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Wisconsin alumnus. Volume 59, Number 13 May 1958

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WISCONSIN *Alumnus*

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*a Wisconsin family
at the Dells*

*football ticket
information*

May, 1958



By
Oscar
Damman

Athletic Ticket Director

ON MAY 17, while University Football Coach Milt Bruhn is sending his varsity gridders against a strong array of graduate talent in the second annual Alumni-Varsity encounter at Milwaukee County Stadium, another sign of fall will be in evidence at Madison. This is the mailing, by the University Athletic Department, of appropriate application blanks for seats at Camp Randall Stadium for the 1958 football campaign.

If you plan to attend any or all Wisconsin home games this fall, please note the following procedures:

● If you were a 1957 ticket purchaser and purchased season or single game tickets last year—sit tight. Just disregard the coupon on these pages. You will automatically receive appropriate blanks and information sometime after May 17. You then will have until June 15 to complete your order and retain your previous seat location preference. Please advise athletic department of any address changes.

● If you were *not* a 1957 ticket purchaser and if you *do* wish to receive detailed ticket information and application blanks this year, then *do* fill out the blank on these pages now and mail it to the Athletic Ticket Office. You had better try to get your applications to the Athletic Ticket Office by June 15, since new season reservations will be filled after that date in the order received.

The Camp Randall gridiron has been

lowered ten feet to make way for enough additional rows to increase Stadium capacity by some 10,000 seats. When the project is completed next August, the Stadium will hold 63,170.

On the application blanks to be mailed May 17 there is opportunity for indicating preference in location among the stadium's various sides and levels.

Here is how season ticket priorities will be observed:

1. *First choice to annual season ticket purchasers who order under the same name over a period of consecutive years.*
2. *Alumni not in the first category, in the order of receipt each day.*
3. *Non-alumni not in the first category, in the order of receipt each day.*

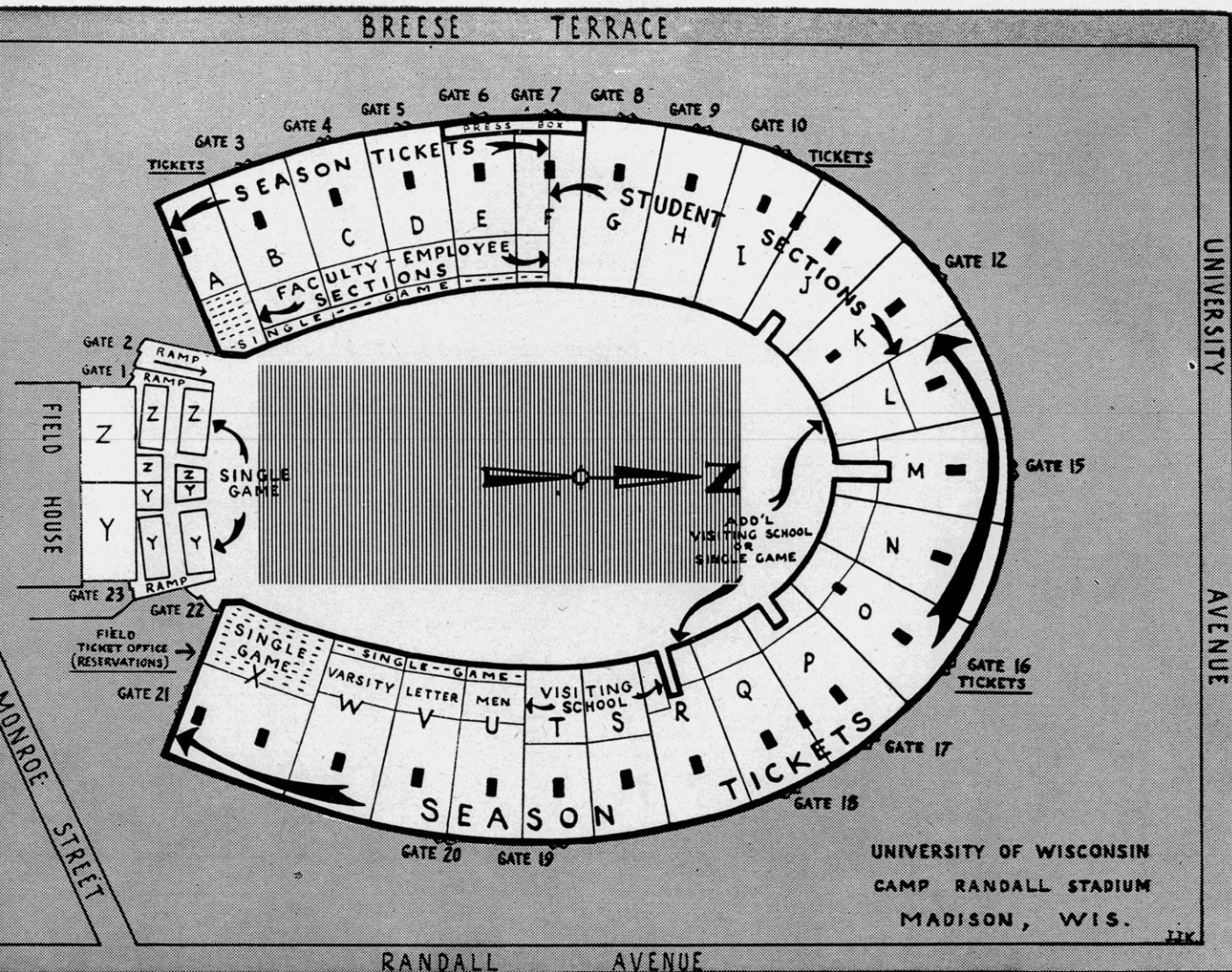
Orders for individual games will be filled only after season ticket orders are filled; the same priority listing will be observed in assigning single game locations. However, individual game locations cannot be assigned with season ticket locations.

There's one new policy which will give the single game ticket buyer a better opportunity to obtain side-line seats. The athletic department has allocated some of the lower rows in certain side-line sections to these individual game patrons.

We of the athletic department are anxious to be of real service to you.

*There will be
better single-game
tickets available
this year!*

Football Ticket
Applications
Go Out on May 17



Newly-enlarged Camp Randall Stadium will seat 70 rows of spectators. Patrons located in rows 1-30 will enter at field level entrances; two new ramp entrances at the north end, Sections J and P, will aid in traffic control. Upper ramp entrances are unchanged but are now at the 46th row, since the field is now lower by about ten feet.

If you are a regular football ticket purchaser, please **DO NOT** return the blank at right. All 1957 ticket purchasers will automatically receive appropriate application blanks sometime after May 17. However, please advise athletic department of any change in your address.

UNIVERSITY OF WISCONSIN FOOTBALL 1958

To Wisconsin Alumni Association Members:

If you were *not* a 1957 football ticket purchaser and wish to receive 1958 football ticket information and blanks, please fill out the blank and indicate which ticket application blank you desire.

.....Season TicketSingle game (for home or away)

Name

Address

City State

MAIL TO
UNIVERSITY OF WISCONSIN ATHLETIC TICKET
OFFICE

1440 Monroe St., Madison 5, Wisconsin

—Do Not Send Money—



Another Wisconsin Man — on the way

Remember when it was you standing there? How you squirmed when your father saw that one bad report card. You're glad now that he made you buckle down—grateful that you were able to go on to one of the country's finest universities.

Naturally, you want to be just as farsighted about your own son's future. So now that he's one year closer to college—wouldn't it be wise to call your Massachusetts Mutual man and discuss the best insurance plan for his education?

And since this is the time for report cards and review, perhaps you should re-evaluate your own career. Are you as far along as a man of your ability should be?

For example, are you earning as much as \$12,488 a year? That was the 1957 average income of 615 representatives who have been with the Massachusetts Mutual Life Insurance Company for five years or longer.

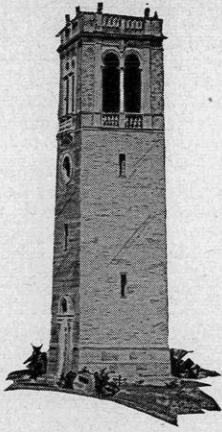
They are men like you—men chosen for their fine education and background. All received thorough training and earned while they learned. Now they are established in a career that uniquely combines independence with stable income—plus the security of group insurance and retirement benefits.

If you would like to know more about this opportunity, write for a free copy of "A Selling Career".

Massachusetts Mutual
 LIFE INSURANCE COMPANY
 SPRINGFIELD, MASSACHUSETTS
 The Policyholders' Company



Wisconsin Alumnus, May, 1958



WISCONSIN Alumnus

Official Publication of the Wisconsin Alumni Association

Volume 59

MAY, 1958

Number 13

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Staff

John Berge, '22	Managing Editor
George Richard, '47	Editor
Edward H. Gibson, '23	Field Secretary
Grace Chatterton, '25	Alumnae Editor

* Sidelines

COVER. Even a midsummer sun finds it difficult to penetrate narrow Coldwater Canyon, one of the Wisconsin Dells area's most interesting attractions. That's the Sullivan family of Madison in the foreground, and you'll see more of them, and the Dells, in a special pictorial feature beginning on page eleven.

*

YOU DON'T PLAY BASEBALL ALL YOUR LIFE. College baseball coaches, feuding with the major leagues over the signing of college diamond stars—thereby squeezing them out from under the lily-white umbrella of amateurism, were heartened by a quotation from an all-time baseball great, Joe Dimaggio: "If I could relive one day of my life, it would be the day I quit high school at the end of my junior year to go into baseball. It was a big mistake. I should have stayed in school and gone on to college. It wouldn't have been the best thing money-wise, but you don't play baseball all your life. Education is the most important thing in life."

*

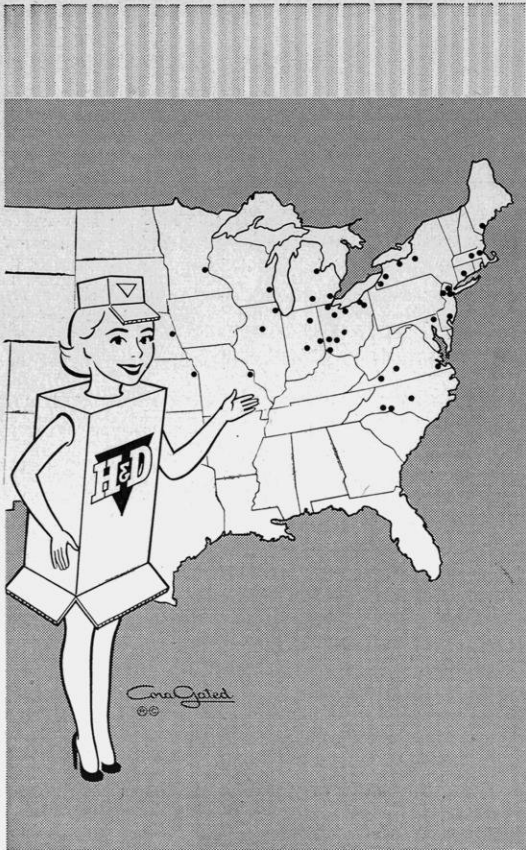
EAST HILL TRIBUTE. "We came up to Madison with enough cash in the bank for one year with normal cost housing. East Hill plus first an assistantship and then a fellowship stretched it to the three and brought a Ph.D. within reach." So wrote Mrs. Stephen Stover, whose husband is now a UW-Milwaukee teaching staff member, to President Fred. "We know that you and they (the Regents) had a certain amount of headache over the camp in its last years. We wish to thank them—and you—for taking that trouble for keeping it going as long as you did."

THE WISCONSIN ALUMNUS, published once monthly in December, January, February, March, April, May, June, July and September, and three times monthly in October and November. (These extra issues are Football Bulletins.) Entered as second class matter at the post office at Madison, Wis., under the act of March 3, 1879. Subscription price (included in membership dues of the Wisconsin Alumni Association) \$2.50 a year; subscription to non-members, \$5.00 a year. Editorial and business offices at 770 Langdon St., Madison 10, Wis. If any subscriber wishes his magazine discontinued at the expiration of his subscription, notice to that effect should be sent with the subscription, or at its expiration. Otherwise it is understood that a continuance is desired.

Campus Calendar

MAY, 1958

- | | | |
|--|--|---|
| <p>4 <i>Religious Lecture</i>, "The Tragedy of Reformation," Prof. Jaroslav Pelikan, University of Chicago.</p> <p>4 <i>Senior Recital</i>, pianist, Lucille Kubiak, Music Hall.</p> <p>5 <i>Graduate Recital</i>, trumpet, Robert Lewis, Music Hall.</p> <p>5-6 <i>Engineering Institute</i>, "Engineering Refresher—Mechanical Engineering," T 16.</p> <p>6 <i>Plant Management Conference</i>, "Improving Your Administrative Ability," Wisconsin Center Bldg.</p> <p>6-10 <i>Wisconsin Players</i>, "Teahouse of the August Moon," John Patrick, Wisconsin Union Theater.</p> <p>7 <i>Lecture</i>.</p> <p>8 <i>Sales Management Conference</i>, "Changing Trends and Patterns of Distribution," Wisconsin Center Bldg.</p> <p>8-9 <i>Engineering Institute</i>, "Industrial Product Design," T 16.</p> <p>9-10 <i>Law School Spring Program</i>.</p> | <p>9 <i>Concert</i>, Sigma Alpha Iota and Phi Mu Alpha, Music Hall.</p> <p>10 <i>Music Contest</i>, State Solo and Ensemble groups, Music Hall.</p> <p>11 <i>Lecture—Union Forum Committee</i>, "Extra Sensory Perception," Dr. J. B. Rhine, director Para-Psychology Laboratory, Duke University.</p> <p>11 <i>Faculty Concert</i>, pianist, Prof. Gunnar Johansen, Music Hall.</p> <p>13-14 <i>Engineering Institute</i>, "Seminar for Chief Industrial Engineers," T 16.</p> <p>13-15 <i>Management Workshop</i>, "Controlling Production Costs," T 19.</p> <p>14 <i>Financial Management Conference</i>, "How to Make Forecasting Effective," Wisconsin Center Bldg.</p> <p>16 <i>Senior Recital</i>, bass, Burr McWilliams, Music Hall.</p> <p>16 <i>Wisconsin Life Underwriters Conference</i>, Wisconsin Union Theater.</p> | <p>16-17 <i>Annual Journalism Institute</i>, "Journalism in the Satellite Age," Wisconsin Center Bldg.</p> <p>17 <i>Armed Forces Day Parade</i>.</p> <p>17 <i>Alumni-Varsity Football Game</i>, County Stadium, Milwaukee.</p> <p>17-18 <i>Broadway Production</i>, "No Time for Sergeants," Wisconsin Union Theater.</p> <p>17-18 <i>Midwest Collegiate Sailing Regatta Championships</i>, Lake Mendota.</p> <p>18 <i>Concert</i>, University Chorus, Music Hall.</p> <p>20-23 <i>Engineering Institute</i>, "Power Plant Practice," T 16.</p> <p>21 <i>"W" Club Banquet</i>, Great Hall.</p> <p>21 <i>Labor Relations Management Conference</i>, "The Foreman's Role in Labor Relations," Wisconsin Center Bldg.</p> <p>22 <i>Wisconsin World Trade Conference</i>, Wisconsin Center and Memorial Union.</p> <p>22 <i>Personnel Management Conference</i>, "Selecting and Training Supervisors," Wisconsin Center Bldg.</p> <p>22 <i>Wisconsin Dames Banquet</i>, Great Hall.</p> <p>22-23 <i>Engineering Institute</i>, "Engineering Organization," T 16.</p> <p>23-25 <i>Parents' Weekend</i>.</p> <p>23 <i>President's Review</i>, and presentation of ROTC Awards, Guy Lowman Field.</p> <p>23 <i>Senior Recital</i>, soprano, Barbara Dzuro, Music Hall.</p> <p>23 <i>International Folk Fiesta</i>, Wisconsin Union Theater.</p> <p>24 <i>U.W. Men's Award Luncheon</i>, Great Hall.</p> <p>24 <i>Inter Club Sailing Regatta</i>, Lake Mendota.</p> <p>24-25 <i>Village Fair Craft Sale</i>, Memorial Union Terrace.</p> <p>24 <i>Tournament of Song</i>, Sigma Alpha Iota, Phi Mu Alpha, Wisconsin Union Theater.</p> <p>24 <i>Senior Swingout</i>, Lincoln Terrace.</p> <p>24 <i>President's Reception</i> for parents, students, friends of the University, Main Lounge, Memorial Union.</p> <p>24 <i>Parents Quiz the V.I.P.'s in Faculty Discussion</i>, Memorial Union.</p> <p>25 <i>Mortar Board Breakfast</i>, Memorial Union.</p> <p>25 <i>Concert</i>, U. W. Band, Union Terrace.</p> <p>25 <i>Pharmacy School Senior Banquet</i>, Great Hall.</p> <p>25 <i>Concert</i>, U.W. Women's Chorus and Men's Glee Club, Music Hall.</p> <p>26 <i>Graduate Recital</i>, piano, Gabriel Di Piazzo, Music Hall.</p> <p>26-27 <i>Engineering Institute</i>, "Engineering Refresher — Electrical Engineering," T 16.</p> <p>27-28 <i>Engineering Institute</i>, "Industrial Packaging," T 16.</p> <p>28 <i>Senior Recital</i>, piano, Gail Pyron, Music Hall.</p> <p>29 <i>Wisconsin High School Play</i>, "On Borrowed Time," Paul Osborn, Wisconsin Union Theater.</p> <p>30 <i>Memorial Day</i>—no classes.</p> |
|--|--|---|



42 sales offices
and 15 factories
give you
fast, dependable
corrugated
box service. Better
see H & D.

HINDE & DAUCH
Division of West Virginia Pulp and Paper Company

keeping in touch with Wisconsin

BETTER SINGLE GAME TICKETS

Wisconsin alumni who have been watching the Badgers from sections Y and Z at Camp Randall are due for a better break this fall. Some of them, at least, will be able to get side-line seats—according to Oscar Damman's statement on page two of this issue.

When the Badgers meet Marquette in the first home game on October 4, Camp Randall Stadium will hold 63,170 persons. By lowering the playing field ten feet and removing the track which used to surround the playing field, approximately 10,000 seats have been added.

About 6,500 of these new seats will be along the side-lines. Some of these seats will be available for alumni ordering single game tickets. The Athletic Department has allocated some of the lower rows in certain side-line sections—as shown in the Stadium diagram on page three.

These tickets will go fast, so be sure to get your order in before the June 15 deadline.

This allocation by the Athletic Department is a step in the right direction, but it is not a complete answer to the ticket problem because of limitations imposed by the way the Stadium was built. There are many phases to this problem, as the following figures indicate:

During the last decade the number of season ticket buyers has climbed steadily each year. Last year, for example, more than 32,000 season tickets were sold. This, of course, includes the season coupon books bought by students, faculty, and staff members. Since there were only 18,000 seats between the goal lines in last year's stadium, more than 14,000 of these season ticket holders had to sit outside the goal lines.

Adding 6,500 new side-line seats will help, but it won't solve the problem completely. In the new set-up approximately 24,500 side-line seats will be available. If the season ticket and coupon book sale is as large as last year, approximately 7,500 season ticket holders will have to watch the Badgers perform from outside the goal lines.

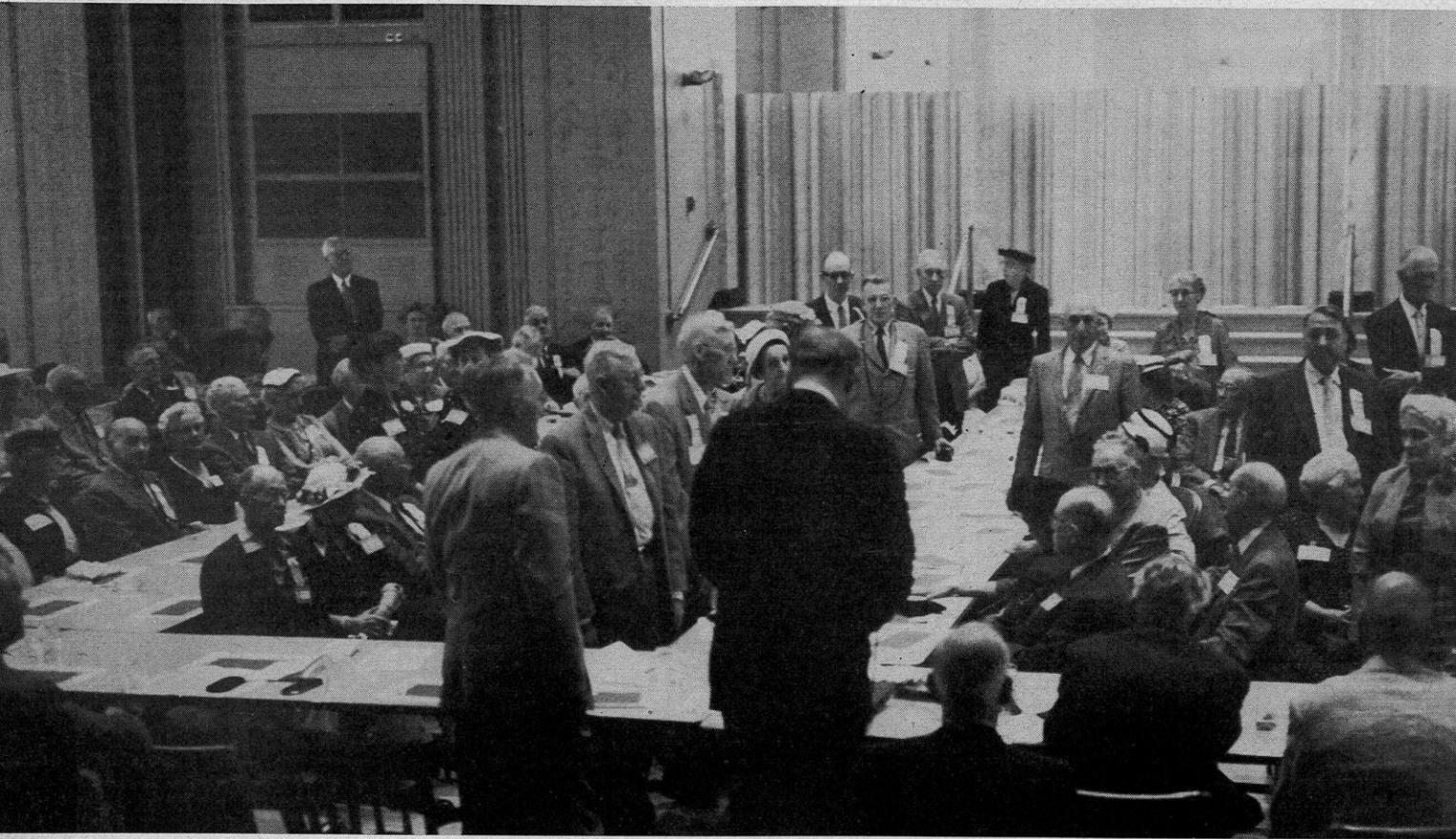
No matter how you look at it, this football ticket problem still is a headache. Before this year's remodeling, only one-third of the seats at Camp Randall were between the goal lines. With 6,500 new side-line seats added this year, this ratio will be a little more favorable—approximately 40 per cent. Even so, there are 12,000 more seats outside of the goal lines than there are between the goal lines.

If you did not buy tickets last year but want to order tickets this year, be sure to send the coupon on page 3 to the UW Athletic Ticket Office promptly. Football ticket applications will go in the mail on May 17.

May 17 is also the date for the second annual alumni-varsity game at the Milwaukee County Stadium. Construction work at Camp Randall made it necessary to shift this year's game to Milwaukee.



Executive Director



*a dramatic moment during Commencement-
Reunion Weekend in 1957 as the Class
of 1907 was inducted into the Half-Century Club*



MAGIC MOMENTS

A GLIMPSE of Music Hall's clock peeping through the trees. A light-footed waltz down the Hill to the peal of the Carillon. The earthy smell of springtime on the campus. A sweeping view from Observatory Hill of Lake Mendota's blue expanse. Delayed recognition of a favorite professor . . . of an old classmate.

Magic moments will be many for you sons and daughters of Wisconsin returning to the campus in mid-June for Commencement-Reunion Week-end—from earliest registration in the Union Friday morning, June 13, until 9 o'clock the following Monday morning, June 16, at the 105th Commencement.

Friday noon marks the famed Half-Century Club luncheon, where Golden Anniversary Class of 1908 members will be inducted into the exclusive group. Both Friday and Saturday, several "three" and "eight" classes are planning special affairs.

Saturday morning will see Wisconsin Alumni Association meetings for directors at 10 a. m. and membership at 10:30 a. m. A new Association president will be named.

Fitting Alumni Day climax is always the Alumni Day Banquet in Great Hall at 6:30 p. m. Featured will be presentation of the "Alumnus of the Year" award.

Activity-packed Sunday will include Union Terrace breakfasts for alumni, Honors Convocation, a twilight Band Concert, and the President's Reception. . . . We'll be seeing you!

PLEASE CLIP AND MAIL YOUR ALUMNI DINNER RESERVATION AT ONCE

HOTELS

Belmont Hotel
31 N. Pinckney

Capital Hotel
208 King Street

Edgewater Hotel
666 Wisconsin Avenue

Lorraine Hotel
123 W. Washington Avenue

Park Hotel
22 S. Carroll Street

Vikingtown Hotel-Motel
4343 W. Belt Line

MOTELS

Arbor Motel
3313 W. Beltline

Capitol Motel
881 W. Beltline

Cloverleaf Motel
Syene Road

Fairview Motel
3230 Commercial Avenue

Hamacher Motel
5101 University Avenue

Ivy Inn Motor Hotel
2355 University Avenue

Lake View Motel
Highways 12, 13 14 W.

Motel Madison
Highways 12, 18, 51 S.

Motel Mayflower
Perry Street

Motel Royal
Highway 30-Box 100

Romdon Motor Court
Highways 13-14 S.

Spences' Motel
3575 E. Washington Avenue

Sterling Motel
901 Applegate Road

Town Campus Motel
441 Frances Street

Trails End Motel
Highways 12, 18 S.

Young's Motel
2800 W. Broadway

Alumni Day Dinner

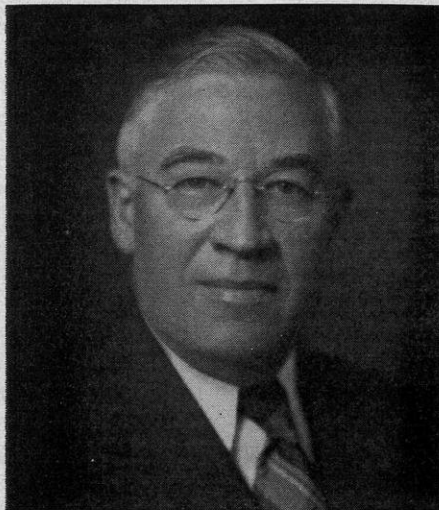
Reserve ----- place(s) for me at the Alumni Day Dinner in Great Hall at 6:30 p.m. on Saturday, June 14, at \$3.25 per plate. Check enclosed.

Name ----- Class -----

Address -----

City ----- Zone ----- State -----

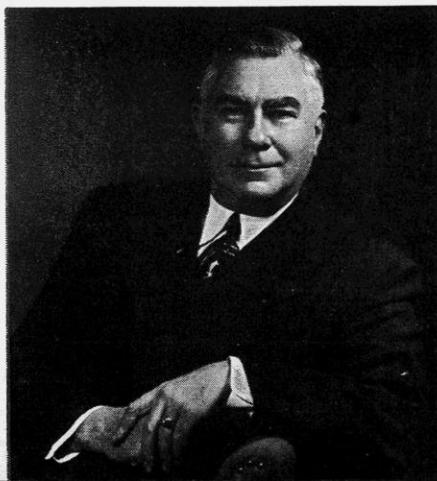
Mail your reservation as soon as convenient, not later than June 7, to Wisconsin Alumni Association, 770 Langdon St., Madison 10, Wisconsin.



CHARLES L. BYRON
Honorary Chairman

Byron Is New Fund Head; 1957 Giving Set Record

FRANK A. BIRCH
Foundation President



TWO ANNOUNCEMENTS of interest to alumni everywhere recently came from the University of Wisconsin Foundation:

- The 1957 Alumni Fund brought contributions of \$103,037 from 3,468 alumni and friends; this is the fund's first venture into six figures.
- Charles L. Byron, '08, Chicago attorney and former president of the Wisconsin Alumni Association, is honorary chairman of the 1958 Alumni Fund.

"We are all very proud of growing alumni participation in fund raising activities," commented Robert B. Rennebohm, UW Foundation Executive Director. He recalled that the 1955-56 Fund totalled \$70,625 from 1,945 donors and the abbreviated 1956 Fund \$62,067 from 1,804 individuals.

"Much of the success must be attributed to Stanley C. Allyn, Honorary Chairman of the 1957 Alumni Fund and Emeritus Dean F. H. Elwell, chairman of the Foundation's Annual Alumni Fund Committee," he continued. "And we wish to thank each and every contributor, worker and well-wisher for helping us reach this fine total."

In announcing the appointment of a new honorary chairman, Foundation President Frank V. Birch of Milwaukee said:

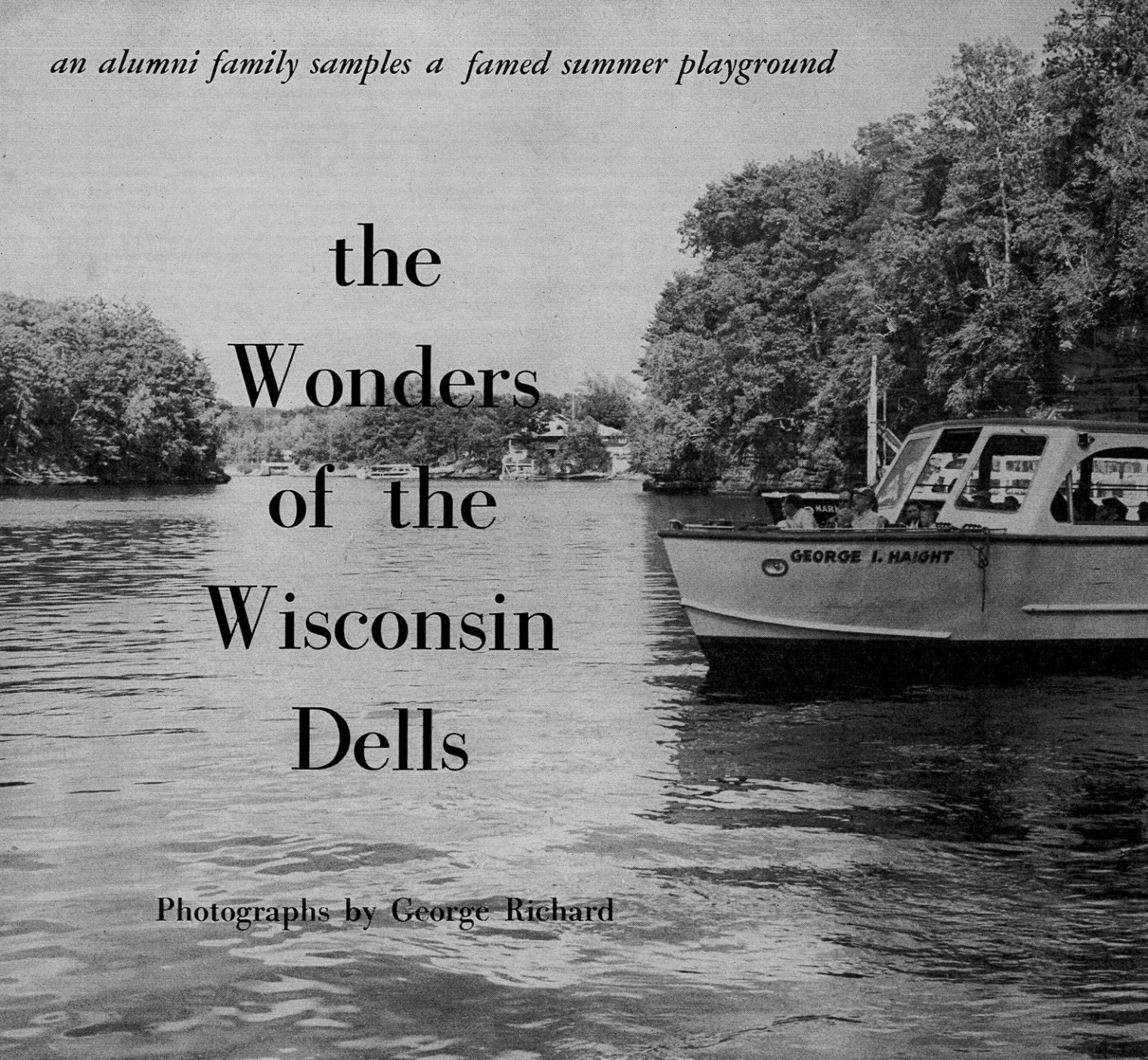
"Charlie Byron is one of Wisconsin's most distinguished and loyal alumni. He has served his university well in many alumni capacities and we are sure that under his chairmanship the annual alumni giving program of the Foundation will continue to have the same success it has enjoyed since beginning in the fall of 1955.

"With the appointment of Mr. Byron, the 1958 Alumni Fund is now underway and all alumni and friends of the University are cordially invited to participate."

In addition to the Alumni Fund, the UW Foundation receives sizeable annual gifts from business firms, charitable foundations and other groups in the state interested in providing funds for projects and services not supported by legislative appropriations.

An example of these gifts is the \$2,400,000 Wisconsin Center for adult education, dedicated on April 11. Other gifts support scholarships and fellowships for needy and worthy students, special professorships and provide apparatus, equipment and other services.

an alumni family samples a famed summer playground

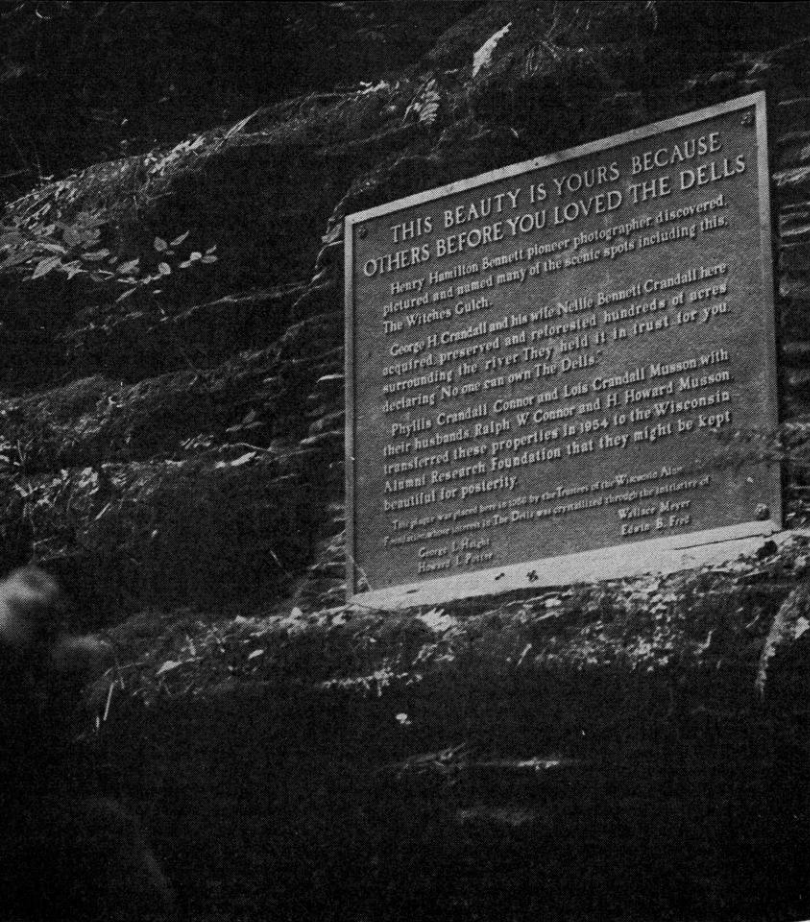


the
Wonders
of the
Wisconsin
Dells

Photographs by George Richard

In 1954 more than 1,000 acres of the Wisconsin River Dells area was given to the Wisconsin Alumni Research Foundation by heirs of the George H. Crandall estate. Later the Research Foundation acquired other holdings in the Wisconsin Dells vacationland, which each year attracts hundreds of thousands of visitors. On these pages you will see some examples of the Dells' natural beauty, famous the world over.

CONTINUED ON NEXT SIX PAGES



Story of the Dells

In Witches Gulch this plaque recounts the Dells' history; the original gift to the Wisconsin Alumni Research Foundation was valued at more than one million dollars. All net income from the various business enterprises connected with WARF's Dells holdings will eventually go to WARF, then to the UW.

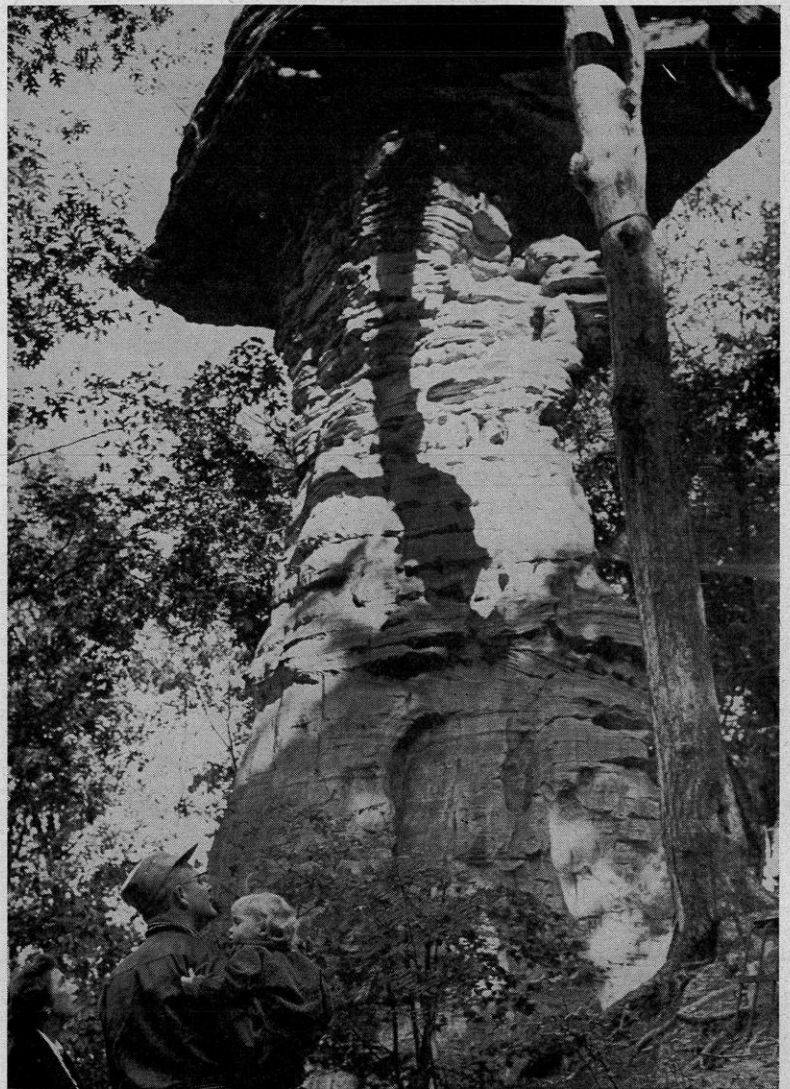
The Sullivans' Weekend Begins

Mr. and Mrs. James F. Sullivan and their three children, Larry, Patricia, and Kathleen, attended to the formalities at the comfortable Hotel Crandall after being greeted by Assistant Manager Lawrence Welbaum, who also directs the famed Dells Indian ceremonial. Both Jim '48 and his wife (nee Muriel Weeks '45), are UW alumni, graduates in journalism.





Right after lunch, the Sullivans climbed aboard one of the excursion boats making frequent three hour trips on the waters of the Upper Dells, pausing occasionally to permit passengers to explore on shore. They were guided aboard the recently christened George I. Haight by boat skipper Arnol Priester.



Stand Rock is world famous; the rock formation is virtually a Dells trademark, but it's little more impressive to the Sullivans than dozens of other attractions with such imaginative names as Hornet's Nest, Devil's Anvil, Devil's Kitchen, Devil's Elbow, Navy Yard Visor Ledge. One of the first action photographs was taken at Stand Rock, by pioneer Dells photographer Henry H. Bennett; it showed his son leaping from a nearby cliff over to the balanced flat rock.



Near Stand Rock, a natural amphitheater is the scene of nightly Indian ceremonials. Visitors may journey to the ceremonial by water on excursion boats, or may drive directly to a large parking area not far away. Turn the page for a view of the ceremony.

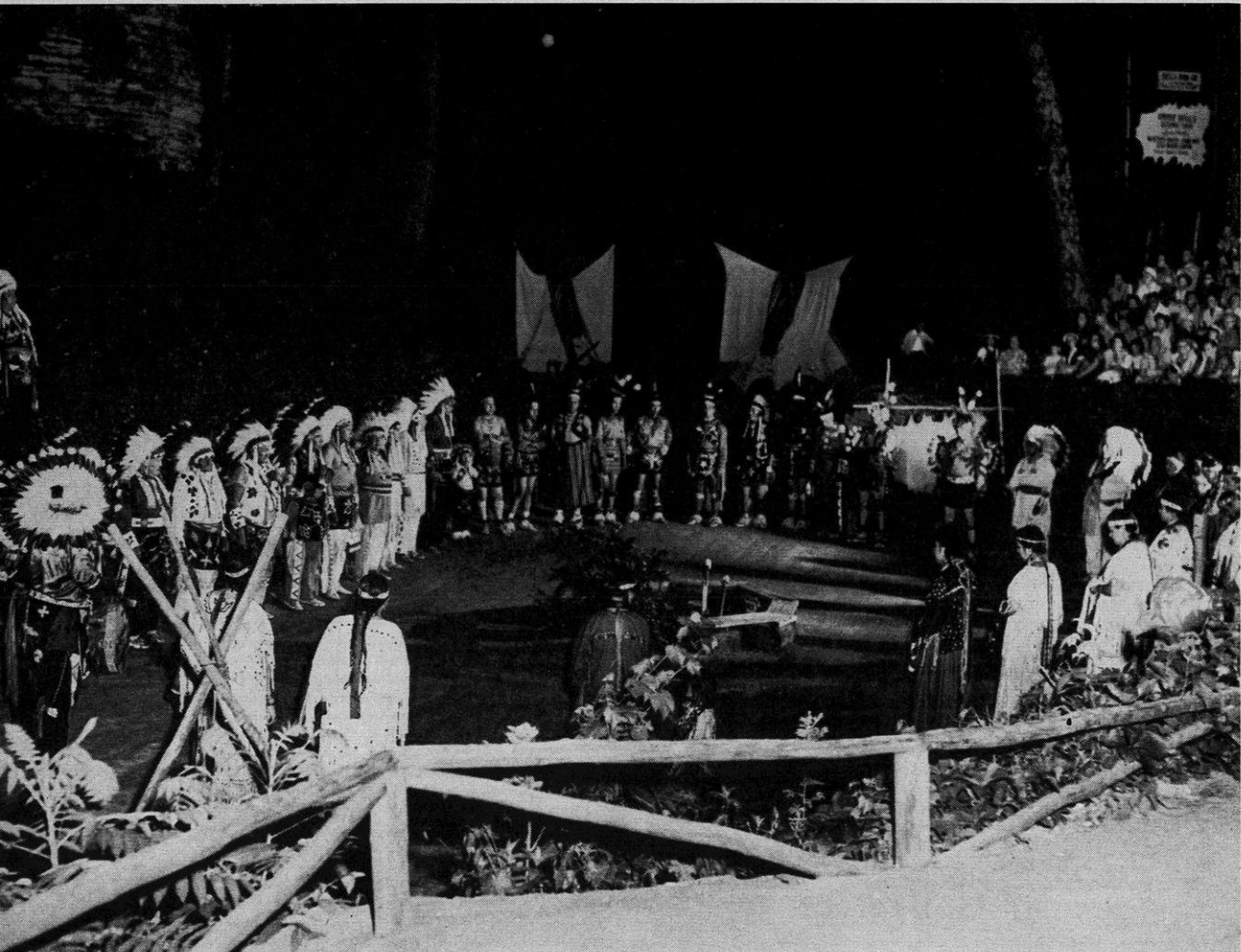
Interlude in the Pines

More than three decades after they were planted in a 200-acre tract about four miles north of the city of Wisconsin Dells, the pines of the G. H. Crandall memorial forest stand tall and straight, inviting the Sullivans for a fragrant stroll on Sunday morning after church service. Another part of the Crandall estate gift, this forest plays a role in certain research programs which are carried on by the University.

Dancing in the Dark

Many of the Stand Rock ceremonial dancers are Winnebago Indians from Wisconsin, who move their families to Wisconsin Dells for the summer. Occasionally some dancers are imported from the Southwest. The theater can seat 2,500 but it's good to come early.

(PHOTOGRAPH BY H. H. BENNETT STUDIO)





G. H. CRANDALL
REFORESTATION
140,000 PINES
PLANTED
IN THE DELLS
1925-1926

At the Trading Post

Sightseeing time-out to stop at the Dells Trading Post. Like many women, Muriel loves to shop; Jim looked anxious as saleswoman Sarah Lonetree displayed hand crafted rugs. Larry was thrilled as his

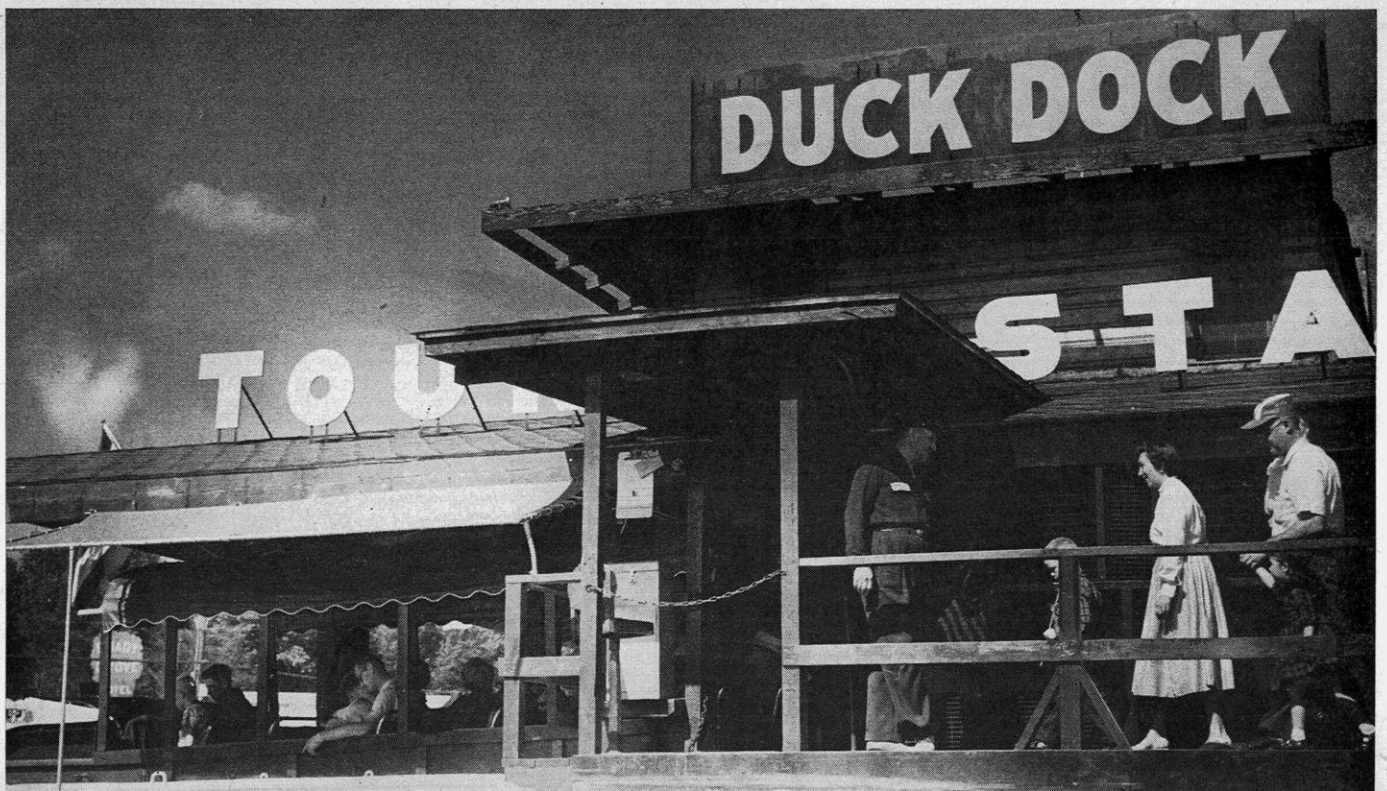
dad fitted him with a bonnet. Many Indians who perform in the Stand Rock ceremonial live in hogans near the Trading Post, managed—like other Upper Dells concessions—for WARF by Fred Harvey Co.



On Land and Sea by DUCK

The Sullivans decided to take a land-and-water tour by DUCK, the strange amphibious vehicle that's an adventure in itself. The Research Foundation acquired

an interest in this operation subsequent to receiving the Upper Dells property. DUCK departure point is two miles south of Wisconsin Dells, on U. S. 12.



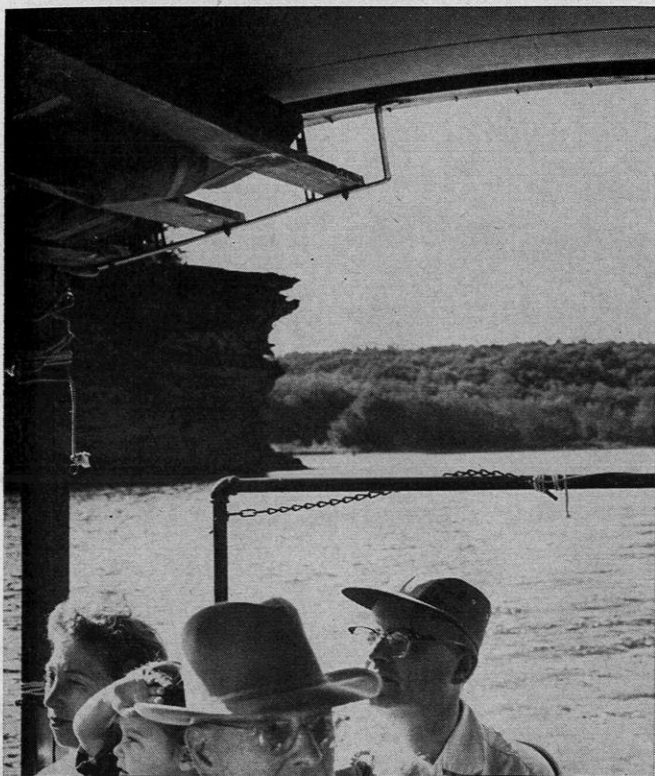
Competent and talkative drivers man the DUCKS and can boast an unblemished safety record. The vehicles carry visitors along woodland trails, up nar-

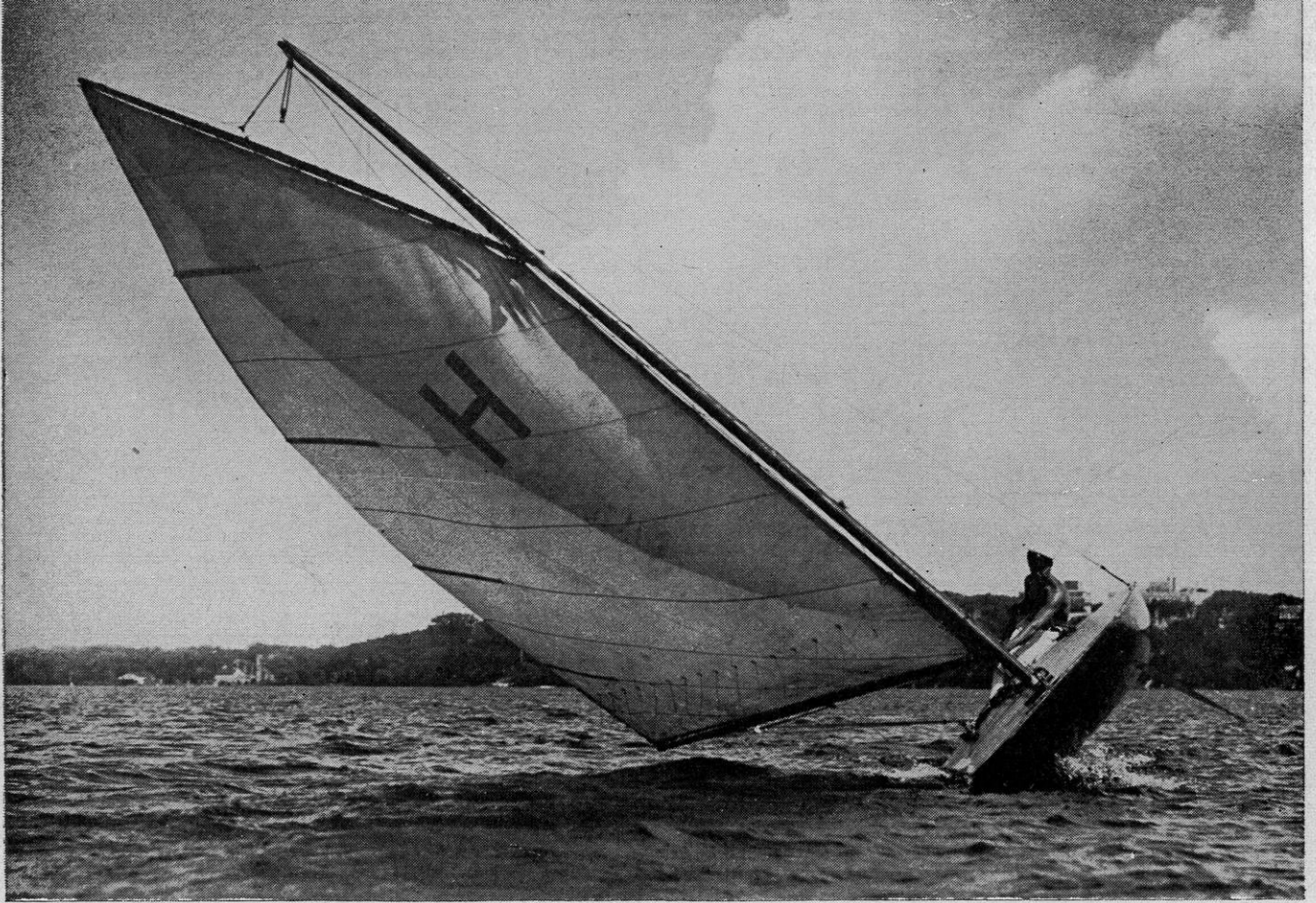
row gorges, past striking landscapes. The Sullivans counted the experience as one of the week-end highlights. Their driver was a student at the University.



Ready to Relax

Before heading home to Madison, where Jim is assistant to the manager of Wisconsin Electric Cooperative, the Sullivans stop to pack up at the Hotel Crandall and exchange goodbyes with George Brooks, Fred Harvey system manager of Upper Dells concessions.





THOSE MECCAS of the summer student at the University of Wisconsin—breeze-cooled Lake Mendota and the air-conditioned Memorial Library—will be ready and waiting when registration for the 1958 eight-weeks Summer Sessions opens June 27.

Over 400 regular University courses in 78 fields of study, two four-weeks sessions, and 45 special institutes have been scheduled to meet the needs of both full and part-time scholars.

This educational buffet will be distributed by members of the resident faculty and by distinguished visiting educators drawn to the campus for the same reasons students come: the abundance of mentally and physically stimulating attributes of Madison in summer.

The lake lapping at the foot of the campus will provide for swimming, sailing, canoeing, and water skiing, and the Wisconsin Union is all set with a full schedule of dances, parties, plays, art exhibits, films, lectures, and concerts. The summer catalog, covered in Mendota blue and describing all educational and recreational offerings, is now available in the Summer Sessions office in the Extension building.

Summertime Campus: Work and Play



Compendium

Increased summer session Residence Halls rates now range from \$145 to \$195 for eight weeks, reflecting higher rates in effect during this academic year.

*

Mothers and dads of UW students will visit the campus on Parents' Weekend, May 23-25, and be guests at open houses, luncheons, a President's reception, tours, musical programs, sports events, an art exhibit, ROTC review and discussions.

*

The University of Wisconsin-Milwaukee will receive the antique-filled, elaborately-interiored Milwaukee residence of Joseph E. Uihlein sr.; the retired industrialist announced this recently while displaying a current gift to UW-M of three renaissance tapestries valued at \$31,500.

*

Out-of-state students may fare better in residence halls assignments. The Regents voted to hold 94 per cent of dorm accommodations to May 1 each year, then assign rooms without residential preference.

*

The total national educational research bill last year was only an estimated \$7 million, a sharp contrast to expenditures in other fields, Education Dean Lindley J. Stiles told delegates to the first Wisconsin Citizens' Conference on Educational Research.

*

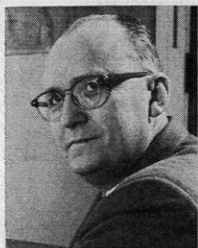
Kitt Peak, a 6,875 elevation near Tucson, will be the site of a new national observatory in which the University of Wisconsin, as well as Indiana, Ohio State, Harvard, Yale, Chicago, Michigan and California universities, will have a stake.

*

Elizabeth Bowen, first lady of literary Ireland and England, spent a month at the University this spring as a kind of short-term "writer in residence", teaching and lecturing. The visit was financed by the UW Humanistic Foundation.

*

In another high administrative shuffling following election of Conrad A. Elvehjem to the University presidency, it was announced that Prof. Fred H. Harrington, a distinguished historian and now special assistant to the president, will become vice-president of academic affairs effective July 1. He will succeed Ira L. Baldwin, who will give up the assignment at his own request to return to his professional field of bacteriology. The latter will continue as special assistant to the president and work with the Coordinating Committee for Higher Education staff, too.



Dr. Harrington

29,000 on Campus?

At the very least, higher education enrollments in Wisconsin by 1970 will rise by 15-20 per cent (assuming a variety of unfavorable factors) but the best guesses put the increase at 60-70 per cent, UW Regents learned in March. The Madison campus hardly could expect to have less than 29,000 students, barring a drastic limitation on eligible students by means of raising admission standards, greatly expanding branches, maintaining a building or staff shortage, or eliminating out-of-state students (Wisconsin is already a debtor state in this respect, exporting more students than it imports.)

This discussion on one of the points raised by Regent President Wilbur Renk (*Alumnus*, April) also included a student protest against very high enrollments, the comment that top-ranking institutions are now generally the larger ones, and a warning that personal contact between student and teacher should remain as an educational ideal. Discussion boxscore: no real decision, but certainly a deepening appreciation of the many factors involved in permitting or limiting enrollment and creation of a special Regent committee charged with making a future recommendation.

A new semi-annual journal "Arts in Society" seeking to focus discussion and creative action on the junction of the arts, education, philosophy and social analysis is being published by the UW Extension Division. The first 116-page issue features contributions by Frank Lloyd Wright, Sir Herbert Read, Jacques Barzun, Peter Yates, Prof. R. W. Stallmen, Robert Gard and Aaron Bohrod. Editor and associate editors are Profs. Bernard J. James, Edward L. Kamarck and Donald White. The magazine may be purchased from the Bookstore, University of Wisconsin Extension Division, Madison 6, Wisconsin, at \$1.50 per copy.

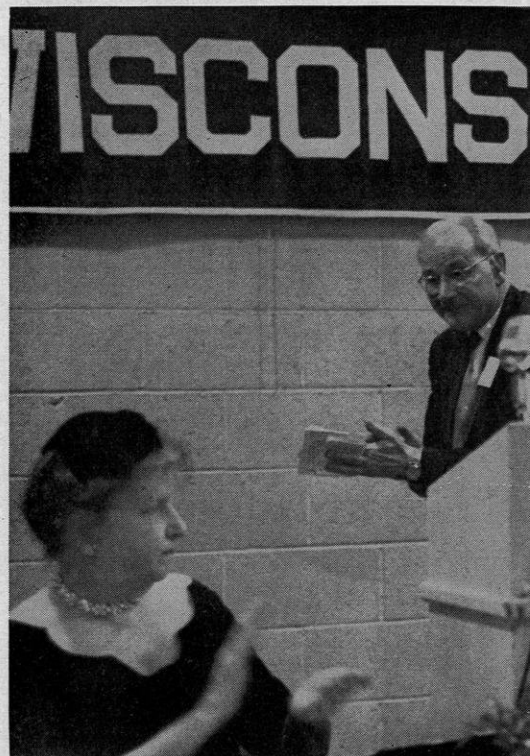
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Where do UW trained teachers go? The teacher placement bureau reported that of 1957-58 education graduates, 47 per cent accepted teaching positions in Wisconsin, 26 per cent went out of state to teach, and the remaining 27 per cent were otherwise employed, largely as students, housewives or in military service. At nearly every teaching level, except in college, other states (Illinois, California, Michigan) pay their beginning teachers from \$100 to \$200 more per year. The average salary for beginners, over-all, is around \$4,000.

★ With the Clubs

Meetings Offer Varied Attractions

There was a lot to be gained from Founders Day meetings over the past few months—besides fried chicken, which, WAA Field Secretary Ed Gibson reports, achieved a new high in popularity. At Madison, for example, Founders Day celebrants were highly impressed with the novel and well-executed decorations, being pointed out below by Mrs. Page Roberts, the chairman of the decorations committee. The mobile depicted personal details in the life of UW President E. B. Fred, who was presented (at right) with a citation for service by the club. President Charles Fenske made the presentation as Mrs. Fred, toastmaster Willard J. Rendall, and Mrs. Conrad Elvehjem applauded enthusiastically.





Decorations at the Racine club's sellout dinner were also original and entertaining, with Bucky Badger taking his rightful spot in some high places. The Racine club is fortunate to have as a member art teacher, William Francis, who was assisted by Joan K. Smader.

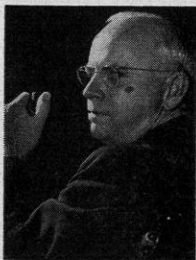


Honored for their scholastic achievements on the University campus by Door County alumni were sophomore Gerald Tice, junior James Frea and senior Kay Bohn, in the center of this *Sturgeon Bay Advocate* photo. On their left is club President Carl Scholz and at right is Mrs. Ella Mae Stedman, who accepted on behalf of her son, Robert, the club's annual scholarship award. He is now an engineering sophomore.

At Chippewa Falls, good humor prevailed as Treasurer Joseph Mandelert answered a suggestion that he disregard the club's bank balance and write a check covering in full a project supported by the group.



Club Bulletin Board on Page 30



I think it wise to keep in mind that at the present time we have shortages in all fields of human endeavor. These shortages are brought about by

a variety of different reasons, but all-important is the fact that the United States has a large proportion of its population, relatively speaking, in the unproductive age groups—those who are too young for productive work and those who are old and no longer engaged in productive work. There is a relatively small group in the middle years who must produce enough not only for themselves but for the other groups as well.

But is there a special scientific manpower shortage? The tremendous growth of technology in recent years has brought about a very great demand for scientific personnel of all types. This has been particularly true in war; it's also true in peace. Perhaps our failure to achieve a stable peace has very greatly increased the demand for scientific personnel to prepare adequately for self defense. I think practically everyone in the United States now is reconciled to the fact that the nation must play a leading role in the world whether or not we want to. To some extent that is because we have such great productive capacity in this country. That productive capacity has come about largely because of our use of technology.

Certain other facts, I think, are significant in regard to our discussion, such as those on school attendance, for example. High school attendance, graduate school attendance, and college attendance are all up tremendously, both in numbers and percentages. Yet we still have considerable concern over those who seem to be very bright young people but who do not go to college. We have concern over those who start and do not finish.

There has been a great deal of criticism of our educational programs at every level. And, of course, it's always easy for someone else to say: "That particular group hasn't done the job that should have been done."

We hear a good deal of talk about the emphasis on science in the good old

Is there a real shortage of scientific manpower?

days. The fact is that the number of students in science now is infinitely greater than it ever was before, either at high school or college level. The percentage of science students in high school is down somewhat from 20 years ago—but not very much. We made a study of the University of Wisconsin a few years ago and we found that there had been a shift within the University towards the social studies. I'm sure that if that study was repeated at the present time we'd find the shift back in the other direction. Since the study was made, we have had a very great increase in the number of engineering students.

This then is the general situation. I think what we ought to do today is try to determine whether the situation is "undesirable," and if so, what should be done by society and what should be done by the educators themselves.

PROF. ROLLEFSON



There are several points I'd like to make—all rather closely related. The first deals with the stockpiling of scientists. It seems to be a custom in the country at the

present time for private industries, and sometimes government agencies, to anticipate their need for scientists and hire them with the feeling that once they have the scientists, then they will get jobs or contracts. In some cases I know, scientists have sat around, waiting, for six months or more. This may be good business, but I don't think it's a very sensible way to use scientists in the face of a manpower shortage.

Another problem is the lack of continuity in the defense program. There has to be a new contract for every new program and no particular industry can be sure it can keep its scientists working steadily. So part of the time there is going to be an over-supply of scientific help and sometimes there'll be a lay-off of scientific help. This, in my opinion, is a very serious problem.

A third difficulty is the transfer of scientists from one laboratory to another. A transfer of projects may result in a scientist working only a year or two in one company or laboratory. In such a short time, he cannot make himself useful as a scientist. This has been going on to a great extent in the last five years.

A final point: it is my impression that there is too much coordination, supervision and so forth in the research and development program. For ex-

FROM A SYMPOSIUM

THE PRINCIPALS

IRA L. BALDWIN, UW Vice-President of Academic Affairs

RAGNAR ROLLEFSON, Chairman, UW Physics Department, former Chief Scientist, U. S. Army

CONRAD A. ELVEHJEM, Dean, UW Graduate School, and President-Elect

MARK A. INGRAHAM, Dean, UW College of Letters and Science

JAMES BUSCH, UW Graduate Student, former high school teacher

LINDLEY J. STILES, Dean, UW School of Education

WALTER F. AGARD, UW Professor of Classics

RECORDED WITH THE COOPERATION OF THE UW PHYSICS DEPARTMENT

ample, if someone in a defense laboratory has a good idea, and it's carried beyond the stage at which it can be supported inside that laboratory, then it must be presented to the chief of research and development in Washington. He, of course, can't possibly know everything that's going on in the various services, so he must have a staff of people who can look into the project. Soon this staff is built into a large organization. Now, after the chief of research and development has decided he wants something done, it must be reviewed by the defense department. So each of the agencies is building up a very large staff; these people are doing nothing but try to find out what is going on out in the laboratory. It's all supervisory work.

These are four ways in which I think we are wasting our scientific manpower. They are short-range problems; about the long-range problem I'll say only this: If we allow high school students to learn about the possibilities of science and the rewards that are available to them should they take up careers in science, and then give a little more scholarship support to college undergraduates—the situation in the long run will probably take care of itself.

DR. BALDWIN

This process of stockpiling that you

described, Prof. Rollefson, sounded to me very much like "red-shirting" in athletics. What I'd like to know is: did the athletic people get it from the government and industry, or did the latter get it from athletics?

DR. BALDWIN

Do you find, Prof. Rollefson, that your graduate students are just clamoring for the opportunity to be teaching assistants?

PROF. ROLLEFSON

Partly due to our encouragement and partly to their own desires, practically all of our graduate students do teach. But the situation is not as encouraging when one thinks about high school teaching. We have had, since the war, a negligible number of students take a major in physics here, and then go out to high school teaching. I don't know exactly why this is. Perhaps it's because there are so many other opportunities that are more exciting and more rewarding, and graduates don't appreciate the rewards that are available in teaching. But I think also it is partially the attitude of the general public (and I'm including in the general public the physicists.) High school teaching does not have the place it deserves, so far as prestige is concerned and so far as salary is concerned. And I've heard from

a number of high school teachers about difficulties set in the way of a person who wants to be a good teacher. A common complaint is that the school board, and pupils' mothers and fathers, have no concern as to whether the children learn anything—their only concern is whether the children pass. And they must pass or the teacher gets another job next year.

High school teachers also have talked to me about that group of students who have no interest whatever in schoolwork, but are required by law to continue until they are a certain age. The time spent on these students interferes very seriously with the work that the teachers would like to do.

While I was sitting here, I was thinking about the possibility of general examinations, so that high schools in different towns could be compared with each other. There are difficulties with this, but you might be able to get people to be proud of how well their high schools are teaching their children, as well as how well their basketball team is doing in the tournament.

DEAN ELVEHJEM



I'd like to have you look at the supply of manpower in the U.S. and perhaps the sources of this supply; much of it is closely related to our academic problem.

	1946	1950	1955
Bachelors	163,000	434,000	287,000
Masters	13,000*	65,000**	59,000
Ph.Ds	2,000	9,000	8,840

* 1944 figure.

** 1951 figure.

I don't think there has been a great shift in majors from one area to another, and I don't suppose there ever will be. Certain people are going to be interested in social studies, some will be interested in the humanities, some in the sciences. Human nature will probably remain the same.

The cause of the Ph.D. plateau I don't know. I suppose most of it is due to the low production of bachelor's degrees earlier; but it may also mean that we are nearing the saturation point

"part of the blame has to be put outside the school"

in the number of graduate students that we can handle. Whether we can go much beyond 9,000 or 10,000 or 15,000 a year, of course, depends entirely upon our facilities, laboratories, building, and most important of all—staff. Our high point in the University of Wisconsin, as far as graduate enrollment was concerned, was 3,300 shortly after the war. We are now back up to 3,200.

One important thing is, where do these Ph.D. degrees go? Thirty-four per cent of these go back to the positions they held before they started graduate work. They merely took time off to complete their doctor's degrees, and then went back to the positions they held previously. This is probably a good thing, this upgrading of the individuals in their job, but it doesn't help much in this manpower shortage. Thus 66 per cent then were available in the past three or four years for new jobs, or about 6,000 Ph.D.'s per year. And where do they go when they do go into a new job? Well, 57 per cent of them entered educational areas, and 43 per cent entered non-educational areas. So this reduces the number that are available for our college and university faculties to about 3,500 a year. Now the figures vary in different areas. In engineering 27 per cent went back into educational work and 73 per cent into non-academic. Chemistry was even worse—25 per cent into educational work, and 75 per cent into non-educational work. Physics, 31 and 69. Psychology, 38 and 62. Now compare this to English, where 92 per cent of the Ph.D.'s went back into educational work. And in history about 90 per cent. In education, 90 per cent went back into educational work.

At the present time only 40 per cent of our staff of our universities and colleges have a Ph.D. degree. And as we have tremendous increases in enrollments, our 3,500 new Ph.D.'s per year are just not going to meet the demand. This is proving out already. In 1953-54, just 31 per cent of the new teachers in our universities and colleges had Ph.D. degrees. In 54-55, 28 per cent, and in 56-57, 23 per cent had Ph.D. degrees. So we are going backwards in our edu-

cational program—at the higher level, at least. Someone has said that at the present time we are only producing one new Ph.D. for every five and six needed.

What is being done about it? There's been a lot of talk about it within the last couple of months, especially in Washington. There has been increased support by the National Science Foundation for fellowship of all kinds. The Department of Health, Education and Welfare has many kinds of fellowship programs and other support for encouraging so-called "bright young students" to go into all areas of education. Between these two agencies 225 million dollars will be spent next year to increase the amount going into these problems. We have the Woodrow Wilson fellowship program that has been effective within the past few years in attracting young students, college students, into graduate work or teaching. This is going to be increased next year by a large grant from the Ford Foundation. Whether the dollars spent on these programs are going too fast compared to the brain power of the college students that are coming along, of course, we don't know and we can't tell until after the whole thing is over.

Well, finally, a comparison with Russia.

	USA	USSR
Student Enrollment	2,721,000	1,865,000
First Degrees (1954-55)	287,000	265,000
In Sciences	59,000	126,200
Grad Student Enrollment	250,000	30,000*

* Up from 12,000 in 1939.

I would also like to note some of the requirements for graduate students in Russia: "All citizens of the U.S.S.R. regardless of social position, origin, sex, race or nationality have the right to enter, provided they have a higher education and at least two years of practical experience and the ability for scientific work." . . . All who are qualified for entrance examinations get a month's leave with pay to prepare for these examinations . . . Graduate students do not have to pay for their education; all receive state scholarships . . . The grad-

uate student may submit his dissertation only if the main results of his studies have been published. These will give us some ideas to think about in training top-notch scientists and other educators in this country.

DEAN INGRAHAM



I want to divide my time for two disassociated talks.

We must not, in talking about the shortages we have, forget to keep a balance in the interest of the country—a balance that will take account of the social studies and of the humanities.

The other day I tried to think of half-a-dozen Italians greater than Galileo and had a hard time. I had no difficulty in finding one—Dante, the poet. There are none who do more to enhance the worth of our civilization and make it worth defending than the groups whose interests are in the arts and in the spiritual and aesthetic values of our civilization. I also want to emphasize the disaster it would be if all the prestige of intellectual life was associated with the sciences. Let me illustrate. We were introduced as a panel to discuss a topic in the social sciences. The panel was picked primarily from scientists. Now, I do not think that there is a single department in the University in the social studies that would proclaim a symposium on physics, then pick the speakers from among their own group!

My second speech is entirely and expressly on one aspect of this topic—the use in academic areas of older people.

To continue to use older persons past the normal retirement age creates several problems. First, there is a temptation to use in some position people whose vitality is so decreased that they should not be in that position. Second, there is the problem of discrimination in making choices, which is always embarrassing to the administrator; for a long period the American Association of University Professors objected to any exception beyond retirement age, be-

cause it could be used as a method of controlling academic freedoms. And third, still remembered is the competition between younger and older people for the same employment when jobs were scarce. (There will always be competition, even when jobs are plentiful, for the managerial power.)

On the other hand, it seems to me perfectly ridiculous at any period not to make use of the very large number of persons who reach retirement age in our universities and who are capable of teaching effectively and doing research effectively. Even in the cases where their energy has decreased, it is often the quantity of work, rather than the quality, that is affected.

Two efforts are being made on a national scale to remedy the situation. One is to maintain a complete registry of "retired" faculty members who are able to continue to work in academic profession when they reach retirement, so that other institutions may make use of them. This gets around some of the problems I mentioned: another institution will not hire a man unless he is needed, and unless he shows energy. Moreover the arrangement does not leave the administration the embarrassment of discrimination.

In my opinion it is only a small contribution, however, compared with what could be done if we could find a way of working within the framework of institutions themselves. For, as Prof. Rollefson pointed out, if a man transfers from one place to another he loses, for a period, his effectiveness. This is certainly true at all ages and is more true at the older ages. A plan is being recommended by professional organizations providing for a recall of retired persons not as voting members of a department, nor of a faculty, nor as chairmen, nor as committee chairmen, but recalled in duties that allow the younger men to make complete determination of the policies of an institution. This would allow older men to make the contributions permitted by their energy and quality. I think this would make a real contribution to the manpower situation in the universities of the country. It has been recommended by a committee of the American Association of University Professors as well as the Association of American Colleges, reversing their position in 1950 on this question.

MR. BUSCH:



hour roundly condemning anything and everything that high school teachers are doing, have ever done, or plan on doing. He blamed them for the fact that he couldn't find any good graduate students among American-trained students—that he had to go to the foreign universities.

On the other hand, I do think that there are things wrong with the high schools—as there are, I suppose, with every organization in our society.

One thing that comes up is teacher preparation. Now, the average high school physics teacher in Wisconsin has 14 credits in physics. You can say 14 credits might not be ideal, but keep in mind that in most situations, these teachers teach several subjects. The average preparation of science teachers in all of the sciences runs quite a bit higher and many have as much as 60 credits in the sciences and mathematics. That's not at all unusual.

Credits alone don't tell the whole story, unfortunately. I know of one teacher—he has taken 10 credits in physics on the college level—who, not long ago, scored 8 points out of a 190 on a general college physics test. Now that's deplorable, I think we'll all agree. However, if these teachers who have had a number of credits in science are poorly prepared, it ought to be worthwhile to try to find out what's wrong back along the line. Not to whip somebody, but to see where our training in the sciences can be improved. Most teachers who have been poorly trained in sciences and other teaching subjects in the high school are willing to admit that their background is poor. They would like to do something about it, by and large.

But, if they are going to do something about it; if they are going to take courses to improve their understanding of science; if they are to take summers off, sacrificing extra income—they should

I don't agree with those who would use the high school as a whipping boy for everything and anything that happens to be wrong. I recently heard a Nobel Prize winner spend over an

hour roundly condemning anything and everything that high school teachers are doing, have ever done, or plan on doing. He blamed them for the fact that he couldn't find any good graduate students among American-trained students—that he had to go to the foreign universities.

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But, if they are going to do something about it; if they are going to take courses to improve their understanding of science; if they are to take summers off, sacrificing extra income—they should

be able to see some reward. And the only reward that they can get is a master's degree, which will put them \$100 or \$200 higher on their annual salary schedule. That brings up the problem of offering courses for these high school teachers which are at their level and which will count towards a master's degree. Now, some might say we just can't offer elementary courses at the master's degree level. But I think there must be colleges, physics departments, chemistry departments, biology departments and education departments willing to work together to set up programs to improve these teachers in areas where they are deficient. Otherwise what happens if they do come back to summer school? They take all of their courses in education; this may benefit them, but it doesn't remove their deficiency in the subject matter area.

The National Science Foundation summer program for high school teachers, carried on here, and the summer institutes, are a move in the proper direction. But still more needs to be done.

I mentioned earlier that we don't have many full-time high school positions in any particular subject area. But things are sometimes worse than that, in fact. For example, a school needs a coach. They go hire the best coach they can. Then they find out what he can teach. If he's got a few credits in a science, and if there's a science class open he teaches that, or history, or English. Why does this happen? It happens because there's a big public demand for a winning basketball team or a winning football team. I think that there has to be more public demand for looking first to the academic background of those teachers who are to teach the academic subjects.

Another thing. By far, the largest majority of high school teachers in Wisconsin have received or are receiving their undergraduate training in teachers colleges or state colleges. And isn't it true that some people look down their noses at teachers colleges, as far as taking a job there? Some in science departments, I know, have done it. Let's be realistic. How can you criticize teachers, when no encouragement is given to good trained people to teach these teachers? That's a poor situation.

Finally, we need an attitude, on the part of the students, of seriousness to-

ward high school studies. That this doesn't exist may be partly the fault of the school; but part of the blame has to be put outside of the school—on the home, and on the whole social environment.

DR. BALDWIN

Mr. Busch, is there in your opinion a feeling among high school teachers that they are not looked up to in the community, or are they respected as professional people?

MR. BUSCH

In this country now, one's stature, as far as success is concerned, is measured on the basis of salary: if you're making a lot of money, you're a respected person. I suppose no one thinks he's getting as much as he deserves, no matter where he is. But I think it's well recognized that—compared to skilled workers, without college training—high school and elementary school teachers' salaries on the average don't compare too favorably. So many high school teachers do feel that they're not appreciated. Both the low salaries and the opposition that always come up to any salary raise for them certainly lends support to this belief. The problem goes back, I think, to the general attitude that parents and students have toward teachers. There's need for a social change.

DEAN STILES



When I hear testimony that one has to go abroad to get a top-notch scientist for advanced research, I am persuaded that neither the high schools nor the colleges are pushing

quality talent as fast as it can be pushed. I think it's evident from statistics that we are losing a great deal of high quality talent. Half of the youngsters with the greatest ability do not go on to college; of those who do, a sizable proportion is lost during their college years. Now, those of you who would like to blame the professors of education and say that we've had bad theory—you may be partially right. But

bad theory has to be corrected by research and we've had precious little support for educational research to validate theory. Here at the University of Wisconsin we are making headway in bringing research to bear upon educational propositions to see if bad theory can't be weeded out.

Part of the fault lies not entirely with bad theory, however, but simply with the premise that to educate all, we have to give all the same education. The tenets of democracy have persuaded us to believe that equal educational opportunities for all means identical educational opportunities for all; in truth, what we should be supporting is the provision of a fair chance for each to develop his talents to the maximum—either in high school or college.

I think the big job in conserving talents is to get in touch with young people personally, to counsel them, to provide intellectual experiences that challenge them. There is now a project going on, under the joint sponsorship of the School of Engineering and the School of Education, which seeks to identify gifted Wisconsin students in the later years of the elementary schools and in the early years of high school, then to help these students, their parents, and their teachers plan the most exciting kinds of intellectual experiences for them. As a result, it is hoped they will be pushed to the maximum before they come on to the University, and will not get lost in the transition from high school to college. This project, under the direction of Dr. John Rothney, is making fundamental progress both in discovering who is gifted and what is a gifted person.

We have to find out what it takes to produce the top quality scientist. Brain power is one thing. Curiosity is another. Creativeness is another. There are many bright people who are utterly uncreative, we all know.

Now, the identification of the gifted must be done at the collegiate as well as the high school level. I find my colleagues on the University faculty start sounding like some professors of education when we talk about gifted students at the college level. They say: "Oh, at the college level we enrich." Well, if we are going to get our students as far up the ladder intellectually as Europeans have done by their concentration on the

gifted, we have to *accelerate*, as well as enrich.

Very brilliant students shouldn't have to wait four years before getting to graduate work. The University and the Madison schools are carrying on experiments to see if we can't advance bright high school students by providing advanced University-credit courses for them during their high school years. Furthermore, jumping bright sophomore high school students into college has been successful when students have been carefully selected and guided in the process. But not all students want to come to the University at the end of the sophomore year. Consequently an alternate plan is necessary.

Now, let me say a word about teachers. Gifted students cannot be educated by teachers with ordinary minds. We need gifted people for teachers. Those faculty members who tell smart students, "Don't go into teaching" had better start recognizing what they do to our capital investment in education when our best are discouraged from teaching.

Teaching is the greatest of all professions because it is the mother of all professions, and no one should be ashamed to ask the brightest to choose to teach. And until the physics professor, the chemistry professor and the English professor are willing to say to their bright students "You're bright enough to give of your mind to society rather than pursue some course that will make you money but perhaps not make you happy" then we will not get the brightest in teaching.

PROF. AGARD



I represent that 12 per cent who are majoring in the humanities in the University of Wisconsin — a small number relatively. But the humanists still talk more than

their numbers would indicate so I want to present two questions. First, how much education in the humanities should our scientists have? If they are going to be key people in the future of this country and in the world—as they obviously are—shouldn't they be more than scientists? Shouldn't we give them as much

as we can of a general, broad, humanistic education for their own happiness and also so they may represent the United States effectively in dealing with the rest of the world? (I think today some of our best humanists are scientists, if I may try to flatter the panel.)

The United States wants to be the leading power in the world. In some respects we are, but we want to be *genuinely* the leading power in the world. The defender of western culture, we want to represent better that culture. So the second question I'd like to raise is this: How are we going to lift the general level of the appreciation of intellectual values in this country? How are we going to get rid of the reputation we've had abroad for being essentially a country like Russia—on the go, on the make—as far as technology is concerned and as far as economic welfare is concerned, but woefully behind as far as spiritual and intellectual and aesthetic values are concerned. As a great power, we can't afford to have the reputation of "know-how", but not "know-what" or "know-why".

That means, it seems to me, we've got to do something to raise the general level of manpower, the quality of people going into every field. We've got to take advantage of the sizable proportion of able people who never go on to college. We can't afford to neglect them any longer. We must recognize the alarming fact that only two per cent of our national income in this country goes into education—compared to six per cent in Russia. That's a sort of index of the importance we give to this subject of education. Consider that the proposed national budget for education is \$400 million less than the amount asked for a year ago, and that our average salary for teachers is about \$4,500. I say that's deplorable for a country that is a major power and aspires to keep on being one.

DEAN ELVEHJEM

I don't want to answer either of those questions, but I'd like to turn one around and ask: How much science should the humanist have?

PROF. AGARD

That's a very fair question and an important one. Considering the importance of science in our national life and in the world ahead of us, I would agree

"How much science should the humanist have?"

that everybody should have better training in science—that is, the fundamental notion of what science is doing and how we can expect it to affect the future. But I question whether humanists should be put into Chemistry I. I think there ought to be a definite difference made between the people who are using a tool in preparation for advanced work and those who are not "scientifically minded". Scientists ought to take seriously those people and give them the sort of course they really need. It shouldn't be a snap course and it should include laboratory work to give practice in the methods of science.

DR. BALDWIN

Dean Stiles made a very effective plea for quality in education, and I for one agree with him 100 per cent. Yet I have seen the results of studies which point out it will require 50 per cent of all college graduates to meet teaching demands over the next 15–20 years. If these figures are sound, and we are to achieve the goal Dean Stiles wants, we'll take the top 50 per cent and make teachers out of them and the bottom 50 per cent will become physicists, bacteriologists and so forth. Is that your suggestion, Dean Stiles?

DEAN STILES

Well, yes, I think so. Seriously, the teacher shortage in the public schools is a shortage of quality rather than quantity. We can resolve the numerical shortage by simply paying enough to attract people to stay a year longer; by getting a lot of housewives to come back into teaching; or by paying enough to hold a teacher who might go into industry. But to bring children into constant touch with able minds and excellent teachers and great scholars is an extremely difficult job. We need to reconceive the job of high school teaching so that the physics department would say to a young person: "Why not go out into a high school for a couple of years and then come on and take your graduate work?"

One reason that high school teaching is not attractive to an able person is that

we deny the high school teacher a chance to do research and to be a scholar. We overload, him, make him teach five classes a day and a Sunday school class on Sunday, and ask him to sell tickets for football games; after two or three years—no matter how much he likes to teach—he realizes he is no longer a scholar, and if he has any self respect left, he changes his profession, or comes back to graduate school to prepare to get into college work so that he can continue his scholarship while he teaches. We need to reconceive not only the teacher's salary level, but the professional conditions that make it possible for him to be a self-respecting scholar, a creative teacher-scholar in high school as well as in college.

In regard to Prof. Rollefson's point on parental pressure: you can imagine what happens when a weak person goes into teaching. He yields to these pressures whether he's in a college job or in high school. If you have a well-educated person who knows his subject and knows what good standards are; who has some integrity; who knows as a teacher what his responsibilities are—he won't yield. He will give up his job first, and go some place else.

During the depression we were compelled to accept the "keep the children off the street and in the schools at any cost" attitude, because that's what the public demanded. There are still a good many parents who look upon public schools as merely places to "baby-sit" their youngsters rather than to educate them. And it takes real power from people like us to overcome such attitudes, not only in the public schools but in the colleges. It's my personal belief that the student who is not in the upper half of an ability group should not go on to college. Yet, why do we take them at the University of Wisconsin? This is what the State of Wisconsin compels us to do. If we are going to change that compulsion, we are going to have to change the thinking of people. The antagonism toward intellectual development that you and I have felt as professors has also been felt all the way down the line.

Campus Chronicle

LAST FALL the story went around about a poor boy who went to the student infirmary with a bad cough. He was kept in the contagious disease ward for three days before it was discovered he had a cold, not whooping cough. By that time it was too late—he had picked up the mumps. So the story went.

Of course it wasn't true. Still, stories like it make quite an impression on the student body.

Undoubtedly it's quite general for student health services to be subject to wise cracks, cartoon gags, and satirization. After all, a person does feel pretty sour when he goes to a clinic, and when you feel foul it's easy to magnify impressions of inadequacy and mass treatment.

With increasing frequency, however, students have been asking themselves if the whole thing is a joke or if there's some truth to the stories. In this respect they have found themselves in company with Dr. Archer P. Crosley Jr., head of the student health services, who for some time has known that there are some problems.

Then, this semester, a couple of student senators, Sue Dahlke and Walter G. (Skip) Wefel, decided to compare Wisconsin's student health set-up with those of other universities.

Most problems appeared to stem from a familiar cause—lack of money. According to Dr. Crosley, Wisconsin, with the fourth highest enrollment in the Big Ten, has had the second lowest budget for health services. These Big Ten budgets range from \$200,000 to more than \$1 million, and Wisconsin's stands at \$267,000.

The greatest effect of this relative lack of funds is a staff of physicians that is too small; as a result, many students have to be turned away from the clinic or given appointments for a later date.

Wisconsin's student health department staffs the equivalent of four and a half physicians, plus Dr. Crosley, who spends much of his time on administrative tasks. With 16,000 students to care for, the resulting ratio falls far short of the ideal. Meeting recently in Los Angeles the American College Health Association evolved a formula which applied to Wisconsin would set a quota of full-time physicians at no less than twelve.

The lack of staff has a good deal to do, too, with the inadequacy of the night service. Currently, the senators reported, one resident physician is on duty at night and his

wage scale stands at one dollar per hour . . . yes, per hour—not per minute. Looking back to November last, however, we find that the situation has improved since; until that time, the night physician was getting less than eighty-five cents an hour.

The regular physicians at the health clinic are also rather poorly paid, not only by comparison with private practitioners but with physicians in other student health services. It is difficult for Dr. Crosley to maintain a very high standard in selecting physicians for the clinic at Wisconsin, and it is surprising he has been able to do as well as he has. Yet the physicians he does hire often do not remain long because they can go somewhere else, do the same sort of thing, and make more money.

While again on the subject of money—were we ever off it?—student senators Wefel and Dahlke thought that an additional \$145,000 would go a long way toward boosting salaries, and setting up an emergency room. (This last would have two functions: supplying night service, and screening patients who felt they were too ill to wait for a regular appointment.)

Where would the additional money come from? Let us quote our senatorial friends:

"At present each student pays \$4.50 a semester for health fees. The money collected in this way can be spent only for maintaining the infirmary and clinic, paying office expenses, etc., but by state law cannot be used to pay physicians' salaries. The funds for these salaries are appropriated by the state legislature and are part of the lump sum given to the University. This money is appropriated by the administration. Therefore, either the legislature would have to appropriate more money or the administration would have to allocate what's received differently if the salaries are to be raised.

"There are at least three ways we could get money for an emergency room: 1. State appropriation, 2. allocation by the administration, and 3. raising student fees. . . . At other schools students pay up to \$30 a year for health fees."

Following through on their fact finding, the senators have been polling and agitating, and report some results with both.

In the meantime, have you heard the one about this co-ed who went to the student clinic? Well, it seems that when she went in, there was a line about thirty people long—oh, never mind, you've probably heard it a dozen times before.

—Kathi Ascher '60



A CREW IN SEARCH OF WATER—This picture was taken on April 1, as Wisconsin's rowers headed across Madison for a limbering up session on Lake Monona. The ice was still covering Lake Mendota (although a few days later, the crew was rowing in the latter lake along a narrow shore-bordering channel). The perennial lateness of Wisconsin springtime is always a handicap to Coach Norm Sonju's preparations. "We are able to get a little early rowing in the Yahara River and in Monona, but it means little unless we can get in some extensive rowing every day."

The coach expects that his varsity this year could be a good one, granting fast improvement; there are four lettermen back, and there's considerable competition for positions between varsity and junior varsity. Highlights of the 1958 schedule are home appearances against Navy on May 31 and California June 14. Three Eastern appearances include a four-school meet on Boston's Charles River May 10, the Eastern Sprints at Princeton, N. J., May 17, and the IRA Regatta at Syracuse, N. Y., June 21.

A Vote For Bud

THE PAST FEW years have not been particularly kind to Wisconsin basketball fortunes, and it was probably inevitable that Coach Harold E. (Bud) Foster—the dean of Big Ten cage mentors—would come in for some rather serious criticism. Critics of Foster's "style of play" were provided with additional fuel for their bonfire by the past season's three-eleven Big Ten record, good enough for only last place in the conference.

With the *Daily Cardinal* calling editorially for "action", a rash of speculation and rumors culminated in March at two meetings of the Wisconsin Athletic Board. Prior to these meetings, Coach Foster said that he would be "reluctant to continue (as coach) unless the board expresses confidence in me. If your bosses aren't behind you, it's tough to keep going."

Finally, after the second board meeting, the coach possessed his vote of confidence. It was phrased like this. "It is the belief of the Athletic Board that the best interests of the University of Wisconsin will be served by retaining Mr. Foster as head basketball coach. As in the past, the board will continue to give Mr. Foster its whole-hearted support."

In the earlier regular meeting, it was officially reported that Foster and the board discussed ways and means of improving the basketball program at Wisconsin.

On one answer to this problem, everyone seemed agreed: find a good big man, 6' 10'" or so, with steel springs in his legs and the eyes of a hawk. The coach didn't even come close to finding such a prize during the recent state high school cage championships, although there were some impressive medium-sized players no more than 6' 4" in height.

Coach Foster has been at the basketball helm at Wisconsin since the 1934-35 season; his team shared the conference title that year. His Badgers won the Big Ten title in 1941 and went on to capture the NCAA crown. The last Wisconsin Big Ten champion team was in 1947.

Wisconsin Alumni Club

BULLETIN BOARD

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May 7 Fayette H. Elwell
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May 12 August Eckhardt
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BADGER SPORTS ROUNDUP

In the NCAA swimming championship meet at Ann Arbor, Michigan took its second straight title. Yale was second. Wisconsin finished fourteenth with seven points behind the Wolverine's 72 points.

The University of Wisconsin won five of 10 individual titles to take the state AAU wrestling championship at Milwaukee, March 29. The Badgers scored 39 points to 30 for runner-up Stevens Point.

Out on the West Coast, in the NCAA boxing finals, San Jose State won the 1958 title by taking four of the 10 individual championships. Wisconsin was fourth with 10 points. Badger finalists were Ron Freeman, heavyweight, Charles Mohr, 156 pounds, and Bob Christopherson, 165 pounds. Freeman lost a split decision to Archie Milton, San Jose. James Klinkenberg of Washington State outpointed Mohr, while Christopherson dropped a decision to Jim Flood, Sacramento State.

The Badger gymnastic team closed its regular season on an unhappy note by absorbing a 73-39 drubbing at the hands of Illinois. The Wisconsin team could manage only one first, in the parallel bars, won by Dale Karls, the top Wisconsin point-producer for the season. Subsequently, Illinois also won its ninth straight Big 10 gymnastics title at Iowa City on March 29. The Illini racked up 149½ points to 113½ for second place Iowa. Wisconsin did not figure in the final scoring.

The 14th annual NCAA fencing meet was won by Illinois, which compiled 47 points in a two day tourney at Lubbock, Texas. Wisconsin finished eighth with a total of 32 points. Defending champion New York University ended in fifth place.

OCONTO

April 30 Richard Hartshorne
Contact: Richard Krueger, 1127 Main St., Oconto Phone 283, or Robert Shellman, Oconto Falls

VERNON COUNTY

April 28 Edmund Zawacki
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April 29 Dr. Oswald S. Orth
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Mrs. John Ullrich, 1310 McIndoe St., Phone 3567

SACRAMENTO VALLEY

March 29 John Walsh

ST. PAUL

May 16 Reid Bryson
Contact: V. E. Herzfeld, Remington Rand Univac, Univac Park, St. Paul 16, Minn.

OTHER MEETINGS

CLEVELAND

May 24 Spring Fling Picnic
At The Neustadt's Thirty Acres, Hudson, Ohio
Contact: Mrs. Warren J. Schlitz, 20931 Halburton Rd. (Longacre 1-6843)



At Sheboygan, speaker Farrington Daniels, UW chemistry department chairman and authority on atomic and solar energy, was congratulated by club President N. S. Heffernan, as WAA Field Secretary Ed Gibson, Regent A. Matt. Werner, and Vice-President Robert Rummele looked on.

Wisconsin Women

... with Grace Chatterton

Verna Garley, '20, formerly of Waupaca, has received an honorary citation presented by the Ministry of Education of the Republic of China for her successful efforts to advance Free China's educational program. The tribute is a "thank you" for her work in Formosa during the past two years as an advisor on community schools with the International Cooperation Administration's Mutual Security Mission.

Dr. Carley helped to introduce and establish a new kind of school to serve the people in their own neighborhoods. Adults, as well as children, are accepted as students at these



Verna Garley and students

schools and skills are taught which help to make them better homemakers, breadwinners and citizens. Farmers, industrial workers and parents have enrolled in considerable numbers, and American aid has provided needed educational equipment and materials.

Strong support from the Chinese themselves has made this one of the most successful cooperative programs in Free China.

Living and working in the Orient is not a new experience for Dr. Carley. For five years she was an advisor for teacher education on General MacArthur's S.C.A.P. staff.

Donna Geib, '34, home on leave recently, told me about her work in promoting better health among the people of the British West Indies. Donna is with the World Health Organization of the United Nations and is a member of a team of scientistis helping to eradicate yaws and control

venereal disease in tropical countries. Her specific work is in the laboratories as a serologist. Her colleagues are scientists from all parts of the world selected for this work because of outstanding qualifications.

Donna speaks enthusiastically of her work. She is proud to be part of a world project which is helping to improve the health of people in various areas of this globe. She is also enthusiastic about the persons she meets and with whom she works. And she likes working in tropical countries because after hours she can indulge in so many outside sports such as swimming, golf and tennis. And she loves calypso!

Lucille Dudgeon, '27, has been helping promote better understanding between this country and the rest of the free world for the past 13 years by organizing and supervising American libraries in Asia and Africa. She is now program officer and special assistant to the chief of the cultural operations division of the information service center of the United States Information Agency. Stationed in Washington, her special responsibility is to keep track of librarians working in overseas libraries like the ones she helped establish when she began her government service. She spent two years in India establishing the first American library in Bombay. New Delhi, Calcutta and Madras also have American libraries. Later, Lucille spent two years in Cairo, Egypt.

In Washington since 1952 she has been responsible for preparing many librarians for overseas service. She instructs them before they depart on their responsibilities, keeps in touch with them and their needs during their tour of duty, and collects a full report when they return. She is constantly in search of better methods and techniques which could be applied advantageously at the overseas posts.

The purpose of the libraries is to give information about the United States and supply reference material. Teachers, scholars and professional people are the most regular customers, so there is little, if any, fiction. While the majority of the books are printed in English these libraries are gradually building up collections translated into the native tongues. The libraries make a special effort to connect professional people in foreign countries with their U. S. contemporaries through material written by men and women in the same fields of interest.

Young people in the countries where these libraries are established are frequent customers. Secondary and college age students often have specific questions on history, political science and social welfare. In Cairo a junior library was established and children come in with their parents to select books. And some adults use children's books while learning English.

Recently Lucille has been urging members of the Special Libraries Association in the U. S. to help better international relations right here at home. "Individual libraries can do things the government can't do," she points out.

One of them is to offer genuine hospitality to librarians from other countries visiting here. Lucile's Washington office plans the itinerary for these visitors and she knows the value which these people can derive from a direct contact with American families and American libraries.

"Most of the visitors", she says, "learn their basic problems are the same ones we have."

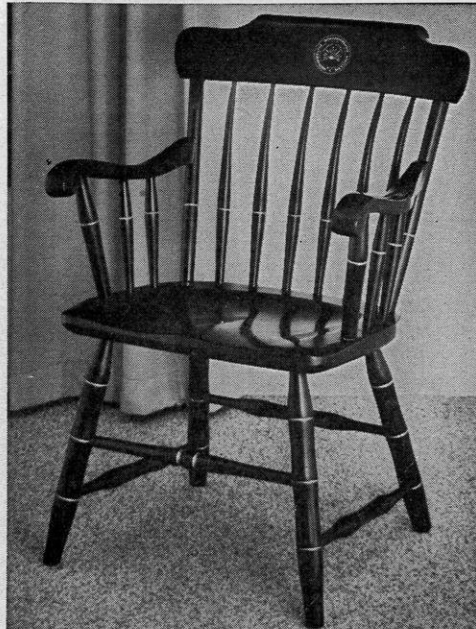
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Alumni

Before 1900

A standing ovation was accorded A. A. CHAMBERLAIN '99 as he received the "Citizen of the Year" award from the Huron, S. D. Chamber of Commerce. He has been a Huron attorney since 1902.

1900-1905

Mr. and Mrs. W. H. HAIGHT '03 in Cambridge have made their home an "inexhaustible supply" of Red Cross materials for

area hospitals and other institutions. Mr. Haight is chairman of the community Red Cross drive, and his wife has been active for years in Red Cross work. He is also a member of the board of directors of the Lake Mills-Aztalan Historical Society.

The "Father of Wisconsin Basketball," Chris STEINMETZ '05, still holds five records in Badger basketball. He was recently honored by the Helms Award for being named "Player of the Year" in 1905.

Harry J. MORTENSEN '02 has begun another long trip, planning to visit such places as Paris, Athens, Lebanon, Jerusalem, Greece, Venice, and Madrid. The former state insurance commissioner has visited every state in the United States, plus several countries abroad.

An outstanding collection of books and professional journals belonging to the late William D. FROST, '03 was given by his widow to Hiram College, Hiram, Ohio.

1906-1910

Class of 1906 President Otto L. KO-WALKE and Secretary LOUIS BRIDGMAN remind class members of the 52nd anniversary reunion on Commencement-Reunion Weekend. There'll be a luncheon on Saturday, June 14, at the Memorial Union, and the general breakfast Sunday morning on the Union Terrace.

The Lincoln Civil War Society of Philadelphia honored Herman BLUM '08 on his 73rd birthday. Mr. BLUM is chairman of the board of Craftex Mills, Inc., of Pa.

The U. S. has appointed Louis P. LOCHNER '09 as American member of a six-nation committee of the United Nations to undertake "a review and appraisal of the work, the methods, and the effectiveness of the public information services of the United Nations."

Walter E. KLEIMENHAGEN '09 has retired from his job as advertising manager of the Harley-Davidson Motor Co., after 46 years with the company. He is succeeded by Sam F. GRECO '42.

The Sales Executives Club of New York has honored one of its founders, Dr. Paul H. NYSTROM '09 on his 80th birthday. He is now writing a book on marketing.

Harlan B. ROGERS '09 has been elected president of the City Bank of Portage. He is filling the post of Llewelyn BREESE '93 who resigned. BREESE had served the bank for some 30 years. ROGERS has served as city and district attorney and is a former president of the State Bar Association.

Clarence F. WATSON '10 has retired after 38 years with the Nekoosa-Edwards Paper Co., Port Edwards. He was engineering department manager for the organization.

1911-1915

Herman L. WITWER '11, former secretary and a founder of the Farmers Mutual Automobile Insurance Co., was elected chairman of the board by the company.

Karl M. MANN '11 is the author of a three-act play, *Franklin, Friend of Humanity*, written for and presented by the Cosmopolitan Club of Montclair, N. J. Before his retirement in 1956 he was a New York publisher.

Earl POUNDSTONE '12 of Mellen has been elected to the board of directors of the Chequamegon Bay area, University of Wisconsin Alumni Association.

The vice-president and treasurer of Ed. Schuster and Co., Hugo KUECHENMEISTER '13, has retired. Before coming to Schusters he was an instructor at the University's school of commerce, an accountant and secretary to several firms, and treasurer of the Pabst Corp.

A reception at the Milwaukee University Club honored the 44 years of service with Chain Belt Co. of Brinton WELSER '13, now retired. He was senior vice-president and one of the directors of the Milwaukee firm.

George F. BAUMEISTER '14, retired University of Wisconsin extension specialist, will return to Shawano county to advise the Consolidated Badger Co-operative, which he helped to start.

After 25 years as Director of Research of Package Research Laboratory, Rockaway,

Wisconsin Alumnus, May, 1958

N. J., Earl R. STIVERS '15 has retired from active association with the company. During his stay he planned two large laboratory buildings, and designed some of the testing equipment. He received the Award of Merit for the A. S. T. M. in 1950. He is now accepting a job as professor of engineering and business manager of the new Manatee Junior college in Bradenton, Fla.

1916-1920

Mr. and Mrs. Edward J. LAW '17 (Helen PIPER '17) who moved to Tucson, Ariz., a few years ago when Mr. Law retired, enjoyed a family reunion in the West. The Laws' son and daughter and daughter-in-law, with several of their children, visited the "dream house" which he designed.

The president-elect of the American Medical Association, Dr. Gunnar GUNDERSEN '17, in a speech to the brain research foundation, has stated that the United States need not take a back seat to any nation, particularly Russia in medicine. He visited Russia last year, and inspected medical facilities.

Mr. and Mrs. Finn J. GIAVER '17 have begun construction of a home at Ridge Manor, Dade City, Fla. They formerly lived in Rochester, New York.

1921-1925

Robert W. Baird and Co., Inc., a Milwaukee Investment firm, has announced the appointment of Newman L. DUNNE '21 as a vice-president. He joined the Baird firm's predecessor in 1921.

Howard P. JONES '21, Deputy Assistant Secretary of State for Far Eastern Affairs, has been appointed U. S. career ambassador to Indonesia.

The Chairman of the Board of Directors of General Electric Co. for the past 19 years, Philip D. REED '21, will not seek re-election to that office preparatory to his retirement from the Board in 1959. He plans to seek the chairmanship of the Finance Committee for the remainder of his stay at GE, and act as consultant to his successor.

Arno A. WIPPERMAN '22, administrator for Markesan public schools for 36 years, will retire at the end of the school year.

1926-1930

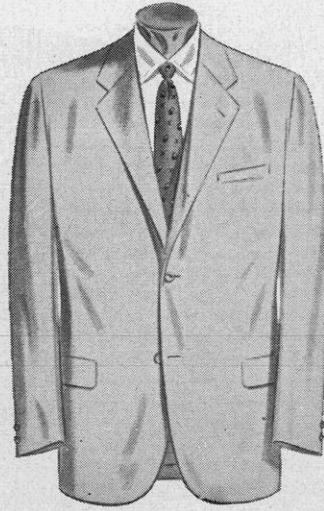
Atty. George F. LANGE '26 of Madison has announced he will move his offices to be associated with Benjamin W. Huiskamp. Both men were with the firm of Phillip La Follette and Glenn Roberts, and were assistant district attorneys for Dane County.

Gilbert TRIER '26 and William B. SARLES '26 were named president and director, respectively, of the Gogebic Range and the Madison Alumni Clubs.

The new University of South Florida has a dean of the basic college and director of educational or institutional research, Dean Sidney J. FRENCH '27. His first major responsibility will be planning and directing of studies designed to develop policies, programs, and regulation for inclusion in the first catalog. His wife is the former Florence B. FELTEN '28.

Dr. Rudolph J. ALLGEIER '27 has been appointed a member of the plans and evaluation staff for the director of development of the Army Chemical Corps Biological Warfare Laboratories at Frederick, Md.

Du Pont's Pigments Department at Chestnut Run, Delaware, has announced the appointment of Dr. Willard H. MADSON '27 as manager of the trade sales paint section.



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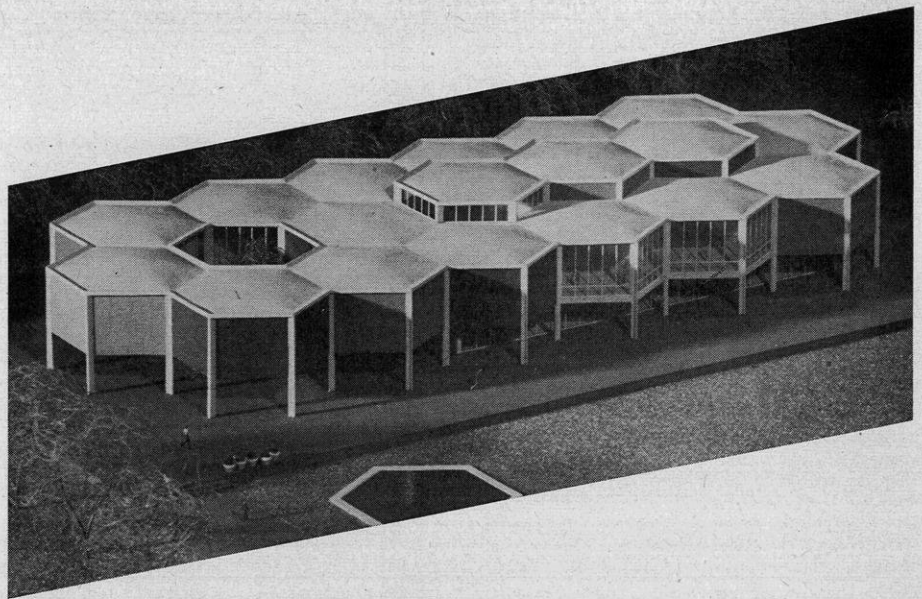
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Preliminary Art Center Study

A faculty committee working on a proposed new art center to provide housing for the University's growing permanent art collection and to act as a hub for art agencies on campus last month came up with a preliminary planning study.

There's not a right-angled corner in the structure's stilt-supported, hexagonal, flexible and highly functional upper rooms, which would house exhibits, classes, library and a print collection. A small auditorium seating two hundred or so would be on the ground level. Outside surfaces would be of glass and some material with a rich textural quality, such as design tile or colored ceramic brick.

According to the committee, the



building's design would permit future additions to blend easily with the basic structure.

One question the preliminary plan did not answer: where would such an unusual appearing building be located?

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Nicholas A. MAGARO '27 was named a director of the Kenosha Alumni Club.

Harold A. KONNAK '28, a Racine attorney, has been appointed to the University board of regents.

A chemical engineer has donated a \$250 annual scholarship to the University to the Two Rivers High School student who shows the most aptitude and interest in chemistry. John C. ZOLA '28, who was graduated from Two Rivers High school, said that he wanted to encourage pupils interested in science.

Mrs. Margaret DRAKE Thoma '28 was married to Clifford Engle. They are living in Hollywood, Calif.

The editor of the Wisconsin State Journal, Roy L. MATSON '29, has spent 10 weeks in India conducting seminars on the American press with the editor of the *Louisville Times*. They were working under the international Educational Exchange Service of the State Department.

Bob De HAVEN '29, Minneapolis, Minn. radio personality, spoke at the annual Founders' Day program and banquet of the Wisconsin Alumni Club of Madison. Besides 29 weekly broadcasts, he has sold some 30 short stories, authored a weekly humor column, and helped to write a book.

Mrs. James B. Castle (Anastasia L. JOHNSON) '29 and Mrs. A.M. Naysmith (M. Elizabeth ROBINSON) '29 were named secretary and treasurer, respectively, of the Madison and Kenosha Alumni Clubs.

Ray SENNETT '30 was named a director of the Madison Alumni Club.

Clayton HARROP '30 has resigned his post as Sauk county welfare director to accept a similar position in Kenosha county. His successor is Wesley M. ROHRER '50.

Clayton HARROP '30 has resigned his post as Sauk county welfare director to accept a similar position in Kenosha county. His successor is Wesley M. ROHRER '50.

1941-1945

Major Louise F. BITTER '41 is now on duty at the Army dispensary at Camp Zama, Japan. When the Army Nurse Corps recently celebrated its 57th anniversary, she was a committee member in charge of the party at the U. S. Medical Center.

Charles M. HEIDEN '41 has been appointed manager of the Research Application Department at the General Electric Research Laboratory. Mr. and Mrs. Heiden and their two children will move to Schenectady from their DeWitt, N. Y., home.

Serving her second year as president of the Fond du Lac branch of the American Association of University Women is Mrs. Charlotte (POTTER) Sandberg '41.

H. T. RINDAL '41 has been transferred to the main office of Kimberly-Clark Corp. at Neenah, from Balfour, N. C.

Mrs. Robert G. Rote (Marian M. ETTER) '41 and William MARLING '41 were named treasurer and director respectively, of the Green County and Madison Alumni Clubs.

Home Economics Alumnae returning to Madison in June are invited to the Spring Meeting of the Wisconsin Home Economics Alumnae Association on Saturday, June 14. Dean of Women Martha Peterson will be the speaker at the noon luncheon to be held in Tripp Commons in the Memorial Union.

Newly Married

1954

Dorothy J. BERKHOLTZ and James E. SUTTON '55, Ann Arbor, Mich.

Marilyn ALLEN and William Killough, New York City.

Julie GERKE and Sherwood C. Collins, Madison.

Patricia CONLON '57 and Ralph C. BRENNAN, Madison.

Anita M. Rogstad and Dr. Thomas J. MARTENS, Marshfield.

1955

Alice Flores and Wayne POPE, Berkeley, Calif.

Lois M. JACOBSEN '60 and Thomas R. BENEDICT, Madison.

Delores L. Rolstad and David P. SCHROEDER, Whitefish Bay.

Harice KINSLER '58 and Robert H. MONYEK, Chicago.

Maureen A. GRIFFIN '56 and Lawrence A. BOUFFARD, San Antonio, Tex.

Janice M. REIGHTLEY and Conrad Reinhardt, Plymouth.

JoAnne M. Handel and Kenneth T. McCORMICK, Jr., Madison.

Eloise K. HARDY and William G. WILSON, Wichita, Kans.

1956

Jane E. TEN EYCK and William R. Fredrickson, Beloit.

Sarah E. Minton and Gene S. GILBERTSON, Burlington, N. C.

Ruth A. DIEDERICH and James E. CHURCHILL, Chicago.

Anna M. NOSTER '57 and Donald F. DIEDRICH, Madison.

Dr. Ellen R. CRABBE and Richard H. NORTON '57, Madison.

1957

Mary E. BENSON and Floyd J. BEINE, West Allis.

Nancy J. Gunderson and Richard HRLEVICH, West Allis.

Carol J. Anger and Thomas C. BURNS, Madison.

Mary E. LENZ and Rawson S. PRICE, Minneapolis.

Judith K. HAKE and Thomas F. Werner, Janesville.

Carolyn J. INGLE and Walker C. JOHNSON, Madison.

Nora A. VOLKMANN '58 and Ronald H. POGORZELSKI, Tampa, Fla.

Margrit R. BRANDENBURG '60 and Lothar HUHNE, Madison.

Mary L. NOTT and Roger W. SACKETT, Madison.

Patricia I. NITSCHKE and John M. LIVINGSTON, Madison.

Kathleen A. HENRY '59 and Joseph R. BRANKS, Alexandria, Va.

Mary J. SCALES and Francis J. LANGER '58, Madison.

Dorothy CONWAY '59 and John REICHLING, Milwaukee.

Margaret M. Vanden Boogard and Eugene H. VERSTEGEN, Milwaukee.

Jean B. OLSON and H. Robert KNITTER, Long Branch, N. J.



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Necrology

Earnest M. GALE '89, at South Haven, Mich.

Walter L. BROOKS '91, at Bemidji, Minn.

James K. SIMPSON '92, at Portland Ore.

Harry A. DIMOCK '94, at Ladysmith.

Charles H. HOWELL '95, at Piedmont, Quebec.

Louis C. WADMOND, '00, a former vice-president of the Grand Union food Company, in Summit, N. J.

Ella BARTON, '02, long-time Dane county register of deeds, in Mt. Horeb.

Edward KUNDERT, '03, in Monroe.

Joseph E. HILLEMAYER '04, at Saint Louis, Mo.

Hadley W. QUAINANCE '04, at Caldwell, Idaho.

Raymond J. PORTER '05, at Grinnell, Iowa.

William V. V. LEHMANN '06, retired farmer, at Wauwatosa.

John B. DeLACY '06, at Seattle, Wash.

Guy M. JOHNSON '06, at Highland, Indiana.

Clyde E. OSBORNE '06, at Indianapolis, Indiana.

Fred PABST '07, retired chairman of the board, Pabst Brewing Co., and prominent cattle breeder recently hailed as the "architect of the Holstein-Friesian breed of cattle", at Oconomowoc.

Colin W. WRIGHT '07, railroad attorney and executive, at Clearwater, Fla.

Louis E. WAHL '08, at Milwaukee.

Gerrold HOWARD '08, at Bradenton, Fla.

William L. SCHUPPERT '08, at Macomb, Illinois.

Glover D. HANCOCK, '08, of Washington and Lee University, in Lexington, Va.

Homer H. BENTON, '08, Appleton attorney and civic leader.

Mary STIMSON, '10, in Terre Haute, Ind.

Mrs. Ethel GREEN Bourm '09, at Port Angeles, Wash.

Sidney P. HALL '10, civil engineer, at Eau Claire.

Mrs. Fredericka WEHRMANN Roberts '10, at Los Angeles, Calif.

Margaret M. SCHULER '10, at Milwaukee.

William E. DOYLE '11, Highland farmer.

Marvin G. OSBORN '11, former director of the Louisiana State University school of journalism, at Baton Rouge, La.

A. Nelson PORTMAN '12, at Laguna Beach, Calif.

Dr. Ben A. ARNESON '13, one of the founders and first director of the Institute of Practical Politics at Ohio Wesleyan University, at Delaware, Ohio.

Howard P. OPIE '13, at Madison.

Mrs. Adelaide DONOVAN Power '14, at Madison.

W. Ryland BOORMAN '14, at Sherman Oaks, Calif.

Charles P. CARROLL '15, at San Diego, California.

Russell JOHNSON '16, a New Ulm, Minn., lawyer.

Col. William H. COLLETTE '17, at Green Bay.

Dr. Walter I. BRANDT '17, professor of history at City College, New York, at Brooklyn, N. Y.

Mrs. Ena BEATTIE Kannal '17, at Fond du Lac.

Arthur W. HOWSON, '17, Chicago, Ill., civil engineer.

Ray A. NELSON '18, at Ft. Atkinson.

Paul T. TOBEY '22, head of the Tobey Insurance Co., at Wausau.

William H. MONTGOMERY '22, at Stockton, Calif.

George E. POWERS '22, at Cresco, Iowa.

Wesley S. LEAPER, '22, district sales manager, Linde Air Products, in Cleveland, Ohio.

Howard E. JAMISON, '23, secretary-treasurer of the Inter-State Milk Producers association, former associate editor of the Des Moines Dairy Farmer, and a widely known dairyman in the midwest, in Bryn Mawr, Pa.

Word has just been received of the death of Manly SHARP '23, in April, 1955, at Superior.

Mrs. Harriet JAEGER Streeter '24, English teacher at East Senior High School, at McFarland.

Orville L. JONES '25, Wallace, Idaho, bank president.

Prof. Paul M. FULCHER '25, professor of English at the University, at Madison.

Thomas C. AMORY '25, at Milledgeville, Georgia.

Emmy KLEIST '26, Milwaukee high school teacher for 40 years.

Robert G. FLYNN, '27, officer and director of Towne and Country Knitwear Manufacturers, in San Mateo, Calif.

Willard H. WOODSTOCK, '28, in Harvey, Ill.

Marvin B. ROSENBERRY, LLD., '30, member of the Wisconsin Supreme Court for 34 years until his retirement in 1950; and chief justice for 21 years, at Madison. He was a former president of the Wisconsin Bar Association and the Wisconsin Conference of Social Work. Conferring the honorary degree from Wisconsin, President Fred called the justice "the district attorney of democracy."

Donald T. Williams, '31, superintendent of agencies in the Great Lakes territory for the Metropolitan Life Insurance Co., in Madison.

Walker T. WALKER, '33, president of Southern Skein & Foundry, in Chattanooga, Tenn.

Andrew P. MONTGOMERY, '34, president of an Austin, Tex., insurance company.

Andrew B. Smith, '41, in Cleveland, Ohio.

Harry S. CHRISTIANSEN, '49, in Mount Airy, Md.

Howard C. BICKERSTAFF '41, at Bloomer.

Irving B. HAMILTON '42, chief fossil scientist for the Sun Oil Co., at Dallas, Tex.

Mrs. Jean HILLIKER Barnlund '42, at Evanston, Ill.

Ardith MOSSLAN '56, at Vienna, Austria. She was studying music in Europe under a fellowship won last summer.



where the Mississippi flows east to west

. . . there along the northwest boundary of Illinois lies Rock Island County . . .

REFERRING to the bluffs along the river at this point, an architect told us one day that here are some of the finest home sites he has ever discovered.

ON THESE BLUFFS are located the residences of many industrial executives, business and professional people who work in the cities of Rock Island County. They like this metropolitan area of over one quarter million people. Life is interesting the year around. Outdoor activities, a variety of cultural and entertainment attractions and the friendly citizens make it so.

YOU ARE INVITED to join your executive contemporaries here in this midwest location. Your decision to come to Rock Island County Illinois with your new plant expansion is the first step. We shall be happy to expedite your decision in this direction with facts concerning the many advantages of this vicinity. Let us know your requirements.

ADDRESS John A. Smithers, executive vice president, Blackhawk Industrial Development Co., 1610 Fifth Avenue, Moline, Illinois.

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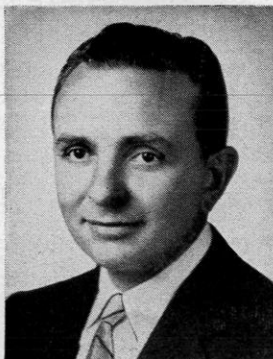
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SPECIAL REPORT



Mr. JAMES THOMAS McCREARY NEW YORK LIFE AGENT
 at SAN FRANCISCO, CALIFORNIA

BORN: July 30, 1915.

EDUCATION: Butler University, B.S., 1938.

MILITARY: U.S. Navy, April '42—January 3, '46—Lt.

PREVIOUS EMPLOYMENT: 1938-1942—Insurance Sales.

REMARKS: On December 28, 1945, while still on terminal leave from the Navy, James Thomas McCreary joined New York Life's San Francisco General Office. His fine business and educational background,

combined with a pleasant business manner, helped Tom McCreary become one of the Company's leading agents. Honors bestowed on him include continuous membership in New York Life's Top Club, the President's Council—an organization composed of the Company's top 200 sales leaders. And his outstanding achievements have qualified him for membership in the industry-wide Million Dollar Round Table every year since 1947. Well liked and respected by clients and associates alike, Tom McCreary can very well look forward to many more years of success with the Company he serves so well.

Note

Tom McCreary is now solidly established in a career with the New York Life Insurance Company that can offer security, substantial income, and the deep satisfaction of helping others. If you'd like to know more about such a career for

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THE HIGH-PITCHED trumpet of an elephant outside your tent in the middle of the night is the most unnerving sound on earth. In fact," Lewis G. Weeks recalled recently, "the first time I heard it, I was almost blown out of my tent."

Weeks has heard many weird sounds in a 40-year career as a geologist which has taken him all over the world. He retires this month as chief geologist of Standard Oil Company of New Jersey, a recognized authority on the geological problems encountered in oil exploration, and a specialist and pioneer in the study of sedimentary basin development, oil occurrence, and world oil reserves.

He is one of those fortunate people who have picked a satisfying career early in life. A native of Chilton, Wisconsin, he attended the only high school in the state to feature a course in physiography and elementary geology. Although at that early date he did not realize the potentialities of a career in this field, he does remember this as his favorite secondary school course.

When he arrived at the University of Wisconsin, he cast about among the various departments, looking for one to suit him. He had considered many—including commerce, journalism, and agriculture—when he walked into Science Hall and talked to C. K. Leith Warren J. Mead, Alexander Winchell, Eliot Blackwelder, and C. R. Van Hise (then president of the University). All were eminent geologists, and Wisconsin boasted the best department of geology of any university in the world. After learning what kind of work these men did, and of the thrilling lives they had led, he decided that this was for him.

Lewis Weeks had arrived at Madison with only \$100 in his pocket. But by taking a job during the school terms and working in the summers, including field studies with the Wisconsin State Geological Survey under W. C. Hotchkiss and E. F. Bean, he worked his way through and graduated in debt to no man.

With his first job for a copper mining company in Mexico in 1917, his career got off to a tempestuous start. About a week after he arrived there, Pancho Villa's Mexican revolutionaries took over and gave the American staff only 24 hours to get out of the country.

Lewis G. Weeks has led a fascinating and adventurous life as an

OIL EXPLORER

Weeks' travels have taken him to some remote sections of the globe. Here he and fellow geologists perched camp on a steep Himalayan slope back in 1923.



Happily, he managed to catch the last train to Arizona, there he went to work for the Calumet and Arizona Copper Mining Co. He had been there for less than a month when trouble of a different kind broke out, this time I.W.W. riots, sabotage, and other disturbances. Towards the end of that same year he joined the Navy to learn and eventually to teach the fine art of flying open-cockpit biplanes.

With World War I over, Lewis Weeks went to Cornell for two years to do graduate work and some teaching before getting on with his career. His next job took him to India for four years, where he worked for the Whitehall Petroleum Company, Ltd., conducting geological surveys. He spent most of his working time in the field surveying the area around Assam in the valleys of the Brahmaputra and Surma rivers, and in the hill sections adjoining Burma.

While in the hill stations during the monsoon seasons, he found time to learn polo, and played several days a week with the British Army, civil service, and Indian teams. Here he met Una Austin, a British girl who was visiting friends in India. They were married in the fall of 1921 at Shillong, in India's Khasia Hills.

He joined the Jersey Standard Organization in 1924 to do geological work in South America and since then has lived in every country on that continent except the Guianas, concentrating his efforts primarily in Venezuela, Bolivia, Chile, Brazil, and Argentina. In 1933 he became chief geologist of Standard Oil Company of Argentina and later was made president of the Standard Oil Company of Bolivia.

These were fast-moving times; the discovery of oil in South America—particularly Venezuela's Quiriquire and Lake Maracaibo fields—was rapidly opening up the continent to economic progress. The life of a pioneer in the field often entailed risks. On a four-month pack-mule expedition into the Bolivian jungle he had to give himself 56 anti-malaria injections to stay alive. Travel was also risky, especially in a dugout canoe. One of Weeks' colleagues, a close friend, drowned in the swollen Paranapanama River in Brazil while trying to recover his swamped dugout and equipment. Weeks had to

recover his body and return it to the United States.

He was transferred to New York as chief research geologist of Jersey Standard in 1938, and since then has specialized primarily in world geology. His election to the post of chief geologist of Jersey Standard came in January, 1954. But having a New York office did not cut down on his traveling. He has followed the cordillera—the “backbone” of North and South America—from the Arctic to the Antarctic. He has ridden mules in the Andes and camels in North Africa’s desert, has traveled in dugout canoes in India and among the headwaters of the Amazon. He has trekked through jungles in Bolivia and Brazil where the growth is so heavy that three miles a day is considered good time, and is equally at home riding an elephant’s back or between the wings of a DC-3.

Weeks’ studies and expeditions have brought him a wealth of knowledge about the world’s oil reserves, their characteristics and their potentials. A widely recognized authority in his field, he is much in demand to lecture to scientific groups and to write for technical publications. He is a member of the American Association for the Advancement of Science, the American Geographical Society, the American Institute of Mining and Metallurgical Engineers, the Geological Society of America, and the Geophysical Union.

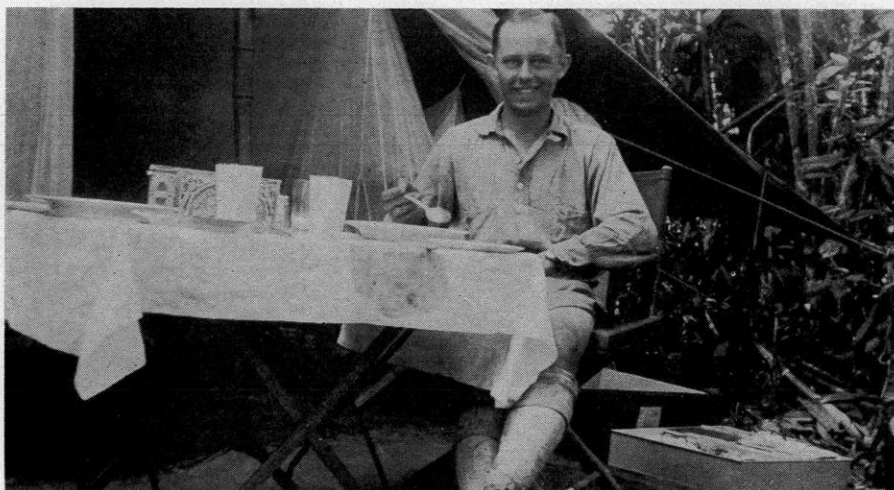
In addition, Weeks is especially active in the American Association of Petroleum Geologists; he has often spoken before that organization and it has published many of his papers. Serving as distinguished lecturer of the A.A.P.G. in 1951, he gave a total of 34 talks in 16 states and Canada within a two-month period, thereby setting a lecture tour record.

Among his foremost accomplishments as extra-curricular author and lecturer are co-authorship with Wallace Pratt of the “History of Oil Exploration” published by the American Petroleum Institute in 1939, and his discussion of world oil reserves before the United Nations at Lake Success in 1949.

Lewis Weeks also lectures periodically to seniors, graduate students, and faculty members of such colleges as Dartmouth and New York University.

After Mrs. Weeks passed away in 1956, Lewis moved to Westport, Connecticut; from there he commutes daily to his office at 30 Rockefeller Plaza in New York City. His only son, Austin, also a petroleum geologist, holds a master’s degree from Wisconsin and works for General Petroleum Corporation in Los Angeles, California.

Weeks’ last year as Chief Geologist has been a busy one and included travel on advisory missions to operating affiliates of Jersey Standard located in 15 countries and on every continent. Where many people in his position would have begun to slow down and let others do the leg work, Lewis Weeks still firmly believes in getting the facts himself.



Above: Weeks in 1932, in a steamy Brazilian jungle. Below: A current photograph of Weeks.



Their Future and Yours Depend on Our Colleges

As Americans, all of us are proud of our national growth. But it is a sobering thought that the number of young men and women who want and deserve a college education will *double* by 1967.

Right now our colleges and universities are making a valiant effort to take care of the hosts of eager-eyed young people who are *already* clamoring for admittance. They have an enormous job to do, for the necessary expansion is far more than a matter of adding classrooms, laboratories and dormitory space. There must be a corresponding increase in faculty and in faculty caliber. The profession of college teaching must attract more first-rate men and women or it will be in danger of turning out second-rate graduates.

This problem of the capacity of our colleges to meet the challenge that is now upon us is vital not only to students and their parents but also to business—to industry—and to *you*.

It is easy to point to current shortages of engineers and scientists. Less obvious but just as pressing is the need for civic leaders—for teachers—for business administrators—for home-makers. Above all there is a need for people who have learned to think soundly and choose wisely. They are and will continue to be the backbone of our strength as a nation.

Freedom needs educated people. In this country, those who lead are those who *know*. Help the colleges or universities of your choice—now!



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