, Neillsville Memorial Hospital, Freeport (Ill.) Memorial Hospital and St. Agnes Hospital in Fond du Lac. ■

File: [Wisconsin Idea]

SERVING ALL OF WISCONSIN

THE WISCONSIN Idea of Public Service has reached people of virtually every community and farm in the state. They range from the hometown physician attending a refresher institute at the University Hospitals, to the woman's club president planning a program with the aid of the Bureau of Information and Program Services, to the 4-H boy or girl raising a prize heifer.

"Their common denominator is their reliance on the University as not just a place, but as an instrument—an instrument to help people to help themselves."

This is how the Wisconsin Legislative Council committee studying the University began one chapter of its 1955 report. Similar testimony could be gathered by the basketful; several years ago this magazine carried a year-long series describing the services rendered by the University to citizens of the state—and merely skimmed the surface, at that.

Much as the University has become charged with a number of varied responsibilities as the state's center of research, the institution has also acquired—because of citizens' demands, together with their faith and reliance in the University's ability to meet these demands—a wide variety of responsibilities in public service, more than most state universities possess. In other states, a number of public services performed in Wisconsin by the University are performed by other agencies—or not at all. The State Soils Laboratory, the State Laboratory of Hygiene, the State Geologist: these are examples of activities only indirectly related to the educational program of the University. But, as the Legislative Council committee said, "Experience has shown that the University is qualified and equipped to administer them."

Much of the University's public service—and that term usually includes adult education—has a direct relationship with four main divisions of the University: the Agricultural Extension Service, the General University Extension Division, University hospitals, and radio station WHA and allied State Broadcasting and Television Stations. However, the work of the University through these channels is closely associated with both teaching and research.

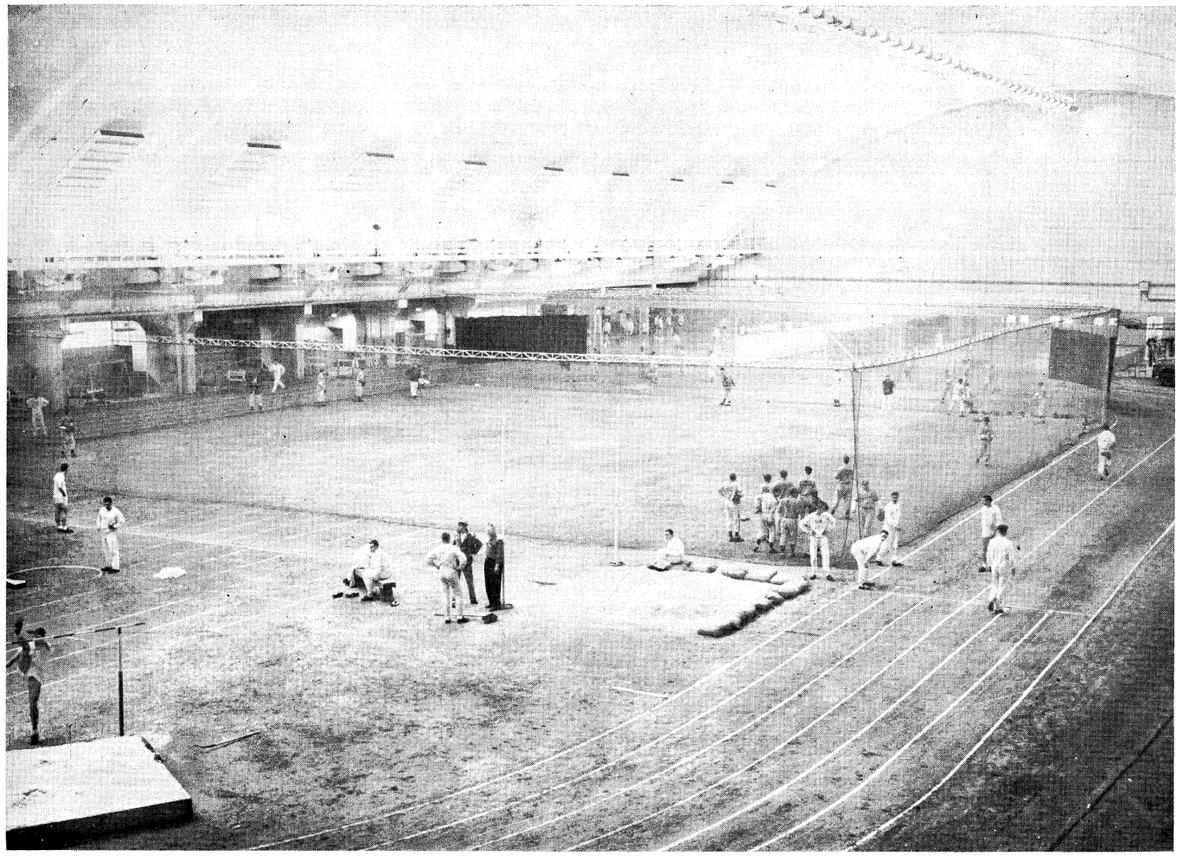
In addition, all of the University's professional schools carry on programs of institutes and post-graduate training in various fields, including medicine, commerce, law and education.

Much public service activity is directed at Wisconsin's farm population, not only through the network of county agricultural agents and through many publications, but through such events as field days at ten agricultural experimental farms.

Most of the programming for Wisconsin's famous statewide FM radio network originates, at top right, in WHA studios. Another example of public service is the Electrical Standards Lab, where meters and instruments are tested.

By Wayne Rogers, '59

Largest Campus Classroom



This view illustrates the usability of the big building for many different athletic activities at the same time. In the foreground, the track team works out while baseball infield practice goes on behind the nets. Farther back, basketball and tennis players practice and fencers are to the far right out of camera range. It's a very busy place!

PICTURES ON THESE pages of the giant indoor sports arena of the University of Wisconsin represent an athlete's dream and an architect's marvel. At the present time the $1\frac{1}{2}$ million building, called Camp Randall Memorial, provides practice area for five Badger teams and drill area for the ROTC military department's drill teams and drill classes. In the south end of the building, there are two tennis courts, and a basketball court. The old basketball floor from the fieldhouse was moved to the Memorial site to enable the freshmen team to work out in the afternoons at the same time as the varsity. There is a 220-yard track, all clay, as is the entire floor of the building. Plenty of area inside the track is available for the hurdles, high jump, broad jump, shot put, and pole vault and sprints.

The baseball team also practices both batting and fielding in the "big room". An oval-shaped steel framework was

QUIZ

tion salaries with those of a junior college in the deep south and you may conclude that our Badger teachers are vastly overpaid. However, compare University of Wisconsin salaries with those paid by competing, top-ranking universities (such as those in the Big Ten and California) and you obtain a more realistic figure. Wisconsin has not kept pace in salaries with either these comparable first-class institutions, nor with the general increase in the cost of living.

The *Alumnus* editor recently entered Pres. Fred's office and saw an able young faculty member on his way out.

"We're losing a good man," said Dr. Fred, "but another university has offered him better than $3,000 a year more than we can."

And of course other universities are not the University's only competitors for top talent—particularly where teachers for tomorrow are concerned. The teaching profession must be made more attractive, compared with other lines of endeavor, so that capable people keep coming into it. Present day society's emphasis on earning power as a measure of personal success certainly beckons many brilliant young minds into fields more lucrative than teaching.

Q. Should student fees and tuition bear a larger share of instructional costs at the University?

A. Higher fees probably have a deterrent effect on the equal opportunity for higher education. On the other hand, under the proposed 1957–59 budget, state appropriations would be paying for a greater part of instructional costs than they have in the past few years.

In 1955 the Legislative Council's University Policies committee noted: "This committee feels that the students themselves are now paying as much in fees, proportionate to the State's contribution, as they should be expected to pay. Fees at Wisconsin are now as high as those of any other state university in this region, and much higher than many."

If this meant that the student-fee-to-total-cost ratio was ideal at that time, then an increase in student fees at this time, to help take care of the proposed salary increase, would appear to have some justification.

Some suggest that fees might be increased and equality of opportunity still be preserved, or even increased, by setting up an expanded scholarship program with the funds "saved" in increasing the proportion of cost borne by fees.

As the Legislative Council Committee remarked: "Sometimes one such $180 scholarship means the difference between a higher education and none for some industrious young person."

Q. Why not make all public service functions of the University self-supporting?

A. The University Policies Committee of the Legislative Council reported in 1955 that "not all activities can be made totally self-supporting. Restriction of programs to those which can be self-supporting would largely result in limiting adult education to those with the least need."

Presently the General Extension program of the University is on the average 59.3 per cent self-supporting; this percentage is scheduled to be somewhat higher by 1959, despite salary increases. On the other hand Agricultural Extension services are free to a large extent, as are those of the Hygiene Lab or the radio service (WHA).

Since General Extension has a relatively high degree of self-support, any over-all increase in self-support would probably require a change in the Agricultural Extension policy, which is determined partly by its three way financing from state, county and federal funds.

Yet the Legislative Council committee report said of the agricultural extension program: "Short courses, conferences and field days are offered to all who will take advantage of them on the theory that increased farm production and better living conditions will pay off all citizens of the state—rural or urban. The growth of Wisconsin's prosperity as a state would seem to bear this out." This same point could be made for many non-agricultural adult education activities.

The Alumnus answers some pertinent questions regarding the University's fund request for 1957-1959

jrees

an 4,000 degree-earners ; Wisconsin Week May 13, 1998
nter this weekend. Cere
es *(see box)*. Two Nobel laureates, a leader in the
ıg, an innovator in patient care, an expert on glob-
tural economist will receive honorary degrees at
s. Recipients will be:


Paul Boyer

Paul D. Boyer
emeritus professor of molecular biology and chemistry at the University of California-Los Angeles.

A graduate of the UW Department of Biochemistry, Boyer received the Nobel Prize for Chemistry last year. His career has included discovering the first known function for potassium as a graduate student and stabilizing blood plasma without refrigeration, a technique used on battlefields during World War II.


Tenzin Gyatso

Nobel laureate
Tenzin Gyatso
the 14th Dalai Lama, spiritual leader of the Tibetan people.

The Dalai Lama has been recognized internationally for his scholarship and leadership; in addition to his 1989 Nobel Peace Prize, he has received the highest honors from the Philippines, Mongolia, Germany and Switzerland, as well as the U.S.


Raymond Damadian

Raymon Damadian
inventor of magnetic resonance imagining. Founder, president and chair of the board of the FONAR Corp.

Damadian has distinguished himself as both a business leader and medical researcher.

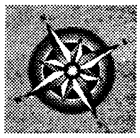

Jean Johnson

Jean E. Johnson
professor emerita, University of Rochester School of Nursing.

Johnson's advances have changed the way care is delivered to patients facing stressful procedures. Her use of accurate sensory information as the basis of patient education have become standard procedure throughout the field of nursing.

Alejandro Portes
professor of sociology, Princeton University.

The causes and consequences of global immigration patterns are



The Reaccreditation Project

Wisc Idea

A series examining UW-Madison's once-a-decade self-evaluation

What's the big idea?

Jeff Iseminger

The modern image of the Wisconsin Idea — the belief that the boundaries of UW-Madison are the boundaries of the state and beyond — is often tied to scientific discovery and technology transfer. But what's missing in this picture?

Some exceptionally important things, say members of the Social and Behavioral Sciences Subcommittee in the New Directions Reaccreditation Project. The subcommittee, chaired by General Library System Director Ken Frazier, recently issued a progress report urging the university to pay attention to the social as well as scientific sides of the Wisconsin Idea.

And there's plenty to pay attention to, says subcommittee member Jonathan Zeitlin, professor of history and sociology with a joint appointment in the Industrial Relations Research Institute (IRRI).

"We have a strong tradition at UW-Madison of functioning as a public intelligence to solve social problems of ordinary people," he says. A perfect example is the man whose image is hung on the wall of IRRI, which he helped found: economist Edwin Witte, drafter of the first social-security legislation in the 1930s.

Witte's legacy has been honored, says Zeitlin: "The core elements of policy-related research, public service and training of future leaders in business and government are alive and well in the social sciences at UW-Madison."

A case in point is IRRI itself. Founded in 1947, IRRI provides an interdisciplinary education for graduate students interested in government, labor or industry. It is ranked among the top three programs in the nation, and its graduates include Madison Mayor Sue Bauman.

The 40 faculty members associated with IRRI do research on an array of daily-life workplace dilemmas, from assessment of employee performance to gender harassment to conflict resolution.

"We do research on employment relationships in all their aspects from a plural perspective that considers both the welfare of employees and the competitiveness of employers," says Paula Voos, IRRI director. "When you consider that more people work than vote, go to church, or have children in school, you can see how important it is to study industrial relations."

IRRI is only one of a spate of programs in the social sciences that reaches out, á la the Wisconsin Idea. For example, just a few yards away from IRRI in the Social Science Building is the Center on Wisconsin Strategy. COWS provides technical advice to such outreach projects as a Milwaukee jobs initiative, a training program for the state's metalworking industry, and a Dane County "career ladders" program that works with businesses, unions and educators to develop "jobs with a future" for residents.

Flushing out the fact that there's more to the Wisconsin Idea than science and technology has been one effect of the New Directions self-study, which although required once every 10 years for reaccreditation of the university has proved valuable for creating road maps for the future.

"The last reaccreditation report made specific reference to the excellence of the social sciences at UW-Madison, in part because of interdisciplinary programs like IRRI," says Frazier. "Our subcommittee is exploring ideas that will continue this tradition of UW-Madison using research to support public interests in the next century." ■

This story is the last of six outlining the 1998 UW-Madison reaccreditation process.

Most colleges and universities conduct an extensive self-study every 10 years as part of the process to be reaccredited by their regional accrediting agency. UW-Madison is using the process set forth by NCA and also set priorities for the future.

The project is seeking comment from students, staff and faculty. Interested persons can respond to the New Directions office by phone at 263-9233; fax at 263-9253; e-mail at newdirections@mail.bascom.wisc.edu; via the Internet at www.wisc.edu/newdirections/; or by sending written comments to 273N Bascom.

Directing New Directions is Joseph Wiesenfarth, an English professor on loan to the project. He can be reached at the New Directions office number listed above.

For additional information about the Wisconsin Idea, please see:

The Wisconsin Idea A Tribute to Carlisle P. Runge, Proceedings of the Colloquium, March 28, 1981.

and

The Wisconsin Idea: Yesterday & Tomorrow, 1986.

on the bookshelf in the Main Room.

The Wisconsin Idea

A Tribute to Carlisle P. Runge

Proceedings of the Colloquium
March 28, 1981

sponsored by

University of Wisconsin–Madison
—Center for the Study of Public Policy
and Administration
—Department of Urban and Regional Planning
—Institute for Environmental Studies

THE WISCONSIN IDEA:

YESTERDAY AND TOMORROW

GEORGE KELLER

WISCONSIN IDEA COMMISSION
UNIVERSITY OF WISCONSIN-EXTENSION
MADISON, WISCONSIN
JULY, 1986

Wisconsin Idea

Updating the Wisconsin Idea

The University of Wisconsin-Madison in Partnership with the Community

March 1998, Number 3

Partners in Reducing Hunger, Poverty, and the Economic Gap

A more food-secure world

Project addresses food-system issues through partnerships

One out of every seven Wisconsin children lives in poverty, according to the 1995 edition of "Wiskids Count." These statistics are worse in many rural areas and inner cities. Among ethnic minorities, the figure is close to one out of two. Family farms are struggling to survive, while at the same time, over 32,000 Wisconsin children go hungry.

These are some of the reasons why UW faculty, staff and students have joined with citizens from around the state to shape a $1.7 million grant from the Kellogg Foundation into the Wisconsin Food System Partnership (WFSP) with its goal of "a more food secure world...with less poverty and a plentiful food supply."

WFSP is part of the effort to update the Wisconsin Idea by encouraging university-community partnerships to meet the challenges of the 21st century.

WFSP provides grants to community groups and university personnel who work together on a wide range of issues: urban food systems, Native American diets, land use at the suburban fringe, K-12 science education, safer pesticide use, integrating community service into university education, and more.

WFSP is administered by the College of Agricultural and Life Sciences on behalf of the whole campus and with participation from other System schools. The program will continue for at least three more years. "We welcome inquiries from individuals who wish to participate in ongoing projects or propose new ones," said WFSP director Kenneth Shapiro.

Migrant farm workers play an important role in the food system and yet many often go hungry.

One of the sponsored projects is "Migrant Farm Workers in the Wisconsin Food System." It brings together migrant-service organizations, religious groups, state agencies, and the university to develop strategies to improve economic and living conditions for migrant workers in Wisconsin.

Together, we can develop programs that address the root of problems.

"Individually, these groups have developed programs that address the symptoms of problems," said David Duran, project director and Hispanic and Migrant Service Coordinator at the Wisconsin Department of Health and Social Services. "We hope that by bringing these groups together, we can develop programs that address the root of these problems faced by migrant workers." *continued on page 2...*

Inserts tell stories about outreach

This is the third of 12 inserts that will appear in *Wisconsin Week* during the next several years on the topic of "Updating the Wisconsin Idea."

The inserts tell stories of faculty and staff who are working in partnerships with civic organizations, businesses, government agencies, schools, and other community-based groups, to improve our state, nation, and world. We hope that their work will motivate other UW-Madison faculty and staff to seek partners in the community and create knowledge to benefit society in the 21st century.

Future inserts will focus on: K-12 education; the criminal justice system; and health care. If you are engaged in partnerships in any of these areas, please share your experiences with us.

"Updating the Wisconsin Idea" inserts are a joint effort between the UW-Madison's Office of Outreach Development in the Office of the Provost and the Wisconsin Food System Partnership, funded by the Kellogg Foundation and administered by the College of Agricultural and Life Sciences.

Inside . . .

"As we approach the next century, we need to view the university not as the sole source of learning, but increasingly as an educational partner with a variety of public and private institutions, including businesses and industries." David Ward, Chancellor

Projects target "food security" in urban communities 2

Professor works to improve child welfare 3

Seminars assess impact on families before a bill becomes a law 3

Job training helps people support their families 4

Others working to reduce hunger and poverty 4

Inserts are posted electronically at: http://www.cals.wisc.edu/wfsp

Wisconsin Week
3/18/98

Urban food systems

Projects target "food security" in urban communities

Two University of Wisconsin professors are determined that hunger will not be a given for low-income people in Milwaukee and Madison.

Welford Sanders, a UW-Milwaukee urban planning instructor, and Jerry Kaufman, a UW-Madison professor of urban and regional planning, are directing projects that address issues of hunger and food security (the assurance that everyone has access to enough food each day at affordable prices for a healthy diet) in their respective cities.

The Milwaukee Urban Food Systems project, directed by Sanders, is a collaborative effort between UW-Milwaukee and local food distribution agencies, including the Hunger Task Force of Milwaukee, a nonprofit organization that has worked to prevent hunger and promote food security in low-income communities for over 20 years. The project aims to improve distribution of food in the inner city while at the same time creating new business opportunities for residents.

We have the opportunity to address food-security issues before they overwhelm the community.

Sanders points out that most major supermarkets have left Milwaukee's inner city, even though nearly half the city's population lives there. The corner stores where many inner city residents buy their groceries are usually more expensive and most lack fresh produce. Much of their business comes from alcohol, tobacco and junk food, said Sanders.

The Milwaukee project is working with the Hunger Task Force to bring a year-round indoor farmer's market to the inner city. "This would be one way to increase access to quality food while providing economic benefit," said Michael Salinas, advocacy director of the Hunger Task Force of Milwaukee. "The market should include a kitchen incubator, a place where people who are starting a catering business or one that sells processed foods such as dressings or soups could prepare their products."

"In the past, urban planners haven't paid much attention to food issues," said Sanders. By involving students in this project and getting them to think about the importance of food in commercial development, he hopes to raise the visibility of food issues.

The Madison Food Systems project, directed by Kaufman, began by studying how the Madison food system works and how to improve the food security of low-income residents. "Madison is a threshold community that is becoming more diversified racially and economically," said Kaufman. "Unlike Milwaukee, we have a better opportunity to address food-security issues before they overwhelm the community."

Kaufman has also involved students in his project. Last spring Kaufman and Kami Pothukuchi, a visiting professor in urban and regional planning, held a planning workshop in which graduate students prepared 13 different studies of the Madison/Dane County food system.

These studies examined how food insecurity impacts the local economy and the environment. Students interviewed focus groups of low-income adults and youths to gauge their food access and consumption patterns. They did a comparative study on how much food costs in supermarkets serving low- and high-income areas. They also interviewed people to find out who uses food pantries and why, and looked at the status of Madison's community gardens.

Kaufman has enlisted the help of many community organizations such as the Community Action Coalition, the Madison Community Garden Coalition, and the Hunger Prevention Council of Dane County.

Kaufman is also working closely with a community/university coalition to create an innovative urban agro-ecology district on Madison's north side. Together with the REAP Food Coalition, Kaufman hopes to create a forum for discussion about the food system in Dane County.

UW-Madison visiting professor Pothukuchi (front left) takes students out of the classroom to learn about urban food systems.

Sanders and Kaufman are working together to explore the possibility of creating centers for urban and regional food systems on both the Milwaukee and Madison campuses.

Both projects are a part of the Wisconsin Food System Partnership, which brings together people from the university and the community to develop ways to increase food security.

For more information about these projects, see the website: http://www.cals.wisc.edu/wfsp

Partnership project *continued...*

Duran hopes the project will raise awareness of the migrant community's important role in the food system.

The project is currently looking into developing a migrant and seasonal farmworker institute or center that will encourage research into migrant issues and serve as a central repository of information about Wisconsin's migrant community.

"Another important goal of WFSP is to connect students with the community, educate them about the food system and integrate service into their learning experience," said John Ferrick, WFSP associate project director.

Students are a valuable part of "Partner Shares," a project that links Community Supported Agriculture (CSA) farms with low-income and special-needs households. CSA farmers grow food directly for consumer-members, who receive a portion of the harvest each week. UW students help buy membership shares for low-income households by working in "farm-a-thons," special work days on CSA farms.

WFSP goals are to connect students with the community, educate them about food systems, and add service to their learning.

"Everyone benefits: the farmer gets extra labor, the assistance fund gets money for low-income households, and the students learn about sustainable agriculture," said Sharon Lezberg, the project director.

"We have found that individuals in the university and in the community are eager to work together, but they often lack information about each other and can be deterred by the logistical costs of simply making connections," said Shapiro. "The Wisconsin Food System Partnership staff and small-grants program can help potential partners overcome these barriers."

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Professor works to improve child welfare

Most children who enter the foster-care system come from low-income families. They enter an overtaxed system that, until recently, has spent little time evaluating what works and for whom. Mark Courtney, a professor of social work at the University of Wisconsin-Madison, is working with public and private agencies to improve the lives of these children both while they are in the foster-care system and after they leave it.

University researchers have a responsibility to share their knowledge and ideas.

Courtney, who believes that researchers at public universities have a responsibility to share their knowledge and ideas, has been helping child welfare agencies since coming to Madison in 1993. Among other work, he has put together reports on trends in caseloads and rates of reentry for the Wisconsin Department of Health and Family Services, served as a consultant in the state's takeover of the Milwaukee County child-welfare system, and conducted a study on long-term foster care in Wisconsin.

In the study on long-term foster care, Courtney found that while most children who leave the child-welfare system upon reaching adulthood fare reasonably well, many former foster children encounter significant problems making the transition to independence.

For example, within a year after leaving foster care, about 24 percent of the boys have been incarcerated at least once and 22 percent of the girls have been sexually assaulted. According to Courtney, the study shows that the current system needs to help kids maintain productive contact with their biological families since many will live with family members after reaching adulthood. "We need to figure out a way to help kids develop a healthy relationship with someone in their family so that they have social support once they leave the foster-care system," he said.

Recently, Courtney has become involved in the state's welfare-to-work debate. He is currently conducting a study with the Dane County Department of Human Services that will look at the impact of W-2 on families: Are people finding jobs? Do they have safe places for their children to stay while they are at work? How many children still live with their families? "We hope to identify the differences between those who are doing well and those who are not," said Courtney.

Human Service administrators from Dane, Rock, and Sauk counties work with Courtney (standing) to develop training for human service workers.

"There has been more discussion of welfare reform's potential impact on the child-welfare system since its passage than in the two years spent designing it," Courtney noted. He has given talks in Wisconsin and Washington, DC about the enormous impact of welfare reform not only on adults looking for work but also on children. "Educating the public on how W-2 will affect children has led some people to think of ways for child-welfare agencies and W-2 to work together," said Courtney.

For more information, contact:
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Public Policy

Seminars assess impact on families before a bill becomes a law

Before legislators vote on a new law, they routinely consider the economic or environmental impact of that law. An innovative program sponsored by the University of Wisconsin-Madison's Center for Family Studies is trying to ensure that legislators routinely examine the family impact of new laws.

"Public and private policy in Wisconsin lacked a family focus," said Karen Bogenschneider, professor of child and family studies at UW-Madison and a family policy specialist in Cooperative Extension. "We began the Wisconsin Family Impact Seminars to provide an ongoing forum for addressing issues from a family perspective."

Based on a national model, the Wisconsin Family Impact Seminars provide state-of-the-art research on current family issues to policy makers, governor's office staff, agency representatives, members of the legislature's support bureaus, and University and Extension faculty. Seminars consist of a two-hour forum and briefing report. State legislators can also set up individual appointments with the speakers.

Bogenschneider (left) meets with Wisconsin representatives Vrakas, Young, and Bock after a recent seminar.

Since 1993, ten seminars have been held, including one on moving families out of poverty, which was cosponsored by UW-Madison's Institute for Research on Poverty, and one on ensuring the well-being of children in welfare reform. One state legislator reported that the welfare reform seminar helped him decide how to vote on the issue, said Bogenschneider.

The seminars aim to provide a range of policy alternatives rather than lobbying for a particular policy option. "To maintain our effectiveness over time regardless of which party is in control, we have consciously avoided promoting specific policies," said Bogenschneider. The seminars receive high ratings for objectivity and are well attended by members of both parties. "Some of the most liberal and conservative legislators in our state attend the seminars," said Bogenschneider. "We want the seminars to provide a neutral setting where these legislators can seek common ground."

The organization and content of the seminars have received high marks from attendees. "These seminars have been one of the better uses of my time since I've been in the state legislature," said one legislator. When the seminars have been held on session days, the Wisconsin Assembly delayed its starting time so state representatives could attend. "In keeping with the Wisconsin Idea, one of the goals of this project is to extend the boundaries of the University to the state legislature," said Bogenschneider. "We are trying to build connections between the two ends of State Street."

A project goal is to extend the boundaries of the University to the state legislature.

The connections can work both ways, she noted: "Not only have we been able to share research results with the legislature, the legislature has also influenced the research agenda of the University." After a seminar on teen pregnancy prevention, a legislator requested a study of a local program for teen parents. A faculty member is currently conducting this evaluation.

"Although the seminars are not a panacea, they are a beginning for promoting a family perspective in policymaking and for establishing linkages between the University and the legislature," said Bogenschneider.

For more information, contact:
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Career Tracks

Job training helps people support their families

Joel Rogers wants Wisconsin workers to find, not just any jobs, but jobs that will take them out of poverty and at the same time make businesses stronger.

As director of the Center on Wisconsin Strategy, a University of Wisconsin-Madison research and policy group dedicated to improving living standards in the state, Rogers works with community business and labor organizations to develop "high road" economic development strategies. Rogers explains that companies that follow the high road provide high-wage jobs, have a better environmental record and are community minded.

This training initiative seeks to provide family-supporting jobs for inner-city residents.

"While traveling the low road is easier for many employers," said Rogers, "the high road requires an organized community and higher initial costs, but has better long-term results. By getting business and labor leaders to work together we can often minimize these costs."

Cooperation among business and labor leaders is the basis of the Wisconsin Regional Training Partnership, designed and organized by the center in 1991. Founded in response to human resource challenges that the metalworking industry faced in the early 1990s, the partnership is now the largest training consortium in the country. It includes more than 30 firms and 40,000 workers.

Several factors contributed to the partnership's success, said Rogers. First, the program is sector based: firms in a common industry work together to specify skill sets and figure out future employment and training needs for that industry. Second, workers only train for jobs that exist, and training is designed to help people build careers and not simply obtain entry-level jobs.

The Milwaukee Jobs Initiative helps people find jobs in printing, manufacturing and construction.

"This ensures efficient use of training dollars and wide buy-in to the program," said Rogers. The Center is currently working with the U.S. Department of Labor to replicate the program in other parts of the country.

The Center on Wisconsin Strategy also provides the lead technical assistance for the Milwaukee Jobs Initiative, a seven-year project that began in 1997. This initiative, funded by the Annie E. Casey Foundation, seeks to provide "family-supporting jobs" for inner-city residents.

During the first three years the jobs initiative will focus on training and finding people jobs in manufacturing, construction and printing. The first year has recently been completed and people are starting to get jobs, said Rogers.

Rogers is concerned that when communities or the state fail to consider training in welfare-to-work programs, successful job placement can be difficult.

"We seem to have moved from thinking that training solved all problems to thinking it solves none," said Rogers. "Both views are a mistake. Training itself only creates jobs for trainers. But training is often a prerequisite to finding a job, especially for those who have been out of work for awhile. Successful training should always be linked to real opportunities in the economy."

For more information about COWS:
Phone: 263-3889
Web: http://www.cows.org

Others working to reduce hunger and poverty

Institute for Research on Poverty conducts research on the causes and consequences of poverty and social inequality in the U. S., develops and evaluates social policy alternatives, and analyzes trends in poverty and economic well-being.

Phone: 262-6358
Web: http://www.ssc.wisc.edu/irp

Center for Demography and Ecology conducts studies of population issues. Areas of research include labor force and education, race and ethnicity, migration and population redistribution, and social stratification.

Phone: 262-2182
Web: http://www.ssc.wisc.edu/cde

Community Scholars Program is an academic program for university students that creates opportunities for hands-on learning about food-system issues in Wisconsin. This program promotes partnerships among undergraduate students, faculty and staff, and community-based organizations.

Phone: 263-2370

La Follette Institute supports research related to public policy in areas such as economic development, social and welfare policy, education and health care. Through outreach programs, the Institute shares its research findings with policy makers, scholars, practitioners and the public.

Phone: 262-3581
Web: http://www.lafollette.wisc.edu

University of Wisconsin Center for Cooperatives studies and promotes cooperative action as a means of meeting people's economic and social needs. It develops and coordinates educational programs, technical assistance and research on the cooperative form of business.

Phone: 262-3981
Web: http://www.wisc.edu/uwcc

Center on Education and Work undertakes research, development, and capacity-building technical assistance activities to strengthen the connections among educational institutions, workplaces, communities and families.

Phone: 263-3696
Web: http://www.cew.wisc.edu

Credits. . .

Thanks to everyone who contributed to this issue. We hope others will share their projects by contacting:

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These inserts are a joint effort between the Office of Outreach Development and the Wisconsin Food System Partnership.

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MFS project, Food systems, p2
Jay Salvo, Child welfare, p3
Jay Salvo, Public policy, p3
Robert Lightfoot, Career tracks, p4

Wisc. Idea

Student debt still on rise

Erik Christianson

Students are borrowing more to finance their education, a new report says.

The average debt for students graduating from Wisconsin public universities with bachelor's degrees in the 1996-97 academic year was $13,332, a 9.4 percent increase over 1995-96, according to a UW System report on financial aid.

The average debt figure for students receiving a bachelor's degree from UW-Madison in 1996-97 was $15,813, a 9 percent increase over 1995-96.

Overall, 51 percent of UW System students received some sort of financial aid last year, with the majority in the form of loans, says the report, which was published last month and discussed at the Board of Regents meeting March 5-6.

The financial aid received by 75,666 UW students in 1996-97 totaled $404.9 million, 70 percent of which was loans. Grants made up 27 percent, and work-study aid comprised 3 percent, the report says. Of every financial aid dollar, 84 cents came from the federal government.

The number of UW students receiving financial aid has grown each year since 1988, when 57,124 students obtaining some form of financial assistance to offset their educational costs, the report says.

In other action, the regents forwarded to the Legislature revisions in state rules to allow UW police to issue citations and fines for minor infractions committed on campuses. Regents delayed approving the revisions for a month after students complained they didn't have enough participation in the process.

The board also approved a new master's of engineering degree at UW-Madison and added $110,000 in gift funds to the budget for the student affairs remodeling project in Agriculture Hall. But regents delayed approving a $3.5 million remodeling project in the Eagle Heights Apartments for one month to further study the cost of renovating individual apartments. ■

The Reaccreditation Project

A series examining UW-Madison's once-a-decade self-evaluation

Thinking boldly about human resources

Erik Christianson

Maximizing our human resources — defined as fostering the potential of all students and employees, and increasing campus diversity — was identified in 1995 as one of UW-Madison's top priorities for the next decade.

A group of campus leaders is using the 1998 reaccreditation process to build on that priority.

"We are at a stage where we recognize that we have to intensify our efforts concerning human resources and diversity," says Greg Vincent, assistant vice chancellor and director of the Equity and Diversity Resource Center. "We have spent the last three years diagnosing the problems, and now we are designing initiatives to address the gaps in the process.

"Reaccreditation is another opportunity to think boldly," he adds. "It lets us look at what the public and private sectors are doing well and consider what we can take back to our culture."

One example of the type of change Vincent foresees is already underway: the creation of equity and diversity committees in schools, colleges and major units, which was approved last spring by the Faculty Senate and Academic Staff Assembly. Vincent says the committees will improve diversity and human resources by providing guidance on hiring and information on how to enhance the workplace.

Vincent points to two other initiatives as examples to follow: first, the establishment of a leadership institute through his office, and, second, the addition of more staff in the Human Resource Development Office. The leadership institute will provide training for current managers and supervisors and for other staff who are interested in moving into positions of leadership, he says. And the additional staff, Vincent says, signifies that the university is committed to providing meaningful career development opportunities for its employees.

A major challenge facing UW-Madison is improving student and workforce diversity, agree Vincent and Deborah Brandt, professor of English and subcommittee member. Specifically, the subcommittee will examine the state's employment guidelines, which — while designed to protect workers — also prohibit quick personnel decisions, Brandt says. The group will also discuss how the university can help departments broaden their candidate pools when searching for new faculty.

Vincent's group is conducting brown-bag lunches this month that feature speakers who will address the history and the future of human resources and diversity on campus. In March the subcommittee will convene focus groups, followed by two town-hall meetings to gather ideas related to human resources and diversity.

The human resources group is one of six subcommittees that are coordinating the far-reaching self-study of academic, personnel and student issues. Their work will evaluate learning within four areas: reconceptualizing undergraduate education, maintaining research preeminence, joining the global community and updating the Wisconsin Idea.

Although the subcommittee is not examining a defined academic area, the reaccreditation project's focus on learning fits perfectly into the group's work, Brandt says.

"Learning is about the development of human potential," she says. "We need a system where everybody — students, staff and faculty — contributes to it and is enabled to perform at their utmost capacity, to explore and learn and question themselves."

Adds Vincent: "The best lesson we can teach each other is to create an environment of mutual respect and equity — which will facilitate learning." ■

This story is the fourth in a series of six outlining the 1998 UW-Madison reaccreditation process.

The New Directions Reaccreditation Project is composed of a steering committee and six subcommittees examining issues related to the humanities, social and behavioral sciences, biological sciences, physical sciences, human resources and diversity, and student issues. This story focuses on the human resources and diversity issues subcommittee.

Most colleges and universities conduct an extensive self-study every 10 years as part of the process to be reaccredited by their regional accrediting agency. As in 1988, the last time it was reaccredited by the North Central Association, UW-Madison is using the process both to demonstrate that it meets the requirements set forth by NCA and to set priorities for the future.

The project is seeking comment from students, staff and faculty. Respond to the New Directions office by phone at 263-9233, fax at 263-9253, e-mail at newdirections@mail.bascom.wisc.edu, via the web at www.wisc.edu/newdirections/ or by sending written comments to 273N Bascom.

Joseph Wiesenfarth, an English professor on loan, is directing the New Directions project. He can be reached at the office number listed above.

The chair of the Human Resources and Diversity Issues Subcommittee is Greg Vincent, assistant vice chancellor and director of the Equity and Diversity Resource Center. He can be reached at 263-2378. ■

Wisconsin Week
3/18/98

Wisc. Idea

Ideas in bloom

Spring bus trip proves fertile for connecting state, campus

Erik Christianson

Building relationships between people of different ethnic groups is one of the goals Gail Coover has set for the students enrolled in her inter-ethnic communications course.

As Coover pondered how to help her students achieve that goal while planning this semester's course, her thoughts drifted back to a dreary spring day in May 1997, when she visited Milwaukee's South Division High School.

"I remembered that South Division has a beautiful computer lab and a Web site," says Coover, an assistant professor of communication arts. "I thought I could get in touch with South Division students and get them talking to my students through a listserv e-mail."

Coover traces the conception of this fluid form of communication between her class and the mostly low-income, Hispanic students of South Division to the Wisconsin Idea Seminar.

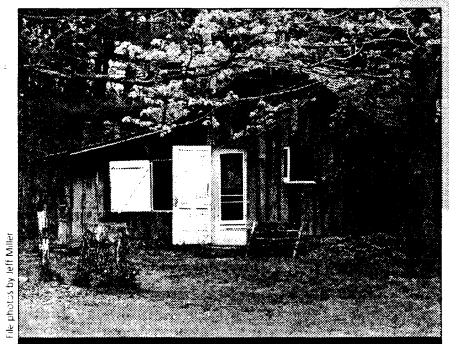
Now in its 14th year, the seminar is a five-day excursion across Wisconsin designed to acquaint new faculty and staff with the people and traditions of the Badger state. And in the spirit of the concept for which the trip is named, the seminar encourages participants to incorporate outreach and public service into their work at UW-Madison.

"The trip was a way for me to recognize that I am expected to reach out beyond campus and take advantage of the resources the state offers, while at the same time offering the resources we have here," says Coover, who has taught at UW-Madison for two years.

This year's trip, set for May 18-22, will begin with a visit to the Legislature and includes stops at a dairy farm, a prison, rural and inner-city high schools, a construction company, a brewery and a nature preserve.

Participants are nominated by co-workers, department chairs and directors through their dean's office. The Office of Outreach Development, which sponsors the seminar, will select around 30 participants from across the university. Nominations will be accepted through March 11 *(for more details, see For the Record, page 11).*

Coover says she wouldn't have come up with the idea for the listserv had she not taken part in last year's seminar. She says it would give her students and those at South Division a platform to discuss the advantages and challenges of attending a large, research oriented university with relatively few minority students. And it would dovetail nicely into her research on identity development, she adds.



File photo by Jeff Miller

Aldo Leopold's Portage shack is an annual favorite on the Wisconsin Idea Seminar.

She hopes to have it running by mid-semester. "Should the listserv project pan out, this will be really fruitful research for me," Coover says. "The payoff will really be in the other direction."

Cleveland Jones of the admissions office feeds a calf during last year's visit to a Ripon dairy farm.

For Greg Medina, director of the Cross College Advising Service, the Wisconsin Idea Seminar gave him insight into the backgrounds of students who come to UW-Madison from urban and rural areas, particularly through the visits last year to South Division and a dairy farm outside of Ripon. That insight further qualifies his approach to advising new and transfer students struggling with their transition to university life at a place like Madison.

"Having visited their home communities, I know that some students from rural and inner-city areas are not prepared for the inevitable transition they will have to make to a predominantly upper-middle class, research-oriented university," he says.

Attending the seminar last year motivated Roger Maclean, director of outreach for the School of Education, to reach out more to the agencies in the state that provide professional development for teachers. He has also devoted more time to working with the academic units within the School of Education.

Maclean, Medina and Coover all say they have a clearer idea of how UW-Madison is perceived within the state as a result of participating in the seminar.

"In Wisconsin, we are looked at favorably, but we need to work harder to relate better to citizens," Maclean says.

Along with the seminar's emphasis on learning about Wisconsin and developing better relationships between the state and the university is an internal focus: spanning the gaps that exist between schools, colleges and major units.

"It afforded me the opportunity to meet a disparate range of university community members who I normally wouldn't have met otherwise," says Medina. It even led to Medina joining Maclean and his family for dinner over the holidays.

While taking a week to tour the state immediately after spring commencement may seem like a steep commitment, past participants emphasize that the benefits of going on the seminar outweigh the sacrifice of time away from the office.

"How often do you get a chance to do something like this in your life?" asks Maclean. ■

The 1998 Wisconsin Idea Seminar will cover much of the central and northeast parts of the state during its five-day tour. Highlights include:

May 18
A visit to the Legislature and a discussion at the Aldo Leopold Shack.

May 19
A tour of Columbia Correctional Institution, a visit to a dairy farm and dinner with UW-Stevens Point faculty.

May 20
A visit to the Menominee Indian Reservation, a tour of Menominee High School and a tour of Boldt Construction in Appleton.

May 21
A discussion at Horicon National Wildlife Refuge and a tour of Miller Brewery in Milwaukee.

May 22
A breakfast with Milwaukee Public Schools Superintendent Alan Brown, a tour of Washington High School and lunch with Howard Fuller of Marquette University.

The Evolution of an Idea

Gradually and painstakingly—down through the 100 years—an idea developed at Wisconsin which in its totality became a unique contribution of the University to the world. Because it is unique, it is fitting to examine the roots of the Wisconsin Idea at the time of a centennial observance.

THE WISCONSIN IDEA is an open road that all may travel with Freedom in search of Truth. For over half a momentous century it has animated the progress of the State and the University, working together for better legislation and extending the borders of a land-grant college to the entire world.

With devoted pride, Prof. William H. Kiekhofer, University economist, said at the Wisconsin Centennial Jubilee in 1948:

> Unafraid of new ideas, Wisconsin has been a pioneer of social progress. Theodore Roosevelt described Wisconsin as "a great political laboratory." It is the function of a new idea to leaven the whole lump of accepted ideology. Wisconsin has long been in a ferment of ideas, which indicates growth. Education deals with new ideas and old ones. One idea may conquer another, but ideas are really imperishable. Men have burned books and torn down the temples of learning, but the ideas survived.

Taking an advanced stand, the University of Wisconsin conceived the idea that a land-grant college should serve the everyday needs of the people in the state that gave it birth and made its continuing existence possible.

Side by side, the State Government and the University have faced the fat years and the lean. Together, they have met the issues of war and peace. Together, they have provided for the security and enlightenment of the people whose servants they are.

Yet the real keystone of the Wisconsin Idea refers to the historic alliance between the peoples' legislature and the faculty of the University in the areas of political economy and public affairs. This occurred at the turn of the century. It laid down a challenge in jurisprudence to all other progressive commonwealths.

The leaders in the movement included President Charles R. Van Hise; Richard T. Ely and John R. Commons, brilliant, world-renowned economists; Dr. Paul S. Reinsch, political scientist; and Dr. Charles E. McCarthy, advocate of the legislative reference library and its founder as the first one in the country. McCarthy also championed a new system of vocational adult education. Both his "dreams" became realities that have furthered the cause of public service in Wisconsin.

This group of men of similar beliefs personified what was soon called "the Wisconsin Idea," meaning that the state, through the resources of its University, should be served by its best minds in planning remedial laws and administering them through boards, commissions and bureaus. Its theory bloomed from the philosophy of Gov. Robert M. LaFollette, who filled the state house with the best "resource people" he could find at the University.

University authorities were soon connected in an advisory way with almost every department of the government. They set to work on railway, taxation and industrial problems, as well as matters related to agriculture.

As Prof. Kiekhofer wrote: "Whether one agreed or not with their political philosophies, they were intellectual and political giants who helped to make Wisconsin a rich testing ground for fresh viewpoints."

Wisconsin was first in taxation of incomes, a pioneer in statutory workmen's compensation insurance, a trailblazer in unemployment compensation.

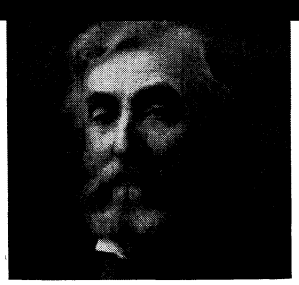
Direct primary election laws were passed. Other provisions by these legislatures included direct nomination of United States senators, a presidential primary, the control of corrupt practices in campaigns. The railway and utility control laws were called models and copied by other states.

Unsanitary factory conditions were outlawed. Child labor terms and practices were regulated and a state life insurance system was set up by the state for citizens. It developed a forestry policy with help from Gifford Pinchot and others and laid the ground work for a state program in conservation. Vocational lessons for out-of-school adults was highly popular legislation, as well as more funds for the state free traveling libraries and the Farm Short Course.

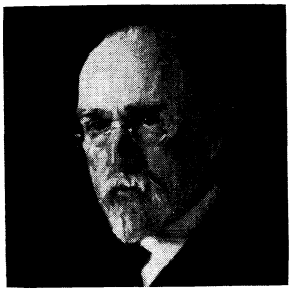
These intellectual giants built well. Most of the institutions and services voted in by the Wisconsin Idea legislatures have continued in modified form as evidence of their sound and democratic character.

The early alliances between legislators and educators also brought forth two agencies of the University most concerned with carrying the campus out to the people.

Wisconsin, of pioneer stock, he took up geology, mining and metallurgy at the University and by 1890 was a full professor. He had served under Bascom, Chamberlin and Adams and knew current problems well. He emphasized the relation of the University and the state at a time of popular awakening in conservation, social science and competent government. He once said: "If we could only fully utilize our latent talent there would be no limit to our progress." His name stands for academic courage and leadership and extension of the University beyond the campus.

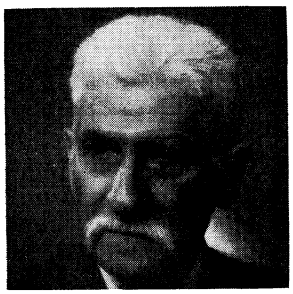


President Edward A. Birge had been acting president after Adams resigned. He was named president in 1918 after Van Hise died. He had studied under Bascom at Williams College and joined the Wisconsin faculty in 1874, where he served as Dean of Letters and Science. As president, Birge officiated splendidly during years of great University growth and achievement. Of Birge one University historian says: "He was a faculty leader of unusual powers of analysis, balanced judgment and keenness of reasoning."



President Glenn Frank held office from 1925 to 1937. He was a Missourian and edited the *Century* magazine when he was chosen as University head. Frank was a publicist and philosopher. He wrote several books and wrote a syndicated newspaper column while president.

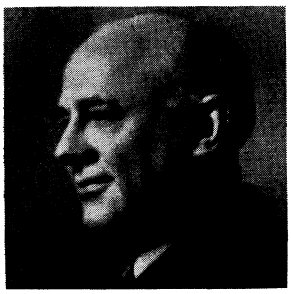
He was in constant demand as a speaker. Frank is best known for launching the much-debated Experimental College with its background of ancient classical life and work. In the last year of his administration, he was placed on trial by the Regents.



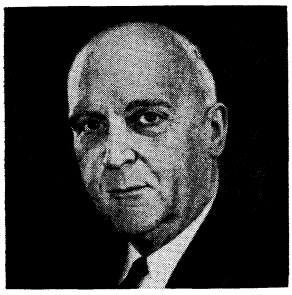
Upon leaving the University in 1937, Dr. Frank entered politics and was killed in an automobile accident while campaigning for U.S. senator.

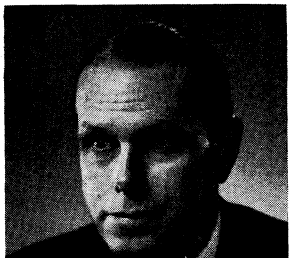
President Clarence A. Dykstra came to the University from work as city manager at Cincinnati, Ohio. His term began late in 1937 and ended in 1945. His administration faced a hard task with World War II problems and defensive preparations. The times required a vast array of adjustments, new enterprises and assignments for the head of a liberal institution to solve. As the war ended President Dykstra resigned to become provost of the University of California, Los Angeles.

President Edwin Broun Fred came to the University of Wisconsin from Virginia in 1912 as a legume bacteriologist with E. G. Hastings, College of Agriculture. As president of the University from 1945 to 1958, he showed great insight and ability as a quiet and effective leader. In the early war years, Dr. Fred did defense work for the federal government. He was chosen Dean of Agriculture in that period. Although fundamental and applied physical science held his constant interest, Dr. Fred was friendly and appreciative toward the social sciences as well. After 13 years that brought further gains in making the Wisconsin campus world-wide in scope, Dr. Fred resigned. As President Emeritus, his desk in Bascom Hall is near the office of his former agricultural associate, President Elvehjem.



President Conrad A. Elvehjem was chosen University president in 1958, after serving as head of the University Graduate School. His parental home farm is only a few miles from the campus where he presides. A notable biological scientist of international standing, Dr. Elvehjem was associated with Dr. E. B. Hart, E. V. McCollum and Harry Steenbock in fundamental vitamin discoveries made in the nutrition laboratories of the Department of Biochemistry. His official outlook in the past four years is marked by a clear understanding of the world-wide scope of teaching and discovery inherent in a great University's service to mankind.





Full official recognition of the University Extension Division in 1906 led to tremendous teaching programs and correspondence courses. The Agricultural Extension Service of 1912 established a three-way procedural agreement between federal, state and county governments. This took the College of Agriculture into the field.

The University broadened in the process of making greater outside contacts. It offered courses to workers with grade school education. It went in for the humanities—especially in University Extension. There, music, art, poetry, history, and literature were used to meet the needs of many more citizens than the resident students comprised. Today University Extension embraces 40 basic subjects.

Likewise, the Cooperative Extension Service has grown in influence. Counting the 4-H club members and leaders and the home economics volunteer workers as well as the adult groups at work with the county agent, the total reaches several hundred thousand. It is noteworthy that family and neighborhood groups are doing just what was pronounced essential to do in a democracy—keep up open discussion of public affairs, upholding free speech and searching for the truth.

Back in 1905, President Van Hise had something to say about the University reaching out to meet the unschooled citizens:

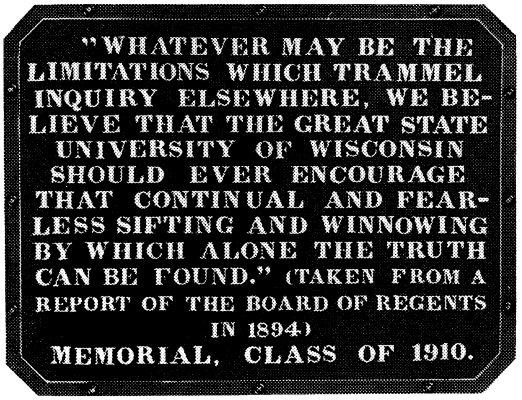
> A state University should not be above meeting the needs of the people, however elementary the teaching needed to accomplish it. It is projecting the University into the most distant townships, even into the factories, mills and lumber camps of the state. Education then becomes a lifelong pursuit. There are already more students enrolled outside of Madison for University courses.

Few if any charges are heard today about the lectures and group discussions at the University being subversive. Maintaining freedom of teaching and public expression against prejudice is also recognized as part of the Wisconsin Idea.

In the summer of 1894, Dr. Richard T. Ely, advanced in thought as a pioneer economist, was charged by another educator as teaching radical and seditious ideas. After a formal trial by the Board of Regents, the accuser was routed and Ely fully vindicated. Most everyone has read the last part of the Regents' statement, which was placed on Bascom Hall in bronze by the Class of 1910:

> Whatever be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual sifting and winnowing by which alone the truth may be found.

Shortly after the Regents made their statement, a well known lecturer in political science at Madison, Frederick C. Howe, stated:



> The achievements of Wisconsin came through freedom in thought as well as in action. There was an end of fear. Men dared stand for ideas. Freedom of speech and research was preserved at the University of Wisconsin.

It had been charged by some critics that the people would not stand for generous expenditures to maintain big ideals. Wisconsin proved that they would. From 1902 to 1912 the annual appropriations for the University increased from $550,000 to $1,700,000.

Some Facts About the Present

The University of Wisconsin now has a wide network of international relations and obligations, as graduate students from abroad come to test the Wisconsin Idea.

To service them are 9 separate schools and colleges with 1600 courses in 140 fields of human skill and knowledge. The students all flock to the two available "day and night" libraries that have over two million books to study.

Of the 20,000 students on the Madison campus, every county in the state and every state in the nation is represented, as well as 75 foreign countries and two U. S. territories.

One of the best tributes to the guiding spirit of the Wisconsin Idea is the Wisconsin Center for Adult Education, located in Madison. It is a splendidly serviceable building, erected in 1958 at a cost of $2,500,000. Contributions from the alumni and friends through the University of Wisconsin Foundation made it possible. Here, hundreds of special bodies of study and inquiry meet and utilize the fine resources afforded. Scores of active organizations in all walks of life and work go there to confer under favorable conditions, helped in most cases by faculty personnel.

One more proof that the Wisconsin Idea still lives in the educational annals of the world: After visiting the Madison campus, Max Freedman, news analyst of *The Manchester Guardian*, wrote that this visit was a major event, because "this University has always been honored for its devotion to personal rights and the noblest values of the academic tradition."

RESEARCH
and the search for

LAND-GRANT COLLEGES and universities are in the vortex of an era of research. Scholars of the University of Wisconsin contribute in many ways to the ceaseless quest for truth wherever it is found.

Such dedicated scientists work through days and nights. Their tools include the most complex of documents, theorems and formulas. They labor so that man may better know himself, his environment, and the meaning of life. Cooperation in research within the University and with other institutions and foundations speeds the allied attack on the unknown. Wisconsin research teams have demonstrated that basic science is a fountainhead of new discoveries in applied or practical research.

It was here that the butterfat test of milk was developed in 1890 by Dr. S. M. Babcock. This set in motion a long list of major advances in nutrition, grain breeding, soil culture, silos and barn ventilation, cow testing technique, conquering animal diseases, and higher living standards on farms.

One of the major advances was the development by Dr. Harry Steenbock of irradiation to increase the vitamin D content of milk. That and the work in biological chemistry of Profs. E. B. Hart, E. V. McCollum, and C. A. Elvehjem meant as much to health and welfare as any other great advances in nutritional science.

The Wisconsin Alumni Research Foundation was organized to administer the patent on Steenbock's discovery and return the income from it for more research at the University. That was in 1928. Ten years later, the annual grant to the University for research totaled $163,000, and by 1961 it amounted to $1,300,000.

W A R F's grant has been a dependable core of support to which generous additional sums have been received annually from other varied sources. Today gifts and grants from individuals, corporations and foundations support one-third of the University's research program. Another third comes from agencies of the federal government, military, medical and otherwise; while the state legislature provides the balance.

Research specialists at Wisconsin have achieved notable triumphs in safeguarding health and welfare:

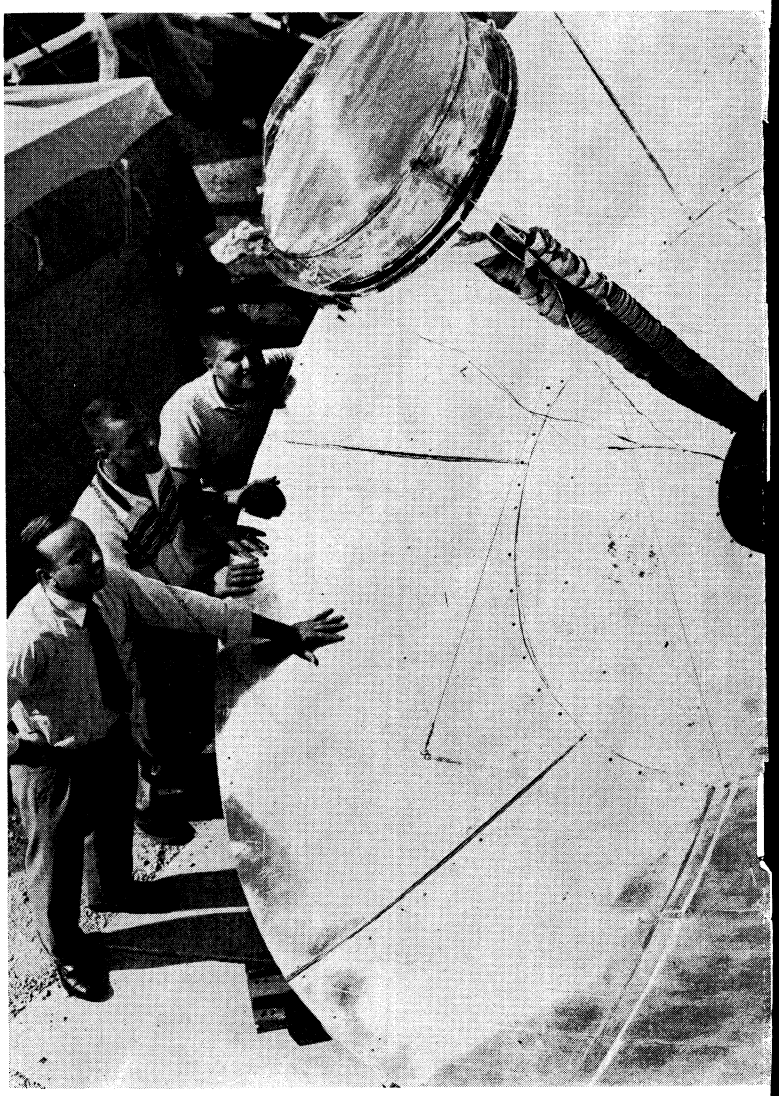
Wisconsin biochemists found that the active principle in liver extract was nicotinic acid, which was proved to be effective in treatment of pellagra, a childhood disease once 40 per cent fatal in America.

A Wisconsin scientist seeking the cause of sweet clover poisoning in cattle discovered Dicoumarol. This drug was found valuable in treating heart disease and preventing blood clotting after surgery. A related compound from the same source was developed into a powerful rat killer.

A Wisconsin scientist wondering why direct sunlight cured rickets, discovered the activating power of ultraviolet light . . . A Wisconsin bacteriologist studying molds discovered a safe and effective treatment for certain common skin diseases, such as ring-worm.

A Wisconsin specialist in biochemical genetics won the Nobel Prize for achievement in health protection in 1958, by discovery of inheritance in bacteria. Wis-

Wisconsin scientists are testing sun power and energy . . .



The WISCONSIN IDEA

. . . what it means today

. . . how it can be perpetuated

The WISCONSIN IDEA

. . . how it can be perpetuated

The Wisconsin Idea of service is a hardy one—a concept that has survived wars and depressions. There have been times when the University's services to the people have produced magnificent fruit. There have been other times when, with financial support diminished, it has seemed that this Idea might die on the vine.

Today, more than ever, the opportunities for the effective use of the Wisconsin Idea are tremendous. But these opportunities are greater than the resources which are available. To help create new resources, the University of Wisconsin Foundation has been organized. The questions and answers which follow tell the Foundation's story—and indicate how this organization can help perpetuate the Wisconsin Idea.

What does the University of Wisconsin do?

It teaches, encourages thinking, stimulates social and cultural interests, carries on research, and offers what it learns to the people of the state and nation.

What is the Wisconsin Idea?

That the University should freely offer its services to the people; that the boundaries of its campus are the boundaries of the state.

Who supports the University?

Approximately one half of its support is appropriated by the state legislature. The balance comes from earnings, gifts, endowments, or fees for services rendered.

Is this support adequate?

No, the University has long needed added support for many of its functions, which have been hampered by lack of funds. This is especially true now that student enrollment has outgrown the physical capacity of the University. Today the University is serving over 17,000 students on the Madison campus alone—with very little more "plant" than it had when enrollment was 10,000.

Will present needs continue?

Yes, in the opinion of Regents and University officials.

How will these needs be met?

The State Legislature is responsible for the University's academic needs. The Legislature can be expected to help in providing more faculty, more teaching equipment and additional academic buildings. But to carry on the Wisconsin Idea, the University greatly needs help from its other friends.

What is the University of Wisconsin Foundation?

The University of Wisconsin Foundation was organized to inform the people about conditions facing the University and to ask for help in supporting its public service and cultural activities.

Is the U.W.F. connected with the Alumni Research Foundation?

No. The University of Wisconsin Foundation has no connection with the Wisconsin Alumni Research Foundation. The Research Foundation manages inventions, collects royalties, and appropriates funds to support and encourage further research.

What does the University of Wisconsin Foundation plan to do for the University?

It plans to raise funds for purposes other than purely academic. In brief, it intends to foster the Wisconsin Idea of service to the people and to help Wisconsin maintain its high rating among other universities.

Will it give professorships, scholarships, fellowships?

Yes. It has already endowed the Frederick Jackson Turner chair of history. Projects like this will help the University attract and hold outstanding men of learning. Scholarships given by the Foundation will help support students of special ability; some such scholarships and fellowships have already been created and assigned.

Will the U.W.F. give special equipment?

Yes. The Foundation has a list of more than a thousand items urgently needed—ranging from small microscopes to complete laboratories and special-purpose buildings.

Who controls its funds?

The directors of the University of Wisconsin Foundation. The procedure will be to transfer all monies to the University Board of Regents with specific instructions as to their use in accordance with the wishes of the donors. Money given without specific instructions will be applied to Foundation projects in the order of importance to the University, but each transfer to the Board of Regents will carry with it a specific application of the funds by the Regents.

Can givers specify use of gifts?

Yes, within the broad limits of what the Regents and the University recognize as appropriate.

What do the Regents say?

Charles D. Gelatt, President of the Regents, says: "Alumni and friends of the University can keep the Wisconsin Idea strong and growing with gifts through the University of Wisconsin Foundation. By their gifts, contributors to the Foundation take an active part in the continuing progress of the University of Wisconsin."

What does the faculty say?

President Edwin Broun Fred says: "The University of Wisconsin Foundation was organized to help satisfy public service and cultural needs to carry on the activities implicit in the Wisconsin Idea. Its purpose is to strengthen the University by increasing the basis of its financial support."

Who's giving?

Some 7,640 gifts and bequests have already been received and acknowledged by the Foundation. These gifts come from individuals, from families, from corporations and from other organizations.

What do they get out of giving?

Individual donors will gain the priceless satisfaction of becoming a part of the Wisconsin Idea. Families can gain lasting memorials. Organizations can gain the assurance of continued research, analysis and study in various fields.

Are gifts tax-exempt?

Yes, gifts made to the Foundation for the benefit of the University are tax-exempt.

How does this perpetuate the Wisconsin Idea?

Gifts to the University of Wisconsin Foundation will support and extend the cultural and public-service activities of the University. They will help this great institution in its service to the people. This money will truly be invested in the perpetuation of the Wisconsin Idea.

Where can further detailed information be obtained?

If you'd like to ask specific questions—or if you wish to sit down with a representative of the Foundation—we suggest you address Mr. Robert B. Rennebohm, executive director. The Foundation's office is at 905 University Avenue, Madison 5, Wisconsin.

The UNIVERSITY CREED

We feel that we would be unworthy the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation, it is of the utmost importance that the investigator should be absolutely free to follow the indications of the truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.

From a report of the Board of Regents, 1894

The WISCONSIN IDEA

. . . what it means today

It is often said that Wisconsin men and women are tremendously proud of our University.

In a deep and quiet way, we are.

With the University well into its second century, we find ourselves taking stock—counting up the many contributions it has made to alumni, students, and people in every walk of life throughout the state and nation.

It is clear from any appraisal that the University of Wisconsin is today a truly great institution of education, research and service.

From the outset, the University taught that the past is not to be worshiped and perpetuated, but to be studied for improvement of the future. From the outset it sought great teachers, philosophers and scholars. Before long great teachers, philosophers and scholars sought posts at Wisconsin where encouragement was given to search and discovery, to analysis and open minds.

What is the Wisconsin Idea?

And this University originated and developed a unique idea of usefulness. Not content to help only the students who could attend its classes, the University began long ago to take useful information and new ideas to all the people in their homes and at their places of work.

This was called the Wisconsin Idea. There have been a thousand definitions of it, all boiling down to Service to the People.

How Is It Carried Out?

The Wisconsin Idea is expressed in many ways. There are short courses for farmers, tradesmen, business men and professional people; there is the Agricultural Extension Service; the Extension Division, helping thousands study by mail; the State Department of Hygiene, the Orthopedic Hospital, the Psychiatric Institute, the Wisconsin General Hospital, radio station WHA, and many others.

This Idea is visionary in that it sees ahead . . . in that it never loses sight of the great ultimate goals of mankind. And this Idea is practical in that it serves the people now . . . helping men and women do their jobs better . . . helping to build a strong, productive society. Wisconsin's scientists, in the laboratories and pastures and woodlands of the state, are part of this Idea. Wisconsin's geologists and social scientists and teachers are part of it. And Wisconsin's people are the first and chief beneficiaries of this Idea.

The Wisconsin Idea is itself the yeast of vigorous mental curiosity. As you read these words, day or night, men and women of the University are conducting countless experiments, at Madison and throughout the state. They are looking for new ideas and better ways to help the students and to serve the people of the state.

Yesterday the Wisconsin Idea advanced vitamins and penicillin—miracles then, common tools now. Today, the Wisconsin Idea is coming to grips with knotty problems in such diverse fields as cancer and atomic energy. Tomorrow, we shall all benefit from the work now going forward under the impetus of the Wisconsin Idea.

Wisconsin's Friends Can Help

It is no wonder that Wisconsin men and women are proud of their State University, for the Wisconsin Creed guarantees the integrity of its education and research, while the Wisconsin Idea promises continued expansion of its service.

Obviously such a program of service requires —and deserves—widespread popular support. As a state university, Wisconsin receives a substantial part of its income from appropriations by the state legislature. The danger is that the Wisconsin Idea—which is Service to the People, above and beyond the educational functions of the University—will suffer seriously from malnutrition unless outside aid comes to the rescue.

Van Hise Foresaw Need

In 1905, Charles Richard Van Hise, one of the University's great presidents, foresaw the need for such outside aid—and that the aid would be forthcoming. Van Hise said,

> In addition to the certain support by the state of productive scholarship, the state universities in the future have at least an equal right with private institutions to expect assistance from their alumni. Finally, the state university may reasonably expect funds from wealthy men, not alumni, inspired by ethical and educational motives.

To encourage such aid from friends of the University, the University of Wisconsin Foundation was organized. The Foundation has made a survey of what Wisconsin is doing and what it needs to carry on its services. It invites the support of all those who love and admire the University, and who will contribute to its further progress. And the Foundation expects and welcomes additional unsolicited gifts—knowing from valued experience that many generous friends of the University will, unasked, make important contributions to the life and growth and strength of the Wisconsin Idea.

The UNIVERSITY of WISCONSIN FOUNDATION

● This Foundation's chief aims are the support of the public-service and cultural activities of the University. It is not tax-supported; it is tax-exempt. It will be happy to work with you in the arrangement of gifts or bequests to the University of Wisconsin.

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Van Hise, Charles R.
p. 12

History Digest

THE UNIVERSITY OF WISCONSIN
1848–49 1948–49

Small Beginnings 2

Reorganization, Rebirth 5

The Bascom Era 6

Coming of Age 9

The "Wisconsin Idea" 12

Interregnum 15

Frank and Depression 16

World War II 18

Fred and the Future 19

From October, 1948, *Wisconsin Alumnus*

THE UNIVERSITY OF WISCONSIN

1848–49 1948–49

★ The University of Wisconsin is 100 years old this year. On February 5, 1849, instruction commenced for 20 preparatory students in a borrowed room. Today over 75,000 UW degrees have been granted, the University is housed in $36,000,000 worth of buildings on a 2,600 acre central campus and 16 extension centers around the state, and the fame of Wisconsin as a great state institution of higher education is world-wide.

This is a pocket edition of the 100-year story of the University of Wisconsin. In an account so abridged as this, it is difficult to present much more than a chronicle of the comings and goings of professors and presidents, courses and curricula. But we have tried to add those brief touches of sidelight and interpretation which give flesh to a skeleton of dates. We are vastly indebted to the late J. F. A. Pyre, professor of English, for material from his *A History of the University of Wisconsin* (1920); to Merle Curti, Frederick Jackson Turner Professor of History, and Vernon Carstensen, assistant professor of history, for material from their *The University of Wisconsin* (1949) and for personal assistance in the preparation of this article; and to Prof. Robert Pooley, chairman of the department of integrated liberal studies, Dr. Clifford Lord, director of the State Historical Society, John Berge, executive secretary of the Wisconsin Alumni Association, and the President's office for comments and criticisms.
—CLAY SCHOENFELD, editor of the *Wisconsin Alumnus* and executive secretary of the University of Wisconsin Centennial.

The University of Wisconsin

A History Digest

ONE HUNDRED YEARS AGO higher education in America meant primarily the small academy or college, with its classical curriculum, sex segregation, and dormitory residence, founded by private donations and swayed by denominational interests.

Today American higher education features the sprawling state university, with its strongly vocational courses, minimum costs, co-education, non-sectarianism, and vast research and public service programs, supported by public tax moneys.

In this transition the University of Wisconsin has played a major role. Here in the heart of the Middlewest have developed cultural forces which have helped to shape the course of American history.

How has this story come to pass?

Small Beginnings

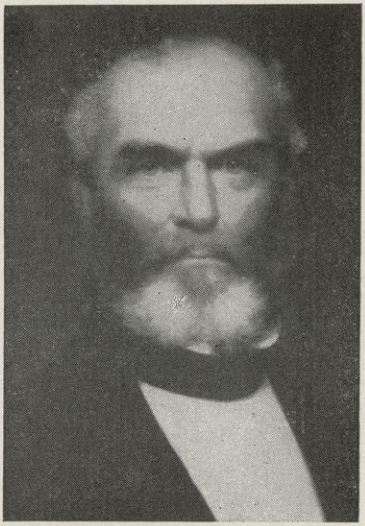
The University of Wisconsin may in a sense be said to have opened in the Autumn of 1850. At least it was then that a designated freshman class assembled for instruction in the first year of a four-year college curriculum.

But the antecedents of Wisconsin's State University go back much further than 1850, and, indeed, its official Founders Day is marked as February 5, 1849.

The history of American state universities in general is usually held to begin with the Ordinance of 1787, that celebrated instrument in which were formulated the principles that should regulate relations between the Old Northwest Territory and the original federation of states. Among its assurances was that contained in the oft-quoted clause respecting education: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." True, there is here no explicit reference to higher education. But in the negotiations between Congress and the Ohio Land Company, Congress agreed that two townships of the public domain should be set aside for the endowment of seminaries of learning. When Ohio was admitted to statehood these grants were confirmed and the lands were transferred to the state. Thereafter, the dedication of a fixed portion of the public domain to the encouragement of higher education became one of the stereotyped inducements offered by the nation to settlers upon its unoccupied lands. The national government had thus entered upon a course of action which, combining with other conditions of the frontier, was to produce a new type of educational institution—the American state university.

Steps toward acquiring the national endowment of land were taken by Wisconsin's Territorial Legislature in 1837, and the Legislature of the following year provided for the establishment of a university "at or near Madison," the newly created "seat of government." The customary grant of two townships of public land within the territory, "for the use and support of a university," was voted by Congress and approved by President Van Buren in 1838, and the location of these lands was begun the following year.

In 1848 Wisconsin became a state. The new constitution provided for



JOHN HIRAM LATHROP
1849–1858

"The American mind has grasped the idea and will not let it go, that the whole property of the state, whether in common or in severalty, is holden subject to the sacred trust of providing for the education of every child in the state."

"the establishment of a state university at or near the seat of state government," and the first State Legislature specified with considerable definiteness the scope and character of the projected institution. This act, creating "an institution of learning under the name and style of the University of Wisconsin," became effective upon receiving the signature of Governor Nelson Dewey on July 26, 1848. The government of the University was vested in a Board of Regents to be elected by the Legislature. But the Legislature failed to perform this duty, and a bill was rushed through in the last moments of a crowded session empowering the governor to fill vacancies. Governor Dewey thus appointed the first board.

The Regents met at Madison in October, 1848, and organized with Eleazer Root of Waukesha as temporary president of the Board. There were as yet no funds, provision having been made for the appraisal, but not for the sale of the University lands. Nor were the schools of the state sufficiently advanced to fit students for entrance to the University. Nevertheless, the Board determined to begin operations at once by establishing a preparatory department. John W. Sterling, a graduate of the College of New Jersey (Princeton), was elected to the professorship of mathematics in the University and invited to take charge of the preparatory school. The school opened in borrowed quarters in the Madison Female Academy Building on Monday, February 5, 1849. Seventeen pupils appeared the first day. Three more enrolled later to bring the first class to 20.

John H. Lathrop, a graduate of Yale College, was called from the presidency of the University of Missouri to become, in the autumn of 1849, the first Chancellor of the University and president of the Board of Regents. He was inaugurated with much ceremony January 16, 1850, in the presence of the Legislature and the state officers.

The Regents had acquired by purchase about a quarter section of land on the edge of the village of Madison, about one mile from the capitol building. A portion of this tract was reserved for the college campus, a portion was exchanged for other lots that were wanted to fill out the site, and a considerable part was laid out in village lots and five-acre tracts and sold for the benefit of the University. By these processes the University secured a building site of something less than 50 acres and was enriched by a profit of about $7,500 from its land transactions.

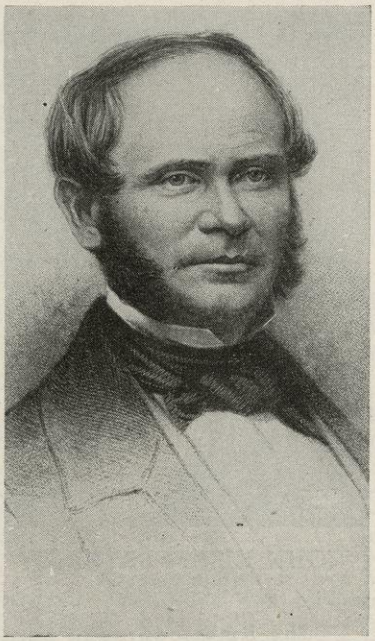
Plans for the University, at this time, contemplated a "main edifice" on the crest of the Hill, where Bascom Hall now stands, an avenue 240 feet wide from the building to the east line of the grounds, and four dormitories lower down the hill, two on each side of the avenue. Of the

five buildings here contemplated three were eventually built: North Hall, completed in 1851, South Hall in 1855, and old Main Hall, nucleus of the present Bascom Hall, in 1860.

The three buildings erected by 1860 were constructed on loans authorized by the Legislature against the security of the lands held in trust for the support of the University. It was the intention that these loans, amounting to about $100,000, should be returned out of the income of the University fund; but that income proved insufficient to achieve this purpose in addition to supporting the University, even in its small beginnings. Eventually (1862), the Legislature authorized their payment out of the principal of the fund. The effect of this act was equivalent to constructing buildings out of the capital funds of the University.

The University lands were originally appraised (1849) at an average of less than $3 an acre. Lathrop and the Regents protested that this was altogether too low, and the Legislature of 1850 was induced to set a minimum price of $10 an acre upon the lands. Contrary to expectations, however, the land did not sell rapidly at these prices. In 1852, a minimum of $3 an acre was again established and most of the lands were soon disposed of at this price. By the end of 1854 the fund amounted to $161,000 with only 6,000 acres remaining unsold. In the meantime, on the petition of the Legislature of 1851, the federal government had duplicated this endowment, granting the state, "for the benefit and in aid of the University," 72 sections of land in lieu of an equal amount of salt springs land previously granted for general state purposes. By the end of 1856 most of the second grant had been contracted for, and the land fund then amounted to $310,000.

During the first few years, the University had paid its running expenses almost entirely out of student fees, the profits on its land purchase, and the remnants of its first building loan. In 1852 it had been compelled to borrow $5,000 to defray current expenses, but it seemed about to enter upon an era of relative prosperity. Unhappily, the panic of 1857 was at hand, to be followed directly by the Civil War, so that new troubles were in store.



HENRY BARNARD
1859–1860

"I am to be at liberty to cooperate with the Board of Regents of Normal Schools, as their agent, and with the teachers and friends of common schools, in their efforts to develop all the means and institutions of education intended for the great masses of the people."

Although its charter unfolded larger plans, the University, as it existed under Chancellor Lathrop, was virtually a small classical academy and college of the old fashioned New England type. Most of the students lived in the dormitories, North and South Halls. When the first college class, consisting of Levi Booth and Charles T. Wakeley, graduated in 1854, there were 41 students in attendance, exclusive of 15 in the preparatory course. The

faculty consisted of Chancellor Lathrop, professor of ethics, civil polity, and political economy; John W. Sterling, professor of mathematics, natural philosophy, and astronomy; Obadiah M. Conover, professor of ancient languages and literature; and Stephen H. Carpenter, tutor. Daniel Read, professor of philosophy and English literature, John P. Fuchs, professor of modern languages, and Ezra S. Carr, professor of natural history, were added in the two years following. Professors Read and Carr were expected, in addition to their regular duties, to give instruction in the art of teaching and in agriculture, respectively. Modern tendencies in education were further recognized by the establishment of the degree of bachelor of philosophy, first conferred in 1858.

These mild readjustments and a moderate growth in attendance were not sufficient to appease critics of the University. There was hostility to the preparatory department; and it was held that the University was not rendering that large and practical service to education which the state expected. A reorganization in 1858 led to the resignation of Chancellor Lathrop and the election, in his place, of Henry Barnard, a graduate of Yale and an educator of very great reputation. Chancellor Barnard was destined, however, not to occupy that conspicuous place in the annals of the University of Wisconsin which he achieved in the history of American education at large. On account of ill health, he spent but a few months in Wisconsin and during this time employed his energies chiefly in the conduct of institutes for teachers, with the aim of improving general educational conditions in the state. With respect to the University he presented to the Board of Regents a number of recommendations, but these were not followed.

With the departure and subsequent resignation of Chancellor Barnard in 1860, the immediate government of the University lapsed into the hands of the faculty with Professor Sterling as executive officer. As dean of the faculty and afterward as vice chancellor, Professor Sterling continued to direct the affairs of the institution until 1867. A large proportion of the students volunteered for military duty, so that in 1864 no Commencement was held, all but one of the senior class having joined the army. Finances were in a pitiable condition. Professors were practically on half pay. Still the institution was kept alive.

Reorganization, Rebirth

The close of the war brought a new inspiration and growth to the University of Wisconsin. The returning soldiers took up their studies, and by 1870 there were nearly 500 students in residence. In 1866 a complete reorganization was effected and Dr. Paul A. Chadbourne of Williams College was called to the presidency the next year. To his vigorous and intelligent labors as executive and teacher, the University owned very largely its firm progress during the next few years. The Legislature of 1867, conceding that an injustice had been done to the University in permitting its capital fund to be impaired for the erection of buildings, voted that the amount thus lost be made good by annually restoring the sum of $7,303.76 to the University fund. Three years later, just at the close of President Chadbourne's administration, the Legislature made its first direct gift, an appropriation of $50,000 for the erection of a separate building for women students. This building, the nucleus of what now is known as Chadbourne Hall, was dedicated in 1871, after the arrival of President Twombly. It was an early and significant event in the nation-wide movement of those years toward coeducation and the higher education of women.

Another important event of President Chadbourne's administration was the founding (1868) of the College of Law, which immediately enjoyed a rapid growth. The same year (1868) a professor of agriculture, W. W. Daniells, was added to the faculty, thus putting into active operation the agricultural department which had been ordained in 1866 to take advantage of the Morrill Act granting to the state 240,000 acres of public land for the encouragement of agriculture and the

PAUL A. CHADBOURNE
1867–1870

"The object of the state colleges is to obliterate the supposed superiority of the so-called learned professions by securing a liberal — that is, the highest education—for those who choose industrial pursuits, thus lifting agriculture and mechanic arts from the plane of mere routine labor to the dignity of learned professions founded upon scientific knowledge, and allied to, or connected with, those branches of learning essential for a broad and generous culture of the whole man."

mechanic arts. The institution of the departments of agriculture and engineering as integral parts of the University was a departure from the policy of most other states of the Middlewest, which had, up to this time, founded colleges of agriculture and engineering apart from the state university. It was a feature of organization which, while its influence was not felt immediately, was fraught with important consequences for the University and the state.

Dr. Chadbourne was succeeded in the presidency by Dr. John H. Twombly, a Methodist minister from New England. Twombly was elected in June, 1871, and was forced to resign in January, 1874, on the ground of unfitness. Perhaps the most significant event of his short and unhappy administration was the dedication of Ladies' Hall already mentioned. A normal course for women had been conducted during the war; the reorganization of 1866 had explicitly provided for co-education; but for some years the work of the women was kept ostensibly separate from that of the men, in what was known as the Female College. During Dr. Twombly's administration there was a gradual approach to actual co-education, which was openly recognized upon the advent of President Bascom.

On the side of finance there was a distinct change of policy when the Legislature in 1872 voted an annual tax of $10,000, to be levied and collected for the benefit of the University. Nor was any dissatisfaction with this new departure to be detected in the state. On the contrary, the newspapers of that year seem to have been unusually friendly in their tone toward the University. The establishment at this time of a system of free tuition to graduates of high schools who passed the entrance requirements of the University foreshadowed closer relations between the University and the secondary schools of the state, a movement which the University of Michigan had inaugurated several years before.

The Bascom Era

Competent students of University history have generally united in assigning peculiar importance to the administration of President Bascom. John Bascom came from a professorship at Williams College to the presidency in the spring of 1874; he retired at the close of the academic year 1886–87. The length of his incumbency, the vigor and distinction of his personal character, and the ripeness for progress of

state and University combined to make the years of his leadership a period of unusual solidarity and significance. Dr. Bascom clearly saw and resolutely attacked the most pressing problems of the University: the ambiguity concerning co-education, the imperfections of the preparatory system in the state, and the insufficiency of means in every respect.

During the first year the young women were "put in all respects on precisely the same footing in the University with the young men." In 1875 the Legislature appropriated $80,000 for the construction and equipment of "Old Science Hall," and the following year the scientific collection of I. A. Lapham was purchased at a cost of $10,000. All told, $112,400.22 had been expended for material improvements by 1877. In 1876, Wisconsin followed the lead of Michigan in granting the first mill tax in favor of the University, one-tenth mill on each dollar of the property valuation of the state. The mill tax was increased to one-eighth mill in 1883. Assembly Hall, later Library Hall, and now Music Hall, the first building of the University to be erected out of the savings of its current income, was completed in 1879. For nearly a quarter of a century this building housed the University Library. Washburn Observatory, the first University building erected by private munificence, had been built in 1878 at a cost of $45,000.

The next building era came at the close of President Bascom's administration when, after the burning (1884) of "Old Science Hall" with the scientific collections housed in it, the Legislatures of 1885–87 voted a total of nearly $400,000 for the erection and equipment of Science Hall, the old Chemical Laboratory, the Machine Shops, and a power and heating plant for this group of buildings. The rapid development in laboratory science and the expansion of the engineering department which came toward the end of this period are well exemplified in this relatively lavish expenditure for buildings and apparatus.

The opening paragraph of President Bascom's first address to the Board of Regents had thrown emphasis upon the necessity for an articulated system of public education leading to the University. There was, throughout this year, a wide agitation among educational leaders for improvement of intermediate instruction in the state. The next Legislature (1875) passed the important "act to aid in the maintenance of free high schools." This action paved the way for the

JOHN H. TWOMBLY
1871–1874

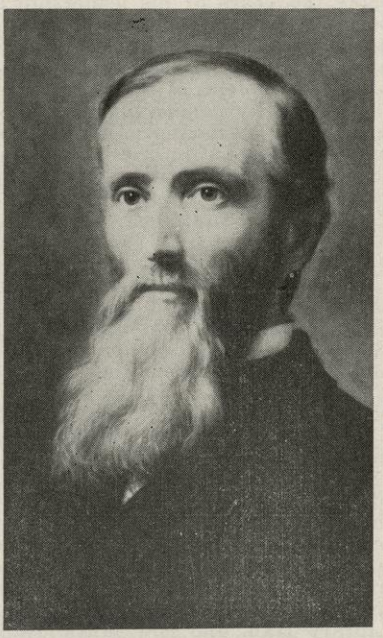
"On surveying the period of my connection with this University, I find that it has been fruitful of valuable results to the institution. The requirements for admission have been increased, the standard of scholarship raised, the facilities for instructions multiplied, a generous addition made to the funds, the favor of the public assured, and the important connection established between the University and the public schools. If the University was ever a mere 'high school,' it is not so now."

gradual elimination of the preparatory department, which was finally dropped in 1880, and for the introduction of the accredited-schools system. In 1878 the state teacher's certificate was extended to graduates of the University. With the improvement of the secondary schools it became possible to increase requirements for entrance to the University, and to raise the standards of instruction within it.

The discontinuance of the preparatory department, the increase of the teaching force, and the subdivision of fields of instruction tended more and more to make the University "the home of the keen intellectual life." Thus, Professor W. F. Allen, who had been elected in 1867 professor of ancient languages and history, became in 1870 professor of Latin and history, and in 1886 professor of history, a field to which he had given himself with increasing singleness of interest. Though still more restricted fields of research and instruction were soon to prevail, Professor Allen is mentioned because he was a distinguished teacher and scholar of this epoch as well as a fair illustration of its rate of progress toward specialization.

In the development of science in the University, Professor Roland D. Irving had an important part. He came to the department of geology in 1870, as a recent graduate of the Columbia School of Mines. He brought to his subject enthusiasm, thorough training, and a scientific temperament. The Wisconsin Geological Survey, which began in 1873, offered him large opportunity for research in the new and difficult field of Lake Superior geology and this work was later continued, until his death in 1888, under the United States Geological Survey. He became an acknowledged master in his own field, and, like Professor Allen, whose service was terminated by death only a year later than his own, he founded one of the exceptionally strong departments of the University.

Even a brief account of the University of this period would be misleading if it conveyed no impression of the UW's influence as a school of character and ideals. It was a time of unusually rapid readjustment in matters of belief. Possessed of a faith at once intellectual and devout, President Bascom brought to the University as ethical and spiritual leadership of singular efficacy in this period of transition. The material progress of the University during the 13 years was not remarkable. The increase in attendance was from about 300 to about 500



JOHN BASCOM
1874–1887

"Honor abroad and a liberal percentage of foreign students enhance the estimate in which a university is held at home. . . . We cannot secure the force of large life without large life itself. . . . I beseech for the University a generous method and a large spirit, on the part of the faculty who order it, on the part of its governing board, and on the part of the people of the state."

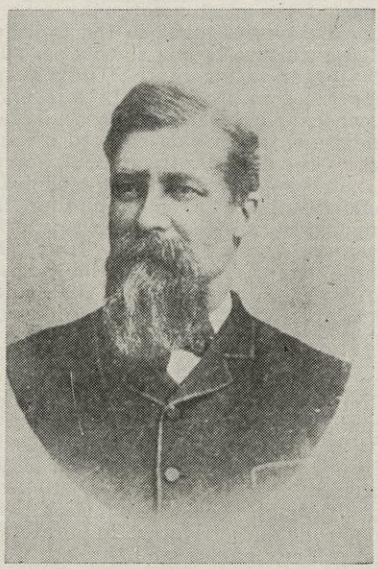
students in the college proper—a less impressive growth than that of any later period. This period is noteworthy for an improvement, more difficult to estimate, in the quality of the moral and intellectual service rendered to the student and to the state. The central college had been refined and strengthened; expansion would come in due time.

Coming of Age

The scientific development which influenced the material additions to the University toward the close of President Bascom's administration was recognized in the appointment of his successor. The new president, Thomas C. Chamberlin, a graduate of Beloit College, was a geologist of authority. He assumed the presidency in 1887 and resigned in 1892 to become head of the department of geology in the University of Chicago. During these five years distinct advances were made in the enlargement of scientific and technical instruction, in agricultural research and extension, and in inducements and facilities for graduate work. The first University fellowships were established and the University announced itself ready to confer the degree of doctor of philosophy early in the new administration (the first such degree going to Charles R. Van Hise, later to be president); the seminar method of teaching was introduced in several departments; the faculty was strengthened by the addition of several young scholars who had been trained in modern methods of research at Johns Hopkins University or in the universities of Europe. The organization, in 1892, of the School of Economics, Political Science, and History under the directorship of Dr. Richard T. Ely, marked a decisive stage of this movement.

Toward the close of President Bascom's administration there had been some agitation in the state for the removal of the agricultural department and its organization as a separate institution, and this stimulated the University authorities to a more vigorous development of this department. Immediate progress was made, and although for a number of years the long-course students continued to be few in number, some of the most noteworthy scientific discoveries made in the College of Agriculture belong to this period. The organization of the University into the four Colleges: Letters and Science, Engineering, Agriculture, and Law, which was effected by an act of the Legislature in 1889, gave a new prominence to the technical departments. The only building of importance erected during this era was the Dairy Building, Hiram Smith Hall. Two other buildings, however, provided for by the same legislature (1891), were completed shortly after the arrival of President Adams, namely the Law Building and the Armory and Gymnasium. During the five years, the number of students in the University had doubled and diversification of their pursuits had set in, not only through a wider range of studies but through the introduction of inter-collegiate rivalry in oratory and athletic games, and through the development of college journalism and other student activities. In the social life of the student as well as in the character and organization of the academic work of this period there was a marked transition from the college of former times to the modern university.

Charles Kendall Adams had won a wide reputation as professor of history at Ann Arbor and as president of Cornell University. He was president of the University of Wisconsin from 1892 to 1901. His health failed toward the end of the time, and, except for a few weeks in the autumn of 1901, the administration of the University, from 1900 to 1903, was in charge of Edward A. Birge, dean of the College of Letters and Science, as acting president. The expansion of the University during these 11 years was exceedingly rapid; the number of students nearly trebled, the instructional force more than doubled in size, and the life and organization of the University became far more varied and complex. In spite of advances in valuation of taxable property and numerous special appropriations for buildings and maintenance, the resources of the University were severely taxed to provide room for its new activities.



THOMAS C. CHAMBERLIN
1887–1892

"I conceive it to be a peculiar function of public education to foster unbiased intellectual action and to promote intellectual rectitude and those noble attributes of the mind that spring from rising above the disturbed atmosphere that envelops party and sect and clique and clan and individual."

The opening of a Law Building on the campus in 1893 was a recognition of the importance which has been attained by the oldest professional department of the University.

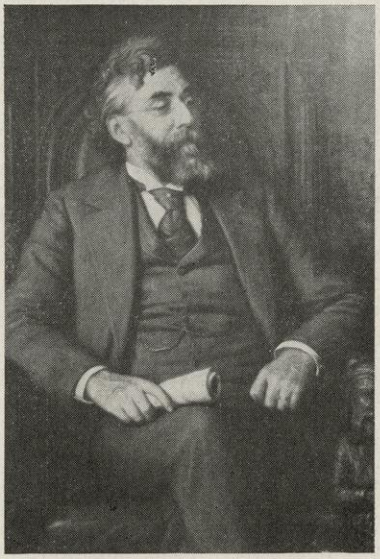
The Armory and Gymnasium was first occupied in the autumn of 1894. It was, at the time, the most ambitious building of its kind in the country. In purpose, though not in situation, it ostensibly replaced a shabby, wooden drill hall which had been burned in the spring of 1891. The attention given to its equipment as a gymnasium was due to the recently awakened interest in physical education and in athletic recreations with which President Adams heartily sympathized. The great increase of sports enthusiasm which characterized the '90's was a spontaneous student growth. In the last year of President Chamberlin's administration the Boat House had been built, largely by student subscriptions, and crew racing commenced; competitive football had begun in 1890 and track and field sports developed shortly after. About the same time (1893) a special appropriation was secured from the Legislature for the purchase of Camp Randall, of which a portion was laid out as an athletic field.

The lighter phases of University life, here touched upon, developed rapidly during the administration of President Adams, not without encouragement from the president. Ladies' Hall was renovated and increased in capacity and fitted with a gymnasium for the young women. Besides providing a drill hall and gymnasium floor of large capacity, the main room of the Armory afforded a practicable scene for musical, intellectual, and social functions on an ample scale, and a reasonable indulgence in recreations of this kind was not discouraged. The formation of the Choral Union was due directly to the personal influence of the president. It was to endow the University with facilities for appropriate musical culture that the organization of the School of Music was undertaken in 1894. The Adams house had been enlarged to receive the treasures with which the president and Mrs. Adams had surrounded themselves, and its doors were liberally opened to both faculty and students. The development of athletic recreation and of a livelier and more urbane social life in this epoch widened the appeal of the University so as to embrace a class of students, increasing as the wealth of the state increased, which had been tending to look with favor upon remoter institutions eastward. At the same time, the growing numbers and activities of the student body began to dictate the need of better plans for the regulation of their recreations. In 1897, Miss Anne C. Emery (PhD, Bryn Mawr) was appointed dean of women. Under her influence Wisconsin pioneered in developing a self-government associa-

tion of the coeds. A little earlier the faculty had found it necessary to exercise some degree of control over intercollegiate athletics, though for some years to come the management of these continued substantially in student hands.

All of the educational movements which have been mentioned as beginning under President Chamberlin continued with increasing momentum during this epoch and in addition special impetus was given to the improvement of library facilities and to the development of history and allied humanities. Research and graduate study developed to a volume and quality which warranted the forming of a Graduate School. For the work of the School of Economics, Political Science, and History the collections of the State Historical Society afforded special advantages. The prestige of the historical department was recognized by establishing in 1900 a School of History under the directorship of Professor F. J. Turner. The establishment in 1897 of a School of Education followed by the appointment in 1899 of a special inspector of high schools were necessary steps in a more formal organization of the relations of the University with the high schools of the state. More and more, too, the University became a finishing school for the graduates of the normal schools of the state; an understanding as to the terms of their admission had been arrived at in 1895–96. It was chiefly to serve the teachers of the state that a Summer School had been organized as early as 1887; it scope was much enlarged by transforming it, in 1899, into a regular Summer Session of the University, of six weeks' duration.

Education in the special applications of science to industry had been developing gradually for a long time. Just at the close of this administration it took on a new pace which first appeared in an accelerated growth of the College of Engineering. It was not until some years later that the impetus transferred itself to the full course in scientific agriculture, t h o u g h, to watchful eyes, the beginnings of the latter movement were already perceptible at the turn of the century, dramatized by Prof. S. M. Babcock's in-



CHARLES K. ADAMS
1892–1901

"We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils be removed and others prevented. We feel that we would be unworthy the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of the truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

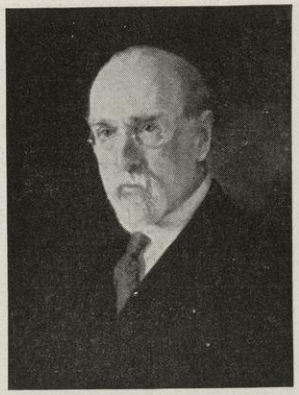
vention of the butterfat test. An analogous application of knowledge to the practical pursuits of life underlaid the last important project which received the attention of President Adams, namely, the School of Commerce, founded in 1900 under the direction of Professor W. A. Scott. This enterprise involved, if not a new principle, at least a new emphasis. It was a decisive step in the introduction of the vocational conception into the activities of the college of liberal arts.

The University was crowded toward the end of President Adams' administration. The south wing of Bascom Hall was first occupied in the autumn of 1899, and the Engineering Building a year later. In 1900, also, the library building of the State Historical Society, which had been nearly five years under construction, was made ready for occupancy. While not strictly a University building, it is like the Historical Library itself, substantially one of the resources of the University. Here for the first time the humanities were given facilities fairly comparable with those which had been provided for the natural sciences in their laboratories and apparatus. One of the last public appearances of President Adams was at the dedication of this building. It is the most impressive, as doubtless it is the most significant monument of his administration, unless that credit should go to the Regents' approval of his heroic statement that the University should ever encourage "that continual and fearless sifting and winnowing by which alone the truth may be found."

The expansion of the University continued unabated under the provisional administration of Dean Birge. The central building of the College of Agriculture was completed and the Chemical Laboratory was projected. The number of students in attendance had passed 1,000 in 1891-92; and had passed 2,000 in 1899-1900; a university of over 3,000 students greeted President Van Hise in the autumn of 1903. In five years there had been a gain of over 1,000 students. To meet the necessity of furnishing instruction to this body of students the faculty had not only been greatly increased in number; it had been much modified in character. Under President Bascom and even under President Chamberlin, it had been composed very largely of professors; now it was composed of departments, usually made up of one or two professors of full rank with a considerable number of instructors of lower rank under their direction. This was but one of many respects in which the University was increasing in complexity as well as in extent.

The "Wisconsin Idea"

President Charles R. Van Hise was the first alumnus of the University to be called to its chief executive position. Since his graduation in 1879 he had been continuously associated with the institution and had attained eminence in his chosen science of geology. The University made his installation the occasion of a commemorative celebration at the 50th anniversary of its first Commencement, June, 1904. Besides alumni, students, and friends of the University, the "Jubilee" brought together a brilliant gathering of representatives from a large number of the most important institutions of learning of this continent and of Europe and the achievements of the University were introduced as never before to the knowledge of the learned world. The medal struck for this occasion bore the inscription, "The University of Wisconsin commemorates 50 years of service to the Commonwealth." These words have become in a very special sense the keynote of the University ever since. Not only to pursue knowledge for its own sake and to widen its boundaries has been assumed to be the responsibility of the university, but to make more widely serviceable to humanity that which is already known. That is, the University has tended to throw stress upon the application of knowledge to affairs and to give as much energy to the distribution of knowledge beyond its own boundaries as is consistent with the maintenance of its efficacy as an institution of teaching and research. This tendency was evident in all the state



CHARLES R. VAN HISE
1903–1918

"I shall never rest content until the beneficent influences of the University are made available to every home in the state. . . . I hold that the state university, a university which is to serve the state, must see to it that scholarship and research of all kinds, whether or not a possible practical value can be pointed out, must be sustained. A privately endowed institution may select some part of knowledge and confine itself to it, but not so a state university. A university supported by the state for all its people, for all its sons and daughters, with their tastes and aptitudes as varied as mankind, can place no bounds upon the lines of its endeavor, else the state is the irreparable loser."

universities, but Wisconsin was nevertheless both a pioneer and an influential leader.

This *Wisconsin Idea* is typified by the history of efforts to awaken interest in the scientific practice of agriculture. "The history of agricultural schools in this country and in Europe shows that they are the most difficult to sustain," President Salamon of the Board of Regents wrote in 1867. In 1881, 14 years later, President Bascom recorded that the agricultural department was "for the first time beginning to strike root a little and promise some growth." Yet for nearly 20 years longer the work of the department was effective only in research and in its dissemination of scientific knowledge by means of bulletins, farmers' institutes, and short courses in agriculture and dairying. A full technical course in the subject was maintained; but almost no one could be induced to take it. Finally, about 1900, there set in a gradual movement toward the long course. Beginning in 1908, when the increase in engineering came to a standstill, the annual increase in agriculture accelerated until in 1914 it exceeded that in any other department of the University. The attendance upon the College in 1914–15 exactly equalled that of the entire University in the last year of President Chamberlin's regime. Even more significant was the number of graduate students in the College, which in 1914 exceeded the total number of graduate students in the entire University 20 years before.

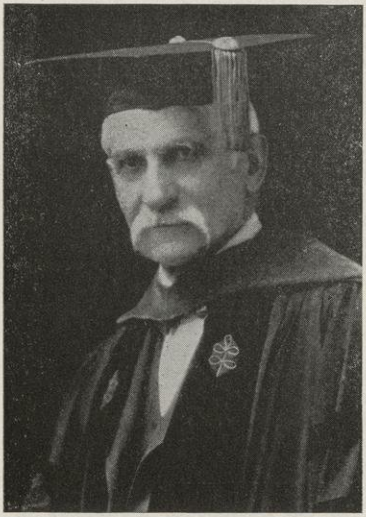
The *Idea* is typified, too, by the fact that much of the historic social legislation enacted by the state in the Progressive era was drafted in University seminars. The activity of John R. Commons, Richard T. Ely, and at least a score of other professors in this movement attracted the attention of both the educational world and progressive thought all over the nation to Wisconsin. The *Wisconsin Idea* was widely publicized, and, despite opposition both with the University and around the state, it gave the institution vitality and distinction.

Another striking feature of the progress of the University in the Van Hise period was the development of university extension. An effort in this direction began under President Chamberlin and was continued under President Adams. The older type of University extension depended for instruction almost entirely upon lectures by the regular staff of the University and, for pecuniary support, entirely upon the communities that undertook the work. It did not prove feasible, and was allowed to languish until special

means could be provided, when it was revived in a new form. This began in a small way in 1906–07. The new extension made profitable use of the experience of preceding years in the agricultural college and in part adapted to other branches of knowledge, the methods which had produced success in that department. Since 1907–08, when the present organization was begun, the Extension Division has operated upon funds appropriated expressly for this purpose. It receives expert assistance from the general staff of the University, but its work is mainly carried on by a special staff. In this movement Wisconsin was again an influence on other institutions, not only in the United States but in other countries as well.

Another movement which gained great strength during President Van Hise's administration was that in the direction of increased specialization in the various colleges, but particularly within the central College of Letters and Science. In this, the Wisconsin pattern differed from that of many other state universities, which gave greater autonomy and emphasis to the new pre-professional courses. Originally both the College of Agriculture and the College of Engineering sprang from single departments of the University, manned by a single instructor. Near the end of the administration of President Adams there came, as we have seen, the organization of the School of Commerce within the College of Letters and Science. This was soon followed by other courses organized within the College in a somewhat analogous manner; that is, by a combination of certain technical studies with a selection of studies already given in the regular curriculum, the whole leading to some particular occupation in practical life.

One of the most important so far as the central College was concerned was the course for the training of teachers, which was reorganized as a School of Education in recognition of a pronounced movement toward a more definite preparation for the profession of teaching. Another field in which a more systematic preparation came to be demanded than had been required in the past was that of journalism. These are only examples of the more ample as well as the more specific equipment that became requisite for many callings.



EDWARD A. BIRGE
1918–1925

"The most obvious duty of the state university is to meet the needs of the community for technical and professional training. . . . The second great task is the providing of courses of liberal education. . . . The third great duty lies in research and in training for research. If the state university fully recognizes these three duties and recognizes them as growing equally out of her obligations to the state, all else is matter of arrangement and of detail. If she is quick to feel and to supply the needs of the people for professional and technical instruction, broad and clear in her courses of liberal education, faithful in guiding the chosen minds of the state to fruitful research and in drawing thence the inspiration of her teaching—if she accomplish these duties, she is worthy of the name of a state university."

Through beginning to minister to these requirements, the University experienced, during the Van Hise days, a dazzling swiftness of growth. The rush toward engineering had no sooner slackened, in 1908, than the surge toward agriculture began. Then a new drift toward commerce began.

There is no room in an article of this scope for a detailed account of the material growth of the University during those years. A mere list of the buildings erected and the lands acquired would occupy pages. The period of most rapid constructional development was the five years between 1908 and 1913. The growth in attendance continued at an accelerating pace until interrupted by American entrance into World War I. There is likewise no room in this article for a delineation of the sharp conflicts, both personal and institutional, which marked the Van Hise administration.

World War I brought about a relative slowing down of University momentum. With the end of the war came the end of a great chapter in the history of the institution. The rejoicings that followed the Armistice were stilled by the announcement of the unexpected death of President Van Hise. Dr. Edward A. Birge, since 1891 dean of the College of Letters and Science and often acting president of the University, was shortly installed in the presidency.

Interregnum

Dr. Birge was to remain in the chair until mid-1925. For the University it was a slack-water period. President Birge, in the full knowledge that his was only a temporary appointment, was reluctant to commit the school to long-range policies. For the University it was also a period of being caught in the backwash of post-war socio-economic strains to which the only result could be a lessening of public support and a decline in the distinctive leadership Wisconsin had enjoyed among other universities.

The close cooperation which had marked the relationship between the two ends of State Street during the early days of the Van Hise–La Follette axis had begun to deteriorate even before 1917, and it deteriorated further when an internationalist-minded faculty signed a round-robin letter condemning the elder La Follette for his opposition to American entry into the war. The scars of this fracture were in abundant evidence under the Capitol dome in the early 1920s. Despite a surge in enrollment which carried registration past the 7,000 mark, two successive Legislatures were disinclined either to increase the University's operating budget or to provide for new buildings.

President Birge fell heir to untimely criticism from diverse quarters. The student Social Science Club attacked him for his refusal to grant the use of a University hall for a public address by Scott Nearing, famous Socialist of his day. An alumnus attacked him for his "un-Christian" attitude on evolution. A prominent assemblyman criticized expensive social functions on the campus. A Milwaukee temperance league charged that the student body was engaging in excessive drinking. And even the governor of the state complained publicly that the number of faculty members had been increasing far more rapidly than the number of students.

These controversies were but forerunners of the stresses which were to mark University history during the coming decade. They inclined to place in the shadow the University's continued progress in the *Wisconsin Idea* tradition, exemplified by the opening of the State of Wisconsin General Hospital.

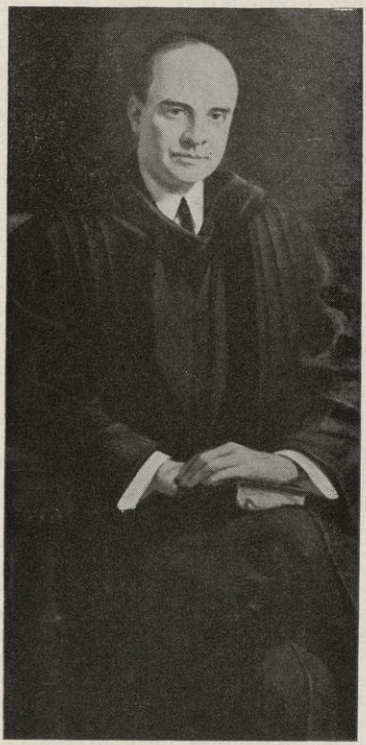
By January, 1925, matters reached a stage which Theodore Kronshage, Jr., president of the Regents, could only call "an emergency the like of which has not confronted the University since the far-off days of the Civil War." Birge had asked for a sizeable increase in the University operating budget and a building fund of $3,000,000, pointing out that the state had expended no money for academic buildings since Sterling Hall had been erected in 1913. The State Board of Public Affairs elected instead to cut the University appropriation by $300,000 and recommended a building fund of only some $591,000.

In the face of this critical situation, the University mustered popular support such as had not been recruited since the turn of the century. Faculty, students, Regents, alumni, and friends pitched in. President George I. Haight of the Wisconsin Alumni Association published at his own expense a booklet which carried broadside around the state the message that "if financial measures now before the Legislature are enacted into law, they will not only prevent the development of the University, but they will cripple it beyond all recognition." A Janesville superintendent of schools, Frank O. Holt, who was later to serve the University as registrar, dean of the Extension Division, and director of public service, presented the University's requests to the Legislature. In the middle of the fight the Board of Regents annonunced that it had finally picked a new University president, Glenn Frank, the young editor of *Century* Magazine.

Almost over night in the Spring of 1925 the University grass turned green. The Legislature appropriated a respectable, though still inadequate, operating budget and a $1,500,000 building fund. Dr. Frank arrived. Prof. Harry Steenbock announced from a biochemistry laboratory that he had discovered a way to irradiate foodstuffs artificially with vitamin D, spelling the end of rickets. The University granted, 1,870 diplomas to its largest graduating class. Ground was broken for two new men's dormitories, Tripp and Adams Halls, and for the Memorial Union Building, after long campaigns for each project. And 1,000 concrete seats were being added at Camp Randall Stadium. Little wonder that the editor of the *Wisconsin Alumni Magazine* proclaimed with confidence that "Wisconsin's golden age is here!"

Frank and Depression

The first five years of Dr. Frank's regime were verily to seem a gilded era. Indeed, the University could hardly have escaped sharing in the halcyon prosperity of the time. Whatever he may have lacked as an administrator, President Frank came to 157 Bascom bursting with ideas. He was not long in trying them out. By June of 1926 he was attracting national attention with a Baccalaureate address on "The Six Lamps of Liberal Learning." By



GLENN FRANK
1925–1937

"The educator must be more than a teacher of accumulated knowledge. He must be keenly alive to the character and demands of his time; for today the street cuts squarely across the campus, the classroom opens into the market place, and the slum is next door to the seminary. The university is an anachronism that puts its graduates into the modern world with the information and outlook of the medieval world."

October of 1926 he set up an "all-university" extension system headed by Chester D. Snell. By December of 1926 he had rescued Alexander Meiklejohn from Amherst and commissioned him to set up an experimental college. By January of 1927 he had asked for a whopping budget by declaring that "I am willing to make a sporting proposition to the people of Wisconsin"—and got it. By June of 1927 he was entertaining Baron Ago von Maltzan, the German ambassador, the first of many distinguished Frank guests. By September of 1927 he was welcoming a record registration of nearly 9,000 students. By October of 1927 he was dedicating a sizeable addition to Bascom Hall, including a theater and a reading room. By January of 1928 he was writing *Thunder and Dawn*. By December of 1928 he had helped the Phi Gamma Delta boys housewarm their new $90,000 mansion, one of many fraternity and sorority houses to go up along the Langdon Street "gold coast." By June of 1930 he had encouraged a liberalization of the Letters and Science curriculum. By October of 1930 he had trimmed the powers of his deans of men and women, following a series of incidents in which Prof. William Ellery Leonard had accused Scott H. Goodnight of "snooping tactics." By November of 1930 he had called for a revival of responsible student government.

But Glenn Frank was not to be allowed to play out his University career in an era of sweetness and light. Three factors were to operate to make his final six years in office as strongly marked by controversy as his opening five-year honeymoon was with calm. They were the onset of the depression, a relative decline in the confidence which the University family was able to place in the man personally, and political turmoil within the state.

University enrollment had increased steadily since World War I, but in September of 1930 came a falling off which the registrar attributed to "the general business and industrial depression." This brought a decrease in student fee income which was not to be reversed until the New Deal funnelled FERA and NYA funds into the campus for student part-time jobs and sent the 1935 enrollment back up to over 9,000 again.

Not only did the student body grow smaller, it grew more critical. It took a new interest in the economic system that had led 76 out of 91 fraternities into bankruptcy. It inveighed against the status quo. And Dr. Frank was a part of that status quo.

The depression brought a sharp decline in University appropriations from the state. A system of salary waivers was instituted which reduced faculty pay checks from 3 to 13 per cent. President Frank was reluctant to pare his own. The University Teachers Union criticized the Frank "key man" policy by which "a few eminent men are retained at salaries the University cannot afford," resulting in a "a tendency to starve the whole University to keep a few stars."

A combination of the tenor of the times and Dr. Frank's own vacillations in administration produced during this period a series of campus thunderstorms which followed each other in breathless succession and which were finally to be "trumped up," as Dr. Frank put it, into a "tempest of hysteria" which was to blow him out of office in January of 1937.

Criticisms, charges, investigations, threats, and muckraking came from all sides. So early as 1928 the liberals had jumped on Frank for his barring the use of a University auditorium to Dora Russell. They cried again when he sided with the Regents who in 1930 revoked a Board ruling prohibiting the acceptance by the University of subsidies from incorporated educational foundations.

The conservatives looked askance at Frank's authorization of Prof. Max Otto's "atheistic" philosophy courses, his espousal of the National Mooney–Billings Committee and the Victor L. Berger Foundation, and his failure to censor the *Daily Cardinal* when it printed a communication which scoffed at the idea that free sexual relations among students were necessarily bad.

There was the John B. Chapple charge that Dr. Frank was a "Red."

There was the *Capital Times* complaint that "education is being corrupted by the eternal quest of University presidents and regents for big endowments and bequests from those who have the money." Free love, football, liquor, fraternity hazing, administration, the Memorial Union, the dormitories, and a dozen other phases of college life came in for goings-over. There were minor tempests like Prof. F. H. Elwell's disagreement with Rev. Alfred W. Swan over the campus minister's liberalism. And there were major ones like the firing of Football Coach Clarence Spears and Athletic Director Walter Meanwell (who disagreed about who should run the show), and Trainer William Fallon (who reportedly gave the team blackberry brandy between halves).

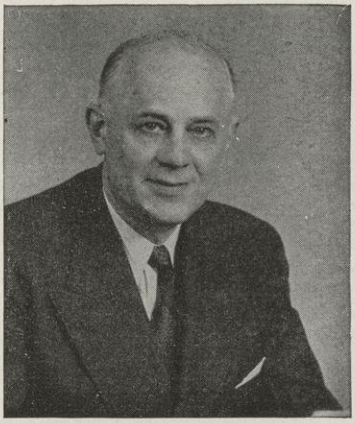
Frank labeled the whole series of controversies "nagging criticism by a band of connivers and a few newspapers." But it was more than that. It was an almost complete breakdown of public confidence in the integrity of the institution which had been so painstakingly built up 20 and 30 years before. As the *Wisconsin Journal of Education* put it: "During these years when the University is kicked and pummelled there is nothing with the remotest resemblance to organized protection or expression of faith."

Philip F. La Follette, in his inaugural address as governor in 1931, had made official the schism when he declared that "we cannot afford increasingly large expenditures with increasingly diminishing returns."

Six years later Frank was summarily called before a meeting of the Regents, charged with mismanagement of finances, weak execution of administrative affairs, failure to devote sufficient time to the University, and lack of backing from those with whom he had to deal. He was dismissed by a vote of 8 to 7. By May his successor was on the campus—Clarence A. Dykstra, city manager of Cincinnati.

World War II

Dykstra set about mending the University fences which alumnus Richard Lloyd Jones said were "as full of holes as a Swiss cheese." He had several sound posts with which to work. All the fury of Dr. Frank's latter days had somewhat obscured the fact that the University had continued to make progress, at least so far as progress can be measured by national boards and rating sheets. H. G. Wells had recently labeled Wisconsin "one of the great institutions of learning in the United States." The *Atlantic Monthly* had just rated Wisconsin 10th nationally among colleges and universities, although admitting that "it has lost some of the distinction it held during the great days of Van Hise." And an educational board had given



CLARENCE A. DYKSTRA
1937–1945

"We must safeguard and defend the inescapable implications of the democratic way. We must realize that our choice is not between liberty and safety; that the time does not come when freedom becomes an outworn shibboleth to be cast aside as a luxury with which we can dispense; that liberty is rather a weapon to be used than just a theory to be defended; that we defend freedom by using it, and that it is as important to have democracy fight for the country as to have the country fight for democracy."

approval to 31 Wisconsin departments, a record exceeded by no other American university.

Dykstra also set about to do some building. He managed to get federal money for more dormitories and for a Wisconsin Union Theater, but Wisconsin was still far, far down the roster of American colleges in its number of PWA-financed buildings.

Dykstra, already experienced at politics, patched University relations under the capitol dome. When Republican Governor Julius Heil had unseated Philip La Follette in 1938 he declared, in reference to the University, that "something is smouldering somewhere and I'm going to clean it up. I'm going to cut out this cancerous growth or kill the patient." But after he had wiped out the old Board of Regents and replaced it with nine men of his own choice, Governor Heil said no more about budget cuts and campus Communists.

Dykstra also cultivated his students and "big Dyke" and his wife became familiar and popular figures at undergraduate affairs.

But President Dykstra, like his predecessor, was not to be accorded a tranquil tenure. Almost from the moment he took office, even though the sun was shining in Madison again, there could be seen on the horizon, as he put it, "the violent lightning flashes of approaching storm." So early as 1938, Wisconsin physicists were fussing around in the basement of the Chemistry Building with something called an electrostatic generator, a machine which was later to be shipped to Los Alamos, New Mexico, and play a role in the development of the atomic bomb. By the fall of 1940 the national defense program was making big inroads in the hospital, physics, chemistry, and engineering staffs. President Dykstra himself was borrowed by Washington to serve as civilian chairman of the draft and then as a member of the national defense mediation board. He returned to the campus in November of 1941 to find his faculty riddled by the loss of over 100 scientists and technicians. The student body, likewise, was evaporating.

As it did on all campuses, war came to the University with breathtaking suddenness on the afternoon of Dec. 7, 1941. Probably no single event in the history of the institution had such an immediate and such a far-reaching effect.

Instead of hibernating, the University accelerated its tempo. The normal enrollment went down, but the total registration went up, due to 1,200 sailors and 480 WAVES in a Navy radio school. Some 200 AAF mechanics were also in training. The Army set up its correspondence institute in Madison. The University went into a year-round calendar, created an Emergency Inventions Development Council. The ROTC, which had become compulsory in 1941 after being voluntary since 1923, had an enrollment of 2,500 cadets. Enlistment programs, civilian pilot training, special research, a cooks and bakers school, war bond drives, civilian defense organizations, home nursing, a student War Council, scrap drives, blood donations, free publications to men in the Armed Forces, and other projects marked the war years. They all helped to build the prestige of the University to the point where the 1945 Legislature not only granted a thumping operating budget but also an $8,000,000 building fund. And they also helped to give purpose to a student body which five years before had been at odds and ends.

The close of World War II, as did the end of World War I, corresponded with a change in University command. Dr. Dykstra resigned to become provost of the University of California at Los Angeles, and his title passed to Edwin Broun Fred, who had been on the campus since 1913 as bacteriology professor, dean of the Graduate School and dean of the College of Agriculture.

Fred and the Future

Dr. Fred's first three years have seen the University cope with the staggering problem of an enrollment bulge of 23,500 students. They were housed in trailer camps, army barracks, an ordnance plant village 35 miles away, and a new men's dormitory. They were taught in

Quonset huts and more barracks. They were handled by an increased faculty. They were financed by a biennial state appropriation of $18,-236,100. They were accommodated not only at Madison but at over 20 extension centers around the state.

By September of 1948 the bulge in enrollment had tapered down but the sense of educational urgency in an atomic world had not.

University of Wisconsin life today is typical of the three great 20th century trends which have come to mark the institution.

The first is the teaching of an ever-increasing number of students on a budget which the University maintains is not sufficient for maximum effectiveness and in a physical plant which is grossly over-crowded and out-moded.

The total University enrollment passed 5,000, as we have seen, before the United States entered World War I. It dropped about a thousand during the war but immediately afterwards reached 7,000. Within a decade enrollment exceeded 10,000 and although that number was reduced during the early days of the Depression it rose again in the late 1930s. By the time the United States entered the second World War, over 12,000 students were registered at the University. After World War II enrollment again rose rapidly, stimulated by some 12,000 veterans returning under federal subsidies. The University was called upon in 1947 to provide instruction for a student body almost twice as large as it had ever had before. Indeed, in 1948 the number of degrees granted by the University exceeded the total enrollment in the institution only 40 years earlier.

When President Van Hise assumed office in 1903 the University had outgrown its physical plant. In the years that followed, Van Hise worked successfully to win from the state funds sufficient to build needed classrooms, laboratories, and other University facilities. But the period of rapid expansion of the University plant came to a close in 1914. The state has been slow to take up again the responsibility for providing sufficient permanent classrooms, laboratories, and other facilities for re-

EDWIN BROUN FRED
1945–

"We stand at the threshold of a new era in American education. We are beginning what some observers call 'America's cultural renaissance.' More and more people are using the services of the University. What then are the responsibilities of the Universtiy? I think that the responsibilities are mainly two. The first responsibility is to teach. The second responsibility is to learn. To teach means to participate in the building of excellent citizens—citizens who are competent to do their share of the world's work; who are understanding and tolerant of people who may differ from themselves; who appreciate the beauty of the universe; who have respect for the dignity of man and some vision of his possibilities. And if the University is to teach effectively, it must continue to learn. It must keep on learning how to unlock the mysteries of disease; it must delve for the answers to problems of superstition and prejudice; it must search for the keys to understandings between economic and political groups."

search and instruction. Major construction activities since 1919 have included the Wisconsin General Hospital, the Mechanical Engineering Building, the Biochemistry Building, the student dormitories, the Memorial Union, the Field House, and a new faculty apartment project. Of these, only the ME and biochem buildings, 1929 projects, were state financed. Practically no extra additional space has been provided for the College of Letters and Science. The University Library has become perhaps the most overcrowded of any part of the University. It shares with the State Historical Society a building which was completed in 1900. In 1908 Van Hise had declared that the building was already inadequate. In the enrichment of its holdings it failed to keep pace with neighboring institutions. In 1948, professional librarians voted it 24th among American college libraries.

Today the University has a building kitty of some $8,000,000, but inflated costs have rendered this usable for only a relatively small number of structures. Only an $80,000,000 budget will bring the Wisconsin physical plant up to par with the needs of the state and the pace of other universities.

The second great University trend is the emphasis on research. So early as 1890, when Dr. Stephen M. Babcock announced his butter-fat test, the University had begun to think of its laboratories as places of production rather than of mere teaching. Today thousands of research projects are carried on annually, and within the past five years the Wisconsin contributions include immensely valuable new strains of oats, wheat, and tomatoes, a cheaper means of producing penicillin, a bullet detector, biological warfare techniques, basic atomic research, nitrogen fixation developments, synthetic rubber production methods, and many others. In 1940 the University granted 150 doctorates, third largest number of any American university that year.

Since 1883 the state has subsidized research in the College of Agriculture and since 1917 in the College of Letters and Science, but the real reason for Wisconsin's worldwide leadership in many fields of bio-scientific inquiry has been the funds supplied by the Wisconsin Alumni Research Foundation.

The Foundation was set up in 1925 to handle patents on the Steenbock process of vitamin D irradiation. Since 1928 it has turned over to a faculty research committee a total of $3,889,919 and is now prepared to endow University research in the natural sciences to the extent of at least $400,000 a year. During the depression years, particularly, it was emergency WARF grants which held the Wisconsin research program together. Besides grants-in-aid, the WARF provides for scholars and fellows, full-time professorial summer research, lectureships and symposia, a department of wildlife management, a University press, a new enzyme institute, a Slichter professorship, and a 150-family faculty apartment project.

The third great trend influencing University life in the 20th century has been the concept of public service, the *Wisconsin Idea* that knowledge of all kinds is to be extended to the very boundaries of the state.

A radio education program, for instance, has grown directly out of the experiments conducted by Prof. Earle M. Terry of the physics department in wireless telephonic transmission. In 1919 the first clear voice transmission was made and the next year the broadcasting of weather bureau reports was begun. Station WHA and its School of the Air are products of these early experiments and have maintained high standards in radio education.

University extension work has continued to flourish through the efforts of many of the staff to maintain and improve the standards of correspondence work, continued effectiveness of agricultural extension work, the success of the Milwaukee Extension Center, and of the circuit classrooms in other cities. Two innovations of the Wisconsin extension program, each relating to citizenship training, cut new paths. In 1932 Dean Chris L. Christensen, impressed by the comprehensive scope and success of the Danish Folk School in training rural leaders and in enriching rural life, reorganized the Short Course at the College of Agriculture. The young farmers

were now housed together, rather than being left largely to shift for themselves. Community living was considered a new type of training in citizenship. This emphasis also found expression in 1938 in the launching in Manitowoc County of a roundtable group for the study of public administration. The Legislature has since made an annual citizenship program mandatory for each of the 71 counties.

In one extension innovation Wisconsin was indeed unique among American state universities. In 1925 new ground was broken when a summer school for workers was launched to provide needed education for the wage earners of the state. In addition to the summer courses the school conducted an extension program in industrial centers through the year. In time Michigan, Illinois, Cornell, and Harvard followed the Wisconsin example in devising programs for industrial workers which offered both training in union techniques and leadership and education for a deeper understanding of economic issues.

Important, too, has been the way in which the University has lifted to new levels the traditional concept of service to the state in the esthetic sphere, long neglected for what many deemed an over-emphasis on practical affairs. In 1936, thanks to the generosity of the Thomas E. Brittingham estate, John Steuart Curry, a leading regionalist, was made artist-in-residence. This was the first appointment of its kind in an American university. In addition to painting murals for the new Law School Library and the Biochemistry Building, Curry stimulated many amateur painters all over the state to find increased pride and pleasure in their work. Also striking was the coming of the Pro Arte Quartet, again made possible by outside support.

Through the years the University of Wisconsin has been the recipient of many tributes from observers of national and international repute.

President Eliot of Harvard was among the first to recognize Wisconsin's educational leadership. In 1908, in conferring an honorary degree upon President Van Hise, he gave the University the title of "the leading state university of the nation."

From Abraham Flexner of the Carnegie Foundation: "Wisconsin is fortunate beyond almost all other states in the concentration of its higher institutions of learning."

From Lincoln Steffens: "The University of Wisconsin is a highly conscious lobe of the common community mind of the state and of the people of Wisconsin."

In recent years the *Saturday Evening Post* has lauded Wisconsin as a University whose function it is "not only to disseminate knowledge but through research to acquire new knowledge and to see that it finds a place in the lives of the people."

And just this Fall, an article in *Look* Magazine, headlined "University of Wisconsin an influential state university . . . famous for academic freedom and its beautiful campus," declared that "the ratio of work to marble is higher at Wisconsin than at any other university."

What is the measure of the University of Wisconsin on the occasion of its 100th birthday?

It is clear that in its Centennial year the institution faces tasks comparable in difficulty with those that confronted the pioneers.

There is the physical task of educating 20,000 students in a plant designed to accommodate half that many and under a budget inadequate to finance a superior job.

There is the moral task of bringing to all the citizens of Wisconsin education for a fuller realization of democracy in every phase of living, education directly for international understanding, and education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.

Meantime there are the assets of a hundred years of experience and tradition and spirit.

There is abundant campus experience in making ends meet in cramped quarters. There is a vibrant tradition of profound economic, social, and scientific thought. And there is an unquenchable spirit of untrammeled inquiry and unselfish devotion to the public weal.