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WISCONSIN ACADEMY REVIEW

SUMMER
1963



PUBLISHED QUARTERLY

WISCONSIN ACADEMY OF SCIENCES, ARTS AND LETTERS

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WISCONSIN ACADEMY REVIEW	
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ARE THE LIBERAL ARTS WORTH SAVING IN A SCIENTIFIC WORLD?

By Aaron J. Ihde
Department of Chemistry
University of Wisconsin

Academy President AARON J. IHDE is the ideal person to present an article of this nature as he recently was appointed chairman of the UW Department of Integrated Liberal Studies. He also is professor of chemistry and history of science and was selected by the Governor to represent the Wisconsin Academy on his Commission on the United Nations. Professor Ihde received his Ph.D. from the UW and has taught at both Butler and Harvard Universities. He also is a member of the Wisconsin Food Standards Advisory Committee and chairman of the History of Science Division of the American Chemical Society. (See page 79, Spring 1962 Wisconsin Academy Review for further details). This material was first presented as the Commencement Address at Milton College, June 4, 1961 but events since its reading have not made it lose its significance.

The scientific revolution in which we find ourselves has brought us great benefits and given us great problems. We may well raise the question, "Can we reap the benefits of science without losing the humane values which we have come to treasure and can we retain the strength acquired through the application of science without allowing science to become our master?"

As we face the impact, good and bad, of science on modern life we come to grips with the role of science in modern education. Just how much importance should be given to science? And how much to non-scientific subjects? Are there fundamental differences in the education of scientists and technologists as compared to non-scientists? How much time can be given to non-professional subjects without jeopardizing the training of professional students? Should everyone study science? Should science students study subjects not directly pertinent to their profession?

Before coming to grips with these questions, we should take a look at the objectives of higher education. As I look upon it, higher education must meet three objectives or the student leaves college in a state of imbalance. These objectives are not mutually exclusive and





I suggest that they even tend to complement one another. They are:

1. The attainment of the basis for professional competence
2. The attainment of the basis for internal harmony, and
3. The attainment of the capacity for leadership.

The order is of no significance. I look upon these objectives as of equal importance and place professional competence first simply because it needs no defense and can therefore be quickly dismissed. One doesn't have to convince a seventeen year old that college should train him to hold a job. The difficulty is in convincing him that col-

lege has other and equally important objectives. All too often, recognition of the other objectives only becomes apparent after college days are over. Thus, I turn quickly to the second objective, the acquisition of the basis for internal harmony, the ability to live a life that is harmonious and personally rewarding.

Despite the gregariousness of modern life, it is still true that one must live with oneself. I fear that there are many persons who find this quite impossible. They find themselves so uninteresting, so uninspiring, that they throw themselves into the arms of a crowd--any crowd that happens to be handy. Unfortunately, the average crowd is nearly as boring, as lacking in inspiration as are they themselves. Hence, the disturbing phenomenon of what sociologist David Riesman so aptly calls "The Lonely Crowd."

How can this personal lack be remedied? It must be admitted that the sciences are, as yet, not of real help. To be sure, psychology is grappling with the problem, but I believe even the most enthusiastic psychologist will admit, under candid questioning, that his science is still in a very rudimentary stage--and hardly one that can assure internal harmony on the basis of a course or two. No, the remedy must come from the area of the humanities. Through broad contact with the great authors, the great musicians, the great artists, the great philosophers--one can be introduced to the great ideas which not only provide personal pleasure, but personal understanding of life.

One of the virtues of education is that it enables one to learn by experience--the experiences of others.

Thus, in a score of years one can experience, through reading, listening, observation, and discussion, the significant experiences of sensitive poets, novelists, essayists, artists, musicians, philosophers, and scientists. One can have contact with greatness and wisdom, and, through osmosis, absorb some of this wisdom. Thus comes understanding, including the realization that there is little in the world that is black, or white, and much that is gray. One comes to respect the Greeks in their value of the Golden Mean, the realization that a position can be taken either too far to one side or the other of the most effective solution. One comes to realize that a value judgment, good in a certain time and place, is not necessarily absolute for all time.



Through the study of drama we see how men behave when faced with large personal problems. The Greek tragedies reveal so well how one small decision can lead to terrifying consequences, while the comedies poke subtle fun at man in all his pompousness. Shakespeare, of course, handled the dramatic form with the greatest mastery and used it to reveal the greatness and pettiness of human beings, their institutions and their values.

Through the novel, Tolstoy and Twain have, in completely different forms, given pleasure with understanding. Through the satire, Jonathan Swift and Lewis Carroll have amused children and given insight to adults. Through poetry, Homer and Virgil, Chaucer and Dante, and at this college we must not forget Milton, have combined words in such a manner as to provide pleasant rhythm while expressing lofty thoughts.

Thus, the humanities offer, through language and literature, through the arts and music, through philosophy and religion, a guide in the personal search for values. By seeing the struggles of great minds of the past in their search for values we can gain such understanding as will enable one to find those inner satisfactions which lead to the living of good, purposeful, understanding, tolerant, and happy lives. The humanistic subjects must continue to have an important place in education.

Now I shall move on to the third objective of education--the preparation for leadership. But before doing so let me point out that I do not wish to leave the impression that only the humanities prepare one for the life of personal pleasure and understanding which I stress as the second objective. Certainly the social studies contribute toward the understanding of human relationships and human institutions which is a part of wisdom and confidence in oneself. And we must not ignore the sciences for the satisfaction they provide in the understanding of the environment in which one finds himself and with which he must be in harmony. But more on this later.

While not all college students think of themselves as future leaders, this is perhaps because they have not yet thought deeply about their coming role in society. Even though we hear much about all of the people now going to college, it is still a fact that college graduates represent a very minor part of the population. As a consequence, the well-educated members of the community will be looked to for leadership, and justifiably so. They are the best equipped to provide leadership and they shirk their responsibilities when they fail to respond to leadership demands.

The term noblesse oblige was once common with reference to aristocratic families in Europe. The men in these families did not have to work for a living but could spend their leisure in fun and games, except that they held an obligation, as nobles, to contribute to the welfare of the government by serving on the King's councils and in his armies. Now, I do not propose that we should go back to an aristocracy of birth or wealth to provide for our necessary leadership. Rather we should establish an aristocracy of intellect and use it as our source of leadership. As college graduates you are eligible for membership in this kind of aristocracy, but remember that membership carries obligations. I am not suggesting that you are obliged to run for president in 1964, or make yourself available for the secretary-generalship of the UN. Leadership is needed at all levels of activity--in one's profession, in one's community, among one's circle of friends. It is good leadership at the local level that insures good leadership at higher levels. It may be pointed out that there is perhaps more total inefficiency and corruption on town boards and city councils than there is in Washington. This is partly because it takes less courage to criticize the national government than to expose inadequacy and dishonesty in one's home community. Leadership is more than doing things oneself. It includes insistence that others do their job competently. In other words, it means good citizenship.

But to be a good citizen one must understand one's culture and it is only deep acquaintance with the liberal

arts that provides such understanding. Here it is, in my humble opinion, that higher education has failed most grievously. The failure is perhaps not as serious in the liberal arts colleges as it is in the state institutions where major stress falls on professional education, but even the liberal arts colleges are derelict in their obligations in education for leadership.

What constitutes such education? This question is not an easy one to answer. Certainly an understanding of words is important--and this includes not just dictionary definitions but their understanding in context and their unambiguous use in written and spoken form. The curriculum of the medieval university placed great emphasis upon the seven liberal arts. The early work consisted of the trivium of grammar, rhetoric, and logic which laid the foundations for the more specialized quadrivium of arithmetic, geometry, astronomy and music. The medieval scholar did not lack an understanding of the meaning of words. Perhaps we have wandered afar from the trivium and part of our confusion is attributable to failure of communication.

A second essential in preparation for leadership is an understanding of the past. The philosopher, George Santayana, once remarked that the man who is unwilling to study history is doomed to relive it, with all of its unfortunate consequences. Only by knowing the mistakes of the past can we avoid making them again. But history can do more than review past errors. Through a study of past events in their human context we can acquire an understanding of human nature--its weakness, its frivolity, and also its tenderness, its wisdom and its greatness. In turning to the present, and we must not ignore the present, we can see the nature of our present complex world through sociology, economics, and political science.

Finally, we cannot ignore science since science, properly conceived, is one of the liberal arts. You will remember that the medieval quadrivium was heavily scientific in nature--arithmetic, geometry, astronomy (and music). The 20th century liberal arts curriculum can no more afford to ignore science than did the medieval.

(Continued on page 139)



THE MARATHON COUNTY UNIVERSITY CENTER

By Henry C. Ahrnsbrak, Director
Wausau

The 94th annual meeting of the Wisconsin Academy will be held at the Marathon County Center of the University of Wisconsin Extension Division on May 1-3, 1964. The following article by Director HENRY C. AHRNSBRACK tells some of the history of the idea behind such centers as well as background on the Wausau institution. As this is the first meeting of the Wisconsin Academy in Wausau and the farthest north it ever has met in recent times, the general theme of the meeting, "Natural Resources of Northern Wisconsin," is most appropriate. Chairman of the Local Arrangements committee will be Prof. GENE E. MUSOLF, who is instructor in geography at the Marathon County Center and a member of the Wisconsin Academy. He holds an M.S. from the University at Madison in geography and is a candidate for Ph.D. in that subject. He is a member of the Association of American Geographers and the Wisconsin Council for Geographic Education. It is hoped that the meeting at this location will bring together all individuals from throughout the state who are interested in the challenging opportunity of conservation and natural resources development and preservation in northern Wisconsin.

Just as the Madison campus, heart of the University of Wisconsin, provides an academic and social atmosphere for its students, the University Centers provide educational and social facilities for their communities and surrounding areas.

Evening classes, short courses, institutes, conferences, lectures, or concerts--all offered at the fast growing Centers--point to the great change in policy that has taken place through the years. No longer is the undergraduate program solely emphasized. Carl Steiger, distinguished member of the University Board of Regents, aptly sums up this approach:

"It is the interplay of life and learning that is the genius of American higher education ... only the institution which draws its inspiration and support continuously from its constituent citizenry will survive and flourish. The Center system is a testimonial to that great partnership between people and University. ..."

The Center idea was basically established in 1907 when the Wisconsin Legislature created the University Extension Division. In 1923 the University of Wisconsin in Milwaukee

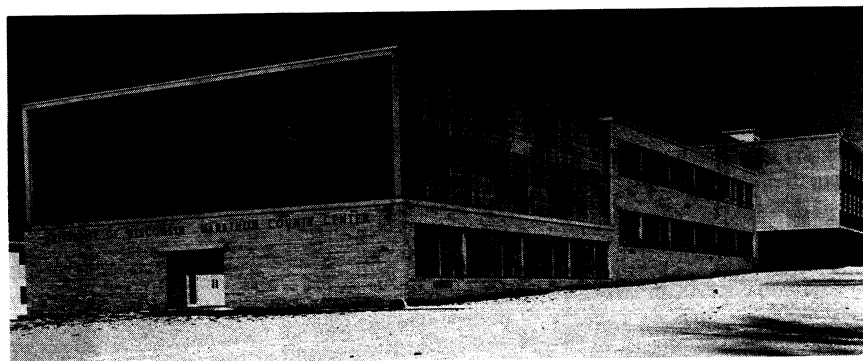
offered for the first time off-campus a coordinated program of freshman-sophomore day courses and a cluster of adult education evening classes. During the depression of the thirties high school graduates unable to find work and unable to afford to go to school enrolled in vocational schools. In 1933 these schools began earnestly calling upon the Extension Division for instruction.

Again in 1946 when the young men returned from World War II the University Extension Division established 29 Centers to meet the student surge. As soon as this surge subsided the number of Centers was cut to maintain quality. At present there are eight Centers--Green Bay, Kenosha, Manitowoc, Marinette, Menasha, Racine, Sheboygan, and Wausau. Funds have been allocated and plans are being made for a ninth Center at Marshfield.

In 1957 the Marathon County Board petitioned the Legislature for permission to construct a Center building. It was granted in the next biennium and by January, 1960 there was erected at Wausau the first building in the state designed entirely for University Center operations--a \$600,000 structure with lecture hall, laboratories, conference room, library and student union.

Several features have made the Centers attractive and successful. Faculty quality is one of the biggest features. All faculty members are appointed, retained and promoted under the same rules that pertain at Madison and Milwaukee.

Flexibility in curriculum is another feature. This enables the Center to serve as a two-year collegiate institution, a two-year terminal college and a continuing evening or part-time school. During the past year at the Marathon County Center approximately 30 freshmen and sophomore courses were offered.



Research facilities are still another feature. A branch of the Madison campus--the Superior Student Guidance Laboratory--is located at the UW Marathon County Center. Research is being conducted in hydrobiology and cytology. Other faculty members are involved in the improvement of language instruction on both elementary and the secondary levels.

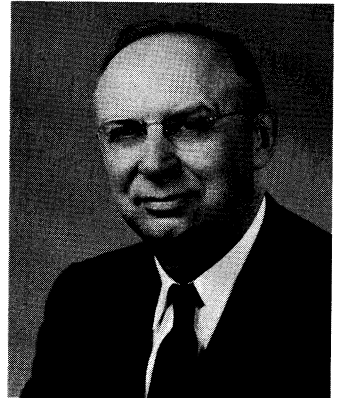
The Center system has taught Wisconsin educators some valuable things. Carl Steiger says:

"Our Centers ... have demonstrated that you can create a climate of learning in the total absence of collegiate trimmings, provided you have those two indispensable ingredients ... able teachers and eager students. By helping to equalize educational opportunities throughout the state, our Centers have brought the higher learning to hundreds of youths who would otherwise have been barred ... for economic reasons ... from going to college."

#

INTRODUCING HENRY C. AHRNSBRAK

HENRY AHRNSBRAK was born in Sheboygan County and received his early education in Plymouth schools. He attended the University of Wisconsin, receiving the B.A., M.A. and Ph.D. degrees. He taught social studies in high schools at Medford and Beaver Dam before becoming principal at the latter place. In 1945 he returned to the University to complete work for the doctoral degree. While there he was a lecturer in education for three summers and later taught off-campus classes also. He became director of the UW Marathon County Extension Center in 1947 and obtained the rank of full professor in the School of Education on the Madison campus in 1959. He is an active participant in the National Conference of University Professors of Educational Administration, National University Extension Assn., and other adult educational associations as well as holding membership in numerous professional organizations, including Phi Delta Kappa, National Assn. of Secondary School Principals, NEA, WEA, and Central Wisconsin Teachers Assn. He has also served on several University and Extension Division committees, as well as on executive boards of several local social welfare organizations. # # #



THE BIRGE-JUDAY LIMNOLOGICAL COLLECTION

By Frank N. Egerton
UW History of Science Dept.

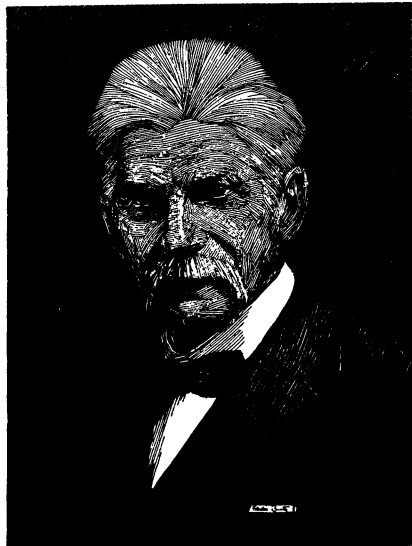
In connection with completing his doctoral studies on the history of science, FRANK N. EGERTON worked on arranging and cataloging scientific papers of E. A. Birge and Chancey Juday and their associates which are kept at the UW Archives. He will be on the teaching staff of Boston University this fall.

The scientific notes and papers of Wisconsin's famous team of limnologists, Edward A. Birge (1851-1950) and Chancey Juday (1871-1944), along with writings of many of their students and successors, have recently been arranged and cataloged and are now available for use in the University of Wisconsin Archives. Guides to the type of work they accomplished and its significance may be found in the excellent surveys of their careers written by C. H. Mortimer¹ and David G. Frey.²

This collection includes a comprehensive set of publications by them and others on limnology in Wisconsin, and field records and manuscripts extending from the 1890's to 1950's. A surprisingly large amount of this material (the whole collection occupies shelves 7 feet high and 15 feet long) has never been published and can still furnish useful information to scientists as well as historians of science.³

The extensive records on lake temperatures and plankton counts should be useful to those interested in the changing conditions of lakes for comparing with more recent records, and thus should not become obsolete. As Prof. Frey pointed out in his article (p. 21), the extensive data on chemical

Sketch from 1921 UW BADGER, when UW President Birge also was president of the Academy. During its early years he served several terms as Secretary and as Librarian, as well as finishing William F. Allen's term as president.



President Edward Anderson Birge

analyses of lake waters and organisms must be approached with an understanding of the differences between their methods of analysis and those presently employed, but this material may also still be useful to limnologists. The largest single segment of the collection is on the penetration of solar radiation into lake waters, and most of this material is related to the studies of Prof. Harry R. James, whose research was guided by Prof. Birge. Only the first of the two parts of James's study was ever published, but all of it is in this collection.

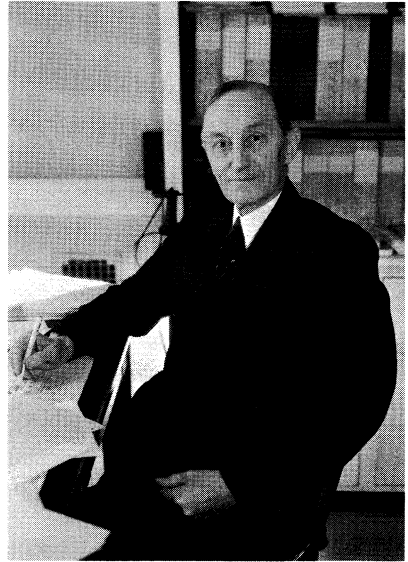
There is one unfortunate drawback to the use of this data. It has been identified as much as is practical for cataloging purposes, but much of it is insufficiently labeled and will require close study before it can be used.

The historian of science will find here materials on the background of the published papers, such as the extent of the data collected and the early formulation of concepts which may not be indicated in the publications.⁴ There are also financial records and correspondence, which can yield information on the scientific activities of these men. Related to this is a large collection of letters and other materials by and about Birge in the Archives of the Wisconsin Historical Society.

A recent conference on the preservation of scientists's papers emphasized that the future practice of preserving such documents will be largely determined by the usefulness such collections prove to be for scientists and historians of science.⁵ Hopefully limnologists and historians of science, both of which groups are strongly represented at the University of Wisconsin, will find much to interest them in this collection representing the pioneer achievements in American limnology.

References cited in this brief notice appear at the bottom of the next page.

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CHANCEY JUDAY at the time of his election as President of the Academy.

A NOTE ON THE COVER

The cover drawing of a bas-relief figure from the Arch of Constantine in Rome, was done by SANTOS ZINGALE, Professor of Art and Art Education, University of Wisconsin. Professor Zingale was on research leave for the spring semester, 1963, and worked extensively in Sicily and in Italy.

Zingale has been on the University staff since 1946. He has taught drawing and painting to several generations of art students and is as widely known and respected for their achievements as for his own. He is a graduate of Milwaukee Lincoln High School, the Art Department of the Milwaukee State Teachers College (UW-M) and completed his graduate work in Madison. From the years of the Federal Art Projects to the present time he has exhibited nationally as well as regionally and has at one time or another won most of the available awards in State and Midwest exhibits.

His subject matter has ranged widely from experiences of a local nature both in the old Milwaukee first and third wards and in Madison to the series completed recently of the distinctive rock formations of the Western states. The drawings he brings back from his work in Italy will in all likelihood be reflected in his paintings in the immediate future. --- Frederick M. Logan

###

References for Egerton article

1. "An Explorer of Lakes," in G. C. Sellery, E. A. Birge: A Memoir (Madison, 1956), 165-211.
2. "Wisconsin: The Birge-Juday Era," in Frey, ed., Limnology in North America (Madison, 1963), 3-54.
3. Some of these manuscripts have already been published by John C. Neese and William W. Bunge, Jr., "An Unpublished Manuscript of E. A. Birge on the Temperature of Lake Mendota," Trans. Wis. Acad. Sci., Arts and Letters, 45:193-238, 1956 and 46:31-89, 1957.
4. In cataloging this collection, one article was found by Birge that has not been listed in his published bibliography: "Notes on the Development of Panopaeus sayi (Smith), Studies from the Biological Laboratory of Johns Hopkins University, 2:411-426, 1883, 4 pl.
5. Isis, vol. 53, pt. 1, March, 1962.

THE ROLE OF THE INDIVIDUAL IN RURAL ZONING IN WISCONSIN

By W. A. Rowlands
Dept. of Agricultural Economics, UW

Professor Rowlands here pinpoints a facet in the history of rural zoning in which he particularly believes. A general outline of the subject appeared in the Spring 1963 Academy Review (p. 55) with an introduction of the author.

"I am convinced that successful planning is planning for the majority; in a democratic country there is nothing to be feared in putting such a plan before the public. ... Wisconsin has made a success of going to the people with its plans, county by county, and opponents have become staunch supporters."

So said Professor L. Dudley Stamp, Director of the Land Utilization Survey of Great Britain in a special Hector Maiben Lecture delivered at Berkeley, California, in June 1934.

If the Wisconsin rural zoning movement which began in the late 1920's has anything that distinguishes it from any other movement or crusade, it is the amount of time, attention and effort that went into its educational phases. Local citizens were in on the planning of their county zoning ordinances from the very beginning.

In Wisconsin it was early recognized that local people



A meeting of the Ashland County land use planning committee in Court House at Ashland.

have a right and a responsibility to participate actively in the development of plans which affect them. Older citizens who know their county and their immediate community and who have seen successes and failures on the land are in a special position to be of substantial help in developing the text of zoning ordinances and

determining the boundaries of restricted use districts.



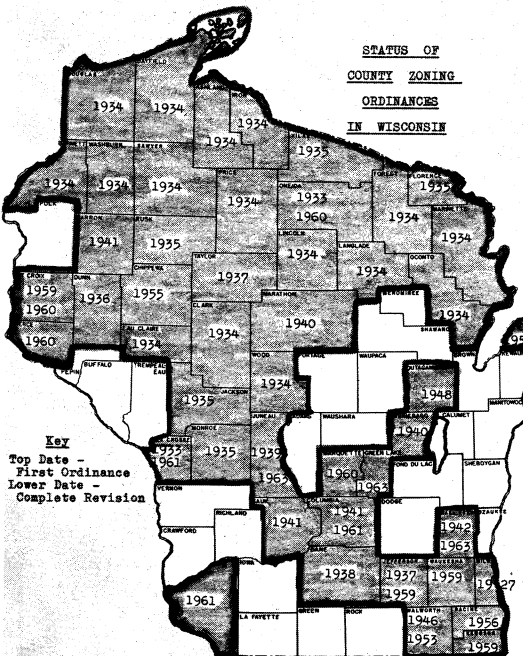
What was the "climate" under which planning and zoning were presented and discussed by local citizens and county and town officials in Northern Wisconsin in the early thirties? Tax delinquency was rampant, especially on new cut-over land and partly developed farms. Owners of inaccessible cut-over timber lands, realizing the futility of attempting to sell such lands for farming purposes, permitted them to revert to the county for non-payment of taxes. Owners of partly developed farm lands, unable to continue because of isolation, clearing costs, lack of finances, or poor soil, abandoned their holdings and sought employment in industry or elsewhere. Rural planning and the rural zoning movement which followed were born out of the stern necessities of this period.

Studies on tax delinquency by the College of Agriculture in Northern Wisconsin culminated in a special bulletin in June 1928 and a companion publication, Use and Taxation of Land in Lincoln County, in January 1929. They were followed by a special series of publications beginning with Making the Most of Marinette County Land, and covering Oneida, Forest, Ashland, Taylor, Washburn and Langlade counties.

These extension circulars analyzed the situation in each county and proposed action programs, including the taking of tax deed on all delinquent land, the establishment of substantial areas of public forests, the consolidation of schools and the enactment of county zoning ordinances.

The information contained in these special circulars was taken to every community and discussed with townboards and local residents with a view to developing an action program for the future. Such informal discussions presented and explored the question of why we should have a zoning ordinance, what special features the zoning ordinance should contain, the number of use districts needed, the boundaries of the use districts, and the acceptable alternative uses of land other than agriculture. Often at these meetings votes were taken, heated arguments sometimes prevailed and yet the counties moved ahead.

During 1933, 1934 and 1935 a total of 23 Wisconsin counties enacted rural zoning ordinances. Of these, 17 enacted their ordinance by a unanimous vote of the county board of supervisors.



The educational work done by local and state and federal agencies and the University was not easy. People who had lost all or much of their property were sometimes bitter and unreceptive. Yet, the soundness and the saneness of the proposed program of county planning and zoning prevailed. The basic objectives of rural zoning in northern and central Wisconsin counties in the early thirties were clear and logical. Its goals were to:

1. Promote government economy in roads, snow plowing, schools, public health and relief costs.
2. Protect prospective settlers and direct new settlement to good farm land in established agricultural communities close to roads, schools, markets and community centers.
3. Merit and maintain the principle of state aid so important to the development of the less populated area of the state.
4. Provide the basis for the orderly development of all the land for its highest use.

The past is history. Conditions throughout Wisconsin have changed greatly in the past 30 to 40 years. New problems unheard of in the twenties and thirties now beset many of our counties. Yet the lesson of the thirties is clear and distinct. Find the facts, filter the facts, focus the facts and follow the facts - and take the citizens into partnership with you all the way. Then when an ordinance is finally enacted it will be a local ordinance and its administration and enforcement will be made much simpler and effective. Then too, the ordinance can be kept flexible - capable of being changed to meet new growth and development and the demands of new legislation - and in keeping with the wishes of the majority of citizens affected.

###

ITALIAN FOR WISCONSIN CHILDREN, AN INVITATION TO THE LANGUAGE

By Mrs. Corinna del Greco Lobner
UW Extension Division, Racine



Mrs. CORINNA del GRECO LOBNER, an active teacher of Italian in Racine, has a degree from the Gino Capponi Teacher's Institute in Florence, Italy and has also studied foreign languages at the University of Florence. On the staff of the Racine Adult and Vocational School and of the UW Extension Division there, she has also pioneered Italian classes for children, for which she has written a textbook. A descendant of an ancient Tuscan family, Mrs. Lobner affiliated with the Academy in 1961 and is also a member of the Etruscan Foundation, an American organization dedicated to discover the mystery of Vetulonia. She has prepared a tour of Italy at the request of

Alitalia, the Italian Airlines, to study the chronological order of Italian art and history. Coming to this country in 1946 with her soldier husband, she has become "extremely pro-American." Her love for her Italian homeland appears, however, in a series of lectures she has prepared on Tuscany's Glorious Past. She has appeared often at Dominican College and presented the main address at the Chicago Chapter of Italian Language Teachers last spring, which led to several other invitations to speak. Her Etruscan lecture series consists of "The Etruscans" (Fabulous Children of the Sea), "The Thirteenth Century" (Troubadors, Saints, and Artists), "Lorenzo De' Medici" (The Florentine Renaissance), and "The City That Died Twice" (Florence and Freedom). All are illustrated by slides made especially for the series. More information may be had from Mrs. Lobner at 2003 Edward street, Racine.

Children are receptive to imaginative teaching. Foreign languages can be taught with imagination and can be learned not merely in a mnemonic way, but in a creative way thus becoming an integral part of a child's education.

This is especially true of Italian. Because of its direct relationship to English through Latin, Italian offers a splendid opportunity to improve English spelling. Writing and reading a language correctly is just as important as speaking it well. The method of listening to records, so stressed in schools today, is not in itself sufficient to learn a language. The unnatural quality of

the process leaves children unresponsive: the invitation to the language lacks imagination.

The textbook still is a must, but it has to be appealing to young minds, and make them want to learn. I have been working on a textbook for children that strives to present scholarly principles through an interesting, even amusing approach.

The important rules of pronunciation and grammar are synthesized in easy jingles such as the one that opens the book:

Italian is easy
Italian is fun
Italian letters
Are just 21 !

The obvious advantage over the English pleases the children who then proceed to learn the Italian alphabet which is listed below with the equivalent English sounds.

Another aim of these courses is to encourage individual research on Italian history. The children are given an illustrated postcard of Italy and they are invited to find out all they can about the city represented. They then discover that Florence was not necessarily named after Florence Nightingale--as a little boy eagerly insisted--but that it had given the Renaissance to the world and Amerigo Vespucci to America.

The students also keep a scrapbook where they paste pictures and write comments in Italian. At times the

Mrs. Lobner is shown conducting an eight-week summer class at Sacred Heart school, Racine. About half of the 15 youngsters were Italian; parents looked on.



musical quality of the language inspires them to compose, unsolicited and on their own time, verses like these, written by Linda Itzenhuiser, age 12.

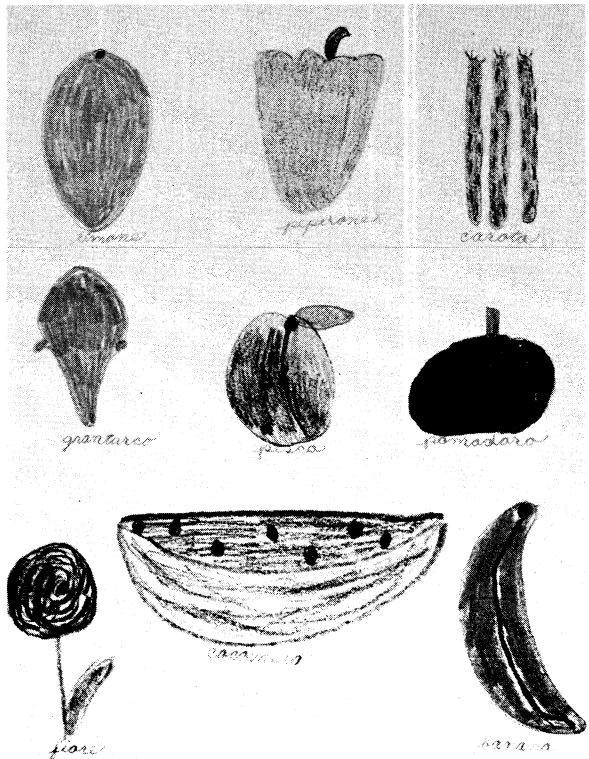
"Primavera e'il tempo dell'anno
 Quando l'erba gli uccelli
 ed i fiori
 Cominciano ad apparire.
 Il sole splende.
 Il temp e'bello.
 Primavera e' bella."

"Springtime is the time of the year
 When the grass the birds and
 the flowers
 Start to appear.
 The sun shines.
 The weather is beautiful.
 Springtime is beautiful."

Italian is also beautiful. When taught with imagination it wakens in the children the urge to be creative. In time this urge will expand to the realms of universal knowledge and bear fruits beyond all expectations.

(Editor's Note: This is abbreviated version of the paper presented by Mrs. Lobner at the 93rd annual meeting of the Academy in Milwaukee, May 4, 1963.)

From the Italian scrapbook of Sharon Itzenhuiser, age 8, young sister of Linda. Sharon likes to draw and Mrs. Lobner encourages children who prefer to make their own pictures. She says: "I feel that learning is a universal process and every field should be related in order to develop a well-rounded individual."



A HALF CENTURY OF SAWMILL PRODUCTION: ALLIS-CHALMERS, 1900-1950

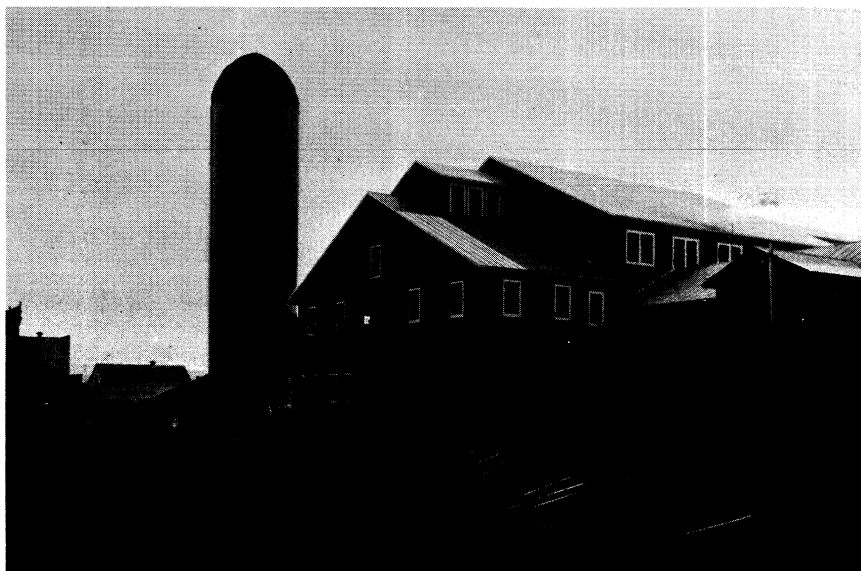
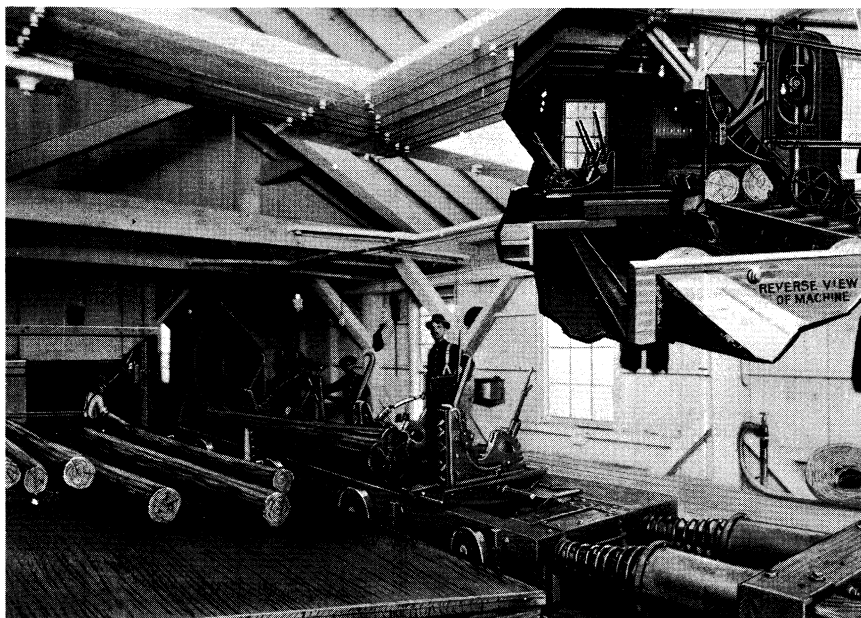
By Walter F. Peterson
Chairman, Social Science Division
Milwaukee-Downer College

Professor WALTER F. PETERSON is Chairman of the Social Science Division at Milwaukee-Downer College. He obtained all three of his degrees at Iowa University and in his field of history is particularly interested in the American West and American Protestantism. In 1961 he was President of the Wisconsin-Illinois Chapter of the American Studies Assn. and has been visiting professor at the University of Wisconsin-Milwaukee and at Drake University in Des Moines during the past two summers. He is Consultant in History for Allis-Chalmers Company and has spent three years working on a history of that Company which he expects will be published in another year.

During the late nineteenth century the E. P. Allis Company, Milwaukee, had emerged as one of the leading manufacturers of machinery in the United States. The reputation of E. P. Allis (1824-1889) rested on his ability to find and retain for his organization some of the finest inventive minds of the time. One of these was George Madison Hinkley who joined the Allis Company in 1873 as head of the Sawmill Department when sales of sawmilling equipment were less than \$1,000 per year. During the course of his 32 years with the company his inventive genius produced a total of 35 patented inventions, including the perfected band saw. Sawmilling innovations coupled with hard-driving salesmanship drove the annual departmental sales to \$400,000 by 1892.

Until his death on December 14, 1905, George M. Hinkley provided leadership for the Sawmill Department and developed a full line of products. The reputation for quality that he bequeathed to his company was exemplified in the erection in 1908 of one of the most modern and efficient sawmills of the day operated by the Virginia Lumber Company, Virginia, Minnesota. This mill was held to be "of more than usual interest, from the fact that its design, construction and mechanical equipment leave practically nothing to be desired."

In 1901 the Allis Company had been one of four major industrial firms which merged to form the Allis-Chalmers Company. Fortunately for Wisconsin, Milwaukee became the heart of this industrial combine. The merger also made possible the building of a new super plant, the West Allis Works, a model of twentieth century industrial efficiency.



Interior and Exterior Views of Virginia Lumber Company Mill

In actuality the merger and a great new plant did not operate in the long-range interest of the Sawmill Department. Where it had been one of the three primary areas of industrial production in the E. P. Allis Company, sawmilling was now a relatively small department in a great industrial combine. When the new West Allis plant was opened, the Sawmill Department remained in the older and less efficient Reliance Works on the opposite side of Milwaukee. However, Allis-Chalmers was in a position to equip a sawmill completely, including its steam engines and electric generating units. As a consequence, responsibility for satisfactory operation rested solely in the hands of one company. No other firm in the United States was able to perform that kind of service.

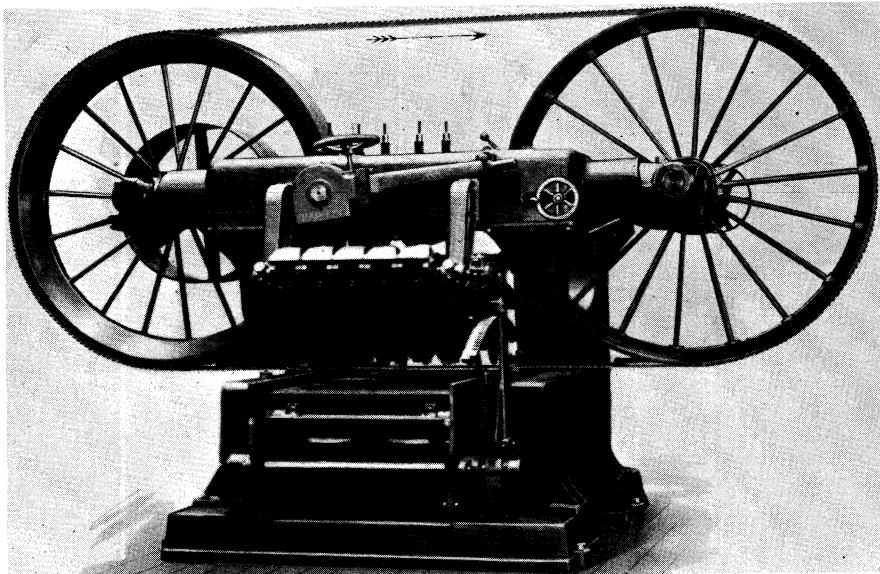
In 1913, the year that General Otto H. Falk became president of the company, the Sawmill Department accounted for nearly \$600,000 in sales. With the coming of World War I the boom years were obviously just ahead, but the impact was not felt immediately by the Sawmill Department. Although the United States entered the war in April, 1917, the inevitable time-lag between the placing of the order, the delivery of goods and the final payment of contracts can be clearly seen in the sales of the Sawmill Department.

1918	\$ 829,736
1919	1,142,601
1920	1,370,773

As the demand for lumber increased during the war, new mills were built, old mills were rebuilt, and old machinery was replaced in an effort to fill government requirements.

World War I was the first modern war involving action not only on land but under the sea and in the air. The military airplane of the period was, in reality, a covered wooden frame. It was found that spruce was the strongest and toughest softwood for its weight. In addition, spruce possessed great shock absorbing qualities and did not splinter when hit by a missile. All told, about 350 pieces of spruce were required for a single airplane. The specifications established by the government for spruce lumber were particularly rigid. Straight grain, clear of knots and defects, with an allowable inclination of the grain of one inch in 20 feet from any surface of the finished part was required. These exacting requirements naturally caused the rejection of a large percentage of the timber.

Due to the sudden demand for spruce, the government set up a special organization for its production and asked Allis-Chalmers to build special mills for the processing. Since most of the available spruce in the United States was found on the western slopes of the Cascade Mountains in Washington and Oregon, the United States Signal Corps formed a Spruce Products Division with headquarters in

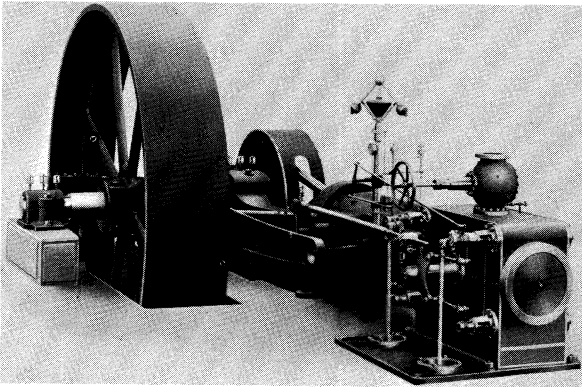


----- Allis-Chalmers Horizontal Band Resaw -----

Portland, Oregon. Operating under government contracts, logging experts selected all trees suitable for airplane construction and ordered them cut.

The urgency of increasing spruce production stimulated research as well as actual production. The Forest Products Laboratory at Madison, Wisconsin, greatly increased its personnel primarily for work with spruce timber. Initially the wing beams of the planes were made of a single piece of spruce, but the requirements were so rigid that the percentage of the log that could be accepted was discouragingly small. The laboratory then began experimentation with various types of laminated wing beams, with the result that the percentage of acceptable spruce reaching the cut-up mill was raised from less than 4 per cent to 18 per cent.

Anticipating a building boom at the end of the war the Sawmill Department redesigned all its products enabling the company to offer some of the most modern and efficient equipment on the market. During the years 1919 through 1924 wood processing billings came close to one million dollars a year. However, in 1925 sales dropped by half and continued to maintain an average of about a half million dollars a year for the remainder of the decade. In part this resulted from the fact that competitors in the industry had picked up the ideas introduced by Allis-Chalmers. Also, the building trades were slipping into a depression well before the crash of 1929.



Beited type engine

of the building industry by 1932.

1929	\$ 441,505	1931	\$ 79,376
1930	280,001	1932	17,246

Although sawmilling continued as a company department for almost another 20 years, the depression effectively terminated this chapter of the company history. No new developments had taken place which would revolutionize the industry, creating a demand for new mills. "Recovery" from the depression actually meant that departmental sales from 1936 to 1943 leveled off at about \$125,000 per year. In short, there were no new mills and this amount covered only repairs and the replacement of individual machines.

During World War II sales did increase somewhat, but this was no more than a temporary reprieve. On May 15, 1950, Allis-Chalmers sold its patterns, drawings, and goodwill to the Prescott Company of Menominee, Michigan. The simple fact was that by the mid '20's the growth of the company in other directions had left the Sawmill Department as an increasingly small part of the whole. The cost of maintaining such a small department simply became too great for the company to bear. When the company began to take a hard look at the department in the mid '40's, costs had risen to the point that it was no longer competitive in this area. As early as 1947 serious consideration was given to closing out the department. The Allis-Chalmers Sawmill Department was terminated in 1950.

This study of the problem of the existence of a small department in a giant industry from 1920 to 1950 should not obscure the important contributions of G. M. Hinkley, the E. P. Allis Company and Allis-Chalmers to sawmilling history during the late nineteenth and early twentieth centuries.

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No other department in the Allis-Chalmers organization was affected so directly or so seriously by the great depression as was the Sawmill Department. Since the sale of sawmill equipment bore a rather close relation to construction in the United States, the precipitous decline in sales indicates the total collapse



THE BOOKSHELF

BIRDS OF WISCONSIN

By Owen J. Gromme
Milwaukee Public Museum

Pub. by Univ. of Wisconsin Press
114 N. Murray st., Madison 15, Wis.
236 pp., 105 color plates, 9 $\frac{1}{4}$ x12 $\frac{1}{4}$ "
\$18.00 to Feb.1,1964; \$22.50 later

Presentation of this book to the people of Wisconsin--and to ornithologists and bird students throughout the world is a significant achievement for Owen J. Gromme and all who assisted in the venture. For him, it is the culmination of 20 years of painstaking and concentrated work with water colors and oils. In a very real sense, it represents the achievement of a lifetime dedicated to the out-of-doors, and especially to understanding and interpretation of birds in their natural environments.

The book is unusual primarily in that the illustrations are entirely by a single artist and that a separate section of 16 color plates depict game and predacious species in ecological situations. It is in these pictures of birds in action and in habitat that Gromme justly stakes his claim as one of America's foremost bird artists as well as an outstanding naturalist. This reviewer believes that his "claim" will stand the test of time both from artistic and scientific viewpoints.

As the book is a "one man show," a few thoughts about Owen Gromme are in order. He was born at Fond du Lac, Wisconsin, in 1896 and began his scientific career as a taxidermist with the Field Museum (Chicago) in 1917. Five years later he transferred to the Milwaukee Public Museum as a bird taxidermist and he remained there over the past four decades. For many years he has served as their Curator of the Division of Mammals and Birds. In that capacity he has accompanied or led many expeditions for the collection of specimens, not only from Wisconsin, but from other states and





A flock of tired Sandhills coming in for a landing at Wisconsin's Sandhill Game Farm one crisp October morning in 1958 . . .

I will never forget the sound of penetrating trumpeting as they announced their arrival. (Plate 25, copyrighted Birds of Wisconsin)

from the arctic regions to Africa. He was elected a member of the American Ornithologists' Union a quarter century ago and was one of the charter members of the Wisconsin Society for Ornithology which elected him to honorary membership in 1950. He also was honored by selection of his picture of shoveller ducks for the 1945-46 federal Migratory Bird Hunting Stamp. He has served as a member of the Milwaukee Fine Arts Commission and conducted National Wildlife Art Exhibitions in their auditorium arena for a number of years. Gromme's experiences in the field have made him an ardent conservationist and he is a charter member of the Milwaukee Chapter, Izaak Walton League of America and the Wisconsin Duck Hunter's Association. He was one of the organizers of Wetlands for Wildlife, Inc. and the Citizens Natural Resources Association of Wisconsin which plans to honor him with their Silver Acorn Award in October. Owen Gromme has been a member of the Wisconsin Academy since 1951. He also is an "Old Pro" of the Society of TYMPANUCHUS CUPIDO PINNATUS for preservation of the Wisconsin prairie chicken.

In a recent letter to the reviewer, Gromme expressed appreciation for fine work done by the printers and engravers on "Birds of Wisconsin" and stated: "I owe a great deal to the many people who were of such great help, and particularly to Mr. George Weinhausen, Jr. who gave me the first hard money, the Mueller Engraving Co. who kept on engraving with little hope of ever seeing their money when the going was really rough, and our fine friend, Fred Ott, who neglected his own business to put us across financially through his own efforts and the Friends of the Museum." Milwaukee's Moebius Printing Company did a fine job on the composition and printing and the Boehm Bindery Company produced a serviceable and attractive green cover imprinted with birds as part of the title. Warren P. Dettman of the Milwaukee Public Museum staff is credited on the title page for his assistance in delineation of the silhouettes and execution of the art portraits matching each identification plate. John L. Diedrich of their staff also received acknowledgment for indexing and helping to interpret a tremendous amount of bird field note material. As President of Friends of the Museum, Inc., Frederick L. Ott wrote an inspiring Foreword to this volume.

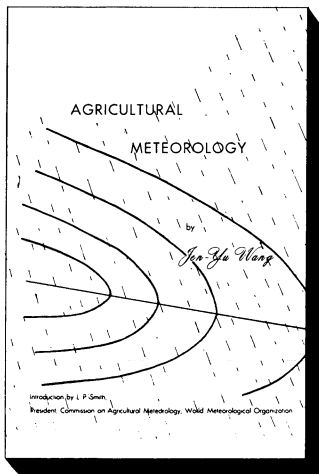
"Birds of Wisconsin" follows the name of the state's first bird book by Kumlien and Hollister published 60 years earlier by the Wisconsin Natural History Society in cooperation with the Milwaukee Public Museum. But there the similarity ends, for the earlier book was largely a collection of records while the new one contains beautiful natural color pictures of 328 species of birds found in Wisconsin. Only a few extinct, accidental or "hypothetical" birds are not figured. Each plate has a matching page showing common and scientific names, status and range in the state, and identifies immature birds or sex differentiation. It is necessary to read the Introduction carefully in order properly to interpret the range maps, but they are a very useful addition to the book. Possibly it is only at this point that the information presented will be considered inadequate at some future date, for there still is a dearth of knowledge on the distribution and seasonal range of all Wisconsin birds. This is a challenge to present and future Wisconsin ornithologists.

A quarter century ago the Wisconsin Society for Ornithology was organized to assemble such data and "Birds of Wisconsin" is a tangible symbol of its "coming of age." Many of its members supplied field records aimed at assisting this new book and thousands of pages in the Society's Passenger Pigeon magazine

have been dedicated toward collecting factual data. These records were carefully screened for information used in "Birds of Wisconsin" but will be much more useful in the project's second part, which the author describes as "a volume of text which will eventually be published as a technical supplement to this volume of plates." It is to be hoped that this can be accomplished within the next decade--but much will depend on the reception received by the volume of illustrations.

The Board of Trustees of the Milwaukee Public Museum deserves much credit for authorizing work on this publication in 1940. Also, Friends of the Museum, Inc., which copyrighted the book, made financing of the first edition of 10,000 copies possible through sale of 200 copies of a deluxe edition at \$100 each and numerous miscellaneous gifts. Otherwise, this four pounds of beautiful bird portraits on high quality paper stock may never have been seen by the appreciative audience which waited so long and so impatiently for it. And without such subsidy from an interested public, an even higher price would have been necessary. To all collectors of good books and all students of birds, I am pleased to recommend this volume for their libraries.

---Walter E. Scott, Madison



Pacemaker Press, Inc.
2830 E. Hartford ave., Milwaukee 11
700 pp. 144 ill. 3 append. \$7.00

"Agricultural Meteorology" is a comprehensive book dealing with the response of living organisms to the physical environment. The ultimate goal is to improve agricultural production by more accurate forecasting and by control of the physical environment. Forecasting may range from predictions of crop yield and quality on the one hand to the estimation of livestock production and climate hazards on the other. Control of the physical environment may include frost prevention, suppression of evaporation, shelterbelts, and temperature regulation of animal houses.

The modern approaches to agrometeorology, theory and applications are consolidated in this book. Part I, Fundamental Considerations, deals with the physical environment, the biological process, and the micro-climatic aspects of crop production. Part II, Methodology and Applications, presents methods for crop response studies and forecasting. The control of natural and artificial environments, and protection of crops and animals from weather hazards are also included. Modern techniques such as the phytotron, the biotron, and energy balance methods are discussed. A glossary of terms, fundamental statistics and mathematics for the agrometeorologist, and comprehensive subject and author indexes are included in the appendices. The Wisconsin climate and its relation to production, cultural practices, and the like, of various crops is described in considerable detail. The book is recommended for the agronomist, the soil scientist, the horticulturist, the entomologist, the pathologist, and the animal husbandryman--all who are interested in Wisconsin agriculture.

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**PLANNING AND
RESOURCE MANAGEMENT
REPORTS**

Dept. of Resource Development
State Capitol, Madison 1, Wisconsin
(except publications with charge
other than postage - The Bureau of
Purchases, Dept. of Administration,
Madison)

Just off the press is "A Plan for Wisconsin" by State Planning Director WALTER K. JOHNSON which is the first stage of a two-part state comprehensive plan. Copies available at no charge (except 30¢ postage) to individuals representing groups or institutions. The adjacent map is from this publication. Four basic "background studies" for this plan issued to date are:

- "Wisconsin's Population" (\$1.00)
- "Wisconsin's Economy" (\$2.00)
- "Intercity Transportation in Wisconsin" (\$1.00) and "Recreation in Wisconsin" by HAROLD C. JORDAHL, RALPH B. HOVIND and PHILIP H. LEWIS Jr. (\$3.00).
- Other miscellaneous reports by DRD include: "Lake Superior Region Recreational Potential - Preliminary Report," by Prof. I. V. FINE, HOVIND and LEWIS; "Geography of Wisconsin Manufacturing" by PHILIP SUNDAL; "Annual Report - 1960-61;" "The Tourist Overnight Accommodation Industry in Wisconsin" by I. V. FINE and ROY E. TUTTLE; "Autumn Tourism and Vacations --Wisconsin" by HAROLD C. JORDAHL and "Economic Profile" reports for all remaining counties of the state.

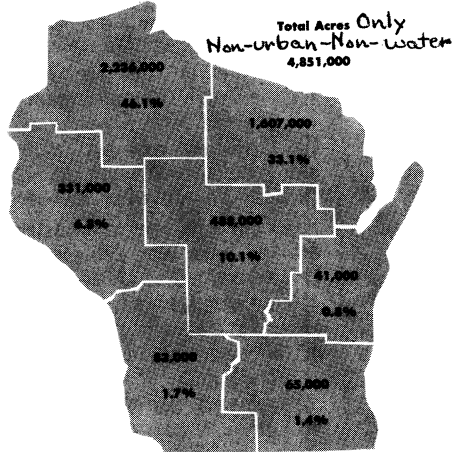


FIGURE 7
DISTRIBUTION OF PUBLICLY OWNED LAND Jan, 1963

Note: Includes over 155,000 acres of Indian Lands these are only partly public.

**POPULATION REPORTS
ON WISCONSIN AND
RELATED SUBJECTS**

Department of Rural Sociology
University of Wisconsin
Madison 6, Wisconsin

Seven recent publications from this Department are of special interest and Professor DOUGLAS G. MARSHALL, a Wisconsin Academy member, has been associated with the work of most. As these usually are the result of teamwork, only the name of the principal author will be mentioned. Three new ones in the "Population Series" are: No. 3 (April 1962) "The Changing Age Structure of Wisconsin's Population" by GLENN V. FUGUITT; No. 4 (Jan. 1963), "Wisconsin's Changing North" by M. G. AL-KHAZRAJI and D. G. MARSHALL; No. 5 (April 1963), "Our Aging Population" by T. LYNN SMITH and D. G. MARSHALL. A new Res. Bull. 241 (March 1963) on "Wisconsin's Population - Changes and Prospects - 1900-1963" is by D. G. MARSHALL and other miscellaneous studies include: "Menominee: Wisconsin's 72nd County" by WAYNE H. WEIDEMANN and GLENN V. FUGUITT (April 1963); "Kenosha County, Wisconsin, Study" by NORMA L. EROEN and WAYNE H. WEIDEMAN with Prof. MARSHALL (Jan. 1963); and "Washington Island: Challenge and Opportunity" by H. CLIFTON HUTCHINS and A. F. WILEDEN (Sept. 1962).

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RECENT WISCONSIN PRECIPITATION PATTERNS

By MARVIN W. BURLEY
State Climatologist

Wisconsin's precipitation totaled below normal for the period January 1962 through July 1963, with the exception of a relatively small area in the west central section of the state. The accompanying map (see back cover) illustrates the extent and severity of the moisture deficiencies. Whether this should be called a dry spell or a drought depends upon your specific interest and the definition you use. One acceptable definition for drought is a water shortage which adversely affects the established economy. A farmer's interpretation would probably be much different than that of a hydrologist.

The prolonged dry spell was first felt early in 1962 in the southern third of the state and then spread slowly northward until by November all of the state reported below normal monthly precipitation amounts. In 1962, south central and southeastern counties were most seriously affected with moisture deficits of nearly nine inches for the calendar year. Precipitation was below normal for 16 of the 19 months of this summary in the southeast; only the months of January, February, and July 1962 were above normal. Below normal precipitation patterns prevailed over most of the state from November 1962 through July 1963; greatest deficiencies during this period were in southern counties, Menominee River Basin, and adjacent areas.

The several periods of general state-wide rains that normally occur during the growing season were mainly missing. Most of summer's rain fell in light local showers, although there were some reports of unusually heavy local showers. Below normal temperatures during the majority of the warm months helped check evapotranspiration losses. The number of days with 90° or higher temperatures was well below normal. Hot periods were few in number and of short duration.

Snowfall during the 1962-1963 season fell below normal and, coupled with the coldest winter in recent years, resulted in deep frost penetration. Run-off from spring's melting snow was high as the water could not penetrate into the soil because it was still frozen, adding to the problem of soil moisture shortages.

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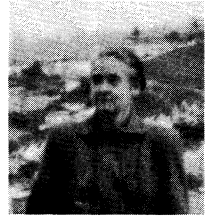
AN INDEX TO WISCONSIN ACADEMY REVIEW TO DATE

As a final contribution to the Academy in connection with her work on the Wisconsin Academy Review, the assistant editor plans to prepare a 10-year cumulative index of the publication. It is assumed that it will require approximately 20-25 pages of typing or about half of a regular issue. Since this would severely limit other material for the Fall issue, it is hoped to publish the index as a supplement. No budgetary planning was made for this item, however, and funds are not available for the purpose. Academy members who wish to assist the editors in this project may send their contributions directly to the treasurer (David J. Behling, 720 E. Wisconsin ave., Milwaukee 2, Wis.) and indicate the purpose for which they are intended. To determine the number of pages planned for the Fall 1963 issue and index, a deadline of November 10 is desirable for all such contributions. Cost of printing (not including setting up and typing, which will not be charged to the Academy) will amount to approximately \$200.

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NEW LIFE MEMBER —

MRS. MARGARET SCHMIDT BERGSENG



Mrs. MARGARET SCHMIDT BERGSENG, a new Life member, is one of the talented Schmidt family of naturalists. Born in Lake Forest, Illinois, she came with her family to a forested farm in Clark county in 1908. She graduated from Stanley high school in 1918 and was married a few years later. Shortly after divorcing her husband, tragedy struck the family home in a midnight fire and she lost both her mother and brother Franklin. With her father and small son she moved to Platteville where she attended college and her father taught foreign languages. After obtaining her B.S. at Platteville she studied at the University of Wisconsin and was granted a Ph.M. degree in 1940. She continued in special taxonomic studies at the Botany Department there until 1942 when she was employed as a "timber mechanic" at the Forest Products Laboratory. She was Herbarium Assistant at the UW's Botany Department from late 1944 to 1956 when she moved to a similar position at Urbana for the University of Illinois. Just before she transferred to a position as seed analyst in Sacramento, California in 1957, Karl P. Schmidt, an older brother who was Chief Curator of Zoology at the Chicago Museum of Natural History, died from effects of a bite by a South African Tree Snake. For the past two years she has been one of five botanists who run the herbarium at the University of California in Berkeley. As "loan manager" she engineers loans of specimens and helps to identify plants as well as with "public service" work. She has been Corresponding Secretary of the California Botanical Society since 1962 and is affiliated also with the Wilderness Society, National Audubon Society and Sierra Club. She retains an interest in Wisconsin and is a member of Friends of the Arboretum and joined the Academy in 1954. Her "Invitation to Fernwold" (Academy Review Spring 1958) describes the Schmidt Memorial Game Refuge on the family farm in Clark county.

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RETIREMENT PROFILES



WILLIAM A. OZBURN

State Game Farm Manager

WILLIAM A. OZBURN, manager of the State Game Farm at Poynette for 18 years, resigned September 1. A 1926 graduate of Purdue University, Mr. Ozburn began work with the Wisconsin Conservation Department as a game warden stationed in Kenosha county in 1928. His duties there entailed considerable work on commercial fishing operations along Lake Michigan and Green Bay. In 1938 he was the first warden to have a radio receiving unit installed in his car in cooperation with the Kenosha Police and Sheriff Departments. The Kenosha County Conservation Club was one of the first to receive pheasant chicks

from the State Game Farm to be raised in electric brooders and Mr. Ozburn's interest in the program influenced him to accept assignment as manager of the Farm. The first of its kind to incubate and hatch pheasants in mass production, the Farm produces about 300,000 chicks annually. About 65,000 are raised at the Farm and the rest are distributed to cooperating clubs for rear-

ing, and are used to stock public hunting grounds. Live animals and other conservation exhibits attract thousands of school children each year as well as hundreds of adult visitors. Mr. Ozburn's personal file of colored slides about the beauties and activities of the Game Farm and its Arboretum have been enjoyed by many organizations throughout the state. Just as vacation trips to other parts of the United States contributed to his knowledge of conservation affairs, Mr. Ozburn expects his retirement will lead to some activity which will keep him in touch with Wisconsin's conservation program.

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HARVEY A. UBER
Professor of Geography



Professor HARVEY A. UBER of the Geography Department at the University of Wisconsin-Milwaukee and widely known conservation teacher, retired last June. He had taught at the University and its predecessor institutions for 46 years and was chairman of the Geography Department for 27 years, until 1957. A native of Milwaukee, he was inducted into the Army in 1917 to teach military mapping and weather at the old Milwaukee Normal School. During World War II he carried out the same assignment. Professor Uber received his B.A. degree from the University of Wisconsin in 1916, his M.A. from the University of Chicago in 1917 and a Ph.D. in social anthropology from Marquette University in 1935. In that same year he received the Danforth Foundation award for his years of work as chaplain to Lutheran students on campus, and in 1957 the American Assn. for Conservation Information conferred a certificate of award of merit as the most outstanding conservation teacher in the country. He has published extensively on conservation subjects and a book, "Environmental Factors in the Development of Wisconsin," is based on his Ph.D. thesis. Besides several professional societies, he holds memberships in the IWLA, Sigma Xi, Friends of the Soil, and the Lutheran Men of America. He has long been active in Lutheran church work and was instrumental in founding of the Lutheran Student House at UW-M. He served on many faculty committees, and was chairman of a student housing committee to obtain dormitories for the school. He is an honorary member of the Milwaukee Musicians Assn., harking back to his student days when he worked as a musician in Milwaukee. He retired from this professional work with the advent of sound movies. Prof. Uber joined the Academy in 1961.

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JUNIOR ACADEMY OF SCIENCE GIFTS to help support their scholarships and program were announced last issue from ALLEN ABRAMS (Wausau), HARRY STEENBOCK (Madison) and MRS. JACQUE VALLIER (Milwaukee). Several additional contributions received since the last Wisconsin Academy Council meeting are:	
G. B. GUNLOGSON (Racine)	\$10.00
CHARLES SAGE (Neenah)	10.00
PHIL SANDER (Kenosha)	10.00
A. W. SCHORGER (Madison)	25.00
WAUSAU PAPER MILLS FOUNDATION	25.00

EARLY OFFICERS OF THE WISCONSIN ACADEMY

By Josephine L. Harper, Manuscripts Librarian
State Historical Society

In the Spring 1963 Academy Review (p. 75) there appeared a list prepared by Miss Harper of the Presidents of the Wisconsin Academy up to the present. This "basic information series" is continued here with a listing of other officers from the time of organization in 1870 through 1899. The completion of the series, together with the place and date of annual meetings, is contemplated for the next issue.

VICE-PRESIDENTS:

1870-74	Dr. P. R. Hoy, Racine	Natural Sciences
1871-73	Rt. Rev. W. E. Armitage, Milwaukee (died in office)	Social Sciences
1871-73	Ex-Gov. Nelson Dewey, Cassville	Arts
1871-73	A. L. Chapin, Beloit	Letters
1873-?	S. H. Carpenter, Madison	Speculative Philosophy
1874-81	G. M. Steele, Appleton (elected to fill vacancy caused by Armitage's death; later served also as Vice-President for Letters)	Social Sciences
1873-75	I. A. Lapham, Milwaukee	Arts
1876-78	T. C. Chamberlin, Beloit	Natural Sciences
1876-78	J. I. Case, Racine	Mechanic Arts
1876-78	J. W. Hoyt, Madison	Fine Arts
1879-81	R. D. Irving, Madison	Sciences
1879-81	G. H. Paul, Milwaukee	Arts
1882-84	T. C. Chamberlin, Beloit	Sciences
1883-84	John Nader, Madison	Arts
1882-84	Wesley C. Sawyer, Oshkosh	Letters
1885-87	G. W. Peckham, Milwaukee	Sciences
1885-87	A. R. Sprague, Racine	Arts
1885-87	W. F. Allen, Madison	Letters
1888-90	F. H. King, River Falls	Sciences
1888-90	A. J. Rogers, Milwaukee	Arts
1888-90	J. J. Blaisdell, Beloit	Letters
1891-92	R. D. Salisbury, Beloit (resigned, moved to Chicago in 1892)	Sciences
1891-93	F. B. Power, Madison	Arts
1891	H. D. Maxson, Menomonie (died Nov. 1891)	Letters
1892-93	A. H. Tolman, Ripon (elected to fill Maxson vacancy)	Letters
1893	C. R. Van Hise, Madison (elected to fill Salisbury vacancy)	Sciences
1894-96	C. Dwight Marsh, Ripon	Sciences
1894-96	A. J. Rogers, Milwaukee	Arts
1894-96	J. J. Blaisdell, Beloit	Letters (died Oct. '96)
1897-99	Harriet B. Merrill, Milwaukee	NOTE: Proceedings for
1897-99	Edward D. Eaton, Beloit	this term do not design-
1897-99	F. J. Turner, Madison	nate dept. represented.

SECRETARIES:

- 1870-72 I. A. Lapham, Milwaukee
- 1871 John E. Davies, Madison (Acting during Lapham's absence)
- 1873-81 John E. Davies, Madison
- 1882-87 E. A. Birge, Madison
- 1888-90 G. W. Peckham, Milwaukee
- 1891 C. Bennett, Madison (Jan.-June; resigned, moved to Rhode Island)
- 1891-93 William H. Hobbs (no address given; served until Sept.)
- 1894-96 C. R. Barnes, Madison
- 1897-99 A. S. Flint, Madison

TREASURERS:

- 1870-77 George P. Delaplaine, Madison
- 1878-95 S. D. Hastings, Madison (resigned to move to Green Bay)
- 1896-99 L. S. Cheney, Madison (completed term of Hastings)

DIRECTORS OF THE MUSEUM OR CURATOR OF THE CABINET:

- 1870-72 William Dudley, Madison 1885-90 C.R.Van Hise, Madison
- 1873-75 R. D. Irving, Madison 1891-93 Wm. H. Hobbs, Madison
- 1876-77 E. T. Sweet, Sun Prairie 1894-? C. E. Culver, Madison
- 1878-81 G. W. Peckham, Milwaukee ? - ? I. M. Buell, Beloit
- 1882-84 R. C. Hindley, Racine 1897-99 H. F. Lueders, Sauk City

NOTE: In Vol. 10 (1895) I. M. Buell is listed as Curator, but no indication appears in the Proceedings as to when this change took place, or why, or how long he held office.

LIBRARIANS:

- 1870-72 J. G. Knapp, Madison
- 1873-75 Daniel S. Durrie, Madison
- 1876-77 Charles N. Gregory, Madison
- 1878-81 E. A. Birge, Madison
- 1882-83 A. O. Wright, Madison (resigned 1883)
- NOTE: No Proceedings are printed in copies of TRANSACTIONS on file at State Historical Society to cover 1883-84
- 1885-90 E. A. Birge, Madison
- 1891-93 William H. Hobbs, Madison
- 1894 F. L. Van Cleef, Madison (resigned Dec. 1894)
- 1895 F. G. Hubbard, Madison (elected to fill Van Cleef vacancy but resigned Dec. 1895)
- 1896 G. L. Hendrickson, Madison (elected to fill Hubbard vacancy)
- 1897-99 W. S. Marshall, Madison



Both J. I. CASE and I. A. LAPHAM are listed among the founders of the Wisconsin Academy. Lapham served as an officer of the organization until his death in 1875. Both signed the "Call for a Meeting to Organize" issued February 1, 1870.

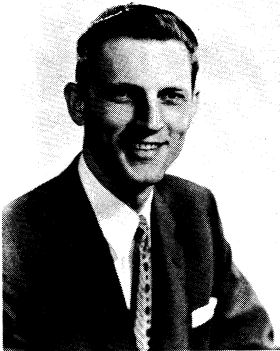


*Yours truly,
J. I. Case*

I. A. Lapham

INTRODUCING TWO MORE NEW COLLEGE PRESIDENTS

CURTIS W. TARR



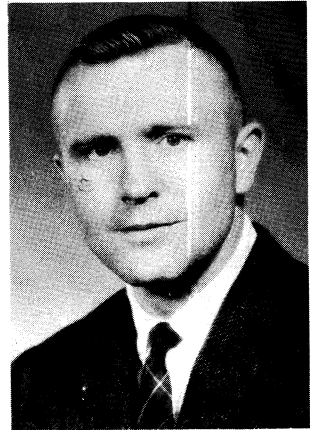
CURTIS W. TARR, American historian and economist who was assistant dean of humanities and science and director of the summer school at Stanford University, assumed new duties as the 12th president of Lawrence College on September 1. He was born in Stockton, California 38 years ago and obtained an A.B. with distinction in economics in 1948 and the Ph.D. in American history in 1962 from Stanford University. His doctoral thesis on the "Unification of America's Armed Forces: A Century and a Half of Conflict, 1789-1947," has been accepted for publication by a leading university press. His master's

degree was earned with distinction from the Harvard Graduate School of Business Administration, where he remained for two years as a research assistant and instructor. Before returning to graduate school, he was engaged in a family business in northern California and also taught at Chico State College. During that time as well, he took an active part in the state's political life. In 1960 he joined the Stanford University staff, carrying out special studies for the president there before assuming the post which he left to come to Lawrence. His duties included advising undergraduates, financial affairs and budgeting, and faculty relationships.

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EVERT C. WALLENFELDT

EVERT C. WALLENFELDT, 31, eighth president of Milton College, is believed to be the youngest college president in the nation. Though a native of Evanston, Illinois, he graduated from West High School in Madison, where his father has been on the faculty of the University of Wisconsin for 25 years. He received a B.S. degree in history and education at the University of Wisconsin in 1954 and then served four years with the Army in Germany. Returning to graduate school, he received an M.A. degree in sociology at the University of Iowa in 1959 and in 1962 was granted a Ph.D. in higher education, which involves college and university administration. His interest in the career of Charles R. Van Hise as president of the University of Wisconsin from 1903 to 1918 led to a doctoral thesis on one phase of it. He feels that many of the principles Van Hise followed are applicable in various areas of human relationship and college administration today.



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FAMILY CAMPING — ANTIDOTE TO URBANISM

By Roger W. Axford, Dept. of Education
University of Wisconsin — Milwaukee

Professor ROGER W. AXFORD is Associate Director of Informal Instruction in the UW Extension Division and Assistant Professor of Education at the University of Wisconsin-Milwaukee. In the 1962-63 academic year he was on leave to direct the Latin American Project, A.I.D., at UW-M. A native of Nebraska, Prof. Axford obtained his A.B. degree from Nebraska Wesleyan in 1942, an M.A. from the University of Chicago in 1949 and the Ph.D. in 1961. Last year he was associate chairman of the Education Committee of the Wisconsin Mental Health Committee and a delegate to the National University Extension Assn. He has published several articles in national educational journals and in the Wisconsin Academy Review (Fall, 1961; Summer 1962). This article is a slightly abridged version of the paper he presented at the 93rd annual meeting of the Wisconsin Academy in Milwaukee, May 4, 1963.

"I don't think I can stand that noise one day longer" was the greeting from my wife when I arrived home from the office one fall evening. "Those bulldozers have been going all day long. They're still tearing up the lawn across the street and black-topping for a parking area. The trees have been cut down and light posts are going up in their places. Well, I guess that's progress!"

Such was the response of an urban dweller who had come to accept the closing in of urbanization, and though not unmindful of the many conveniences and opportunities provided by city living, she yet chafes under the noise, gas fumes, and less and less green spaces that accompany urbanization. Often city dwellers become accustomed to living with inconveniences less familiar to those in the wide open spaces where the bucolic tranquility of rural living is less fraying to the nerves.

Urbanism and Urbanization

Urbanization on any massive scale is a fairly recent phenomenon. There were only four cities in the world in the 1880's with a population of over one million. By 1960, in the United States there were five cities and 16 other metropolitan areas with populations exceeding one million. In 1910 there were only 14 states classified as urban, but by 1960 this number had grown to 40. It is estimated that by the year 2000, approximately 73% of the country's population, or 250 million inhabitants, will live in metropolitan areas. This is compared with 63% or 113 million people in 1960, as compared with 43 million, or 35% in 1930.

"The megalopolis" or "strip-city" is no longer just an abstract term of the theoretical sociologist, but has now become an observable reality. In describing the problem of providing recreation for metropolitan America an excellent series of reports has come from the Outdoor Recreation Resources Review Commission headed by Laurance S. Rockefeller. Every conservationist, naturalist, and camper should peruse these volumes which now amount to some 27 volumes or 20 pounds of reading.



The Need

With the expansion of urban complexes, the need for more recreational areas has become a concern of those who wish to preserve those natural regions that are yet available for outdoor recreation. Questions are now raised which must be answered or future generations will not have within easy reach opportunities for outdoor recreation such as camping. The Commission referred to above raises the following questions: How can the American people make certain that the outdoors will be available to them and to their children? Will there be enough land and water of the right kind and quality? What kinds of sites will be needed and where should they be located? What changes should be made in present policies and programs?

These questions are faced squarely by the Commission and the following four points are made:

- 1) The demand for outdoor recreation, camping, and other forms of relaxation is large, and is growing. Not only are there more people but individually they are seeking the outdoors at a growing rate, and it is predicted they will do so even more in decades ahead.
- 2) The kind of recreation people want most of all is relatively simple: a path for walking in a park, a place to camp, fish, or picnic.
- 3) People want these things near by, where they live, and they want easy accessibility. It must be remembered that where most people now live is in our growing metropolitan regions.
- 4) We are not using the land that we have effectively. There is a sufficient supply of land and water for recreation but the problem is one of access; the problem is that of ownership, management, and location.

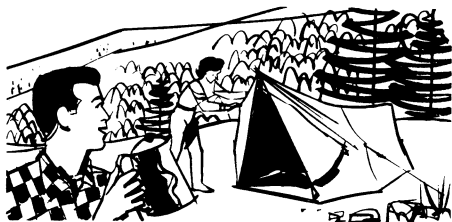
It is both my contention and that of the Commission that large-scale acquisition and development programs are needed, and of course, money, and a bounteous supply of it. However, imagination is the ingredient now most sorely needed. It is the effective use of land, not just quantity, that is the key.

Increasing Interest in Family Camping and Outdoor Recreation

There is a growing interest in this country in outdoor recreation and camping. Recognition of this fact is seen in a recommendation for a Bureau of Outdoor Recreation which would be established in the Department of the Interior as suggested by the Outdoor Recreation Resources Review Commission.

The new Bureau would 1) coordinate the recreation activities of more than 20 Federal agencies whose activities affect outdoor





recreation; 2) assist State and local governments with technical aid in planning and administration, including the development of standards for personnel, procedures, and operations; and 3) act as a clearing house for information and guide, stimulate, and sponsor research as needed.

Another evidence of the growing interest in family camping and outdoor recreation is the initiation and growth of magazines dealing with camping. For example, BETTER CAMPING, a magazine begun in March 1960 and published in Milwaukee, by October 1, 1962 had grown to a circulation of 29,273.

Still a further indication of the increasing interest in family camping is the course offerings and workshops dealing with camping sponsored by departments of recreation and adult education and by the University Extension Divisions of the Universities. The Family Camping Association has the cooperation and help of the Milwaukee Department of Recreation and Adult Education and offers information and workshops through evening programs in the Milwaukee Public Schools.

Some Advantages of Camping for the Urban Dweller

Camping for the urban dweller may take numerous forms: trailer camping, tent camping, wilderness camping--and each has its special attraction, depending upon the interests and temperament of the camper. For me, the following are some of the benefits of family camping, which are for us a true antidote to urbanism:

1. A more flexible schedule. When camping we keep no date-book, use no alarm clock, and we have no need to consider a rigid time schedule for meals. The change of pace, getting up when we like and retiring when the embers of the campfire have burned low has a salutary effect upon my composure, as well as on other members of the family.

2. Children have wide open play spaces. The parks are "a place for yelling," and the children of city dwellers need a place to test their lungs. The skies envelope the sound. It is vitally important for children to have places, wide open spaces, where they can run, play, and shout, without having to consider the neighbors or a "quiet zone" in the neighborhood.

3. Relaxation. At family camping I can, if I like, go without shaving for a few days, and I find the ladies are more natural without the make-up. Casual clothes are the rule in family camping rather than the exception.

4. From man made things to things of nature. In camping you can escape the one-eyed monster, TV, that becomes for some families almost like an octopus, enveloping long hours of the children's time. In camping we escape from the world of "spectatoritis" to the participant world of



hiking, fishing, boating, swimming, and singing. Our family is thrown on its own resources for activities, and the experiences teach resourcefulness.

5. Children find new relationships with parents. For some families such an experience can turn into family disorganization, and some choice cartoons bring out the light side of camping, of which there are many. But in camping both father and mother can teach responsibility, with each child having a specific task to perform. Father is seen in a new and different role as provider. Chores are different, so that city children find them fun and interesting. Carrying water, drying dishes outdoors, cleaning fish, and gathering wood all can be a learning experience.



6. Children learn lessons of nature and science; biology and zoology. A trip to Wisconsin's glorious Devil's Lake taught our children and us much about the antiquity of our Mother Earth. Cleaning fish became a lesson on anatomy, without our even meaning it to be.

7. Family standards replace neighborhood standards. I contend family camping can help set standards for character building. With the problems that the family meet together as a unit, which is offered in family camping, Mother and Father play a more intimate role, and the isolation with the family group offers something that may be cherished by the children in years to come.

8. Children can better understand the problems of pioneers. Family camping provides the opportunity for children to better understand the hardships of their forebears. Campers come face to face with the forest primeval--storms, fires, bugs, flies, lightning, wind and rain. By tying ropes, building fires, and cooking in the open a person can learn to be resourceful, creative, and learn to appreciate the labor-saving devices of our civilization.

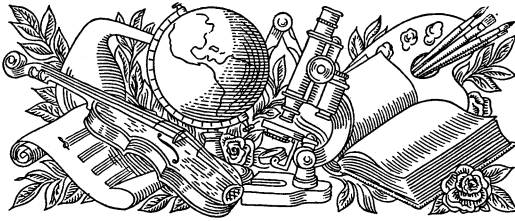
Above are only a few of the benefits to be gained from family camping. In a period when more than half of our hospital beds are filled with mental patients, it behooves us to find ways to relax, re-create our spirits, and provide opportunities to commune with nature. Family camping is one way that the city dweller can find a change of pace, get into the out-of-doors, and build an even closer family unit. Though no cure-all, family camping provides at least one "antidote to urbanism."

References Used

Statistics from U.S. Census of Population: 1960 U.S. Summary, Number of Inhabitants, U.S. Department of Commerce, Bureau of the Census, tables G, 5, 8, 29, and 36.

Outdoor Recreation for America, A Report to the President and to the Congress by the Outdoor Recreation Resources Review Commission, U.S. Government Printing Office, January, 1962, Washington, D.C.

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STATE AND ACADEMY NEWS

NEW OFFICERS FOR 1963-64



Fabian Bachrach photo

ALLEN ABRAMS, V-P Science, is a native of Pennsylvania and attended Washington and Jefferson College (A.B. 1910) and the Massachusetts Institute of Technology (B.S. 1915). He was awarded two honorary degrees by the College, an M.S. in 1915 and Sc.D. in 1937. After teaching briefly at MIT, he became chief chemist for Cornell Wood Products Co., 1921-26, then joined the Marathon Corporation as Technical Director. He was vice-president and director of research from 1940-56. In 1957 he assumed his present position as consultant to Arthur D. Little, Inc. He is a Director for the Marathon Battery Co., Wausau Paper Mills Co., and McKey Perforating Co. He holds memberships in the American Forestry Assn., AAAS, American Chemical Society, and many other professional organizations and served terms as president for several of them. The American Chemical Society cited him in 1947 by a special award as "one of the ten ablest U.S. industrial and engineering chemists" and in 1953 the University of Wisconsin awarded him an Honorary Citation. He contributes to several professional journals and is holder of numerous patents. He has been a member of the Wisconsin Academy since 1943.

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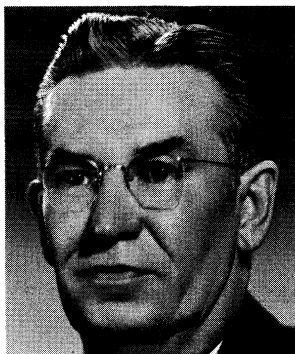
TED J. McLAUGHLIN, V-P Arts, retired from the Secretaryship of the Academy following the last annual meeting after four years in that position, but will remain on the Council in this new role. Bringing the introduction published in the Spring 1960 Academy Review up-to-date, he continues as Associate Professor of Speech at UW-M to teach half-time. Recently he has taken on new half-time duties as Associate Dean (Humanities) in the College of Letters and Science there. He has continued his writing for various speech journals, and has completed a book manuscript on managerial communication.

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HARRY H. CLARK, V-P Letters, received his B.A. degree from Trinity College (Hartford, Conn.) in 1923 and while earning an

M.A. at Harvard University won the Bowdoin Prize in English. He taught at Yale University while doing graduate work there, then went to Middlebury College, Vermont, as assistant professor, 1925-28. In 1928 Professor Clark moved to the University of Wisconsin, became an associate professor in 1932, and four years later was made full professor. Along with advanced courses in American Literature, he has taught introductory over 30 years. He has served as a member of the administrative committee of the UW Graduate School and was on the committee which founded the UW Press. He has done extensive editorial work on books concerning American authors and for the Modern Language Assn. and affiliates. He was general editor of the 24-volume "American Writers Series" and has published in numerous national scholarly periodicals, including six studies on the influence of science on American authors in the Academy's TRANSACTIONS. In 1953-54 he was Visiting Professor at the University of Uppsala, Sweden, and has had several research fellowships. He holds honorary degrees from Bowling Green State University and from Trinity College. Professor Clark has been affiliated with the Academy since 1930.



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EUGENE M. ROARK, the Academy's new Secretary, was born in Madison and educated in the public schools there and at the University of Wisconsin, where he obtained a B.S. in sociology in 1953. His father, Prof. Raymond J. Roark of the UW College of Engineering, has been an Academy member since 1944. After serving with the Army in Germany in 1954-55, he was engaged in insurance underwriting for two years. From 1957 to 1959 he did graduate work in journalism at the UW, under a Science Writing assistantship at the UW News Service and a Gordon MacQuarrie Foundation scholarship. Mr. Roark became an editor for the Safety Division of the Wisconsin Motor Vehicle Dept. in 1959 and the next year transferred to his present position in the Recreational Advertising and Publicity Section in the Wisconsin Conservation Department. He is active in the Madison Audubon Society (editor of their Newsletter since 1958) and the Wisconsin Society for Ornithology (edited their Passenger Pigeon, 1960-62). He serves the Dane County Conservation League as recording secretary and editor of their Newsletter also. He has been an Academy member since 1958, was a founding member of the Wisconsin Chapter of the Nature Conservancy and is also affiliated with several other conservation and outdoor writers associations.



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WALTER E. SCOTT, President-elect, has been a member of the Wisconsin Academy since 1941 and recently became a Life Member. He is a native of Milwaukee and was a student there at UW-M for one year. His B.A. in biology and M.A. in philosophy were received from Kalamazoo College (Michigan). An M.S. in political



Photo by Obma

science at the University of Wisconsin (Madison) is pending thesis completion. During the past three decades he has served in various capacities for the Wisconsin Conservation Department and over a third of this time was in his present position of Administrative Assistant to the Director. He is a past-president of the Wisconsin Society for Ornithology, Inc., Gordon MacQuarrie Foundation, Inc. and Madison Chapter of the American Society for Public Administration. Besides numerous publications in his field, he edited The Passenger Pigeon (W.S.O.) for its first five years and the Wisconsin Academy Review during the last ten years. He served as Wisconsin Academy Librarian during 1959-61 and on the Council and several special committees. He is a member of many scientific and conservation organizations including Wisconsin Phenological Society (Executive Committee), Association of Midwest Fish and Game Commissioners (Secretary-Treasurer) and Wisconsin Tales and Trails (Consulting Editor). At present he also is serving as President of Friends of the UW Library and Chairman of the Centennial Committee which will plan events for the Wisconsin Academy's 100th Anniversary in 1970.

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President Ihde has indicated that he will have completed committee appointments to be published in the Fall issue. At that time he will also announce plans and further ideas on the Academy's future operation. ... The Council has been advised of the death by auto accident last June of former president E. L. BOLENDER, Superior. An In Memoriam statement will appear in the Fall issue.

UNIVERSITY OF WISCONSIN

Jack Burke
(UW News Service)

The Wisconsin Improvement Program, directed by Prof. JOHN GUY FOWLKES, was praised for "making significant progress in providing better education for the state's youth when public education is under steady fire from critics." ... Research findings of Prof. HUGH ILLTIS (Botany) indicate that the American potato apparently descended from a weed which grew in the cornfields of Inca Indians of Peru centuries ago. ... Prof. ROBERT C. POOLEY (English) was cited by the Wisconsin Council of Teachers of English. ... Prof. ARTHUR D. HASLER, director of the UW's Laboratory of Limnology, was selected as the University's representative in a new faculty exchange program with the University of Helsinki, and left in August for a six-months stay in Finland. ... Professors KARL KROEBER (English) and GERARD A. ROHLICH (civil engineering) were appointed associate deans of the Graduate School after the UW Regents accepted the resignation of Prof. JOHN E. WILLARD as dean to enable him to devote full time to scientific work. ... Prof. HAROLD A. ENGEL (radio and television) was named educational director of the National Association of FM Broadcasters. ... Prof. THOMAS J. HIGGINS (electrical engineering) received the Benjamin Smith Reynolds Award. ... Prof. DAVID A. BAERREIS (anthropology) was elected vice-president of the American Association for the Advancement of Science.

UNIVERSITY OF WISCONSIN-MILWAUKEE (Dave Dean, Director
Press Relations)



Professor ROBERT LEO COSTELLO (botany) won the 1963 Edward A. and Rosa Uhrig Foundation Award for Excellence in Teaching. ... Professor HUGO O. ENGELMANN (sociology) recently was appointed an associate editor of the Sociological Quarterly, official journal of the Midwest Sociological Society, and has been appointed to the advisory committee of the Indian Sociological Bulletin, published at Ghaziabad, India. ... Professor RUTH D. STOVAKEN (geography) lectured in geography at the University of Manitoba during the summer. ... Professor JOHN W. BAXTER (botany) did research work at Deep Canyon Desert Research Center in Palm Desert, California, and at the Purdue University, Indiana, during the summer. ... Professor ADOLPH A. SUPPAN has been named Dean of the newly established School of Fine Arts.

An unusual gift from the 1963 senior class to the new School of Fine Arts at UW-M will result in an invitational sculpture exhibition this fall on the Kenwood campus. Approximately \$800 was given by the senior class for a piece of sculpture to be selected during the exhibition and to be placed in the UW-M Fine Arts building complex. Sculptors from the state of Wisconsin (and also Chicago and its suburbs) are invited to participate in the month-long exhibition, which may be one of the first cultural events in the new Student Union building scheduled to be open in the fall. A committee from the School of Fine Arts, under the direction of Professor BURTON POTTERVELD, chairman of the art department, set up plans for the exhibition.

A tract of land to be utilized by the botany department recently was donated by the Green Tree Garden Club of Milwaukee. The land, located in Kenosha county, was presented through the Nature Conservancy, a national organization interested in preserving pieces of land in its natural state for class study and research. Previously an old railroad right-of-way, the land and plants on the half-mile long tract have been little disturbed. Prof. PHILIP B. WHITFORD reported that there are over 100 species of native plants characteristic to that area on Benedict Prairie, "making the plot a sort of living museum." Other Academy members from the UW-M botany department who may use this outdoor classroom include PETER J. SALAMUN, department chairman, JOHN W. BAXTER, ROBERT LEO COSTELLO, and ALVIN L. THRONE.

Southeast Wisconsin pharmacists and their guests had the rare privilege of hearing Joseph Haydn's comic opera "The Apothecary" in a special performance by the UW-M Opera Workshop in Recital Hall of the Fine Arts building in May. This first Midwest performance of "The Apothecary" in the English translation by Naomi Ornest was a "dream come true" for Prof. EUNICE BONOW (pharmacy). In 1946 she had been asked to find a musical group to present the opera for the Milwaukee meeting of the American Pharmaceutical Assn. She was unsuccessful at the time. Sixteen years later, however, when she and Prof. PATRICIA MAHON of the music department discussed activities of the Opera Workshop, she suggested performance of one of the "pharmacy operas." The libretto which Haydn chose was written by Carlo Goldoni who was a leading figure in the reform of Italian drama in the 18th century. The plot of "The Apothecary" is the stock plot of that period--various schemes to outwit the apothecary, Sempronio, who is interested in marrying his ward, Grilletta. A beautiful and charming work, it was ably performed by faculty and students. "The Apothecary" was again presented in July as part of the UW-M Summer Arts Festival.

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CONTINUED from page 101



However, we must be sure that the science is that which is truly liberal--truly enlightening to free men as the Romans felt the liberal arts should be.

Science departs somewhat in its character from the humanities and the social studies because of its cumulative nature. Let me illustrate. The Greek philosopher Plato was clearly one of the greatest minds of all time. At the time of his death in 347 B.C. he left dialogs dealing with many subjects including ethics, politics, and science. Were Plato to join us on this campus today he would have no trouble holding his own in a learned discussion of beauty, freedom, the ideal state, justice, or truth but the dullest

science major in the graduating class would have no trouble besting him in an argument dealing with the nature of motion, the composition of the stars, or the stability of the atom. This is because science starts with certain bits of information and builds on these to reach the profound state of knowledge held by investigators on the special frontiers today. This cumulative character of knowledge is not characteristic of other areas of philosophy and our understanding of truth and justice is little different today than it was in the days of ancient Athens.

Hence, the scientist must start with basic principles and can build upon these piece by piece as far as his ability and interest will take him. Our knowledge of heredity is far more profound today than it was twenty years ago and we may recall that the basic foundations of modern genetics were discovered barely a century ago. Plato would have to spend weeks learning about chromosomes, genes, RNA, and DNA. On the other hand, the best plays produced today are no greater than those produced by Aristophanes, Euripides, and Sophocles in the fifth century before Christ.

As a result, the fruitful study of science may look hopeless, except for the youth who is ambitious to specialize in it. Shall he be encouraged by excusing him from studies in all other areas of learning? And shall we permit the non-scientist to go through life without partaking of the mysteries that his scientific contemporary is mastering?

I argue that despite their attractive simplicity, both courses are wrong. In a world dominated by science it would be dangerous to be led, either by leaders who know nothing about the nature of science or by scientists who know nothing about history, morality, beauty, or freedom. More and more of the decisions which affect human lives will be scientific decisions. They must not be made by persons who have no understanding of scientific consequences. On the other hand, they must not be trusted to specialized scientists who are not equipped to understand the moral consequences.

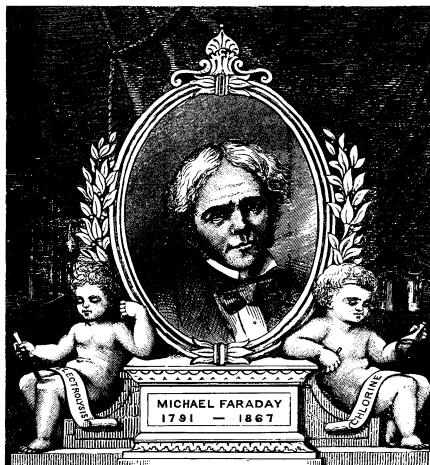


anthropology, sociology, art, music, economics, and political science in the education of the scientist. In other words, the education of free men must place heavy emphasis upon the liberal arts--those subjects which liberate the mind, in contrast to those which train the hands. We must make every effort to educate an intellectual aristocracy which is capable of facing an age of crisis. This aristocracy must be made up of persons who can talk to one another and understand one another, not the kind of intellectuals whom the British author, C. P. Snow, deplors in his recent book "The Two Cultures and the Scientific Revolution." Snow, who is a novelist as well as a physicist, points out that his literary friends fail to communicate with his scientific friends, and vice versa--despite the fact that both groups are made up of highly intelligent persons.

We must re-examine our educational system in order to avoid this dichotomy. It is certainly not too much to demand, as Snow suggests, that the scientist be able to identify Shakespeare's Falstaff, and the poet to have heard of the second law of thermodynamics. We must not excuse the scientist from having an acquaintance with the social and humanistic fields, nor excuse the humanist from an acquaintance with science. However, on both scores we must re-examine our curricula to be sure our courses are doing a proper job for the non-specialist. All too often, a beginning college course in language, history, or chemistry is more concerned with the acquisition of factual knowledge which will be useful in subsequent courses in the field than it is in enriching the mind. This is particularly true in the sciences where the major accomplishment of many students is learning how to survive in a fog. Completely missed is the growth of important ideas and the thrill that comes with understanding. Also missing is the association of the subject with the total human enterprise. There is seldom recognition among physics students that the fundamental work done on electricity by such professors as Faraday, Maxwell, and Hertz was more important to the growth of the electrical industry than the developmental work done by self-interested businessmen like Edison and Marconi. Chemistry students are seldom brought to realize the role of time and place in the growth of knowledge. In the field of atomic theory, for

In dealing with this problem we must realize that science is, by nature, amoral. A fissioning atom of uranium-235 has no capacity to distinguish between the production of power to light a beautiful city or the production of power to destroy a beautiful city. Scientific knowledge is neutral. It is only when human beings decide to use that knowledge that moral consequences are involved. Hence, human beings must be equipped to make these moral decisions. I would solve the dilemma by including substantial scientific study in the curriculum of the linguist, the sociologist, the musician, the politician, the artist, the business man, the journalist, and the philosopher, and by including a substantial amount of language, history,

example, we may point out that, of the early atomists, Democritus and Epicurus were Greek philosophers, Lucretius was a Roman poet. In more recent times, Dalton, the founder of modern atomism, was an English schoolteacher. The basic work on atomic weights was done by Berzelius, a Swede, Stas, a Belgian, and T. W. Richards, an American. The periodic classification of the elements was worked out independently by Mendeleev, a Russian, and Lothar Meyer, a German. The electron was discovered by J. J. Thomson, an Englishman.



Radioactivity was discovered by Becquerel, a Frenchman. Marja Sklodowska Curie, a Polish graduate student, and Pierre Curie, her French husband, discovered the elements polonium and radium. Ernest Rutherford, a New Zealander working in Canada and later in England, unearthed a mass of information about radioactive elements and their decay in the first two decades of the present century. In 1919 he achieved the first successful transmutation--that of nitrogen into oxygen, discovered the proton, and set off a barrage of transmutation experiments in laboratories around the world.

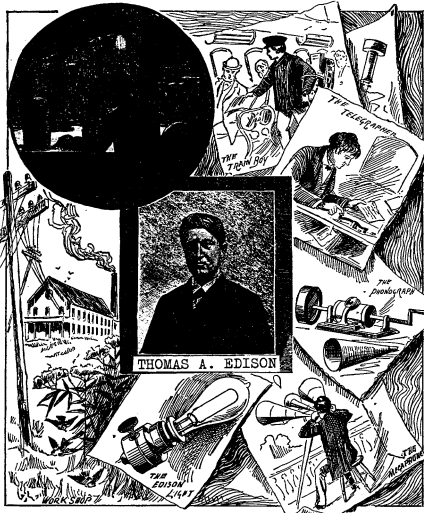
Frederick Soddy of England introduced the isotope concept in 1911. Youthful Henry Moseley established the physical basis for atomic numbers before being sacrificed to military exigencies during the British storming of Gallipoli in 1915.

In Germany Max Planck, studying heat radiation by a black body in 1900, abandoned classical ideas and advanced the quantum theory. Einstein bolstered the new theory in applying it to photoelectric effect and worked out the famous $E = mc^2$ formula for the equivalence of mass and energy at about the same time.

Niels Bohr, Danish student of Rutherford, in 1913 developed the theory of the structural atom, breaking sharply with classical theory to relate the spectral behavior of hydrogen to quantum considerations. The twenties saw further theoretical progress in the understanding of the atom through the concepts of the Englishman Dirac, the Frenchman de Broglie, and the Teutons Pauli, Schrödinger, and Heisenberg. The thirties saw the discovery of heavy hydrogen in America by Urey, the neutron in England by Chadwick, the positron in America by Anderson, artificial radioactivity in France by Madama Curie's daughter Irene and her husband Frederic Joliot. They saw Lawrence develop the cyclotron at Berkeley. They saw Fermi of Italy bombard uranium with neutrons--Hahn and Strassman and Lise Meitner of Germany interpreting his experiments as the nuclear fission of U^{235} .

It quickly becomes evident that science, like art and music, is international in character. It is not hard to see that progress is stimulated when there is free flow of information across national boundaries.

Science, when taught as a part of the liberal tradition, is a fascinating segment of human enterprise as well as a mental challenge.



Thus, the liberal arts, when properly formulated and balanced, can lead to wisdom, that step beyond mere knowledge which may be compared to the difference between a diet of succulent fruit and dry seeds. The liberal arts lead to a familiarity with great ideas--and thereby to understanding, to respect, to tolerance. They reveal the importance of balance in human relationships. They show the fallacy of attractive slogans and easy answers.

Mankind has, since the beginnings of culture, swayed to and fro between the selfishness of his bestial instincts and the generosity of his rational values. Progress during the millenia has been slow, and has suffered from frequent regressions, but through religion at its best, through reason at its best, through com-

passion and unselfishness, through cooperative effort toward a cause, and through passive resistance, greater freedoms have slowly been gained. Major milestones include the Magna Carta (1215), the English Bill of Rights (1689), the American Bill of Rights (1791), the Emancipation Proclamation (1863), and the Supreme Court decision on integration of schools (1954).

As citizens of a powerful nation in which individual freedoms are respected, we have a great stake in the preservation of the liberal arts, and we must be careful lest we be frightened away from their defense. We have a heritage which comes directly out of the liberal arts and this heritage has served us well for a century and three quarters. While it is tacitly accepted that the Founding Fathers of the United States fabricated well in their construction of the Declaration of Independence and the Bill of Rights, it is not generally realized that Benjamin Franklin, Alexander Hamilton, John Adams, John Jay, James Madison, and Thomas Jefferson were well-read in the classical authors and profoundly influenced by their ideas. In a culture that has come to take material comforts for granted, we frequently forget that America's strength lies not in its productive power but in the tradition of individual freedoms laid down for us by men of unusual insight and wisdom, of broad culture and learning, who understood the values of the past and sought to guarantee them for the future.

We must continue to cherish these values of freedom and fair play. And we must realize that to enjoy freedom we must accept responsibility. Total freedom leads to anarchy and we are entitled to freedom only when we understand how to be responsible in its use.

This is particularly important at a time when we are locked in a struggle for survival with a powerful adversary holding a much different set of values. To further complicate the problem, the progress of science has equipped both us and our adversary with weapons of total destruction. We face a period of grave decisions. It is tempting to become engaged in a power struggle

in which science is pushed to its utmost in order to provide supremacy. However, the means for total annihilation is already at hand. A little more or a little less supremacy in science is going to matter little if attack and counterattack leave the earth uninhabitable--as they can!

I naturally like to see science pursued for the satisfaction it can give us in understanding the universe--and along with the pursuit of such understanding it can give us added material comforts and new sources of adventure. But I fail to find satisfaction in the pursuit of science solely for the sake of military supremacy when I know that the potential enemy can devastate my country before we can bring our power to bear and all we can do with our supremacy is devastate him in return--at the cost of making the earth unsuitable for life.



BENJAMIN FRANKLIN

No, our greatest efforts must be made in other directions. We must continue to show respect for the dignity of the individual and love for the values that are our heritage. We must stop making grievous mistakes which lose us respect and friends. I doubt that the communists are making as much progress in the underdeveloped parts of the world as the result of their own positive action as from the unfortunate consequences of our mistakes and hypocrisy. We cannot hold the respect of the rest of the world if we continue to indulge in Little Rocks and Montgomerys, if we tolerate bribery of public servants and tax dodging, if we condone collusive price-fixing, if we excuse the surreptitious use of non-permitted weed killers on cranberry bogs and antibiotics in milk. We must stand for just principles and we must live them if we wish to be respected in the community of nations. We need not fear that the conquering heel of a tyrant will overwhelm us and mold us into his pattern if we truly understand our heritage of freedom and fair play, and value it. Although we may suffer temporary setbacks, I feel that once a people has truly known freedom they will find ways to frustrate the will of those who would deny it. There are ways other than massive retaliation, than scientific superiority, than always being first in winning one's point.

We have a heritage of important values that is suitable for export. It is time that we start a massive effort to see what can be accomplished in the area of human relations. More science and technology cannot save us in an atomic struggle. We must show greater wisdom at the highest levels of international understanding--and more wisdom at the lower levels of human relationships in order to recognize and support the wisdom at the top.

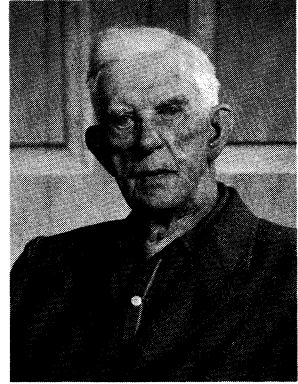
Yes, there is still a place for the liberal arts. They can never be overemphasized.

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In Memoriam

Hjalmar R. Holand 1872-1963

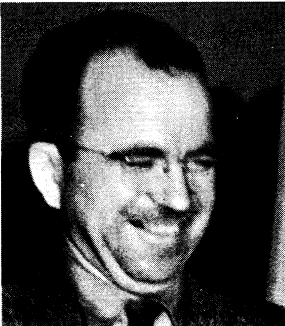
HJALMAR R. HOLAND of Ephraim, Wisconsin, died at Sturgeon Bay on August 8, 1963. The interpreter of the so-called "Kensington Stone" was born near Oslo, Norway on October 20, 1872. In 1884 he came to Chicago with an older sister and later attended the University of Wisconsin, where he received a B.A. degree in 1898 and an M.A. in 1899. For years he roamed Door county on a bicycle when its roads were only trails. He became a roving bookseller and map wholesaler and over the years published 12 books. "Old Peninsula Days" (1925) appeared in seven editions and was a best seller in the field of local history. In 1907 Mr. Holand translated the runes on the Kensington Stone, an interpretation challenged by other historians who believe the stone is a fake. He continued in his beliefs, however, and spent much time attempting to authenticate and prove his contentions that the Norsemen discovered America long before Columbus sailed. His love for Door county led also to the founding of the Door County Historical Society in the mid-1920's. Catalyst for arousing interest was the preparation and erection of a large totem pole in Peninsula State Park to honor the Potawatomi Indians who formerly lived there. His autobiography, "My First Eighty Years," was reviewed in the Academy Review, Spring 1958. He had become affiliated with the Academy in 1954.



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Virgil A. Moon

1907-1963



VIRGIL A. MOON was born February 16, 1907 at Soldiers Grove, Wisconsin and died while driving home to Mercer from Tomahawk on June 11, 1963. He graduated from Richland Center high school and attended the University of Wisconsin. After teaching school briefly he was employed as a forest ranger by the Wisconsin Conservation Department. In 1928 he was stationed at Mercer to supervise construction of the ranger headquarters there and to organize forest protection work in Iron county. He was appointed district forest ranger in 1934 after a year's term as superintendent of the Mercer CCC camp. When forest protection areas were set up in Wisconsin in 1942, he was promoted to supervisor of one of the four areas and held this position until his death. During his career, Mr. Moon built up a national reputation in forest fire control circles for his development work in forest fire prevention methods. He became an Academy member in 1956.

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Sketches: pp. 98, 99, 101, 139-143, "Our Great Benefactors" by Samuel Adams Drake (1887); p. 109, "how to make Rural Zoning Ordinances more effective," Circ. 546, April 1957; p. 129, "The United States Biographical Dictionary--Wisconsin volume," (1877); p. 131-34, "Backpacking in the National Forest Wilderness..a family adventure," USDA Forest Service, July 1963.

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