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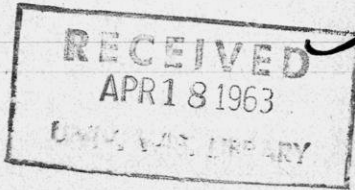
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WISCONSIN

APRIL, 1963

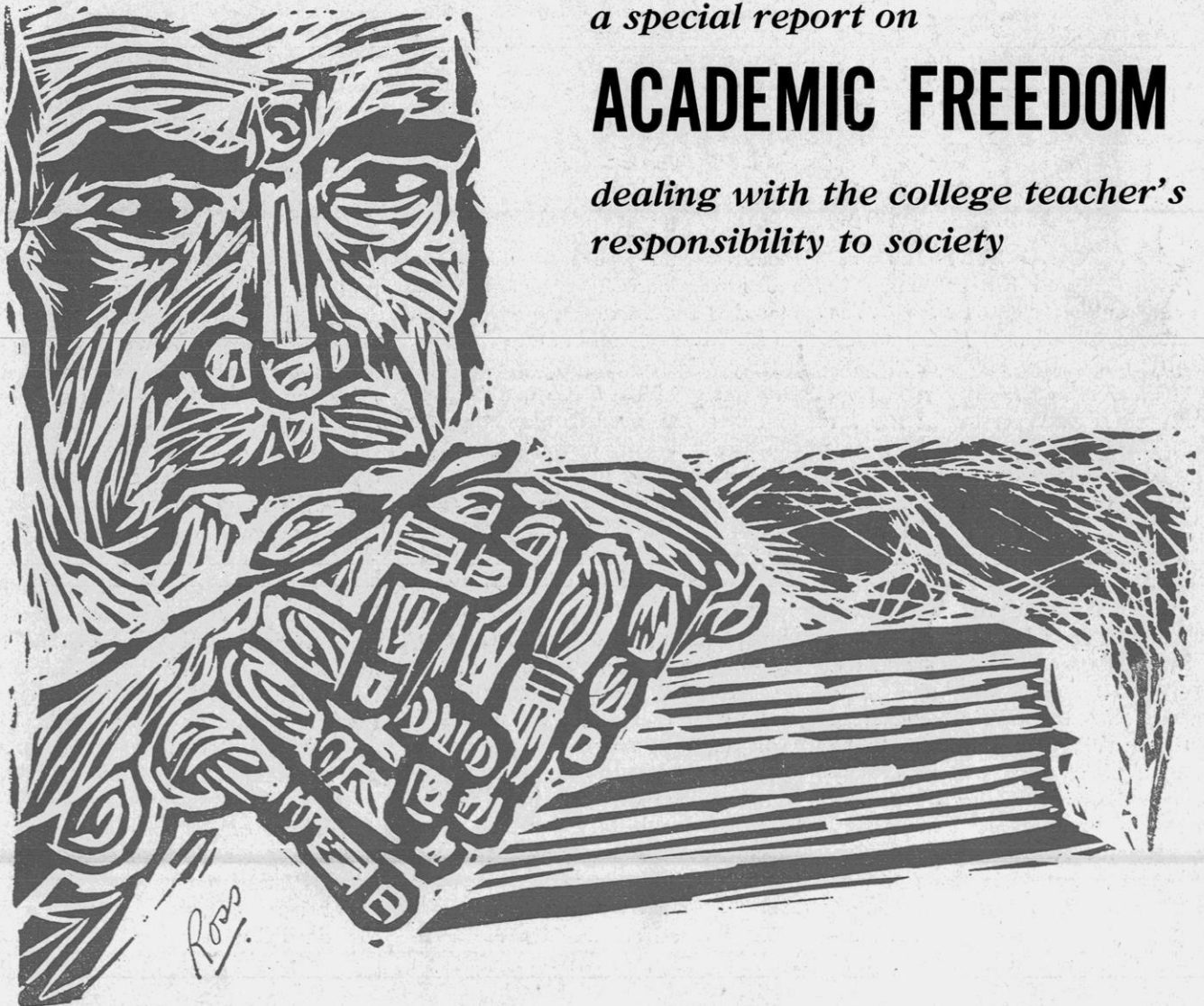
Alumnus



a special report on

ACADEMIC FREEDOM

*dealing with the college teacher's
responsibility to society*





A portion of the faculty at the Elvehjem Art Center reception.



campaign moves ahead

FACULTY AND STUDENTS recently entered the campaign to provide funds for the Elvehjem Art Center, a \$3,300,000 facility to be constructed on the lower campus.

At an overflow faculty reception, Prof. James S. Watrous, of the art history department, told how the new cultural facility would be used to house the University's outstanding art collection, and how it would fit into the academic program.

Pointing to benefits from the center which continue the Wisconsin tradition of cross fertilization among departments, Prof. Watrous told the faculty that the permanent exhibits derived from the UW art collection and also changing exhibitions to be hung in the center "will be closely associated with the educational programs of innumerable University departments."

"We are far enough along now so that the architect has been chosen for preliminary planning," Prof. Watrous said as he told the faculty that

the art center would be located on the lower campus in the area bounded by University Avenue and Park, Murray, and State Streets. "Harry Weese of Harry Weese and Associates, Chicago, has the commission for the overall plan for the southwest lower campus development and in all likelihood will design the art center," Watrous said. Weese has gained national recognition for his imaginative design of the American Embassy in Ghana.

After outlining the variety of elements which will comprise the center—not only galleries and a library, but auditoria, smaller lecture space, and print and slide rooms—Prof. Watrous indicated the scope of the University's 1,300-piece, million dollar art collection, and spoke on the areas of art history learning they will enhance when adequate space at the center permits both occasional and permanent displays.

He showed color slides of representative pieces from the collection

as he continued—works such as the large 15th-century Russian triptych from the Joseph E. Davies collection; "The Denial of Peter," a 17th-century oil by Flemish artist Gerard Seghers, from the Rojzman collection; "Spring—Madison Square," an oil by American realist John Sloan, a UW purchase from Humanistic Foundation funds; and "Hercules the Archer," 19th-century bronze by Emile-Antoine Bourdelle, donated by Frank G. Hood.

A faculty campaign committee with Dean Mark H. Ingraham as chairman and Emeritus Pres. E. B. Fred as honorary chairman is canvassing the faculty to secure pledges of support for the new art center.

In the meantime, students demonstrated their interest in the project as Steven F. Wolfe, senior from Henwood, N. Y., and president of Lakeshore Halls Association, presented the Foundation with a check for \$250 representing LHA's contribution toward construction of the center.

Important Individual Gifts

IN THE MASSIVE nationwide solicitation for the art center, individual gifts take on an added importance. Two recent contributions of notable magnitude were reported when Malcolm K. Whyte, prominent Milwaukee attorney and national chairman of the Elvehjem Art Center Campaign, and LeRoy A. Petersen, chairman of the board of the Otis Elevator Co., New York City, presented their personal contributions totalling \$59,000.

Whyte, senior partner in the Milwaukee firm of Whyte, Hirschboeck, Minahan, Harding & Harland, made a contribution of \$25,000. He is counsel for the Fibre Box Association and National Paperboard Association, a director of several Milwaukee and Racine business firms, past president of the Children's Aid Society of Wisconsin, trustee of Layton School of Art and Layton Art Gallery, and a director of the UW Foundation.

Petersen's gift was the transfer of the deed for a piece of business property valued at \$34,000. Born in

Amery, Wisconsin, Petersen, a member of the Class of 1917, has maintained a long and active interest in the progress and needs of the University. He was just appointed president of the Wisconsin Eastern Alumni Scholarship Fund sponsored by the UW Alumni Club of New York. In addition, he is a director of the Metropolitan Life Insurance Co., the Consolidated Edison Co., Irving Trust Co., and The Carrier Corporation.

Additional Committee Chairmen

NEW ADDITIONS to the growing list of state chairmen for the Elvehjem Art Center Fund include: Harold J. Utter of Lexington, Ky.; C. B. Christianson of Wheeling, W. Va.; Willard C. Schwenn, Hillsboro, Ore.; and Z. T. Szatrowski of Seattle, Wash.

Report Fund Raising Totals

CITIZENS AND BUSINESSES in Wisconsin continue to be generous benefactors of the University of Wisconsin, according to a report issued by the University of Wisconsin Foundation.

Robert B. Rennebohm, UWF executive director, announced that the total amount collected from all sources by the Foundation during 1962 was \$571,750. Of this amount, \$322,579 came from alumni, friends, foundations, and businesses within Wisconsin. All funds raised by the Foundation are used for University programs and projects that are not supported by legislative appropriations.

Sixty-eight counties are represented in the Wisconsin total as alumni responded enthusiastically to the annual appeal for contributions. Leading the list were Milwaukee County with \$128,941, Dane County with \$89,623, Jefferson County with \$31,749, Racine County with \$13,689, and Sheboygan County with \$10,607.

Contributions from outside Wisconsin came from the other 49 states, the District of Columbia, and nine foreign countries. The most generous non-resident contributor was Maryland. This was due pri-

Utter, a member of the Class of 1927, has lived in Kentucky for over 32 years. He has maintained close contact with the University since graduation: "I came from Stoughton and spend considerable time each year at Lake Kegonsa. I have relatives and many good friends in the Madison area." He is treasurer and a member of the board of Transylvania College in Lexington.

Christianson is with Engstrom and Wynn, Inc., contractors in Wheeling. A native of Stevens Point, he majored in civil engineering at the University and graduated in 1922.

Schwenn, an attorney, is a member of the Class of 1939. He is working with the Oregon State Bar committee on a proposed revision of the Oregon constitution.

Szatrowski, a member of the Class of 1949, is with the General Electric Co., in Palo Alto, Calif.

marily to a large bequest. Alumni and friends there accounted for \$60,967 in gifts to the Foundation. New York was next with \$56,178, followed by Illinois with \$37,775, California with \$25,784, Missouri with \$9,649 and Ohio with \$9,209.

Among the foreign contributors were alumni from France, Canal Zone, Austria, Sweden, Belgium, Finland, Canada, New Zealand, and Ceylon.

Many gifts to the Foundation are restricted by the donors for some specific purpose on campus. Others are left to the discretion of Foundation officers to use wherever they will do the most good. Principal areas for expenditures during recent years have been professorships, scholarships, and special buildings such as the Wisconsin Center for adult education.

Rudolph C. Zimmerman, president of the UW Foundation, said, "We are extremely pleased to note that contributions last year showed an increase of 27.5% over 1961. This surge of enthusiasm and interest gives us the confidence and desire to move ahead in 1963 with one of the Foundation's most stimulating projects—the Elvehjem Art Center."

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The Bantus of South Africa get cancer of the liver more often than do white people.

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THERE'S a new look about Commencement-Reunion weekend this year—all Wisconsin alumni are encouraged to come back to the campus, whether they are members of a reuniting class or not. Naturally, the

customary reunion activities are being planned for designated classes including the classes of 1908, 1913, 1917, 1918, 1923, and 1938.

In addition, alumni of all classes are encouraged to come back and

see how the University of Wisconsin is proliferating as the demands of our society increase and change becomes necessary. There is a bracing climate here as the University moves to meet the challenges of twentieth century life under the leadership of its 14th president, Fred Harvey Harrington. A return visit to the campus will give you an opportunity to see how it is being made over with the addition of new buildings. And, of course, alumni will want to renew their acquaintance with the timeless aspects of the Wisconsin campus: June is the time when Lake Mendota, Picnic Point, the Willows, and the tree-shaded walks of Bascom Hill are at the height of their beauty.

Many alumni activities have been planned for the weekend, beginning on Friday, June 7, with the Half Century Club luncheon honoring alumni who have been graduates of the University for fifty years or more. This year, the Class of 1913 will be inducted into this select group of fifty year graduates. On Saturday, the Alumni Day Dinner will be held in Great Hall of the Memorial Union. President Harrington will be the principal speaker at the dinner which will also feature the presentation of the "Alumnus of the Year" award.

On Sunday and Monday, the emphasis will be on this year's Commencement, the 110th in the history of the University. Such impressive events as the Honors Convocation, the President's reception, Twilight Band Concert, and the impressive Commencement ceremony will add an air of pageantry to the weekend.

Alumni are encouraged to make hotel or motel reservations early, as space is at a premium during the weekend. The Madison Chamber of Commerce will supply a list of local motels and hotels on request. Parking is a problem on and near the University campus, but visitors may secure a special permit at the Information window on the Park Street side of the Memorial Union.

Make your plans now to be in Madison on Alumni Weekend and attend the many activities highlighting the climax of the University's regular academic year.

Come Back to the Campus for Alumni Weekend

Commencement-Reunion Time Table

Friday, June 7		10:30 A.M.	HALF CENTURY REUNION, UW-M Faculty Lounge, Univ. of Wis., Milwaukee
All Day	Registration, Union		
12:15 P.M.	HALF CENTURY CLUB LUNCHEON, Great Hall, Memorial Union	2:00 P.M.	UW-Milwaukee Commencement, Pearse Field
Alumni Day—Saturday, June 8		4:00 P.M.	Honors Convocation, Union Theater
All Day	Registration, Union Events arranged by various reunion committees	7:00 P.M.	Twilight Band Concert, Union Terrace
12:30 P.M.	Class Luncheons	8:00 P.M.	President Harrington's Reception, Union
6:30 P.M.	Alumni Dinner, Great Hall		
Sunday, June 9		Monday, June 10	
9:00 A.M. to 11:00 A.M.	Union Terrace Breakfasts	9:00 A.M.	110th Commencement, Stadium (10:00 A.M. in the Field House in case of rain)

Alumni Dinner

Reserve place(s) for me at the Alumni Dinner in Great Hall at 6:30 P.M. on Saturday, June 8, at \$4.00 per plate. Check enclosed.

Name Class

Address

City Zone State

Mail your reservation as soon as convenient, not later than June 1, to Wisconsin Alumni Association, 770 Langdon St., Madison 6, Wis.

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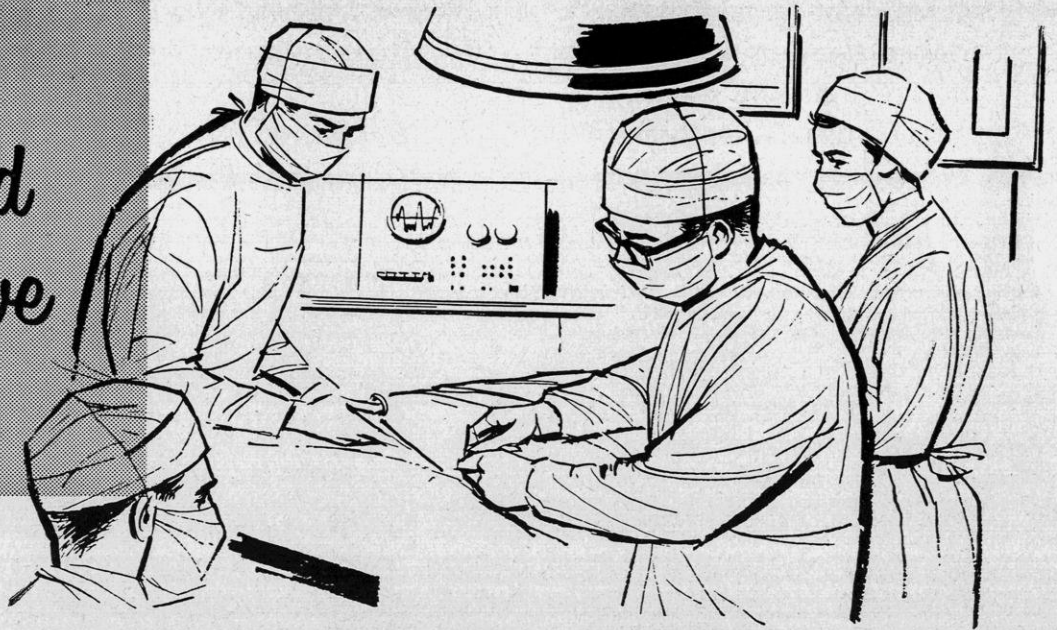
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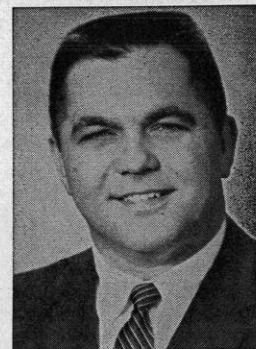
Name

Address

City

On Wisconsin

by Arlie M. Mucks, Jr., Executive Director



THE PURPOSE of this editorial page is to bring you a timely message from the executive director of the Wisconsin Alumni Association or, when appropriate, the President of the University. It also serves as a means of a personal commentary on subjects that are of great interest to all alumni. This month, our page takes on the form of a progress report dealing with Association business. There have been so many recent changes taking place within our Association and the University, that we thought you would like to be brought up to date.

Here are some of the recent developments which should be of interest:

President's Cabinet—For the first time in the 102 year history of your Alumni Association, the executive director has been made an official part of the President's cabinet—a high level policy committee of administrative advisors. President Harrington wants Wisconsin alumni to have a direct line with his office so that the University's handling of matters pertaining to alumni will be more productive. We feel that the appointment to the President's cabinet is a definitive recognition of the importance of alumni opinion in the planning of University affairs.

Founders Day Programs—During the past three months, it has been my good fortune to visit alumni clubs in every corner of our great country. Enthusiasm is high in these outposts of understanding. We have aggressive leadership in key centers of alumni concentration, and we have high hopes for the effectiveness of our club system. I have commented before on the importance of people-to-people relationships and the necessity for a fundamental selling of the Wisconsin Idea at the club level. Many of our sister universities in the Big Ten have been studying our club system because of our large number of active groups who are doing a great deal to promote interest in Wisconsin.

The strength of our alumni groups relies chiefly on the active participation of individual club members who demonstrate an interest in keeping their ties with the University intact. One of the most important functions of an alumni club is to recruit outstanding local scholars for our University. Throughout our entire nation the academic talent hunt is proceeding at an accelerated pace and, if we hope to maintain a great University, we must continue to encourage outstanding scholars to attend Wisconsin.

This year, a number of new Wisconsin Alumni Clubs have been organized and, for the first time in history, each one of our out-of-state clubs had a speaker from the Wisconsin campus at its Founders Day celebration.

Alumni House—Slowly, but surely, progress is being made on the Alumni House. An exciting design concept has been approved by our Alumni House Committee, and we are working with the architect and University officials to make the Alumni House available sometime next year. In all of the preliminary planning, the emphasis has been on making the Alumni House a "little gem of a building" that will take full advantage of its setting on the shore of Lake Mendota on the present site of the Sigma Chi house.

Elvehjem Art Center Campaign—We are urging all alumni to participate in this important fund raising drive. The campaign, in many cases, is being carried out at the local level and offers a distinct opportunity for alumni to demonstrate an interest in the cultural future of the University.

European Tour—Coming on the heels of our successful Rose Bowl tour is an opportunity to spend 23-days in Europe with your fellow Wisconsin alumni. This is the first time we have offered such a service to our alumni and your response has been most encouraging—details of the tour are on page 8 of this issue.

Special Report on Academic Freedom—The bulk of this issue is devoted to an examination of the meaning of academic freedom. We feel that this is one of the most vital questions of our time and relates directly to our national interest. We encourage you to read it and send us your comments.

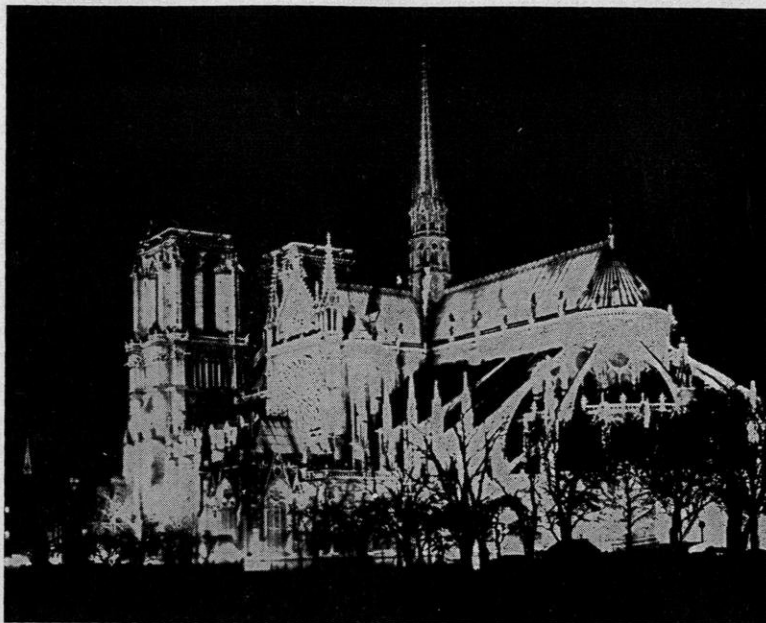
In that respect, we have been most encouraged by the two-way communication we have had with our alumni. As you can see from the recent letters columns in the magazine, we have been printing a diversity of opinion on various topics. It is our hope that this free exchange will continue, for it is the hallmark of a free society.

In all of the reports above, it is obvious that the alumnus is still an integral part of the University of Wisconsin. More is being done to make the alumnus feel that there is still a place for him in the overall Wisconsin picture. You, the individual alumnus, are why we are here.

*there's still time
to join your
fellow alumni in*

EUROPE

this summer



A HIGH RATE of interest and a number of deposits since the original announcement only three months ago indicate that the 1963 Wisconsin Alumni Holiday in Europe will be a tremendous success.

The tour, leaving July 29, will include 23 days of fun, sightseeing, and a liberal amount of leisure time in England, Holland, Germany, Switzerland, Liechtenstein, Austria, Italy, and France—for the undeniable bargain price of \$1085 from Chicago or \$1012 from New York.

Included in the price are first class hotels at all stops (using twin-bedded rooms), all meals except while in London, Rome and Paris where breakfast and a choice of lunch or dinner is provided, sightseeing by private deluxe motorcoach, all transfers to and from hotels, an experienced tour director remaining with the group throughout Europe, all tips except for services of a personal nature, and air transportation.

As just a sampling from the exciting itinerary, the portion of the tour which covers Germany will include an enchanting trip down the Rhine river from Coblenz to Assmannshausen—through the glorious countryside that has made the Rhine famous for centuries. That night, tour members will stay at the beautiful spa-resort of Wiesbaden, where they can sample the gay night life, or, if they so desire, enjoy a flutter at the famous gaming casino.

The next day, after visiting Frankfurt, the tour will move on to Heidelberg, entrancing city of the "Student Prince" with its lovely university and palace and delightful "old quarter". Lunch will be served at the famous Red Ox Inn, before a tour of the castle, the university and its students' prison, and other points of interest.

That night will be spent at the internationally renowned spa of Baden Baden, in the Oos Valley of the Black Forest. In a sheltered position among wooded hills and mountains, Baden Baden has gained a reputation for fine concerts, operas, plays, dancing, tennis, golf, and swimming from a fine beach. A casino, the oldest in Germany, is another of its attractions.

The visit to Germany will be climaxed by a drive through the Black Forest, from Baden Baden, through Triberg and on into Switzerland for another memorable travel experience.

These are only a few of the many exciting experiences that await those who join this first all-Wisconsin Alumni tour of Europe. Remember the tour is open only to members of the University of Wisconsin Alumni Association and their immediate families residing in the same household.

For full information, or to make your deposit and assure your space, use the coupon on this page. Make your plans now to be with your fellow alumni on this excellent travel adventure.

WISCONSIN ALUMNI TOUR OF EUROPE

Wisconsin Alumni Association
Memorial Union
Madison, Wisconsin

Please send more information and a detailed itinerary on the Wisconsin Alumni Tour of Europe departing July 29, 1963.

Please reserve accommodations for _____ persons on the Alumni Tour of Europe. Enclosed please find a deposit in the amount of \$100 per person (checks should be made payable to the Wisconsin Alumni Association). This amount will be applied to the total cost of \$1085 per person from Chicago or \$1012 per person from New York, and I will pay the balance due not later than June 15, 1963.

I understand that this deposit is refundable in full, providing written notice of cancellation is sent to you at least six weeks before departure, and that refunds made thereafter will be subject to a cancellation fee in accordance with expenses incurred in the handling of my tour reservations.

Name _____ Address _____

City _____ State _____ Phone _____

news of the University

Robert Clodius Appointed Provost for Madison

DR. ROBERT L. CLODIUS, University of Wisconsin vice president-academic affairs, was named acting provost for the Madison campus by the Regents in March.

Pres. Harrington, who recommended the promotion, said Provost Clodius will retain his University vice presidency and his professorship in agricultural economics.

The Regents also named Dr. Gerald C. Mueller, professor of oncology, as assistant vice president-academic affairs on a part-time basis to aid Clodius in his expanded duties.

The appointment of Dr. Clodius was the most recent step in a University administrative reorganization announced some months ago by Pres. Harrington. It involves the formation of a central, all-University administration, to concern itself with the statewide operation of the University, and the development of local administrations for the major geographic units.

The University of Wisconsin-Milwaukee has operated under a provost, reporting to the central administration, since it was founded. The appointment of an acting provost for the Madison campus sets up a parallel administrative structure, Dr. Harrington explained.

Dr. Clodius came to the University in 1950 as assistant professor of agricultural economics. Born on a wheat farm near Walla Walla, Wash., he was awarded his B.S. and Ph.D. degrees by the University of California, Berkeley, and taught there before joining the Wisconsin faculty.

At Wisconsin he won the Kiehofer award for excellent teaching, and was promoted to associate professor in 1953, to professor and associate dean of the Graduate School in 1958, and was chairman of the department of agricultural

economics when he became University vice president-academic affairs last August.

Dr. Mueller, 41, who will be assistant vice president, is a native of Centuria in Polk County, Wis., and holds Wisconsin B.S., M.D., and Ph.D. degrees.

Noted for cancer research, he joined the University faculty in 1950 as an instructor, became assistant professor in the same year, associate professor in 1954, and a full professor in 1959.

In 1958 he won three coveted honors: the Schering Endocrine Award, Lasker Fellowship in Oncology, and the George I. Haight Traveling Research Fellowship, this taking him to Tubingen, Germany, for seven months while conducting special research at the Max Planck Institut für Virusforschung.

Dr. Mueller's areas of research center on the role of hormones in tumor formation, metabolic changes in cells initiated by hormones, and carcinogenesis, particularly in reference to hormones in the body.

Special Assistant Appointed to Work on Increasing Support

DR. KARL E. KRILL, associate vice president for research development at Ohio State University, will join the University of Wisconsin central administration July 1 as a special assistant to Pres. Fred Harvey Harrington. Dr. Krill's efforts will be directed toward increasing the financial support of University research from sources other than state appropriations.

"We expect Dr. Krill to work with foundations and other research supporting agencies in furthering a wide variety of University programs," Pres. Harrington said. He indicated that his newest assistant would be available for some University consultation work even before his formal transfer from Ohio State.

Dr. Krill, 47, born at St. Louis, studied engineering at Washington

University under a Guggenheim scholarship, at the UW Coast Guard Academy, and at the Missouri School of Mines and Metallurgy which awarded him the B.S. degree in ceramic engineering in 1941. He received his M.S. degree in petrology at the University of Colorado in 1948, and the Ph.D. in inorganic thermochemistry at Ohio State University in 1951.

He served in the Navy 1941-45, did research for National Clay Pipe Research Corp. 1948-49, was chief of the chemical engineering and materials sciences branch of the U.S. Army Office of Ordnance Research 1952-54, and was assistant director of the Ohio State University Research Foundation 1954-56, when he became associate vice president of Ohio State.

Summer Sessions

NEARLY 9,000 students are expected to enroll in the 78th Summer Sessions at the University of Wisconsin this summer. This total would be no significant increase in attendance from last year, when 8,935 attended.

Most of these students will attend the eight-week session, which runs from June 25th through August 16th. During that period, instruction will be offered in 83 major fields of study. About 30 non-credit conferences, institutes, and workshops also are scheduled.

Specials scheduled for this summer include a National Science Foundation Research Participation Program; a Safety Education Program; the Wisconsin Alumni Seminar for 1963; and foreign study tours.

In addition, Extension Centers at Kenosha, Racine, Wausau, Manitowoc, and Green Bay are offering a limited amount of courses. The University of Wisconsin-Milwaukee will offer over 200 courses this summer.

Fees for the summer sessions will remain the same as last year: \$80 for a maximum eight-credit load by a Wisconsin resident, and \$143 for an out-of-state resident.

Additional information can be obtained by consulting the 1963 Summer Sessions Bulletin.

Academic Freedom Is Your Freedom

by **Fred Harvey Harrington**
President, University of Wisconsin

ON THE PAGES that follow, two dozen alumni editors from every section of our country explain and justify academic freedom.

What they say is essentially what the Regents of the University of Wisconsin said 70 years ago in the single sentence cast in bronze and bolted to the entry of Bascom Hall.

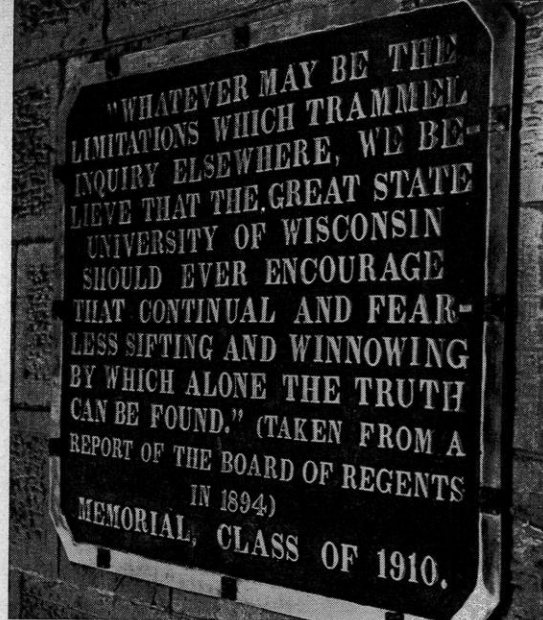
Every alumnus should remember that statement, for it marked the turn of Wisconsin toward greatness.

Those were pioneering days for the State and its University. The faculty was taking its first tentative steps out of the classroom into the world of action, steps later to be identified as the Wisconsin Idea and hailed throughout the world.

But for one of the University's leading scholars of the time, Richard T. Ely, professor of economics and champion of social welfare, those steps led to charges that he encouraged strikes and taught dangerous theories. They also led to his trial before a committee of Regents, to his exoneration, and to the historic "sifting and winnowing" declaration.

The Regents reasoned in this fashion:

"As Regents of a university with over a hundred instructors supported by nearly two millions of people who hold a vast diversity of views regarding the great questions which at present agitate the human mind, we could not for a moment think of recommending the dismissal or even the criticism of a teacher even if some of his opinions should, in some quarters, be regarded as visionary. Such a course would be equivalent to saying that no professor should teach anything which is not accepted by everybody as true. This would cut our curriculum down to very small proportions.



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 of 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 truth wherever they may lead."

Wisconsin's march of freedom did not stop there.

Take one of the key questions posed by our alumni editors: "Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them?"

Wisconsin Regents answered that question in 1922 when they declared that the "sifting and winnowing" principle "shall be applicable to teaching in the classroom and to the use of the University halls for public addresses."—Addresses by right wing speakers and left wing speakers and everything in between.

What about students? Our Regents said this in 1956: "The search for truth is the central duty of the University, but truth will not be found if the scholar is not free, it will not be understood if the student is not free, it will not be used if the citizen is not free."

Here we have the basic point. This republic does not fear the free exchange of ideas. We are not afraid to trust our citizens. Our campus and our republic are free. They will remain so as long as freedom to seek the truth and to speak out is the right of all.

WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- ▶ He originates a large part of our society's new ideas and knowledge.
- ▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.
- ▶ He makes discoveries in science that can both kill us and heal us.
- ▶ He develops theories that can change our economics, our politics, our social structures.
- ▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

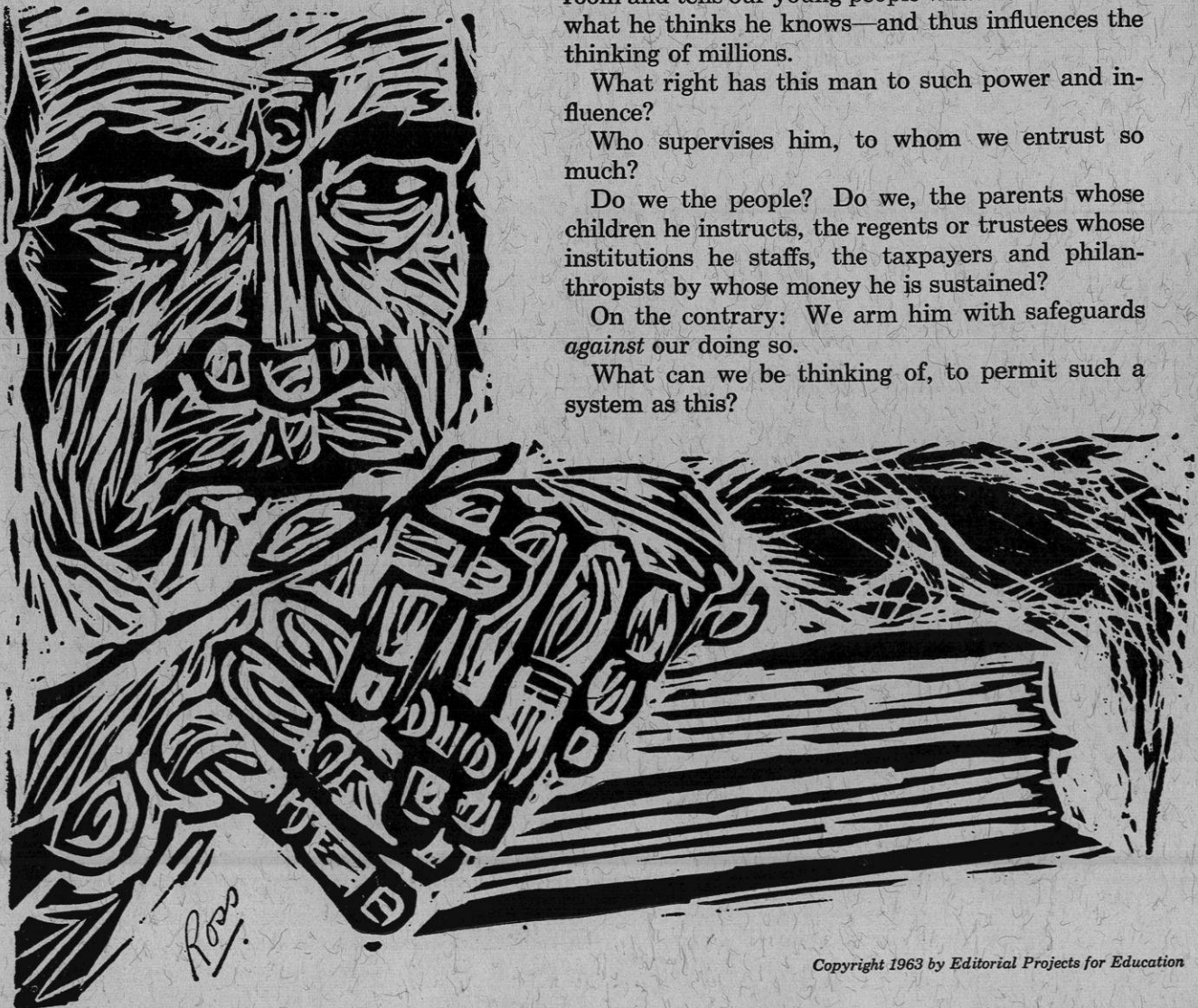
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

For the teacher: special risks, special rights

NORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

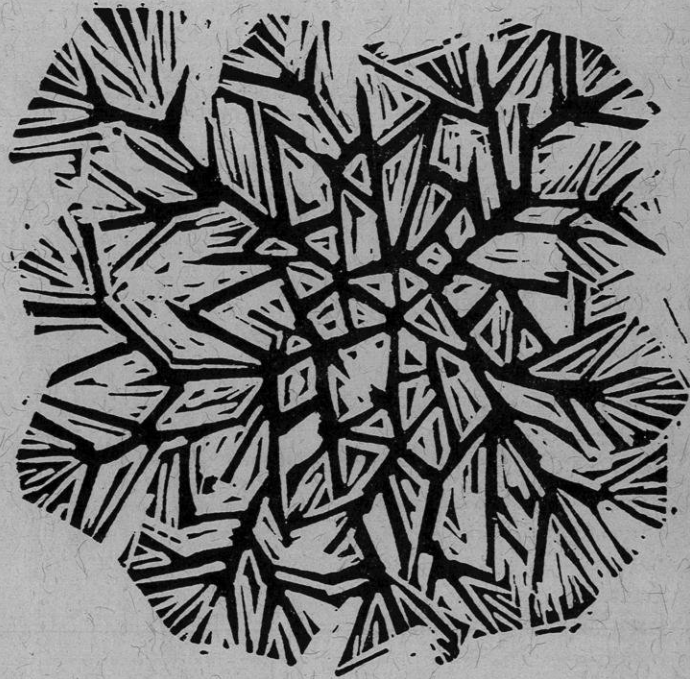
THIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

WE RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

What the teacher's special rights consist of

THE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

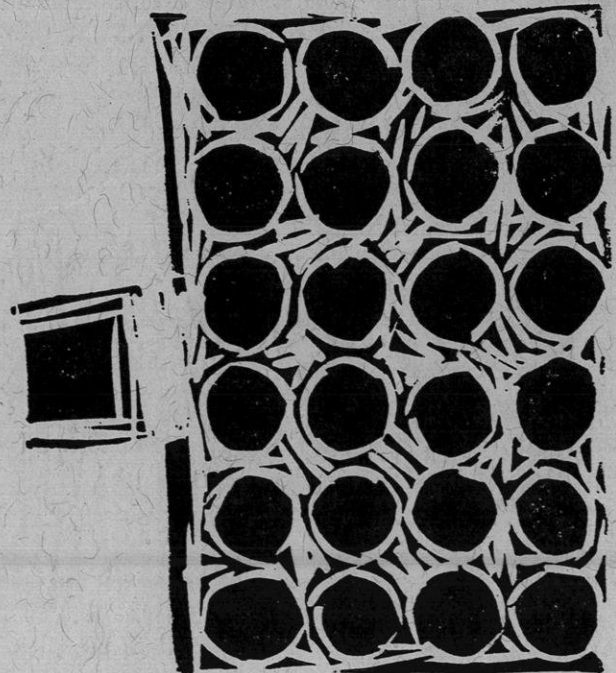
Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

WE GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

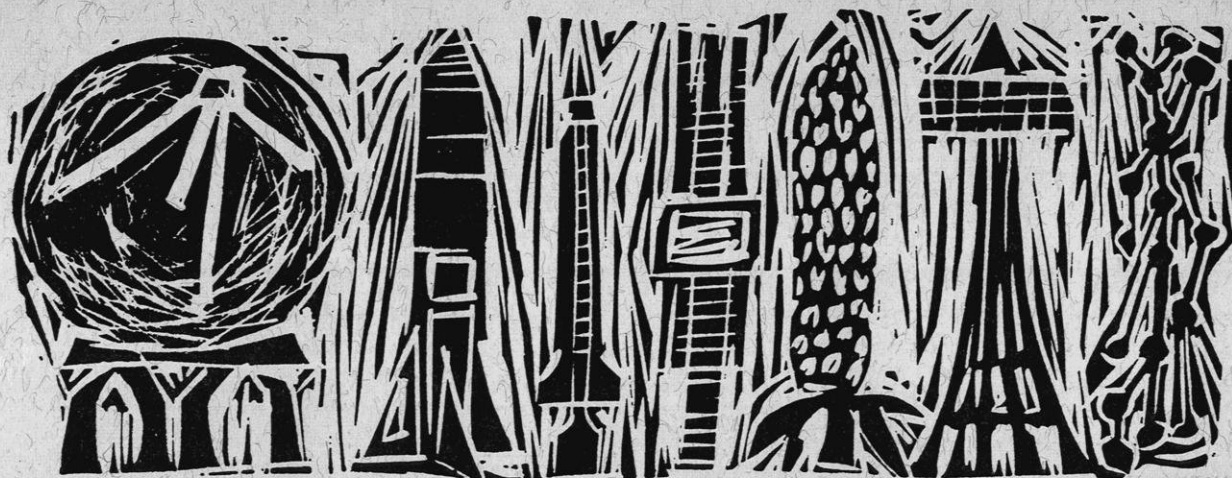
Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic* freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.

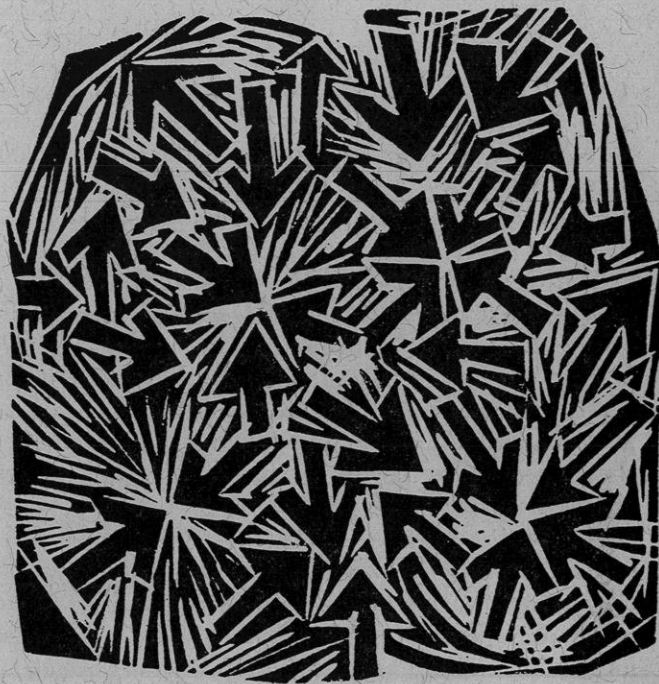


The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

- ▶ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.
- ▶ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.
- ▶ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.
- ▶ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.
- ▶ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.
- ▶ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.
- ▶ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

- ▶ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

THE AAUP'S defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censored administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

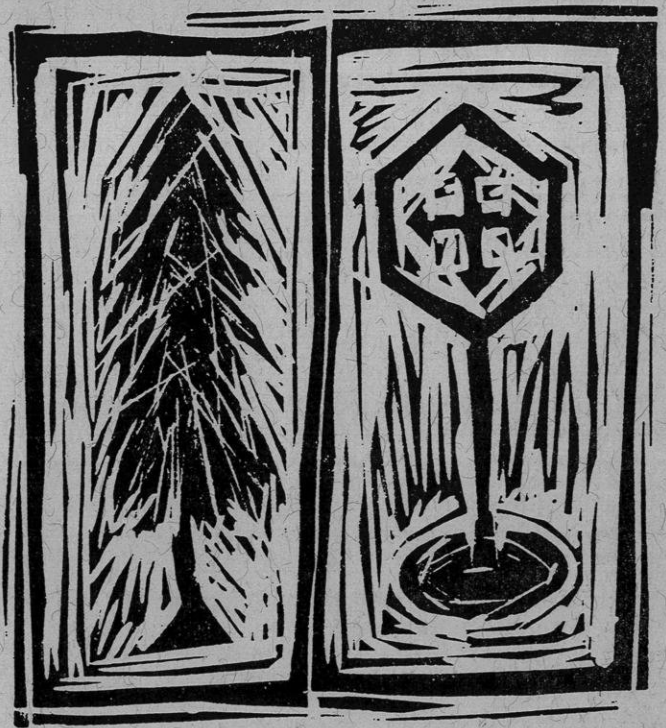
"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

"... He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however “obvious” the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

“Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . .”

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of “a criticism of an American college for accepting from a ‘capitalist’ an endowment for a special professorship to be devoted to showing ‘the fallacies of socialism and kindred theories and practices.’ I have now added only the words ‘holders of public office.’”)

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

“It is a very simple argument; it can best be put, in the logician’s fashion, in a series of numbered theorems:

“1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

“2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

“3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

“4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

“5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

“Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

“It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—*viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is *one* kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

“In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

“To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as ‘dangerous thought,’ with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . .”

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not “spot” all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to “discriminatory” oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatantry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers’ own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher’s freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

Are matters of academic freedom easy Try handling some of these

You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary \$3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night,

your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on *your* campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . . ?

You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are con-

vinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . . ?

You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record

to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . . ?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . . ? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . . ?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

“It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement.”

THE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

“It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today,” says the president of an institution noted for its high standards of scholarship and freedom. “But this is a judgment relative only to the past.

“The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

“Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

“Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy.”

Opposition to such “heresy”—and hence to academic freedom—is certain to come.

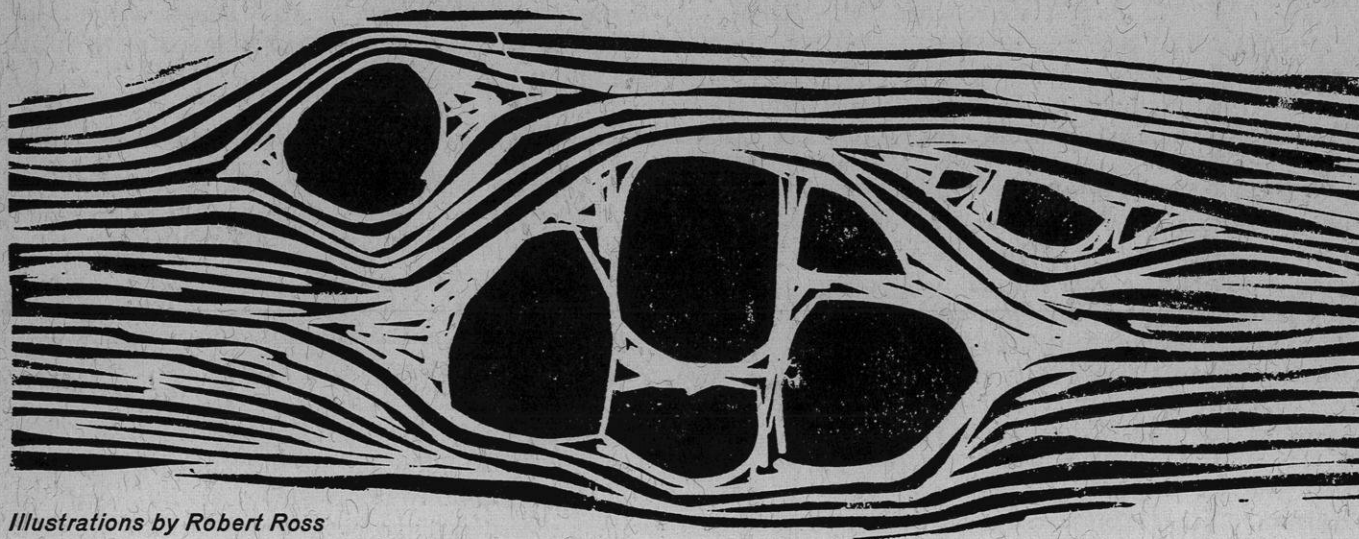
IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one’s haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

“What Right Has This Man?”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

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Holding the line . . . for a richer harvest

Boll weevil, codling moth, leaf rollers, thrips and beetles . . . these are only a few of the thousands of insects that chew up millions of dollars worth of farm crops each year. Fortunately, however, they are no match for a new Union Carbide product called SEVIN insecticide. In the United States and many other countries, the use of SEVIN has already saved such staple crops as cotton, corn, fruits and vegetables from destruction by ravaging insects. ► You can now get SEVIN insecticide for your own garden as part of the complete line of handy EVEREADY garden products that help you grow healthy vegetables and flowers. SEVIN comes from years of research in Union Carbide laboratories and at an experimental farm in North Carolina where scientists prove out their latest agricultural chemicals. ► This is only one area in which chemicals from Union Carbide help improve everyday living. The people of Union Carbide are constantly at work searching for better products that will meet the needs of the future.

A HAND IN THINGS TO COME

LOOK for these famous Union Carbide products—SEVIN Insecticide, EVEREADY Garden Chemicals, “6-12” Insect Repellent, LINDE Synthetic Emeralds and Stars, PRESTONE Car Care Products. Union Carbide Corporation, 270 Park Avenue, New York 17, N.Y. In Canada, Union Carbide Canada Limited, Toronto.

**UNION
CARBIDE**

WISCONSIN WINTER sports teams continued the winning habit set earlier in the year by the Badger Big Ten football champions. Six teams posted a composite record of 49 wins against 33 losses for an overall winning record.

But, even though it was a winning winter, some of the Badger teams collected their share of lumps. The basketball team, second in the Big Ten race last year, had its troubles all season long. It never did manage to get up a sufficient head of steam to mount an extended winning streak, even though it did finish the year with a 14-10 record, and a 7-7 record in conference play which was good for sixth place in the standings.

Throughout the season, the Badgers were on again, off again. Obviously, there was little consistency in their week to week performance: a mediocre showing could be followed by a night when everything clicked. After a lackluster television showing against Ohio State, the Badgers came back and beat conference co-champion Illinois; then, following a loss to Illinois in their second meeting, Wisconsin turned around and throttled a fine Indiana team. That was the way it went all season—up and down—with no apparent pattern to the periodic let downs, or the moments of brilliance. For Coach John Erickson, it was a frustrating year. His players—predominantly a seasoned junior and senior crew—gave it all they had, but often found themselves on the short end of the score.

At the end of the season, senior forward Ken Siebel, Rock Falls, Ill., was named the Badgers' most valuable player for the third consecutive year by his teammates, and was also named co-captain of the 1962-63 team along with senior forward Tom Gwyn, Milwaukee. In 71 games during his three year career at Wisconsin, Siebel scored a total of 1,084 points which puts him third in all-time Badger scoring behind Dick Cable (1,180) and Don Rehfeldt (1,169), both of whom played four years.

In addition to Gwyn and Siebel, the Badger basketball team will lose seniors Lon Ostrom, Silvis, Ill.; Don Patterson, Pekin, Ill.; Pat Richter,

Winter Sports Teams Continue to Post Wins

Madison; and Bob Wittig, Green Bay.

The indoor track team experienced some exasperating moments at the end of its season. Last year, the Badger trackmen were the surprise of the conference when they raced past Michigan for the Big Ten indoor title. This year, the Badgers continued their winning precedent through four consecutive dual meets. But, by the time the conference meet was held in Madison, early season injuries had taken a conspicuous toll and influenced the Badgers' chances for a repeat of last year's championship performance. On the sideline for the meet were: Larry Howard, last year's indoor hurdles champion; Gene Dix, another point-getting hurdler; and Elzie Higginbottom, outstanding quarter miler, and anchor man for the mile relay. Nevertheless, the Badgers remained a threat throughout the meet and finished behind Michigan and Iowa who were declared co-champions.

Inspired and record setting performances by the Badgers' Bill Smith, who was still on the mend with a broken jaw suffered in the Rose Bowl game, Elmars Ezerins, Don Hendrickson, and Bill Holden, made up a great deal of the ground lost through injuries. Smith captured the 70-yard low hurdles title in a record-tying performance of 7.8 seconds, Hendrickson and Ezerins finished one-two in the shot put, and sophomore Holden shattered the Big Ten high jump record with a leap of 6'10".

In other winter sports action, Wis-

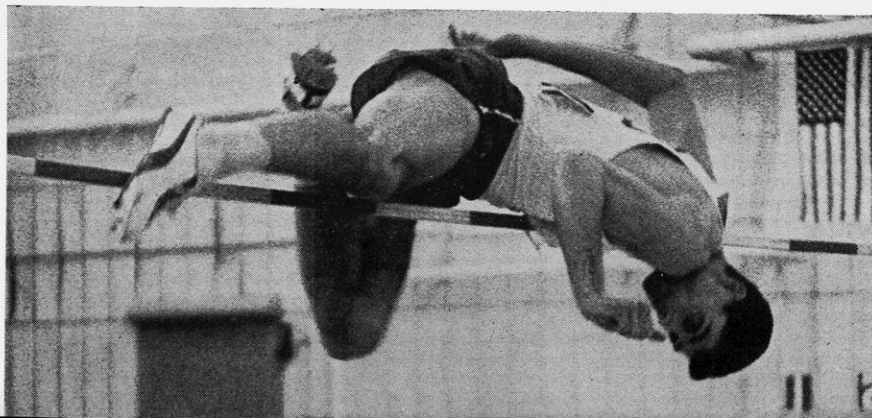
consin teams generally improved over their past showings. The gymnastics team had its best season ever as it won ten of twelve dual meets and finished fifth in the Big Ten meet. Jim Hopper shared the title in the still rings competition to remain undefeated in that event, and finished fifth in the overall meet competition. Wisconsin entered the meet without the services of Fred Roethlisberger, a sophomore from Menomonie Falls, who has been described by Coach George Bauer as "the best gymnast ever to compete for Wisconsin." Also outstanding during the season was Pete Bauer on the trampoline.

George Martin's wrestlers also finished fifth in the Big Ten meet after posting a 5-7 dual meet record. Only Badger in the Big Ten finals was defending heavyweight champion Roger Pillath who lost his title to Jack Barden of Michigan.

Coach John Hickman's Wisconsin swimmers, forced to use the Armory "bathtub" all season because the new pool was not ready, concluded their season with a 7-7 dual meet record and a seventh place finish in the Big Ten.

The fencers, under Coach Archie Simonsen, came on strong towards the end of a winning season and finished in a tie for second with Illinois in the Big Ten meet at East Lansing as host Michigan State won its first title in the sport. Jerry Wiviott (foil), Wayne Hanson (sabre), Stan Bram (sabre), and Bill Gee (epee), all contributed to the Badgers' final point total.

Bill Holden breaking Big Ten indoor high jump record.



Alumni News

To 1900

Ralph BLOUNT '87, the University's oldest graduate, who died in February, willed his body to medical science. Mr. Blount retired in 1935 after 40 years of teaching biology in the Chicago public schools.

1901-1910

Mrs. Ethel Rose TAYLOR Horsfall '10, was featured in a picture story in the *Berkeley* (Calif.) *Daily Gazette* which covered her "75 years young" approach to life. Mrs. Horsfall retired in 1951 after teaching English and American citizenship requisites in Oakland's Adult Education Program for 27 years. Now she has several other projects: learning to swim, baking "for sick friends," reading, entertaining, taking camping trips in the mountains.

1911-1920

Martin GLAESER '11, retired from the UW faculty and from the Wisconsin Public Service Commission, is now visiting professor of economics at Kent State University, Kent, Ohio.

Remaining with *Good Housekeeping* in an advisory capacity after retiring recently as director of the *Good Housekeeping* Bureau is Albert A. SCHAAL '15. He held the directorship for 17 years, after managing Lever Brothers' consumer service department for 15 years.

Miss Charline WACKMAN '18, co-director of the Madison USO club during World War I, who now lives in Washington, D.C., was a member of the committee for planning the Washington Arts Club's ball to raise funds to preserve a Washington landmark—Monroe House, home of the Arts club and the house which President James Monroe used as a temporary White House in 1817, and which was the British embassy in 1820.

An outstanding client-service and sales record with the National Life Insurance Company, Montpelier, Vt., won Leonard MORAN, Jr. '20 a trip to the company's annual educational conference in Hollywood, Fla. last month. Moran, a chartered life underwriter, is with the company's Phoenix, Ariz. branch, and is a past president of the Arizona CLU chapter.

1921-1930

Herbert V. PROCHNOW '21, president of the First National Bank of Chicago, was guest speaker at Lakeland College's centennial celebration last month. A native of Milton, Wis., Prochnow was a deputy under-secretary of state for economic affairs in 1955-56, and a consultant to the Secretary of State in 1955 and 1957.

April, 1963

John G. BAKER '21 retired last month as an editorial writer with the *Milwaukee Journal*, after 41 years with the paper. As an editorial writer, his principal interests were education and conservation. He was guest of honor at a testimonial dinner attended by 17 of Wisconsin's leading educators, and he has received citations from the Citizens' Natural Resources Association of Wisconsin, Inc., and the Wisconsin chapter of the Soil Conservation Society of America.

Prof. and Mrs. Henry H. BAKKEN '22 returned recently from a 20,000 mile, five month trip of Norway, Sweden, Denmark, Finland, Holland, Germany, Belgium, France, and England. The UW agricultural economist was on leave of absence as Fulbright Lecturer to the Turku School of Economics and the Abo Akademi School of Business Administration, both at Turku, Finland, to Helsinki University,

A memorial fund has been established to pay tribute to the late Dr. Walter J. Meek, emeritus dean of the Medical School who died in Florida in February. Those who desire to do so may contribute to the Walter J. Meek Memorial Fund which is being administered through the Office of the Dean, University of Wisconsin Medical School.

and to the Norges Landbrukshogskolan near Oslo in Norway. He gave 60 lectures at these educational institutions and to business and professional groups.

Honored recently for 40 years' work with the Wisconsin Power and Light Co. was Joseph J. PROKOP '22. He joined the company as a general accountant, now serves as district accounting supervisor in charge of customer accounts and internal auditing activities.

'18 Class Plans 45th Reunion

THIS GROUP recently met at Lucille and Arch Kimball's home to polish the plans for our best-yet reunion on June 7 and 8.

Over 75 responses to our November 1962 letter have already been received, indicating an enthusiastic turn-out. A second letter with reservation blank and further information, including names of those who have replied, will soon be mailed to all of the class whose addresses are known.

Here is the schedule for *Class of 1918* 45th reunion:

Friday, June 7	9-4 P.M.	Registration Memorial Union Lobby
Friday, June 7	6 P.M.	Gathering Hour and) Madison
		Class picture) Club
	7 P.M.	Dinner and program)
Saturday, June 8	9-12	Registration Memorial Union Lobby
	12:30 P.M.	Buffet luncheon at Moraine in the High-
		lands, home of Lucille and Arch Kimball

Let's talk it up. Bring your spouse. Phone or write your classmates and urge all of the 18ers you see to return. A word from you may be the incentive that is needed to bring them back. Come also to see how blue is Mendota, how the University is growing.

You are urged to make reservations for a place to stay as soon as possible. The Madison Chamber of Commerce will gladly provide a list of hotels and motels.

SEE YOU IN JUNE



Members of the Class of 1918 reunion committee pictured here are: Bill Walker, Jo Ferguson, Vince Kivlin, Patty King Meloche, Lucille Campbell Kimball, Henry Hoesly, Eileen Powers Ryan, and Bill Ryan.

Harold E. MURPHY '24, chairman of the division of science and mathematics at Dickinson State Teachers College, North Dakota, had an article on state science fairs published in the February issue of the *North Dakota Teacher*.

Dr. Henry T. SCOTT '25, director of the biological laboratory of the Wisconsin Alumni Research Foundation, has been named the 1963 June Dairy Month of Wisconsin state chairman. Dr. Scott is also chairman of the Wisconsin State Food Standards Advisory committee.

Patrocino VALENZUELA '26 represented the University at the recent inauguration of Carlos Romulo as president of the University of the Philippines. Valenzuela is emeritus professor of pharmaceutical chemistry of the University of the Philippines and permanent alumni secretary of the University of the Philippines Alumni Association.

Orin S. WERNECKE '26 retired Jan. 1 as vice president and manager of the Chicago office of the Curtis Publishing Company.

Mrs. J. Ward RECTOR '26 (Virginia BENNETT) was 1962 president of the state organization of the Lawyers' Wives of Wisconsin.

Dr. C. Guy SUITS '27, vice president and director of research for the General Electric Co., Schenectady, N.Y., has been named chairman for eastern New York in the University Elvehjem Art Center campaign.

Kurt F. WENDT '27, dean of the University College of Engineering, has been named the 1962 engineer of the year by

The most recent honor won by Solomon Hollister '16, who has a building named for him on the Cornell University campus, is an honorary life membership in the American Concrete Institute. Former dean of the College of Engineering at Cornell and later a vice-president in charge of university development, Hollister is internationally known as an engineering educator and civil engineering consultant. He is a strong advocate of strengthening the engineering profession through the advancement of engineering education, and has served on many special assignments for academic and professional groups and government commissions. Cornell's Hollister Hall, civil engineering building, was dedicated in his honor when he retired as engineering dean in 1959.



the Engineers' Society of Milwaukee. He is director of planning and construction for the University and director of the Wisconsin Engineering Experiment Station, and is chairman of the Wisconsin Registration Board of Architects and Engineers.

Arthur (Dynie) MANSFIELD '29, Wisconsin baseball coach, divided coaching duties with the Chicago Cubs' coach at a boys baseball clinic at Southern University, Baton Rouge, La., recently, and was main speaker for the opening banquet.

Mrs. Timothy BROWN '11 (Louise COXON '29), wife of Wisconsin's 15th chief justice, was the subject of a recent feature article in the *Milwaukee Journal*. She is described as "sailor, music buff, bird watcher, artist, hostess, and self-proclaimed campaign pest." The first women's division chairman of the Community Chest in Madison, Mrs. Brown has also served as a board member of the Madison Civic Music Association and is a member of the new Madison Opera Guild.

Wisconsin is represented in IBM management by two of the company's top executives: Emanuel R. PIORE '30, formerly professor in the department of physics here, and Paul W. KNAPLUND '50. Piore is a company vice president and Knaplund is general manager of the advanced systems development division.

1931-1940

Armand CIRILLI '31 and his brother, Arthur CIRILLI '39 are judging the statewide Voice of Democracy contest sponsored by the Veterans of Foreign Wars. A total of \$12,000 in scholarships will be awarded to the winners. Armand is director of the Iron County (Wis.) Welfare Department and former editor of the *Iron County Miner*. Arthur is an attorney in Superior.

Harold M. WILLENSON '31 is president of the American Warehouse Co., Milwaukee, and is vice-president and former director, president, and secretary of the Wisconsin Warehousemen's Association.

Dorothy L. HUTH '31 has retired as director of Kenosha's public library after 16 years in the position. She has been secretary of the Wisconsin Library Association and was president of the UW Library School Alumni Association from 1956-58.

Orrin Bryan EVANS '31 has been named acting dean of the University of Southern California School of Law. He has been associate dean of the school and a faculty member for 15 years.

Outstanding research work at the Naval Research Laboratory, Washington, D.C., has won Orrin R. BUCHANAN '31 a check for \$600 and a letter of commendation, presented by the Assistant Navy Secretary, for his work in the field of precision frequency and time control.

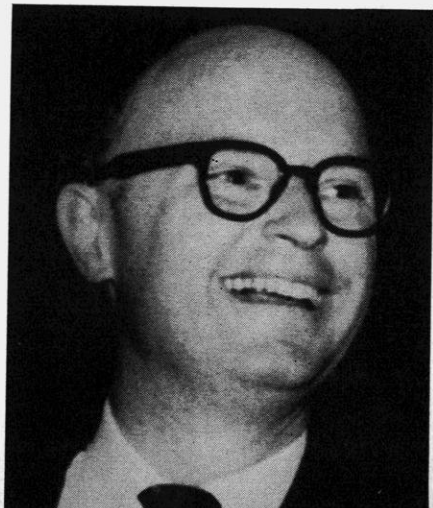
"Poetry is for People," written by Prof. Robert C. POOLEY, '32, chairman of the University Integrated Liberal Studies department, appeared in a recent issue of the *English Journal*.



Ko Kuei Chen '20, one of the pioneer pharmacologists to be employed by a pharmaceutical manufacturer, retired in February after 34 years as director of the pharmacological research division of Eli Lilly and Company. March 1 he joined the faculty of the Indiana University School of Medicine as a full-time professor of pharmacology. The world's leading authority on cardiac glycosides used in the treatment of heart diseases, Dr. Chen will direct his medical school research primarily in this area. A native of Shanghai, Dr. Chen came to the United States in 1918.

Bill NATHENSON '34 writes to report on the activities of two Nevada alumni—Morris "Morry" ZENOFF '32 and his brother, David ZENOFF '40. Morry, sports editor of the *Daily Cardinal* while on campus, worked for the *Milwaukee Sentinel* before he went to Las Vegas. He now owns two newspapers in the Las Vegas area—the *Henderson Home News* and the *Boulder News*. David is the district judge in Las Vegas. Nathenson has his own law firm—Nathenson and Gussin—in Chicago.

Roger Zion '43, director of sales training for the Mead Johnson Laboratories in Evansville, Indiana, has written a new book entitled *Keys to Human Relations in Selling*. His book, published by Prentice-Hall, Inc., emphasizes the need for better understanding between the salesman and the customer and points out how salesmen can increase their productivity in less time by understanding different customer types.



John L. COOPER '33 returned to Kenya, Africa, last month after a three-month vacation in the states from his job with the State Department Agency for International Development. He has worked in Japan, the Philippines, and other Asiatic countries before going to Africa two years ago. He will work there another two years, heading an agency responsible for technical assistance in agriculture and for education and training of young Kenyans.

Richard J. RUFF '33 is president of the Catalytic Combustion Corporation, Detroit, and is the holder of numerous patents covering catalysts and their application to industrial heating and combustion processes.

Mrs. Maurice BOYD '35 (Eleanor FERGUSON '37) writes from Vienna, Austria, that the Boyds and their three children are spending a sabbatical year in "the world's capital of music." The Boyds leave their apartment in the Vienna Woods at the end of June, return to Oswego, N.Y. where he teaches at the State Teachers College in September. Mrs. Boyd was music director and advisor to the Union Music Committee during World War II.

Dr. Arthur D. HASLER, '37, director of the University Hydrobiology Laboratory, delivered an address at the dedication of one of the leading laboratories of aquatic and limnology science in central Europe in Munich, Germany, in February.

Delbert R. SCHMIDT '38 is resident vice-president in charge of the Wausau branch of Employers Mutual of Wausau, effective April 1. He has been serving in a similar position at the company's upstate New York office since 1960.

Clough GATES '02, executive editor of the *Evening-Telegram*, Superior, sends a clipping about Hollis PETER '38. Dr. Peter, director of the Foundation for Research on Human Behavior, Ann Arbor, Mich., was a U.S. delegate to the United Nations conference on the Applications of Science and Technology for the benefit of the less developed areas held in Geneva, Switzerland in February. He presented a paper on "Guidelines in the Process of Change" for the 2,000 delegates. He and Mrs. Peter (Salli CRANE '39) and their two sons recently built a new home in Ann Arbor.

Maurice B. PASCH '39, Madison attorney and member of the University Board of Regents, is among the directors of the new Security Savings Life Insurance Co., Inc., Milwaukee, organized as a Wisconsin corporation to operate a stock legal reserve life insurance company.

Associate justice Myron L. GORDON '39, of the Wisconsin Supreme Court, and Circuit Judge Bruce F. BELFUSS '36 have been elected members of the Institute of Judicial Administration. The Institute serves as a national clearing house to assist all organizations interested in the courts and has headquarters at the New York University School of Law.

Ray J. STANLEY '39, former program director for WHA-TV at the University, is now in Columbus, Ohio, as general manager of WOSU television, Ohio State University. He is also acting director of the Institute for Education by Radio-TV.

Director of student personnel services at Phoenix Union High Schools System, Phoenix, Ariz., is George ELLIS '40.

Mr. and Mrs. Irving KREUTZ '40 (Barbara McLAUGHLIN '50) have returned to Madison, where he is assistant director of the University Extension libraries. He has been associated with Stephens College and Kenyon College since leaving Madison. Mrs. Kreutz is co-author of a new book, *Introducing America*, travel guide of the United States for Englishmen and other English-speaking people, which will be published in June.

1941-1945

Mrs. George H. YOUNG '38, (Lillian LATHAM '41), wife of the University Law School dean, was installed in February as president of the Lawyers' Wives of Wisconsin. The group's activities include giving several welcome parties for new citizens several times a year and providing scholarships for women in law schools at the UW and Marquette. She is also vice-president of Madison's Attic Angels, 74 year old organization devoted to improving the health of the community.

James J. GALLAGHER '41 was elected first vice-president of the Upper Midwest Canvas Products Manufacturers Association at the annual meeting in Minneapolis in February.

A former boxing star at the University, Col. Woodrow P. SWANCUTT '41, has

been nominated by President Kennedy for promotion to brigadier general in the U.S. Air Force. While at the University, Swancutt was intercollegiate middleweight boxing champion in 1939 and 1940. At present, he is commander of the 822nd Air Division, Turner Air Force Base, Albany, Ga. In 1946 he was pilot of the plane which dropped the atomic bomb at Bikini atoll in the Marshall Islands during the atomic tests.

David J. LAVIN '45 received the Silver Medal Award of the Advertising Federation of America and Printer's Ink in February to climax the Canton, Ohio, Advertising Club's celebration of National Advertising Week. He is vice-president in charge of merchandising for the Sugardale Provision Company, Canton, and he and his wife write a teen-age column carried by 35 newspapers.

1946-1950

Mrs. Dorothy KAYSER French '48, former women's editor of the *Wisconsin State Journal*, Madison, has had a book, *Mystery at the Old Oil Well*, accepted for publication early next fall. She and her husband, Louis FRENCH '46 are living in Bartlesville, Okla., where he is patent attorney with the Phillips Petroleum Company. Her book, written for children 8 to 12, is one of several other mystery books she has planned for pre-teen youngsters. The Frenches have two daughters, Nancy, 11, and Laurie, 7.

Roger T. DAVIS '47, professor of psychology at the State University of South Dakota, was selected for special recognition by the Committee on Teaching of the College of Arts and Sciences there. He



When he arrived in Tucson on a recent visit to Western state alumni clubs, Arlie Mucks, Jr., executive director of the Association, found a committee of Tucson Vigilantes waiting for him. It seems that Arlie had picked the week of La Fiesta de los Vaqueros to visit the Badgers in Tucson—during that week, anyone appearing in "dude" costume is strung up for violating local custom.

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founded the South Dakota Animal Behavior Laboratory in 1952 and was president of the South Dakota Psychological Association in 1958.

Myron SANDS '47, assistant manager of the Madison Sears and Roebuck store, has moved to Mankato, Minn., as manager of the company store there.

Sigmund BIRKENMAYER '48, assistant professor of Slavic Languages at the Pennsylvania State University, presented a paper on "Hazards of College Russian Courses for Students Whose Introduction to Russian Was in High School" at the annual meeting of the American Association of Teachers of Slavic and East European Languages in Washington, D.C.

Robert J. HULL '48 is a school board administrative assistant in charge of school planning for the city of Madison.

Ralph HEACOX '48, who owns his own drug store in Juneau, Wis., was elected president of the Jefferson-Dodge and Area Pharmacists Association recently.

Francis C. BLOODGOOD '48, formerly associate headmaster of Casady School, Oklahoma City, Okla., will become headmaster of the Santa Fe, N.M. Preparatory School, June 1.

Walter J. DUNDEN '49 has been named associate food technologist at the Midwest Research Institute, Kansas City, Mo. Before joining the Institute he was

technical director, frozen products division, Standard Brands, Inc., Kansas City, Mo.

The Wisconsin Alumni Club of Milwaukee honored Herbert V. KOHLER '49 with their 1963 distinguished service award. Kohler, charter member of the UW Foundation and chairman of its five million dollar fund raising campaign, was honored at a dinner marking the 114th anniversary of the University. "Art, Wisconsin and You" with Aaron Bohrod, University artist in residence, as main speaker, was the theme of the evening.

The Palo Savings Bank board of directors in Palo, Iowa, recently elected Frederick T. NISSEN '49 executive vice president and cashier.

Andrew G. WOLF '44 and A. Paul BOWMAN '49 were recently promoted to vice-president by the board of directors of Oscar Mayer and Co. Both are with the Madison plant. Before his new promotion, Bowman was Madison plant manager, and Wolf was general personnel and industrial relations manager.

Dr. David FREED '49 has written a book, *My Case For Freedom*, presenting a documented case against too much government aid or what he calls "sociological malignancy of security." He is a practicing physician in West Union, Iowa.

Alfred M. ELLRODT '50, former precision controls sales manager for the Kohler Co., Kohler, Wis., has been put in charge of market research and development for all Kohler products—plumbing fixtures and fittings, air-cooled engines, electric plants, and precision controls.

1951

Capt. John C. McALEAVY, an officer of the 44th General Hospital, the Madison area Army Reserve hospital unit, received a trophy for marksmanship at Camp McCoy last fall. He is an anesthesiologist with Madison Physician Anesthetists.

Garth ROSE, mill services engineer with the Mosinee Paper Mills Co., Mosinee, Wis., has been promoted to client engineer. He has been with the company since 1951.

Edward B. LARSON, assistant professor of insurance at Illinois Wesleyan University, has been appointed assistant director of education at Continental Assurance Company, Chicago. Larson is also business manager of the *Journal of Commerce* and a member of the American Risk and Insurance Association.

The Rev. and Mrs. F. G. LUEDERS '52 (Marian Lucille BILLINGS '50) have spent the last three and a half years in India, where he is an agricultural missionary with the India Mission of the Lutheran Church in America.

Jacqueline MORRIS, Dane County home economics agent since 1954, has accepted a similar position in Milwaukee County. She was district home economist for the International Harvester Co. before joining the extension service, educa-

tional branch of the U.S. Department of Agriculture.

From the Class of '51 comes Dane County's first planning director. Charles MONTEMAYOR, who has been planning director of the Manitowoc county planning and park commission for the past four and a half years, took the job, beginning April 1.

1952

Harold FAGGER, former district attorney of Kewaunee County, has been appointed by the State Highway Commission to the newly created position of condemnation co-ordinator in its right of way division. He will provide liaison between the commission's central and district offices, the state attorney general's office, and other legal counsel.

Lawrence J. HAYES has been named Wisconsin branch manager of the federal small business administration, with offices in Madison. The Whitefish Bay attorney was chairman of the North Shore Democratic unit.

Lond D. RODMAN, presently the principal of the Delavan-Darien High school, will take over as secondary schools supervisor in the State Department of Instruction, June 10.

1953

Mr. and Mrs. Calvin J. Henninger (Peggy ELVEHJEM '53) have named their son, born Feb. 19, Charles Elvehjem. The Henningers, who live in Minneapolis, have a daughter Laurie Ann, 2½.

Darrell E. WILD has been named assistant controller of the Universal Foods Corp, Milwaukee.

Ginnie ERDMANN, society editor of the *Green Bay Press-Gazette*, recently won two more national writing awards, bringing her total to eight in the past three years. Her latest honors were the "Fur Fashion Excellence Award" given by the EMBA Mutation Mink Breeders Association and an award for outstanding men's fashion coverage throughout 1962 from the American Institute of Men's and Boy's Wear. She is listed in "Who's Who of American Women."

Dr. B. L. BECK, who holds three degrees from the University, has been promoted to senior research chemist in Humble Oil and Refining Company's Baytown, Texas, Research and Development.

Dr. Margaret L. GILBERT has been named executive officer of the Division of Natural Sciences and Mathematics at Florida Southern College.

Jared K. PICKNELL has been elected assistant cashier in the bond department of Continental Illinois National Bank and Trust Company of Chicago.

Dr. and Mrs. Cyril KUST (Marietta THOMAS '57) have moved to Madison from Whiteville, N. C. Formerly in government research, Dr. Kust is an assistant professor of agronomy at the University.

William J. TETZLAFF has joined Hevi-Duty Heating Equipment Company, a di-

vision of Basic Products Corporation, as an application engineer, specializing in metal melting equipment.

Mr. and Mrs. Jerome WENDT are spending six months in Yugoslavia on an Agency for International Development contract. Wendt, who is with George Fry and Associates, Chicago, is working with Yugoslav small industry plants on production and quality control methods.

1954

Mr. and Mrs. Frank R. MARSHALL and son Paul, 20 months, have moved to Madison from Garden Grove, Calif. He is a sales representative for Dictaphone Corp.

William WALDBILLIG and Robert BESTEMANN '57 have opened an advertising firm in Madison. Waldbillig has been with Madison Newspapers, Inc., and Besteman was a member of *Look* magazine's sales promotion and direct mail departments.

Jess Keith WELLS graduated in February from the John Marshall Law School, and received the American Jurisprudence Prize for attaining the highest grade in his class in the subject of equity. He is married, has two sons, and will be associated with the Chicago firm of Chapman and Cutler.

1955

Kenyon E. GIESE, secretary-treasurer of the Wisconsin Jersey Breeders Association, was interviewed recently by *Hoard's Dairyman* magazine regarding his part in the dairy industry. Giese and his wife have a dairy farm near Loganville, Wis.

Mrs. Myrna DELSON Karansky is an instructor of French and Spanish at Texas Christian University, Ft. Worth, Texas. Mrs. Karansky and her husband are in Texas while he serves as an ophthalmologist in the U.S. Air Force.

Dr. Burt R. GASTEN has recently joined the staff of the physics department of the Lawrence Radiation Laboratory, University of California, Livermore, Calif. He, his wife, and their child live in Hayward, Calif.

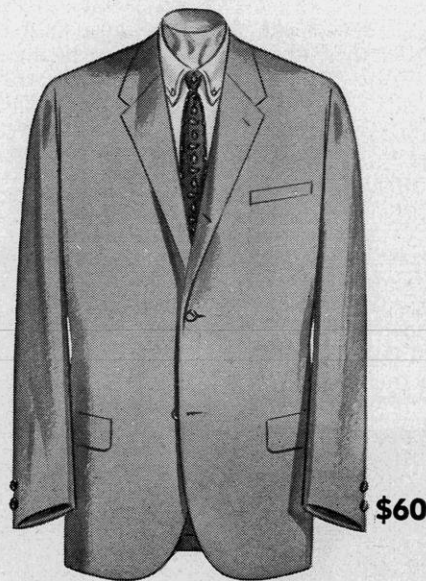
Dr. John B. WYMAN has been appointed a resident in medicine in the Mayo Foundation, Rochester, Minn. The Mayo Foundation is part of the University of Minnesota Graduate School.

Mr. and Mrs. Bruce GILLMAN have moved to Madison from Alexandria, Va. He is assistant to Justice Thomas Fairchild of the Wisconsin Supreme Court.

1956

Mr. and Mrs. Leland BRIGGS, Houston, Tex., announce the birth of Sandra Eileen on Feb. 5. The baby has a sister, Carol, 5, and a brother, Leland, 14 months. Briggs is a chemical engineer with the Ethyl Corp. in Houston.

Dr. John GIEBINK will be chief clinical psychologist at the new children's treatment center in Madison. He was a psychologist with the Winnebago County guidance center.



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John G. CLAUSING has been appointed brokerage consultant at the Cleveland brokerage office of Connecticut General Life Insurance Co. Clausing, his wife, and their son, William, four months, live in Berea, Ohio.

John GIBSON is an attorney with the Federal Trade Commission in Washington.

1957

Robert H. SCHWAN has been elected assistant treasurer and controller of the Cramer-Krasselt Co., Milwaukee.

Sheila CASE is educational director for WBBM Radio, Chicago, responsible for the educational and religious activities of the station's public affairs department. She moves into her new position from the station's sales promotion department.

Richard A. POUCHERT has joined the

Trane Company's Milwaukee sales office as a sales representative.

Pete BARRETT, ace Wisconsin sailor, leaves the middle of this month to represent the United States in the Pan-American Games at Sao Paulo, Brazil. He is studying, on a Ford Foundation grant, for his doctorate in engineering mechanics.

Doris ELMER, a psychiatric social worker, has joined the staff of the Fond du Lac county guidance clinic after four years on the staff at Winnebago State Hospital.

1958

New assistant treasurer of the West Bend Company, West Bend, Wis., is Donald F. PARLOW, certified public accountant, and member of the company organization since 1959.

The Watertown, Wis. Junior Chamber of Commerce presented its Distinguished Service Award for 1962 to James H. ERICKSON, who is branch office manager for the Federal Land Bank in Watertown.

Rolland F. KELLOGG, Jr., recently received his master's degree in business administration from Western Reserve University.

First Lieutenant John W. VOLPEL has entered U. S. Air Force pilot training at Williams Air Force Base, Ariz.

Frank HILL has joined the editorial staff of the *Wisconsin Agriculturist* as field editor. He was formerly farm editor of the *Wisconsin Rapids Tribune*.

1959

Sydney KLAETSCH, claims adjuster for the Home Mutual Insurance Co., has moved his family from Milwaukee to Madison.

After completing their specialized graduate engineering training program, Charles T. STONE, Jr. has joined the Trane Company, Madison office, as a sales engineer.

Mrs. Roger W. Runft (Mildred STEPHENS) is on the staff of the Washington-Ozaukee Guidance Center, Wisconsin.

1960

A former sports editor of the *Alumnus*, Mark GRODY, has been promoted to editor of the *Cablegram*, house publication at Packard Electric Division, General Motors Corporation, Warren, Ohio. He joined Packard Electric in February as associate editor of the publication, after spending a year on the General Motors public relations staff.

Patrick PUTZI has joined B. A. Kjeld, Edgerton, in his law firm there.

Mr. and Mrs. Jerome Johnson (Marjorie KELZENBERG) announce the birth of a daughter, Kelly Jean, January 24 at Menlo Park, Calif.

Mr. and Mrs. James H. Cromwell (Molly Ann COWAN) announce the birth of a son, James Hamilton, Jr., Nov. 14 in Washington, D.C. Cromwell is administrative assistant to Cong. Robert Michel, Ill. Mrs. Cromwell writes that Lt. Commander and Mrs. Paul FISHER (Dena KLINGLER

'59) are also in Alexandria, Va. He is associated with the Pentagon.

Walter G. WEFEL has joined the law firm of Brazeau, Brazeau, Potter, and Cole, Wisconsin Rapids.

1961

John C. POPE was recently promoted to first lieutenant in the Marine Corps at Okinawa, where he has been stationed the past year. He was also made executive officer of his company.

Lucien Bruce LINDSEY writes from Ft. Ord, Calif., that he is a first lieutenant in the U. S. Army and a company commander at the fort. Another Wisconsin graduate, First Lieutenant Karl RAHR '60 is also a company commander at Ft. Ord. Rahr and Lindsey will both leave the service this spring, Rahr to return to Wisconsin and Lindsey to enter Law School at the University of California, Berkeley.

Melvin E. ANDRASCO was recently promoted to head of the structural welding engineering section at Mare Island Naval Shipyard in Vallejo, Calif.

Mr. and Mrs. Harry F. EILAND, Seattle, Wash., announce the birth of Thomas Todd.

Lt. (jg) David C. FARLEY has been awarded the Navy Commendation Medal for his part in saving a shipmate's life on the radar picket destroyer "Forster." Farley jumped overboard after the shipmate who had fallen overboard and brought him back to the ship, battling heavy waves in shark-infested waters.

Robert WHITMAN has joined the faculty of South High School, Sheboygan, as an instructor of history.

John ELLINGSON, public relations assistant for Wisconsin Electric Co-operative, has been named a volunteer speaker for the Peace Corps, and will speak before community and other groups on the Peace Corps program and potential.

1962

Ralph G. CZEREPINSKI received thesis honors from the University for his thesis in the chemistry department. The honor is granted to a student in the College of Letters and Science for an excellent thesis.

Tom BECKMAN passed his Certified Public Accountant exam in February, then left for Ft. Knox, Kentucky to begin a tour of Army service.

James STATZ, with Arthur Anderson accounting firm, Milwaukee, also passed his CPA exam in February.

New Home Economics Agent for Ashland County is Grace E. SWENSEN, who will work with both rural and urban individuals and organizations to provide education for improved family living.

David J. ASMUS has joined the Aurora, Ill., sales office of the Trane Company as a sales engineer.

Dave ZWEIFEL, farm writer and general assignment reporter for the *Capital Times*, Madison, left in February for a two-year tour of duty with the U. S. Army Reserves in the field artillery.



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Newly Married

1956

Mary Ellen JENKS and Douglas Raymond Jordal, Chippewa Falls.

Lois A. Lee and Emil Karl URBAN, Madison.

1957

Belle Hudson HARRIS and Theodore Ernest STEPHENSON, Jr. '59, Madison.

Cheryl Ann Christianson and James Michael LEAHY, Sauk City.

1958

Thea Jane LEE and Homer Erwin PFEFFERKORN '57, Darlington.

Joyce Dunn and David Kenyon LEHN-ERTZ, Plattsburgh, New York.

Jane Alice WALKER and John Reid Cooper, Westport.

1959

Darlene Rae SCHMIDT and Donald Wayne McEACHERN, Marshfield.

Audrey Agnes Schaefer and Ernest Joseph WIESEN, Kewaskum.

1960

Margaret Helen Deutsch and Donald C. Hodges, Lincoln, Nebraska.

Una Fay Hogue and Thomas John KOHL, Sheboygan Falls.

Judith Leone Roszkowski and Neal Christian ZANDER, Racine.

1961

Shelby Jean JACOBSON and Sherwin Darrell Straus, Denver, Colorado.

1962

Rochelle Eta BABBITZ and David Alan FAIRMAN, Milwaukee.

Karen Marie FENRICK and Donald Wayne Osborn, Janesville.

Pamela Jane HARRIS and George Alfred Meyer, Mineral Point.

Sandra Jean Schmidt and Glen Charles MARCKS, Oak Creek.

Carol Ann WIESE and Charles D. Nichols, Elm Grove.

Anola May WYSS and John Arthur Popp, Madison.

1963

Glenda Gay BOYER and Robert Sylvester BURDICK '62, Wisconsin Rapids.

Bonnie Dee HOFFMAN and John Joe STAUFFACHER, Marinette.

Susan Marie KARPOWITZ and James Welch HERRMANN '61, Milwaukee.

Marjorie Ann Detjen and John Dixon MEHLIN, Algoma.

Lydia Irene Barnwell and William Arlen RIGGERT, Dublin, Ireland.

Harriet Goodrich SHANDS and Clark Edward RHINESMITH '62, Madison.

Lyn WIESENTHAL and Robert Edmond LISTECKI '62, Waukesha.

Necrology

Ralph Earl BLOUNT '87, Wilmette, Illinois.

Edward Parker McFETRIDGE '92, Portage.

Mrs. Lewis W. Dudley '99 (Marion T. CONNELL), Villa St. Ann.

Mrs. Robert Jacobs '99 (Anna Shaw PINKUM), Eau Claire.

Ernest Friend LEGGE '01, Melbourne, Florida.

Emma Gertrude JAECK '03, Berlin.

Mrs. Christian J. Kreilkamp '05 (Emma M. BLUM), Princeton.

Mrs. John Bertram Andrews '06 (Irene OSGOOD), New York, New York.

Edna Jannet INGALLS '06, Menomonie

Mary Ellen HAMMOND '08, Oxford

Alfred Victor LARSON '09, Cresskill, New Jersey.

Harold John ZONNE '10, Los Angeles, California.

Orville B. PORTER '11, Madison.

Mrs. Frank C. Evans '12 (Clara Mary ECKHARDT), Wilmington, Delaware.

Lloyd Edward DAVIS '13, Independence, Kansas.

Mrs. Bohumil J. Jelinek '13 (Evelyn Harriett JENSEN), Milwaukee.

Leland Allison WELLS '14, DePere.

Joseph Francis WETHINGTON '14, Saginaw, Michigan.

James Monroe GILLET '15, Evanston, Illinois.

Mrs. Arthur T. Harris '15 (Ethel Alberta KALMBACH), Sturgeon Bay.

Edmund Charles KRATSCH '15, Milwaukee.

William Robert HUGHES '17, Milwaukee.

Carl Arthur KROHN '18, Plymouth.

Lillie BECKER '19, Cincinnati, Ohio.

William Francis RANEY '19, Appleton.

Arthur Noble WILCOX '19, St. Paul, Minnesota.

Wallace THAUER '20, Oconomowoc.

Clarke Atwood BORDEN '21, Milwaukee.

Clara MONFRIED '21, New York, New York.

Raymond Otto SCHMIDT '21, Davenport, Iowa.

Mrs. Clarence Elmore Cason '23 (Louise Elliott RICKEMAN), Birmingham, Alabama.

Mary Esther COOLEY '23, Miami, Florida.

Arthur Lawrence McCAFFERY '23, New York, New York.

Don Carlos NEWCOMB '23, Waupun.

Cleveland Ford NIXON '23, Southfield, Michigan.

Lyle Wayland WEST '23, Madison.

Benjamin F. WUPPER '23, Chicago, Illinois.

Emery Gerald GREGORY '24, Reedsburg.

Elwyn Winsor HAMLIN '24, West Bend.

Mrs. Clarence I. Shutes '26 (Ruth Marie GUENTHER), Brooksville, Florida.

Phillips Walter SMITH '27, Madison.

Edwin Robert DUMMER '28, Jacksonville, Illinois.

Frederick Leone GALLE '30, Chicago, Illinois.

Mrs. Robert Thomas Homewood '30 (Catherine Margaret O'MALLEY), Dayton, Ohio.

Milo Joseph McGINLEY '32, East St. Louis, Illinois.

Harold Reclus WOLFE '32, Madison.

Frank Willis PARROTT '37, Wilmington, Delaware.

Calvin Osborne WELTY '39, Santa Barbara, California.

William John HOFFMANN '41, Wausau

Mrs. Gordon S. Douglas '42 (Phyllis Margaret SPRENGER), Milwaukee

Mrs. Lloyd Schaller '44 (Evelyn Virginia RYDEEN), Hudson.

George Durnford JERNEGAN '49, Appleton.

Walter Joseph MEEK '49, Ft. Myers Beach, Florida.

Henry James WOOD '49, Elmhurst, Illinois.

Mrs. Daniel Frederick PASMORE '50, Jonesboro, Arkansas.

Lyle Thomas OLSON '55, Shell Lake.

Kenneth Theodore BARTZ '58, San Francisco, California.

Martin Roland WILKE '59, Ft. Sam Houston, San Antonio, Texas.

Clinton SWANSON '61, Sussex.

Robert Sidney FADNER '62, Hales Corners.

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