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Wisconsin Academy Review



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Fall, 1965

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Jeanne L. Evert Editorial Assistant
Walter E. Scott Consulting Editor
Gertrude M. Scott Reporter
Ralph A. McCanse Reporter

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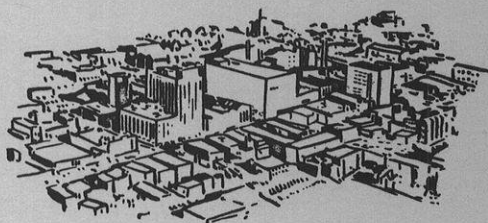
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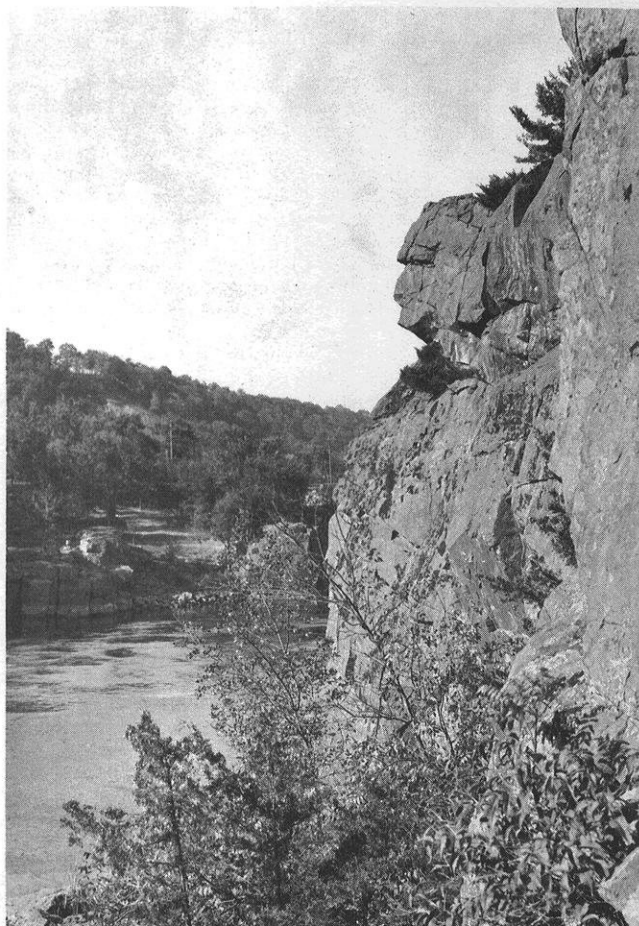
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a conservationist
summarizes the situation
and chooses...

A Place for Battle –

The Old Man of the Dalles, Interstate Park. (WCD Photo)



Heritage, history, and homeland are the substance of human existence that wars between nations are fought over. In conservation, these same entities are fought for in all levels of society with no bloodshed, perhaps, but with almost equal vehemence and conviction. We as a people have retreated in the conservation battle by lowering standards on how we regard our natural resources. The case in point concerns a river. We have lowered these standards so much that we have allowed all of our major waterways in Wisconsin to become polluted, some seriously. The Lake Michigan shore waters near our big cities are often so badly polluted that swimming must, for health reasons, be discontinued. In this depressing state of affairs, Wisconsin can still claim half of a large boundary river that has been spared the humiliation of becoming a public sewer.

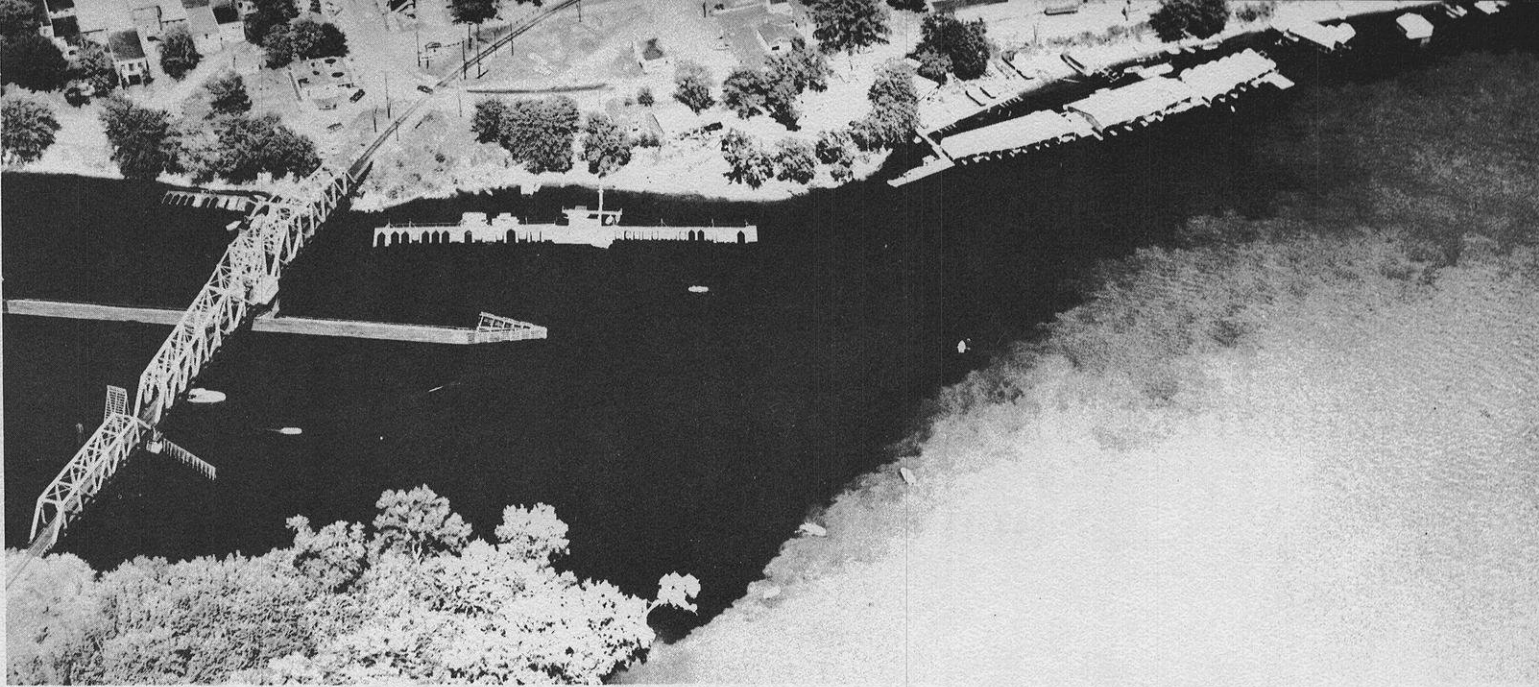
If there were ever a moment in our state's history for all Wisconsinites to be aroused by the nettling finger of shame, it is now, when our last major unspoiled river is threatened with degradation.

The eloquent words uttered at President Johnson's recent White House Conference on Natural Beauty had not yet died away when news was received from Washington that an official state of Wisconsin request for a court injunction to prevent the construction of industrial plants on this, the last of our clean rivers, had been denied.

In the efforts to save the St. Croix, the conservationist is outgunned with conventional weapons, money, influence in government, and the offer of sharing financial gain. His defense is the conviction that a river is a physical and biological entity that should be used only by those activities, social and industrial, that do not destroy or degrade its qualities. Our grandchildren's grandchildren's heritage, history, and homeland are in jeopardy. For the many little voices of conservation who plead for the future, the St. Croix is the place for battle.

In a book Water, Land and People, Bernard Frank and Anthony Netboy say:

"The United States, in fact, has never faced up squarely to its water problems. Our policies, whether administered by Federal, State, or municipal agencies, have been to a large extent a potpourri of conflicting measures. One community often strives to obtain benefits that prove harmful to other communities, or even to an entire region.



The confluence of the polluted Mississippi and the unpolluted St. Croix at Prescott, Wis. (From U.S. Study Report, St. Croix-Namekagon Rivers, 1964.)

- the St. Croix

by Robert A. McCabe

Department of Wildlife Management
University of Wisconsin
Madison

"Our water problems, like the land problems to which they are intimately related, are the result of civilized man's constant efforts to adapt his physical environment to his economic and social needs. In other words, they are due to our lack of foresight, and often to greed and indifference to the welfare of our fellows. They are also, to a large extent, the result of ignorance of the laws of nature, as well as a reluctance to adjust our methods of land use and our ideas about property rights to these natural laws."(1)

Their statement, almost fifteen years old, was never more relevant and bears witness that we have not been marching to the conservation drummer.

In any advanced society, particularly in a democracy which we here concede to be the acme among societies, there will occur conflicts of social values. When such conflicts as this one involve bilateral state equities, economic vs. recreational interests, small-community advantages vs. broad benefits to state citizenry, a degrading use of a resource vs. nondegrading uses, etc. - someone or some group somewhere in our social structure must make a value judgment and we must become involved in that judgment.

I submit that in a country like ours with its superb standards of living, and where we have assumed a parental role feeding, teaching, and protecting half of the world's people, we cannot afford to foul our resource base which makes up a substantial part of our living standard. And further that such judgments as must be made should favor the integrity of the resource as opposed to the benefits which accrue to the exploiter.

If we were an underdeveloped nation, there might be economic justification for harnessing some rivers and making open sewers of others. Only those who knew the Potomac, the Des Plaines, the Ohio, the San Antonio, the Detroit or any other rivers in the days before they were burdened with industrial and municipal pollution know the degree to which these bodies of water have lost their identity as rivers of note.

In the case of the St. Croix, the judgments to be made will be affected by two major lines of reasoning:

The first concerns the scientific data on the relationship of the industrial pollution to the biological, physical, and recreational aspects of the river. The second concerns the credo or conservation philosophy which must govern

the attitudes of the public and government and which should precede ruling or legislation.

I will address myself not to the matter of thermal pollution of the river and the attendant deleterious effect on plants, animals and aquatic habitat, nor to the engineering, economic or hydrologic feasibility of the proposal in question, nor to the projecting of potential pollution of satellite industries that may be attached to this area, but will instead attempt to develop the basic tenets--both esthetic and recreational--that give meaning to value judgments in conservation.

In December 1960, a National Conference on Water Pollution presented a series of recommendations to the Department of Health, Education and Welfare. Most appropriate among them was (No. 7):

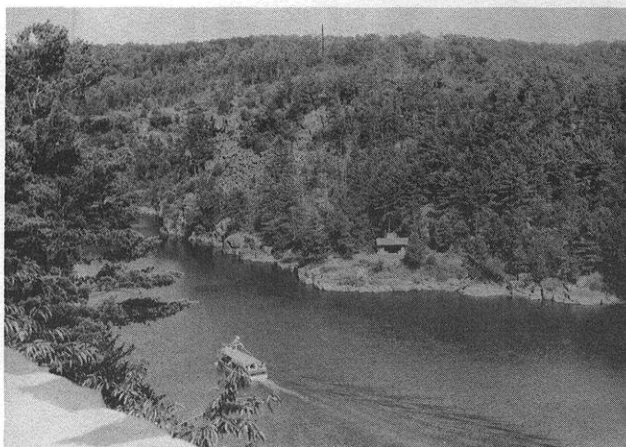
"That public policy formally recognize the recreation value of our water resources as a full partner with domestic, industrial and agricultural values in water quality management policies and programs." This and other recommendations would have been given stature and power were it not for the statement tucked away between recommendations 11 and 12. It reads:

"No agreement was reached among the conferees as to extension of authority of the Federal Government in the area of water pollution."(2)

Nonetheless the idea of equal consideration for the recreational values of our resources was now abroad. With increased population, with increased time to devote to recreation, with increased wherewithal to pursue recreation and with increased mobility, such activity has become big business.

One study made four years ago in Wisconsin(3) showed that \$581,295,311.00 was spent in a 12-month period on vacation-recreation activities; slightly more than 50 per cent of this revenue came from nonresidents; and more than 30 per cent was paid to businesses not ordinarily considered as catering to tourists. If these figures are even reasonably accurate, the tourist-vacation industry is the third largest in the state.

The Wisconsin Department of Resource Development (4) predicts that in 1980 Wisconsin will, if it can maintain its competitive position, receive 123 million recreational visits from nonresidents alone.



Boating on the St. Croix. (WCD Photo)

I quote these data not to impress with the economics, however important these may be, but to indicate urgency for protecting every aspect of the resource base on which future resident and nonresident recreation will be dependent.

St. Croix, Polk and Burnett are three of the five counties having the highest use by Twin City boaters. In addition, Burnett County draws heavily from the Chicago area. Over and above the obvious financial return to this area from increased use by Twin City people is the need for maintaining recreational waters to meet the demands of an increasing population in the coming decades.

The polluted Wisconsin River is consoled by being called the hardest working river in the Midwest or the United States, and perhaps satisfaction should stop here. I remember, as a boy in Milwaukee, my old neighbor saying as he pointed to a "rag-man's" horse drawing a cart down Muskego Avenue, "Robert, there goes the hardest working horse in Milwaukee." And to see the load that the beast pulled one could only concur. Let me describe that horse. It was a chestnut gelding of once fine proportions but was now sway-backed, poorly groomed, harness-sore, pitifully thin, constantly functioning at maximum effort, its eyes reflecting no spirit and its life span shortened with each day's load.

It would be an exaggeration to refer to the hard-working Wisconsin River in this context, but the St. Croix need not share the Wisconsin's distinction. It can work best as the generator of man's spirit through recreation and yet need not be ashamed of its economic justification. The recent ORRRC (5) report expresses itself on this point as follows:

"Thus, while recreation is and should be considered one of that order of services which must be provided for its benefit to the public without a dollar-and-cents accounting of immediate benefits, it does make sound fiscal sense. In urban areas, recreation is often a wise economic use of land, increasing values beyond its cost; in some underdeveloped areas, it may be a means of economic rebirth; and throughout the Nation it provides a major market for goods and services."

The upshot of this issue is simply this: It is economically unwise and recreationally unsound for one person, one group, or one locality to expend, alter or destroy the natural features of an environment that are part of a broader resource base important to a regional or national public.

The credos of conservation which I believe are germane to the fate of the St. Croix are three. First, that a major effort should always be made by persons and governments concerned to avert pollution before it occurs, before resources are defiled, and before control measures become necessary.

I will not belabor this tenet for, if it were not considered vital by some of us, this plea would not be necessary.

Second, that natural resources belong to all the people, and that the right to use these resources for private or public gain should not include the inherent right to pollute.

While this philosophy should be a truism, it is not. We tend to default on resource jeopardy when the resource is distant, and those with vision and of immediate concern are often overwhelmed by economic pressures. It is difficult to resist the

proposition that says "let me exploit your natural resources, and I'll share the profits." "Sharing" frequently tells you nothing about the degree to which the resource is altered by use or the degree to which other resources are affected or for that matter how the benefits are shared.

Lastly, that the burden of proof on whether a change through use (real or anticipated) is detrimental to a resource, and hence adverse to the public interest shall be the obligation of the exploiter.

If this basic conservation philosophy has been stated by others, I yield, but if not, I claim pride of authorship. The role of the oppositionist falls to those who propose the safeguarding of a major national heritage, namely our natural resources. The merit of the exploiters' case it seems to me should be judged on the opposition to safeguards of public interest.

Those of us who speak in defense of the St. Croix are not opposed to progress, free enterprise, or comforts and economic well-being of even this small area of the north-central region. We contend that the site of the alleged commercial bonanza be located elsewhere. A condenser, dynamo, or turbine does not care if the hydroenergy or coolant is already polluted, but we as conservationists are acutely aware of the consequences if the clean water of the St. Croix is used.

Those in public office who today sit in judgment know that whatever the decision, complete satisfaction will not be achieved and the ramifications are apt to linger. To judge in favor of a speechless, helpless resource may pay honor to such a judgment only as a Profile in Courage.

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As with many of our good conservationists and conservation groups in the State of Wisconsin, Prof. Robert A. McCabe has been opposed to the erection of a stream plant for the generation of electricity on the lower reaches of the St. Croix River which constitutes the boundary between Minnesota and Wisconsin. Although the plant is being built on the Minnesota side of the river, any pollution to the air or water caused by this development will affect Wisconsin as well as Minnesota people.

The Wisconsin Attorney General's initial request for an injunction, addressed to Justice Tom Clark of the United States Supreme Court was refused. An additional petition to the United States Supreme Court, requesting them to assume original jurisdiction in the dispute, was denied on December 6, 1965.

At the present time, the Northern States Power Company (under permits from the State of Minnesota) is erecting its plant which very probably will become a reality. The second unit of the plant scheduled for future development would double any pollution to the air and water.

Related developments in this case include the creation of Chapter 274 by the 1965 Wisconsin Legislature, establishing a Minnesota-Wisconsin compact for long-range planning on this boundary watershed. Also, conservationists hope that the passage of Bill 6, S. providing more money for water resource will assure that before-and-after studies related to the erection of this plant will be started in the near future. In addition, the St. Croix riverway legislation which already has passed the United States Senate will focus attention on the problem area which is known as "Lake St. Croix," even though it will not prevent such industrial development. ---Editor

Dante Alighieri--

Exile in Paradise

by Corinna del Greco Lobner

University of Wisconsin
Racine Center

At the time Dante was completing the *Paradise* in the lonely refuge of Ravenna, he was well aware that his hope to return to Florence as poet laureate, was coming to an end.

Boniface the Eighth, the staunch defender of the Papacy's rights to the legacy of Constantine had given final form to his ideas of theocratic power in the papal bull *Unam Sanctam*. Vainly had Dante expressed in the *De Monarchia* his passionate belief that unity between church and state could only be achieved through the correct subordination of material values to spiritual values and through harmonious co-operation between the two powers.

The Emperor, Dante had hoped would be the leader of a United Europe, Henry VII of Luxembourg, had failed him with indecision and ill health. The situation was even worse than in 1302, when Dante had been banished from Florence as a political foe and condemned, *in absentia*, to be burned alive. Everything was lost. Dante knew in his heart that Florence would never forgive her proud son. Thus in the third *Cantica* of the *Divine Comedy*, the *Paradise*, the poet achieves greater detachment from the world, but also greater assurance of the lasting qualities of his *Divine Comedy*.

In the *Paradise*, Dante's unspoken renunciation to earthly glory blends with nostalgia, and gives life to a panoramic view of life where past, present, and future unfold before our eyes in a solemn synthesis. This development is especially apparent in the XV Canto of the *Paradise*, when in the Sky of Mars Dante meets with his ancestor Cacciaguida, and in the XXV Canto of the *Paradise* when the poet is examined by St. James in the Theological virtue which by now he needs most of all: the virtue of hope.

Through Cacciaguida Dante reveals his love for Florence, the city he has so often cursed with the passion of a betrayed lover. He can well afford to do so. Cacciaguida lived over a century before Dante and in those days, Florence was not as corrupt as Dante knew her. Thus the poet has the priceless chance to declare his love for his home town, without compromising his stern moral view.

The picture he creates has the idyllic charm of times gone by:
"Florence within the ancient walls

Where she still hears the bell that sounds the hour
Lived peaceful, and sobriety made her whole."

Paradise, Canto XV, v. 97

The Canto of Cacciaguida seems to be written in the same perspective Giotto used in his paintings. People and things loom large on the canvas while the background, though small and seemingly far, blends in without any apparent anachronism. In this harmonious whole, proportions are forgotten and past and present convey a reality that excludes the elements of time.

Through Cacciaguida Dante becomes the aged citizen who scolds his evil city with the love of a father. He seems to be repeating the *adagio* so common to old people: when I was young.... Yes, Cacciaguida says, when I was young Florentine women were modest, they wore no jewels, no embroideries on their gowns, no fancy belts on their waists. Their beauty was genuine and not contrived. Life was simple in Florence. The most cherished entertainment for the family was to sit by the fireside at night and listen to stories of Troy, Fiesole, and Rome. The woman was truthfully queen of her home and was respected and loved.

"One kept watch over the baby cradle
and told him stories
that to the father also brought great pleasure;
the other spinning wool in somber tones
told to the family tales
of Troy, of Fiesole, and of Rome."

Paradise, Canto XV, v. 121-126

Along with the idealization of time past, Dante reveals his immense pride in family background as Cacciaguida gives a detailed description of the outstanding families that brought fame to their city. Finally he warns Dante of his coming exile and of the bitterness he will have to endure. It is at this point that Dante's own consciousness of greatness emerges along with the hope that his genius will be vindicated. This hope is converted into certainty when in the XXV Canto of the *Paradise*, while he waits to be examined by St. James in the Theological virtue of hope; Dante utters the famous wish to be crowned with laurel "*nel bel San Giovanni*" in the beautiful Baptistery of St. John, in Florence. Dante knows his hope is vain, but he is also aware that his "*Poema Sacro*", sacred poem, will outlive human hatred and finally triumph and bring to others the peace and understanding he has been unable to find.

At this point the sublimation of Dante the Poet is complete. He has been able to transform the sorrow, the loneliness, the humiliations of the exile into a dream of glory that achieves eternal proportions. From Cacciaguida to this final song of hope, we can trace centuries of history symbolized in the person of the Florentine Poet.

The concern of Cacciaguida with family life and the position of woman in the family circle can be ascribed to Etruscan-Roman tradition. The woman among the Etruscans was more than someone who kept house and raised children. She was the wife, the companion, the inspiration at the fireside, the heart of the home. Such attitude toward womanhood was inherited by the Romans, which explains the unique position the "*domina*" enjoyed in the early Roman period.

Dante condemns the ways of contemporary Florentines only because he wants such values preserved and womanhood remain the inspiration of man's activities. Furthermore women have the unique privilege of being the mothers of future generations. Dante strongly feels the pride of his *gens*, and in Roman fashion he has Cacciaguida mention the families that brought glory to Florence. Great ancient names such as the "*Ughi*," "*Catellini*," "*Filippi*," "*Greci*," "*Peruzzi*," came to his lips as worthy examples of Florentines who renewed the glory of their Roman ancestry.

Cacciaguida however, is also a Christian warrior--a Crusader who died for his faith; a moralist in whom Dante gladly identifies himself. This is an ideal way to blend Etruscan, Roman and Christian tradition through the words of a man who is representative of all of them. Thus Cacciaguida becomes Dante's spokesman against the corrupt customs of his people and against the intestine wars that have forced him into exile.

Upon leaving the Sky of Mars Dante only follows the logical steps of the Christian: he keeps ascending the heavenly spheres till the process of sublimation becomes complete and is fulfilled by the hope of eternal salvation. From this point on, the Poet's transformation of nostalgic human longing into eternal values is complete.

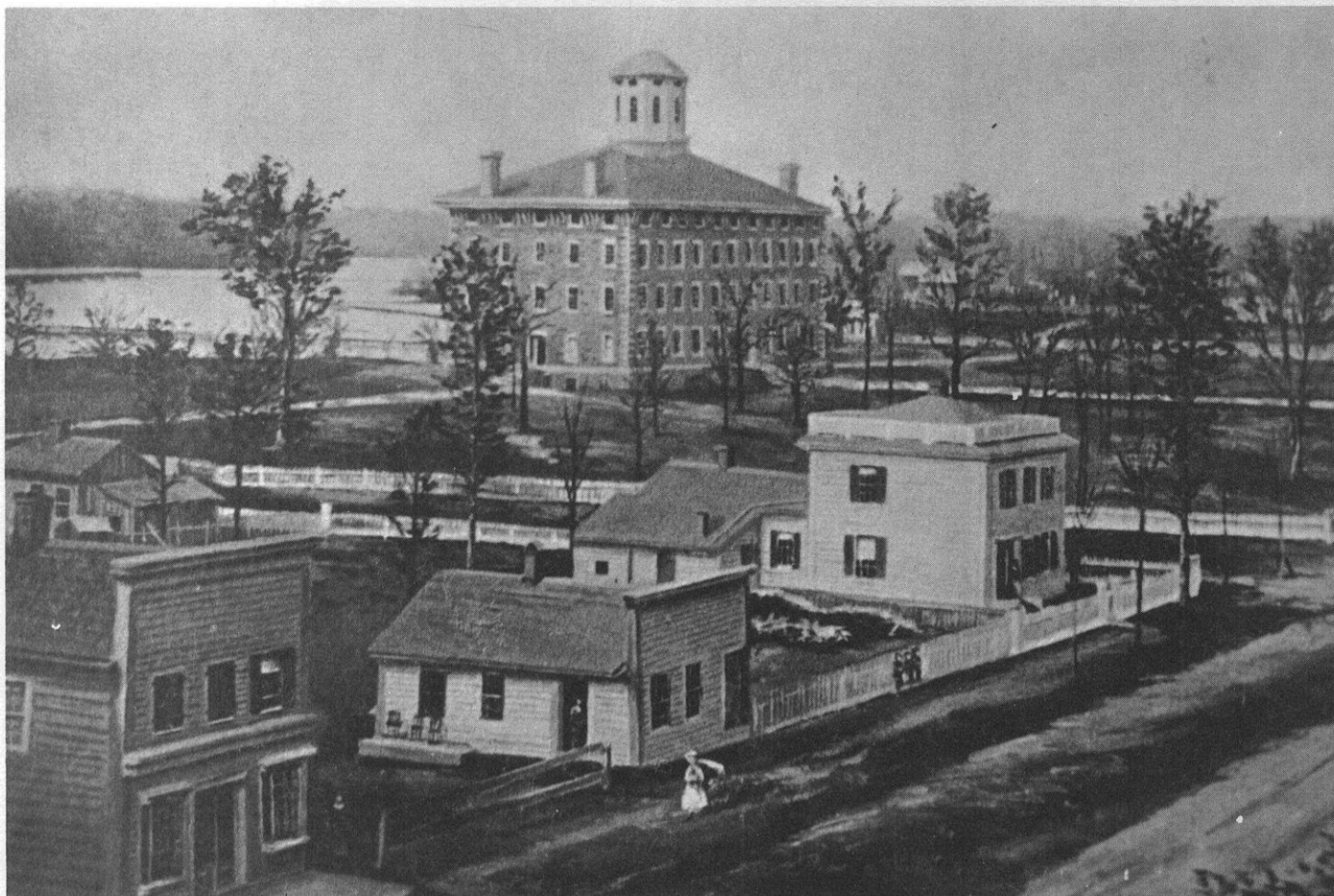
The wild lillies Dante used to see along the shores of the Arno river become jewels along the shores of the heavenly river; the honesty and the charm of Florentine women of old achieve new spirituality in the solemn beauty of Beatrice's eyes; the peaceful customs of "Florence within the ancient walls" become a perpetual way of life in the New Jerusalem where justice reigns supreme.

Dante, the exile on earth, who in the loneliness of Ravenna worshipped the last grandeur of the Roman Empire and dreamed to rescue humanity from injustice and political persecution, has finally found a home where his pride in glorious ancestry, his longing for recognition, his awareness of greatness receive fulfillment, and a promise of eternity.

Off to School in 1859: Albert Worden Enters Lawrence University

by Walter F. Peterson

Department of History
Lawrence University, Appleton



Old Main, Lawrence University (1860).

Albert Lyon Worden, born in Wappingers Falls, New York, on April 29, 1837, moved to Milwaukee with his family in 1848. Following his apprenticeship as a printer with the Free Democrat he entered Lawrence University as a freshman in the fall of 1859. After two years at Lawrence he returned to Milwaukee and the printing trade before entering the Union navy in the fall of 1862. Mustered out of service in 1863 due to poor health, he entered the University of Michigan and took a degree in law.

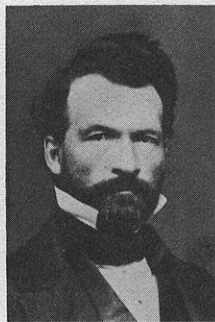
His primary interest in Milwaukee, like that of his father Euclid Worden, was real estate rather than law, but civic affairs always occupied a great deal of his time. Always active in the G.A.R., he was also a founder of the South Side Advancement Association and the Hanover Street Congregational Church. Worden served several terms as alderman on the common council and was appointed harbor commissioner in 1910 by Mayor Seidel. He died on August 18, 1912.

Letters written by Albert Worden from Lawrence University in the fall of 1859 are still in the position of his great grandson, Charles R. McCallum. Two major themes are apparent in the letters--change and contin-

uity. One notable contrast between 1865 and 1859 is found in the cost of education. In 1859 board and room for 15 weeks at Lawrence cost \$33.25. In 1865 these costs are approximately \$400.

But there is a timeless quality in the letters. Each September for over a century the annual migration of Wisconsin's budding scholars to colleges and universities all over the United States has taken place, many of them scholarship students just as Albert Worden was in 1859. Now as then, students stress their difficulties and problems in their letters home. The costs at a university are always more than anticipated and the administration always insists on the payment of charges before the student can enroll. It is comforting to note that the discussion of the merits of higher education and the techniques of teaching have been continuing for at least a century. Continuity exists even in terms of the name of the institution. Lawrence rose to educational prominence as Lawrence College, the name officially adopted in 1913. However, with the merger of Milwaukee-Downer College and Lawrence College, effective July 1, 1964, the combined institutions assumed the name Lawrence University, just as it existed in the days of Albert Lyon Worden.

RUSSELL ZELOTES MASON
Acting-president (1859) and
president (1861-65) of Lawrence
University. Also a founder of
the Wisconsin Academy.



Second Day in Lawrence University
Appleton, Wis., Sept. 8th 1859

Dear Father and Mother:-

This being the first opportunity I have had to write to you since my arrival here, I hasten to fulfill my promise. According to Father's desire, I will now endeavor to give a brief account of

Appleton

Appleton City is no more like a city than a place of 40 or 50 scattered houses-I should think it contained about that number- would or could be expected to be. It contains no buildings worthy of note except the University, which is a large, handsome stone structure, some four stories high exclusive of the basement, situated in the center of a large park in the heart of the city, one side of which slopes gently down to the river on the south, and on the east west and north extends a beautiful lawn. The park is well filled with large shady trees, and is a most pleasant place. The other buildings of the city are all wood, so far as I have seen, and are generally two stories high. The place does very little business; in fact, I think it is as quiet here at any time as on a sultry summer's day in your little sitting-room.

After Dinner, Appleton, Wis.
Sept. 9th, 1859

Well, I have had my dinner, and have got a little wet in going to and coming from the college boarding house, for it has been raining half the morning, but I will again try to finish this letter.

And now in regard to myself more particularly. I remained at the "Edgerton House," the night after my arrival, and was much refreshed in the morning. At about 8 A.M. on Wednesday morning, I went over to the college building from my hotel, which is nearly opposite the college Park, and was soon directed to Professor Mason, the present Acting-President of the University, to whom I delivered my order for a scholarship and stated the object of my visit to this city. He gave me considerable information, promised to deliver my order to the General Agent, and concluded by telling me to meet with the rest of the students at the College Chapel, at 9 o'clock, and after prayers a programme would be there announced. I did so, and found that the first thing required was money. Payment of college charges must first be made in order to enter. At the appointed time and place I presented myself to the President for admission, and he took me from his room to Mr. Thomas' to whom he had given my order. Mr. Thomas shook hands with me as though he had known me for a long time, though we were never introduced. I was allowed to enter by paying the college expenses for one term; that is the regular charges except tuition, that item being covered by my scholarship.

I obtained a room for myself by paying \$15 dollars per year, or \$5 for this term extra, which I think money well spent, for I am not obliged to furnish my room in a costly manner to please a companion and can study without being annoyed by his company. My room is number 14, on the second floor of the building, on the south. I have been very fortunate, some of the students tell me, in securing a room on the south side, for all agree that in winter the north side is the coldest. It is said that the rooms on this side of the building are comfortable during the cold weather, while those occupying the other side complain bitterly, at times, of the cold. My room is about 10 feet wide and 24 feet long; one corner of it is partitioned off for a bed-room which is 6 or 7 feet by about 10. This is similar to all the other rooms. It has one very large window in it. My furniture consists of one table, two chairs, a cot-bed, two pails, the candlesticks mother gave me, and my little looking glass. My trunk may perhaps also be included, but I keep it in the bed-room, where also are my pails and towel. The soap that I thought was in my trunk I have not yet been able to discover. My bed is put in the main room against one of the partitions of my bed-room, for I think it pleasanter to have it there as my bed-room is

rather dark, and I imagine it is infested with bed-bugs, though some of the students who have formerly occupied this room say that it is not so much so as nearly all of the rooms in the college or a majority of them. My room is less damaged than many of the others also, as is told me, and as I know by personal inspection of the rooms in various parts of the house. My table is placed in the center of my main room and my chairs near by. The curtains to my window are the property of the former occupant, who asked permission to leave them for the present, as he has other curtains to the room he now occupies. They are heavy damask curtains, very rich, and look strangely beside my plain furniture. But I am glad the owner leaves them, and hope he'll do so as long as I stay, for if he don't there'll be another expense, and expenses have come thick and fast lately.

My expenses so far have been more than expected, and I am economical, too. In order to save an extra charge for lodging, I urged the students moving out of this room to be as speedy as possible and remove all their articles, so that I might sleep on the floor. They removed everything but the matting under their carpet and the dirt on the floor, which was so thick and fine that if you did not step lightly it would raise a cloud of dust. I did not complain, however, but borrowed a few old papers from them, and spread them over the matting and dirt, and put my bed upon them. It was then about 9 or 10 o'clock in the evening, entirely too late to think of cleaning my room if I had had a broom to do it with. I also borrowed a small fluid lamp from the same students, and they left a chair on which I placed my clothes when I retired. I didn't like to stir much in bed for fear of smothering myself with dust, but I managed to keep the bed and clothes clean and get a little sleep. Next morning I had to pack everything in the trunk again, for the janitor to clean out my room, it being his duty to do so once before the students take possession of their rooms. After that, the student is obliged to clean his own room. So you can imagine how I lived, and how now live from this description.

I board at the College Boarding House, and had to pay my board for the term - 15 weeks - in advance, which amounted to \$22.50 at \$1.50 per week, the price charged. The board is all I could desire. I have enough to eat and eat vegetables only. A very good table is set. A large number of the students of both sexes board there and eat at the same tables; one the Professors also. It is now 3 1/2 o'clock and I must go to tea. I have been to two recitations today, in order to get started in my lessons, but nothing will be done this week in the way of reciting, as the classes are but just organized. Next Monday regular study begins.

After a very fair supper, Appleton
Friday, Sept. 9th/59

I think I have touched upon most of the matters I wished to speak of, and I will now tell you what I have been obliged to expend, as near as I can.

Drayage of trunk in Milwaukee to R.R. Depot . . .	\$.25
Passage from Milwaukee to Appleton	4.25
Piece of cake at Oshkosh05
Drayage of trunk at Oshkosh25
" " " Appleton25
Supper, lodging & breakfast at Edgerton House . .	1.00
College charges, for room rent, warming my room, warming classrooms, bell ringing and use of library	10.75
Board at College Boarding House for 15 weeks . .	22.50
Two pails (one to wash in being same price as a tin basin and more useful, and the other to contain my water50
One pound of candles (tallow)18
(These should not be more than 16 cts per pound. Everything is dear here except board. It won't do to buy clothing here--nothing but what you must use in order to live.)	
One cot-bedstead with wooden pins and hard wood frame, and covered with duck	1.50
One table unpainted, with fine top and hard wood legs	1.50
Two chairs (common, worth 3/s or 3/6 a piece in Milwaukee)	1.00
Two new books to study	1.38
One "Lessons in Greek," bought second-hand at half price (Wish I could by (sic.) all my books that way)38
Total	45.69

This is what I have spent. There is but one unnecessary article and that is one of the chairs. I bought it so that should any of the students or professors come into my room I could give them a seat. But I don't want any visits from the students and hope they will stay away. I don't know how I shall come out, but I shall be as careful as possible. I have as yet, no broom to sweep my room with, but I'll do without it as long as I can. I take care to have my feet clean as possible before entering my room, and there by keep it much cleaner. Soap I not yet got, washing my hands without it. I shall soon have to buy a piece. The articles which were furnished me at home have saved me dollars of money and made me ten-fold more comfortable, particularly the bed and bedding.

Perhaps it is not wise to express my opinion at the present time as to the value of a collegiate education, but I will say that there is a great deal of hum-bug about it - at least it so appears to me now. The more I see of it, the closer I examine it, the deeper I look into it, the more I am convinced that about 1/2 of the time and money spent in college is thrown away upon studies that are of no practical value and probably never will be. Father once said to me that he "thought a college was no so much as I thought it was." and I guess he was about right. I read him a letter a few months ago, in the Evening Post, from a distinguished lawyer of Philadelphia to the Faculty of Yale College, in answer to one requesting of him a donation as a graduate of that institution, to defray the expense of building a new hall for a certain society belonging to the college. Perhaps he recollects what the writer said; well, it will apply here as well as there, and I presume, to every college in the country. Translating ten or twenty pages in a Greek book and then throwing it aside for another, is not mastering it properly, and that's what they do here.

My health is good at present, and may it continue so. Tell Lucy I have not forgotten; the scissors she gave me I took out to-day, and may have to use them tomorrow, for a small hole has made its appearance in my pantaloons, which must be mended before it gets larger. I have made a long letter, but could not help it this time, and will now close, with love to all.

From your affectionate son and brother
Albert L. Worden

Homesickness is a common malady of university freshmen anywhere, anytime. Albert Worden was no exception. Then as now, the student away from home is concerned about his family. The family, however, has perhaps even greater concern for the health of the student, although most, probably, do not send dumb-bells to their sons.

Appleton, Wis., Friday Evening
September 23rd., 1859

Dear Father and Mother:-

Your very kind letter, and that of Sister Lucy-which I answer by itself-were received last Tuesday, being delayed one day in consequence of the mail boat running aground in the river below. They were expected, and when I first read them well, I did what I have so often laughed at somebody else for doing when her sympathies were excited by some affecting story, and the only excuse I have to make for the unmanly conduct is the same one she so often gave, --I couldn't help it.--But I have read them since, and managed to prevent a similar occurrence.

I am sorry that you have been sick, Mother, and hope your recovery will be permanent, as it will be if you are only prudent. And, Father, when you were expressing such solicitude for my health, why did you forget to say a single word about your own? I hope you are well. When any of you next write please let me know the health of all.

Mother thinks I shall be lonely with no one as a roommate and Father wishes me not to be eccentric. I am far from being lonely for want of a companion, I assure you and do not know whether my eccentricity has vanished or not, but be that as it may, I am on the best of terms with all my fellow students, and am quite as friendly and intimate with them as I was with my shop-mates of the Free Democrat. Several of them have been in to see me, and I have returned some of their calls, though when I go into their room, it is chiefly on business. We meet each other a dozen times a day in the halls, in the classes, on the college grounds and at the college boarding house, and are

consequently so much in each others society that our intimacy approaches more nearly that of brothers than anything else. All treat each other with respect, and seem to look upon one as belonging to the same family. I am quite as social as any, and I rather think they like my company. But I am going to make another long letter unless I condense more what I have to write.

Father, in his remarks and excellent advice respecting my health speaks of my dumb-bells, and asks if they have any here. They have not, and I should esteem it a great luxury if I had them here to practice with. They can be sent in a box. As Father says, my health is of the first importance, and I shall endeavor to see that it is not impaired and that my muscular power is increased as well as my mental. Father, although laying particular stress upon this matter does not give it undue importance, and I shall endeavor to profit by what he says. But I know that it is sometimes hard when a long and difficult lesson is to be learned which requires more time than usual to impress on the mind, to tear away from it to take the necessary exercise.

The style employed by Albert Worden was always slightly pompous, but never so much so as when he wrote to his younger sister Lucy. As a college freshman, as with most college freshmen, he probably felt more superior than at any other time in his life for he had become an authority on many things. Albert Worden had obviously become an authority on chirography, the art of writing.

Lawrence University, Appleton, Wis.
September 24, 1859

Dear Sister:-

Your loving letter I have deemed it best to answer separately from Father's and Mother's. You say that you are all well which I am glad to hear, though I did not notice the statement till after I had written the answer to Father and Mother. The walk to and from the Eighth War School will do you good, and I am pleased to hear of the progress you are making in your studies. You wish me to let you know when I see any improvement in the chirography--you may see the dictionary for the meaning--of your letters. I will do so, and as you manifest such a strong desire to improve in your letter writing, you will not be offended if I venture to inform you of a simple and invariable rule, the use of which will much improve the appearance of your letter; it is this:- always write the word "I" as a capitol letter; "I" is always a word when it stands alone.

Mother has been sick. Do all you can to assist her, Lucy, for she is a good Mother to both of us, and you cannot be too kind or too obedient. We never fully appreciate a kind Father and Mother and a good home such as we have, till we have left them to make our way in the world alone. It is then that we can feel with the poet when he says "There is no place like home."

You say you missed me, for awhile at first, and more on Sunday, at the melon feast, than any other time. 'Tis Sunday when I feel the loneliest, for then my studies cease, and although I attend church twice during the day and read the good book Mother gave me, my thoughts unburdened with ought else return to the home I've left behind me. In the morning hours before the bell tolls us into church, and through the long quiet afternoon as I sit beside my window, ultimately reading and gazing out upon the noisy river and the green hill beyond, my mind often reverts to the happy scenes which, for the present, are no more to me, and cannot help asking myself, such questions as these: is Father strolling in the garden now, or is he in the lounge reading the Post? and what is Lucy doing? reading her Sunday School book, or inspecting the tomatoes, the squashes or the beans in her little garden? and Mother, where is she, at the table eating her late breakfast and occasionally wondering aloud what Albert thinks of living away from home and how he gets along. These and scores of other thoughts rush through my mind, and make me feel very sad sometimes. But this will wear away after a while, and I can then think of home without being made sorrowful. This is on Sunday, but during the other six days of the week I am so engrossed with my studies and other duties, that my thoughts stray not away from home, unless one of those messengers of love and affection come, which greeted my joyful eyes the other day at the post office.

From your loving brother,
Albert L. Worden

Earth Science Education in Wisconsin

by Richard A. Paull &
R. Gordon Pirie

Department of Geology
University of Wisconsin
Milwaukee

As most persons are aware, there has been a dramatic revision in the science and mathematical education programs of our secondary schools in recent years. These subject areas have been revised and upgraded. Modern Mathematics, PSSC Physics, Chem Study, and BSCS Biology for example, have become household words in the State of Wisconsin. These changes have accelerated the substitution of a course entitled, "Earth Science" or "Earth and Space Science" for the familiar eighth or ninth grade General Science course of the past.

DEVELOPMENTS IN EARTH SCIENCE EDUCATION

The introduction of Earth Science, which is just beginning in the secondary schools of Wisconsin, has already reached explosive proportions in other areas of the United States. In 1963, Earth Science was part of the secondary education curriculum in 40 states. However, in only 14 states, was it a major portion of the curriculum; but it is a rapidly expanding part of the curriculum in 23 additional states.

As summarized in Figure 1, the national growth of student enrollment in earth science courses has been extremely rapid since 1961. At the present time, some 500,000 students are taking earth science courses. It is estimated that by 1970, one to 1 1/2 million students will be involved in this program.

Figure 2 summarizes the demand for secondary school teachers required by the expansion of the Earth Science program (Hoover, 1965; Kosolowski, 1962; Laux, 1962; Stone, 1962). Approximately 4,600 teachers are involved in this program at the present time. By 1970, it is estimated that 13,000 to 13,500 teachers will be required to fulfill the needs of this program. Also illustrated in Figure 2 is the current total enrollment of geology and geophysics majors in the United States for the last two years. If we could convert all of these students to earth science teachers, we would still fall far short of the yearly demand of 2,600 qualified instructors. Needless to say, the shortage of potential earth science teachers is viewed with considerable concern by the school systems throughout the United States.

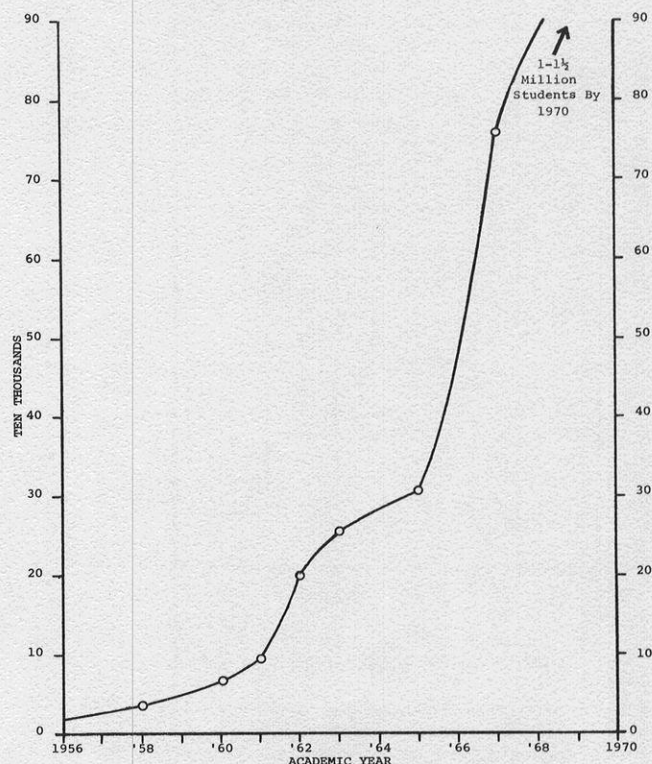


Figure 1. Estimated U.S. earth science students, 1956-70.

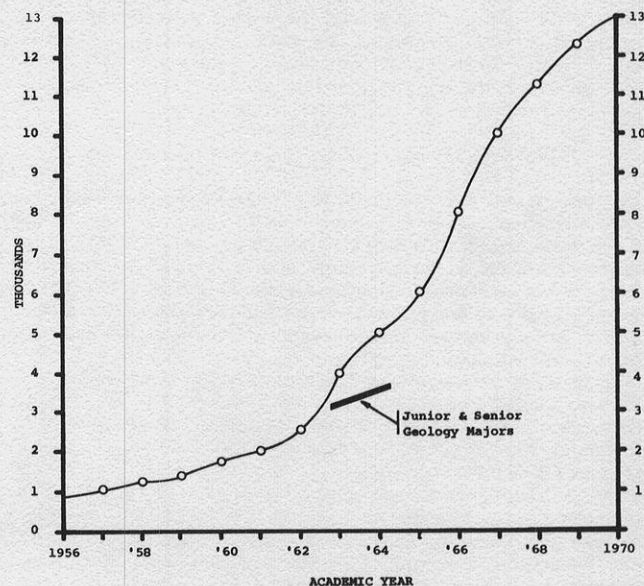


Figure 2. U.S. demand for earth science teachers, 1956-70.

Also of critical concern at the present time, is the fact that less than 10% of the existing earth science teachers in the United States can be considered as qualified to teach their subject (Boyer and Snyder, 1964). Data that we have gathered from the metropolitan Milwaukee area, indicates a similar situation.

Figure 3 is based on a survey of 71 earth science teachers in the Milwaukee area who replied to a comprehensive survey we took in 1963-64. Less than one third of these teachers have any preparation in the earth sciences. In many cases, earth science preparation consisted of less than 3 college credits.

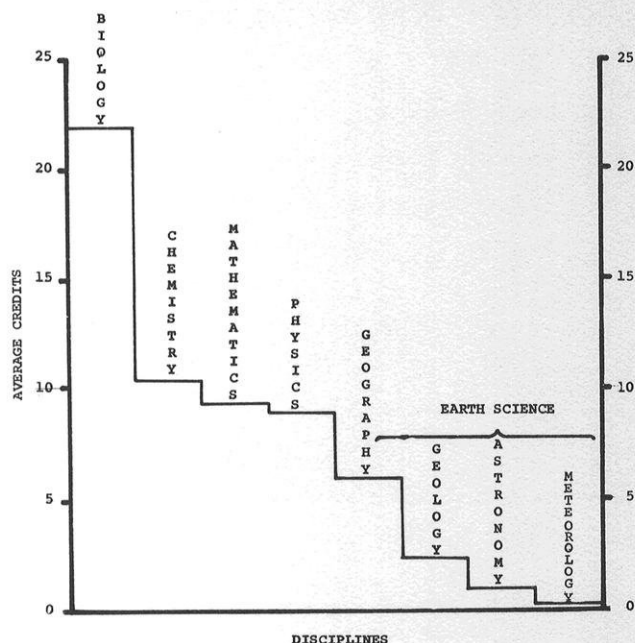


Figure 3. Average college credits in the sciences for 71 science teachers (grades 7-12) in Milwaukee, 1963-64.

It has been predicted that most of our earth science teachers must come by conversion of existing general science instructors or by re-educating biology-oriented teachers (Boyer and Snyder, 1964). To illustrate how serious the situation is in Wisconsin, we can cite information that we have gathered in recent weeks from applicants to a National Science Foundation Earth Science Institute to be offered at UWM in the Fall of 1965. Although seventy-five of our applicants are teaching Earth Science, none can be considered to be adequately qualified. To dramatize just how critical the situation can be, I can mention one earth science teacher who has a Bachelor's Degree in Business Administration and a Master of Education in Counseling. Another earth science teacher in Milwaukee has a Bachelor's Degree in Zoology with a minor in Animal Husbandry. There are numerous other examples which are just as surprising.

UWM EARTH SCIENCE EDUCATION PROGRAM

Although secondary schools in Wisconsin are just beginning a transition from General Science to Earth Science, many schools in the state are already teaching earth science courses. Certainly there can be no argument about the need for qualified earth science teachers to direct these courses. In spite of these developments, no institution of higher education in Wisconsin has a program that adequately prepares teachers for this rapidly expanding program.

In order to help alleviate this situation, the Geology Department and School of Education at the University of Wisconsin-Milwaukee have initiated an earth science teacher education program. This program is summarized in Figure 4. As shown, 37 general credits are required. Included are such diverse subjects as art, music, English, history, physical education, social sciences, and speech. Twenty-four credits of education courses are also required; including Child Psychology, Nature and Direction of Learning, Philosophy of Education, School and Society, Teaching of Science, and Student Teaching.

The core of our curriculum consists of 63 credits of science; involving 33 credits in biology, chemistry, mathematics, conservation, and physics. An additional 30 credits of earth science are required. Earth science courses include preparation in astronomy, oceanography, meteorology, and geology.

The geology portion of the curriculum provides the student with courses in physical geology, historical geology (including

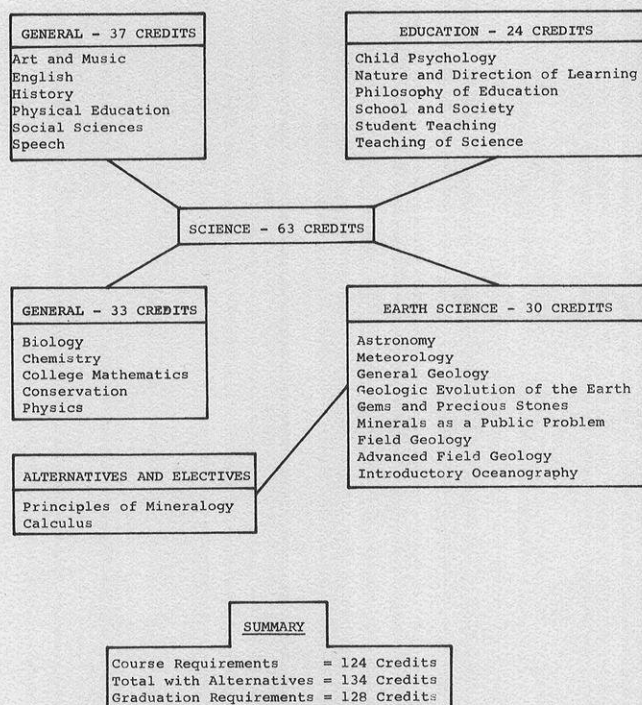


Figure 4. UWM's secondary education program for earth science teachers.

an introduction to paleontology), mineralogy, and an extensive exposure to geology in the field. Hopefully, many students will elect an advanced course in mineralogy in place of semi-popular courses such as Gems and Precious Stones and Minerals as a Public Problem. We also are anticipating that our better students will elect a year of calculus.

In summary, the required courses total 124 college credits. Graduation from the UWM School of Education necessitates 128 credits. If the student follows our suggested substitutions and electives, he will graduate with 134 credits.

Correctly titled, our program is called: The Earth Science Minor of the General Science Major in Secondary Education. The program, as outlined, meets Wisconsin certification requirements and the recommendations of the National Science Foundation-supported Earth Science Curriculum Project (ESCP) as well as the "Guidelines" of the National Association of State Directors of Teacher Education and Certification (NASDTEC) in cooperation with the American Association for the Advancement of Science (AAAS).

CONCLUSION

It is our plea that teacher education programs similar to the one in existence at UWM be initiated as soon as possible by other educational institutions in Wisconsin. Only if such programs are immediately forthcoming and large numbers of college students can be interested in these programs, can we hope to have enough qualified teachers to provide for quality earth science education in the secondary schools of Wisconsin.

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Susie Pluss,
a speech student at Nicolet
High School (Milwaukee),
making the daily school
announcements over the
public address system.



Speech Teaching in Wisconsin Public High Schools

by Ruth Pluss &
Kenneth Frandsen

Department of Speech
University of Wisconsin
Milwaukee

Educational enterprises are consistently variable. Recognizing that teachers frequently become curious about the current activities and responsibilities of their colleagues, the authors undertook a broad-gauge survey of Speech teaching in Wisconsin public high schools. The results of this survey provide a descriptive analysis intended to be informative rather than prescriptive. Only a portion of the extensive data collected is included here.

PROCEDURE

Early in November, 1964, copies of a six-page questionnaire were mailed to 259 teachers in 172 communities. These teachers were chosen because of their membership in the Wisconsin Speech Association in 1963-64 or because of their listing as speech teachers in the official Wisconsin School Directory, 1963-64, published by the State Department of Public Instruction. Because the study concerned only the "first" high school speech course, it was impossible to know whether all eligible to participate or some not eligible to participate received questionnaires. Some of those who received questionnaires might be teaching a more advanced or a more specialized course. Some teachers might be involved only in extra-curricular speech activities. Teachers designated as speech teachers might not be; whereas, others who might be would not be listed as such. Some might no longer be teaching.

The data on which this report is based were derived from the responses of 155 teachers - 67 males and 88 females - in 127 communities. Of the male respondents, 15 or 22.39 per cent teach in large communities; 28 or 41.79 per cent, in medium communities; and 24 or 35.82 per cent, in small communities. Female teachers from large communities provided 15 or 17.05 per cent of the female replies; those from medium communities, 27 or 30.68 per cent; and those from small communities, 46 or 52.27 per cent. That a greater number of females than males are teaching in small communities is unexpected. While the proportions of male and female teachers in the large and medium communities are about equal, only 34.33 per cent of the replies from small communities were provided by males. For the purposes of this study, the metropolitan Milwaukee area was considered a "large" community; cities with populations over 50,000 were classified as "medium"; those under 50,000 were termed "small." An additional 20 respondents, representing 16 communities, returned questionnaires indicating that they were ineligible to participate. Within a month, 175 or 67.5 per cent of the questionnaires had been returned, representing 143 or 83.14 per cent of the original number of communities. Only 84 teachers from 29 communities had not responded. This percentage of response seemed sufficient to warrant an analysis of the returns.

The questionnaire requested three kinds of information: (1) information concerning the respondent, his years of teaching,

degrees earned, and his responsibility for extra-curricular speech activities; (2) general information concerning the community size, text used, course level, class hours per week, the class size, and whether it was an independent speech course or part of an English sequence; and (3) specific information concerning the first course such as the length of the course, the distribution of time per unit, the distribution of time by type of assignment in public speaking unit, the teaching methods and materials used, and grading and testing practices. In the latter category, for example, the following were considered: (a) assigning grades to student classroom speeches - bases, methods, weight and notification; (b) assigning grades to student written work - bases, methods, weight and notification; (c) administering written examinations, tests, and quizzes - sources, type, weight and notification; (d) granting extra credit for participation in speech activities such as debate, drama, radio and television shows, forensics, school announcements over a public address system, assembly programs; and (e) determining final grades.

The replies suggest that some respondents found the questionnaire difficult to answer; a few inconsistencies were noted in some individual responses. The number of responses for separate items did not always total 155 because some respondents did not complete the questionnaire.

The following section of this report summarizes only a small portion of the findings. It concerns (1) information about respondents; and (2) general information about Wisconsin high school speech teaching at the basic level.

RESULTS

Table I indicates that 52.91 per cent of the reporting speech teachers are within their first 3 years of teaching and 14.84 per cent have over 10 years experience. Among those who reported more than 20 years of teaching, although an equal number of males and females were in the 20-28 years of teaching category, no males had 30 or more years of teaching experience but 4 females did. Table I also indicates that all responding speech teachers in Wisconsin hold at least a Bachelor's degree. It is apparent in the data presented that more than half, or 52.95 per cent, of the male teachers with Master's degrees have ten or more years of teaching experience and that 70 per cent of the male teachers holding Bachelor degrees have been teaching from 1-5 years.

Also, as indicated in Table I, female teachers with ten or more years of teaching experience account for 55.55 per cent of the total Master's degrees attained by females and 78.56 per cent of the female teachers holding Bachelor's degrees have been teaching from 1-5 years. Of those who have taught six or more years, the percentage with Master's degrees is 76.48 for males and 83.32 for females. It appears that the longer a secondary school teacher of speech remains in the profession, the more likely it is that he or she will attain an advance degree.

Table I. Percentage of relative proportions of respondents holding B.A. and M.A. degrees and number of years of teaching experience.

Years of Teaching Experience	1	2	3	4	5	6	7	8	9	10	10+
Males											
B. A.	10.00	36.00	14.00	8.00	2.00	4.00	4.00	10.00	4.00	--	8.00
M. A.	5.88	5.88	5.88	5.88	--	17.65	5.88	--	--	17.65	35.30
Total	8.96	28.36	11.94	7.46	1.49	7.46	4.48	7.46	2.98	4.48	14.93
Females											
B. A.	25.71	22.86	17.14	7.14	5.71	4.29	--	4.29	4.29	2.86	5.71
M. A.	5.56	5.56	5.56	--	--	16.67	--	5.55	5.55	5.55	50.00
Total	21.59	19.32	14.77	5.68	4.55	6.87	--	4.55	4.55	3.41	14.77
All Respondents											
B. A.	19.17	28.33	15.83	7.50	4.17	4.17	1.67	6.66	4.17	1.67	6.66
M. A.	5.71	5.71	5.71	2.86	--	17.14	2.86	2.86	2.86	11.43	42.86
Total	16.13	23.23	13.55	6.45	3.23	7.10	1.93	5.80	3.87	3.87	14.84

Although the relationship between number of years teaching and degree held is highly variable, as shown in Table II, those holding advanced degrees represent slightly more than one fifth of the total responding. The percentage of male teachers who hold Master's degrees is greater than the percentage of female teachers who do. Male Master's degree holders represent 25.37 per cent of the total male respondents and female Master's degree holders represent 20.45 per cent of the total female respondents. While the males represent 43.23 per cent and the females represent 56.77 per cent of the total reporting, the males hold 48.57 per cent and the females hold 51.43 per cent of the total Master's degrees.

Table II. Percentage of relative proportions of respondents holding B.A. and M.A. degrees.

Respondents	M. A.	B. A.	% of Total
Males	25.37 (N=17)	74.63 (N=50)	43.23 (N=67)
Females	20.45 (N=18)	79.55 (N=70)	56.77 (N=88)
Total	22.58 (N=35)	77.42 (N=120)	100.00 (N=155)

Although 18 different texts are reportedly used in the first course, *The New American Speech*¹ and *Modern Speech*² are used by 50.65 per cent of the respondents. Of those who have taught eleven or more years, 78.26 per cent use one of the above mentioned texts. Compared with their use in large communities, these texts are used as frequently in the small and medium sized communities. About 2 per cent indicated many texts were being used instead of one. Another 9.74 per cent use no text. Many respondents express dissatisfaction with their present text and reported that other texts were under consideration.

Courses offered as part of the English sequence appear most frequently at the tenth grade level; whereas, independent speech courses are offered primarily to a combination of eleventh and twelfth grade students. Only in the large communities is a basic course not offered at the ninth grade level. Also, only in the small communities are courses offered in which grade levels 9-12 inclusive may enroll in the same class. Independent courses outnumber those that are part of the English sequence by nearly five to one and two-semester courses outnumber those offered in one semester by more than two to one.

The most frequent class size was 16-30 students with the average at 23.10. The 5 hour class per week was indicated most often regardless of the community size, whether the course length is 1 or 2 semesters, or if the course is within the framework of the English classes or an independent speech course. However, if the course is offered as part of the English sequence, more than half, or 65.52 per cent of these responding prefer a one semester speech course. If an independent speech course is offered, 75.4 per cent of those responding prefer a two semester or full year course.

According to the data presented in Table III, some teachers indicated responsibility for more than one extra-curricular speech activity. Of the 166 male and 220 female responses, three activities account for 79.02 per cent of the total replies. Forensics rated first with 31.87 per cent; dramatic productions were second with 31.09 per cent; discussion and debate were next in popularity with 16.06 per cent of the total replies. Of the 155 reporting, 79.35 per cent are responsible for forensics; 77.42 per cent are responsible for dramatic productions; 40.00 per cent are responsible for discussion and debate. It appears that the female teachers are more frequently responsible for activities except radio and television programs and discussion and debate where equal responsibility is indicated.

That 6 of the 7 specific extra-curricular speech activities listed are handled principally by the teachers with 1-5 years teaching experience is not surprising. Table III indicates that

Table III. Percentage of reported responsibility for extra-curricular activities and years of teaching experience of male and female respondents combined.

Years of Teaching Experience	1-5	6-10	11+	% of Total Replies (386)	% of 155 Reporting
Forensics	34.73	34.94	17.19	31.87	79.35
Dramatic Productions	31.80	31.33	28.13	31.09	77.42
Discussion and Debate	17.15	14.46	14.06	16.06	40.00
Drama Club	6.28	6.02	10.94	6.99	17.42
Assembly Programs and P. A. System Announcements	3.77	--	12.50	4.40	10.97
Community Appearances	2.09	4.82	9.37	3.89	9.68
Radio and T. V. Programs	2.09	4.82	3.12	2.85	7.09
Other	2.09	3.61	4.69	2.85	7.09

only in the area of community appearances is the teacher with eleven or more years experience frequently represented. "Community appearances" include training students to participate in contests such as "The Voice of Democracy," American Legion Oratory Contest, and others, or special events such as commencement exercises and church or civic organization meetings.

Table III further indicates that the more experienced teachers are less likely to remain in charge of dramatic production, forensics, and discussion and debate. The longer the teacher remains in the profession, the more likely it is that he will direct his interests to assembly programs, community appearances, or the drama club.

Regardless of community size, as indicated in Table IV, forensics, dramatic productions, and discussion and debate are the extra-curricular activities most frequently offered to Wisconsin high school students. In the large communities, speech teachers are not responsible for radio and television programs, but in the medium and small communities they are. In both the large and small cities, students are not involved in community appearances as much as their counterparts in the medium sized cities. The high school drama club is not as frequent an activity in the medium and small sized city as in the large. Likewise, dramatic productions receive more emphasis in the large city. Forensics are more frequent in the medium and small sized communities.

Table IV. Percentage of reported responsibility for extra-curricular activities and community size of male and female respondents combined.

Community Size	Small	Medium	Large	% of All Replies (N=386)
Forensics	36.57	31.21	21.43	31.87
Dramatic Productions	33.14	26.95	34.28	31.09
Discussion and Debate	14.28	18.44	15.71	16.06
Drama Club	5.71	6.38	11.43	6.99
Assembly Programs and P. A. System Announcements	2.86	2.84	11.43	4.40
Community Appearances	2.86	5.67	2.86	3.89
Radio and T. V. Programs	2.29	4.96	--	2.85
Other	2.29	3.55	2.86	2.85

CONCLUSION

Although it is unlikely that any individual would match such a description precisely, it may be useful to summarize the results of this survey by describing, in profile, the typical Wisconsin high school speech teacher. She has probably been teaching five years or less since she earned her baccalaureate degree. She teaches a basic course, independent of the English sequence, that extends over two semesters. Her class consists of about twenty-five junior and senior students, the majority of whom attend her class each day. Dissatisfied with the present textbook for her course, she is examining others for possible adoption. In the small community where her school is located, participants in the "Voice of Democracy" and American Legion Oratory Contests are coached, if at all, by one of her more experienced colleagues. However, it is likely that she is responsible for extra-curricular forensic activities, dramatic productions, or both. Frequently the local radio and television stations seek her assistance in enlisting student talent. In a few years she will leave her teaching post temporarily to pursue graduate work if she intends to remain in the profession.

Notes

¹Wilhelmina G. Hedde and William Norwood Brigance, *The New American Speech*. (Chicago: J. B. Lippincott Co., 1957); Wilhelmina G. Hedde, William Norwood Brigance, and Victory M. Powell, *The New American Speech*, rev. ed. (Philadelphia: J. B. Lippincott, 1963). Note. Editions by the same authors are included because some respondents indicated text by name only without specifying edition used.

²John V. Irwin and Majorie Rosenberger, *Modern Speech*. (New York: Holt, Rinehart and Winston, Inc., 1961).

Book Reviews

IN NO STRANGE LAND--by Edna Meudt, Dodgeville, Wis. Wake-Brook House, Coral Gables, Fla. 90 p. 1964. \$3.00.

In her second book of poetry, Edna Meudt writes with an even greater sensitivity of life's panorama through four generations and three wars. Her vision is as far-reaching as the extensive farm lands she has helped to manage and as discerning as seeing the need for a stray kitten's shelter. Mrs. Meudt has lived all her life among the "blue hills" of southwestern Wisconsin. While she has written of Wisconsin, her unique imagery could place these hills anywhere.

Equally universal are her chronicled incidents taken from a full reservoir of experiences as daughter of mixed foreign-born parents, wife, mother and grandmother. She has felt the void left by death and known the joy of life's continuity in a new-born child's first cry. Stronger than the story elements, are the hidden emotions of a deeply religious people, and their humble acceptance of the inevitable. She shows the gradual amalgamation of varied ethnic groups into Wisconsin's composite citizens, always maintaining reverence for Old World traditions by adapting them to new conditions. She comments on modern practices with wit and depth.

MODERN PASTORAL P. 56--No. 1

Calculating acres, bushels, bales
the subsidized and clever farmer knows
supply-demand does not control the scales
that balance price of what he wastes or grows.

Wife! Accept the barn as pantheon
for deities, and suffer graneries
that keep these goods--along with skeleton
of debt and forfeited amenities--
but ask the goal of this material quest
what cost rejection of the inward view.
Then pray that history may not attest:
Machinery levelled vision too.

Let all beware progressiveness that tests
expediency, extols the second best.

The power of Edna Meudt's poetry lies in her stark economy of words, in lines both short and long. To retain only basic words, she resorts to ingenious wordcoinage by joining two words together, sometimes with a hyphen, sometimes without.

IN NO STRANGE LAND (for Christopher) P. 45

School!
Bereft of the familiar
tears attend beginnings
and unknowables stalk.

P. 60 barnstalls P. 36 wage-weary mothers
P. 19 bettertimes P. 37 night-cry of a child
P. 20 rainfalling curtain P. 45 his first-grade face

The outstanding drama in the collection is THE MOLDAU AT OUR DOOR (Moldau, a river in Czecho-Slovakia). She tells of a child's frightening experience, but softens it with delicate compassion. P. 17-18.

Evenings they talked the Moldau at our farm
and stars rolled up toward heaven
life lava from Wisconsin's valley.
The stream purred out in cashmere scarves
and whippoorwills went hoarse.

There are many words and lines which remain with the reader
long after the book is closed:

- P. 17 he speared the monster night with a struck match.
P. 33 The gathering years carried each its load of days.
P. 75 She knew. . .
without turning to the nightstand tyrant.
P. 36 A TV tongue protrudes into the day's occupation
known as "the pause that refreshes."
P. 60 and irises look Made in Japan.

The high point of perfection comes in *LONG FLIGHT FOR YOUNG SWALLOWS*. Here Mrs. Meudt shows a "Frost-like" simplicity in handling the modern colloquial language. This is one of her finest accomplishments.

There is tragedy, sympathy, gentle criticism and humor all through the book. Mrs. Meudt has retained the discipline of the past which seems to serve as ballast in this present accelerated age and a reminder that through the centuries of constant "changing times," human emotions are still unchanged.

---Neita O. Friend

WILDFLOWER FAMILIES by James H. Zimmerman and Booth Courtenay. Friends of UW Arboretum, 329 Birge Hall, UW, Madison 53706. 24 pp., 1965, \$1.00.

This short excerpt from a book in preparation was published to assist the growing numbers of amateurs who wish to learn more about the natural beauties around them. . . and as such it is another effort in the campaign to preserve this beauty. Two Academy members have combined their talents to simplify identification of wild flowers through a guide to Families by noting specific differences in habitat and structure. UW Arboretum Naturalist Zimmerman has drawn on his considerable experience in conducting classes of all age groups through natural areas to develop this classification system which has been arranged and illustrated by helpful sketches by Mrs. Courtenay. It will be useful as a supplement to field guides in the area around the Great Lakes, and hopefully, will stimulate curiosity, leading to further study and interest to save endangered flowers and their habitat.

---Gertrude M. Scott

THE PRESERVATION OF WILD FLOWERS (64 pp., 35 photos, 1965, \$1.00) and *YOUR BIRD SANCTUARY* (28 pp., 23 photos, 1965, 50¢) by Alvin M. Peterson. (Available from the author at 931 Green Bay St., Onalaska, Wis. or from WSO Supply Dept., Loganville, Wis.)

Mr. Peterson is a retired teacher who has found a way to continue his teaching activities. For some years he has published books and pamphlets on birds and wild flowers, principally in western Wisconsin, and these latest two "conversations" outline some of his ideas on preservation of natural spots. Anyone with the slightest interest in helping birds will find easy directions in the smaller booklet for making his yard into a sanctuary.

Nature study is more far reaching than mere laboratory work and since "we like things we know and understand, and do not destroy what we like," he advocates field trips to arouse curiosity and eventual love of the wonder and beauty of the out-of-doors. He cites many of the dangers threatening the landscape today such as bulldozers, pesticides, thoughtless mowing, and the thousands of other interests which involve us today. He concludes, with other authorities, that the best way to begin saving our wild flower heritage is through establishment of sanctuaries and preserves. Here is an author who has had experience along this line and his booklet is one of the few on the preservation of wild flowers in the State today. He lists flowers needing protection and those which may be picked or transplanted. Garden clubs will find here much of interest to their programs and direction for projects, as well as examples of public and private sanctuaries.

Black and white photographs enhance each booklet.

---Gertrude M. Scott

A THOUSAND AGES by Nancy D. Sachse. Friends of the Arboretum, 329 Birge Hall, UW, Madison 53706. 151 pp., 1965, \$2.95

This attractive book, which has been in the preparation stage for some time, details the development of The University of Wisconsin Arboretum during the past three decades and also presents a general preview of past ages and future possibilities. The Wisconsin Academy has reason to rejoice in the success of this Arboretum project as well as in the history because many of the leaders in the work were members of our organization. The bibliographies also show that much of the early research was published in Wisconsin Academy *TRANSACTIONS* and Academy members are featured in many of the illustrations. The late Charles E. Brown, John T. Curtis, N. C. Fassett, Aldo Leopold and E. M. Gilbert are among those whose early efforts are described, as well as the continuing work of G. W. Longenecker, Arthur Hasler, Robert A. McCabe, Grant Cottam, Henry Greene, A. W. Schorger, and Mrs. Jane Medler. The contributions of many other Academy members, together with outstanding leaders such as Joseph W. Jackson and Lowell Frautschi, are cited in detail.

A fascinating story of the area is presented, from the days of the Indians and first settlement through the difficult period of land acquisition and early development to the present. Photographs help tell the story and include some excellent pictures from Longenecker's collections showing the wasteland being transformed into an Arboretum with the help of CCC crews and many other groups and individuals. Not only is the difficulty of creating prairie and woodland areas chronicled but wildlife studies are reviewed along with the goals of this undertaking so important to the people of Wisconsin.

An appendix with an historical note by L. B. Rowley on "Lake Wingra and its Borders in the Seventies" is most interesting and a list of plants and wildlife to be found in the Arboretum at present fills several pages. Along with this information and the map of trails and points of interest, the book also is a useful guide. The beautiful cover photograph by Richard Sroda of the Wisconsin State Journal staff shows Friends of the Arboretum inspecting the area in May 1964 and attractive drawings by Mrs. Bentley Courtenay also enhance the section on the birds and plants. The index of names and subjects reads like a "Who's Who in Conservation" and this publication must be recognized as one of the most significant contributions to a segment of the history of conservation in Wisconsin. Especially the book is a tribute to the perseverance and vision of John Curtis and William Longenecker.

---W. E. Scott

SATURDAY AFTERNOON IN MADISON, WISCONSIN A. L. Rowse

The Saturday-afternoon dog barks his head off
On the deserted porch. Improbably.
A cockerel crows in the grounds of the campus.
Mount the slope amid the animals
Sculpted in ice, monuments in the snow:
Tortoise extended, squirrel with tail in air,
Couchant cat after a bird, a sad old man
With the hollow eyes of Montezuma
Or Ozymandias, king of kings.
The pretty sculptresses have departed
Home for the weekend to Winnebago,
Windsor or Fair Oaks, Monona or Waunakee.
Love overflows the expectant city
In this suspended moment hung in the air,
Awaiting spring in the rose-tipped elms,
In the powdered flush on the virgin lake.
Enter the hall, tiptoe along the corridors
Where the water fountains make music
To themselves, no one to hear.
Look in at the deserted classrooms.
Here is one I occupy for a fragment of time
And then pass by--not even a memory
To students themselves become ghosts,
Who come and go
Like motes uncounted in the sun.
Even we,
Even so.

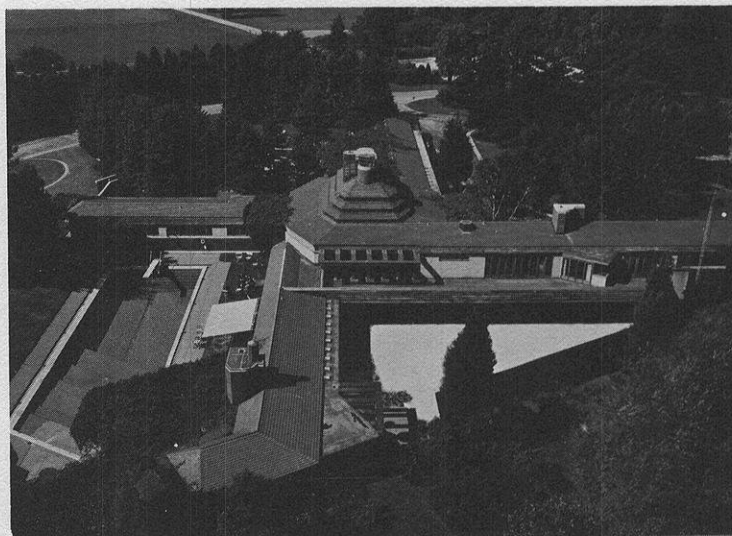
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Academy News

Wisconsin Academy Fall Gathering

October 29-30

by Trudi Scott



JOHNSON FOUNDATION'S RACINE CONFERENCE CENTER — WINGSPREAD

The first Fall Gathering of the Wisconsin Academy was held at Wingspread in Racine, October 29-30, 1965. The Johnson Foundation, through its President, Leslie Paffrath, a sustaining member of the Academy, graciously made its Conference Center available to the group which met in conjunction with the Autumn Academy Council meeting. An afternoon tour of Western Printing Co. showed several of the operations at this Racine plant of one of the largest lithographing companies in the world. Tours of the Johnson Wax Co. Wright-designed building impressed members with the unusual construction, spacious working conditions and pleasant color scheme. At the Historical Museum, Dr. B. L. von Jarchow spoke briefly on the P. R. Hoy ornithological collection exhibited there and its vicissitudes before coming to the Museum, and Prof. Robert Esser and others conducted a quick tour of The University of Wisconsin Racine Center facilities.

A delicious shrimp dinner was served at Wingspread to the 49 members and guests who made reservations to avail themselves of an opportunity to gather at this remarkable Conference Center. Hospitable touches by our hosts throughout the meeting made it a very pleasant occasion. During the evening a movie, "To Kill a Dragonfly," depicting pollution in the Milwaukee River, was shown. Academy member Spence Havlick had produced it while working with the Milwaukee Public Museum. The Academy Council then convened in the library while other members heard Eugene Molitor, Principal Land Use Planner for the SE Wisconsin Regional Planning Commission, discuss "Changes in SE Wisconsin Land and Water Use." His slides prompted questions which focussed attention on the dire need for thoughtful planning and zoning in this heavily populated area of the State. Fast dwindling open space is becoming more costly and demand for various forms of public recreation more insistent. Informed citizens can assist the planners by supporting county and regional plans for orderly development or preservation of remaining open lands.

Next morning the group was formally welcomed to Wingspread by President Leslie Paffrath, who compared the Johnson Foundation to a seedbed of ideas consistent with those of the Academy--to enlarge and improve the life of people. Aaron J. Ihde, past-president of the Academy, responded by agreeing that the Foundation should be an inspiration for the Academy and that their goals were similar. He felt that the weekend should leave all who attended with renewed feeling for attacking jobs facing us. (Because of the importance of these statements to all Wisconsin Academy members, it is hoped they can be summarized from tape recordings and, with the following statement by Dean Adolph A. Suppan on the contribution of the Foundation to Wisconsin's culture, may be published in a future issue of the Wisconsin Academy Review.)

Dean Adolph A. Suppan mentioned the "Art USA Now" exhibition sponsored by the Johnson Foundation which is touring the United States and has already been shown in 18 major cities in 15 countries. Reviews from various European publications show that a very good impression has been made by this exhibition of 102 paintings by as many different artists.

Prof. Thomas W. Thompson of The University of Wisconsin Kenosha Center told about the development of the Center System as a logical outgrowth of the "Wisconsin Idea." The original Extension program began in 1885, and the idea of establishing freshman and sophomore Centers received impetus in the 1930's. Designed to relieve pressure on larger campuses, they are a continuing expression of the old concept that people of the State deserve to receive its benefits. New knowledge is rapidly expanding the services to bring a liberal education to the people, whatever their background.

Future plans for the Racine Center were described by Prof. Robert E. Esser. He also spoke of the rivalry between the two cities, each of which wishes to be the site of a proposed four-year campus.

Following a break for coffee and kringles, Miss Carrie Cropley, secretary of the Kenosha Historical Society, summarized early history of Racine-Kenosha Counties, stressing beginnings of education in the area. Later some of the local administrators played a major role with the Department of Public Instruction at Madison for state-wide education. She feels that the Foundation is carrying out precepts for which the early settlers worked in the field of education.

President Harold W. Lentz of Carthage College told of the recent move of that institution from Illinois to Kenosha. A liberal arts college, it aims at strengthening an appreciation of man as an individual of culture and character. Enrollment has expanded much faster than anticipated and they expect to reach their planned maximum of 1250 resident students with 600-800 part-time and 150 full-time commuting students in about two years.

After Phil Sander of Kenosha gave a quick outline of the afternoon bus tour, C. W. Threinen, in charge of the Wisconsin Conservation Department's surface water classification work, outlined briefly some of the problems on lakes and streams in the area. He showed shorelines crowded with cottages and shored up with timbers, drainage areas denuded of trees and with extensive fertilized farm fields, housing developments and new highway or industrial construction.

Ed Imhoff, who is in charge of the SE Wisconsin Regional Planning Commission's Natural Resources Section, singled out

the Root River as an example of the work needing to be done. "When the river in your backyard becomes just a 'dirty little river,' you can't go anywhere else." Flooding dramatizes the trouble by affecting about 6% of the area, but it comes from the other 94%. Within the next 15-20 years the frequency is going to double. A population increase of 150% in a few years has magnified the problem. He cited as an example that a wet hay-field used to be plowed ground, but now it has homes on it worth thousands of dollars. The Planning Commission is working with the Soil Conservation Service in preparing suitability maps to show what soils can and cannot do--which ones can take care of septic tanks, for instance. It is on the upper reaches of the river that the difficulties begin, where the flood plain which should be left to the wildlife and as a scenic area to be overlooked by homes, is used instead as the site for building. Stressing that our burgeoning population requires rules of conduct, he stated that we cannot afford to compound individual errors on soil, water and land by allowing absolute individual freedom. He asked that responsible citizens take an active interest in the work of the planning commissions and assist in implementing the plans.

James H. Zimmerman, UW Arboretum Naturalist, showed pictures of the Chiwaukee Prairie and told how it was being used as an outdoor laboratory by many colleges and schools from miles away. Part of it already is platted and will be hard to save, while a piece one-fourth mile wide and a mile long in four parcels is in danger. The Nature Conservancy is arranging to buy some of it but prompt action must be taken on the remaining segments also. He urged all Academy members to assist this project in every way possible.

Near the end of the morning session brief statements were made by the President, President-elect, Treasurer and Committee Chairmen Charles Goff and George Becker, explaining recent activities and decisions by the Academy Council. Speaking for the Local Committee on Arrangements, Mrs. Corinna Lobner called the Wingspread Gathering auspicious for the Wisconsin Academy and forecast a productive and pleasant future. Past-president Katherine Nelson, who is in charge of the Long-range Planning Committee, called attention to the success of this first Fall Gathering and recommended that a special committee be appointed to prepare for another next fall, possibly in a northeastern Wisconsin locality such as Door County or Menominee County.

Luncheon at Wingspread brought the bonus of a brochure prepared by the Johnson Foundation which summarizes the 24 lectures in "The Quest for Peace," the Dag Hammarskjöld Memorial Lectures. Phil Sander also had distributed several individual favors the evening before which were provided by local industries. The final touch, as the group left Wingspread to board the bus, was a "help yourself" basket of apples at the door.

The four-and-a-half hour bus tour arranged and conducted by Phil Sander visited Dominican College, the Kenosha Center and Carthage College, where a stop was made for coffee and a walk through the physical education building. There was a view of the Root River at Armstrong Park, a private recreational park for S. C. Johnson Wax Co. employees, and a drive through Petrifying Springs County Park forded the Pike River. At Paddocks Lake, "Bill" Threinen explained that this was an example of an overdeveloped small lake which needed better management to maintain its quality. The last stops were made on the Bong Air Force Base, where Cliff Germain of the Wisconsin Conservation Department's Game Management Division explained plans for its use as a recreation site for the millions of people in nearby metropolitan areas. Other plans for creation of a new city with an industrial complex on this area of approximately 5,000 acres also were reviewed.

The purpose of a Fall Gathering--to learn more about a specific section of the state and to give local members a chance to meet Academy officers and each other--was achieved in this first attempt, with an over-all attendance of approximately 75 people. Excellent publicity resulted in both the Milwaukee Journal and local newspapers and a fine *esprit de corps* was evident. Some long-time members who had never attended a meeting were grateful for the opportunity and others who have experienced many of the regular meetings felt this congenial, get-acquainted gathering was the best they have attended. Hopefully, other sections of the state will be explored in coming years.

The success of this first Fall Gathering resulted from good work by a Local Committee on Arrangements consisting of Chairman Mrs. Wesley Lobner, Co-Chairmen Mrs. Robert

Erickson and Phil Sander, plus Miss Carrie Cropley, Prof. Robert Esser and Robert Erickson. Honorary committee members who also assisted locally included G. B. Gunlogson and Leslie Paffrath. Past-president Walter Scott served as general chairman in preparation of the program.

My people, the Etruscans, based their speculation for the future on the observation of birds in flight. From this auspicious they foretold happy or unhappy events that were to happen within their realm. If I may take the inspiring metaphors of WINGSPREAD to foretell the future of the Wisconsin Academy, it indeed looks very auspicious.

As local Chairman for this exceptional Fall Meeting I was inspired by the co-operation and encouragement I received from the Committee, and by the prompt response of everyone to make this event memorable. May I say, as a guest in a hospitable foreign land, that seldom in America I have felt at home as among members of the Wisconsin Academy. There is a reason for this. The Wisconsin Academy of Sciences, Arts and Letters sees with objective clearness that the goal of man is not merely one field of learning, but the constant exposure to all fields of learning that alone can form the man we most need to our modern era, the humanist.

Here we have Scientists, Historians, Artists, Men of Letters united in giving a lasting contribution to society through the free intercourse of their mind. It is indeed a great honor to work with such people and I want to express my appreciation for the graciousness, the sincere response, the enthusiasm I have found everywhere. Leonardo da Vinci, the great Etruscan of the Renaissance, who envisioned in the flight of birds the auspicious for man's conquest of space, wrote once, "IF YOU KEEP GAZING AT THE STARS, YOU SHALL NEVER TURN BACK." I am sure this meeting at WINGSPREAD is the gathering for new, higher flights of the Wisconsin Academy toward wider horizons of knowledge and understanding. ---Corinna del Greco Lobner



Wild Rivers Cooperative Research Project

PLANNING AND STEERING COMMITTEE

GEORGE C. BECKER (Chairman), Professor of Biology, WSU-Stevens Point
 JAMES D. ANTHONY, Associate Professor of Zoology, UW, Milwaukee
 ROBERT J. DICKE, Professor of Entomology, UW, Madison
 WILLIAM E. DICKINSON, Curator of Lower Zoology, Milwaukee Public Museum
 ROBERT E. GARD, Professor of Agricultural Extension Education, UW, Madison
 GEORGE F. HANSON, State Geologist; Director, Wisconsin Geological and Natural History Survey, Madison
 FRANCIS D. HOLE, Professor of Soils, UW, Madison
 C. LEE HOLT, JR., District Geologist, Ground Water Branch, United States Geological Survey, Madison
 HUGH H. ILLIS, Associate Professor of Botany, UW, Madison
 ROBERT A. McCABE, Professor of Wildlife Management, UW, Madison
 JOE MILLS, Director, Izaak Walton League of America, Ripon
 PERRY G. OLCOTT, Geologist, United States Geological Survey, Madison
 WALTER F. PETERSON, Associate Professor of History, Lawrence University, Appleton
 LEWIS A. POSEKANY, In Charge, Rivers Survey Section, WCD, Madison
 HANS ROSENDAL, State Climatologist, Madison
 EDWARD SCHNEBERGER, Superintendent, Research and Planning, WCD, Madison
 WALTER E. SCOTT, Administrative Assistant to the Director, WCD, Madison
 ALICE E. SMITH, Resident Scholar, State Historical Society of Wisconsin, Madison
 DOUGLAS D. SORENSON, Assistant Professor of Agricultural Journalism, UW, Madison
 JOHN W. THOMSON, Professor of Botany, UW, Madison
 C. W. THREINEN, Administrative Assistant, WCD, Madison
 STAN W. WELSH, Superintendent, Forest Management, WCD, Madison
 HOWARD YOUNG, Professor of Biology, WSU-LaCrosse
 JAMES H. ZIMMERMAN, Arboretum Naturalist, UW, Madison

MINUTES

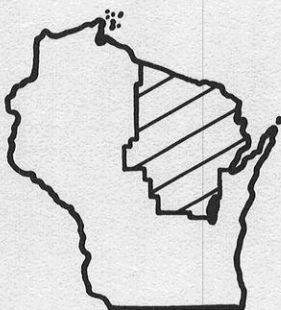
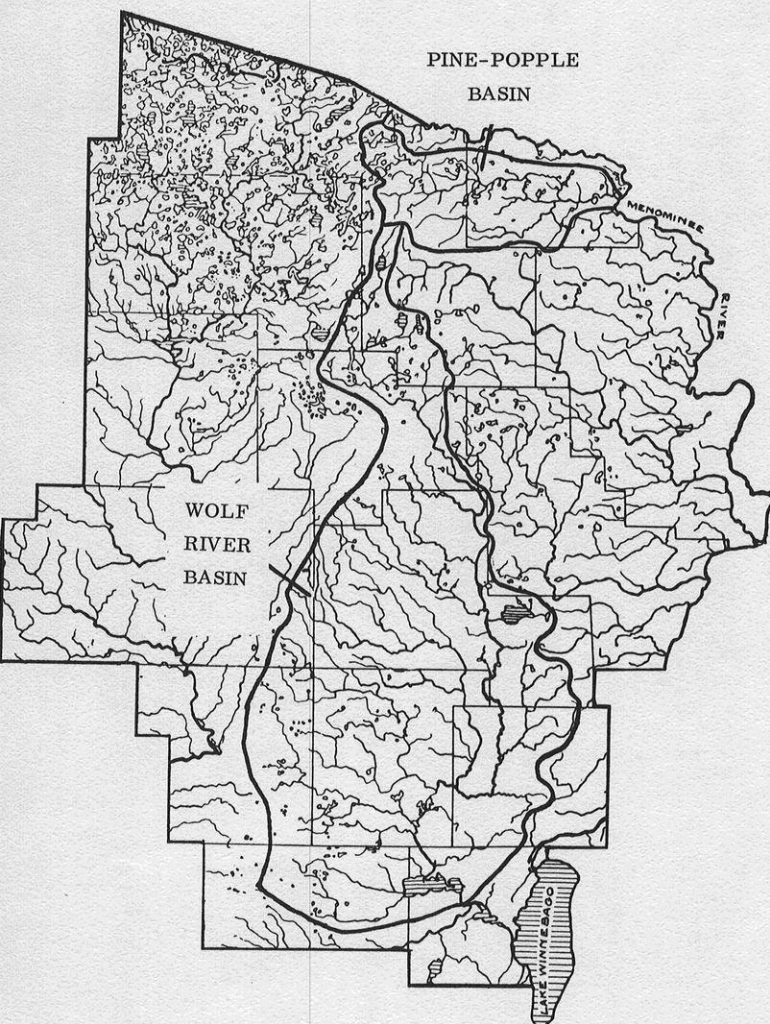
Planning and Steering Committee Meeting
 Hill Farm State Office Building
 Madison

The meeting was called to order by Chmn. Becker at 9:30. James Anthony, Robert Dicke, William Dickinson, Lewis Posekany, Edward Schneberger, Walter Scott, Howard Young, Stan Welsh and James Zimmerman were present.

Mr. Scott opened with a few remarks as to the origin of the Wild Rivers idea and the hoped-for goals. Schneberger discussed briefly the nature of the Brule River Survey, its financing and the utilization of University personnel in cooperation with the Wisconsin Conservation Department. Posekany pointed out to the Committee the boundaries of the two basins and the extent of agricultural, industrial and resort developments. Both Schneberger and Posekany emphasized the importance in planning for follow-up studies.

A short discussion followed regarding the intended scope of the present study. Moved by Schneberger, seconded by Posekany, that we engage in research on both the Pine-Popple and the Wolf basins. Motion carried.

Becker called attention to the names of individuals who had been contacted and who had volunteered to assist in the Survey. The Committee felt it reasonable that these may direct and



promote research in the following areas:

TOPOGRAPHY AND GEOLOGY - George Hanson, Francis, Hole
WATER RESOURCES AND USE - Lee Holt, Perry Olcott, Lew Posekany, C. W. Threinen
NON-VASCULAR AND VASCULAR PLANTS - Hugh Iltis, John Thomson, James Zimmerman
FOREST MANAGEMENT - Stan Welsh
INVERTEBRATES - James Anthony, Robert Dicke
FISHES - Edward Schneberger, George Becker
AMPHIBIANS AND REPTILES - William Dickinson
BIRDS AND MAMMALS - Robert McCabe, Howard Young
RECREATION (CANOEING, ETC.) - Joe Mills
HISTORY - Alice Smith
MAPS & MAPPING - Walter Scott
LITERATURE AND ARTS - Robert Gard
METEOROLOGY - Hans Rosendal
JOURNALISM - Douglas Sorenson

Prospective leaders were mentioned by the Committee for heading up the following: PEOPLE AND THEIR CULTURES, FARMING, MINING & MANUFACTURING. The chairman volunteered to make the contacts necessary. Dickinson indicated that the Milwaukee Museum had quite a gallery of photographs which would be useful in a PICTORIAL HISTORY OF THE REGION.

A discussion on possible financial aids followed. Dicke indicated that National Science Foundation grants are given to individuals and that an all-inclusive grant for the Survey would be difficult to secure. Anthony felt that some funds may be obtainable from the Wisconsin Alumni Research Foundation. Becker heard that the National Institute of Health was not interested in allocating monies for research on clean, wild waters as a base for judging future pollution. The U. S. Department of Agriculture was mentioned as a source for financial support since some of our activity may fit in with their program. Benefactors, such as Harry Steenbock and Guido Rahr, because of their long-standing interest in and support of conservation in Wisconsin, may be interested in helping the Academy in this study.

Becker reported receiving personally a grant of \$870 from the Board of Regents of the Wisconsin State Universities for a survey of the fishes of the Pine-Popple basin for the period from July 1, 1965 to July 1, 1966. He disclosed that the Board of Directors of the Wisconsin Society for Ornithology, Inc., in their September meeting voted \$2500 of Steenbock Fund money to assist the Academy in the bird research for the Wild Rivers Cooperative Research Project.

Schneberger felt that the proposed project had merit and conservation value and that some assistance from the Wisconsin Conservation Department may be expected.

Zimmerman felt that detailed quadrangle maps would be necessary for working over the vegetation of the areas. Posekany said that his department would gladly provide maps of the areas upon request.

Dickinson mentioned that the Milwaukee Public Museum had a trailer which could be kept on location, possibly at a Conservation Department ranger station. (In a letter dated October 18, Mr. Dickinson writes: "The Museum's Nimrod trailer has been reserved for June, July, and August for the use of the survey with Dr. Borhegyi's consent...It sleeps four, has stop and go as well as tail lights, spare tire, safety chains, has new mattresses..." He also volunteers seines, hoop nets, plankton nets, etc.) Our thanks to Mr. Dickinson and the Museum in Milwaukee!

It was felt advisable to have the next meeting of the Planning and Steering Committee either December 10 or 17, the time to be determined by the chairman in a poll of the Committee. At that meeting the Committee members will report:

1. Proposed specific study or studies within their subject area.
2. Personnel involved.
3. Cooperative help needed.

From this information a master list could be drawn up showing types of research and the personnel involved. Many facets of the Survey could be tied together, thereby avoiding duplication and strengthening coverage.

Meeting was adjourned at 11:40.

Respectfully submitted,

George Becker, Acting Secretary

Introducing

BURTON E. HOTVEDT recently affiliated with the Wisconsin Academy as a Sustaining member and almost immediately volunteered to assist in a major project of revising the brochure used for inviting new members. He engineered the entire operation through the preparation of copy, art layout, film plates and typography without charge to the Wisconsin Academy. This was done by enlisting aid from The Brady Company of Milwaukee, one of Wisconsin's larger advertising and public relations agencies, of which is he senior vice president. Other cooperating companies were the Mueller-Krus Corporation (film and plates) and George F. Wamser, Inc. (typography), both of Milwaukee. It is estimated that services and materials in preparation of this work are valued at around \$750.00 and approximately \$1,000 in time and effort went into planning and coordination. The Wisconsin Academy Council, at its Wingspread meeting, unanimously expressed its gratitude for this assistance from Mr. Hotvedt and these companies. All members will receive a copy of the new brochure along with their statement of membership dues at the end of this year and will be urged to use it to invite new members.

Mr. Hotvedt has completed his two-year term as a vice president of the Advertising Federation of America and chairman of their Council on Advertising Clubs. He also was on the Executive Committee and chairman of the Legislative Alertment Committee. He is a past president of the Milwaukee Advertising Club and its present legislative chairman. He recently fulfilled a term as chairman of the Board of Business Public Audit of Circulation, Inc., which analyzes and reports circulation data and policies of over 500 magazines. He is credited with making the single audit form for business publications a reality.

Mr. Hotvedt was born in Rosholt (central Wisconsin) and received his Bachelor of Education degree from Wisconsin State University-Stevens Point in 1933. He lives in Wauwatosa and Wautoma. In preparation for his career, his tour of duty included advertising, sales promotion and sales management, plus service in both journalism and sales ends of publishing. He has served civic, legislative and social welfare projects, and has participated in major Wisconsin political activity. He has spoken to many professional, vocational and service groups and teaches as an avocation. He is a frequent guest lecturer on Midwestern campuses.



JAMES R. SMABY, a sustaining member of the Wisconsin Academy, was elected Chairman of the Wisconsin Conservation Commission recently. He is Vice-President, Secretary and Assistant General Manager of Gateway Transportation Co., Inc. of LaCrosse--one of the nation's leading common motor carriers. He is a lifelong resident of the LaCrosse area and has been with Gateway since 1938. Former Governor Gaylord A. Nelson appointed him to the Conservation Commission in July, 1961.

Mr. Smaby attended Wisconsin State University-LaCrosse and has served the motor freight industry in many leadership posts. At present, he is a member of the Executive Committee, Central States Motor Freight Bureau, of which he was Chairman in 1963-64. He is a Director of the Wisconsin Motor Carriers Association Tariff and Rate Division and of the LaCrosse Exchange State Bank.



During his several years on the Conservation Commission, Mr. Smaby has served on their Business Affairs Committee and on special assignments dealing with efficient management of the Conservation Department's mobile equipment as well as long-range acquisition and development priorities and plans. He has a deep and abiding interest in the out-of-doors, and especially in hunting and fishing. In his first statement as Chairman to the Conservation Commission, he urged acceleration of the Outdoor Recreation Act Program in both its acquisition and development phases by adding "another cent to the tax on cigarettes and authorizing borrowing for conservation purposes." (Photo courtesy of Wisconsin Conservation Department.)

Congratulations

On March 28, 1965 C. M. GOETHE (A 53, S 58) of Sacramento, Calif., celebrated his 90th birthday. The commemoration of this day by the friends and associates of Dr. Goethe was "The C. M. Goethe National Recognition Day" which concluded with a banquet. The following is excerpted from a biographical sketch of Dr. Goethe by Rodger C. Bishton of Sacramento State College.

Learning the lores of nature early in life from his father who was born in Australia, Goethe was able to comprehend soon what his mission in life would be. Dazzling his schoolmates with words like "dolomite" and "chalcopryite" while they struggled with "cat", "dog" and "pig", he and his father were pegged "knowing more nature lore than an Injun".

Acquiring in childhood a knowledge in various fields of life science--a fact which provides clear evidence that he was a precocious child--Goethe grew up to appreciate fully his diverse California environment. He started working as a clerk in his father's office when still in his teens. In the late 1800's and early 1900's he worked with his father as a private banker in financing and developing much of the residential area in East Sacramento. He was independently wealthy by the time he was twenty-seven.

Shortly after the turn of the century, he met Mary Glide, the daughter of a wealthy pioneer ranch family. He proposed several times, but was turned down for being a "money machine." Goethe finally won the battle, but only on the promise that every cent he made after their marriage would go for the betterment of mankind. From the day they were married until Mrs. Goethe's death in 1946, they worked side by side, dedicating their time, effort and fortune to more than one hundred seventy-five separate projects representing a great diversity of interests including "units of work" in the life sciences, social sciences, education and the Protestant ecumenical movement. Each unit is characterized by action on their part to elevate mankind. Dr. Goethe has kept the promise he made to Mrs. Goethe more than fifty years ago with a steady stream of contributions to research, conservation, education and numerous other philanthropies.

Retirement

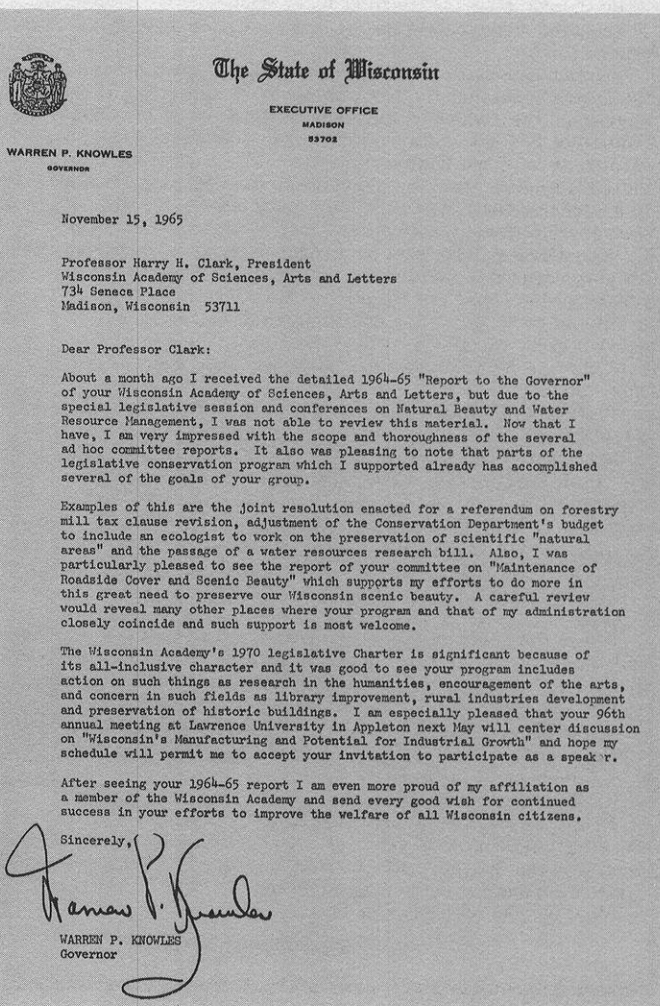
ALICE E. SMITH of the State Historical Society of Wisconsin has this past summer changed her status from director of research to "consulting editor" in preparation of a six-volume history of Wisconsin. Officially, this means she has retired, but actually she undoubtedly will be as busy as ever in documenting the State's background. A Wisconsin native, Miss Smith holds both a bachelor's and master's degree from the University of Minnesota. Before coming to the Wisconsin Society in 1929 she was research assistant to the retired president there, who was preparing a history of Minnesota.



She began her career in Wisconsin as Curator of Manuscripts for the State Historical Society and in 1949 became Director of Research. In those capacities she compiled a Guide to Manuscripts (1944) and directed surveys of archival and business records in Wisconsin and the preparation of the Dictionary of Wisconsin Biography (1960). She is the author of James Duane Doty: Frontier Promoter (1954), on which she worked under a Rockefeller Foundation grant, and co-editor with Howard Greene of two volumes of Welcome Arnold Greene diaries, published in 1957-58. In 1957 she received a Guggenheim Foundation grant for a study of Scottish-American investments in the Chicago-Milwaukee area and did some of her research abroad. While in Aberdeen she found materials which helped in the preparation of her latest book, George Smith's Money. Although they are both Scots, she is not related to the subject of her study. Miss Smith is currently working on the first volume of a co-operative study of urbanization in the Neenah-Menasha area. She was awarded an honorary doctor of law degree by Northland College in 1954 and joined the Wisconsin Academy that same year. Abbreviated versions of two talks she delivered at Academy annual meetings appear in early issues of the Review (Vols. VII:49 and IX:100) and a vignette on James Duane Doty, as well as a short review of her book about him, were carried in the Fall 1954 issue.

Before embarking on her further career as historian, she has "retired" from work long enough to enjoy a trip around the world visiting friends and relatives. In January she will return to the Society as a private citizen to continue the work she loves.

---Gertrude M. Scott



In Memoriam

LESLIE A. STOVALL, a biology teacher at North High School, Sheboygan, during the past 21 years, died April 27, 1965. Born at Hazel Green in 1910, Mr. Stovall attended Platteville High School but graduated from Galena (Illinois) High School in 1929; he received his B.S. degree from Wisconsin State University-Platteville (1933) and his M.A. from Northwestern University (1942). He did additional graduate study at Iowa State Teachers College (1957) and the University of Indiana (1959) under scholarship grants from the National Science Foundation.



Before going to Sheboygan to teach, Mr. Stovall taught at LaFarge and Cedar Grove where in 1938 and 1939 the basketball teams he coached captured the championship. He was active in high school and college sports.

He was a member of the National, Wisconsin and Sheboygan Education Associations, National Association of Biology Teachers (state director for the search for the outstanding Wisconsin biology teacher for the past three years), American Institute of Biological Sciences, National Wildlife Federation, Wisconsin Society of Science Teachers, Wisconsin Academy (A 61) and other professional organizations.

Ecology was one of Mr. Stovall's major interests. He assisted in setting up the Outdoor Science Laboratory for the Sheboygan schools and led student visits to the Trees for Tomorrow Camp at Eagle River. He lectured frequently on his hobby interests of gem collecting and cutting and on photography.

PHILIP G. WHITE was born in Springfield, O., in 1927 and died unexpectedly at his Madison home on May 30, 1965. He received his academic training at Wisconsin--B. S., M. S., Ph.D. (1962)--in bacteriology with a minor in veterinary science. At the time of his death, he was attending the UW School of Education in preparation for a teaching career.

Dr. White was associated with the American Scientific Laboratories, Inc. as Vice President and Director of Research (1951-61) and the Biological Specialties Corporation (1961-64) as President.

He was active in civic affairs and several professional organizations such as the AAAS, American Institute of Biological Sciences, Animal Health Institute, New York Academy of Sciences and the Wisconsin Academy (A 62).



Gifts

Several recent gifts to the Academy are as follows: C. M. GOETHE (A 53, S 58) (Sacramento, Calif.), \$20.00; JOHN S. LORD (S60) (Chicago, Ill.), \$50.00; THE JOURNAL CO. (Milwaukee), \$250.00; WALTER H. SNELL (A 19, L 59) (Providence, R. I.), \$25.00; C. T. EVANS (A 21, L 61) (Wauwatosa), \$50.00; and J. ALLAN SIMPSON (A 57) (Racine), \$25.00.

"In kind" gifts to make possible the publication of the Academy membership brochure were received from the following Milwaukee firms: The Brady Co. (copy, layout and art work), Mueller-Krus Co. (film and plates), and George F. Wamser, Inc. (topography). Printing costs were provided through the generosity of Dr. HARRY STEENBOCK (A 21, L 61, P 63).

Gifts to the Junior Academy for the publication of the 1964-65 Annual Review include: \$250.00 from Kimberly-Clark Foundation, Inc. (Neenah); \$25.00 from ALLEN ABRAMS (A 42) (Wausau); \$10.00 from C. H. SAGE (A 53) (Neenah); \$25.00 from Wausau Paper Mills Foundation, Inc. (Wausau); \$25.00 from A. W. SCHORGER (A 16, L 44) (Madison); \$100.00 from CHARLES D. GELATT (L 58) (La Crosse); \$50.00 from the Herman W. Falk Memorial Foundation, Inc. (Milwaukee); \$35.00 from the Ziegler Foundation, Inc. (West Bend); \$10.00 from PHIL SANDER (A 55) (Kenosha); \$25.00 from the Allen M. Slichter Foundation, Inc. (Milwaukee); \$100.00 from Oscar Mayer and Co. (Madison); \$5.00 from OTTO L. KOWALKE (L 19) (Madison); and \$100.00 from the Northwestern Mutual Life Insurance Co. (Milwaukee).

Annual Meeting

Make plans now to attend the 96th Annual Meeting of the Academy at Lawrence University, Appleton on Friday, Saturday and Sunday, May 6-8, 1966. The theme will be Wisconsin's Manufacturing and Potential for Industrial Growth.

Meeting Chairman Dave Behling reports that program plans are taking shape, and Local Arrangements Chairman Steve Darling is busy firming up final room assignments, menus and a host of other details.

The tentative program set up at the Program Planning Committee Meeting at Appleton on October 23rd is as follows:

The first activity will be a two-hour tour of the Kimberly-Clark pulp processing mill beginning at 2 p.m. on Friday. The tour will show the making of paper from wood. The Council will meet at 5 p.m. with the Council dinner commencing at 6:30 p.m. An evening reception with President and Mrs. Curtis Tarr will conclude Friday's activities.

The Saturday activities will begin with a welcome by Lawrence President Tarr followed by symposium presentations on the conference theme. Definite commitments as symposium speakers have been received from UW President Fred Harvey Harrington and Paul Pratt, Director, Department of Resource Development. Afternoon sectional programs in the sciences, arts and letters will follow the traditional Junior-Senior Academy Luncheon. The Annual Business Meeting will be held late Saturday afternoon.

The Annual Banquet will begin at 6:30 Saturday evening followed by the banquet program consisting of the introduction of guests, presentation of awards, and presidential address. Evening entertainment will be held in the Art Center.

A bus tour of the Wolf River Valley area consisting of stops at historic, recreational and industrial sites as well as the Institute of Paper Chemistry followed by a picnic lunch will round out the three-day program on Sunday morning.

More complete information about the Meeting will be included in the next issue of the Review.

State News

UW Centers

Prof. WILLIAM R. SCHMITZ (A 65) (botany and zoology, Marathon Co.) was awarded a travel grant by the American Ecological Society to take part in the International Congress of Limnology in Warsaw, Poland, August 15-September 4. On October 9, Prof. Schmitz was presented with the 1965 Johnson Foundation Award of \$1000 as outstanding teacher in the University Center System.

The administrative staff of the Marinette Co. Center moved to their new campus August 16. The site, one of the Universities most scenic, fits the typical Wisconsin pattern of trees-and-water. Situated on the shore of Green Bay, the campus is located in a grove of pines and adjoins a park and a resort. LON W. WEBER (A 64) is director of the Center.

The Regents, at their meeting on August 20, approved the change of title for all of the chief administrative officers of all University Centers from "director" to "dean."

Racine Co. Center facilities were officially dedicated on Saturday, October 16. Academy members who attended the Fall Gathering at Wingspread will recall the beautiful lakeside location.

Sites for two new centers in Washington Co. and Sauk Co. were approved by the Regents at their November 12th meeting. The Washington Co. Center site consists of 87 acres of land west of the West Bend city limits. It is situated on Chestnut St., south of STH 33. The Sauk Co. Center site is 64.4 acres in the northwest corner of Baraboo. These two centers, scheduled to open in September, 1968, will bring the total number of University Centers to thirteen.

Academy members recently appointed to the Center System Campus Planning Committee include Profs. ROBERT E. ESSER (A 47) (botany and zoology, Racine), and NORBERT ISENBERG (A 65) (chemistry, Kenosha).

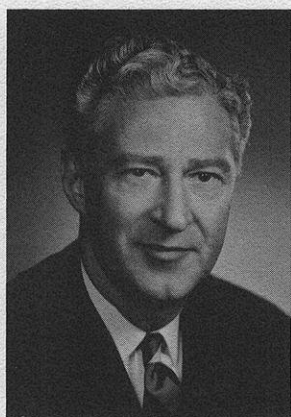
Remarks by Gov. WARREN P. KNOWLES (A 65) at the commemorative ceremony "SIFTING AND WINNOWING" Plaque, October 17, 1965 at the University of Wisconsin Green Bay Center:

The idea embodied in the words of the plaque we will dedicate today is as old as the concept of freedom itself: The right of free inquiry--the right to dissent--the right of free speech--the right of minorities to be heard in the forums of public opinion. All of this and more is contained in the famous "SIFTING AND WINNOWING" statement of the 1894 Board of Regents of the University of Wisconsin.

These are freedoms which must be fought for and won anew by each generation.

In 1964, when I was the chairman of the Wisconsin Legislative Council, and the Chairman of a long range policy committee on education, we responded to the timeless question regarding limitations on academic freedom. In our report of the studies we said:

"In general, the University should continue its present policy of placing no restrictions on freedom of speech or assembly beyond those established by State or Federal laws. We are trying to develop self-directing mature citizens capable of making their own evaluation of truth and falsehood. A more dogmatic policy might shield the individual student so much that he would be deprived of this essential educational experience.



We believe in freedom of discussion and that continued emphasis on the privileges and benefits of our government and our system of free enterprise will make the youth of Wisconsin better citizens."

The central theme of that statement remains as valid today as it was in 1954.

But this can not be considered to be simply the code for the educator, the academician, the student, the libertarian. It is meaningful to all of us who believe in the basic idea of freedom.

In this great Republic, diversity has always been a sign of strength, not weakness. The right to differ, the right to seek more than one solution to a given situation is our heritage.

The right to dissent, to disagree--the right to participate in the affairs of government--is as much the right of those with whom we personally disagree as it is the right of any others.

I believe that the voices of dissent should be heard--both on our campuses and within the nonregulatory, semi-official agencies of government.

As Justice Oliver Wendell Holmes wrote:

"If there is any principle of the Constitution that more imperatively calls for attachment than any other it is the principle of free thought--not free thought for those who agree with us but freedom for the thought that we hate."

Or, as Voltaire said:

"I disapprove of what you say, but I will defend to the death your right to say it."

The "sifting and winnowing" plaque we are dedicating today will have a hollow ring, indeed, if we are afraid to put its meaning to the test. Those who would protest "limitations which trammel inquiry," on the one hand and, on the other, attempt to silence criticism or smother the voices which challenge popular views, have failed to recognize the essential meaning of freedom.

Wisconsin's great university system and the State itself have grown and prospered in an atmosphere of open discussion, responsible controversy and the exchange of ideas. The "Wisconsin Idea" which stretches the boundary and intellectual resources of our educational institutions to the full length and breadth of the State, is an extension of this same principle. The exchange of ideas and information, the resolution of differences and the mutual confidence which encourages the forward progress of our State have made Wisconsin great.

That really is what we want--to move forward--culturally, intellectually, economically through the exercise of our freedoms.

Learned Hand said that:

"The mutual confidence on which all else depends can be maintained only by an open mind and a brave reliance upon free discussion."

There is a deep-rooted spirit within the people and the institutions of Wisconsin that will, I believe, rise up to defend any encroachment on the right of free discussion. We honor that spirit today, and I assure you that the State of Wisconsin will continue to "encourage that continual and fearless sifting and winnowing by which alone the truth can be found." (Photo: B. Artin Haig)

UW at Madison

Two bacteriologists hold key membership in the American Society for Microbiology: Prof. E. M. FOSTER (A 60) was elected in June to chairman of the Board of Governors; Prof. WILLIAM D. SARLES (A 33, S61) assumed the vice presidency of the organization on July 1.

Dean LINDLEY J. STILES (A 55) (education) was among those representing Wisconsin at the White House Conference on Education in Washington, D. C., July 20-21. He was also reelected president of the Aerospace Education Foundation in July.

Prof. TAKERU HIGUCHI (A 49) (pharmacy), Edward Kremers Professor of Pharmacy, was named president pro tem of the newly formed Academy of Pharmaceutical Sciences of the American Pharmaceutical Association.

Prof. ROBERT C. WEST (A 57) (chemistry) was on the organizing committee of the second International Symposium on Organometallic Chemistry held at Madison August 30-September 3.

A book entitled "Selected Readings in the History of Chemistry," authored by Prof. AARON J. IHDE (A 45) (chemistry), was published in August by the Chemical Education Publishing Co. Prof. Ihde took part in the International Congress on the History of Science in Poland in September.

Profs. GEORGE F. HANSON (A 53) (geology) and GERARD A. ROHLICH (A 65) were appointed, in September, to membership on the Governor's Committee on Water Resources.

Prof. D. MURRY ANGEVINE (A 64) (pathology) was reappointed, this fall, to the Committee on the Skeletal System of the National Research Council.

Dean H. EDWIN YOUNG (A 62) (letters and science) was named president of the University of Maine on September 15.

Dean LINDLEY J. STILES (A 55) (education) resigned from the UW effective August 31, 1966. He has accepted a professional position with Northwestern University for 1966.

Prof. FREDERIC G. CASSIDY (A 54) (English) was awarded a five-year \$490,000 grant by the U. S. Office of Education to collect and prepare materials for a dictionary of American regional English.

Joint ground breaking ceremonies for the Alumni House and Elvehjem Art Center were held October 23.

The Rennebohm Foundation has made possible the purchase of three additional works of art for the UW. To date some 21 prints and drawings have been added to Wisconsin's collection by means of funds from the Rennebohm Foundation. The Foundation was established in 1949 by former Governor OSCAR RENNEBOHM (L 44).

Emer. Prof. J. HOWARD MATHEWS (A 19, L 59) (chemistry) has received the Kuebler Award, the highest award of the American Chemical Society. Prof. Mathews was chairman of the Department of Chemistry from 1919 to 1959.

Emer. Pres. E. B. FRED (A 21, L 61) will receive the first national merit citation of Phi Kappa Phi, national honor society, on January 16.

Recent books published include "Philanthropy in the Shaping of Higher Education" (Rutgers University Press) by Prof. MERLE CURTI (A 54) (history) and "Ten Perspectives on Milton" (Yale University Press) by Prof. MERRITT Y. HUGHES (A 40, S 60) (English).

UWM

Ground breaking ceremonies were held July 30, for the fine arts complex. Construction of the \$3.5 million project is to be completed by early 1967.

Prof. RALPH M. ADERMAN (A 58) (English) was appointed to a Fulbright lectureship at the University of Bucharest for one year.

Prof. GOODWIN F. BERQUIST, JR. (A 61) (speech) is the author of a new book entitled "Speeches for Illustration and Example" published by Scott Foresman Publishing Co.

Dean JOSEPH G. BAIER (A 45) (letters and science) resigned his deanship effective June 1966 to pick up the threads of his zoological research and return to teaching. Dean Baier was a key figure in planning the creation of UWM. He has devoted his time to administrative duties since he assumed the L & S deanship in 1956.

WSU's

The first Johnson Foundation Awards to distinguished teachers at the WSU's went to Prof. RUDOLF PRUCHA (A 54) (physics, Whitewater), and three professors at River Falls, Superior, and Stevens Point, respectively. Established by the Johnson Foundation of Racine, the \$500 awards honor a "distinguished" teacher at each of the nine WSU's every two years.

Other News

A prayer delivered by Rev. ALFRED W. SWAN (A 56) at the official dedication of the State Capitol at Madison on July 7, 1965:

Eternal God, who wast before the worlds began, and sure didst reign ere hills in order stood, look upon us thy suppliants this day with thy gracious favor, and let thy blessing rest in fulness on thy people here.

Above the verdant plain, between the azure lakes, let the high white tower brightly gleam. As pillared strong she is, so let the bulwarks of the state sure rest upon the rock of justice and truth.

Where once the quiet moccasin plied along the forest path, and now the powered cars roll by, let the fair form of Forward raise a bright beacon, and progress ever dominate the factory and field, the hall of justice and the room to legislate.

Deliver us from shallow patriotism or provincial prejudice. Save us from the waste of excessive party spirit, and so combine our varied loyalties that we may achieve the common good.

Be here this city known not for its better buildings but for its bolder brains, that small souls may not creep thru great halls, but great hearts inform all the actions of these premises.

May little children and strong men, wise mothers and honored age always look to this center of this city with hope and confidence, assured that here the laws of the commonwealth will ever express the will of all the people, by all the people, for all the people.

And when each generation passes from the moving scene, may they look back upon this green and pleasant land in comforting remembrance, and hold this alabaster dome upon its honored hill in warm and grateful gratitude.

Strength to the state, and joy in the Lord. Amen.

The prehistoric indian village at Aztalan State Park, 25 miles east of Madison, was given national recognition on September 10 as being a Registered National Historic Landmark. Governor WARREN P. KNOWLES (A 65) was presented with a plaque to be erected at the site by an official of the National Park Service. The 120-acre park was purchased by the Wisconsin Conservation Department in 1948 and excavation of the village has been conducted since then by the State Historical Society.

Kumlien Hall, the last surviving building of Albion Academy, was destroyed by fire on December 3. The structure, built in 1853 housed the collection of the Albion Academy Historical Society which was lost in the blaze. Kumlien Hall was named in honor of THURE KUMLIEN (1820-1888), (an early member of the Wisconsin Academy) who taught botany, zoology and languages at Albion from 1867-1870.

NOVEMBER Myrtle Cook Jackson

November walks the earth with queenly grace
Despite her barren fields so dry and brown,
For branches, bare of leaves, adorn with lace
And frost embroiders jewels on her gown.
Like memories the gentle shadows come
To sooth our hearts before the end of day;
Now cheery laughter rings and voices hum
While cordial hearth fires all the joys relay.

November is the queen of bounty's store,
Which is reflected in content and charm,
As plenty now flings wide a welcome door
And good will greets the world with open arm.
In gratitude, O Lord, we humbly pray
And offer Thee our hearts Thanksgiving Day.

New Members

SUSTAINING

Reynolds, Mr. Henry E.
616 E. Mifflin St.
Madison, Wis. 53703

ACTIVE

Akagi, Mrs. Betty M.
5754 Forsythia Pl.
Madison, Wis. 53705
Anderson, Mr. Norman C.
324 S. Hamilton St.
Madison, Wis. 53703
Barnett, Dr. Gene A.
681 Merrick St.
Detroit, Mich. 48202
Branovan, Prof. Leo
3201 N. 48th St.
Milwaukee, Wis. 53216
Calloway, Dr. N. O.
Veterans Admin. Hospital
Tomah, Wis. 54660
Clark, Miss Joan R.
9129 W. National Ave.
West Allis, Wis. 53227
Daiell, Dr. Harvey
4250 N. Larkin St.
Milwaukee, Wis. 53211
Dearolf, Mr. Kenneth
8963 - 22nd Ave.
Kenosha, Wis. 53140
Earley, Mrs. Emily H.
2817 Sylvan Ave.
Madison, Wis. 53705
Haygood, Mr. William C.
1102 Grant St.
Madison, Wis. 53711
Isenberg, Dr. Norbert
922 Saxony Dr.
Racine, Wis. 53402
Johnson, Mr. Marlin
Johnson, Mrs. Marlin
610 Birch St.
Wisconsin Rapids, Wis. 54494

Kaspar, Dr. John L.
5765 Lake Road
Oshkosh, Wis. 54901
Kolanda, Rev. George A.
4944 S. Swift Ave.
Cudahy, Wis. 53110
Lettau, Dr. Katharina
122 Bascom Pl.
Madison, Wis. 53705
Merschdorf, Mr. Peter E.
Box 150, RFD #1
Wabeno, Wis. 54566
Narf, Mr. Richard P.
410 Gunderson St.
Madison, Wis. 53714
Netzel, Dr. Richard G.
Wisconsin State University
Oshkosh, Wis. 54902
Rabbach, Mr. Douglas L.
R. R. 4
Watertown, Wis. 53094
Schapsmeier, Dr. Frederick H.
Dept. of History
Wisconsin State University
Oshkosh, Wis. 54901
Sealts, Jr., Dr. Merton M.
Department of English
The University of Wisconsin
Madison, Wis. 53706
Simpson, Mr. J. Allan
3636 Nicolet Pl.
Racine, Wis. 53402
Steuber, Mr. William F.
Steuber, Mrs. Marie F.
705 Schiller Ct.
Madison, Wis. 53704
Swenson, Mr. Ruth P.
1709 Hooker Ave.
Madison, Wis. 53704
Thayer, Dr. John S.
Department of Chemistry
Ill. Institute of Technology
Chicago, Ill. 60616
Thomas, Mr. Tomas J.
618 E. Gorham St.
Madison, Wis. 53703
Thompson, Mr. Paul
Visual Educ. Consultants, Inc.
P. O. Box 52
Madison, Wis. 53701
Upham, Mr. William H.
Upham, Mrs. Elizabeth D.
2728 E. Bradford Ave.
Milwaukee, Wis. 53211
Vandort, Dr. Herbert J.
Wisconsin State University
Superior, Wis. 54881
Wojta, Mr. Arthur J.
Wojta, Mrs. Arthur J.
2515 N. Stowell Ave.
Milwaukee, Wis. 53211
Baillies, Miss Merry J.
4901 Waukesha St.
Madison, Wis. 53705
Behnke, Miss Barbara A.
201 Showerman
University of Wisconsin
Madison, Wis. 53706
Dede, Mr. Christopher J.
1830 N. Hi Mount Blvd.
Milwaukee, Wis. 53208
Delfino, Mr. Joseph J.
Water Chemistry Laboratory
University of Wisconsin
Madison, Wis. 53706
Fulton, Mrs. David L.
105 Lathrop St.
Madison, Wis. 53705
Garriott, Mr. Gary L.
Rt. 2, Box 2
Hortonville, Wis. 54944
Henry, Mr. Richard A.
813 S. 14 St.
La Crosse, Wis. 54601
Jakubas, Mr. Richard G.
2007 N. Whipple St.
Chicago, Ill. 60647
Kilkenny, Miss Ann M.
419 Roosevelt Ave.
Eau Claire, Wis. 54701
Kilmer, Miss Paulette D.
Box 123
McFarland, Wis. 53558
Kipp, Mr. Brian P.
5045 - 46th Ave.
Kenosha, Wis. 53140
Kirschling, Miss Dian L.
1811 Riverview Dr.
Wisconsin Rapids, Wis. 54494
Krippner, Mr. Ronald D.
3252 Starr Ave.
Eau Claire, Wis. 54701
Lavine, Mr. Steven D.
1805 Hammond
Superior, Wis. 54881
Mescher, Mr. Kent J.
7628 - 48th Ave.
Kenosha, Wis. 53140
O'Malley, Miss Sharon
6 W. Rice Ave.
Tomahawk, Wis. 54487
Morzenti, Miss Virginia M.
Dept. of Botany
University of Michigan
Ann Arbor, Mich. 48104
Peters, Mr. LeRoy R.
4355 N. 69 St.
Milwaukee, Wis. 53216

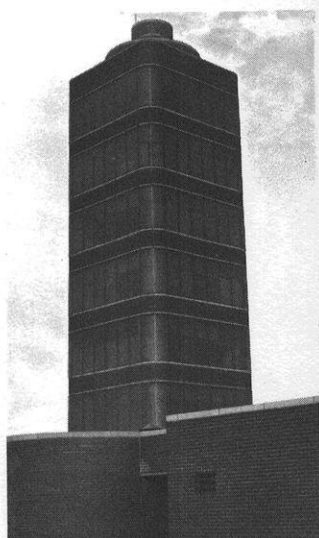
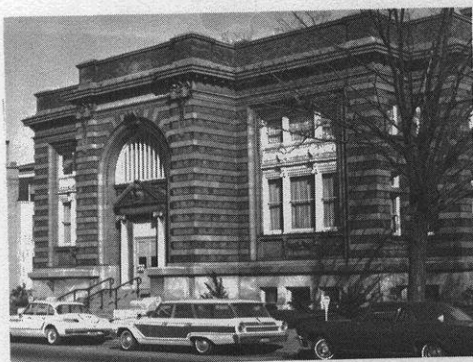
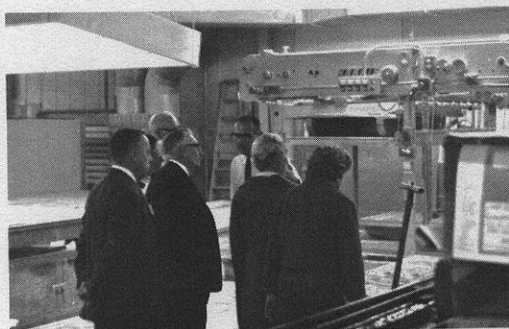
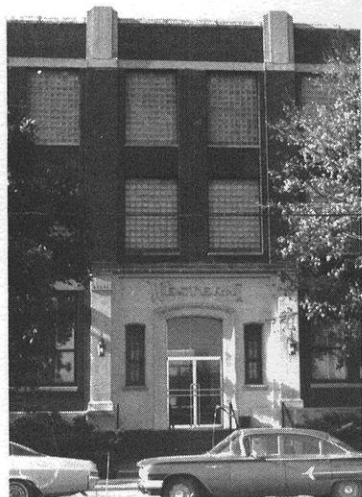
Pokel, Miss Beverly A.
2835 N. 60 St.
Milwaukee, Wis. 53210
Rees, Mr. Robert A.
602 State St.
Madison, Wis. 53703
Santell, Mr. Michael P.
1125 Fairmont La.
Manitowoc, Wis. 54220
Schultz, Mr. Dennis W.
5317 N. 51st Blvd.
Milwaukee, Wis. 53218
Sepulveda, Miss Maryann E.
1005 - 44th St.
Kenosha, Wis. 53140
Stake, Mr. Terry
Rt. 4, Box 411
Wisconsin Rapids, Wis. 54494
(c/o Gordon Deck)
Stenzel, Mr. James F.
1102 S. 17th St.
La Crosse, Wis. 54601
Wasserstrass, Mr. John D.
Rt. 4, Box 147
Monroe, Wis. 53566
Wedlund, Miss Shirley
1316 Lantern La.
Eau Claire, Wis. 54701
Wegner, Mr. James
R. R. 2
Butternut, Wis. 54514
White, Mr. David A.
Lawrence Creek Research Sta.
Westfield, Wis. 53964
Zylka, Mr. Winfried G.
Stettiner Weg 32
Bad Bramstedt
GERMANY 2357

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Wisconsin Academy Fall Gathering

October 29-30





FUTURE ANNUAL MEETING SITES

May 6, 7 & 8, 1966 - Lawrence University, Appleton

1967 - Wisconsin State University-Oshkosh

1968 - Wisconsin State University-Eau Claire

1969 - Wisconsin State University-Whitewater

1970 - University of Wisconsin at Madison

The St. Croix River (WCD Photo).

