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## Weekly newspaper editors.

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*Institute  
W. Jorgensen  
Influence*

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

Release: Immediately

10/6/82 jfn

CONTACT: Romain Brandt or Leroy Yorgason, WNA (608) 238-7171

#### WISCONSIN NEWSPAPER ASSOCIATION TO CONVENE AT UW-MADISON

MADISON--Wisconsin daily and weekly newspapers will hold their 36th annual fall conference Friday and Saturday, Oct. 22-23, at the University of Wisconsin-Madison.

Students and faculty members will present a panel discussion on developments in journalism education at a 9 a.m. Saturday program at Union South.

Professor James Hoyt, director of the School of Journalism and Mass Communication, will address the WNA banquet Friday at 7 p.m. at The Concourse.

Athletic Director Elroy Hirsch will introduce two new Badger head coaches, Russ Hellickson of wrestling and Steve Yoder of basketball, at a Friday luncheon at the Memorial Union.

The Silver Buckle Press, a museum and fine printing workshop housing antique equipment including a Hoe Washington handpress, will be among stops Friday afternoon on a tour of the Helen C. White College Library.

Other conference events Saturday include a tailgate luncheon and attendance at the Wisconsin-Illinois football game.

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# UW cutlines

*Narrative*

*Institutes  
W. Newspaper*

From the University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: 608/262-3571

Release: **Immediately**

10/30/81 jfn

## VERSATILE YOUNG JOURNALIST

MADISON--Renee E. Bram, 21, a journalism senior, is the 1981 winner of the Wisconsin Newspaper Association-Lester C. Hawkes Scholarship of \$500. Renee is pictured with emeritus professor Hawkes (4610 Tokay Boulevard), Madison (right), retired assistant director of the University of Wisconsin-Madison journalism school, and Professor James L. Hoyt, acting director of the school. Renee's newspaper experience includes part-time reporting for the Wisconsin State Journal of Madison and the Milwaukee Journal. Her first job was as a printer in Colorado Springs, Colo., and last summer she filled both magazine and television news internships in Denver. Her journalism grade point average is a near-perfect 3.89. She has been president of the student chapter of the Society of Professional Journalists. She received her award Friday at the newspaper association's fall conference in Madison.

--UW-Madison News Service photo by Gary Schulz

*#11326-J-1/10  
For Pix, see: Scholarships / W.I. Newsp.*

EDITORS: Renee's Madison address is 151 E. Gilman St. This fall she is doing media work for the Madison Jewish Action Workshop. Her memberships also include Sigma Epsilon Sigma, Crucible and Phi Kappa Phi, honorary academic societies; Hadassah Women's Organization, and American Pen Women, Inc. Her foreign travels include Europe, the Middle East, Hong Kong and Mexico.

She is the daughter of Mr. and Mrs. David Bram, 1730 N. Cascade, Colorado Springs 80907. Her summer internships were with Denver Magazine and KBTW-Channel 9.

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*Institutes*

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

Release: Immediately

10/8/81 jfn

CONTACT: Romain Brandt or Leroy Yorgason, WNA (608) 238-7171

#### WISCONSIN NEWSPAPER ASSOCIATION TO CONVENE AT UW-MADISON

MADISON--Wisconsin daily and weekly newspapers will hold their 35th annual fall conference at the University of Wisconsin-Madison Friday and Saturday, Oct. 30-31.

Results of a poll of state publishers on student preparation for community journalism will be aired at a 9 a.m. Saturday program at Union South, conducted by Kenneth O. Blanchard, publisher of the La Crosse Tribune and president of the Wisconsin Newspaper Association.

Panelists will include Henry Bird, general manager of Madison Newspapers, Inc.; Don Huibregtse, publisher of the Monona Community Herald and McFarland Community Life; James Hoyt, acting director of the UW-Madison journalism school; and John Fett, chairman and director of agricultural journalism at UW-Madison.

Dean of Students Paul Ginsberg and a panel of student leaders will exchange views on student issues at a Friday luncheon at the Wisconsin Center. Publishers will visit Camp Randall Stadium at 2:30 p.m. Friday to hear Athletic Director Elroy Hirsch, Chairman David Tarr of the athletic board, and Terry Murawski, administrative assistant to Head Football Coach Dave McLain.

Other conference events include a Friday evening banquet program at The Concourse by the Wisconsin Singers and attendance at the Wisconsin-Northwestern football game.





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

Release: Immediately

10/16/80 jfn

*Institutional  
J.W.  
Chapman  
Editor*

CONTACT: Romain Brandt, WNA (608) 238-7171

#### WISCONSIN NEWSPAPER ASSOCIATION TO CONVENE AT UW-MADISON

MADISON--Wisconsin weekly and daily newspapers will hold their 34th annual fall conference at the University of Wisconsin-Madison Friday and Saturday, Nov. 7-8.

Newspaper publisher John Lavine, Chippewa Falls, former UW regent, will preside at a 9 a.m. Saturday panel at Union South on "What's Going to Happen to Our UW System in the 1980s?" Panelists will be Herbert J. Grover, Monona Grove, past president and member of the UW System regents, and President Robert M. O'Neil of the UW System.

Doug Lyke, publisher of the Ripon Commonwealth-Press and president of the Wisconsin Newspaper Association, will present the association's Lester L. Hawkes Scholarship Award at the 6:30 p.m. Friday banquet at The Concourse.

Two journalism faculty members, Professors Don Stoffels and James Shoop, will speak at 2 p.m. Friday at The Concourse. Stoffels will discuss "Preparing Advertising Specialists for Wisconsin Newspapers" and Shoop's topic will be "Covering Government."

The conference winds up with luncheon Saturday and attendance at the Wisconsin-Michigan football game.

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*Institute*

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

Release: Immediately

9/13/79 jfn

CONTACT: Romain Brandt, WNA (608) 238-7171

#### WISCONSIN NEWSPAPER ASSOCIATION TO CONVENE IN MADISON

MADISON--Energy prospects and university research aimed at getting more mileage from energy sources will be discussion topics for Wisconsin Newspaper Association (WNA) members at their fall conference here Oct. 5-6.

Leo Walsh, newly-appointed dean of the University of Wisconsin-Madison College of Agricultural and Life Sciences, will kick off the Friday afternoon session Oct. 5 at the Arlington Experimental Farm. Researchers will brief the news group on projects involving solar heating and drying, gasohol and crop fertilization through nitrogen fixation.

A preview of future energy prospects titled "Will We Shiver in the Dark?" will be given by engineering and environmental experts from the UW-Madison faculty at the Saturday morning session Oct. 6 at Union South.

Professor William Hachten, who has announced he will leave the directorship of the School of Journalism and Mass Communication next June, will address the WNA group. He will speak at the Friday evening banquet at The Concourse, along with student interns from a Wisconsin daily and weekly newspaper and Director Michael Leckrone of the UW marching band.

WNA Pres. L.A. Lange Jr. of Fond du Lac will conduct a special membership meeting on proposed by-laws at 11 a.m. Friday at The Concourse.

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# news

*Institutes -  
WP A*

From the University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: 608/262-3571

Release: **Immediately**

10/10/74 jfn

MADISON--It will be homecoming at the University of Wisconsin-Madison when community newspaper publishers and their wives visit the campus Nov. 1-2 for the annual Fall Conference.

The Wisconsin Press Association group will view homecoming decorations and watch the Big Ten football game between the Badgers and Michigan State. Program speakers include School of Journalism and Mass Communication experts on law of the press. Katherine "Kit" Saunders, director of women's intercollegiate athletics, will address the conference banquet.

The newspaper visitors will be greeted by UW System Pres. and Mrs. John C. Weaver, UW-Madison Chancellor and Mrs. Edwin Young, and Wisconsin Alumni Association directors at luncheon sessions.

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Release: Immediately

11/14/73 kk/jb

*Institute  
Win.  
Pitt  
Waver*

## NEWS BRIEFS FROM THE MADISON CAMPUS

MADISON--Dr. Robert E. Cooke, vice chancellor for health sciences at the University of Wisconsin-Madison, will be the principal speaker at the Wisconsin Press Association's fall conference dinner meeting this Friday evening. His topic will be "The Meaning of a University Health Sciences Center to the Citizens of Wisconsin."

UW System President John C. Weaver will welcome the weekly newspaper editors and publishers and the association's Lester L. Hawkes Scholarship will be presented. Hawkes retired this past summer after many years on the School of Journalism and Mass Communication faculty.

Robert T. Wright, publisher of the Marquette County Tribune in Montello and president of the association, will preside at the dinner meeting.

- o -

MADISON--Frederick B. Winter, Brookfield, a sophomore at the University of Wisconsin-Madison, has been awarded a three-year Army ROTC scholarship.

The presentation was made by Major Charles Smith, professor of military science.

Winter, who is working toward a degree in pharmacy, is vice president of Alpha Delta Phi fraternity.

The scholarship was awarded on a competitive basis with other cadets in the program.



# U. W. NEWS

*Just*

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE:

9/24/55

1

MADISON-- Wisconsin weekly newspapermen were warned Friday night by Prof. Walter R. Agard of the University of Wisconsin department of classics that freedom of the press requires "news shall not be too much sifted through the temperament of the newspaper."

Agard was the speaker at a Hotel Loraine dinner Friday evening which highlighted the fall Weekly Editor's Conference sponsored jointly by the UW Extension Division and the Wisconsin Press Association.

Taking as his topic "Freedom of the Press' Public", Agard traced back to the Greek city states the American tradition of "free enterprise for the mind."

"But," he said, "only the well informed can be free, and people are too often exposed to partisan bias, prejudice and mis-representation."

Standardization of the press and other media of news interpretation and entertainment can be a danger to our traditions, the speaker said, along with the greater urbanization and complexity of our society, which make it easier for the individual to surrender his freedom of choice.

(more)



add one -- weekly editors

Other threats to individual freedom, Agard said, come from the American anti-intellectual tradition, from the tendency to one-party systems in some states, and from the "intimidation of minority opinion on controversial subjects" which he declared was a consequence of the cold war in the past few years.

Agard found, however, there are grounds for optimism that our "sense of humanity and human values is returning." He expressed his satisfaction in the existence of room for "an infinity of ideas, beliefs, opinions," for "unless many ideas are called, how can a few be chosen."

The group of 78 newspapermen attending the conference were welcomed to the University by Vice President A.W. Peterson, while Prof. Ralph O. Nafziger, director of the School of Journalism, acted as master of ceremonies for the evening.

Earlier in the day Friday the conferees, representing 29 communities in the state, had participated in a discussion session on newspaper business management, conducted in Babcock Hall, on the agricultural campus, by Prof. August G. Eckhardt, coordinator of extension services in law. Members of the panel included Prof. George H. Young, Prof. J. Currie Gibson and Prof. Frank Thayer.

The conference was concluded Saturday morning with a discussion session on the industrial future of Wisconsin's small communities, led by Asst. Dean Erwin A. Gaumnitz, department of commerce, with W.D. Knight, Richard E. Sullivan and Roy J. Colbert as participants.

Following lunch at the Freese Terrace cafeteria, the editors were guests Saturday afternoon at the Wisconsin-Marquette football game.



# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

*Institutes*

MADISON--"The American press is part of our system of government," Prof. Ralph K. Huitt, University of Wisconsin political science department, told more than 100 newspapermen attending the 1954 [Weekly Editors Conference] Friday night (Sept. 24) in the UW Memorial Union.

The conference, which concluded Saturday at noon, was sponsored by the UW School of Journalism, the Extension Division department of journalism, and the department of agricultural journalism, in cooperation with the Wisconsin Press Association.

Prof. Huitt told the editors that the press must inform both the congressmen in Washington and the people at home as to what is going on in the world.

"In addition," he said, "the press must tell the people what their representatives are doing; and the press must tell the representatives what the people are thinking."

He stressed the importance of the weekly press, asserting that "the congressional representative is a local man. The people expect him to reflect local sentiment."

He commented that because of its grass roots influence, the weekly press is the "special target of pressure groups." These groups know that representatives are elected back home, he added.

(more)



He discussed the role of the professional public relations man in public affairs and the vast number of prepared releases issued on behalf of important individuals, government agencies, and various lobbying groups.

There is strong competition for the interest of the people, he said. "As a result, there is too much news. The ordinary citizen is not an expert, he is not up to the flow of news he receives today. The weekly papers must take the news and put it into a context which will make sense to the people."

Prof. Huitt spoke at a banquet session of the two-day conference. The Treble Shooters, a quartet from the UW Men's Residence Halls, provided entertainment. Prof. Nafziger, UW School of Journalism director, presided.

The annual conference, which concluded Saturday with a panel discussion on "Frontiers in Medicine," featuring staff members of the UW School of Medicine, ~~was~~ coordinated by Prof. C. A. Schoenfeld, UW Extension Division department of journalism. He was assisted by John B. Adams, also of Extension journalism.



# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

9/10/51

RELEASE:

Immediately

*Intituted*

Madison, Wis.--Lord Halifax, former British ambassador to the United States, will give a major address on world affairs at the University of Wisconsin Friday, Sept. 28, the University announced today.

He will talk before a joint meeting of UW Pres. E. B. Fred's annual [Weekly Newspaper Editors conference, and a conference on "The Citizen and World Affairs" sponsored by the World Affairs council and the UW Extension division.

The speech probably will be given in the Wisconsin Union theater and will be open to members of the University community, according to Prof. Gladys Borchers, chairman of the UW All-University Lectures committee which is making arrangement for the British statesman's visit.

Lord and Lady Halifax will be guests of Pres. and Mrs. Fred during their two-day stay in Madison.

Their Madison visit will be part of an across-the-country visit which is being sponsored by the Commonwealth fund. Lord Halifax is a member of the British Committee of Award of the Commonwealth fund fellowships which since 1925 have brought to the U.S. 568 British scholars and civil servants for study and travel in the United States.

Author and educator as well as statesman, Lord Halifax has long been considered a key figure in international affairs. He was one of the United Kingdom delegates to the San Francisco conference which brought forth the United Nations.



ad one---Halifax

While serving as British ambassador in Washington from 1941 to 1946, he retained his membership in the British war cabinet, the first ambassador to do so.

His public life began in 1910 when, as the Hon. Edward Wood, he entered parliament as Conservative member. He served in World War I with the Yorkshire Dragoons and later in the war in the ministry of national service.

In 1921 he became parliamentary under-secretary of state for the colonies, in 1922 president of the board of education, and in 1925 minister of agriculture and fisheries.

From 1926 to 1931 he was viceroy and governor-general of India.

On his return, he regained the post as president of the board of education and from 1935 to 1938 acted as leader of the House of Lords. He was secretary of state for war in 1935, lord privy seal from 1935 to 1937, and lord president of the council from 1937 until 1938 when he became secretary of state for foreign affairs, the office he held until he was appointed British ambassador to the United States.

Educated at Eton and Christ Church, Oxford, he became a fellow of All Souls college in 1903. Since 1933 he has been chancellor of Oxford university and since 1948 chancellor of Sheffield university

Honorary degrees have been conferred on him by many universities in Britain, the Commonwealth, and Europe, as well as by 13 U.S. universities and colleges.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Talk delivered by:  
Lord Halifax  
At Weekly Newspaper Conference  
Friday, September 28, 1951

Friday, Sept. 28, 8:30 p.m.

*Intituled  
Weekly Newspaper  
Conference*

It was during the years of stress, when we were turning the old relationship between our two countries into a partnership the like of which the world had never seen before, that I paid my first visit to Madison. I then took away with me from here the memory not only of a very lovely place and - if I may so so - of a University of which any State in the Union should be proud, but of a warm and friendly welcome. That was a memorable and refreshing experience for me then, amid the effort and uncertainty of war; and it is good to be again here with you tonight, to see you and Madison and this great University once more; and, if you will allow me to do so, to talk to you for a few minutes, as a friend among friends, about what has been happening to your country and mine and to the world since last we met.

I suppose that the first fact which stares us in the face is the bitter disappointment we all feel that the peace, for which we fought so hard and for so long, has not given us the security, the release from the threat of war, which we believed victory would bring. Perhaps we set our hopes too high. Perhaps at San Francisco in 1945 we assumed too readily that others felt just as we did, were as anxious as we were to turn from the waste and destruction of war to the tasks of peace. If so, we were wrong. I need not remind you of the progressive disillusion we suffered. Again and again we saw our advances rejected by Soviet Russia. Again and again - from Greece to Czechoslovakia and

-more-



ad one lord halifax

from Poland to Korea - we were met by aggression or attempted aggression. Again and again we had grim evidence that nothing except our unquestioning submission to the claims of Communism, to its philosophy and its political appetite, would satisfy the rulers of Soviet Russia. Those are claims to which we can never yield. Unless we are to be false not only to our own heritage of life and thought, but to everything for which we fought in the war, we must stand our ground. And because this conviction is common to both our countries, the past five years have seen the beginnings of a new partnership between the United States and the British Commonwealth, a partnership not for war this time - please God - but to prevent war; not to challenge the just rights and aspirations and liberties of any land, but to defend them in all the countries which share our hopes of peace. As a beginning we had the American credit to Britain of 1946; next, by a conception as great as that of Lease Lend during the war, Marshall Aid, as generous and as farsighted a plan as any that history can show; and finally the North Atlantic Treaty Organization, with its endeavor to build up from this country and from the countries of Western Europe a wall of defense against any further advance of the aggressor. And let us make no mistake about it. I would be the last to minimize the value of the help and support which the other countries of Western Europe are making; but the cement which binds this wall together, and without which the wall itself would crumble into ruin, is the close friendship and understanding between the United States and the countries of the British Commonwealth.

So surely we can temper our disappointment with this thought. If in 1914 Germany had been confronted with an unshakable association of Britain, her Commonwealth and the United States, would that war ever have happened? I think not. If in 1939 Hitler had been convinced that in fighting us he would also be fighting you, not at some distant date, but at once, would he ever have marched into Poland? Again I doubt it. So now, in 1951, I believe that so long



ad two--lord halifax

as our partnership lasts, the chances of peace are promising; and I also firmly believe that if ever in a mood of folly or impatience we allow ourselves to fall apart, that event would be the signal for the Third World War to begin.

But of course this does not mean that having declared our friendly feelings for each other, we have done all that is necessary. That has not been the idea at all. We have realized that this wall of ours requires two buttresses, one economic and the other military. We have seen to both these buttresses. The first is being strengthened from day to day by an increasing co-operation in the whole field of economics, the second by the work which is being directed so skillfully at this moment by that great soldier, General Eisenhower.

What I do mean is that without a spirit of ~~f~~friendship and comradeship all this work will come to nothing. Governments will not stop it. If we change our Government at the end of October, the work will go on. If you change yours next year, the work will still go on. But if ever we change our determination to walk together not only as allies but as friends, the work will not go on. So that behind what our Governments are doing, behind the arrangements of the economists, behind the dispositions of the soldiers, is the task that is laid upon all of us to maintain this close association and friendship between our two peoples.

We must never forget that an association of this sort always has its tensions, especially when as at present it calls for real sacrifices from both our countries. There is a sense in which ours was a gunshot marriage. We did not come together just because we liked the look of each other's faces. Hard events brought us together; and then surely it happened that as we fought and worked side by side in a common struggle, the gunshot marriage turned into a happier relationship of trust, of respect, of understanding and, I believe, of affection.



ad three--lord halifax

But we are two nations, and it would be strange and not altogether healthy if we always thought alike about everything. I am not bothering too much about the extremists. We both have them. You have people who talk as though the United States was being turned into a new Dominion of the British Commonwealth; and we have people who talk as though Britain was being turned into a 49th State of the Union. Both of them are wrong; both are talking nonsense; and neither, I fancy, is going to have much influence upon opinion.

But I do think and bother sometimes about those who make much of any differences that arise from time to time between our countries. Of course there are differences. It would be very surprising and rather alarming if when **ever** any question arose, you at once agreed with us or we at once agreed with you, not just usually, but every time. It would seem as though someone was being a "yes-man"; and in any good working partnership the "yes-man" is a liability and not an asset.

So long as we are at one on the basic questions, those that really matter, those that are vital to the common cause, differences about methods should not trouble us too much. Some of you may dislike it when our Government recognizes Mao Tse-tung's China, and some of us may dislike it when your Government has close dealings with Franco's Spain. Very well. Let us agree to differ and let us never allow such differences to spoil our friendship. They will not spoil it so long as we recognize each other's integrity and purpose.

-more-



ad four--lord halifax

Nor ought we exaggerate any differences that appear.

There is an old story that if a dog bites a man, that is not news; but that if a man were to bite a dog, it would be news. In the same way when your State Department and our Foreign Office agree, it is not news; but when they disagree it is. So there is one task for us all, wherever and whatever we are, the task of guarding the friendship we have got. May I go on to suggest another?

I have sometimes thought that the term "a cold war" is a little misleading. "e have grown used to regarding a war as something that begins with a declaration and ends with a treaty of peace. But what is happening today is rather different. This so-called "cold war" had no recognizable beginning and, I am afraid, has no end at present foreseeable. It may go on for a very long time. It may outlive everyone in this room tonight. It may test the patience and endurance of our peoples to the limit. If we go back in history we may perhaps find a parallel for it in the upsurge of Islam and its long siege of Christian Europe, in Spain, in the islands of the Mediterranean, in Hungary, and in the Balkans. It was more than just a war; it was a clash of creeds, and the clash went on for a very long time.

Today we have another clash of creeds. We must not underestimate the force of this element in Communism, its appeal to many people who have lost or have never had a background of religion or of philosophy, the way in which it seduces men and women from their allegiance to their own land, turns them into spies, saboteurs, and Fifth Columnists. We are not going to defeat that kind of movement merely by tightening up our security measures or by producing something a bit better in armaments, simply by standing on the defensive and trying to hold on to what we have.



ad five--lord halifax

We can only defeat it with a faith that is at least as strong, and with an enthusiasm that is at least as compelling, as anything the Communists have.

Here the responsibility rests in a special degree on our two nations, which are the great rallying points for resistance. And we can carry this further and emphasize the special responsibility which rests upon the Universities in our two countries. The survival of a Christian and democratic way of life is going to depend very much on the capacity of the democracies to produce the right kind of leadership. This is a problem to which we have not always given proper attention. We are inclined to say that leaders are born, not made, and to suppose that in a democratic community leaders will be found without effort, automatically.

It may be true that capacity for leadership is born in a man or a woman and that you cannot make a leader out of someone who does not have the necessary quality; any more than the best of teachers can train anyone to be an artist or a musician, if the pupil has not the spark from which great music or art may be kindled. But the training is <sup>as</sup> necessary as talent. Without talent training becomes a futile and ineffective drudgery, ending <sup>inevitably</sup> / in disappointment; and without training talent may never develop at all or--more dangerous--may develop in the wrong direction. Probably most dictators are spoiled leaders.

Our task is not just to produce leaders: it is to produce leaders for our sort of community. That is much more difficult. To train a Samurai, like the Japanese, or a Hitler Youth, like the Nazi, or a Komsomol, like the Communists, is not so hard. They conformed to a rigid pattern, of unquestioning obedience to those above and of unquestioning



ad six--lord halifax

submission from those below; and to every situation there was a set answer. No doubt these organizations were or are effective for their particular purposes, but those purposes are not ours.

The democratic community makes larger demands from its leaders. They must of course be intelligent, intelligence being often the difference between a democratic leader and a demagogue. They must have integrity, courage, judgement, stability. They must have sympathy and a strong sense of human values, because the men they are to lead are men and not machines. Above all, they must be humble, because unless they see themselves in the right perspective, they will see no one and nothing in it.

Is this to call for perfection? Of course it is; but if we aim at anything less than perfection, what we achieve is likely to be a great deal less. Is it to ask too much of our Universities, of Your University, here in Madison, and of mine in Oxford, that they apply themselves urgently and dynamically to this task? Surely it is not. I for one am convinced that the Universities will have the vision to see what this age requires of them and the capacity to give of their best in answer. I believe that on that, as much as on any single circumstance, rest the hope, the happiness, and even the survival of the world.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE:

9/15/50

Thursday, Sept. 21

*File  
Institute  
Editors JN*

Madison, Wis.—The part the University of Wisconsin plays in national defense will be revealed to the editors of Wisconsin's weekly newspapers at a conference held for them on the Madison campus, Sept. 29-30, the University announced today.

Sponsored by the University in cooperation with the Wisconsin Press association, the conference is expected to attract more than 150 representatives of the state's weekly newspapers.

Among the speakers on the featured panel will be UW Registrar J. Kenneth Little, who recently was made an officer of the National Conference for Mobilization of Education. Others on the panel will be LeRoy Luberg, assistant UW vice president, and Dean Conrad Elvehjem of the UW Graduate school.

Another panel, made up of the top capitol correspondents in Madison, will discuss "what to watch for in the next legislature." They will include:

Betty Pryor, United Press; Arthur Bystrom, Associated Press; Willard R. Smith, Milwaukee Journal; John Wyngaard, Green Bay Press-Gazette; Sanford Goltz, Wisconsin State Journal; and Miles McMillin, Capital Times. Carl Zielke, secretary of the Wisconsin Press association and writer of the column "Capitol Comment," will be the session chairman.

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ad one--weekly newspaper conference

Francis Schweinler, president of the Wisconsin Press association and editor of the Mosinee Times, will be chairman of a special session, "The Editor Speaks." In this session, weekly newspapermen will be asked to discuss their views on the University, while the professors and University administrators do the listening.

Women at the conference will attend a special luncheon Friday noon, Sept. 29, at the president's residence, at which the president's wife, Mrs. E. B. Fred, will be hostess. All those attending the conference will be guests of the University at the Marquette-Wisconsin football game Saturday, Sept. 30.

A similar conference for Wisconsin's radio station managers and news editors will be held at the University Oct. 27-28, and one for the editors of the state's daily newspapers will be held Nov. 3-4.

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# U. W. NEWS

10/6/49

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

Friday, October 7

RELEASE:

*File  
Publicity  
Weekly News for  
Enterprise*

Madison, Wis.--An Oconomowoc Community Scholarship plan was praised by Pres. E. B. Fred of the University of Wisconsin today as one of the finest examples of newspaper public service in the country.

Sponsored by the weekly Oconomowoc Enterprise, the scholarship program pays \$250 a year to seven of the city's promising college students.

"In this splendid way the city of Oconomowoc is making wise use of its greatest natural resource--the talents of its young men and women," Fred said.

He spoke at the third annual Wisconsin [Weekly Press conference] on the University campus. Seventy-five newspapers were represented at the opening luncheon in Tripp Commons of the Memorial Union.

Declaring that Wisconsin's "most valuable" natural resource is its people, Fred urged that the University and the press dedicate themselves to the service of human resources.

"Human talent is the one resource which we in a democracy cannot afford to waste," he said. "We must constantly be on guard lest the cost of higher education close the gates of our colleges to qualified, interested youths who lack sufficient financial means to continue their education beyond the high school level."

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ad one--newspaper conference

He cited the Oconomowoc scholarship plan as one way to break down the economic barriers to education "which discriminate against many able youth of limited means."

"Our common objective is to conserve Wisconsin's great natural endowment--her people," Fred told the editors.

He said the University values the "grass roots" advice and criticism of the press, and thanked the editors for their interest and support in recent months.

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# U. W. NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

9/30/49

RELEASE:

Thursday, October 6

*File  
Institutes*

Madison, Wis.--The editors of Wisconsin's weekly newspapers will get the facts on atomic energy from an expert at the third annual [Weekly Newspaper conference] at the University of Wisconsin this weekend.

Prof. Harvey Sorum, of the University chemistry department, recently termed "one of Wisconsin's best teachers," will answer the question, "What is Atomic Energy," in a talk at the conference dinner, Friday night.

The editors will meet at the Memorial Union Friday morning and will tour new campus construction sites before attending a reception for Badger athletic coaches at noon Friday.

They will be officially welcomed to the University at a luncheon at 1:30 and will spend most of Friday afternoon taking part in a discussion of medical work at the University.

Late Friday afternoon the editors will get a preview of the Wisconsin football team at practice. The Friday night dinner, to be held in Wisconsin's largest student dormitory, Elizabeth Waters hall, will be presided over by Clarence J. Reiter, president of the Wisconsin Press association and editor of the Hudson Star-Observer.

-more-



ad one--weekly newspaper conference

The editors will gather for a "family breakfast" at the Memorial Union Saturday morning, and then will take part in a "shop talk" session featuring Prof. Ralph O. Nafziger, new director of the Journalism school, and Prof. Bryant Kearn, of the agricultural journalism department.

The group will attend the California-Wisconsin football game Saturday afternoon following a luncheon at the University club.

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# U. W. NEWS

November 13, 1948

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN  
RELEASE:

## EDITORS:

The attached sheets carry the text of a speech given by Dean John Guy Fowlkes of the University of Wisconsin School of Education, November 12, 8 p.m. in Tripp Commons at the Memorial Union.

He spoke before a gathering of 150 representatives of the Wisconsin Weekly newspapers at the Second Annual Weekly Newspaper Conference *inst.* sponsored by the University of Wisconsin in cooperation with the Wisconsin Press association.

The speech brought a wide variety of comment from the Weekly editors, and although it was not intended as a public speech, at the request of the editors we are distributing it. You are free to use it in any way you see fit.

UNIVERSITY OF WISCONSIN NEWS SERVICE



PUBLIC EDUCATION IN WISCONSIN  
TODAY AND TOMORROW

by  
John Guy Fowlkes  
Dean, School of Education  
The University of Wisconsin

The opportunity to speak to the editors of Wisconsin's weekly newspapers is highly gratifying. You as well as we are engaged in educational work, and you rather than we can effect improvement of education at local and state levels. Your very livelihood depends upon the ability of people to read with accuracy and understanding. Hence you perforce are interested in education.

Over a period of years you and the editors of city newspapers have provided more stimulating adult education than has been available from any other single source in our home state. You have exerted an effective influence in furthering education not only through your own publications but in supporting better educational programs in your several communities.

It is my conviction that public education in Wisconsin at all levels and for all people is critically in need of marked improvement at an early date. Will you be good enough to examine the reasons for this conviction of mine and if it is sound, lend your ability and your power towards immediate and swift action towards the improvement of public education in Wisconsin.



### The Need for Developing and Cultivating Human Beings

In considering the educational needs of a state, the question may well be raised as to why human beings should be educated. Why should human beings not be allowed just to "let nature take its course" and grow up as the elemental urges of the race prescribe. Granted that the ancestry of people and the particular genes that have produced an individual to a high degree determine what kind of a man or woman a person is, at the same time it is universally recognized that environment, particularly in the early years, goes far in the development of goodness or badness in people. In other words, people get the way they are as well as being born the way they are. In many instances the reason men and women have chips on their shoulders, are sourpusses, are of the objective case and of the kickative gender and are kicking most of the time, or any one of the dozens of types of emotionally maladjusted people, may be found in the manhandling of these people during the first three, four or five years of schooling.

It is the function of the school at any level to develop, modify, and bolster the social and emotional makeup of individuals as well as the intellectual and manual abilities. Teachers at all levels, and particularly teachers of children from five to twelve years of age, who are competent to give human beings both the emotional security and continuing direction that is necessary for full human development must themselves be well adjusted, alert,



competent people, well educated, professionally trained, not only knowing a lot, but also knowing a lot about people and knowing how to handle people.

Contrary to a point of view that was held for many years, oldsters as well as youngsters need to be cultivated-- that is, educated. The old adage that "you can't teach an old dog new tricks" has been completely discredited. Many oldsters of fifty or sixty years learning to operate milling machines and turret lathes, drive automobiles, fly airplanes, are striking evidence of the fact that "we are never too old to learn" is a much better adage than "you can't teach an old dog new tricks."

As a matter of fact, there are many proofs that adults have a deep and eager desire to learn. The volume of sales of radios and records, magazines, books, tractors and milking machines are irrefutable testimony to the desire of adults to learn. In short then, it can be said that it is the function of schools and other formal educational experience to help people learn how to live so that they can not only make a living but also live, or in other words, to help people to be as well as to do.

#### Some Characteristics of a Good Educational Program

Will you now turn to the consideration of the essential offerings in a truly good educational program. The list of minimum essentials in an adequate educational program is much



longer than is now found save in most unusual situations. The first question that should be raised in a good educational program is who should be educated. A thorough discussion of this question is impossible at this time. However, it seems clear that the fundamental thesis for the creation and operation of a good educational program is that educational opportunity should be offered to all people at all levels in terms of educational need, ability, interest, and financial ability of a given state.

At least the following services and experiences should be available: necessary formally organized teaching of a wide variety in all major fields of knowledge, namely, the social studies, the humanities, natural science, applied science, fine arts, applied arts; laboratory experience; educational and vocational guidance; library services; extra curricular activities; work experience; placement services; transportation facilities; eating facilities; health services including nutritional, medical, dental, nursing, and psychiatric services; necessary teaching and learning equipment and materials; and adequate, functionally arranged, clean and well-maintained housing of various types.

#### The Organization and Administration of Public Education

The program of public education within a given state should be planned jointly at the local and state levels. Since the Federal Constitution of the United States, the Territorial Constitution of Wisconsin, and the State Constitution of Wisconsin



recognize that public education is a function of the state, it is logical and appropriate that the State of Wisconsin should assume and maintain initial leadership in the formulation, maintenance, and improvement of public education in Wisconsin at all levels. This in no sense is meant to imply that the state should act as a dictator or prescribe in detail the form and maximum amount of educational opportunity that should be provided in a given community. However, the state is obligated to formulate and make known to all its citizens a statement or code of what a good minimum program of public education is and the state should neither encourage nor subsidize inefficient and inferior educational opportunity at any level.

A program of public education at all levels should be so organized and administered that there is maximum functional educational opportunity for the maximum number with operating efficiency of a quality which guarantees maximum value per dollar spent in terms of practical situations, conditions, and financial ability.

Educational institutions of all kinds at all levels should be organized so that enrollments or groups are large enough to make possible a broad educational offering at reasonable cost. Although it is recognized that the commercial benefits from any educational institution to the local community in which it is located are great, it should be remembered that schools, colleges, universities, adult forums, extension classes and all other educational activities are offered for the development



of human beings and not for the financial record of a relatively small number of people who, along with everyone else, are taxpayers.

### The Professional Staff

In the last analysis, the most powerful factor in the quality of an educational program is the professional staff that administers and supervises the program along with teachers and other workers who render specialized services to those who learn.

The personal qualities and the education of teachers in elementary and secondary schools, colleges and universities alike, are of the greatest importance to all citizens. Citizens should be just as concerned with the requirements for the teachers certificates required of elementary and secondary school teachers and with the qualifications of those who teach in colleges and universities as they are with the requirements to practice medicine.

A poor teacher may do untold harm to a boy or a girl of six, eight, or ten or to a young man or woman of nineteen or twenty. As previously suggested, failure in school may and indeed often does produce a fatalistic attitude of failure in life. The social and economic cost of human failure is in evidence so widely and so well known to you that no further comment in this connection is needed.

City and county superintendents of schools, elementary and secondary school principals, supervisors, specialists in



guidance, college and university presidents and deans are responsible for the administration and direction of institutions which deal in the only really valuable and important commodity in life, namely, human beings. Consequently, both the personal and professional requirements for all of these workers should be equally if not more exacting as for those who come in daily contact with classroom learners.

### The Materials of Learning and Teaching

Regardless of how competent a teacher is and how talented an elementary, secondary, college, university, or any other student is, both learning and teaching will be ineffective and permanently handicapped unless adequate text material and other necessary learning equipment is available. It has long been established that the sciences, fine and applied arts, need laboratories. Curiously and puzzlingly, apparently it is not recognized with equal force that all fields of learning and teaching demand a wide array of teaching and learning materials if fully effective work is to be approached.

Even in the sciences and applied arts, many things other than test tubes and microscopes are necessary for high levels of attainment. Magazines, special informational services, maps, globes, charts, exhibits, cutaway models, both silent and sound films, slides and filmstrips, tape and disc recorders, audiometers, special instruments in the diagnosis of reading difficulties, such as the opthalmograph and the metronoscope, should be found at all levels from the kindergarten through the graduate division of the university.



### The Educational Status of Wisconsin Today

The preceding discussion has presented a set of broad and general criteria for a program of public education. It now seems appropriate to apply these criteria to the existing program of public education in Wisconsin.

Wisconsin officially recognizes the need for formal schooling by defining school census as all the population between four and twenty years of age. This obviously implies that educational opportunity should be available to all people in this age group.

As is well known, such is not the case. More than one-half of our four and five year olds have no kindergarten opportunity. Eighty-eight percent of the state is not in a high school district, and as a consequence thousands of boys and girls of high school age have no high school opportunity available in their home communities. Furthermore, we simply do not have a modern, complete, efficient system of school transportation in Wisconsin.

In Wisconsin in 1940, 12.2 percent of the population 25 years or older had completed one to three years of high school, while for the country as a whole the percent was fifteen. In 1940 only 51.5 percent of the rural farm boys and girls sixteen and seventeen years of age in Wisconsin were attending school, placing Wisconsin 44th among the states in this connection. In 1940, four years of college had been completed by 3.9 percent of Wisconsin's twenty-five year olds and over as compared with 4.6 percent for the United States.



In 1945-46 approximately twenty-eight percent of the high school graduates of Wisconsin continued their education beyond high school. According to the President's Advisory Committee on Education, approximately fifty-one percent of high school graduates need or could profit from education beyond high school.

Will you now join me in the examination of some of the details of public education in Wisconsin.

The Organization and Administration of Public  
Education in Wisconsin

There is no question but that the most important single factor in Wisconsin's educational situation at the elementary and secondary levels is local school district organization. This school year, 1948-49, there were approximately 5,400 one-room school districts in the State of Wisconsin. Of these approximately 1,050 are not operating schools. In 1947-48, when there were approximately the same number of one-room schools open as there were this year, there were 493 schools enrolling from five to nine pupils and 1,297 schools enrolling from ten to fourteen pupils. In other words, last year over 1,800 school districts in Wisconsin had less than fifteen pupils in average daily attendance.

It is simply impossible to offer a good educational program in schools of this type. Kindergarten experience, library services, health services, programs and music and other fine arts are conspicuous by their absence in these one-room schools.



Although there has been a general shortage of teachers during the past few years, it has been particularly difficult to get anyone to teach in these one-room schools. Since practically all one-room school teachers must build fires, carry in water, and in Wisconsin's rigorous winters, suffer the inconveniences so vividly described in verse by James Whitcomb Riley, this is not surprising. As a result, upwards to three-fourths of the one-room schools in Wisconsin today do not have legally qualified teachers. In some communities practically every teacher in the one-room schools is a permit teacher who is legally acknowledged to be unqualified in terms of Wisconsin's present low standards for one-room school teachers.

Nevertheless, one-room school teachers in Wisconsin today on the whole in terms of preparation are the highest paid of all teachers since the average salary of one-room school teachers this year in Wisconsin was approximately \$2,100 as compared with an average of \$2,200 paid village elementary teachers and \$2,700 paid the average city elementary teacher.

Boys and girls in rural as well as urban centers need physical education. Physical education means considerably more than physical work such as involved in doing farm chores--milk-ing cows, taking care of the chickens, etc. A good program of physical education has as one of its major objectives the prevention of illness and the correction of existing physical disabilities such as poor posture. Statistics from both world Wars indicate that the physical competence of rural draftees was distinctly lower than that of draftees from urban centers.



The cost of the one-room rural schools, particularly the smaller ones, is exorbitant. The annual per pupil cost in our smaller one room schools in some instances runs over \$500 per child.

In considering the local school districts in Wisconsin and the desirability of a program of reorganization, some people are inclined to consider only the one-room school. Actually, the high school situation and the coordination of elementary and secondary education needs reorganization in Wisconsin just as much as do the rural areas having one-room schools. In many sections throughout the State, even where both elementary and high school opportunities are available, there is little if any coordination between the two levels of schools.

For example, in a community near here, on the right side of the road a high school building can be observed, while on the left side of the road an elementary school building is seen. In this community there are two separate boards of education; there are two principals. To be sure, the high school district contains some considerable territory not included in the elementary (state graded) school district. The coordination between the schools leaves much to be desired.

The majority of our village high schools in Wisconsin are much too small to offer a real high school program. Approximately 250 pupils and a staff of some twelve to fourteen people are necessary for a complete high school program. With this criteria in mind, let us review the size of Wisconsin's high schools today.



Twenty-eight of our Wisconsin high schools have less than fifty pupils enrolled; forty-nine have from fifty-one to seventy-five pupils; and fifty-eight have some seventy-six to one hundred pupils. In other words, 135 high schools in Wisconsin today have 100 or fewer pupils enrolled.

In addition to these 135 high schools enrolling 100 or fewer pupils, 148 high schools have from 100 to 200 enrolled, and thirty-four high schools have enrollments of between 200 and 250. Thus it is seen that 317 Wisconsin high schools, or approximately three-fourths of the total number are too small to offer a good educational program.

Let us examine the situation in one of the small high schools enrolling less than fifty pupils. Of these fifty pupils enrolled, twenty-three of them do not even live in the district. Each day about three of the fifty are absent. Three teachers are employed, giving a pupil-teacher ratio of about sixteen. The principal teaches German, history, science and mathematics, and supposedly administers the school. Another teacher teaches social studies, German, and physical education. The third teacher has for her assignment English, business practice, speech, library instruction and management, and music. One does not need to be a specialist in education to realize that an instructor with as many subject matter fields at the high school level as these teachers is confronted with a situation that is simply impossible.

As one examines the curriculum of this high school, he is impressed with the fact that in this distinctly rural community with nearly one-half the enrollment coming in from



neighboring farms, there is no offering in agriculture, home economics, or shop. Recognizing the economic aspects of these small high schools, in some of them the per pupil cost in 1946-47 was over \$461, or from two to two and one-half times as much as is spent per pupil in high schools offering a balanced and adequate high school program.

Size alone does not guarantee a good educational program. The administrative and supervisory leadership also plays a large part in the quality of a school's program. In this connection, it is necessary to examine the position of the county superintendent of schools in Wisconsin. County superintendents of schools in this State are elected for four years, and there are no special requirements beyond the holding of a classroom teachers certificate. The salaries and clerical assistance provided for county superintendents leave much to be desired. This year of the seventy-two county superintendents of schools, one receives a salary of \$2,425 for a twelve-month period; eighteen are receiving \$3,060 or less, while only nine are receiving \$4,000 or more. In several instances the county superintendent of schools of Wisconsin this year is receiving a smaller salary than that paid the average classroom teacher in many city school systems in this State. Many people are critical of some of our county superintendents. In my point of view, we are getting substantially more than we are paying for in county school administration in the State of Wisconsin.



### Teacher Shortage

Returning to the most important matter in an educational program, namely, the teacher, comment must be made upon the outlook for adequate teacher supply for the next few years. When the "birth bulge" of the war hits our schools in Wisconsin, just how we can keep schools open, I do not at present see. If present trends continue, approximately 11,000 classrooms in Wisconsin will be without qualified teachers by 1953-54. I wonder if it will be only when our own sons and daughters or our grandchildren have been taught by unqualified teachers will we fully realize that merely sitting back of a teacher's desk does not make a person a teacher.

### State Department of Public Instruction

The most essential requirement for a good program in elementary and secondary education is a strong state department of public instruction administered by a chief administrative officer personally and professionally qualified, adequately staffed, administered and financed. The recent Report of the Commission on the Improvement of Education in Wisconsin covers the Wisconsin State Department of Public Instruction very well indeed. I recommend the perusal of the Report of the Commission in connection with the State Department of Public Instruction.



### Higher Education in Wisconsin

The situation with respect to the organization of public education in Wisconsin after high school graduation is highly comparable to what it is in the elementary and secondary levels. There are six separate and independent administrative boards which administer the various public institutions offering work beyond high school graduation, namely, the University of Wisconsin, Stout Institute, Institute of Technology, county rural normal schools, teachers colleges, and vocational and adult education.

Traditionally there has been little if any joint planning or coordination between these boards. Over the years, there has been some slight conferring on specific matters between individual administrative and instructional officers of the institutions, but the practical effect has been negligible.

Until 1947, apparently there have been no joint meetings of these administrative boards. During the past eighteen months, the Board of University Regents and the Board of Teachers College Regents as well as committees of administrative officers from the teachers colleges and universities have gotten together. However, in all candor, it must be admitted that beyond a mutual declaration of high intent little has been actually accomplished from these meetings.

In light of these circumstances, it is not surprising that the matters of admission and transfer of students and



credits, prerequisites for special curricula, and other problems have arisen between the various institutions. An example of what is taking place under the present situation is seen in Milwaukee during this very semester.

An extension course in visual education was offered in Milwaukee by the University of Wisconsin during the second semester of 1946-47. This course was offered in response to considerable activity by the Milwaukee School System in the field of visual education and upon the basis of expressed need by the administrative and instructional staffs of the Milwaukee Schools. This semester, courses in visual education are being offered by both the Milwaukee State Teachers College and the University of Wisconsin. Each course has an enrollment of not more than one-half the number that could be handled effectively in one class. Possibly such a course should not be offered by the University of Wisconsin in Milwaukee. Possibly such a course should not be offered by the Milwaukee Teachers College. It certainly seems clear to me that both institutions should not be offering the same course during the same semester.

Lack of time does not allow a discussion of curricular aspects of higher education in Wisconsin. Consequently, I should like to have you now consider with me some of the economic aspects of public education in Wisconsin.



## Some Economic Aspects of Public Education in Wisconsin

As is true of all enterprises undertaken by individuals privately or by social groups, the financial aspects of an educational program loom large. It therefore is essential that some consideration be given to expenditures for public education both nationally and in Wisconsin. It is also desirable to examine the economic status of Wisconsin.

For the United States as a whole, the year 1932 marked the period during which the largest percentage of national income was spent for public education, namely 5.4 percent. The national income in 1932 was \$47,432,000,000. Wisconsin in 1932 devoted 5.2 percent of its income or approximately \$50,000,000 for elementary, secondary, and vocational education. In 1947 for the United States as a whole approximately 1.8 percent of our national income, or approximately \$3,420,000,000 was spent for public education. In Wisconsin in 1947, 1.76 percent or approximately \$76,000,000 was spent for public education below college level.

It is interesting to scrutinize what has happened in school expenditures in Wisconsin since 1940. In 1940, Wisconsin spent approximately \$51,500,000 on public education below the college level. In 1947 expenditures for the same item were approximately \$76,000,000. The percentage of increase of public school expenditures in Wisconsin between 1940 and 1947 is approximately forty-eight. The similar figure for the nation as a whole is 66.3 percent.



Furthermore, the purchasing power of the \$76,000,000 spent in 1947 was only approximately eight percent more than the purchasing power of the \$51,500,000 spent in 1940.

It is interesting to observe trends in prices of certain agricultural products during the period 1940-1947. In Wisconsin in 1940, the price of milk was \$1.38 per hundred pounds; in 1947 it was \$3.61. In other words, the price of milk in Wisconsin in 1947 was approximately 262 percent of what it was in 1940.

The value of the average milk cow in 1940 in Wisconsin was approximately \$74.00; in 1947, approximately \$179.00. In other words, the value of the average milk cow in 1947 was  $242\frac{1}{2}$  percent of what it was in 1940.

Wisconsin farmers were paid 17.8 cents per dozen for eggs in 1940 compared with 44.8 cents in 1947. Wisconsin hogs brought \$5.19 per hundred in 1940 in comparison with \$24.18 in 1947.

In other words, Wisconsin milk in 1947 sold for more than two and one-half times what it sold for in 1940, and Wisconsin hogs in 1947 brought nearly five times as much as in 1940.

Average hourly earnings in Wisconsin manufacturing industries in 1947 were 180 percent of what they were in 1940. Furthermore, the average hours per work week in Wisconsin manufacturing industries in 1947 were more than two hours longer than in 1940. The volume of retail sales in Wisconsin



in 1947 were more than two and one-half times what they were in 1940.

Under present economic conditions, and assuming a minimum educational program, there should be at least from \$100,000,000 to \$125,000,000 being spent on public education through the high school level in Wisconsin today, assuming sound organization of local school districts. If we are to encourage young men and women to enter the teaching profession and the right kinds of people to stay in the teaching profession, the figure will have to go to \$150,000,000 a year during the next decade.

#### The Decision Is Yours

Sometimes there is misunderstanding as to the role a person such as I should play in the formulation and financing of an educational program. Some people sometimes are under the impression that I wish to prescribe the educational program and to tell my fellow citizens of my home state what they must do. Nothing is further from my intent, and attention is called to the fact that nowhere in my remarks tonight have I prescribed or dictated.

It would seem that it is the responsibility of professional educators to present a picture of what seems to them to be the kind of educational program Wisconsin needs in terms of numbers to be educated and financial ability. You and the other citizens of the State of Wisconsin must decide



the extent to which the recommendations of professional educators are sound, and hence, what kinds of schools, colleges, and university are needed.

The educational program of a state at all levels must be established by you and other citizens of Wisconsin. Within very modest limits, it seems to me that there is no difference between an educational program and any other human activity. It seems to me that there is considerable evidence that for many years the State of Wisconsin has not shifted its financial thinking in keeping with its financial ability. Furthermore, I fear that professional educators have not presented graphically and thoroughly what is involved in a good educational program.

In terms of unparalleled and unexcelled social achievement on many fronts, my faith in you and other citizens of Wisconsin is deep and strong. However, may I urge you not to take too long in becoming concerned about and taking positive, decisive action toward the improvement of public education in Wisconsin at all levels and on all counts.

The Report of the Commission on the Improvement of Education in Wisconsin previously referred to on the whole is the most important document with respect to public education that has appeared in the State of Wisconsin in the last twenty-five years, and in many ways, it seems to me to be the most important document with respect to public education that has appeared in the State since the framing of the Constitution.



I urge you as citizens to familiarize yourself with it, and as editors, to give it lots of ink during the coming months.

Both the distance we travel and the speed with which we move on the road to better education in Wisconsin will be determined in no small part by the attitude reflected and the effort exerted by the editors of the weekly newspapers of Wisconsin.