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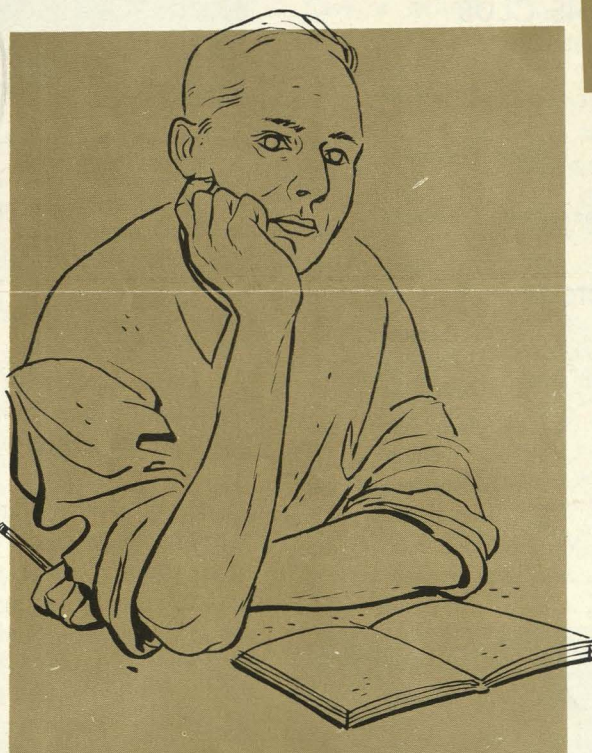


*Regis*

# ROUNDUP

FALL, 1958

MAGAZINE





*In this issue . . .*

- Motor scooters, 300-year-old buildings, and mountains, mountains, mountains. For an account of a Ranger in Switzerland, read "Swiss Family Ranger" . . . . . Page 3
- Are grade schools the real culprits? One science professor thinks they may be responsible for today's lack of well-prepared science students. . . . . Pages 4, 5, 6
- Promotions, transfers, weddings and births—they're all included in "About Regis Alumni". . . . . Pages 7, 8

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*ROUNDUP this issue takes you into the Swiss Alps; moves into a radio studio to report on what four college professors think of the job high schools are doing, and outlines a few of the special programs and events you'll want to mark on your calendar.*

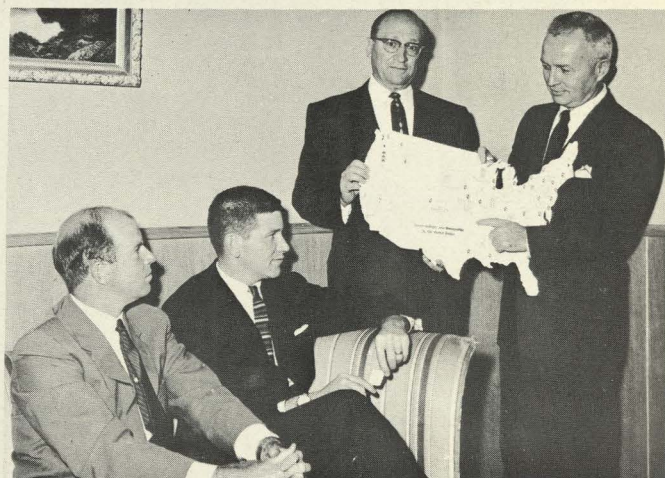
*Editor—Richard Connor*

Regis Roundup Magazine, published four times a year by the Regis College Public Information Office, West 50th and Lowell Boulevard, Denver 21, Colorado. All material, letters and inquiries should be addressed to this office.

**ALUMNI COMMUNION BREAKFAST**

One of the major reasons for the popularity of the annual all-Jesuit alumni communion breakfast the past three years has been the quality of the guest speakers. The first was a nationally-known editor, the second a brilliant and witty English street preacher, and last year we were fortunate in having a top flight educator.

And it is precisely because of the speaker and his topic



Planning the Fourth Annual All-Jesuit Alumni Communion Breakfast on Sunday, November 2, representatives of four Jesuit colleges and universities use a map of the U. S. to help illustrate the national scope of the 28 Jesuit colleges and universities. Left to right are James English, Creighton; Mark Hogan, Georgetown; Albert E. Zarlengo, Regis, and Dr. Joseph McGill, St. Louis University.

that this year's Communion breakfast is scheduled for Sunday, November 2.

Guest speaker for this Fourth Annual All-Jesuit Alumni Communion Breakfast will be Rev. Leo H. Brown, S.J., director of the Institute of Social Order, St. Louis University.

He will review the Papal encyclicals devoted to the rights and duties of management and labor.

Father Brown is one of the nation's leading authorities in the field of labor and management relations. For proof, we cite the following facts: He has arbitrated some 1500 labor disputes, including the longest strike in the history of the steel industry; served on a number of national economic and labor relations boards; held office in such national associations as the Catholic Economics Association and the National Academy of Arbitrators.

Remember the date: Sunday, November 2, beginning with Mass in the Regis Student Chapel at 8:30 a.m.

**AUXILIARY SETS FASHION SHOW**

And here's a note of interest to alumni wives: The Denver Regis Club Auxiliary has set November 29, 1958, as the date for their buffet luncheon and fashion show in the Regis Student Center. Open to alumni wives, mothers of students, and women interested in Regis, the program is being planned around the theme, "All I Want for Christmas . . .", with fashions by Erika and furs by Stanley's. Tickets will be available at the door at \$2 per person.





## ALUMNI PROFILES

*Former student body president and four-year basketball letterman, Bill Bollwerk '58 is now studying law at St. Louis University. The following article records a few of his impressions while he lived with a Swiss family this past summer.*  
— Ed.



### SWISS FAMILY RANGER

by  
BILL BOLLWERK, '58

THERE IS SOMETHING STARTLING about seeing a sixty-year-old woman whizzing through the village square on a motor scooter.

Yet, in Switzerland, this is a fairly common sight. So are the community fountains, the town clock and tower, and the modern buildings standing beside some 300-year-old shop that looks as if it came from a picture book.

These are a few of the things I came to know and expect to see during the six weeks I spent this summer as a member of a Swiss family in Baden in the German-speaking canton.

I was there as one of some 750 college students taking part in, "The Experiment in International Living," a program sanctioned by the State Department.

My Swiss "father" is 60 years old and works as a bank cashier, while my "mother", 58, devotes her time to running the household. My "sister", 25, works for Pan-American Airlines in Zurich, and my brother, 22, is studying in the U.S.

Neither of my Swiss parents spoke

English but this presented little difficulty. My sister spoke fluent English, German, French, Italian, and a little Spanish. This, plus a combination of my own very limited French and German mixed with a little broken English and quite a bit of pointing, helped us overcome the language barrier.

The Swiss are very sensitive, and little things mean a great deal. Very little is taken for granted, and the words "thank you" have a definite place in their vocabularies.

Their lives are centered about their families. Children spend most of their time in and around the home, and do things as a member of the family, rather than going outside the home to find recreation.

Each Sunday is family day, and after church we took drives to see various parts of their country.

One feature of the workweek is the long break at midday, with most of the stores closing for lunch from noon to two o'clock.

Most of the people I met were avid bicyclists and walkers, and it was a common sight to see even elderly people spending long hours hiking

through the mountains.

Perhaps one of my most vivid impressions came while some Swiss friends and I were talking to a member of an American tour group we met in Geneva.

I asked him how he was enjoying his trip.

"Great," he said, "we've seen five countries in eight days."

One of my Swiss friends watched him when he left and then turned to me.

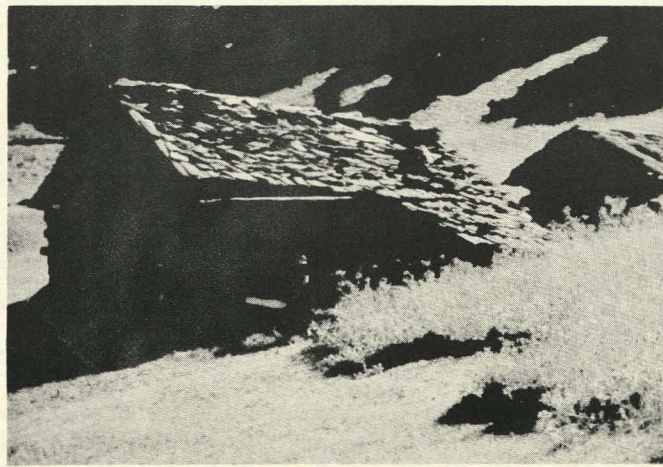
"They have seen the famous cities, landmarks, old castles, and museums. They have seen the places but they have not understood the culture."

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With this article, *ROUNDUP* begins a new series designed to acquaint you with the activities and accomplishments of Regis alumni. *ROUNDUP* invites reader suggestions or contributions to *Alumni Profiles*.



Bollwerk accompanied this Swiss and American climbing party, shown pausing atop Zinal Glacier, as one of many side trips during a two-month Swiss visit.



Swiss farmers live in these mountain homes while cattle graze at higher elevations during the summer months.



# *What the Colleges Have a Right to Expect from the High Schools*



(The following article is taken from a 30-minute panel discussion broadcast by KOA radio in Denver. Representing Regis on the panel were Donald Klene, assistant professor of English, moderator; Rev. George M. Tipton, S.J., associate professor of Chemistry; Rev. Edward L. Maginnis, head of the Theology Department, and James E. Belton, assistant professor of English.)

KLENE: "The greatest obstacle a student faces in his college training is his high school training—The first year of college is spent unlearning what has been mistaught in the high school—If the high school would only turn out a decently well-trained graduate, the college could do its own proper job." These and similar comments are bandied about on each college campus each autumn.

It is our purpose to see if the college freshman really is as badly prepared as he is said to be, and, if so, what can be done about it. . . Father Tipton, would you say that the quality of your incoming science students has grown noticeably poorer in the last couple of years?

TIPTON: To some extent, Mr. Klene, I think that is true. I would say, however, that in general for the last ten years the quality has been quite poor. I don't believe that Sputnik has started the difficulties, or that they have just arisen in the last year or two. Rather, I

would say this: Now that science has come to particular notice, we are observing and realizing now the deficiencies that have existed for some time.

KLENE: For example, Father, how many or what proportion would you say of those who enter upon a serious scientific program of study, as for example pre-medicine, are actually able to complete it?

TIPTON: Let me explain this just a moment. In general, in Chemistry departments all over the nation, the mortality in freshman Chemistry has for many years been extremely high. I would say that, to my notion, thirty percent mortality is not at all unusual. I know of instances where the mortality is forty to forty-five percent.

KLENE: That's in the freshman Chemistry class?

TIPTON: Yes. Now, to come back to your question about the preparedness for a serious scientific program. Some





FR. TIPTON

"... 90% are ill-prepared ..."

years ago, in order to try to eliminate this tremendous mortality, we instituted here in the Regis Chemistry department a qualifying examination based on simply basic mathematics. And, in general, I would say that something like forty to fifty percent of those who want to go into science are found inadequate — inadequately prepared, that is.

KLENE: Father, how would you account for that?

TIPTON: Well, I have wondered about this in the past and to some extent have actually made studies to try to find out where this difficulty arises. Incidentally, without going into it too deeply, we have tested high school seniors, juniors, sophomores and even freshmen, and in general we find that even high school freshmen are very poorly trained. I would say ninety percent of the high school freshmen are frequently inadequately prepared in simple, ordinary grade school arithmetic.

KLENE: You would trace the weakness back all the way to the grade school teaching of arithmetic?

TIPTON: Yes, I would, Mr. Klene. The things like fractions, ratio and proportion, where to place a decimal point, this is a very point of weakness in college freshmen. But, in the studies that we have carried on, we have found this weakness is also true in high school freshmen.

KLENE: Are you able to do anything about it once they come to you deficient in their mathematic background?

TIPTON: Well, one of the principal things that we have found it necessary to do here is that we simply eliminate them, or demand a qualification examination, and only those are admitted in college Chemistry who are adequately prepared.

KLENE: Father, what does this test consist of?

TIPTON: The test is basically arithmetic and the simple things from high school Algebra involving simple manipulation of algebraic forms and the solution of simple algebraic equations. . . . In giving this to quite a large number of high school students, we have found that only ten to thirteen percent pass in most of the high schools that we've tested. . . .

But I firmly believe that if we could go back into the grade schools, if the grade schools would teach arithmetic more solidly, more firmly, then there would not only be this upper ten percent that could go ahead, I think that the percentage of students that could go into science would be much higher.

KLENE: So you would suggest, then, a program for the average student, and even, for that matter, the below average student, and that beginning back in the grade school?

TIPTON: Let me be a little clearer. Actually speaking, I think that about ninety percent of our students are below average because of inadequate preparation. I don't believe that this number need be anywhere near so high. We should have much more, or a much larger number of average students.

KLENE: Would you say that this situation is true simply at Regis, or is it nationwide?

TIPTON: Insofar as the students that come to Regis are only fifty to sixty percent from the Denver area, and the others come from many other states, I would say the indication is that it is nationwide. . . .

KLENE: I see. Among the various sciences, Father, is there any one in which our incoming freshmen are particularly weak, or is it pretty much a weakness in all of the sciences?

TIPTON: I personally wouldn't care whether students have more chemistry, more physics, more biology, if they really knew how to do mathematics. I think the deficiency is more properly located in this area, and, incidentally, in the field of English. The inability of a student to write a good, ordinary, complete English sentence will hamper and hinder him in his pursuit of science as much as anything else.

KLENE: Father Maginnis, as head of the department of Theology, one of the basic departments at Regis, I have asked you to prepare a statement of the skills that you would require of every incoming freshman, at least as an ideal. What would you say is necessary in the high school senior in order that he do good work in a liberal arts college?

MAGINNIS: In general, Mr. Klene, it would consist in those skills derived from a good college preparatory training in high schools which are set up to prepare students to go into a liberal arts college. And this training goes into languages, literature, history, math, and physical sciences. . . . Now, let me say right away that just as important to these skills and to the others to which he should have gotten some introduction from a good high school education is a sense of the integrating power that these have in his life. . . .

KLENE: Father, if I may interrupt for just a moment, would you say that the incoming freshman who has taken his high school training in one of the



MR. KLENE

"... are grade schools at fault? ..."



## COLLEGES

parochial schools has an automatic guarantee of this integration that you're talking about?

MAGINNIS: No, I don't think so, Mr. Klene, because I don't think that all of the Catholic schools necessarily have developed very carefully a sense of values about the relative importance of the courses they offer, or that they even insist uniformly on such courses as preparatory for a solid college training. I think, of course, that all of them have done at least a respectable job, and in most cases a very good job in coordinating the instruction that the student gets in various fields with his religious formation. But this, after all, we have every right to expect as a very minimum essential of their being Catholic parochial schools. I don't think that all of them succeed in going very far beyond that fundamental integration.

KLENE: Could you explain for us what you would consider the proper attitude for a college freshman?

MAGINNIS: Gladly. I think that the attitude that an incoming college freshman should have is every bit as important as the skills that he has developed. As a matter of fact, I go so far as to say that the college can make up some of the deficiencies that he has had and there is no question about it. We do this regularly. We expect to do it. . .

TIPTON: Wouldn't you say that the motivation that the student has is a prime requisite? I've noticed that many of the students that are well prepared still don't do good work simply because they don't want to do good work. They don't have a professional desire to really become a scientist, and so forth.

MAGINNIS: Yes, Father, I'd say that is true on two counts. First, they really haven't related what they are trying to do right here and now in their career to what's coming in the future. Secondly, what's even more important, they have never really developed an interest in what they're doing. They're doing it because they have to, or because they want to go to college for some very vague general reasons, or because it's the thing to do. . . I think that not very many students have a very great respect for knowledge as such or for the learning process. . . And let me say in



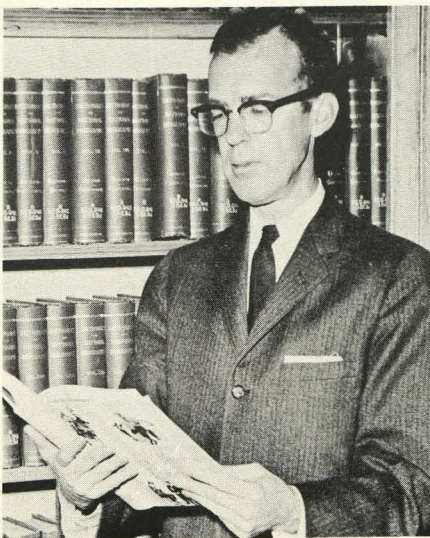
FR. MAGINNIS

" . . . parents could help . . . "

developing this respect for knowledge, I don't think that there is any substitute for home training.

KLENE: You mean, Father, that they should come from parents who have also had college educations?

MAGINNIS: Well, of course that helps, but that is not absolutely essential. As a matter of fact, very often, parents who have been completely deprived, who have had to get out in the world and work for a living for themselves early in life, appreciate the value of education and have taken some steps in their own family life to implement what education they have. . . And I say that this attitude can be developed, that this respect for knowledge is abso-



MR. BELTON

" . . . too much passing . . . "

lutely essential. It's necessary before any of the other really necessary attitudes are possible. . . Finally, I'd like to say, of all these attitudes, perhaps the most important and the one which follows from every one of these others is a certain fearlessness with regard to hard work and the willingness to pay the price of persistent effort which an education requires.

KLENE: Mr. Belton, I'm wondering about this complaint that I've heard frequently by the students that they may have studied the same work three times. They've taken a poem in grade school, high school, and now once again in college.

BELTON: At times this is a legitimate complaint. We now have so mobile a population that I think we should give greater attention to the selection of materials at the various levels. This is often not done, and I sometimes encounter a student who has studied Hamlet three times without ever reading any other Shakespearean plays. On the other hand, as the student matures he develops and uses different skills, so that the approach, let us say, of a student in the sixth grade to a poem would differ from the approach of a college student to the same poem. . .

KLENE: I understand that, at Regis, one out of every three freshmen is presently enrolled in a non-credit English course, a remedial or make-up course. Would you say from your experiences in other schools that this is pretty well true nationwide?

BELTON: If I may drop back about four years to gather the only statistics I have which are reliable, I thought that it was rather interesting that forty-two percent of the entering students in California were placed in remedial English, forty-two percent of the students at the University of Illinois, and forty-two percent at the Citadel at Charleston, South Carolina. . . It happened to indicate a rather general trend, I would say. There is usually a group of minimum essentials set up for each level, particularly in English. Students should not be passed unless they have achieved the minimum essentials.

KLENE: Thank you very much, gentlemen.





Among seven Regis College and high school students entering the Jesuit novitiate at St. Stanislaus Seminary, Florissant, Mo., last August were these two members of the Class of 1958. Shown shortly after arriving at Florissant are Ed Curran, left, and Bob Moynihan.



Part of a group of more than 50 alumni and former students attending the Los Angeles Regis Club reception on October 4 were, left to right, Richard Schafbuch '56, Hugo Roche '57, and Gil Cavins '56.

## About...REGIS Alumni

The latest alumni news from the West Coast comes from the initial meeting of the newly-formed Los Angeles Regis Club on Oct. 4.

Attending the reception were Regis grads from all parts of California. News from the meeting concerns: *Bill Hoban* ('58) who is now working as a probation officer in San Bernardino; *Monier Bowlus* ('52), a test engineer for Topp Mfg. Co., and living in Torrance; *Nicholas D'Amore* ('56) plant manager of H. J. Baxter & Co. in Long Beach. Taking time out from busy schedules were *Joseph A. Castor* (W43), who heads a public relations firm in L.A., and *E. V. (Butch) Vegher* ('31), father of eight children and manager of Vegher's Market in San Pedro. *Gil Cavins* ('56) and *Hugo Roche* ('57), both of the United States Navy, drove up from San Diego, and *William G. Zook* ('57), USMC came in from Twenty-nine Palms. Also attending were *Thomas J. Lawlor* ('27) of Beverly Hills; *Martin W. Dougherty* (W20), an interior decorator for J. H. Bigger, living in Pasadena; and *Larry Rooney* ('18) of San Marino . . . From the southwest comes news of *Hugh L. Rodney* ('51), who is married and self employed in the real estate business in Tucson, Ariz. . . *Peter D. O'Loughlin, M. D.* ('51) is doing rehabilitation work in Milwaukee. . . *Peter J. Schnorbach* ('51) is also in Milwaukee, at the First Wisconsin National Bank. . . From the Chicago Regis Club comes word that their president, *John Crowe* ('50), a lawyer and president of Transport Service Co., is to be married in January. . . In University news around the country — *Kenneth H. Ash* ('58) is attending St. Louis Medical School. . . At the College of Law, K.U., Lawrence, Kans. is *Tim J. Malone* ('56) . . . Studying dentistry at Creighton is *Elvinio Sandoval* ('58). . . *Raymond J. Allen, Jr.* (W 57) is enrolled in graduate school at DePaul University, Chicago. . . In the Mile High region, *Donald L. Dill* ('58), has been accepted as a candidate for an MA at D.U. and *Jean L. Jacques* (W54) is attending University of Colo. . . Four Regis alumni passed the Colorado State Bar exams and were admitted to practice on Sept. 17. They are: *Robert D. Gower* ('53), *Michael D. Groshek* ('53), *George A. Reichert* ('55), and *John Ryan Stonuey* ('50). *Gower, Reichert and Stonuey* are also mem-

### MARRIED:

**Alumnus**  
Thomas J. Sweeney '55  
James A. Sherman '51  
Jerome J. Steinauer W51  
Richard A. Dines '58  
William Haggerty '51  
Peter J. Schnorbach '51  
Richard Miller W59

### VITAL STATISTICS

**To**  
Twila Fay Wasinger  
Jo Ann Matich  
Patricia Bejarano  
Rosemary Buckley  
Virginia Long  
Barbara Donahue  
Shirley Sutton

**Place**  
Hays, Kansas  
Helper, Utah  
Denver  
Denver  
Mequon, Ill.  
Denver

### BIRTHS:

**Alumnus/Wife**  
Dale F. and Mary Pollart '52  
Louis F. and Suzanne Weipert '56  
Edward and Mary Beauvais '58

**Son/Daughter**      **Date**      **Place**  
Daniel J.      Sept. 9,      Bound Brook, N. J.  
Gregory      April 30,      Denver  
Mark Edward      August 23,      Denver

### DECEASED:

Merwyn L. McCarthy W28  
John McCulloch W59

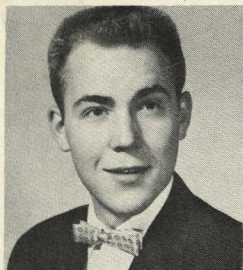
Denver      July 28  
Santa Fe      Oct. 8

~~~~~  
**Homecoming 1958 is scheduled for Saturday, December 6, just in case you have trouble getting a baby sitter and need plenty of advance notice. Homecoming chairman Tom Waters, '50 said the program will be built around the Regis vs. Western State College basketball game in the Regis gym. Homecoming activities will get underway with a Dutch Lunch in the Student Center at 6:30 p.m., move to the gym at 8 p.m., and return to the Center for dancing and free beer from 10 p.m. to midnight. Total cost per couple is \$5 and includes the Dutch Lunch, game, dance, and beer for the evening.**  
~~~~~



## ...ABOUT REGIS ALUMNI...

bers of the Denver Bar Association. (*Martin Kelly*, assistant to the president, and *Donald Klene*, assistant professor of English, also passed the State Bar Exams this summer.) . . .



**James P. Drinkard**  
Ph.D. degree in Chemistry



**John R. Nazy**  
has just completed his work for the position with Union Carbide, Charleston, West Virginia. He attended Northwestern on a National Science Foundation fellowship. He is married and the father of two children. From the East comes news of two *Abeggs*, *Frank* (W44) and *Jerry* (W47). *Frank* is now a supervisor over installation of jet engines for General Electric. He, his wife, *Madlyn*, and their six children, have recently moved to Erie, Penn. *Jerry Abegg* is now in post graduate work at Rensselaer Institute, Troy, N.Y. He is married and father of two. . . . Another team of brothers, the *Darr's*, are in Grand Island, Neb. and Kalamazoo, Mich. *Bill Darr* ('49) writes that he has been made manager of the Kalamazoo Service Laboratory of Hercules Powder Company. His brother, *Al* ('48) is now a staff writer and photographer for the Daily Independent, Grand Island, Nebraska. . . . A quick sweep around the country reveals: *Mike McGreevy* (W52) who has been discharged from the Army and is now Asst. to Justice Shaeffer of the Illinois Supreme Court; *Patrick L. Eagan* ('52) who is teaching at Fremont Jr. High School in San Bernardino, California; *John M. Phelan* ('49) now the purchasing agent for Island Supply Co. in New York City; and *Ray Harry* ('57) who has been promoted to Director of the Bureau of Standards of Child Care in Colo.

HAVE YOU — been promoted? made a speech? received an award? changed jobs? gotten married? had a baby? bought a house? entered service? left service? joined a committee? robbed a bank? climbed a mountain? discovered gold? beaten your wife? WE'D LIKE TO HEAR ABOUT IT. DROP A NOTE — AND PICTURE IF POSSIBLE — TO THE PUBLIC INFORMATION OFFICE, REGIS COLLEGE.

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