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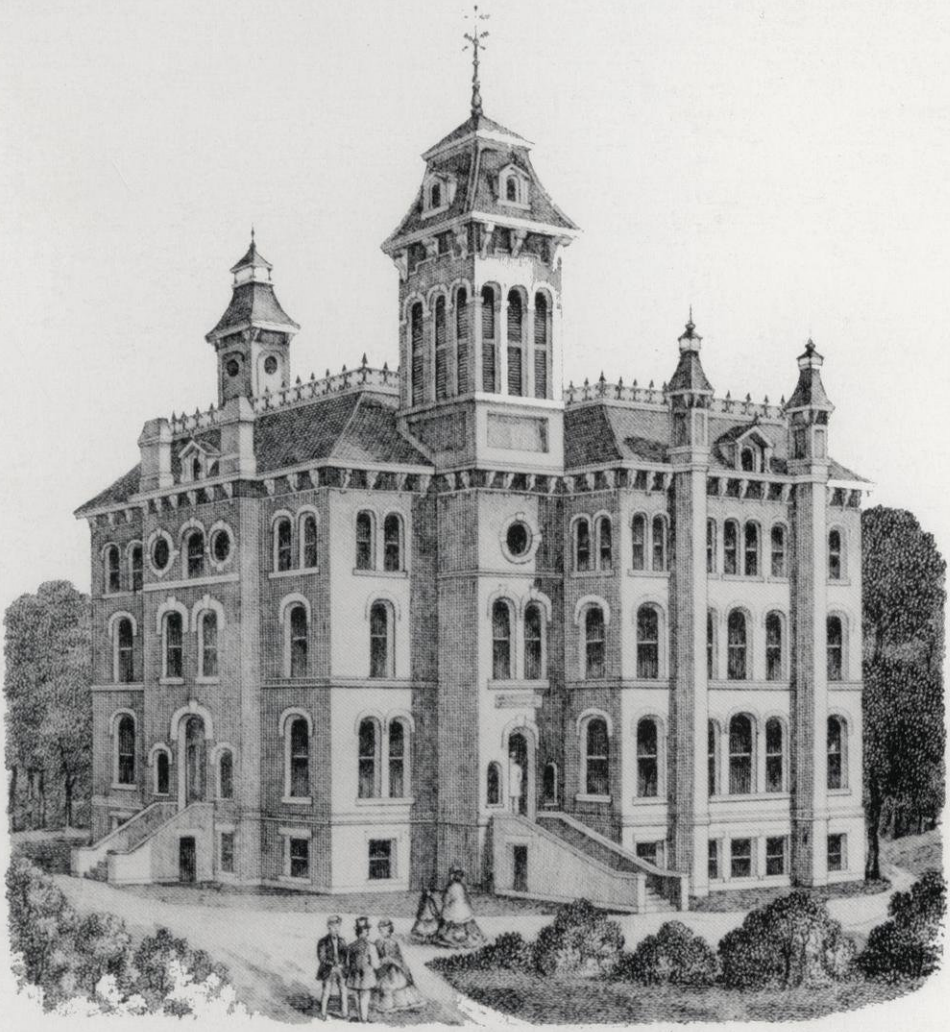

Here To Serve:

The First Hundred Years
of
THE UNIVERSITY OF WISCONSIN-OSHKOSH

by Dr. Edward Noyes

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The First Hundred Years of THE UNIVERSITY OF WISCONSIN-OSHKOSH

by Dr. Edward Noyes
edited by
Tom Herzing

Acknowledgment

The volume you are holding is a unique and precious gift. It represents a true labor of love spanning nearly three decades. The late Dr. Edward Noyes, a professor emeritus of History, chronicles the first 100 years at the University of Wisconsin Oshkosh. This book reminds us of our past while helping us to envision our future.

In these pages, I am struck by the quality and the sensitivity of Dr. Noyes' narrative. This work reflects his deep affection for this University and his equally strong feeling for our social and academic history. Dr. Noyes' work is a gentle, lucid, even humorous narrative of the events and personalities that make our University's history such a compelling story.

This volume is best viewed as a "gift" from Dr. Noyes that evidences his sense of admiration, respect, and friendship for the University. As we read, we can hear the voice of a colleague and a scholar. The 100th year history of what is now the University of Wisconsin Oshkosh not only preserves what happened but memorializes the legacy of educational excellence of those who went before us.

From our distinguished author, Dr. Noyes, we graciously accept this gift with our deepest respect and appreciation. Our only regret is that the final chapter of his life was written prior to this publication. Dr. Noyes will be remembered for the scholar he was and the legacy he left this great university.

John E. Kerrigan
Chancellor
University of Wisconsin Oshkosh
September 1997

CHAPTER ONE

LOCATING AND BUILDING A NORMAL SCHOOL AT OSHKOSH

What we know now as the University of Wisconsin-Oshkosh began its mission of educational service in September, 1871. The institution was third in a system of state normals established for the purpose of preparing teachers for the common schools of Wisconsin. For the next eighty years, the school's primary responsibility would be teacher education; but when it became a state college in 1951, its curriculum broadened to include the liberal arts. The way was clear for academic offerings to grow more extensive when in 1964, the state college became a state university. As a unit in a new system resulting from merging the Wisconsin State Universities and the University of Wisconsin in 1971, the school accepted an even broader academic mission. But whatever changes have occurred in the institution's status, the concept underlying its work has been that of rendering service to both its students and its community.

The preparation of professionally trained teachers for improving the quality of education in the common schools of Wisconsin was a goal identified with the mandate in the Ordinance of 1787 which stated that in the Northwest Territory "Schools and the means of education shall forever be encouraged." In 1848, the principle appeared in the constitution of Wisconsin which, in authorizing free public education for all children between the ages of four and twenty, provided for founding normal schools maintained by residues from a fund to support the common schools. But because the constitution went no farther, enabling legislation was needed to establish criteria for educating and certifying teachers.

Prior to 1849, there had been no standard curriculum defined for Wisconsin's common schools and because the rules for certifying teachers were equally sketchy, the preparation of teachers had been uneven, both academically and professionally. In that year, however, a revision of the Wisconsin statutes detailed a stan-

dard curriculum for the common schools so that candidates for teacher certification now knew the subject matter requirements expected of them; but the law said nothing about professional requirements. Thus, teachers interested in obtaining professional study acted largely on individual initiative; for most, the only means of acquiring such preparation was by attending teachers' institutes, or "temporary Normal Schools," as Superintendent of Public Instruction Azel P. Ladd called them in 1852.

A major step toward attaining a professionally trained teaching corps and toward the founding of public normal schools in the state occurred in 1857 with the passage of legislation dedicating "twenty-five percent of the gross proceeds...from the sale of [the states's] swamp and over flowed lands" to the support of normal institutes and academies offering teacher education courses. To administer this income, the law created a nine-member Board of Regents of Normal Schools. The law also permitted the Regents to consider offers from any communities wishing to give "a site and suitable building and fixtures..., free of all encumbrances," for a normal school.

The Regents viewed the law as merely permitting them to receive proposals "to erect and donate" normal schools; thus, they determined to farm out teacher training to institutions demonstrating capacity for conducting the work. In practice, the scheme did not supply enough teachers to keep abreast of the state's rapidly expanding public school population which grew from 46,136 in 1849 to 228,067 in 1865. Especially was this true after the outbreak of the Civil War, for the plan produced only thirty-six graduates in 1863 and only forty-two in 1864. In the opinion of Superintendent of Public Instruction John G. McMynn, the existing arrangements should be replaced with a separate normal school. In 1864, McMynn asserted:

> We must abandon the idea of making educational progress until this step is taken. To obtain eompetent [sic] instructors for our children under existing circumstances, is simply impossible. No investment

> can be made from which the returns will be speedier or surer. We must improve our common schools or enlarge our reform school.

In April, 1865, the state legislature took the step McMynn had urged by enacting a measure entitled "A bill to dispose of the swamp and overflowed lands, and the proceeds therefrom." Drafted by McMynn and Jackson Hadley, assemblyman from Milwaukee and once a school principal at Buffalo, New York, the law repealed all former legislation concerning the use of swamp lands and the income from their sale; in addition, it assigned half the swamp lands and money accrued from them—or still owing—to the normal school fund. It also authorized the sale of normal school lands and the investment of proceeds; the resulting income was to be used for establishing, supporting, and maintaining normal schools directed and managed by the Regents.

Although the new law enabled the Regents to commence serious planning for the construction of a state normal school or schools, it did not indicate how, when, where, or in what number they might establish such schools. It simply created a fund for founding and maintaining them. Nevertheless, the Regents would have the responsibility of structuring a system of normal schools in Wisconsin. They would also have the responsibility of choosing the location for any school or schools within that system.

Meanwhile, the legislature had dramatically altered the procedures for certifying teachers. In 1861, it created the office of county superintendent of schools and empowered the superintendents to examine and license candidates for teaching positions. In 1862, it enacted a law repealing all existing legislation on the subject of teacher certification and nullifying all certificates issued by town superintendents effective April 15 of that year.* A system providing for three graded certificates replaced past practices; candidates were to qualify according to stated subject matter levels, and they had to show competency in methodology for the two higher certificates.

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*The town superintendents of schools had certified teachers under legislation enacted in 1848: the practice was open to numerous faults and the certificates were effective only in the particular town. See Lloyd P. Jorgenson, Public Education in Wisconsin, p. 103.

Statistics from the period disclose that a permanent, professional curriculum would have undeniable value in assuring more highly qualified teachers for Wisconsin's common schools. Of 7,585 teachers employed in 1864, holders of the first grade certificate numbered only 127; of the second grade, 377. A whopping 6,257 held the regular third grade certificate, and another 824 held it in a limited form. Thus, when the legislature enacted the normal school law of 1865, 93.5 per cent of Wisconsin's teachers had only minimum academic qualifications and none in either the principles or the techniques of teaching.

The challenge to the Regents was clear, and in May, 1865, they accepted it by announcing that until the following September, they would receive bids in both land and money from communities desiring to build a public normal school; but they would not consider any bids under $10,000. The Board's employment of competitive bidding in the selection process originated in the terminology of the Normal School Act of 1857; but since the law of 1865 did not specify procedures, the Regents requested the lawmakers to define their powers more precisely. In 1866, the legislature solved the question by authorizing the Board to accept gifts for constructing normal schools.

After discovering that they commanded sufficient income to support two schools, and because it would be increasing "from year to year," in mid-July, 1865, the Regents announced their intention not to stop with founding just one school. Basing their plans on a minimum annual accrual of $15,000 from the swamp land fund, the Regents also detailed long-range plans for establishing normal schools in Wisconsin. They stated:

> In order to secure the greatest benefits from the expenditure of this income the Board will seek to establish normal schools in different parts of the State, and they hope to be able to found, at no distant day, one such school in each congressional district of the state. The desire that the income shall be devoted to the support of these schools, after they

> have been founded by private enterprise and liberality and they confidently hope that they may receive such proposals before the first of September as will enable them to open at least two schools during the present year.

But circumstances permitted Board Secretary Silas Chapman to signify in September that the Regents could establish a third normal school because the income from the swamp lands to be available to them on June 1, 1866, would total approximately $30,954 or enough to pay annual operating expenses of $10,000 for each of three schools. To sum up, the Regent's plan resolved a lengthy dilemma over whether or not Wisconsin should have only a single, centralized normal school or a decentralized system of teacher education. By opting for decentralization, the Regents also eased access to professional teacher training throughout the state. To the Milwaukee Sentinel, the action was wise because it enabled needy students more readily to benefit from the swamp land endowment.

Locating the schools was a serious responsibility. Noting that the intent behind investing funds was to prepare teachers and not to ornament any particular locality, Board Secretary Silas Chapman argued that the investment would return to the people "in the best of all capital—well educated teachers." Finding no fault, the Sentinel considered the Board as being "determined to slight no part of its duties in this matter and to conserve the best interests of the state, uninfluenced by the solicitation, the croakings or the cavilings of local advocates." Such was the environment as a Regents' committee undertook the task of selecting locations for the proposed normal schools.

Although Secretary Chapman had indicated that it was not intended for the new schools to "degenerate" into local institutions, community considerations were to play a significant role in the choice of sites. This was hardly avoidable for when the Regents' site selection committee visited each applying community, it had to consider factors such as accessibility, healthfulness, boarding facil-

ities and their cost, congeniality, and literary and scientific advantages. Other conditions the committee investigated included "availability of a cheap food supply, the cost of building materials, [and] labor wages." Listing the advantages of each prospective location, the committee reported its findings on February 1, 1866.

Before the Regents took final action on locations, they considered items concerning the establishment and support of normal schools. One subject was a committee report which noted that an institution having a normal department of 160 students and a model school of 100 pupils would need operational funds of at least $8,000 yearly, while a building and its equipment would cost from $35,000 to $40,000. Another was a committee report concerning support costs and enrollment data. Given on February 28, 1866, the report viewed as "wise and practicable" the Regents' policy of locating normal schools in different parts of Wisconsin. It advised, too, that enrollment factors be considered in placing schools, and it suggested revising upward the estimate of operating costs for a normal school to a minimum of $10,000 yearly.

Not until after pondering these matters did the Board proceed with locating the schools. Its choice for the location of the first one was Platteville in the Third Congressional District, and Whitewater in the First District for that of the second. The Board took no action toward locating the third, except to assign it to the Fifth Congressional District which included thirteen counties in the northeastern sector of the state. Board records do not reveal this action, but it may have occurred on March 1, 1866.

Rivalry for obtaining the third state normal school was keen; it was a time when the spirit of civic enterprise was heady in Wisconsin. Cities and towns vied with each other in the race to excel, while promoters and public alike equated preferment with progress. Thus, it was hardly surprising that within the Fifth Congressional District no fewer than four communities competed for the normal school—Berlin, Neenah-Menasha, Omro, and Oshkosh. And despite the Regents' stand favoring the Fifth District, that did not deter the rising city of Fond du Lac, located in

the Fourth District, from becoming a very important—and energetic—contender for the institution. How deeply the issue roused feelings at the Fountain City may be illustrated by the remark of editor John Beeson of the Saturday Reporter when he wrote, "If we fail to get the school it will always be a matter of regret, and a positive loss."

What were the inducements presented by Fifth District communities seeking the normal school and how did they go about winning the prize? To begin, take the city of Berlin in Green Lake County. Numbering 2,554 inhabitants in 1865 and located on the Fox River, Berlin was prospering. Its commercial and industrial establishments included stores, wagon and carriage factories, foundries and machine shops, plus lumber and woodworking mills. There were also makers of bricks, candles, pottery, pumps, and soap. In an editorial entitled "Our Prospect," The Berlin Courant declared, "For the investment of Capital in business and manufacturing..., we do not believe there is a better town in the west at the present time than our own fair Berlin." Culturally, the Berliners could boast of seven churches and a like number of schools. They also had under consideration plans to build a new high school a project that drew complaint from the Courant, not over the school, but over the taxes needed for its construction.

The Courant's concern over taxes for building a new high school did not diminish civic enthusiasm for obtaining the normal school; a citizens' meeting to consider the normal school question ended in harmony while the Berlin Board of Education and the City Council offered the Regents the five-acre site intended for the "high school house" and a sum of $25,000. They also resolved that a committee be appointed to draw up a bill authorizing the city to borrow funds for securing the normal school and to forward the measure to the legislature. This proved unnecessary, however, as Senator G. D. W. Elwood representing Marquette and Green Lake Counties, had already submitted a bill to the senate for the purpose of permitting Berlin to aid in constructing a state normal school building. Winning approval on April 9, Elwood's measure authorized the city of Berlin, subject to a local referendum, to raise $30,000 by bond issues for building the institution. The law also

provided for tax levies to retire the bonds, which were to pay the holders 10 per cent interest annually.

As noted, a second aspirant for the third state normal school was the community of Neenah-Menasha. Lying along channels formed by Doty Island, where Lake Winnebago empties into the lower Fox River, and numbering 4,776 souls in 1865, the villages were enticing locations for industrial development. Among industries they possessed were flour mills, woodworking manufactories, and an infant paper-making enterprise. Concerning things moral and intellectual, in 1860 Neenah-Menasha possessed eight churches and fifteen schools of which twelve were "common" and three "select." And, in 1866, the community supported a local newspaper, The Island City Times.

Originally, the citizens of Neenah-Menasha offered $15,000 and a ten-acre building site for the normal school; but a law of March 29, 1866, authorized the town supervisors of Neenah, and Menasha (the villages of Neenah and Menasha would not achieve city status until the early 1870s) to raise by property taxes such a sum for the school as the voters might determine, provided the institution be located "on or near the line between the two towns." On April 24, the voters supported a joint proposition to raise their bid to $30,000. Editor J. N. Stone of the Island City Times expressed pleasure over the vote, but he also cautioned on May 1 that it remained to be seen whether Neenah-Menasha had "Knocked the persimmons for somebody else."

The location tendered by Neenah-Menasha for the normal school lay on Doty Island where, in 1845, James Duane Doty had erected a dwelling known as "The Grand Loggery." By 1866, the Island was attracting increasing numbers of inhabitants whose homes, depending upon their cost, bore designations as either "cottages" or "residences." A "high-lying piece of land," the Island was pleasing to the eye and editor Stone thought it an ideal place for the teacher training institution. "A more beautiful spot than Doty's Island, for the location of such a school cannot be found in this country," he asserted on April 17, 1866. Moreover, the proposal for

locating the third normal school on Doty's Island won official endorsement from the city of Green Bay. For, on March 16, the Green Bay City Council approved the submission of a memorial to be addressed to the Regents and "asking that Doty's Island be made the site of the normal school in this District."

It was also on March 16, that the Omro Union called for Omro to try to obtain the school. Described by editors S. H. W. Cady and H. E. Beales as having a population of "1200 to 1500 intelligent and moral people;" Omro stood along the Fox River ten miles west of Oshkosh. The center of a butter and livestock producing region, the village enjoyed an economic life viewed by Cady and Beales as "healthy and strong." Its industrial sector included a broom handle factory, cooper shops, a flour mill, and a harness works. Nor was this all. In 1861, when the Ripon and Wolf River Railroad entered Omro, the village obtained direct contact by rail with Milwaukee—even before Oshkosh.* In addition, the iron horse freed Omro from depending on "the irregular running of boats up and down the [Fox] river." Besides these factors, a plain-spoken segment of the community displayed firm inclinations toward temperance, a point meriting serious consideration of Omro's eligibility as a normal school location. And, if some Omroans were unacquainted with the purposes of a normal school, everyone with whom editors Cady and Beales had discussed the application was "interested and ready to act." "Let the citizens talk it up...," the Union urged.

One who acted on the Union's appeal was a correspondent signing himself as "Hale." Calling on his fellows to apply for the school and to apply quickly, Hale argued that the institution would benefit not only the village but also surrounding neighborhoods. "Therefore, if you love your purse, your families, your community, your God, your influence, your substance..., do it now," he pleaded.

A rather curious step toward Omro's goal occurred on March 21, 1866, when Senator N. M. Littlejohn of Walworth

*Later absorbed by the Milwaukee and St. Paul Railroad.

County introduced into the Wisconsin Senate a bill to protect the rights of women. Laudable as the subject sounded, something happened when a select committee considered the bill, because the original document bears only the title heading a blank page. What the committee brought back from its deliberations was a substitute authorizing Omro to establish a normal school. (A possible explanation for the change is that the chairman of the select committee was a resident of Waukau, a hamlet lying a mere four miles south and west of Omro.) Be that as it may, the substitute bill provided that the town of Omro, in any special meeting during 1866, might raise by property tax the sum of $20,000 to obtain the school; and in addition, the village might raise $10,000. The measure won approval on April 9, 1866. On April 24, the village board adopted a resolution to raise $10,000 for construction purposes, should the normal school be located in Omro; but search has discovered no corresponding move by the town board. The village fathers also decided to conduct a census for estimating the number of pupils the community might furnish the school.

The fourth contender within the Fifth Congressional District, and the one fated to win the third normal school was Oshkosh, seat of Winnebago County. Divided into two roughly equal parts by the forty-fourth parallel and lying along the Fox River where that stream empties into Lake Winnebago, Oshkosh had existed for only a generation in 1866. Somewhat casually, pioneer residents had called their settlement "Athens"; but in 1839 an assemblage of citizens named it "Oshkosh" in honor of the well-known Menominee chief. Early reports of Oshkosh viewed its people as devoted to good, but simple living. In 1843, the Green Bay Republican stated that the hamlet's hundred-odd residents, who included forty Methodists plus a sprinkling of Baptists and Presbyterians, were exemplary in possessing traits of hospitality and morality. Observing that "The cause of temperance... prevails... triumphant [among them]," the newspaper noted that the villagers were giving serious heed to the educational needs of their settlement; they were planning to construct a church which would also serve as a school. The Green Bay Republican was not alone in praising early Oshkosh; in 1850, a Milwaukee Sentinel correspondent prophesied a promising future for Oshkosh, "that wonder of

northern towns." Marking the beauty of its location and the "indomitable enterprise" of its people, the correspondent thought that Oshkosh was "destined to be a very large town" because its citizenry was truly "pushing along."

Examples of the progress which Oshkosh was to achieve were its incorporation as a city in 1853; its absorption of the community of Algoma lying on the west bank of the Fox River in 1855; and its acquiring in the same year telegraphic communication with the outside world. In accompaniment with these strides, the straggling village of 1843 would grow to 6,087 inhabitants in 1860 and to 9,346 in 1865. Thus, by the close of the Civil War, Oshkosh would be the first city in population within the Fifth Congressional District.

A notable feature of the population thrust at Oshkosh during the 1860s was a massive influx of foreign-born residents. Largely of German, Irish, and Welsh origins, the newcomers belonged to that class of migrants regarded usually as being more readily assimilable into American society. Nonetheless, O. H. Harris, the author of a Biographical and Statistical History of the City of Oshkosh, thought that the immigrants possessed traits which marked them apart from the native-born. Harris noted that the newcomers clung to Old World customs; they built their own churches; they leaned more "to the pleasures of life than to its conventionalities and they seize[d] upon every rational enjoyment as their rightful inheritancy." On the other hand, he thought that the city's native stock inclined toward building schools and making public improvements. "And whether their devotion lies to the director of Things Divine or the Irrepressible Dollar," Harris asserted that the American-born strove for wealth and in so doing made "even the socialities" of their lives "subservient."

However the reader wishes to assess Harris's judgment concerning the traits of his neighbors, a review of the history of Oshkosh reveals that the city was booming during the 1860s: an estimated nine hundred new buildings arose there during 1866 alone. Fronted with either brick or stone, downtown business

establishments in Oshkosh had acquired glitter, and some of the eight hotels located in the city by 1867 reached four stories in height. Among the town's civic improvements were a new bridge built over the Fox River in 1865 plus a court house completed in 1860 and described as one of the finest in Wisconsin. Perhaps the source of greatest pride to Oshkoshites was a strip of Nicholson pavement—consisting of wooden blocks covered with asphalt and tar—with which the main thoroughfare of their city had been paved in 1866 "for near one third of a mile."

Much of the story concerning the lively economy of Oshkosh revolved around a thriving lumber and woodworking industry. Drawing upon the vast timber resources of the Wolf River watershed, Oshkosh was "the place where 'the logs came down.'" So far had its lumber industry advanced by 1856 that a Milwaukee Sentinel correspondent asserted that Oshkosh was to Wisconsin what Bangor was to Maine, "the chief depot and centre of the lumbering business of the state." That the city's wood working plants could handle large-scale orders may be noted from the Daily Missouri Democrat which reported in 1864 that timbers for bridges built at embattled Chattanooga and intermediate points had been sawed at Oshkosh. "Seven carloads of lumber each day for forty days were sent to Chattanooga," the Democrat remarked. In 1867, there were no fewer than thirty-three wood working mills which consumed a total of 101,250,000 board feet of lumber; the immensity of operations may be shown by the fact that in 1869, three mills—Paine's, Morgan's, and P. Sawyer and Son—used 14,500,000 pine logs. Although wood products dominated, the industrial output of Oshkosh covered a rather wide spectrum, ranging from barges to candles, cigars to flour, coffins to corsets, and plows to soap. Providing transportation facilities for Oshkosh industries were fleets of steamboats and the Chicago and Northwestern Railway which reached the city in 1858. The carriers were busy. In 1866, it was asserted that the railway business of Oshkosh exceeded by 50 per cent that of any station on the line.

Promising as was the economic development of Oshkosh, not everyone had an equal share in the promise. The enumerators

taking the census of 1860 discovered seventy cases of pauperism in the city, while the population growth Oshkosh experienced during the decade brought crowded housing conditions with two or three families sometimes living under one roof. Child labor accompanied the town's industrialization; by scores, children toiled in local factories and shops to help their parents with the never-ending job of providing life's necessities. In fact, an advertisement seeking fifty girls aged ten to fourteen for work in a match and splint factory located only a short distance from where the normal school was under construction appeared in the Northwestern on February 10, 1870. An especially telling testimony to the presence of poverty and woe in the city ran as follows:

> An uncommon and melancholy sight was witnessed on one of our streets a day or two since. A woman, clad in tattered rainment, was carrying home in her arms the coffin of her child, four or five years old.

Clearly, the pastoral image displayed by pioneer Oshkosh had altered much with the appearance of industrial Oshkosh.

The fact that some stars in her crown twinkled feebly did not mean that Oshkosh had neglected values of a wholesome sort. The census of 1860 revealed that there were in the city nine churches capable in toto of seating approximately half the residents at a given moment. There were four newspapers; the Weekly Northwestern, the Oshkosh Democrat, the Oshkosh Courier, and the Deutsche Zeitung. In addition, well before 1870 the Y. M. C. A. began to maintain a room where persons of wider reading habits could satisfy their tastes. As for educational ventures, the city's early record was one of limited progress, with schools and school houses lagging behind other civic improvements. But by 1864 Oshkosh had erected schools in all of its wards and had graded them besides, the latter achievement being due to the efforts of Superintendent of Schools Kirtland M. Hutchinson. And, in 1867 the city built a new high school on Algoma Street.

Altogether, the history of Oshkosh during the 1860's shows that the city was truly "pushing along." Hence, its leadership stood

ready to seek the third state normal school in 1866. At a special meeting convened on March 3, the Oshkosh Common Council met to consider "the expediency of attempting to induce the...Regents of Normal Schools...to locate the normal school about to be established in the Fifth Congressional District in this city." With Council President Leander Choate chairing the session, Superintendent Hutchinson presented a memorial and certain resolutions dedicated to that objective. First, the statement emphasized that Oshkosh was "third if not...second," in population among Wisconsin cities, and therefore it "would be...likely" to provide more students than any other place in the District. Second, in terms of accessibility, Oshkosh was "easiest...of any." A third argument for locating the school at Oshkosh was that the city possessed "as fine a location for such a building as any in the State,...." Fourth, the memorial announced that the Oshkosh Board of Education intended to build a new high school with which the Board wished to combine the "Normal Department" and a bill in support of this was already before the legislature. A fifth section asserted that Oshkosh owned "already as complete apparatus for illustration in Philosophy and Chemistry as can ever be wanted" and this would be available for normal school use. Last, the memorial stated that because of its "deep interest" in obtaining the institution, the Common Council had appointed a committee to confer with Regents upon the subject, and had also given the members power to "make such arrangements" as they considered proper for fulfilling their mission. Members of the committee were William H. Doe, Henry Lines, Samuel M. Hay, and Kirtland M. Hutchinson.

The bill mentioned in the Council's memorial had been introduced into the Assembly for the purpose of authorizing Oshkosh to raise $15,000 by a special tax to build a new high school. But when the measure won approval on March 30, 1866, it provided that all or part of the money so obtained might be spent for a normal school. The law also authorized the Oshkosh Board of Education to raise an additional $25,000 within the next three years for the purpose either of establishing normal school or of building a high school building.

Meanwhile, the Oshkosh effort to win the third normal school attracted support from editors C. G. Finney and B. F. Davis of the Weekly Northwestern. Noting that a teachers' institute convening at Menasha in October, 1865, had adopted resolutions calling for a normal school to serve northern Wisconsin, Finney and Davis asserted that, if located at Oshkosh, the school "would accommodate the North part of the State admirably so far as travel and locality are connected with the project." Viewing the institution as both "an ornament and a blessing," the editors urged interested parties to help in situating "at least one of the public institutions of the State near its right geographical position." Finney and Davis warned:

> Indifference on the part of the people here will allow these schools to go to the extreme south part of the State as nearly all our public institutions have in the past, and we shall be allowed to jog on with schools and teachers unfit for the great work they ought to accomplish.

Following their instructions of March 3, the Oshkosh Normal School Committee went into action. On March 12, the Committee offered the Regents $25,000 along with a building site of four to eight acres contiguous to the city. To offset competition, it raised the offer to $30,000 on March 17. Fond du Lac had already decided on that sum, and both Berlin and Neenah-Menasha eventually followed suit. (Omro has been credited with making the same offer, but the record indicates otherwise.)

With the exception of Berlin, competitive bidding for the third normal school evoked a measure of testiness within editorial circles. Believing that submitting the institution's location to "public venue" had "a bad look" and was apt to result in strife among aspirants, editor Stone of The Island City Times displayed a fussy attitude with Oshkosh being his main target. Thus, when the Omro Union suggested that Omro try for the school, Stone hinted that the village was really helping Oshkosh "scoop out" the Island City. Huffily, the Union replied that Omro was "playing no game with

Oshkosh." Stone wondered, too, if Fond du Lac were not "pulling a string for Oshkosh," because that city lay in the Fourth Congressional District, whereas the institution was intended for the Fifth.

Search has not discovered if the Fond du Lac press replied directly to Stone's salvo, but at Fond du Lac, editor J. A. Smith of The Commonwealth did show impatience over competitive bidding for the normal school. As weeks passed without a decision on the location of the institution, it appeared to Smith that there was no plan to which an interested community might fashion its effort. Moreover, if the merits of a particular place were ignored, he thought the community should be informed so as to be enabled to keep ahead in the running, for Fond du Lac had "overbid" the other hopefuls only to have them come abreast. Somewhat plaintively, he wrote on April 18, "When is this thing to stop, and when is the foundation stone of a normal school building to be laid?"

While the editors were venting their feelings, the Board of Regents had met at Madison on April 11 to open bids for the school. Heavy rains had been a deterrent to the examination of sites, however, and so the Regents decided to postpone action toward locating the school until May 2. In due course, travel conditions improved, and Regents Charles C. Sholes of Kenosha and William Starr of Ripon set out to inspect proposed locations for the school.

On April 23, Sholes and Starr appeared at Berlin, where they expressed pleasure over the town's clean appearance, its "agreeable surroundings," and the "lay of the land." But without appraising the location, the two left Berlin to examine other sites. The Berlin Courant observed of their visit:

> Of course it was not truly, nor indeed proper for them to express the convictions (our citizens all hold) that Berlin is just the point for the location of the 3rd Normal School, but we apprehend that if any doubts remained on the subject on leaving our city, the mud of Oshkosh, Doty's Island and Fond du Lac, will ere this have pretty thoroughly dispelled them.

Nonetheless, the city fathers of Berlin took no chances on the outcome. On the day following the Regents' visit, they increased their bid from $25,000 to $30,000. They also appointed a committee to confer with the Board for the purpose of "look[ing] after the interest...of Berlin in the location of the Normal School therein." And, they armed the committee with blank bids to be completed at discretion during the conference.

On April 25, Sholes and Starr visited both Neenah-Menasha and Oshkosh. The Regents did not tarry at Neenah-Menasha, but to editor Stone their hurry was no cause for alarm, as he thought only a "cursory" inspection sufficient for demonstrating the superiority of Doty Island as the place for the normal school. Besides, on the day previous to the Regents' visit, the citizens of Neenah-Menasha had voted to double their bid for the institution. Arriving at Oshkosh, where the Omro Union had reported great excitement over the normal school question, Sholes and Starr met with a cordial, but dignified, reception. The Northwestern said little about the Regents' tour of sites proposed for the school except that they "were entertained and shown around in a quiet, gentlemanly way."

Sholes and Starr did not linger in Oshkosh, and the evening of April 25 found them at Fond du Lac where they completed their work the next day. Throughout her campaign for the school, Fond du Lac's zeal had been persistent. Even at the last moment, Mayor Sawyer was favorable to sparking additional enthusiasm by inviting Governor Lucius P. Fairchild to be present for entertainment while Sholes and Starr were in town. The invitation was tendered, but Fairchild could not accept it.

Meeting at Milwaukee on May 2, the Board postponed a final decision on locating the third normal school because not all of its members were present. Records indicate, however, that the Board located the school "conditionally" at Oshkosh. Two weeks later, on May 16, the Regents met again at Milwaukee and this time definitely located the normal school intended for the Fifth Congressional District at Oshkosh. They also located two other schools: one for the Fourth Congressional District at Sheboygan and another for the Second Congressional District at Stoughton.

In recognition of Oshkosh's victory, the Northwestern contented itself with congratulating the people of the city and of the county on their contributions to the cause. Yet the success of Oshkosh roused some peevishness among her rivals. Editor Stone of The Island City Times wrote that Oshkosh would have truly deserved congratulations had it won the prize by "honorable means; but the issuance of a private pamphlet [which search has not discovered] for the ...Regents only, boasting of Oshkosh's advantage and traducing those of Neenah and Menasha, will convert her laurels into the poisened [sic] ivy." Stone reasoned, however, that the loss of the institution would ultimately benefit Neenah and Menasha since they had "gained knowledge of...their neighbor's...mode of working."

Berlin also suffered disappointment over its failure to win the normal school. According to the Courant, Berlin had an equal chance with Oshkosh until the Sheboygan Regent gave his support to the latter. The Courant viewed his action as deliberately helpful to Sheboygan's obtaining the institution awarded the Fourth Congressional District by ruining Fond du Lac's chances for the third normal school because places located only twenty miles apart as were Fond du Lac and Oshkosh could not each have a normal school. As for Berlin, the Courant did not consider everything lost. Its editor suggested that Berlin turn to industry which would mean as much to the city, "perhaps more so, in a financial point of view—than the normal school."

Only limited evidence is available to define the attitudes of Omroans toward the decision to place the school at Oshkosh. Perhaps in disappointment, the Omro Union confined itself to a terse announcement of the news. Records do reveal, however, that following the decision, the village fathers washed their hands of the normal school project, even to the point of refusing to pay travel expenses incurred by their committee when it met with the Regents at Milwaukee. Nor did the village board assume the cost of the local census taken in preparing its bid for the institution.

In view of her high hopes to win the normal school it may be of interest to observe that historian Joseph Schafer has stated that Fond du Lac suffered a "stunning blow" over failing to obtain the normal school. As noted, Fond du Lac's proximity to Oshkosh removed the likelihood of its becoming the site of a teacher training school, and assigning the one intended for the Fourth Congressional District to Sheboygan only added to the disappointment. Announcing that the third normal school "was awarded to Oshkosh, the fiery yet still unconsumed city," editor Smith of The Commonwealth stated that the institutions established in the Second and Fourth Congressional Districts were just "symptoms of schools" and the Regents had acted long before having money to build them. Smith wrote, "By that kind of log-rolling, Fond du Lac the central and most important point of the 4th Congressional District was beaten." Taking a more philosophic view toward loss of the school, editor Beeson of the Saturday Reporter observed that at least the city's taxpayers would be relieved of the burden to build it.

In retrospect, Oshkosh was in a much more favorable position to win the normal school than were her rivals. Both journalistically and politically, Oshkosh possessed greater prestige than the others. Because of the numerous fires which had occurred in their city, the people of Oshkosh had learned to "cooperate in crises" and among them, the question of public improvements was "kept...to the fore." Moreover, population figures were an impressive asset supporting the Oshkosh bid, and the statement of inducements framed by the Oshkosh promoters was convincing.

Nor should the qualifications of the Oshkosh Normal School Committee be ignored. Members Doe, Hay, Hutchinson, and Lines were a quartet whose careers embodied the philosophy of strive and thrive plus devotion to community development. Described by the Northwestern as "firm and determined" in whatever he undertook, the self-educated William H. Doe was serving in 1866 as assemblyman representing the First District of Winnebago county. Doe had begun his career as a Methodist minister, but forsaking the pulpit for the business world, he became a

dry goods merchant, a lumber magnate, a bank president, and a railroad promoter. He appeared at Oshkosh in 1854, but in 1859 participated in the Colorado gold rush. He returned to Oshkosh a wealthy man, and served in the state legislature. In 1878, he went back to Colorado and won a seat in the state legislature. He died in Colorado in 1884. Samuel M. Hay, known in his later years as a "successful banker and financier," was once a metal worker by trade. In 1846, Hay came to Oshkosh were he eventually opened a hardware store. He prospered and became president of the First National Bank of Oshkosh established in 1864. Hay also served as mayor of the city and in both houses of the Wisconsin legislature. In 1876, he became a Normal School Regent. Like Hay, Kirtland M. Hutchinson was a successful hardware merchant. Known as "one of the wealthiest as well as one of the most public spirited citizens" of Oshkosh, Hutchinson became city school superintendent in 1864. In 1866, he secured an appropriation for a new high school, an achievement testifying to "his energy against a very determined but misguided opposition." Henry Lines had been president of the Kenosha School Board for two years, 1857 and 1858. When he became a member of the Oshkosh Normal School Committee in 1866, he was a saddler. The census for 1870 reveals that Lines was only moderately prosperous; nonetheless, he kept a household servant. In 1867, he became a Normal School Regent. Such were the individuals to whom was entrusted the responsibility of obtaining the third normal school for Oshkosh.

A curious, though not entirely definitive, testimonial to individual initiative in winning the institution for Oshkosh is available in a letter discovered in a book presented in 1921 to the normal school library by the family of William H. Doe. Written by his daughter Vanie, who taught on the Oshkosh Normal School staff from 1880 to 1883, the letter gives Doe credit for the institution's being located in Oshkosh. Vanie Doe wrote in 1921:

> Father was in the legislature and fought long and well for the normal— First, the city of its location so many other places worked for it and when Oshkosh was chosen it was through father's efforts—During

> a recess of the legislature father staid [sic] in Madison to complete his plans—which were carried. When he came home, he was met at the train by a delegation to escort him up Main Street and he was three hours reaching home—so his work was ended—The singer died and the song was forgotten—such is life.

Search has not discovered the character of the plans to which Vanie Doe referred, nor do journalistic sources mention Doe's homecoming reception. It may be of interest to note, however, that on April 19, 1866, the Northwestern remarked, "One thing we do know of Mr. Doe is that there was not one single thing asked of him by his constituents, that he did not manage somehow to get done." Perhaps one "thing" the editors had in mind was his part in obtaining the third normal school for Oshkosh.

Having won the prize, Oshkosh faced the problems of meeting its financial pledge to the Regents and of choosing a site for the school. Both matters proved complicated, and of the two, that of determining the school's location led to neighborhood bickering which might have deprived Oshkosh of her academic prize. Several building sites were available and on May 24, 1866, the Northwestern prophesied a selection "by the time we go to press." Notwithstanding that prediction, more than two years were to pass before the campus was located.

A first indication of problems ahead arose in a difference between the Oshkosh Common Council and the Regents over where to erect the school. On May 22, 1866, the Council recommended a building site in the vicinity of Evans and Irving streets in the Fourth Ward of the city. But it developed that the Regents preferred a location in the First Ward. Once used as a cemetery, the First Ward tract is now the site of the Lincoln Public School. Title to this parcel was not delivered within the time stipulated, however, and so the Regents approved the Fourth Ward site, only to encounter title problems again. Confusion and interward conflict accompanied the continuing quest for a campus and as one favored

site or another went unchosen, antagonism to the entire normal school project developed among the disappointed. This group initiated a move for the legislature to re-open the normal school question at Oshkosh. As a counter-stroke, supporters of the institution sponsored a petition for the legislature to proceed with plans. On February 28, 1867, the Oshkosh Common Council approved the latter course by a vote of eight to one. The Council also adopted a resolution stating that the city had given its word, and any act of the legislature to introduce:

> New questions or New Modes of procedure...is [sic] a breach of faith derogatory to the character of the city and calculated if not intended to defeat the object for which Said Committee [the original Normal School Committee] was raised.

The resolution concluded by requesting that the legislature help forward the purposes of the Normal School Committee.

The situation needed clarification; and, because funds raised under the law of 1866 were used to build their high school, concerned Oshkoshites addressed to the Assembly a memorial embracing the subject of raising a tax for the normal school. A Senate measure devoted to that purpose won approval on April 6, 1867. Entitled "An Act to authorize the levy and collection of a tax in the city of Oshkosh, for normal and high school purposes," the law authorized the Oshkosh Common Council to raise by taxation the sum of $35,000 to aid in erection of a normal school; and if necessary, to help complete the high school being constructed. Section three of the law provided that from funds raised, and in addition to purchase money for a school site, there would be paid to the Regents $30,000 for the purpose of building a normal school, with payment at such time as might be mutually agreeable to both the Oshkosh authorities and the Board. The law solved the problem of raising taxes for the normal school, but there was still no location approved for it.

In May, 1867, the Regents announced their wish to commence construction of the school by September, 1868; but lacking

a building site they could not proceed. Months passed without a solution, and by late 1867 it began to be heard that perhaps Oshkosh did not truly want the school. Finally, in 1868, the legislature passed a bill to solve the dilemma. Approved on March 2, the measure authorized Oshkosh to conduct a referendum on the question of accepting the school and of raising $35,000 by taxation to help build it. The tax was not to be collectible before October 1, 1868, and citizens delinquent in payment were subject to a 5 per cent penalty. Should the money collected be insufficient, the city clerk was to pay the state treasurer $30,000, or whatever was collected; the balance was to come from the first funds collected in general taxes for 1868. The city council might offer a building site with a valid title before July 1, 1868, and not afterward. Otherwise, the Regents could select a site if the Council failed to offer a suitable one.

The law required that the referendum occur on May 12, 1868, and in anticipation of the election both the Northwestern and the Oshkosh Times spoke forcefully for the school. On election eve, the newspapers even reviewed events in both English and German. In the opinion of the Northwestern the school would have gone to Berlin, Neenah-Menasha, or Omro, if Oshkosh had not bid for it, and electors should consider the fact the institution would

> give employment to our mechanics, and trade to our merchants, grocers and others, and create a large taxable property. The opposition now heard to voting money, arises from no objection to the school—not because of any unexpected action on the part of the State; but because of the taxation which follows an affirmative vote.

Remarking further that the question of the site for the school was still open, and that it "should not enter into the consideration of the city's obligations," the Northwestern asserted that the school would be of general benefit to Oshkosh and so deserved the electors' support. "Be men, and do justice though the Heavens fall," wrote editors Davis and Finney.

The Oshkosh City Times took a similar position. Asserting that the school would be of "pecuniary interest" to the city, the Times announced its intention to keep the question before the people. It was difficult for the newspaper's editors to understand how "any portion of the intelligent people of Oshkosh" could be blind to advantages associated with an institution devoted to training students for teaching and "all the important business of life." Reminding the voters that they had "urged the contract upon the State," the Times asserted that it would be better to vote double the sum needed than to subject the city and themselves to the "just reproach of Repudiation." If the electorate did not approve having the school in Oshkosh, the resulting stigma attached to the city's name would be as "withering as an untimely frost."

On May 12, 1868, Oshkosh voters affirmed their wish to have the normal school. The tally was 1,043 in favor and 498 in opposition. Of the city's five wards, only the third voted against the school. Citing the tabulations, the Northwestern rejoiced when the citizens approved the agreement to build the school in Oshkosh "to the music of 553 [sic] majority." "Gloria!" exulted editors Davis and Finney. To the Times, the outcome of the referendum was a signal for "going ahead" with additional improvements to the city's well-being.

Notwithstanding the favorable majority, there lingered opposition to having the normal school in Oshkosh. As indicated, the law providing for the referendum of May 12 had also authorized a special property tax for raising $35,000 to finance the Oshkosh bid. The levy became due just as the city added $47,200 to its tax bill to pay for the new high school and the new bridge across the Fox River. As matters stood in November, 1868, the normal school tax was delinquent and to meet the shortage, the Common Council voted to draw an order on the city treasurer for $4,700 at 10 per cent interest per annum until paid.

The growing expenses of Oshkosh, including the normal school tax, roused searching comments in the newspapers. In reference to the referendum of May 12, one critic charged that in a

"hocus pocus" way, a few interested persons had saddled a costly and unjust measure upon their neighbors. Labeling the normal school "a gigantic absurdity," another complainant asserted that the city should improve its streets and sidewalks instead of concerning itself with the teacher training institution. More philosophically, the editors of the Northwestern admitted that earlier they had reservations about the normal school project, considering it an "apparently extravagant" undertaking because of the extra taxation involved. But they also thought that once the city was committed, the only honorable course was to proceed. They wrote, "We believe the time to look, is before you leap, not afterward."

The law authorizing the referendum of May 12, 1868, also provided that wards interested in becoming the site of the normal school at Oshkosh were to justify their interest to the Regents. On September 3, the Northwestern reported that a Regents' committee had convened the past two days in the city for the purpose of fixing a place for the institution. The committee inspected possibly a dozen locations, but postponed action until a full Board meeting was scheduled for a month later at Madison. When finally the Regents acted—and they did not until December—they chose the present site which is contained within the university's campus. It is possible, however, that the committee's study resulted in that choice during the September meeting. In 1910, William T. Ellsworth, a member of the Normal School Committee, remarked that when the Regents met in Oshkosh, they narrowed their choice to two locations, one near Lake Winnebago and the other along Algoma Street. To local Regent Henry Lines, the lakeshore location seemed preferable because an establishment known as the Fifth Ward Brewery stood just north of the Algoma Street location; but Ellsworth, who favored the Algoma Street site, telegraphed William E. Smith, State Treasurer and Normal School Regent, for help. The next day found Smith on hand to argue for the Fifth Ward location. His voice may have decided the issue. Whatever the conclusion, on December 2 the Board, meeting at Madison, fixed the site of the third state normal school in the Fifth Ward of Oshkosh. Two parcels of land were involved—one on property owned by Andrew B. and Adeline Knapp; the other, a small wedge-shaped lot

fronting on Elm Street (now Elmwood) and owned by John R. Forbes. It was needed to give the Knapp purchase a good shape. On December 8, 1868, Regents bought the properties at a cost of $5,900.

Locating the normal school in the city's Fifth Ward roused criticism. Fifth Ward voters had only moderately supported having the institution at Oshkosh in the referendum of May 12, and to some observers this hardly justified assigning the school to that ward. In a letter addressed to the Northwestern, a resident of the Fourth Ward (which had voted most heavily for the school) complained that some of the institution's most bitter opponents had been seen "hanging fast to the skirts" of the Regents' committee in hope of getting the school in their wards. He indicated that one such turncoat who had reportedly asserted that "a man was a d—d fool to vote for the school," and that "it ought never to come within forty miles of Oshkosh," was seen "hooked fast into the buttonhole of one of the Regents and working hard to get the location in his ward." Moreover, the site itself came under fire. Admitting that the area was high and dry, the Oshkosh Journal remarked that it was the "last place we thought of for its location, and must say therefore, that we were rather disappointed." Yet the Journal believed that the Regents had followed "the best judgment regardless of what had happened."

Despite the pros and cons over fixing a site for the school, the Regents proceeded with construction. On December 10, 1868, they adopted the building plans of William Waters, "a deserving young architect" of Oshkosh and a graduate of the Rensselaer Polytechnic Institute at Troy, New York. During the course of his career, Waters designed numerous structures in Wisconsin, including banks, churches, dwellings, and public buildings. At Oshkosh, to whose architectural image he contributed for a "full half century," the normal school was one of his first creations, for which he received a fee of $953.00.

The Regents fixed January 9, 1869, as the closing day to accept construction bids; and, on January 26, they awarded the contract to Galloway, Rogers, and Company, a Sheboygan Falls build-

ing firm. The builders bore a good reputation. Described by the Sheboygan Herald as "one of the efficient contractors of the State Normal School building at Oshkosh," Richard Rogers was by trade a carpenter. William Galloway had performed construction work at the normal school in Whitewater and at Lawrence University in Appleton. A mason by trade, Galloway followed the contracting business until 1877, when he became a dealer in produce and eggs.

The building contract for the Oshkosh Normal School stipulated a construction cost of $43,350 and a completion date of August 1, 1870. Progress toward that goal proceeded rapidly during the spring of 1869, while some thirty workers toiled at their tasks. On June 5, for example, the Oshkosh Journal reported that the building's foundations were complete and most of its doors and windows were in place. As months passed, construction continued; on February 17, 1870, the Northwestern prophesied, "Few cities in the Northwest will have a better building, located upon a more beautiful street than our Normal School." And, in May of that year, when a visitor from Fond du Lac saw the nearly completed project, he was prompted to call it "a splendid show [when viewed] from rafts, boats and bridges."

Completed in the summer of 1870, the normal school building with its "handsome cream colored" walls of Calumet brick, its window cappings of Taycheedah marble, and its "elegant French roof," added impressively to the skyline of Oshkosh. Enhancing the effect of its Second Empire styling was the structure's central tower, which became a community landmark. But the grounds needed improvement, as photographs of the new school disclose a bare appearance with no trees of size nearby. Indeed, the authorities deemed it necessary to plant shade trees in the surrounding yard.

As indicated, the construction schedule for the Oshkosh normal school called for completion in time for classes to begin in the fall of 1870. The builders did their part; but there was a hitch, and it was serious. The difficulty was that in July, 1870, the Board of Regents decided to delay opening the school for a year. The

Board confined itself to brief remarks, but local Regent Samuel P. Gary informed the Northwestern that, after paying the balance due on the building and other necessary expenses at Oshkosh, the Board would have barely enough money to operate the other schools during the coming year. "The amount that would be required for the running expenses at Oshkosh has to go into the building," Gary explained. Figures relative to the cost of constructing the building have been cited as being as much as $100,000, but official reports indicate that the construction company's expenses were $44,271.45 for the building alone, or only $920 in excess of the contracted figure. Nonetheless, the Regents could neither furnish the school nor pay for the instruction, a circumstance which led the Northwestern to conclude, "...the board must be decidedly hard up for funds."

The decision to let the new normal school stand unused was a keen disappointment to the citizens of Oshkosh. It did little to soothe their feelings when, after inspecting the school in July, 1870, Governor Fairchild announced that he, too, regretted its enforced idleness. Waxing indignant over the Board's action, the Northwestern, which had regarded the school as an asset to Oshkosh despite related tax costs, stated:

> The location of the normal school in this city is continually held up before us whenever Oshkosh lays claim to any favor from the state government, but inasmuch as we were heavily taxed to pay for...a...building which must remain idle for a year or two..., we must, ..., regard it as a burden of no small magnitude... We bought the elephant at an enormous price.

The Northwestern's complaint was sharp and it may be that its editors left very little for anyone else to say. Still, the Oshkosh Journal displayed a more philosophic view of the matter by stating, "It's too bad, but we suppose it can't be helped."

Delay in opening the normal school at Oshkosh did not diminish necessity for the institution's service in training teachers for the common schools of either the Fifth Congressional District

or regions beyond. Although a law passed in 1872 for the purpose of re-structuring Wisconsin's Congressional Districts assigned Winnebago County to the Sixth District, the action meant little to the Oshkosh school as it served an area geographically far wider than the District. There was no teacher training institution serving the central portion of the state until 1894 when that at Stevens Point opened its doors. There was none serving the farther northern part of Wisconsin until the normal school at Superior began instruction in 1896. Indeed, for fourteen years after the Oshkosh Normal School admitted its first students, there was no closer teacher training institution than that at Whitewater because the Milwaukee Normal School did not begin to function until 1885.

Another testimonial to need for the services of the Oshkosh Normal School related to a challenge facing the educational system of the state in entirety. To the concern of some authorities, the federal census of 1870 revealed that among Wisconsin's total population of 1,054,670 there were 35,031 persons over ten years of age who could not read and 55,441 who could not write. As for illiteracy among the population of 171,149 in counties comprising the Fifth Congressional District in 1870, persons over ten years of age and unable to read totaled 9,864 or slightly more than 5 per cent of the tabulation. Those unable to write numbered 14,674 or slightly more than 8 per cent. Admittedly, the figures showed illiteracy as far more prevalent among the foreign-born and older adults. But if elimination of illiteracy were a desideratum for the future in either the state or the Fifth Congressional District, the normal school at Oshkosh was a link in the chain of effort.

The reality of this condition relates to a movement for compulsory education as a means of eliminating illiteracy from Wisconsin, because talk of required school attendance was common in the state when the Oshkosh Normal School opened its doors in 1871. Among those who spoke vigorously for compulsory education in that year was Governor Fairchild, who recommended that the legislature enact "such a law as will compel each child in the state to attend school a given number of months each year for a reasonable number of years." With 50,000 young Wisconsinites annu-

ally not attending school, Fairchild regarded such children as facing adult lives associated with criminality, vagabondage, or vice. "Ignorance and crime go hand in hand," he stated. The Governor also stressed that education was basic to effective citizenship in a free society. He asserted, "Universal enlightenment and intelligence is [sic] the very foundation of our national liberty."

Not until 1879 did Wisconsin follow Fairchild's recommendation for a compulsory education law. Thus, the need for professionally trained teachers remained strong as the untaught joined the school population of the state. To help meet that need, the Oshkosh State Normal School would prepare student after student to serve in the mission of creating an educated citizenry capable of either grasping or making opportunity and of participating effectively in the democratic way of life.

In retrospect, the era in which the normal school was established at Oshkosh emerges as one of educational pioneering in Wisconsin. If there had been rivalries over locating the school and frustrations over its standing idle, the work the institution was to perform was rendered no less significant. Therefore, it was with a view to the future that in 1871 the Board of Regents prepared to open the third state normal school at Oshkosh.

CHAPTER TWO

GEORGE SUMNER ALBEE
—THE PIONEER GENERATION, 1871-1898
"LIFTING HUMANITY TO A HIGHER, NOBLER LIFE"

On February 2, 1871, the Oshkosh Northwestern reported that the Normal School Regents had finally found their financial status to be "very satisfactory" and so had decided to open the Oshkosh Normal School about September 1. Furthermore, the Board had resolved to appropriate a thousand dollars for the purchase of instructional equipment, and had also decided to engage "an able corps" of teachers. The Regents still had to find a principal to supervise instruction; it was understood that they would select "none but a first class man." Pleased over the turn of events, the Northwestern prophesied that Oshkosh would "soon have an educational institution equal to any of its class in the country, and...an honor to the state and the city."

The "first class man" whom the Board chose to direct the school was George Sumner Albee, Superintendent of Schools at Racine, Wisconsin. Born on May 23, 1837, in rural Allegany County, New York, the future educator learned carpentry which proved unattractive to him; indeed, his son once wrote, "Manual labor was always distasteful to my father." Not surprisingly, after only two years with hammer and saw, Albee turned to teaching in 1855; the following year, he enrolled in an academy at Westminster, Vermont. He next decided to study on the college level, a privilege he had thought to be reserved for the rich. Acting on his resolution, Albee studied at the Genessee Seminary in Lima, New York; in 1861, he matriculated in the classical course at the University of Michigan. After graduating in 1864, Albee served two years as a professor of mathematics and natural science at Rushford Academy in western New York. Next, he became a principal in the public schools of Peoria, Illinois. This association was of short duration for in 1868, Albee left Peoria to take a similar position in the high school at Kenosha, Wisconsin. After only a year, he moved to

Racine, where he served as superintendent of schools until his appointment on June 7, 1871, to the presidency of the Oshkosh Normal School.

It was during his association with the schools of Kenosha and Racine that Albee developed meaningful insights concerning educational goals. The person whose example inspired Albee was John G. McMynn, veteran champion of the normal school movement and accomplished leader in state educational circles. Writing to McMynn in 1897, Albee stated that with every year he had become increasingly aware of the debt he owed his mentor. Recalling that when he arrived in Wisconsin, he "had achieved something in scholarship, and could teach a class,"; but he had been "altogether hazy" as to the educator's role and responsibility until he witnessed the work of John McMynn.

By 1871, George Albee enjoyed a solid reputation as an educator. Active in professional organizations, he became a member of the Executive Committee of the Wisconsin Teachers' Association in 1865. (He would serve as president of the Association from 1882 to 1883.) Moreover, Albee was the first president of the Wisconsin Principals' Association. To sum up, the Oshkosh Northwestern regarded Albee as unexcelled professionally by any "teacher in the state," while the Janesville Gazette considered him "a gentleman of thorough culture, [and] rare executive ability...[who] fully understands the demands made upon a normal school by the common schools." And, the Gazette declared that the friends of the Oshkosh Normal School had "great reason to rejoice" over Albee's appointment.

Having selected a president, the Regents began to engage a faculty for implementing the school's "exclusive purpose of...training...persons, both male and female, in the theory and art of teaching,...in all the branches that pertain to a good common school education." According to the first Catalogue, the faculty for the opening year included eight instructors, although not all of them were appointed by September, 1871. Serving in the Normal Department, which was the professional division of the school, were Robert

Graham as Teacher of Reading and Music; Henry C. Bowen as Teacher of Natural Science; Anna W. Moody as Teacher of Rhetoric, Grammar, and Composition; Mary H. Ladd as Teacher of Mathematics; and Martha E. Hazard as Teaching of Drawing, Penmanship, and Calisthenics. Serving in the Model School, which was a laboratory training unit for the Normal Department students, were Robert Graham as Director; Maria S. Hill as Teacher in the Grammar Department; Frances E. Albee as Teacher in the Intermediate Department; and Rose C. Swart as Teacher in the Primary Department. The roster did not include the Reverend D. Edward Holmes and Mrs. Holmes, who resigned after only three months of service.

Classes were scheduled to begin at the school on September 12, 1871, but President Albee decided to conduct a teachers' institute before that time. The institute seems to have attracted no notice from the local newspapers; but Professor Emily Webster, who was a member of the first class, recalled the sessions as being devoted to preparing participants for the examinations then required for enrollment in the state's teacher training institutions. To the compilers of a history covering the first fifty years at Oshkosh, the institute was also "a splendid way to advertise the new school."

Another "splendid way" to advertise the school was through the ceremonies dedicating it to its mission. Originally, the authorities had planned to hold the ceremonies on September 12, the first day of classes, but lack of furnishings caused a postponement. Thus, it was not until two o'clock on the afternoon of September 19, that a crowd of townspeople and dignitaries gathered for the function in the assembly hall on the building's second floor. An amateur orchestra was on hand; and in what appears to have been an attempt to suggest by music the classical origin of the word "normal," the musicians "delighted the audience with an overture from [the opera] Norma [sic]."

Opening the dedicatory remarks was Board President William Starr. Along with reviewing the labors of the Board, Starr

discussed the role of the Oshkosh citizenry in establishing the school. According to Starr, their efforts showed "how deeply seated in the hearts of this people was the future welfare of their children, and how deeply was felt the necessity for intelligence among the people." After concluding, Starr presented the building keys to President Albee, who responded on behalf of the faculty.

Outlining the history of normal schools in the state, Albee asserted that Wisconsin's public schools were inefficient because they had to rely upon poorly prepared teachers. Therefore, it was necessary to improve the quality of teacher training. Accepting a part in the task both for himself and for the faculty, Albee stated:

> Intelligence for the many, not the few is our motto. Intelligence permeating every neighborhood, reaching every hamlet, every cottage is the need; but this necessity has not been realized. We need more, therefore, here we stand, a band of laborers ready to do what we can; not self-sufficient, but hopeful that we may be able to do some good. .... We ask your cooperation and support that this material may reach forward and make its impress on the immaterial, and thus take hold of a glorious hereafter, lifting humanity to higher, nobler life.

If the audience drew inspiration from Albee's remarks, it could hardly have experienced other than contentment from those of the speakers who followed. Striking a cordial note, Superintendent of Public Instruction Samuel R. Fallows reminded the assemblage that his professional life had begun in Oshkosh, where he served as a minister of the Gospel from 1861 to 1862. In a graceful compliment to his listeners, Superintendent Fallows remarked that he thought there was no better audience than one composed of Oshkosh citizens. Observing that Oshkosh had "grown up with vigor and determination," Fallows asserted that the community possessed every facility needed for thoroughly educating its children. He noted, too, that Oshkosh had recently built "one of the most noble high school buildings in the state," and the

new normal school would be the means whereby the high school would "be filled with workmen prepared for their labors." Replying to Fallows on behalf of the city was Thomas S. Allen, publisher of the Northwestern. Like Fallows, Allen struck the tone of cordiality; and, speaking of civic pride in the normal school, he affirmed that "the hearts and homes of Oshkosh people are open to this faculty and the students."

Nor could the audience have been anything other than pleased over the remarks of Oliver Arey, president of the normal school at Whitewater, and those of John Allison, pastor of the Olivet Congregational Church at Milwaukee. Dwelling on financial factors, President Arey estimated that the campus community would contribute from $30,000 to $40,000 annually to the city's economy. Faculty and students would spend for their daily wants; and because the campus had no dormitories, pupils from outside Oshkosh would require lodgings. It was a need Arey viewed as having "special interest to the [city's] poorer class," for there was money to be made from boarding out-of-town students. The prospect was a happy one, but Arey had more to say. He continued, "I make this prophecy: In three years this building will be as fully crowded with students as it is now filled by this intelligent audience." The words of the Reverend Dr. Allison revealed that he, too, visualized a glowing future for the institution. Remarking that "the power exerted by our common schools" was unappreciated, the minister declared:

> What a day this is! Opening a school that shall widen its influence, in everwidening circles, while time shall last—aye, throughout eternity!

The dedication closed with the singing of the Doxology. A disappointment was the absence of Governor Lucius Fairchild who had lost a relative by drowning. But even that tragedy did not diminish enthusiasm over the fact that at last the work of the normal school at Oshkosh was formally under way. More than five years had passed since the Regents' decision to locate the institution in the city.

Setting a framework within which the school would perform its mission in years to come were the academic and professional views of President Albee. Although he recognized that teacher education was still a novelty in 1871, Albee was certain that the normal schools had accomplished more to gain sympathy for the common schools than had any other agency. To him, the basic objective of normal instruction was to prepare teachers for "all the public schools in the commonwealth," while the greatest challenge before the teacher was "appealing to other minds." Albee also thought that the training function must be under constant refinement and a normal school "must be in a state of perpetual evolution"; besides, a healthy professional institution had no room "for a teacher who has found the best way." And, he warned against learner conformity because it was too easy for the opinionated teacher to lead the student into the "pitfall of acceptance." Finally, he regarded psychology—the new "master science" in contemporary normal school programs—as a subject transforming teaching from a "mere trade" into a true profession.

A reputation for demanding high standards was an indelible feature of Albee's academic image. Believing that professional goals should not emphasize methodology at the expense of culture, Albee took a long stride toward resolving the issue of content versus method by maintaining high admission requirements so as to create a student body from which Oshkosh would graduate superior teachers. And, in what was surely a rarity, he persuaded the first graduating class to devote a fourth year to study because he was not content to let it go with only the training provided by the three-year professional course. He remarked that even the young teacher could be dogmatic, especially if "he had had his early and often sallow, thoughts accepted by class after class too unquestioningly." With a sly thrust aimed at educators who over-valued their conclusions, Albee observed, "Only two animals in creation cackle as soon as the egg is laid; both are bipeds." It was not for nothing that George Sumner Albee once wrote, "Chips from the Parthenon do not ensure genius in their possession." He also wrote, "...the engine of progress is throbbing and pulsing in every timber of the ship. There is no return, and our destination is not in sight. Is it unknown?"

In President Albee's day, pupils entering the Wisconsin State Normal Schools were subject to careful selection. Each assembly district was entitled to "six representatives in the Normal Schools" with either county or city superintendents nominating the candidates who had to be "at least sixteen years of age, of sound bodily health, and of good moral character." In turn, the superintendent gave each candidate "a certificate setting forth his name, age, health and character" to be presented to the president of the normal school he or she wished to attend. A copy of the certificate went to the Board of Regents, but the nominee still had to take the entrance examination previously mentioned. Covering "the branches required by law for a third grade certificate, except for History,...and Theory and Practice of Teaching," the examination was in effect a sorting device governing admission and placement. As a warning of what lay ahead, the Oshkosh Catalogue of 1875 advised registrants to expect thorough testing in arithmetic, geography, spelling, reading, and grammar. In 1876, the Catalogue began to list sample questions in those disciplines; it may be that after viewing the samples, some aspirants gave up any notion of matriculating. In truth, one can only feel respect—or admiration—for the candidate who successfully solved the problem, "Divide .5 of .16 by .35—.065, reducing the quotient to its simplest form as a common fraction." And what university freshman of a century later could be expected to name five important American cities lying between parallels 40 and 45 plus identifying any important foreign cities lying between the same latitudes? The candidates who succeeded in passing the examination entered the school's professional course; but those who did not registered for preparatory work—or even for the Model School—after paying the fees prescribed by the Regents. Students who testified that they planned to teach in the Wisconsin public schools—and most of them did—paid no tuition charges and had priority for admission into classes.

The curriculum of the Oshkosh Normal School was both comprehensive and taxing. For example, pupils admitted to the Normal Department in 1871 pursued a three-year curriculum which provided training in mathematics, language, natural science, and history and science. Mathematics embraced higher arithmetic,

bookkeeping, algebra, geometry, trigonometry, and astronomy. Language included reading, composition, English analysis, rhetoric, and English literature. Natural science involved the study of geography, botany, natural philosophy, physiology, chemistry, physical geography, and geology. The history and science sequence required the study of United States history, the constitutions of the United States and of Wisconsin, mental philosophy, general history, and political economy. In addition, there were drills in spelling, penmanship, drawing, music, and gymnastics as well as special lectures dealing with the management of schools, the art of teaching, science and methods of education, natural history, laws of health, school laws of Wisconsin, and the history and systems of education. Finally, the pupils studied the science and methodology of education in the spring term of their first year; all had to do practice teaching under faculty supervision.

Besides the regular professional training of the Normal sequence, the school offered a Preparatory Course, an Institute Course, and optional post-graduate courses. Presented by the Grammar Department of the Model School, the Preparatory Course was truly needed: nearly half the beginning class failed to qualify for the Normal Course. (Evidently, contemporary concern over the basic skills is nothing new.) Given in the fall, the Institute Course lasted six weeks. It was free to anyone intending to teach, and was designed to prepare in-service teachers for obtaining the third grade certificate. The course included lectures on school management and laws of health, as well as model exercises in oral instruction. Optional post-graduate studies were intended for the student having more specialized interests. The offerings included Latin, German, history of English literature, mechanics, surveying, analytical and agricultural chemistry, zoology, comparative anatomy, instrumental music, and painting. A two-year elementary program, which the Regents had formulated along with the curricular program outlined, did not appear in the school Catalogue of 1871.

Nor did the Catalogue of 1871 define the certification arrangements for graduates. In 1872, however, the Catalogue stated that students completing the elementary course were to receive

the "Certificate of the Regents" while those completing the full course were to have a diploma, "which, upon being countersigned by the Sup't[.] of Public Instruction, shall constitute a State Certificate." In 1874, the definition of certification was further clarified. After the graduate had taught successfully for a year, the two-year certificate—when countersigned—became a state certificate valid for five years. Under similar regulations, the diploma earned by graduates of the advanced course became a state certificate valid for life "unless revoked for cause." Though early Catalogues are silent on the subject, the Regents conducted a final oral examination of all graduates; they did not end the practice until 1917.

Graduation was still far ahead for the forty-six pupils who appeared on "the first morning" to enroll at the Oshkosh State Normal School. One of the group was Lina Williams, aged sixteen and fearful of not qualifying for the regular term. Fifty years later, Lina recalled the day as never to be forgotten, for both President Albee and the faculty were on hand to start things. Assembled before those Olympians, the pupils received instructions to record certain data on slips of paper handed them. Then a problem arose. Not everyone had a pencil, a lack of readiness which made the President fretful. Lina, who had had the foresight to bring a pencil, felt a warm glow of superiority, but that soon faded when she discovered she had neglected to sharpen the instrument. Taking charge, President Albee—to whom, as previously stated, manual work was distasteful—"labored" over the blunt thing, and as he did, chilled Lina's heart with the words, "A pencil like this is not worth anything."

Still, the chiding over her unsharpened pencil did not ruin Lina's day; just meeting the faculty was a thrill. The occasion was somewhat overpowering, but Professor Robert Graham had everyone join in singing, and Lina recalled that "his little chuckle made us all happy." At the day's close, she went home to that part of Oshkosh then called Algoma and lying west of the Fox River. A new bridge was under construction at the point of crossing, so Lina had to take a rowboat to the opposite shore. It was a pleasant finale

to her participation in the beginning day at the Oshkosh State Normal School.

As weeks passed, more pupils registered. By the close of the first year, 314 had enrolled. Of that total, the Normal Department had 102 "Ladies" and seventy-one "Gentlemen" on its class lists. Thirty-four pupils were listed in Section A; fifty-two in Section B; seventy-two in the Preparatory Class; and fifteen in the Institute Class. Two out-of-state registrants in the Normal Department were Nancy E. LaMont of Tompkins, New York, and Martha E. Ward of Jackson, Michigan. Besides the tabulation for the Normal Department the Grammar Department of the Model School enrolled seventy-nine pupils, forty-six "Misses" and thirty-three "Masters." Twenty-seven "Girls" and thirty-five "Boys" made up the sixty-two students in the Primary Department. Along with a fee of thirty to fifty cents a week, the distance separating the Oshkosh Normal School from the homes of the younger children may have limited the Model School's enrollment.

Although President Albee deemed the service community of the Oshkosh State Normal School as being an area "where wealth...[had] not accumulated," an analysis of manuscript census statistics for 1870 discloses that the economic and social status enjoyed by some members of the institution's first class was comfortable. Not all student families appeared in the census of 1870, but twenty-three of thirty-four registrants in Section A of the Normal Department came from homes in which the parents reported ownership of real property worth $5,000 or more; four of those families employed servants. Every family of the twenty-three pupils for whom data are available reported property ownership. Thirteen pupils of Section A had had experience as teachers before 1870; their average age was 22.3 years. The only foreign-born pupil was Canadian by origin. Eleven families reported one or both parents as foreign-born; eight of those parents were born in the British Isles.

Census data related to the "B" section of the Normal Department class indicate that of thirty-one families who appear in

the tabulation, twenty-three owned real property worth an average of $5,717. Thirteen families possessed property worth $5,000 or more, but only one kept a servant. No student in the "B" section was foreign-born, but eleven families reported one or both parents as being of foreign extraction. Of these five were from the British Isles; four were from Prussia; in one family both parents were from Norway. Eight members of the "B" section had had experience as teachers before 1870. The average age of the entire group was 19.1 years.

The census also reveals that forty-three families of Preparatory Class Students reported real property worth an average of $4,729. Twenty-four families, of whom two kept servants, owned property worth $5,000 or more. Only one Preparatory student was born outside the country; his birthplace was Canada. Twenty-two families of the Preparatory Class students reported that one or both parents were of foreign extraction: all were from the British Isles. Four of the class had taught before 1870. The average age of the group was 17.8 years, with the oldest member being forty-five and the youngest ten.

The census provides data applicable to only eight families of students in the fifteen-member Institute Class. All eight reported ownership of real property, the average value being $11,193. Four families reported real property worth $5,000 or more. One family kept a servant. All members of the Institute Class whose families appear in census were native-born. Four families reported one or more parents of foreign birth; those were from the British Isles and Canada. Three members of the Institute Class had taught before 1870. The average age of the eight members for whom statistics are available was twenty-two.

Model School pupils possessed economic and social backgrounds similar to those of the Normal Department students. Of fifty-five Grammar Department pupils, forty-six came from families reporting real property worth an average of $4,534 per family. The average worth of the real property owned by the thirty Primary Class families who appeared in the tabulation was $8,340. For all

sixty-two families of the Primary Class, it was $6,585. Twenty-five of the ninety-three Model School families represented in the census kept servants.

A composite based on figures available for the first Normal Department class at Oshkosh would depict a pupil of both maturity and means. The student's age would be 19.4 years, and the family's real property would average $4,861 in value. Coming from a background of virtually total native extraction, the pupil would also be white. Previous to registering at the Normal School the student would have attended school, farmed, taught, or lived at home. On the average, the pupil's economic position was such that the cost of acquiring normal school training was handily within reach.

It was also true that for the young man or the young woman of limited means, attendance at the Oshkosh Normal School was not so costly as to be prohibitive. At first, the rental fee for textbooks was only a dollar per term where it remained until 1879 when it rose to three dollars; and, as mentioned, those who declared their intent to teach in Wisconsin paid no tuition. Moreover, students could obtain board and room at figures ranging from three to three and one-half dollars a week and, by "self-boarding," they could reduce the sum to as little as two dollars. Some pupils organized boarding clubs to save even more, and for those who wished to establish themselves in housekeeping, the Catalogue stated that they could purchase "heavier furniture here at low rates."

Balthasar Henry Meyer, class of 1893, was probably typical of Normalites who relied on self-help to acquire an education. Born in Ozaukee County, Meyer recalled in 1926 that before leaving his farm home to enroll at Oshkosh he had helped to open shocks of rain-soaked wheat until evening on a Sunday late in the summer of 1882. It was dark before he and his father set out by buggy for Rockfield, Wisconsin, where they could catch the train for Oshkosh. Two of Balthasar's brothers accompanied them. About three miles from the station, the brothers turned homeward with the buggy, while Balthasar and his father trudged on with Balthasar's grips. Entraining, they reached Oshkosh at "perhaps

3:30 in the morning." Father and son spent the hours before dawn in strolling about the city: finally, they called at the campus; and during the day, the elder Meyer saw his sixteen-year-old son installed in the residence of a "good Christian family."

Balthasar placed in the "A" Section of the Preparatory Class. Having done so, he took a job at cutting wood to fuel steamboats; it was a way to defray his living expenses. The autumn passed into winter; and after Christmas, Balthasar found a family for whom he could work in return for his board and room. He performed all sorts of chores; caring for the family horse, splitting wood for the kitchen stove, and sawing cordwood for the furnace. "I did all kinds of errands, the nature of which need not be described since such things are common everywhere," he reminisced. Common or not, the self-sufficiency he learned turned out to be a step toward becoming a member and later "dean" of the United States Interstate Commerce Commission.

Whatever their status after enrolling, many a registrant reveled in what was a new and enjoyable existence. Thus, Frederic G. Young, class of 1879, compared his departure from a rural school for the Oshkosh Normal School with leaving "a spiritless world" for "one where all was emulation and precision." Young, who would become dean of the Graduate School of the University of Oregon, remembered that the courses in geography, history, mathematics, and phonetics were "straight-laced" and "reeked with formulas," but as "antidotes" the library offered the works of Carlyle, Emerson, and Spenser. Moreover, he enjoyed the democracy of campus life, and like his classmates, took a "thoroughly wholesome...interest" in study. Another pupil who considered her Normal days as being happy, even though filled with "hard work" was Emma Jaeck, class of 1897. Emma delighted in taking geological excursions led by Professor and Mrs. Henry N. Goddard, even though compiling reports of such trips "to hand in...on Monday would be a chore." In the opinion of Emily Webster, the early students showed "a manly and womanly ambition to do the best possible under all circumstances": the presence of an occasional laggard did not "materially alter the tone of the school."

Governing student conduct were regulations prescribed by the Regents. Typical of the rules were those set by the Board in 1879. First and foremost, it was expected that students would be good examples for the youth of Wisconsin. They were also to comply cheerfully and fully with presidential regulations for their guidance and direction; to observe established study hours; and to exercise personal responsibility in conserving and safeguarding state property. Failure to respect those dicta meant denial of school privileges; even suspension or expulsion. If the faculty judged they were not likely to become apt teachers, pupils were also subject to involuntary separation from the school by presidential notice. They could be dropped if they were absent a month or more during the school term without giving notice of intent to resume study within a reasonable length of time. As a protection against hasty or arbitrary action, students could appeal a sentence of separation to the Board.

As an adjunct to the disciplinary policies of the Regents, the Catalogue of the Oshkosh Normal School stressed diligence and clean living as being essential to classroom success. On one hand, the Catalogue told pupils that so "healthy and invigorating" was the climate at Oshkosh, they could "endure severe study with comparative ease." On the other, there was an admonition that Normalites avoid excesses which might prove detrimental to their academic welfare. Because the authorities deemed themselves unable to restore invalids in the midst of school work, the Catalogue advised potential registrants that "No person addicted to the use of tobacco or other injurious stimulants should apply for admission." Nor should students partake of "harmful indulgences" which tended "needlessly to weaken or dissipate the moral, mental, or physical energies vital to honorable achievement." If there lingered doubts as to what such injurious indulgences were, the Catalogue advised the students to avoid:

> First—the use of intoxicating liquor, tobacco, and profane language. Second—the engaging in games of chance; late hours spent in dancing, or kindred amusements, in which time is spent without an adequate return in either renewed vigor, mental strength, or moral growth.

Nor did students escape a warning that they must "thoughtfully consider that the responsibilities before...[them] differ from the privileges of childhood." It should be their "daily resolve to cast all [their] influence for the common good" if they were to achieve success "beyond question."

This firm administrative regard for the moral and physical soundness of the students extended to a related concern: that school superintendents appoint only those persons who possessed personal traits consistent with the view of the teacher as a symbol of rectitude. Thus, the Catalogue lectured superintendents as follows:

> Far greater returns will result to your community from the training of a few such persons, than from the attempt to mold those who have little talent for teaching, or who lack those moral habits and convictions, without which the teacher is a pest in society.

All told, the Oshkosh Normal School campus atmosphere was one of quiet and determined purpose. Pupils marched to classes; conversation in the building was limited to brief salutations or imparting information to visitors. Reinforcing the code of proper behavior was a self-reporting system which required individual students to list personal infractions of the rules. If another pupil were involved in a reported error but failed to confess, he was soon in conference with the president. Discipline was achieved; but it was at the price of either making the pupils tattlers or causing them to be reluctant even to say "Good Morning," lest they be charged with being guilty of "communications."

It might be assumed that such Draconian rules eliminated any possibility of student misbehavior, but President Albee's papers reveal that the Wisconsin State Normal School at Oshkosh was no stranger to lapses of pupil conduct. Presidential counseling provided a satisfactory solution to most cases, but sometimes it did not. During the late 1870s after the President suspended a student

accused of misconduct, a complicated court action arose between the pupil's father and Albee. Because the school's power to discipline its students was involved, the suit was of more than usual concern: in fact, at one stage the Regents considered taking the case to the Supreme Court of Wisconsin. After some months, however, the suit was discontinued in the courts of Winnebago County. More readily solved was the case of a male student who was called to task for allegedly involving himself with a female resident at his boarding house. The young man protested his innocence, but made things easy for everybody by fleeing the campus to become a furniture salesman. In another instance, a student who had interrupted his classroom work to assume teaching responsibilities incurred presidential displeasure over smoking and other questionable behavior. With his future already at risk, the pupil further impaired it by hunting ducks on Sunday and spending a portion of the outing in a barroom. When questioned about his conduct, the youth promised improvement; and in trying to make the best of a bad situation, went on to remark that after a previous conference with Albee on the subject of smoking, he had not indulged in "a whiff either with pipe or cigar." In addition to smoking, dancing was another pastime on which Albee frowned. One can only imagine the uneveness of his feelings when an anonymous informant penned the following bit of chitchat to him:

> Perhaps you will be pleased to learn that one of your faculty, Miss ... was instrumental in getting up and in company with several Normal Students attended a surprise party....Among the Normal girls were...some...whose names were not learned. There were also seven or eight Normal Gentleman [sic] present. They took their music and had dancing.

But, Albee dismissed the report as being of little importance.

If there were a few pupils who failed to meet the high behavioral standards of Albee's time, many others considered themselves fortunate to have attended a school which insisted on

high standards of morality and professionalism. Writing of student life at Cornell University, Alumna Sarah A. Dynes expressed doubts that the eastern school inspired its students as did her alma mater, where pupils could hardly spend a year or two without having their "ideals materially lifted." Kate Dopp, an alumna attending the University of Michigan, told Albee that although the Ann Arbor professors were learned, she judged them to be inadequate instructors. After roundly criticizing a Michigan professor for excessive sarcasm and for failing to build rapport with his class, she declared that such inept persons should enroll for student teaching under Rose Swart of the Oshkosh staff and, through her guidance, learn proper pedagogical practices.

As often as not, Oshkosh graduates needed every bit of the inspiration and the skill their professors had given them. Pouring out their hearts to Albee, teaching alumni wrote of over-crowded or primitive buildings; of days jammed with recitations; and of skimpy wages. As frustrating as any experience they faced was that of teaching in circumstances having little connection with education and the mind.

For instance, consider the cases of William O. Brown (class of 1885) and George S. Grubb (class of 1881). Brown, who taught in a northern Wisconsin lumbering community, wrote that his school was known to be "a tough one." The pupils were addicted to profanity, but because so many men in the neighborhood habitually used curses, he could not find it in his heart to blame the children. George Grubb explained that because of a large enrollment, he had been tardy in writing to Albee; he even reported that some of his pupils had departed to begin their own schools. Grubb also wrote to report problems over discipline. He had solved one case by "collar[ing]" a wayward child; it had taken just a moment to "shake off some of his sauciness." But when he "ferruled" a second offender, the victim's mother had had him arrested for unlawful assault. Fortunately for George S. Grubb, the litigation ended in a mistrial. Wearisome as it had been, the episode did not blunt the teacher's drive for achievement as Grubb later informed Albee that he had launched a fund-raising project to buy an organ for his school.

Adjustment to strange surroundings posed another problem to the teacher. Take the examples of Frank Miller and Jane Dynes. Miller told Albee in 1881 that because of poor roads in the northern Wisconsin neighborhood where he taught, he felt virtually isolated from society. Miller reported, too, how he had once traveled several miles to attend a Sunday school, only to leave the church feeling uninspired. On the other hand, Jane Dynes found adjustment easier at Sheboygan where she had gone to teach. Jane enjoyed living at Sheboygan where the clean, straight streets contrasted much with those of "smoky Oshkosh." To be sure, she had had difficulty in finding living quarters because of the numerous resorts in the lakeshore town, but she considered the Sheboyganites to be much more "moral" than the residents of "that rough and ready, ...city of Oshkosh." And although some old folks at Sheboygan were prone to "gabble" in German, Jane found it comforting to join them.

Whatever their frustrations or satisfactions, the Normalites of Albee's day showed gratitude and respect for their mentors to a degree bordering on the worshipful. Emily Webster remembered that the students regarded the faculty as "older brothers and sisters ready to lend a hand to each and all": from their association, there often arose friendships "which grew stronger as the years went on" and lasted until death. Sharing Emily's views was Frederic G. Young. When compilers of the bulletin marking the school's Jubilee Year in 1921 asked him to evaluate his instructors, Young refused; he revered his teachers too much to pass judgment on them. And, when the funeral procession of Oshkosh Regent Charles A. Weisbrod approached the school in May, 1876, some two hundred Normalites joined in the procession to the cemetery. It was a tribute of which the Milwaukee Sentinel remarked, "The sober line of young teachers made an impression...not readily forgotten." (If the members of that "sober line" could have seen student protestors of a later time ripping up the pavement of Algoma Boulevard they might have thought that the world had become strangely different.)

During President Albee's tenure, a prominent feature of campus life was the daily assembly or "morning exercise." Albee strove to have the programs demonstrate "the best ideal of man's privilege and responsibility" and to discuss "the perplexing questions which swarm between us and the hights [sic]." Despite that intent, the assemblies have been called "religious convocation[s]"; for, with the teachers seated beside him, the President opened the sessions with prayers and Scriptural readings. Then, the assemblage might reply with responsive recitations or perhaps the singing of hymns. Coupled with presidential remarks on either educational objectives or character development, the exercises exerted profound effects on the "morale of the school and...the shaping of [the] individual." Students of legal age, and those whose parents or guardians conscientiously objected to the religious nature of the exercises, could be excused from attendance.

It was understandable that the religious practices on the Oshkosh campus might well draw criticism. And that was what happened. In 1879, a parent complained that the morning devotions deprived his daughter of valuable school time; that they were "an infringement upon her rights as... a student"; and that they did not "belong in the curriculum of an Educational Institution supported by the State." Moreover, in both 1880 and 1886, members of visitation committees grumbled about the religious nature of the opening exercises, a most vociferous critic being R. C. Spencer, head of a Milwaukee business school and president of a free-thinking organization known as the Milwaukee Liberty League. In 1879, Spencer went so far as to present the Regents with a memorial in which he charged that a highly "etseemed" [sic] professor had resigned from the Oshkosh staff because of religious differences with Albee; he also alleged that the students feared reprisals if they objected. Spencer's memorial asserted, too, that faculty members had been distributing religious tracts among the student body.

Whatever the arguments for or against the spiritual character of the assemblies, the Scriptural readings ended abruptly after March 18, 1890, when in the Edgerton Bible Case the Wisconsin

Supreme Court ruled that religious instruction in the state's public schools was unconstitutional. Commenting on the change in things, the Oshkosh Weekly Northwestern reported on March 27 that "the well-worn Bible which, for years had done duty in the assembly room of the State Normal School, was supplanted [last] Thursday by Harper's Monthly Magazine." The Northwestern also noted that the prayer which had opened the exercises for nearly two decades had yielded to readings from an article by John Ruskin, to whom Albee had turned "instead of Job." According to the newspaper, the only possible source of spiritual inspiration in the first assembly following the mandate of the Madison judges was the word "God" which appeared once in the Ruskin piece.

In the final analysis, the Edgerton decision meant that President Albee could turn only to non-religious sources "regarded as the heralds of truth" for inspiring the pupils during the morning exercises. But not all was lost when the President commenced to rely on great literature—or even homespun philosophy—for a theme, because the assemblies began to draw upon student and faculty talent to share in the inspirational effort. It would be erroneous to deny, however, that in 1890 an important phase of campus endeavor to shape student character had undergone an eclipse. Nevertheless, the school did not abandon its intent of producing well-trained teachers who possessed the social attitudes and moral standards acceptable to Victorian America.

Contributing their efforts to the attainment of that objective was the teaching staff which was known for devotion to the school and diligence in the classroom. None exemplified the ideal of steadfast commitment better than four teachers who joined the faculty before 1890: Rose C. Swart, Emily F. Webster, Lydon W. Briggs, and Jennie G. Marvin. Altogether, the four served the Oshkosh Normal School a total of 186 years for an average span of forty-six years each. So deep-seated was their influence that the history marking the school's Golden Jubilee stated:

> Every new member of the school from the very first,..., even a president, found the need of working

> in harmony with this group. Some—a very few, though including individuals of brilliant attainments—who could not conform to that need did not remain long.

First of the four to join the staff was Rose C. Swart, whose service began in December, 1871. Arriving at Oshkosh after a tiresome train ride, Swart had whiled away the time in reading the Atlantic Monthly. Long years later, she described meeting President Albee at the station as follows:

> ...when she looked into his face, she found it clear-cut, austere, and fine;...the...scrutinizing glance left with her the impression of character and power. Of course it was a case of two impressions,...; and she was told later that when the president looked at her, he immediately thought that... [her] spectacles and that Atlantic [Monthly] did not indicate a natural-born primary teacher.

Even so, Swart's professional career at Oshkosh was bright, and her tenure nearly equaled that of Emily Webster.* A capable critic teacher, Rose Swart was a classroom instructor of unusual ability; in 1876, Alex F. North wrote that recitations in her geography class "clove to his mind like the memory of a crowning early joy." A generation later, Nellie A. Hale informed President Halsey that despite the "dreadful criticism" involved, she was glad to have studied under Rose's watchful eye. Inspiring dignity — even in the way she walked — Miss Swart exemplified the ideal of pedagogical professionalism; she became the first woman to be president of the Wisconsin Teachers' Association in 1897; she became the first Dean of Women at the Oshkosh State Normal School in 1918. Furthermore, Dean Swart was an early believer in women's suffrage, particularly for females who worked; indeed, she once served as an officer of the Political Equality League of Wisconsin. And, she won notable distinction in 1895, when the University of Wisconsin bestowed upon her an honorary master's degree. But

*In 1879, Swart left Oshkosh to teach at St. Paul, Minnesota. She was in St. Paul for one year.

because she was committee chairman of the local campus Commencement, which coincided with that of the University, President Albee "mildly" disapproved of her appearing in person for the honor. Therefore, Rose dutifully remained at Oshkosh. Swart retired in 1922, and when she did she left a memory of meticulous supervision which seldom missed an error in preparing "earnest young men and women" for being "patient with those [who?] would but cannot, and nobly discontent with those who can but do not."

Enjoying distinction for passing the qualifying test in arithmetic, Emily Webster also earned Rose Swart's appraisal as being "the best teacher of arithmetic" she ever knew. Writing of Webster's achievement, Lina Williams recalled that Webster's "stock..., went way above par." In any case, Emily Webster became an assistant in mathematics even before graduating; extending to 1926, her employment record is the longest in the school's history. When President Halsey gave her the responsibility of signing absence excuses for women students in 1902, Webster was first to exercise the duties later associated with the office of Dean of Women. Wholeheartedly devoted to the institution and to its students, she was active in alumni affairs and at her death willed a portion of her estate to the Campus Loan Association. Speaking in tribute to Emily Webster in 1933, Regent Edward Dempsey remarked, "She never felt the heaviest load imposed upon her was a burden."

Long a friend and professional associate of President Albee, Lydon W. Briggs joined the Oshkosh Normal School staff in 1878 as Director of Practice Teaching. Briggs was a graduate of Kenosha High School. With the outbreak of the Civil War, he enlisted in the Seventh Wisconsin Artillery; he served for three years, and held the rank of quartermaster sergeant. At Oshkosh, he became Albee's chief administrative assistant; he served as vice-president and was interim president following the deaths of both President Albee and President Halsey. Schooled in the tenets of an earlier day, he appears to have been unusually proficient at helping students discover worthy purposes and goals in life. Lydon W.

Briggs taught at the Oshkosh Normal School until he reached the age of eighty-one. He died shortly after the opening of the school year 1921-1922.

Jennie G. Marvin graduated from Oshkosh in 1888, and soon afterward became principal of the Preparatory Department. When the incumbent principal resigned in November, 1889, President Albee took the advice of Rose Swart and placed Marvin in the position. Along with a reputation for solid performance in the classroom, she exerted a lasting influence over "hundreds of people who were once her pupils." It was her view that the launching of a "school city" wherein the pupils shared actively in school government was her outstanding accomplishment. When her service terminated in September, 1930, Jennie Marvin was principal of the campus Junior High School.

Outstanding as were the services of Professors Swart, Webster, Briggs, and Marvin, there were other scholars whose skills testified to Albee's talent for recruiting an able faculty. Showing promise of professional distinction were William A. Kellerman, A. Ross Hill, Frederick R. Clow, James E. Lough, Frederick D. Sherman, and Frank A. Manny. With the exception of Kellerman, the group taught at Oshkosh when, around the turn of the century, the Wisconsin State Normal Schools placed a high premium on faculty scholarship. But except for Clow, all had relatively brief connection with the school.

Kellerman, who served at Oshkosh from 1874 to 1879, taught natural sciences. One of those gifted instructors who prove competence whatever the problem, he won Albee's endorsement as "a zealous naturalist, an apt teacher...accomplished in his department [and]...an honor to our work." But when the Regents refused Kellerman a leave for further study in Germany, he resigned. Later, he joined the staff of The Ohio State University.

A. Ross Hill taught at Oshkosh from 1895 to 1897. His fields were psychology and pedagogy. Trained at Dalhousie, Heidelberg, Berlin, and Strassburg universities, Hill earned the

doctoral degree at Cornell University in 1895. Hill was a bright star; by 1918, no fewer than nine institutions of higher learning conferred honorary degrees upon him. In 1908, he became president of the University of Missouri; and in 1924, he was suggested for the presidency of the University of Wisconsin.

Frederick R. Clow joined the Oshkosh staff in 1895, but unlike Kellerman and Hill, made his association with the school a lifetime career. As a student at Harvard University, Clow once held a Thayer Scholarship "awarded annually to the ten most meritorious scholars" having, in the words of Albert Bushnell Hart, "acquitted himself with great credit as a student of history, government, and economics." After earning the doctorate in 1899, Clow became an active contributor to professional journals and the author of two books. Virtually any field in the social sciences seems to have attracted Clow's interest; it was he who introduced the subject of sociology to the campus. Not given to amusements, Clow found joy in his work, and considered himself "too busy for recreation."

As for Lough, Manny, and Sherman, their combined stay at Oshkosh totaled only six years. Lough held the doctorate from Harvard and Sherman from Leipzig. Both taught psychology and pedagogy. Manny, who had studied under John Dewey at Chicago, held the title of Director of Observation and Practice. Manny left Oshkosh in 1901 to become an administrator at the School of Ethical Culture in New York City; his connection with Oshkosh received attention later because it was Manny who spurred a former Normalite named Lewis W. Hine into a notable photographic career depicting—among other subjects—the economic-social features of life in America.

Although Albee had major successes in building a capable teaching corps, his presidency witnessed numerous personnel changes. During his tenure, eighty-seven of 122 teachers left the school; their average length of service was slightly more than three years. The reason for the high turnover rate is not clear; Albee's papers disclose but few expressions of discontent from persons who departed. Nevertheless, Martha Hazard, a member of the first

faculty, was concerned enough to consider legal action. It is not certain that she went to court, but her discontent did receive attention from the Milwaukee Sentinel. Rightly or wrongly, the Sentinel placed the blame for Hazard's leaving on her alleged inclination "not to consult the wishes of the superior teachers" and to pursue "the even tenor of her way as best suited to herself." In any event, President Albee reported that on November 15, 1875, he had accepted Hazard's resignation.

President Albee regarded staff erosion a symptom of the failure of Wisconsin salaries to keep abreast of those paid elsewhere, especially in view of increasing qualifications demanded for normal school teachers. Another factor possibly contributing to the restlessness of the Oshkosh staff was a wide variation in salaries. In 1881, Albee received $2,500 yearly as president. Robert Graham received $2,000 as director of institutes. As professor of natural science, Waldo Dennis received $1,500. Five teachers earned $1,000 annually. One of the five was Lydon W. Briggs; another was Rose Swart. Less well compensated was Emily Webster, whose pay was $800. Others receiving modest remuneration were department principals, who, despite the titles they bore, drew from $600 to $800 a year. The school librarian earned $100 annually until 1888, when the figure rose to $125; but it must be conceded that until the turn of the century her position was not considered as being professional.

It may have been, too, that excessively demanding classroom assignments induced cases of faculty restlessness. Visiting the school in 1877, Lydon W. Briggs considered some teachers over-burdened; he also detected signs of faculty tension. When President Albee once warned a candidate for a position that the "work is by no means light," he spoke truly: by way of example, after Rose C. Swart became supervisor of practice teaching in 1894, she carried a load which averaged two hundred students per term. She had only a part-time student assistant to help her in administering and criticizing the work of the practice teachers. To add up, the Oshkosh faculty was known to "pump hard and pump long" in the classroom.

Whatever the specific reason for teacher restlessness at Oshkosh, it has been asserted that during Albee's tenure "an atmosphere of paternalism prevailed" on the campus. The assertion may have arisen in a remark of alumnus Balthasar Henry Meyer, who stated in 1899 that Albee was "patriarchal in his attitude" toward both teachers and pupils. Whether true or not, by 1898 there had been moments when the teachers strayed from the beaten path of compliance and custom. On one occasion, they ignored Albee's choice of speakers for valedictory and salutatory addresses at Commencement, an action which veteran professors considered "unprecedented." In another instance, while Albee was away from campus, A. Ross Hill introduced a system of study-room supervision and hallway discipline in order to relieve "high priced" teachers of the responsibility and to give pupils an opportunity to participate in school government. When President Albee returned, the new arrangement stayed and the faculty approved a constitution providing for it. (The first student council president was Benjamin Mack Dresden who later taught German on the campus from 1896 to 1910.) And, it might be suggested at this point, that if certain teachers were restive under his authority, when Albee was offered the presidency of the University of Oregon in 1893, there had been numerous pleas that he remain at Oshkosh. Nor did the alleged paternalism prevent four Oshkosh professors from being named presidents of the Wisconsin Teachers Association between 1871 and 1898.

What were the outlines of the faculty-administrative relationship during Albee's presidency? Statutorily, the president exercised broad powers. He had supervisory jurisdiction over the instructors; he could recommend that the Board dismiss a teacher; and he was entitled to make rules and regulations for the guidance and information of the teachers and the pupils. In addition, custom permitted him wide latitude in setting the sequence of courses and in determining their length. Providing academic as well as moral leadership, the president was the image of his school, both on and off campus.

In addition to the presidents, resident Regents were also involved with supervising the normal schools. Some Regents maintained a campus office—the practice was followed at Oshkosh—and the law authorized them to attend any and all faculty meetings. Both presidents and faculty members needed the approval of resident Regents to purchase necessary supplies and equipment. This was not all. During the early years at Oshkosh, funds for the faculty payroll were disbursed directly to the local Regent. He then paid the teachers with his personal check. But to say that the functions of local Regents caused divided authority at the normal schools would perhaps be an overstatement.

By law, faculty in the Wisconsin State Normal Schools were classified as professors, assistant teachers, directors of training schools, and principals of departments and of the model schools. Qualifications determined rank and advancements in classification. Salaries were related to rank, but teachers having special assignments (such as directing institutes) received extra compensation. Although teachers were under the president's supervision, none could be transferred from a permanent assignment without the approval of the Board or of the Regents' Committee on Teachers. Every teacher was employed by a written contract, but there was no concept of faculty tenure in the more contemporary sense until the passage of a tenure law in 1931.

Under so closely knit a system, it might be thought that initiative was stifled at Oshkosh, but the reverse was true. The range of pioneering steps was broad, as the president, the faculty, and the pupils all contributed to change. During the school's first generation, significant growth occurred in scientific studies, library development, physical education, and student activities. True, the path could be thorny: when Professor William Kellerman introduced biological sciences to the campus, he did so in the face of community prejudices. Moreover, financial support for other ventures into unexplored realms was less than might have been desired. Nonetheless, the school advanced on several fronts during Albee's presidency, and by 1898 its progress had earned it a respected place among the teacher training institutions of America.

And the school had a unique distinction: it became the first public American teacher training institution to have a kindergarten on its campus. As early as 1875, Wisconsin proponents of the kindergarten concept recommended to the Board of Normal School Regents that they establish at least one experimental kindergarten program on a campus under their direction. Leading the effort were Milwaukee educators William N. Hailman and Carl Doerflinger; and in addition, President Albee, who had suggested the establishment of a kindergarten at Oshkosh in 1876. By 1879, the Regents were ready to act, with the schools at Oshkosh, Platteville, and River Falls all thirsting for the prize. Platteville's plea withered on the vine; that of River Falls proved inconsequential.

The Oshkosh effort showed greater hardihood. In February, 1879, the Board had instructed Oshkosh Regent Hay and the normal school personnel to canvass the city for prospective pupils who could attend a kindergarten at a cost not to exceed twenty dollars annually. Results were encouraging, and although the Proceedings of the Board do not show final action, the award went to Oshkosh. One approving voice was that of Carl Doerflinger, who had become Regent in 1879. Doerflinger had urged the establishment of the kindergarten at the Oshkosh Normal School not only because it could guarantee at least twenty pupils, but also because he had noticed Albee's interest in the kindergarten movement.

Kindergarten classes began at Oshkosh in May, 1880, with twenty-five pupils. The director was Laura Fisher, formerly supervisor of kindergartens in Boston and a trainee of Susan Blow, founder of the first public school kindergarten at St. Louis, Missouri. Any child four to seven years of age could attend the kindergarten; according to their ages, pupils joined one of three divisions—Gifts, Occupations, and Circle Games. Children enrolled in Gifts learned the names and the outlines of familiar forms; the dimensions of surfaces and of solids; and the construction of geometric figures by arrangement of sticks and building blocks. Those enrolled in Occupations learned to express themselves through art techniques such as clay modeling, drawing, and weaving. Children enrolled in Circle Games gained "healthful

recreation" and a knowledge of "many...familiar occupations of mankind." A singing accompaniment to the activity stressed "a healthy moral sentiment" intended to mold the pupil's spirit and to urge him "to his best endeavor." The procedural philosophy was to lead rather than to drive while the objective was to achieve individual development by means of motor expression within the framework of social cooperation. Another way to state it is that the kindergarten was a "Factory of Good Habits" in which children learned by doing.

Though the new program attracted many observers to the Oshkosh campus, the undertaking did not have the benefit of steady management. Of the five directors, three had employment for only one year; Laura Fisher served for a mere three months. But President Albee was satisfied with progress made and in 1884 reported his conviction that "through the kindergarten, the seed is being sown..., for a better harvest of clear-sighted work in the common schools of the state." Albee's faith was not enough, however, to shield the kindergarten from a "want of cordial appreciation" shown by certain Regents, and in 1885 the Board terminated it.

Another innovation which President Albee fostered was the beginning of meaningful study in physical education. Albee regarded the calisthenics program of earlier years as inefficient, and so he and the pupils devised a scheme of voluntary contributions to pay the salary of a gymnastics teacher. On a Saturday afternoon in 1881, the students arranged for President Albee to observe the gymnastic techniques of Charles Oellerich, a Milwaukeean who had come to Oshkosh in 1875 in order to conduct a turner school. Impressed by the performance of Oellerich, Albee remarked, "Now I know what calisthenics is." Oellerich was hired; and although his name does not appear on faculty rosters, he taught at the school from 1881 to 1885.

Oellerich's contribution sparked the initiation of a more purposeful program in physical education at Oshkosh; but at the beginning of the 1890s the popular "Ling, or Swedish, System of gymnastics" became the new basis for offerings. Following a "pro-

gressive" scheme emphasizing "the physiological effect of exercise," the Ling System stressed the study of anatomy and physiology as the key to the development of the body. Three areas—student drills, theoretical gymnastics, and model school practice—constituted the content of the work. For approximately twenty years the system remained in vogue at Oshkosh, with the institution drawing heavily upon the Boston Normal School (which was a center of Ling training) for physical education teachers. Between 1896 and 1912, no fewer than five Boston alumnae contributed to building "a strong foundation" for the discipline at Oshkosh.

During its adolescence, the physical education program received a boost from the Board in the form of a new gymnasium. For years the classes in physical education had met "up under the rafters" of the school's first building, and the need for better surroundings was genuine. Rose Swart recalled that during one of the classes the ceilings in the rooms below the attic floor disintegrated; a tin covering had to be installed as a replacement. The students paid for the makeshift repair, but in 1888 the Board showed greater concern by allocating $5,000 to build a gymnasium for housing physical education. Placed in the rear of the main building, the completed structure was the first of its kind at a Wisconsin State Normal School.

The new gymnasium was a welcome addition to the campus. But there were no frills. The structure lacked bathing facilities; and because instructor Mary S. Dunn considered baths as indispensable after gymnastic drills, she sought remedial action. President Albee agreed with her, and requested Board permission to install the necessary plumbing. (Because the students and faculty bore the cost, there was no really good reason for the Regents to refuse.) The remodeling accomplished, the school Catalogue announced, "We now have one of the finest gymnasiums in the West."

Although the physical education program had progressed by 1890, its announced objective was that of producing "healthy teachers, not athletes." By modern standards, the program was

unsophisticated. No particular garb was required for boys whose everyday clothes sufficed for the playing floor, while girl gymnasts wore a costume which was entirely utilitarian. The costume was also of such generous proportions that the Quiver of 1946 declared that one of the outfits contained enough material to clothe an entire girls' basketball term of that year and the "substitute players as well."

The school library also developed during Albee's presidency. From the start, the Regents maintained two library collections on each campus, one of textbooks and another of reference works. The practice of renting texts to students provided a source of income for supporting the text inventory and for adding to it. There was also a policy of continued enlargement and diversification of the reference collection.

Although it gave neither a location or any book titles, the school's Catalogue for 1871 stated that "A well selected Reference Library is provided for the pupils free of charge." Suggesting that progress had occurred during the school's first year, the Catalogue for 1872 called the Reference Library "excellent." The holdings offered the students "standard works in history, biography, science, professional and general literature" so that they could "readily carry...investigations beyond the text book."

In 1874, the library acquired more space in an addition to the original building and as of 1897 it was occupying "three commodious rooms, where students...[could] carry on...reference work independent of all disturbing influences from school movements." At the same time, the scientific disciplines maintained separate reading rooms with materials "adapted to work in those departments." During the last year of Albee's tenure, the general collection numbered 8,000 titles.

The periodical collections also grew. In 1872, the students and the faculty had cooperated in organizing a reading room "where leading periodicals" were available "at a nominal cost to each pupil." Contributory to enlarging the collection were sundry

titles, including no fewer than ten newspapers, ranging from the New York World to the Winneconne [Wisconsin] Item. By 1898, the acquisitions included fifty-one weekly magazines and newspapers among which were the London Times, the Atlanta Constitution, and the Port Washington [Wisconsin] Zeitung. There were seven daily newspapers including the Milwaukee Sentinel and three published at Oshkosh. The library also subscribed to nine quarterly journals; among them were the American Historical Review, the Political Science Quarterly, and the Edinburgh Review. In addition, periodical acquisitions included four bi-monthly journals, one of which was the American Journal of Sociology. The library also received fifty-four monthly journals, the tabulation ranging from the American Journal of Science to Woman's Home Companion. Along with the monthly journals, the library subscribed to two semi-monthly publications, Dial and Intelligence. Finally, the Model School received seventeen periodicals suited to the reading tastes of children.

In what was known as the "Attic Library" on the fourth floor of the building were housed the documentary collections presented the school by Senator Philetus Sawyer and other public officials. Of potential value to future research programs, but used historically for resource materials related to debating, the documentary files were destroyed by fire in 1916. There is no record showing the size of the complete grouping, but in 1898 the Sawyer section was estimated at 1,800 titles.

The growth of library collections at Oshkosh was accompanied by increasingly refined use of resources and by the development of well-rounded reading programs. In 1896, a statement relating to the reading program created by the Department of Literature noted that the entering pupil might be mature in practical experience, but "skill in the use of books, in ability to grasp the idea of an author clearly or to follow a train of thought successfully, is exceptionally rare." As a remedy, the Department had developed a seven-quarter program of reading which reached to "the highest literature in the library." The stated intent of the program was to cultivate student ability in gathering thoughts and expressing them,

and finally to prepare students for using public school libraries. There was also a special reading program for high school graduates who came to the Oshkosh Normal School, supposedly fitted "to a greater or lesser degree with already formed scholarly habits of reading." Altogether, the reading program of the Department of Literature covered the following fields: geography and travel; biography and history; nature study; mythology; fiction; poetry; and literary essays. Appearing among the authors whose works formed the substance of the program were Arnold, Burroughs, Darwin, Goethe, Homer, and Tennyson.

Having far-reaching effects in broadening the service role of the Oshkosh State Normal School was the inauguration of summer study in 1893—the first summer term held on any campus in the system. The initiator of the summer school offerings was Professor Walter C. Hewitt, a newcomer to the staff. The wisdom of Hewitt's thinking became clear when seventy-one pupils enrolled for the session. Though the figure was far from that of 1970, when 3,697 students registered for summer study at Oshkosh, it was a healthy beginning.

Until 1907, the summer school depended mostly upon the "patriotism" of the faculty and the fees of the students for its continuance and support. Despite their dependence on such fragile props, summer offerings allowed teachers in the field to obtain training identical with that offered during the regular term. It was an improvement over the sometimes pointless offerings of teachers' institutes which President Albee viewed on occasion as being "mass meeting[s]" whose participants were "treated to speeches upon anything labelled educational." Moreover, Albee preferred summer study to extension work, which he regarded as a "fashionable fad..., with...inordinate intellectual wastes." Fitting the thought to the deed, in 1896 he urged the Regents to authorize regularly scheduled summer sessions at several of the normal schools, but not until 1907 did the Board allocate $500 to support summer work at three campuses including Oshkosh.

A marked increase in student numbers during the first generation of the school's history was another sign of campus progress. By 1897, enrollments in the Normal Department stood at 727, the "high-water" mark in the Department's registration up to that year. And, the Model School attendance had grown too, standing at 229 in 1892. Such expansion in the student population brought demands for more room, and although four additions were made to the original building prior to 1898, space still remained at a premium. Reporting in 1896, President Albee called attention to the fact that student numbers had increased by 20 per cent over the year before: the result was an excess of a hundred pupils beyond the school's seating capacity, an overflow which led to use of the basement for classrooms. Lack of space also reduced time for practice teaching; the Model School could not accommodate the load. The problem was not solved when Albee died; his successor proposed using the facilities of the city schools for practice work. Indeed, it was not until the inception of a rural education program in 1909 that a limited number of students began to perform practice teaching off campus. Yet it is possible that as early as 1871, the pupils may have conducted observations in the city schools: the Catalogue noted that Oshkosh had "one of the best school systems in the State," which offered "the student a field of practical observation rarely equaled near a school of this kind." But it was a requirement that the students conduct observations in the Model School.

Accompanying the growth of the Oshkosh student body was an increase in the number of high school graduates from twenty-nine in 1888 to 222 in 1897. This development reflected both the expansion of the high school movement in Wisconsin after adoption of a free high school law in 1875, and the effects of a policy which permitted secondary graduates to enroll without examination and to have advanced standing. Accounting for a third of the Normal Department enrollment by 1897, the high school graduates had become a significant factor on the campus. Moreover, as the group increased in number, need for remedial work declined, a change which finally led to closing the Preparatory Department. Of even greater significance, the better preparation of the high school

graduates allowed the institution to improve the quality of its classroom work.

The training of the high school graduates contrasted much with the backgrounds of those who were not. For instance, because of their relatively modest preparation, rural school graduates could hardly compete with the high school graduates, and large numbers of them failed to win admission to classes. In 1890, only one in four of the rural applicants received unqualified permission to enter the Normal Department; another fourth won admission only after spending from ten to thirty weeks in preparatory study. The remainder had to go home because there was no place for them at any level of the program.

The presence and preparation of the high school graduates at the Wisconsin State Normal Schools led the authorities to revise the curriculum to include greater subject matter content in 1892. Earlier revisions had abolished the Institute Course; had increased the one-year elementary program to two years with a five-year teaching certificate awarded to the graduate; and had transformed the three-year advanced program into a four-year course with an unlimited certificate for graduates. Those changes did not shake the traditional faith in a general curriculum for common school teachers, but the revision of 1892 departed from that concept by creating four new course groupings in which students might prepare. Two of the offerings were a one-year professional course and a two-year elementary course. The other two—a four-year English course and a four-year Latin course—were specialized in content. They also contained an elective principle: students in the English course could choose areas to their liking within the natural sciences, and students in the Latin course could substitute German for the classical tongue, provided they carried additional credits in English. In effect, this created a third language-oriented course. Although the new curriculum placed much emphasis on the academic fields, professional courses still constituted more than 25 per cent of the offering.

The curriculum of 1892 possessed shortcomings. It did not take into account the differences in preparation between elementary and secondary graduates, and it did not recognize the need for teacher education articulated with grade levels, a flaw that would survive until 1914. Furthermore, the program emphasized studies related to the high school graduates' academic background, and not to professional training. This was a significant departure from the normal schools' "exclusive" purpose of preparing teachers for it meant that the schools were assuming a college preparatory function. Indeed, in both 1892 and 1896 the Normal School Regents and the Regents of the University of Wisconsin agreed that, subject to approval of the University, normal school students completing the English, Latin, and German courses might receive junior class standing on enrollment at Madison.

Because of his desire to produce better trained teachers and in consequence of quickening demands on normal school professors, President Albee was particularly concerned over improving the quality of the Oshkosh teaching corps. Observing in 1888 that contemporary standards required of normal school instructors were not those of the past, Albee argued that formerly the "well-equipped scholar with a gift for teaching was equal to the most urgent demands of the public if not of the few who have realized from the first what a teacher's seminary should be." But needful as staff improvement appeared to him, Albee saw no easy solution because, "Other schools,..., are bidding in the market for the bright scholars quite as high as the normal schools." At long last, in 1894 the legislature appropriated substantially larger sums for normal school faculty salaries. An immediate consequence was that Albee could engage more highly specialized teaching personnel helpful to departmentalizing and strengthening the instructional program and also to implementing the curricular revision of 1892. Thus, in a letter of June 10, 1895, he informed alumnus Balthasar Henry Meyer that Oshkosh salaries were "at a figure which will secure good ability in filling future vacancies." In so doing, Albee asked Meyer if he were interested in joining the staff; Albee wished to raise the quality of work being done in geography to the level where Rose Swart had left it when she assumed other duties at the school.

Meyer did not accept, but he would doubtless have been a capable performer. He had studied at the University of Berlin and was currently pursuing a doctoral program at the University of Wisconsin. Albee also reported the establishment of a new chair in Psychology and Pedagogy, and to fill it, he had obtained a teacher having the doctorate from Cornell University as well as an excellent record at both Heidelberg and Leipzig. In addition, Albee had employed an instructor holding a Master's degree from Harvard University and another who was a graduate of the University of New Brunswick. The engagement of more highly trained instructors was not the only benefit from salary improvement at Oshkosh. Higher pay also meant that teachers could afford to conduct further study or to travel abroad and thereby upgrade their capabilities.

Growth at the Oshkosh Normal School during Albee's presidency did not relate entirely to curricular and faculty changes. Students also contributed to change; and at the same time, they felt its effects. Easily the most popular extracurricular pursuits were debates sponsored by two organizations, Lyceum and Phoenix. Founded in 1871 for the purpose of discussing public issues, Lyceum admitted both men and women to membership. In 1873, certain younger men who believed themselves unready to engage in Lyceum debates formed a society known as Protarean. Protarean soon began to admit women, however, and there emerged from the "ashes" of the reorganization a new society known as Phoenix. The debating activities of both Lyceum and Phoenix gained widespread attention, with newspapers reporting their contests regularly.

The Oratorical Association also reflected the interest of the pupils in forensics. Founded in 1895 with 160 members, the Association was to conduct "free-for-all" contests in order to select representative speakers to both state-wide and interstate meets. The faculty and the organization both contributed to cash prizes for the winners. The life of the Association approached a zenith almost at its very outset when student Harold D. Hughes, speaking on "Abraham Lincoln—The Man," placed first in an interstate tourney held at Warrensburg, Missouri, in 1896. The telegraph flashed the news of Hughes' victory to Oshkosh; and when he returned a crowd

of exuberantly worshipful Normalites greeted him at the railway station. The men whom the victor had defeated in the preliminary phases of the contest carried him to an open buggy bedecked with flowers plus white and yellow ribbons,* and a procession started for the campus. The Northwestern described it as follows:

> First, came six young men bearing the stars and stripes, then the Arion band, then four files of young men nearly 200 in number, hauling the carriage from which smiled the classical face of the hero of the hour. About 200 young lady pupils in line followed the procession to the school.

At the school, the afternoon was devoted to music and speeches.

Another student contribution to the life of the Oshkosh Normal School during Albee's presidency was the launching of two campus publications in the 1890s, a newspaper and a yearbook. Student newspapers in handwritten form had already appeared in September, 1874, first with the "Normal Flower," which ran until May, 1875, and later with the "Normal Crescent," in 1885. A printed newspaper saw first light with the Normal Advance in October, 1894. It was a bi-monthly publication.

Stating that it had been "the fortune of the school to pioneer many advances...which have become a part of our system," the editors explained the reason for the paper's title as follows:

> It is felt that this latest Advance in establishing a ready and constant means of interchange between the veteran and the younger corps of our students may rebound [redound?] to the pleasure and betterment of all.

For an annual subscription costing fifty cents, subscribers to the Advance could peruse scholarly essays, book reviews, and profes

*White and gold were the school colors. Diligent search has failed to discover the date of their adoption.

sional reports. A column headed "Infield" carried campus news; another headed "Outfield" related events concerning alumni. A section called "Bulls and Blunders" contained humor. The Advance also printed news of the Model School, including short, informative pieces written by its younger pupils; for example, in the first issue two unidentified eight-and nine-year old authors contributed informative—and very well phrased—essays on the subject of earthworms.

During its first three years of existence, the Advance had faculty members for editors. For the first two volumes, Josephine Henderson was editor-in-chief; Emily Webster was assistant editor. The English Department edited the third volume. Acting in a staff capacity for the first volume were student reporters; for the second volume, reporters were the presidents of the classes and of five campus organizations, Phoenix, Lyceum, Glee Club, Y. M. C. A., and Y. W. C. A. With the exception of the Glee Club president, the same staff served for the third volume. In 1897, the Advance became a monthly publication under student management. Under the new arrangement, the sheet featured student affairs more prominently while retaining its quality.

Appearing in 1897 was a school yearbook called Quiver and published under student editorship. A proem outlined the reasons for producing the Quiver; following the example of "leading colleges of this country" and "taking pleasure in the fact that during their school course the institution has grown to such proportions as to warrant the publication," the senior class had undertaken to establish the Quiver as the school annual. Claiming there had been insufficient time for preparation, the editors asked that "sympathizing readers" would ignore the book's "many defects" and hoped that it would not reach unfriendly critics. Detailing campus activities and class histories, the first Quiver set a pattern for subsequent issues. Its publication ended in 1977.

No discussion of student life during Albee's tenure would be complete without mention of the increasing popularity enjoyed by athletics at Oshkosh. An Athletic Association, described in the

first issue of the Advance as being "in a more flourishing condition than ever before," was devoted to furthering campus sports. Boasting a "very large and active membership," the Association sponsored fund-raising projects to achieve its objectives. In 1896, the group's annual outing by boat to Clifton [High Cliff?] across Lake Winnebago drew "hundreds of young people...filled with the pleasantest possible anticipation as they wended their way to the dock...with wraps and lunch baskets." Once the students were ashore, their "attention was about equally divided between the dancing pavilion, where the flushed faces and wilted collars of the gallant youths attested to their ardor[,] and the stall where cooling beverages might be obtained." In addition to its having been a "hit" socially, the affair drew praise from the Advance for having been "particularly successful.... ...financially." The newspaper did not indicate the amount obtained, but in 1897 an outing cleared the sum of twenty-five dollars.

Historically, baseball was the most popular student sport at the Oshkosh State Normal School. Toward the end of the first year of classes, the Normalites organized a team which played a city high school team in a three-game series starting in May and ending in June, 1872. The date of the first game was Saturday, May 4. Of this first game, the Northwestern wrote on May 9:

> At the outset, the High School braves traveled off with their prey as though it was of little consequence, but pretty soon the muscles of the Normal heroes began to expand, and their countenance indicated business, and they made way with their antagonists, till the end of the game when it was discovered that they were in the advance. Score 58 to 60.

During the remainder of the series, the Normalites and the high school lads divided honors equally, with each team distinguishing itself. For the second game, Oshkosh attorney Moses Hooper was umpire; the high school came from behind to take the lead, with nine runs scored in the final inning. In the third and last game, it was the victorious Normalites who made the only home run.

In what has been termed the first intercollegiate baseball played by any Wisconsin State Normal School, the Oshkosh team shared laurels with a Ripon College nine in two games occurring in the spring of 1874. Played at Ripon, the first game went to the College. More than a match for the visitors during the first five innings, the College led by a tally of 24-9 at the close of the fifth. But the Oshkosh players staged a dramatic comeback, with sixteen runs scored in the sixth. The rally nearly evened the score, but luck was against the Normalites. Rain stopped the game, with the College leading 27-25. Faring better in a return match at Oshkosh, the Normal team won by a score of 30-22.

The Oshkosh Normal School baseball team played opponents other than school teams. In May, 1874, the Normalites played and won two games with an unidentified Omro club. In the first game, the Normalites defeated the Omro players 54-40. In the second, the Normalites—who by this time styled themselves the "Forest City's"—defeated the Omroans "before a large crowd of ladies and gentlemen." Scoring in every inning, the Forest City's swamped their outclassed opponents by a tally of 50 to 11. This kind of victory augured well for the future of baseball at the school, but the sport seems not to have been a newsworthy subject on campus until 1897, when the Quiver gave it searching scrutiny. Claiming that past teams had not been "very strong," the editors hoped that baseball would enjoy a successful season in 1897.

Destined to become a major campus sport of the future, football began at Oshkosh in 1894 with the Athletic Association showing "great enthusiasm" over the new activity. Coaching the Oshkosh squad was R. L. Morse, who also put the Ripon College team through its paces. Morse guided the Normal team to two victories in a three-game season. The Oshkosh eleven not only defeated Lawrence University by a score of 24 to 0, but also won from a Fond du Lac team.

In 1894, the grip that football was to have upon the mind and the soul of America was unforeseen, but the victory of the Oshkosh squad over Lawrence moved a campus versifier to pen

lines foretelling what the future had in store. In a poem called "The Football Game," he portrayed the opening and the closing of the contest:

> At last the men were ranged in line
> In uniforms so soft and fine,
> Eye to eye, hip to hip, knee to knee,
> As bright and keen as they could be.
> . . . . . .
> The battle o'er, the fighting done,
> We've but pity for Appleton.
> Twenty-four to nothing was the score;
> The honors from the field we bore.

Poesy notwithstanding, the initial campus enthusiasm for football dwindled even though the Normal team defeated an unidentified high school eleven in 1895 and won easily over Stevens Point Normal School in 1896. Indeed, the sport nearly disappeared in 1897 when, only two weeks after the season opened, no squad remained from the ranks reporting for practice. Faculty encouragement plus new uniforms wrought a transformation; after only four days' practice a new team held Ripon College to a scoreless tie and a week later defeated the Milwaukee Medical College, 10-4. At the same time, however, the Oshkosh Normal School's second team lost to Neenah High School, 8-0. The explanation for the setback was that the high school lads not only weighed more but had better training than the Normalites.

Another sport destined to enjoy popularity on the campus was basketball. Making its debut in 1897, basketball was at first a girls' activity. Teasingly, the Quiver cautioned spectators at the games not to be shocked if there arose from the playing floor questions such as "Are you sure my hair is all right?" or "Is my suit on straight?" There had been "rumors [that] when the male sex were excluded...basketball spirit would wane," but offsetting that risk was the practice of treating the girls to "gum and caramels and on special occasions, lemonade." Besides, the Quiver contended that the game offered undeniable benefits for the participant. She might

expect only "pleasant results...of it, such as a gain of ten pounds, loss of headache in twenty minutes, grace unequaled, athletic ability, and—practice in mending stockings and sewing up rips."

Nor was there dearth of outlet for student interest in other areas. In addition to the activities already discussed, the first Quiver listed twelve organizations to which pupils might give both time and effort: students could affiliate with the Normal Track Team or perhaps the campus Tennis Club; they could participate in the Lincoln-Douglas Debating Society, the Columbian Debating Society, the Inter-Society League, or the German Literary Circle. They could belong to the Mandolin Club, the Normal Orchestra, or the Normal Glee Club; they might affiliate with the Y. M. C. A. or, if they liked the world of flora, the Bonnie Botanical Cycling Club.

A musical token of ripening campus elan toward the close of Albee's presidency was the composition of an official school song. The composer was Professor Lillian G. Kimball, who joined the staff in 1893. The title was "The White and Gold." Written in 1898 and comprised of three stanzas and a chorus, the song was adapted from the music of the Episcopal recessional, "On, Brothers, On!" "The White and Gold" was destined to remain the school song until 1914, when Rose Swart and Hannah M. Cundiff wrote another entitled "The Normal School Toast." (Both "The White and Gold" and "The Normal School Toast" were sung on September 16, 1971, in a program inaugurating the University's Centennial.)

As the decade of the 1890s drew to a close, the Oshkosh Normal School had blossomed under Albee's administration. That his hand—more than any other—had guided and shaped the institution was manifest when, during Commencement Week in 1896, the school celebrated its twenty-fifth anniversary. From every side came congratulatory messages to Albee, as friends and graduates gathered by scores to observe the "Silver Wedding" of the school and its president. The Milwaukee Alumni Association arrived in Oshkosh by special train, and some three hundred guests attended a banquet closing the week of festivities. The banquet was a gala

affair, highlighted by the presentation to Albee of a sterling silver vase commemorating his services to the institution. The vase bore an impression of Albee's features; its form symbolized his intellect; and a golden honeysuckle vine entwining the vessel represented his influence on those about him.* In 1896 loyalty to the school and to its president was at a height difficult to surmount.

As the century was about to change, the campus witnessed the outbreak of war with Spain in the spring of 1898. The Spaniards promptly demonstrated their incapacity for dealing with either America's ships or her Rough Riders: on campus, the Quiver treated the Spanish War lightly, and saw humor in the failure of the institution to close as did "all the other schools" in Oshkosh, to allow its pupils to bid farewell to departing troops. Had a hostile fleet appeared on Lake Winnebago and "shelled the town," the Quiver thought "it...doubtful that any recitations would be suspended at the Normal," because the class schedule provided for no such contingency. None of the Normalites of 1898 left to fight for the flag, but six former pupils saw military service. One was Paul Gerard Miller (class of 1896), destined to become United States Commissioner of Education in Puerto Rico. One died on the island; he was Charles Clemans, brother of Earl Clemans who joined the Oshkosh staff in 1906.

With tongue in cheek, the Quiver reported that under the leadership of John L. Brekken (class of 1898), Normalites had organized "two military bands." One unit, the "Home Guards," had girls for its members; the other, the "Volunteer Corps," was made up of men. The Volunteers performed some drilling, clomping about in the gymnasium—either to the amazement or to the amusement of their classmates. When drilling, the Volunteers carried rusty muskets stored in the attic of the first building. According to the Quiver, the guns testified to the earlier existence of a military drilling unit on the campus as "one of the school's regular organizations"; whatever their use, the firearms may have been around as late as 1913 when a school property inventory listed twenty-five old muskets valued at $2.50 each.

*The Albee vase is on display in the Forrest R. Polk Library.

America had hardly begun to demonstrate her prowess in the contest with Spain when illness forced President Albee to enter a sanitorium at Kenosha where he continued with school administration from his bed. His correspondence for the period reveals concern over campus matters, gratitude for the teachers' efforts, and worry about employment for the graduates. Albee recuperated sufficiently to permit his returning to Oshkosh in June, 1898; he then journeyed to North Dakota, where he had agricultural interests and held the presidency of the First National Bank at Mayville, a town having a normal school with which several Oshkosh alumni were associated. Ending his visit, Albee came home with the intent of resuming professional duties when the fall term opened. But the trip to North Dakota had been wearing, and on September 4, 1898, Albee died of heart disease. He was sixty-one years of age.

George Albee was hardly an elderly man, and his death was a shock to both campus and community. Testifying to the place Albee had won in the hearts of his fellows were messages of condolence addressed to his family from friends across the nation. As a symbol of their respect for Albee, the students appeared in a group for his funeral rites. The services took place in the school auditorium, with the stage empty except for the deceased president's desk and his chair. The Reverend Mr. John Faville, pastor of the Congregational Church at Appleton, delivered the sermon. Faville emphasized the qualities which he viewed as having been uppermost in Albee's life: a genius for work, a devotion to duty, and a passion for service.

Almost immediately, Albee's friends began an effort to establish a permanent memorial to him. After some deliberation, a committee composed of faculty and alumni invited Helen Farnsworth Mears, the noted sculptress, to fashion a marble bust modeled upon a death mask of the late educator's features. Once a pupil at the Oshkosh Normal School, Mears had studied under Professor Harriet Cecil Magee credited by Rose Swart as giving the artist "the beginning lessons that finally carried her to the high honors of her calling." Mears accepted the invitation, and on the first anniversary of President Albee's death, her work was dedicated.

The bust was to have an unfortunate history, as it was destroyed when the Normal School building burned in 1916. A bronze replica replaced the ruined original in 1919 and now stands in the Forrest R. Polk Library.

Albee's work as the pioneer president of the Oshkosh State Normal School was more enduring than the marble bust. Eldest among his presidential colleagues in the normal schools of Wisconsin, Albee had earned recognition and respect for his leadership. Under his tenure, the school had taken significant steps forward in meeting its obligation to teacher education. From the very beginning, the curriculum at Oshkosh had stressed both academic and professional training and, in addition, had pioneered in offering music "as a regular branch of study." The steps Albee took to launch the first kindergarten to be the first Wisconsin State Normal School to offer summer courses, and to establish a meaningful program of physical education were all signs of innovation and progress. Moreover, he established a cooperative working association with the University of Wisconsin and under his guidance the school became a charter member of the North Central Association of Colleges and Secondary Schools in 1895. During Albee's tenure, the school also shared with its sister institutions a time once described by Regent Edward Dempsey as "the scholarship period" in the Wisconsin State Normal Schools. Regent Dempsey associated that phenomenon with the influx of high school graduates whose backgrounds made possible work of a more highly advanced character; but because of the more than ordinary quality of their credentials, the teaching staff Albee built at Oshkosh also merited inclusion in the association.

Dempsey was not alone in assessment of Albee's attainments. The Oshkosh Northwestern once called the institution an "Educational Monument" to him and Rufus H. Halsey, who succeeded Albee, echoed the sentiment when he remarked, "I do not know of any other educational institution...that may be justly said to be so entirely a monument to one man as this may be reasonably said of the Oshkosh school as a monument to George S. Albee." Writing in 1937, historian Joseph Schafer put it this way:

> The presence in the [Oshkosh] community, for a whole generation, of President George S. Albee, with his fine corps of educators and steadily mounting constituency of young teachers, was an influence that...cannot be measured statistically.

Had he viewed the farther horizons, Schafer might well have indicated that when Albee died, the school's graduates were making their mark in a variety of intellectual pursuits, with hundreds dedicated to the teaching profession. Their work was easily the most fitting monument to the leadership of the school's first president and to the efforts of his faculty.

CHAPTER THREE

THE ADMINISTRATION OF RUFUS HENRY HALSEY: "THE NOBLEST KIND OF SERVICE"

It has been stated that when he succeeded the venerated Albee as president of the Oshkosh State Normal School, Rufus H. Halsey was in a difficult position. But Halsey took things in stride, and quietly pursued the duties associated with his new office. As a man of good will and buoyant disposition, he made friends easily: as an educator, he demonstrated both initiative and originality. Granted, his presidency was brief; but its brevity did not hinder progress in matters affecting the students, the faculty, the curriculum, and the physical plant of the school. In fact, Halsey's administration was marked by an increasingly broad service mission for the institution wherever opportunity offered; a very distinctive feature of his tenure was Halsey's devotion to student welfare. Just as Halsey was devoted to student welfare, so was he concerned over teacher welfare. He gave close attention to the matter of salaries, for he thought that modest salaries attracted less capable persons to teaching as a way of life and of contributing to the service of the state. Besides, he stated that meager rates of pay could prevent the young male teacher from saving cash enough to establish a home or to achieve lasting stability in his profession.

Rufus Halsey was born in March, 1856, at Blooming Grove, New York; he spent his youth at Brooklyn, and in 1873, enrolled at Williams College, from whose literary and classical course he graduated in 1877. After graduating, Halsey became a teacher: first, at Newtonville, New York; and then, at the Brooklyn Polytechnic Institute. In 1883, he moved to Oshkosh where he served as principal of the high school. In 1892, he rose to the superintendency of the Oshkosh school system, an office he held until 1896 when he became Superintendent of Schools at Binghamton, New York. Halsey served at Binghamton until the Wisconsin Normal School Board of Regents chose him to succeed Albee.

As a school administrator at Oshkosh, Halsey had earned both popularity and respect. Active in civic affairs, he had been a leader in establishing a public library in the city, and he served on its first board of directors. Halsey was also a charter member of a discussion group known as the Candlelight Club. A zealous worker in the religious life of Oshkosh, Halsey won election to the office of Moderator in the Convention of the Congregational Church in Wisconsin. That distinction came in 1893.

Despite his being favorably regarded at Oshkosh, Halsey's election to the presidency of the Normal School was no cut and dried affair. True, he had support from both Acting President Lydon W. Briggs and a number of faculty members; he also enjoyed the endorsement of Resident Regent and Board President A. E. Thompson, a "Halsey man from the start." But Halsey had no normal school experience; so, his candidacy did not meet a cordial reception in all quarters. Even so, Halsey's administration represented a solid performance. He believed that educators were obligated to "the training of both classes — the bright and the dull"; nor should the bright pupil be moved arbitrarily ahead of the less gifted. And, there should be no attempt to separate the city schools from the rural; Halsey wrote, "Each class needs the influence of the other." When the Regents made their choice in December, 1898, Halsey faced formidable competition from Livingston Lord, president of the State Normal School at Moorhead, Minnesota. On a first—and informal—ballot, Halsey squeaked by Lord with only a single vote; but on the next ballot which was formal, he received five votes to the Minnesotan's two. Then, the Board made Halsey its unanimous choice and he took office in January, 1899.

Affectionately characterized as an "incurable boy," Halsey possessed a temperament much different from President Albee's. Subscribing to the bluff heartiness of an era when the salutations "Old Man" and "Old Boy" were commonplace, Halsey was "less the stern schoolmaster of tradition, and more the thoughtful, sympathetic gentleman and friend of today." It followed that an easy camaraderie distinguished his administration; for instance, the faculty men agreed that they be addressed only by the designation

"mister" except for Halsey who, on official occasions, might use the title "president."

Some have judged Halsey as not being a "strong administrator." Yet, his concept of administration had a ring of modernity. Although a believer in presidential control over matters affecting "the general policy of the school" and "the welfare of the individual students," he thought that the president's sharing responsibilities with the faculty would lend efficiency to furthering the campus educational mission. (He was chairman ex officio of every committee.) And he was convinced that a teaching staff so involved would work harmoniously toward the achievement of goals; therefore, each teacher should have an administrative assignment, "however small."

Putting his ideas to work, Halsey established a system of faculty committees to assist with administrative chores and student advisement. Names selected from the several administrative committees suggest their scope; for example, Course of Study, Graduation, Student Contests, and New Business. As for student advisement, Halsey's plan provided for every faculty member to be adviser to a group of twenty students each term, including visits to their living quarters. It was an arrangement intended to forge an intimate bond between the faculty and the pupils, an object dear to the presidential heart. Altogether, the new committee system embodied Halsey's ideal of getting work done by having everyone put a shoulder to the wheel. In time, changes in campus life caused alterations in committee responsibilities or the elimination of some committees and the creation of others; nonetheless, Halsey's system became a basic part of the campus operation.

The minutes of faculty meetings during Halsey's tenure throw light on how the staff conducted school business. A sampling of entries includes the comparison of methodology in the model school with that discussed in professional journals and improvement of pupil scholarship; attendance at teachers' conventions; establishing a policy on holding classes when a professor was absent; arranging Commencement programs; handling problems in

discipline; and determining if the staff would save money by buying dishes used at social functions instead of renting them. The faculty also selected and purchased debate trophies. Relating to pupil welfare were items concerning living arrangements, how to ease the pangs of homesickness felt by the Normalites during "the first few days of school," plus the beginning of eye and ear examinations.

Another item of business which surfaced with some frequency in faculty meetings was that of contributions expected from the teachers—usually, though not always—in money. As a rule, the faculty members of the Oshkosh State Normal School were willing to grant favors when needed, and indeed were sometimes generous to the point of liberality. For example, in both 1901 and 1903, the teachers agreed to tax themselves for purchasing debate trophies: in the latter year, they even went so far as to assume responsibility "for any reasonable deficit" occurring from a debate with the Illinois State University at Normal. In 1904, they approved a tax of two dollars per thousand of salary to meet Commencement bills, and in the same year when the Committee on School and Platform Entertainment reported a deficit, the faculty agreed to "grant... a loan of 1% of January salary." In 1901, when Halsey proposed placing a copy of the Quiver in every regional high school, he obtained from the faculty a pledge of voluntary financial support; but if a teacher donated a personal copy "after reading the same," the donation would substitute for a money subscription. Another type of offering was requested of the teachers in 1903 when they were asked to give copies of professional magazines from which clippings could be taken for use by the Wisconsin Free Library Commission established in 1895. And, when Halsey asked for action on a deficit incurred by the purchase of flowers for President Albee's funeral, the faculty cooperated; happily, a surplus discovered in a reception fund made an assessment unnecessary.

The minutes of the faculty meetings also reveal that Halsey sometimes found it necessary to invoke presidential authority in keeping the campus orderly. For instance, Halsey insisted that the teachers park their bicycles in the shed provided for that purpose;

he instructed professors who lingered on the speaker's platform after morning exercises to cease the practice; and he requested instructors failing to attend lectures given during Commencement Week to report to him the reason why. When Halsey heard rumors of student cheating on examinations, he asked the staff, "For how much of this are the teachers responsible?" (There were no replies.) He also cautioned the teachers to dismiss classes on time—but not before time—and he reminded them that when the school day ended they were "to take pains to see that all windows...[were] closed." But even with the attention that President Halsey gave to sailing a tight and tidy ship, things could get off course. At a faculty meeting in 1903, he spoke of the difficulty in getting pupils to attend morning exercises because "members of the faculty are absent in such numbers"; at another, in 1904, when he asked the staff to use "special care" in locking entrance doors after hours and during holidays, five professors reported that they had lost their keys.

Student scholarship was another important concern to the faculty as the Normalites were expected to give serious heed to acquiring an education. To weed out any laggards, the professors decided early in Halsey's administration that three teacher statements filed at grade time and judging a pupil as failing "to show ability to teach in a given branch" were "sufficient ground for...the Faculty...to determine whether the student shall continue in his [or her] course." To consider how staff members tried to cope with poor academic achievement, take the following examples. In 1901, they decided that a pupil who had shown improvement in history but was still "mentally deficient in theory" as well as "hopeless...in anatomy," should withdraw from school at the end of the term. In another situation, the professors decided to ask a Normalite who was "exceedingly unsatisfactory in theory," plus failing in geography and reading poorly, to withdraw; they attached the ingenuous proviso, however, that the individual must make "the required number of failures." In an instance wherein a pupil was judged to be unfit for graduation, the solution was to inform him that he could not obtain a diploma "until his habitual use of English has been raised to a higher standard." With an eye to preventing weak schol-

arship, the faculty tried to keep the students from over-loading themselves with courses; and although there were exceptions, the policy was that students could take no more than four subjects a quarter and that none could take five classes during the first quarter of practice teaching. Moreover, if an individual enrolled as much as three weeks late, he or she had to take a reduced load.

Just as the Normalite was expected to demonstrate sound scholarship, so was he expected to "exhibit [in the department of school discipline] all the qualities which he would ask of pupils in his own school;" qualities which not only testified to "fitness for the teacher's work," but also were "an imperative condition of certification of graduation." Thus, it was not to be taken lightly if a pupil's behavior became the subject of professorial scrutiny; and yet, the professors could be merciful. For instance, when it was alleged of a boy pupil that he was "nervous, a great talker, [and] somewhat lacking in tact," the faculty finally decided to expunge the criticism from the record. In the case of a second male, it was reported among other things that "when excited [he] has been heard to use foul language on the athletic field"; luckily for the lad, the teachers concluded that none of the accusations revealed "anything seriously detrimental." In still another case of questionable conduct, the faculty went on record as having "very carefully investigated" a student's behavior; and having done so, they expressed the hope that "by giving...another opportunity," the individual "will lead for the future a straight and honest life." The faculty permitted one Normalite the privilege of a hearing on "charges to be preferred," but stipulated that if the accused did not appear, the punishment was to be suspension for the remainder of the school year. Perhaps the most impish case of misconduct to come to the faculty's attention was that of several students who succeeded in making a speaker laugh and "forget her piece" during one of the traditional Friday afternoon "rhetoricals." President Halsey decided that the best way to solve that problem was to identify the troublemakers and then confer with them personally.

To an onlooker, however, it might well have seemed that the discipline of the Oshkosh State Normal School was everything it

needed to be. For instance, when class bells sounded, the pupils rose from their seats; stood beside their desks; waited for the teacher to dismiss them; and after receiving the permissive nod, proceeded quietly to their next classes. Should there be any noisiness in the corridors, President Halsey thought it might be due to the failure of the teachers to dismiss their students promptly when classes came to a close.

President Halsey has drawn the judgment that he was "only moderately versed in the history and theory of education"; true or not, he possessed firm opinions regarding the field and its problems. Equipped with a practical working knowledge of the strengths and weaknesses of public school education, Halsey carefully scrutinized the teacher education program, and then set about making changes. In 1901, he succeeded in reviving kindergarten classes which, as superintendent of the Oshkosh schools, he had introduced into the city system. With an eye to meeting a quickening need of the public schools in business education, Halsey proposed in 1907 that the Wisconsin teacher training curriculum include instruction in the field, with the work to be given at one campus only so as to avoid the costs of course duplication. (The proposal may have originated in a comment of Professor Frederick R. Clow who, in 1902, informed Halsey that in the state little was being done to prepare teachers for careers in this increasingly popular subject.) The proposition could have opened a possible new mission for Oshkosh; but the Regents chose the Whitewater Normal School to specialize in business education.

Halsey's introduction of manual training at Oshkosh in 1902 merits particular attention; for in years to come, the Regents would assign the work to the Oshkosh Normal School as a special offering, thus providing the institution with a new statewide service. The offering sought to develop creativity in the use of tools, as teachers and pupils worked together in a relationship of mutual interest and understanding. The creative principle combined the skills of home craftsmen with the theories of Froebel, Pestalozzi, and Rousseau: the result was a system of "educational manual training" which its Swedish originators called "Sloyd." According

to the Oshkosh Catalogue, Sloyd was "a field of unsurpassed interests and possibilities," and boys trained in it would not grow up to become loafers whose "ultimate destiny" was to lead lives of criminality. At the Oshkosh State Normal School, Director of Manual Training Livingston L. Summers was so firmly convinced of the system's merits that he thought it should be taught in every grade upward from the kindergarten. Indeed, Summers embarked on a "kind of normal school extension" to create interest for having manual training become "an integral part" of the curricula in a dozen high schools he visited during the school year, 1906-1907.

Also meriting serious attention was Halsey's suggestion that the Wisconsin State Normal Schools equip themselves for training teachers in the burgeoning field of secondary education. Content to leave the preparation of teachers for larger high schools to the University of Wisconsin, Halsey recommended the inauguration of a normal school curriculum to train teachers for the state's smaller secondary institutions. Because he viewed with skepticism the value of some courses taught on the normal school campuses, he suggested a "modification" of the curriculum so as to allow more mature students greater freedom in the election of fields and thus avoid subjects "not so important" to the preparation of the high school teacher. Convinced that the need for more high school teachers was imminent, he informed the Regents that it "is a condition and not a theory that confronts us." Yet Halsey was aware, too, that the high school graduates might face a diminishing return in salary because of having invested more time and money in years of study than had elementary school graduates.

In addition to urging liberalization of the scholastic program, Halsey advocated teacher self-improvement—a circumstance created by new certification legislation which the state adopted in 1901. Under the law, additional requirements for the third grade certificate included examination in both the Manual of the Elementary Course of Study for the Common Schools of Wisconsin and a course entitled "The Elements of Agriculture" which first appeared in the Catalogue of 1906. The third grade certificate was valid for a year. The law changed the requirements for

second grade certification by dropping physiology, hygiene, and grammatical analysis, and by adding both American and English literature. The second grade certificate was effective for three years. With regard to the first grade certificate, the legislation added the requirements of English history and literature; but it dropped solid geometry. The term "natural philosophy" also gave way to "physics." And the first grade certificate became valid for five years instead of four. To qualify for each succeeding level of certification, the candidate had to show mastery of subjects in the grade below.

But when he thought of teacher self-improvement, Halsey had in mind more than certification requirements. He believed that the normal schools had contented themselves with merely preparing the teacher and in so doing, had ignored the necessity of truly educating either him or her. To correct such deficiency, he suggested that the teacher embark on "a [cultural] course—that would help to give... a clearer insight into...the graver problems of society." Hence, Halsey proposed that the individual enroll in university extension work—preferably on a yearly schedule—with classes supplemented by field excursions designed to illustrate lecture topics. If extension classes were unavailable, the teacher might take correspondence courses, although Halsey thought that correspondence work "[lost] in inspiration what it... [gained] in freedom."

As a means of providing teachers with a convenient opportunity for upgrading themselves, summer school study also elicited Halsey's approval. Although the summer work at Oshkosh was still on flimsy foundations when he became president, Halsey recommended in 1902 that it be held at one of the normal schools as a "continuous session." At the time, he refrained from suggesting Oshkosh as a location for the work, but in 1906 he expressed hope that summer study would be established on a regular basis at all, or at least part, of the Wisconsin State Normal schools as it was in "most of the states in the central west." In making the suggestion, Halsey commented on both the steady growth and the character of the summer attendance at Oshkosh. Along with noting that over the

years summer school registrations had increased from "sixty or seventy" to nearly 400, he observed that the students came from Oshkosh and from the "other normal schools" in the state. True, some of the summer school pupils wished to correct course deficiencies, but greater numbers of teachers in service attended classes in order to earn credits leading either to higher certification or to better salaries. In February, 1907, Halsey had the satisfaction of seeing the Board inaugurate regular summer work at Superior, Whitewater, and Oshkosh. Putting summer study opportunities within reach of modest budgets was an enrollment fee of only five dollars.

Serving as a practical application of Halsey's views toward teacher self-improvement were students coming from a new source—the county training schools authorized by law in 1899. Halsey welcomed the county normals into the teacher training fold because they could help to solve the "vexing problem" of supplying rural schools with teachers. Yet he believed that the limited training offered by the county schools needed bolstering; thus, he was glad that graduates of the county normals often appeared to continue their studies at Oshkosh, either for a regular or for a summer term. In his opinion, the county school alumni made "very earnest students" who should be encouraged to attend a state normal school.

President Halsey also tried to inspire Oshkosh graduates with advice related to the larger goals of teaching. Addressing the class of 1903, he encouraged the graduates to serve their fellows in such manner as to win community "respect and admiration" plus deriving "a truer conception of the values to mankind of the teacher's calling." Halsey suggested, too, that for teachers to attain their greatest strength in the profession, they should direct an intelligent effort toward a worthy purpose; and if they were to avoid "a tendency that too often dwarfs...the profession," they should pursue a reading program unrelated to classroom preparation. Citing the example of Theodore Roosevelt, Halsey urged the graduates not to fear voicing opinions. Nor should they surrender to discouragement because "strength for each conflict comes with victory in the

last." "Teaching...," he stated, "calls only those...willing to lead the strenuous life." Offering perhaps the greatest moral appeal to the class was his comment that he would not advise the person "who estimates the real reward of teaching solely in terms of money" to enter the profession. Rather, Halsey asserted that teachers should regard their calling as an opportunity for rendering to humanity "the noblest kind of service."

Nicely coinciding with Halsey's views were observations made by Professor John Dewey of the University of Chicago when, during the school's annual Commencement Week in June, 1900, he delivered an address which the Northwestern considered "masterly." Speaking at the Grand Opera House in downtown Oshkosh, Professor Dewey examined the subject of "Margins," and the meaning the word had in its philosophical and practical applications for humanity. A central theme which Dewey pursued lay in his comment, "We are conscious in life only of those margins where our wants outrun our holdings; where, as [Robert] Browning says, 'our reach exceeds our grasp.'" Perhaps of greatest interest for his listeners was Dewey's comment:

> The educational problem will not be solved by insisting that all children become complete encyclopedias of learning. The political problem will not be solved by insisting that all become mayors and governors and presidents. The industrial problem will not be solved by insisting that all men become equally wealthy. But educationally we must insist that every human being have sufficient awakening to his own capacities and to the resources of the world in which he lives, to be able to discover for himself a full field in which he shall strive for truth. We must demand... that equipment which shall make growth in truth a living reality. He that has not eyes cannot see light.

Because of his conviction that close personal relationships were fundamental to achieving the best results in teacher training,

Halsey believed that success in so doing was dependent upon a restricted enrollment. Consequently, he warned that good rapport between the institution and its student body would be impossible to maintain if registration figures exceeded five hundred. Although the Regents limited the Oshkosh enrollment to that level in 1902, the student tally in the Normal Department continued to exceed the limitation; but a low number of 551 registrants was reached in the Department during the term of 1905.

Halsey's thoughts concerning the normal school as an agency for educating young Wisconsinites may also be considered from the viewpoint of both elementary and secondary pupils as well as rural and urban. Indeed, he once wrote that "the one who today attempts to assail the normal schools as an integral part of the state's rounded system of education relegates himself to the period of ancient history." As he saw things, Halsey visualized two significant educational changes in Wisconsin during recent years. One change was an increase in the number of high school graduates plus an improvement in the quality of secondary work. Another change was in the number of university graduates intending to teach. Meanwhile, the normal schools were not over-producing the number of graduates hoping to obtain secondary posts. Indeed, Halsey asserted that the normal schools were not producing even the requisite number of new teachers needed yearly in the city schools of Wisconsin. At the same time, Halsey hoped the normal schools would never get out of touch with the rural schools; and although he hoped that the rural schools would draw closer to the normals he was not certain the newly launched county training schools could close the gap. There was another consideration. Because the normal school students were trained to think in terms of youngsters whose care would be their reponsibility, he thought "there can be no doubt that the graduate of a normal school has a much higher realization of the responsibility which he undertakes than has the average sophomore in college."

Halsey also placed a high premium on presidential counseling of the school's graduates. Relating such guidance to achieving "the highest interests of the state," Halsey sought to assist Oshkosh

alumni in finding positions, especially those who were qualified for more responsible places. To effect this, he argued that the graduates' careers must be studied constantly; he considered personal contacts as the best agency for so doing. Airing his views before administrative colleagues attending a normal school faculty institute held at Oshkosh in 1900, Halsey stated, "You do not know with sufficient definiteness just what your graduates are doing—how rapidly they have grown professionally..., unless by frequent correspondence or visits you come into close touch with their work."

To keep in "close touch" with the work of the alumni was a task of some magnitude even if only the school's more recent graduates were a part of Halsey's intention as teachers trained at Oshkosh had scattered far and wide. Besides, the secretarial burden involved was sure to be heavy. But Halsey was not one to shrink from a duty which he regarded as a workable means to positive ends. Hence, he exacted a promise from the graduates—apparently in 1904—that twice yearly they would write to him about the conditions affecting their classroom responsibilities and their occupational plans. In hundreds of letters, the graduates responded during the years from 1905 to 1907. Their correspondence furnishes frankly stated insights into conditions faced by the public school teacher of the period.

Gleanings from the alumni letters reveal that the teacher's adjustment to community patterns was sometimes no easier in Halsey's day than in any other. Thus, Carrie A. Parent wrote, "When I reached Racine, mud and rain welcomed me and immediately I found a dislike for the place." But a thoughtful superintendent had arranged for three Oshkosh graduates to greet her at the train, and when each invited Carrie to dinner, the skies cleared. From Stiles, Eva Whipple confessed that she did not wish to continue teaching at Oconto Falls. One reason was that she had to slog up an immense hill en route to school, and "Oconto Falls people never shovel snow in the winter." From Theresa, Milton V. Jones lamented that he had no social life. "The people are pleasant," stated Milton, "but that is about as far as it goes. The saloons draw too much. With a population of about four hundred the town supports

eight saloons and two breweries." At Elkhart Lake, Ruby V. Fuller voiced a similar complaint:

> The town is entirely German and I can neither speak nor understand German. Besides this, the place is so decidedly immoral that I do not care to stay.... They think of nothing but card-playing and beer drinking Sundays and every other day in the week. There is no English church.

In contrast to Milton and Ruby, LaVergne Wood and John Stover were fortunate. LaVergne taught in her home town of Brandon and consequently faced no unpleasantness over which church she should attend or whether or not she should sing in the choir. John taught at Cambridge, where there were no saloons and the residents were "rich, retired farmers who on the whole believe[d] in good education, temperance, and churches."

Although the Oshkosh Normal School alumni might experience trying moments on the job, or feel homesick for parents and friends or perchance their alma mater, resourceful individuals quickly became absorbed in their new surroundings. For example, when Waldemar A. Wendlandt arrived at Elcho, he was entirely "[un]acquainted with the rules of backwoods society," but soon he made friends with the horny-handed lumberjacks; perhaps best of all, he enjoyed courteous treatment from his board president. And even though Wendlandt's pupils uttered threats against him, he thought Elcho a good place for "one interested in human nature in all its phases." A letter of Daisy W. Chapin addressed to Halsey under the date of May 10, 1907, and mailed from Winslow, Illinois, discloses how Daisy adapted to her position. She informed Halsey that her older boy pupils were at home helping on the farms; so, she was having her younger children watch birds build nests. She wrote that so far "no one has attempted to rob or destroy a nest so I feel they are learning kindness to those humble pretty creatures, as well as ... other knowledge." Who could deny that Daisy was happy in her school at Winslow, Illinois?

An immigrant tide at the turn of the century brought to Wisconsin children whose cultural and social backgrounds were so deeply rooted in the Old World as to cause some Oshkosh alumni worry over their adjustment to new surroundings. From Hilbert, Emily Cherosky detailed to Halsey objections to her pupils' habit of using German at school. Emily wrote, "I have told them they must not speak German within the school grounds. Am I right in doing so." From Sheboygan, Perly Thackray confided that her class were "all foreigners and [could not] speak a word of English, some...came from Russia only a few months ago. I haven't any American children." Perly regarded her immigrant pupils as deficient in cleanliness and in politeness; and, she was mystified as to why youngsters who were uprooted from the familiar scenes of their homelands seemed so uncertain of themselves that they did not know what to do with their hands. Like Perly, Sophia Berge found herself in a quandary over a class totally ignorant of English. Sophia, who taught the first grade at Norway, Michigan, lamented, "It is pretty hard to give these children regular first grade work."

On the other hand, some Oshkosh graduates found no little satisfaction in teaching the immigrant child. From Ironwood, Michigan, Ethel O'Leary admitted that even though she had had to "adapt" herself, she was "very proud of [her] fifty-two little Finns and Sweeds [sic]." At Merrill, Wisconsin, Sara Morissey thought her forty-two children who represented "nearly every country in the Universe," were "all lovely." She wished that campus supervisor of student teaching Rose Swart could visit her class. "I know she would laugh. The children have such queer expressions, their vocabularies being so limited," Sara confided. At Racine, Josephine Gannon also enjoyed her immigrant pupils. "They seem like flowers in a bud," wrote Josephine.

Economic and social aspects of community life also affected the schools and the children attending them. At Sheboygan, Ida Brown alleged that in a majority of the homes in her school neighborhood, "every cent that can be spared from...getting bare necessities of life is spent in the saloon. I have called at many...homes, and the standards of living in them, the conditions under which the

children are being raised are appalling." Two years later she stated, "In our ward we contend with the hardest of social conditions. Long before the pupils reach the fifth grade they are hard cases." From the same city, Vesta Tibbits described poverty's effect on school attendance because many youngsters left the classroom at an early year in order to assist with family income. In 1904, there were [in her school?], fifty-six children in the fourth grade, twenty-six in the sixth, and only eight in the eighth. Teaching at Ashland, Oscar Thayer was unable to organize a football team because it was necessary for the boys to work after school to help with family support. From Mellen, Walter Hagman reported that his pupils would not stay in school as required by law. "Some children leave the very day they are fourteen," he noted.

Historically, disciplinary problems have troubled teachers, and more than one of Halsey's correspondents complained over lack of discipline in their schools. Some writers laid their victories before him. Others confessed their defeats. At Mondovi, Clara Thomkins obtained excellent results from administering corporal punishment to three recalcitrants, and John Riley, who was forced to take stern measures with an unruly youth at Racine, was no less successful. Riley detailed his exploit as follows:

> I got along all right with him until today, when I had to give him an old timer, a gentle reminder, a pusher, and a persuader. He is much taller than I...and tried to handle me..., but he came out a bad second best.

The Halsey files also contain abundant evidence of teacher unrest over low wages. The dissatisfaction had a firm basis. For example, take statistics for the school year 1906 which disclose that during the school year 42 per cent of the state's male teachers drew more than fifty dollars month, while the figure for women was not quite 6 per cent. Salaries in the city schools of the state were higher, but the imbalance in pay persisted: the 456 males teaching in the city schools received an average monthly wage of $111.80; the 3,464 women teaching in the city schools received an average

monthly wage of $49.45. In other words, for every dollar a man earned, a woman earned forty-four cents.

Sometimes, the best cure for a poor salary is a better one, and not a few Oshkosh alumni sought more lucrative places—often in large cities where benefits such as greater opportunity for professional advancement and for cultural growth might accompany more generous wages. To aid these aspirants, President Halsey became a one-man employment agency answering calls by the dozen. It was a rewarding service, for in addition to watching the graduates climb the professional ladder, he received letters of gratitude for what he had done. As an example, take the letter of A. H. Cole who, after obtaining a post as principal, wrote, "I don't know what kind of bate [sic] you put on that hook, but every time I tried to pull out they hit harder than ever." Perhaps less exuberant—but no less sincere—was Daisy Allen's thank-you note to Halsey for helping her in "capturing this position." But eager as he was to assist, Halsey thought that the teachers themselves should help maintain salary standards by not accepting too low pay.

Notwithstanding Halsey's attitude, meager remuneration and sometimes miserly board policies were facts of pedagogical life and the teacher had little choice but to face realities. At Marshfield, Daisy Rich thought that wages "in most towns were not much more than enough to live on," and at Rhinelander, Clara Christensen viewed teaching salaries as being so low and living costs so high that the teacher could hardly afford to stay. At Mondovi, Catherine Dolan's school board not only held back a month's earnings but also refused to grant her a contract before her second month of service. Meanwhile, Catherine could borrow money on which to live, but at 7 per cent interest. At Westhope, North Dakota, J. J. Rettles earned fifty dollars a month; his board cost twenty-five. The authorities paid Rettles by warrant, and if the state [?] treasury held sufficient funds, the banks cashed his paper at full value. Otherwise, they discounted it at 5 per cent, and so reduced Rettles' salary. At Washburn, Idella Ray was also dissatisfied with her rate of pay, but after receiving only half-hearted promises of an increment in salary, she took a drastic step. Idella

informed her board that, unless they increased her wages, she would not return to her post after the Christmastide. Idella's pluck won her five dollars more per month; afterwards, she felt guilty of misconduct. At Footville, Edwin Billings was fortunate in receiving a monthly wage of $70, but his pay included an allowance for the performance of necessary janitorial duties at his school; so, if Edwin hired a janitor, he would suffer a pay cut. It may be doubted that many Oshkosh alumni found themselves in so satisfying a situation as that enjoyed by George Murphy at Peshtigo. Much to his surprise, George received five dollars more per month than the salary for which he had contracted: his board had determined to award him the same wage as his predecessor. George exulted, "I felt greatly encouraged and have endeavored to give the people here full value for their money."

Compounding teacher unrest due to modest wages were frustrations ranging through the course of professional life and experience. At Iron Mountain, Michigan, Jennie Goesling deplored lack of opportunity for self-improvement. At Peshtigo, principal Robert Wendt considered the school buildings so poor and so crowded as to make good work impossible. Robert decided to quit. John Lorscheter told Halsey that he was teaching fifteen classes a day at Granton and added, "The Board here has but little or no idea of what a teacher can and should do. They think all that is necessary is to keep good order, while teaching should be...secondary." John had reversed things, but in so doing had met opposition. He would have written more, but he told Halsey that "it only tires you to read our mournful tales." Poor living conditions were distressing to principal Emanuel M. Paulu at Dunbar because he could not get "any house to live in except such as is overrun with vermin." Paulu wished he were back in Oshkosh. From Bayfield, Sara Bennett Jones remarked that she almost hated the place because of parental interference with school work. She was not alone in her discontent. Sara reported of a sister teacher, "She was not in school Friday and has kept to her room since then. She is very nervous and goes off into tears when you talk to her." Teaching at Catawba, Bert Williams suffered perhaps the most lamentable misfortune of any, and through no cause for which he was responsible. When the

townsfolk "voted to have all female teachers," Bert lost his position.

Not all teaching situations included problems so formidable, and the individual who kept his poise could derive satisfaction from his work. From Abbottsford, Henry Polley reported:

> The only trouble of any consequence this year has been an attack by the village clergyman.... He is greatly alarmed about the idea of evolution that some h[igh] s[chool] pupils became interested in. He preached against a study of it in any way.... Yet we are not much alarmed for his influence in any matter is not very much.

Although social diversions were hardly plenteous at Markesan, Alta Peppler rejoiced that her teaching position was a definite improvement over her former post in the Northern Hospital for the Insane at Oshkosh. No longer was she subject to the restraint and nervous tension of the hospital. And if at Oakwood, R. M. Radsch experienced difficulties in obtaining good pronunciation of English words from his German pupils, he also found the quiet life of the town delightful and "joy of joys, a fine compound microscope" with which he was attempting to duplicate the biological work he had once done at the Oshkosh Normal School.

Proud of the Oshkosh program of teacher education, many alumni dedicated themselves to fulfilling the mission of their alma mater. For example, Nellie A. Hale informed Halsey that she was getting along satisfactorily and having begun her work intended to do her "best to make the alma mater proud of me." And, sometimes they viewed the work of colleagues with a critical eye. At Ashland, for example, Emma Saxton did not consider her principal—a Milwaukee Normal School alumnus—to be so thorough and progressive as an Oshkosh graduate. "But I can forgive him," she wrote. Emma Schulze, whose schedule at Whitelaw included English composition, Literary Readings I, II, and III, ancient and American history, civics, and all the music taught in her school,

was grateful that "One of the best things... [she] acquired...[at the Oshkosh Normal School] was a habit of systematic hard work."

While the graduates were performing their service and while Halsey was performing his, the campus pulse had responded to presidential enthusiasm for social and extra-curricular activities as agencies for enriching professional life. Under Halsey's regime, sociality flourished hardily among the faculty. Setting the pace was a teachers' organization dubbed the "Half-Hour Club." The Half-Hour Club was headed by a "Grand Slav" (secretary Clara Marvin spelled the designation as "Slave"); an assortment of "little slavs" made up the rank and file of the membership. For entertainment the faculty family participated in a round of boat rides, parties, and picnics. They also attended annual apple-munching get-togethers each fall at Emily Webster's parental home near Winneconne.

Matching the zest in faculty social affairs under Halsey, already established student societies acquired fresh vigor, and new clubs appeared overnight. First among the new groups was Philakean, a society for men. Organized in 1899, Philakean had for its motto the phrase "In Hoc Signo Vinces." Following closely was Alethean, a girl's society founded a year later. The Aletheans believed "that nothing rounds character more beautifully" than social function and social culture. Their motto was "Truth and Loyalty." In 1904, the Girls' League sprang to life with a membership composed of all women on the faculty and in the student body. Dedicated to the inculcation of good housekeeping habits and the beautification of the girls' study rooms, the organization staged fairs to raise money for purchasing works of art suitable to its goals. One result of the League's campaigning was the decoration of the walls in the Ladies' Study with statues and busts of six Greek goddesses and a bas-relief of "dancing nymphs above the [speaker's] rostrum." Founded in 1907 by Roman Catholic students and faculty, Marquette dedicated itself to the fostering of strong religious ties within its ranks and to the "establishing of more friendly relations among Catholic students."

The quickened pulse of school life reflected Halsey's conviction that the professional person could derive much benefit from social activities. But if a more dramatic indication of a change in pace was needed, it occurred during the morning exercises of September 27, 1906, when the President gave his approval to dancing on the campus. Halsey's decision followed months of faculty deliberation over a student petition for the privilege; his announcement was a true innovation in the social life of the institution. Experimental for a year, the new policy limited the number of dances to six per annum, confined the activity to Friday nights between the hours of eight and eleven, permitted only student and faculty participation, and required that dances be held in the school gymnasium, a better place than "some public hall, where conditions are more or less harmful." Notwithstanding the limitations imposed, the pupils drank in Halsey's words. Only nine days later, on October 6, after a football game with Stevens Point, the Oshkosh State Normal School staged its first "hop." Girl Normalites appeared conspicuously on the floor; many of the boy pupils did no more than to watch from the side.

No discussion of Halsey's approach to campus life would be complete without reference to his support of the physical education program including athletics. But there was a rub—building construction had encroached upon space once available for sports. A new Science Wing had been added to the southeast corner of the main plant in 1900; the bicycle parking shed mentioned previously stood close by the gymnasium on the northeast side of the campus; and a cottage for the janitor who had lived with his family in the cellar of the main plant had been erected immediately north of that structure in 1901. Another source of worry to Halsey was that "some people" thought "football, baseball, and such games have no proper place in the economy of a Normal School." To a man who had once been an athlete and was besides, an admirer of Theodore Roosevelt, that sort of view could only have been unpalatable. Moreover, Halsey believed that training the students to supervise athletic contests and games would result in "readier sympathy between teacher and pupil—the first requisite for success in teaching."

Laudable though Halsey's view of athletics as a promoter of good teacher-pupil relationships may have been, the future of sports at the Oshkosh State Normal School had yet to be resolved: the financial resources upon which a sports program depended were uncertain at best and scrawny at worst. Relying on themselves in raising funds needed to keep teams playing, the students succeeded in garnering only slender returns. For example, the main source of income for the season of 1904—aside from that which a financially crippled Athletic Association could muster—was a twenty-five dollar donation from the campus Glee Club and the proceeds from a Candy Bazaar held by the girl Normalites. The effects were discernible in the Quiver's assertion that "our [football] boys had a right to feel ashamed" over the poor quality of their playing gear. Under the circumstances, it was fortunate indeed that President Halsey was a warm champion of athletics: the greatest contribution his administration addressed to the future of physical education on campus occurred in 1907, when an appropriation of $40,000 to build a new gymnasium won authorization.

Despite limited playing space and puny financial support, the sports program at the Oshkosh Normal School forged ahead. Faculty interest was strong, student enthusiasm was hardy, and the player image was heroic. Testifying to the status of athletes was the inauguration of awarding outstanding performers with the letter "O." As early as 1899 the Advance had remarked, "There is certainly no prettier letter in the alphabet than O when attached to the breast of some proud athlete's sweater." Reminding its readers that granting letters was an old custom, the Advance suggested that something be done about starting the practice at Oshkosh. Something was done, but the action is uncertain; in any case the first letters for excellence in sports were awarded in 1903.

At the very turn of the century, the campus sport which roused the greatest interest of all was basketball. Taking stock of things in 1902, the Quiver remarked that although the game was comparatively new it had "taken hold of the Normal with a vengeance." Both pupils and faculty avidly followed the pastime either as participants in games or as spectators to the fast-flowing

action on the playing floor. It was a special treat when a basketball game accompanied either campus or interscholastic events.

Contributing much to the growing popularity of basketball was the participation of male Normalites after 1900. (It will be recalled that the girls had been first to play the game in 1897.) By 1902, there were both a regular team composed of larger males and four squads of smaller lads who dubbed themselves with designations such as "The Normal Shorties," the "Sacred Five," the "Katzenjammers," and the "Invincibles." Performance seemed to have little relationship to size, however, as the school team defeated the "big boys from Lawrence, and then went down before the little ones from Weyauwega." In 1903, the varsity men won six of eleven games played, scoring 265 points to the opponents' tally of 194. But again, the performance was spotty. The Normalites overwhelmed an Omro squad 75-4, but lost twice to the Stevens Point Normal School. In 1906, however, the team emerged as state champions, second only to the university at Madison.

In girls' basketball the results had been encouraging, too. A spur to getting the young ladies off to a good start was the leadership of Coach Elizabeth Stoner who joined the staff in 1899. Following the rule that competition makes for achievement, she decreed that the "scrubs" would have the places of any first-line players who dared drag their feet. Stoner's reign lasted for only one term, but the effect of her philosophy may have lingered longer. Rivalry among class teams organized by the girls intensified, and in 1902 five freshman co-eds calling themselves the "Atlantas" triumphed over a girls' basketball squad hailing from Ripon College. It was the first time in the school's history that women athletes played in intercollegiate sports. The young ladies did not stop with this coup. Accepting a challenge from the faculty women, a junior girls' team not only met, but also defeated the teachers.

By 1903, basketball had lost its novelty while football was gaining in popularity. Although football was a rough game, the physical shock and tug which characterized the action seemed to afford onlookers a satisfaction comparable to that of spectators at

gladiatorial contests of antiquity. Besides, it had begun to dawn on the Normalite that any high school of importance was likely to maintain a football team; and, if he were fortunate enough to secure a position at that level, the player could look forward to a coaching assignment as part of his teaching duties.

If one judges by victories and defeats, football had made little headway at the Oshkosh State Normal school when Halsey's presidency began. During the season of 1899, the Normalites lost five games and tied one; they won none. But in 1902, things improved: the Normal team won three games and lost three. Two of the losses were to Lawrence University. In 1903, the Oshkosh eleven played nine games, but with uneven results: they whipped the Fond du Lac High School team by the comfortable margin of 50-0, but lost to Lawrence University, 17-6. In two games played with Ripon College, the home squad had better fortune. It won the first contest, 5-0 and tied the second, 5-5. (The victory over Ripon was attributed to the "enthusiastic cheering" of "loyal girl" Normalites who journeyed to that city so as to watch the action.) During the season of 1906—the last played during Halsey's tenure—the Normal team won three games, lost three, and tied two. One of the games lost was with the Oshkosh High School.

Another way in which the campus family showed growing awareness of its bonds was through the activities of the Alumni Association. Historically, the Catalogue had printed directories of graduates, their occupations, and addresses; and both the Advance and the Quiver featured alumni news. It may have been that an alumni society existed before 1900, but after the turn of the century, the organization became more noticeable with the Quiver of 1901 referring to the "Oshkosh Normal Alumni Association" as having "a noble roll of membership" containing no fewer than 492 graduates of the "Full Course" and 518 graduates of the "Elementary Course." Moreover, "the first available recorded minutes of a meeting with temporary officers" dates from June 20, 1901. An important item of business was the consideration of an "appropriate pin" for members. The president of the Alumni Association was Edward Dempsey, class of 1901. Dempsey's name will appear again in these pages.

The Alumni Association soon became a source of strength to the school. In 1905, it supported a project for an addition to the main building, an addition which would provide a new auditorium, a better gymnasium, and improved working quarters for manual training. Not one to discount the influence of the graduates, President Halsey thought they might aid the realization of that goal from the legislature. Furthermore, the Association had vigor enough to reach beyond the campus, with chapters in both Chicago and Indianapolis by 1907. The relationship between the parent body and its offspring was intimate: the branches often invited faculty from the home campus to visit them, and the parent group did its part by arranging for meetings of the membership every year and reunions of the classes every five years.

Other concerns of the Alumni Association during Halsey's presidency dealt chiefly with organizational matters. In 1905, for example, the society decided to make the Advance its official publication. In 1907, it made three decisions affecting Association governance: it instructed the officers to maintain contacts among the rank and file by forwarding "appropriate literature"; it determined that no one could be president who had not been a member for at least five years; and it created an executive committee composed of the officers and three members. The executive committee was, in actuality, the first alumni board. Altogether, the Alumni Association of the Oshkosh Normal School had made effective organizational headway by 1907, and its momentum would continue.

As years passed, the school could take much satisfaction from President Halsey's administration. But on July 25, 1907, a shooting accident caused his death. At the time, he was at the threshold of a wider professional recognition with all the potentialities it implied. For, when Halsey lost his life, he had published scholarly statements concerning the field of education and the role of the normal school therein; he had served on committees of the National Education Association; and he had been considered for the presidencies of both the Wisconsin State Teachers' Association and the National Education Association. He was also a charter member

of the North Central Council of Normal School Presidents organized in 1902. The Council's purpose was to discuss the "problems facing the normal" and Halsey's participation in its deliberations indicated that he had indeed begun to reach beyond the local campus in matters affecting the teacher training institutions. In 1912, the North Central Council of Normal School Presidents underwent enlargement to become the National Council of Normal School Presidents. With the normal schools showing progress toward becoming teachers colleges, the Council became the American Association of Teachers Colleges in 1917. Continuing its efforts in the teachers college movement, the Association "absorbed" the Normal Department of the National Education Association in 1925. Thus, Halsey was among the first members of a body which contributed much to the teachers college movement in the United States "particularly in the Middle West."

Halsey's death was shocking to those about him. The Oshkosh Northwestern reported "a feeling of profound sorrow" and "deep regret...[which was] general and sincere" among the townspeople, while the Milwaukee Sentinel noted that the untimeliness of his passing had cut short "a most useful and estimable life." For the second time in a decade, the campus and the community paid final respects to a deceased president of the Oshkosh State Normal School. In a body, the faculty and the summer school students attended Halsey's funeral in the First Congregational Church at Oshkosh. The Northwestern reported no remarks of the ministers officiating, but noted instead that "appropriate" poetry and hymns were read to the mourners. There were resolutions of sorrow adopted both by Alumni chapters and by other organizations with which Halsey was associated. Of all, it was Walter P. White, a former colleague in the Oshkosh schools, who provided perhaps the best key to Halsey's character when he stated that Halsey "could not have loved the good as he did if he had not hated evil and meanness so heartily."

Halsey had won a place in many hearts, and shortly after his death a committee composed of faculty members and headed by Professor Frederick R. Clow initiated a plan to establish a memor-

ial to the deceased educator. After due deliberation, the committee decided to create a lecture fund. Their efforts bore fruit, and for many years the Halsey Memorial Lectures, which were free to the public, contributed to the cultural life of Oshkosh. Today, the income from the fund provides scholarships to Oshkosh High School graduates who enroll in the university's teaching curriculum. In 1964, Halsey's name became an even more enduring part of campus life with the building of a new Science Center dedicated to his memory.

Halsey's administration was one during which the school took important steps toward achieving a broader service operation supported by academic improvement and innovation. The greater maturity for which Halsey strove in already existent course offerings; the recommendations for new course offerings; the introduction of manual training; the earnest support of physical education; and the selection of Oshkosh as a center for summer school work were all signs of the school's response to changing trends in public school education and of a more penetrating outreach to its patrons.

President Halsey's death had greatest import for the students and the alumni to whom he had been a friendly and reliable counselor. Throughout his administration, he had stood for the building of strong ties based on mutual understanding and respect between the faculty and the pupils. He had shown a vigorous interest in student welfare, and as a consequence of that interest, he came to have a father image with both the pupils and the graduates. Testifying to the depth of the relationship is a letter addressed to him by alumnus S. W. Murphy writing from Chicago in 1905. Preparing for a career in medicine, Murphy stated, "...I feel that I shall always owe you much that can never be repaid." Another testimonial was a letter written by Ida Brown in January, 1907. Ida wrote:

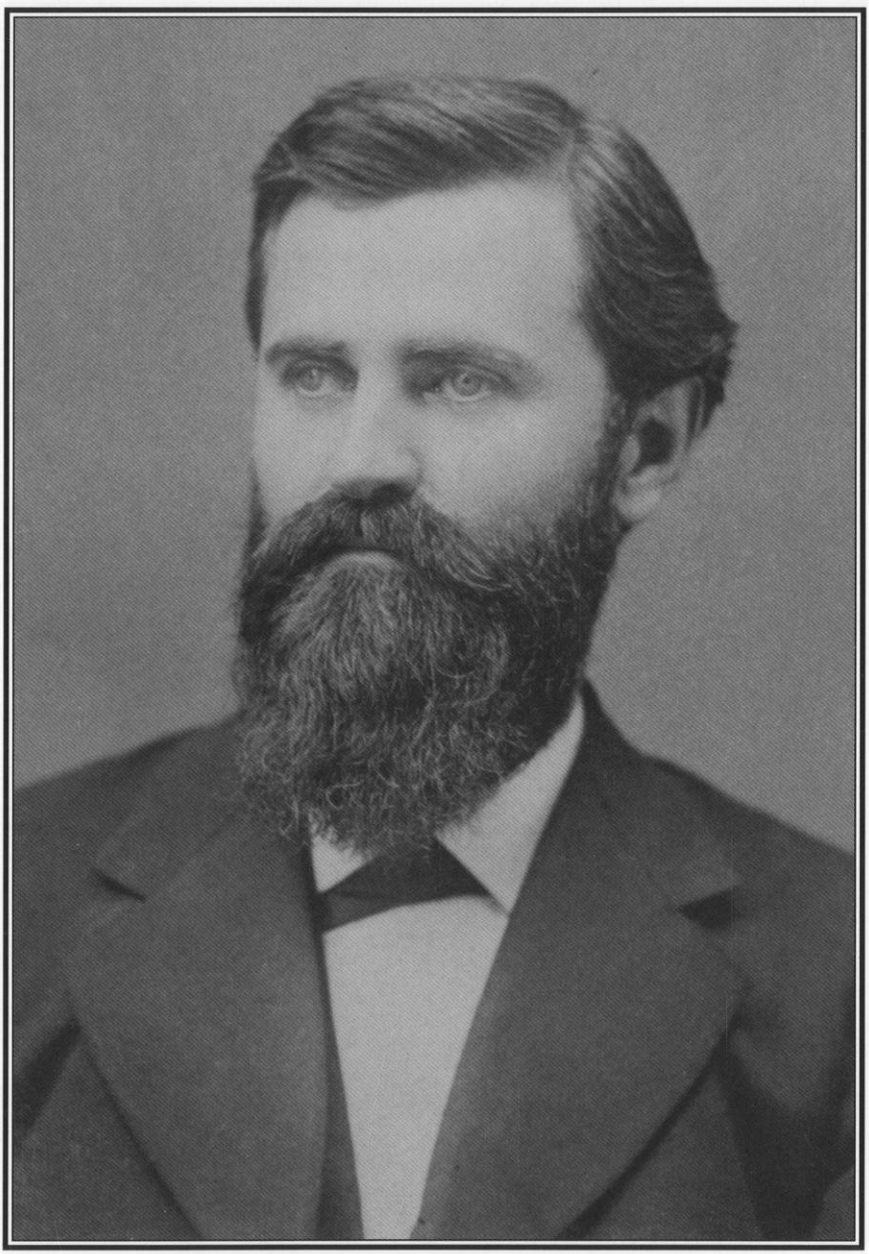
> Dear Mr. Halsey will you believe that I am trying to do each day's work in a way that would win your approval. You know that I feel that I owe much that is best in my life to your influence, and I am trying

> to do for my girls and boys, in a very small degree, what you have done for me. I know of no better way to pay the great debt I owe you.

Could anyone have put it more meaningfully?

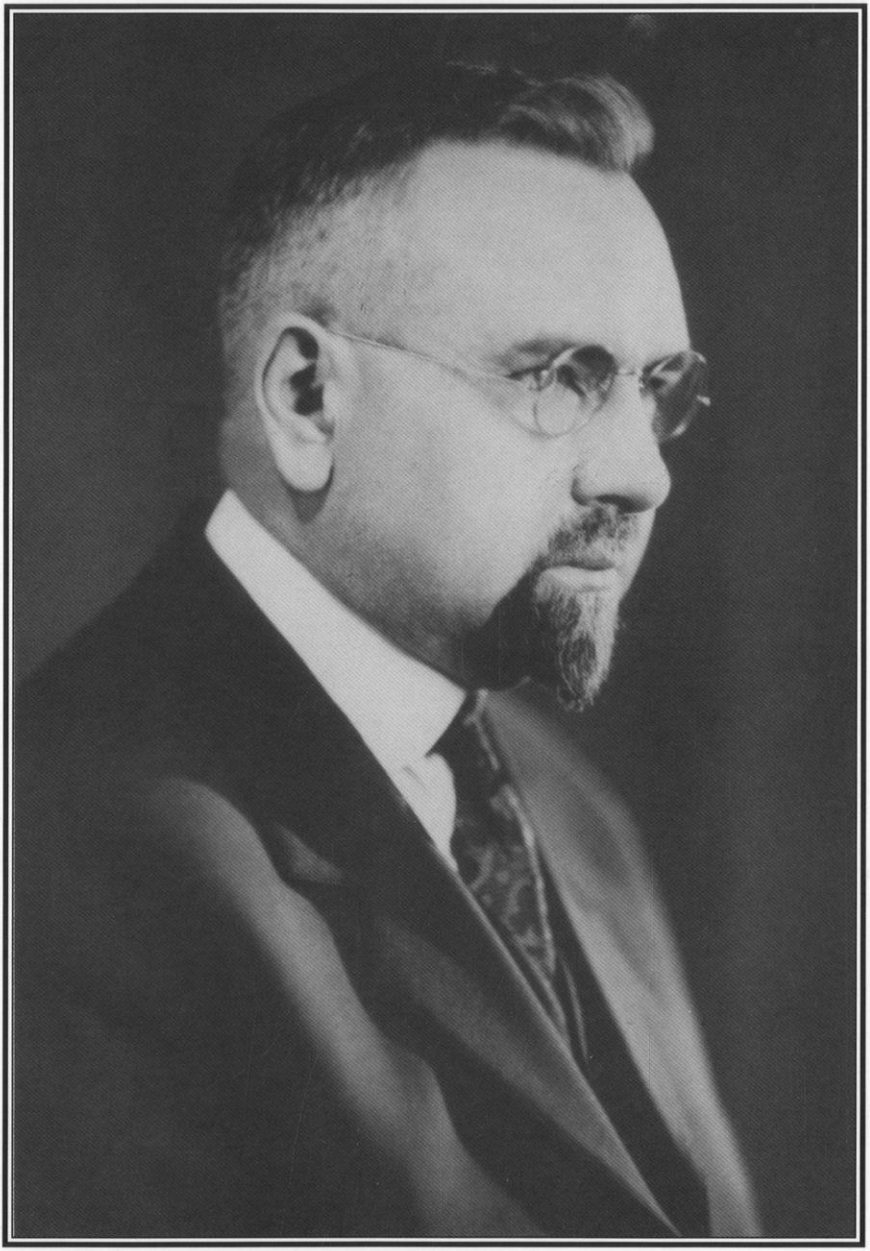
In concluding this chapter, John A. H. Keith, who succeeded Halsey in office, asserted, "In whatever relation to life he found himself, Mr. Halsey conceived his fundamental duty to be service. He not only saw—he did; what he wrought never needed to be untangled."

And, as the the Advance once remarked of Halsey, "For him to perceive a truth was to act up to it."



George Sumner Albee, the first president of the Oshkosh Normal School, held the office from 1871 to 1898.

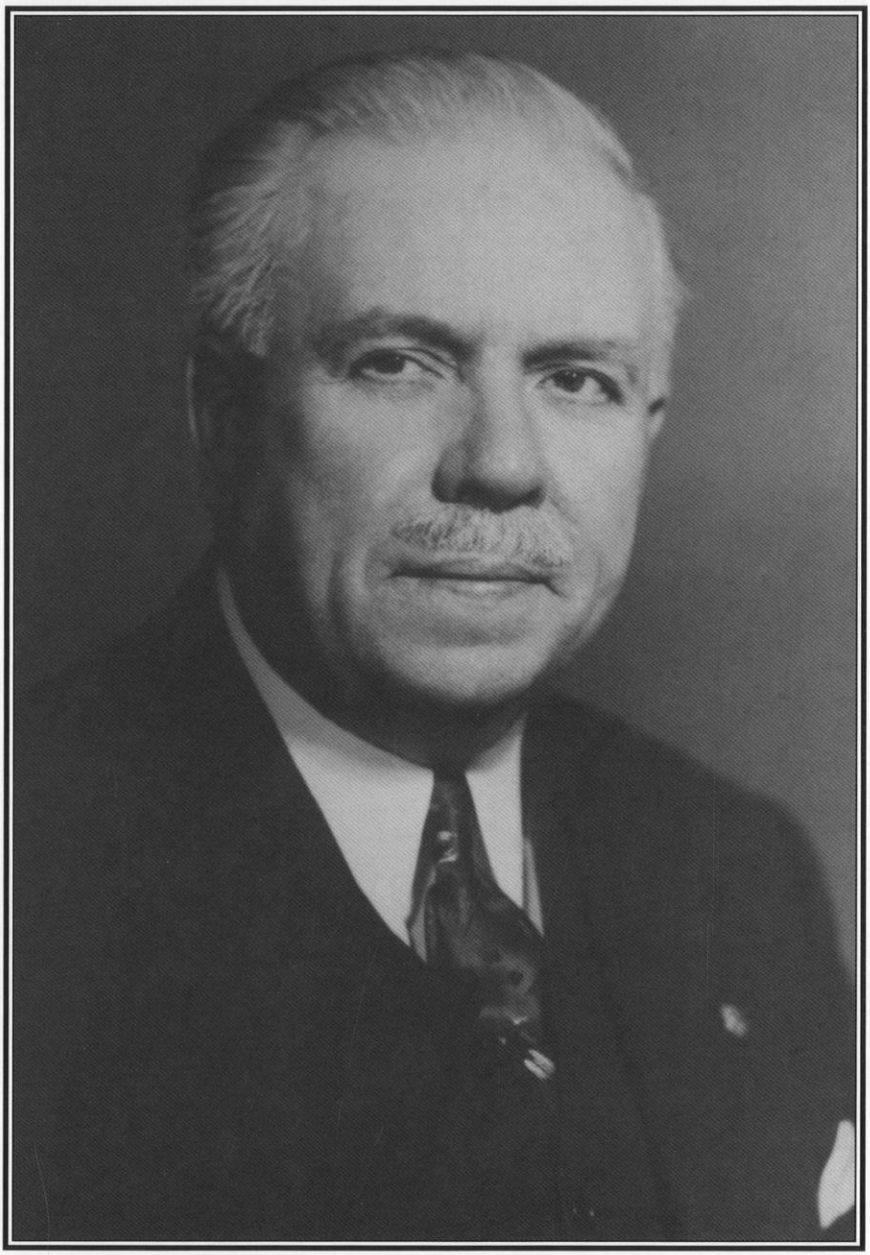
The second president of Oshkosh Normal School was Rufus Henry Halsey—1899 to 1907.



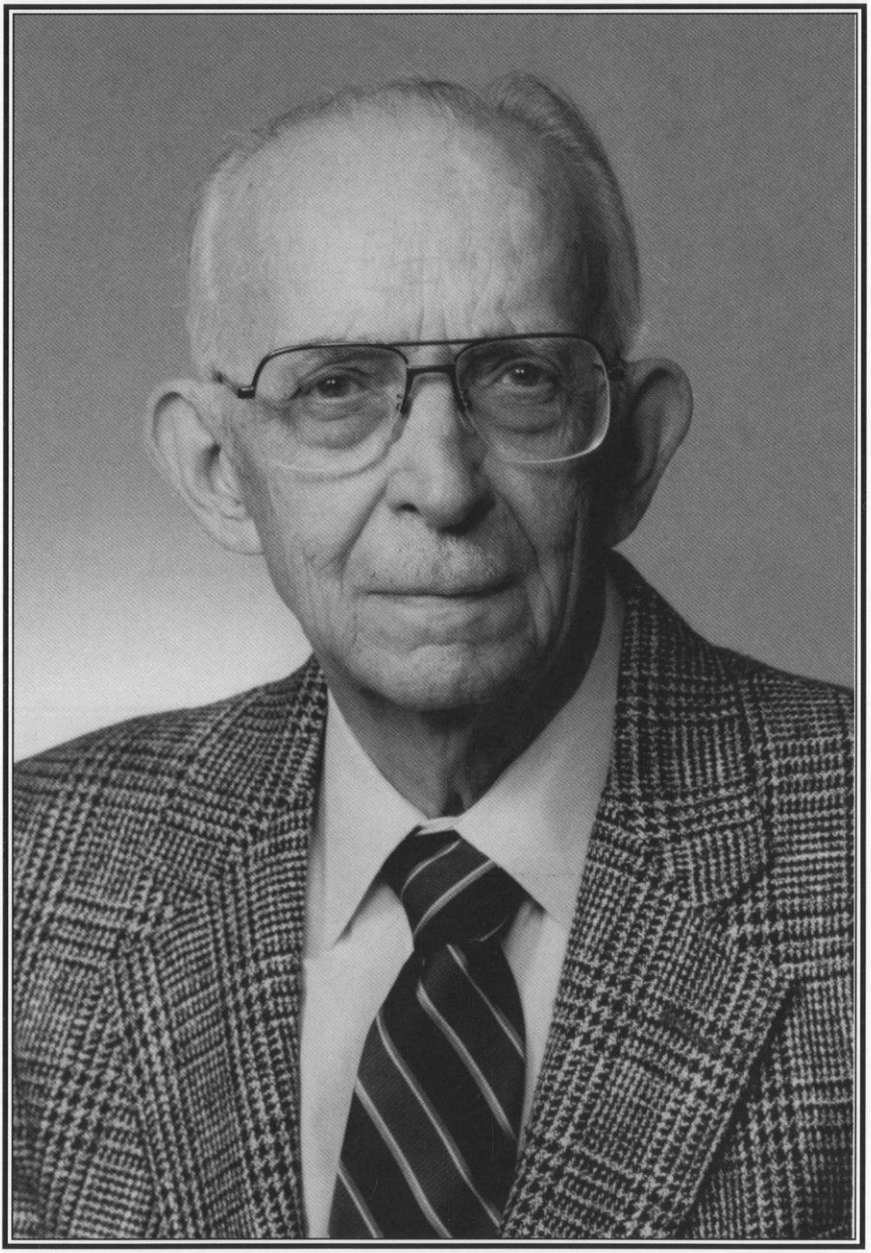
A gymnasium was constructed during the presidency of John H. Keith—
1907 to 1917.

Roger Earl Guiles oversaw the school's great expansion from 1959 to 1973.

Harry Alvin Brown's tenure as president ran from 1917 to 1930.



Forrest Raymond Polk was president from the Great Depression through the post-WWII period.



Dr. Edward Noyes, professor of history, joined the faculty in 1956.
He began writing this history of the University in 1968.
He retired in 1983 and died in 1996. He was 84.

Members of an early women's physical education class exhibit grace and expertise.

The women's basketball team practices for the 1899 season.

First Foot=Ball Team.

Frank Farmer. Howard Brasure. F. H. Russell, Mgr. O. L. Kowalke. Aug. Backus. L. G. Doyle.
B. Smith. J. G. Voss. H. Bucklen. G. H. Jensen. W. A. Morrow.
Fred Ingram. A. H. Boyce. H. Hendricksen. F. R. Parsons, Capt.

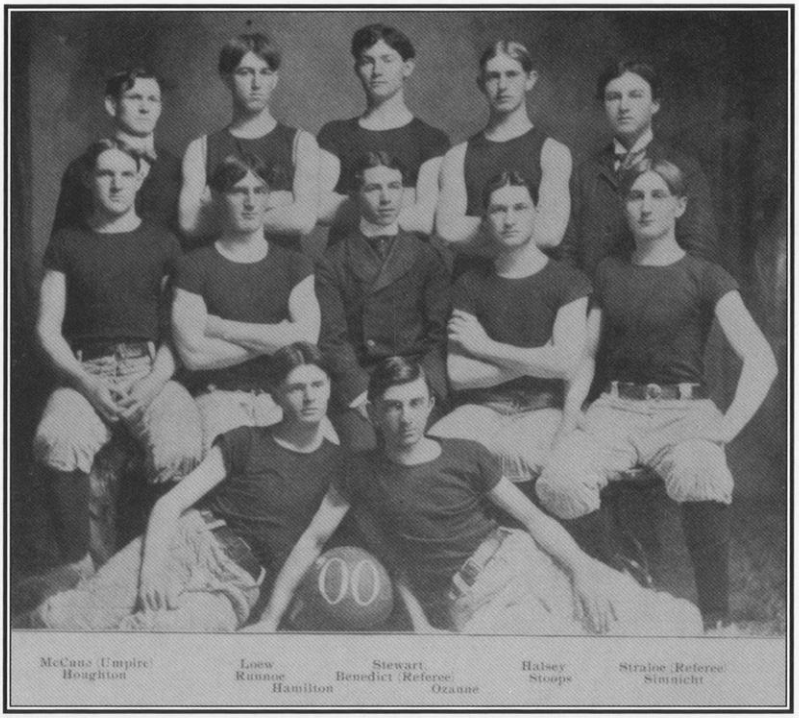
Track Team.

Harold Knowles. Aug. Backus. W. A. Morrow. W. A. Miller. Ernst Meyer. Frank Clark.
Frank Soles. L. Brunette. Thos. Reynolds. Chas. Kirwan.
O. L. Kowalke. F. R. Parsons. Thos. Cook.

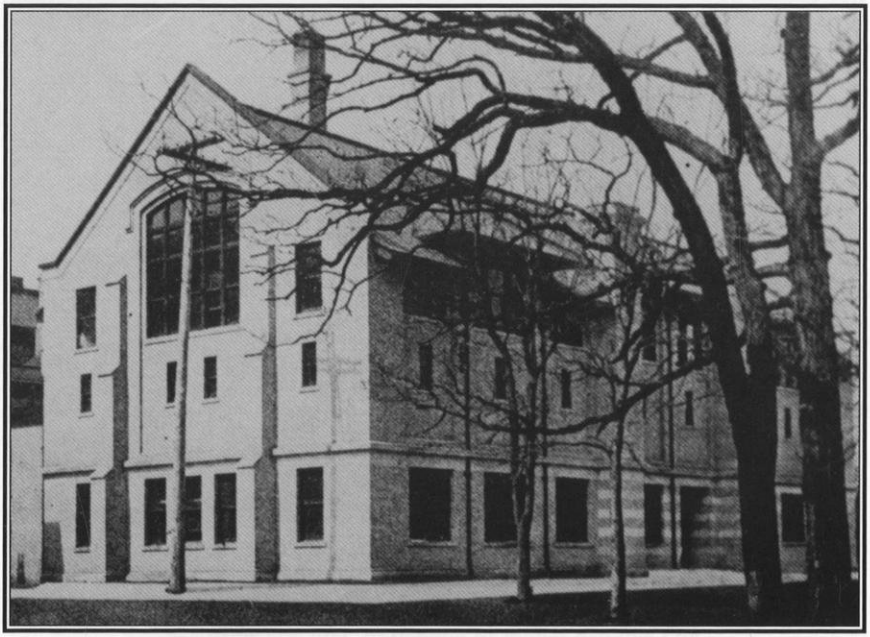
The Normal Orchestra

The Alethean Society became the first women's society on campus in 1900.

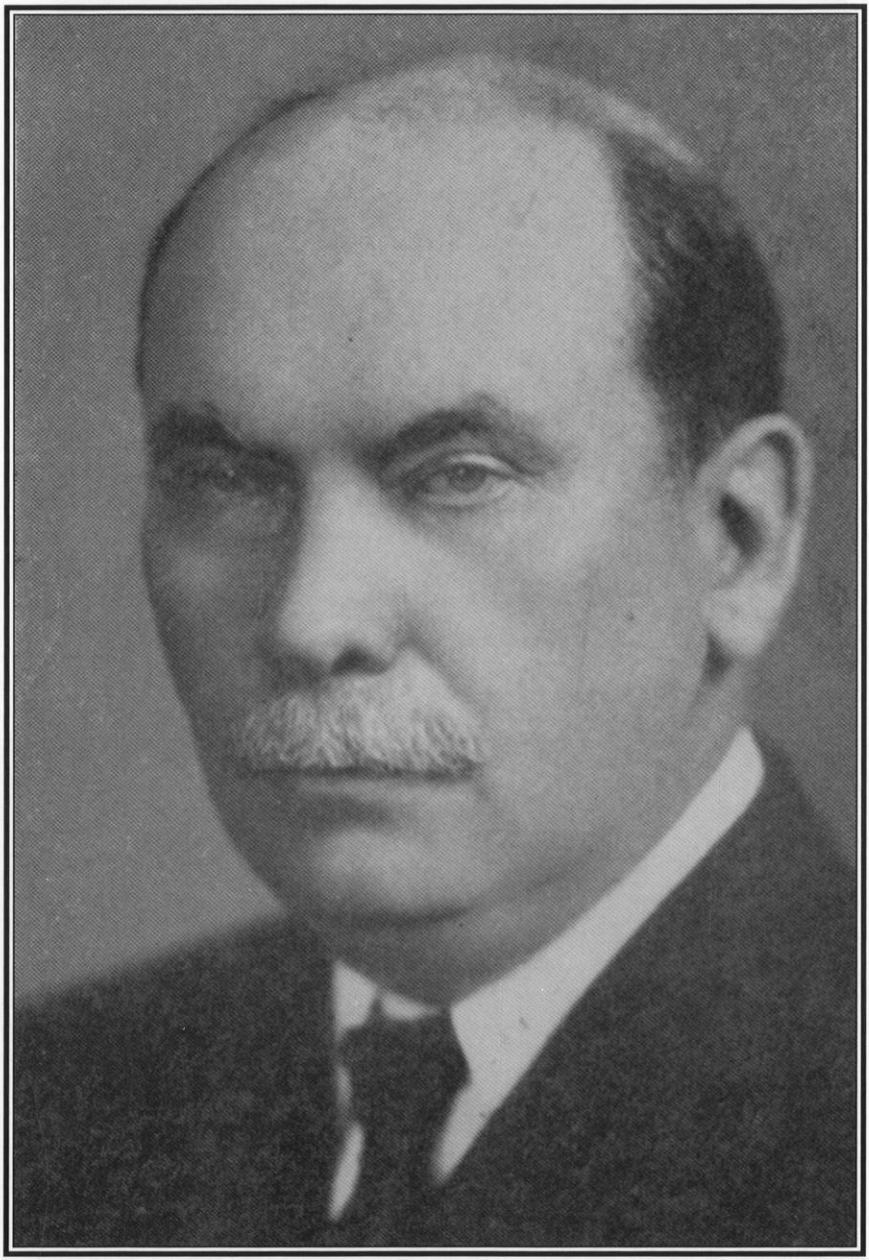
The men's first society was the Philakean Society on campus in 1899.



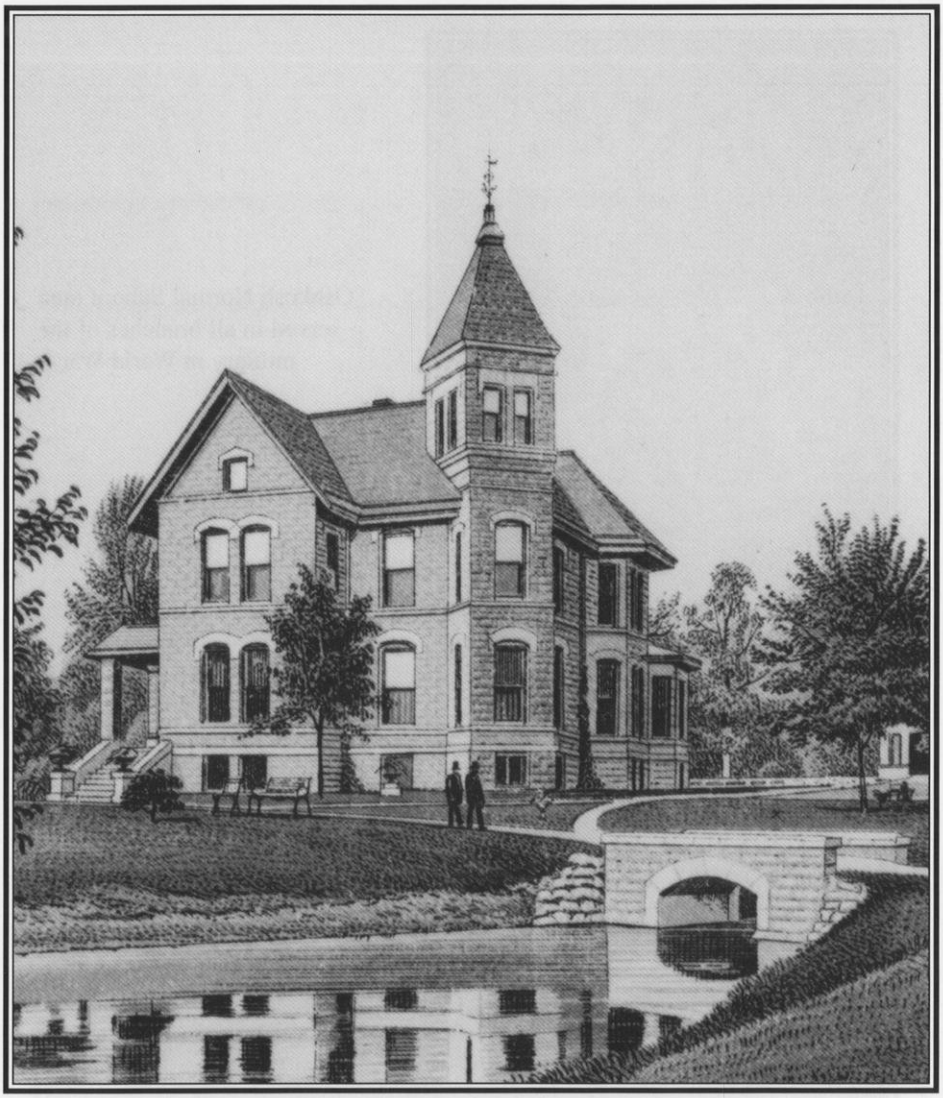
Men's basketball team in 1900.



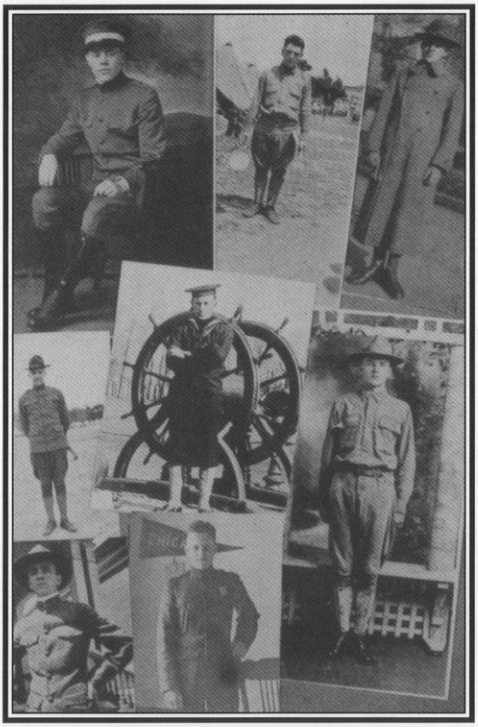
The gymnasium was built in 1907. The second largest in the state, it ranked at the time as one of the best equipped in the nation.



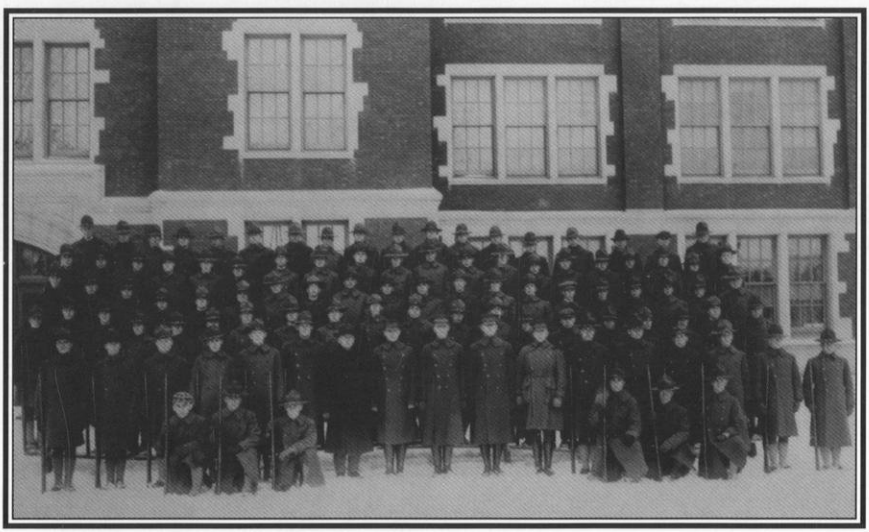
The University's Dempsey Hall is named for Regent Edward Dempsey,
an Oshkosh leader in education, law and business.
He graduated from Oshkosh Normal School in 1901.



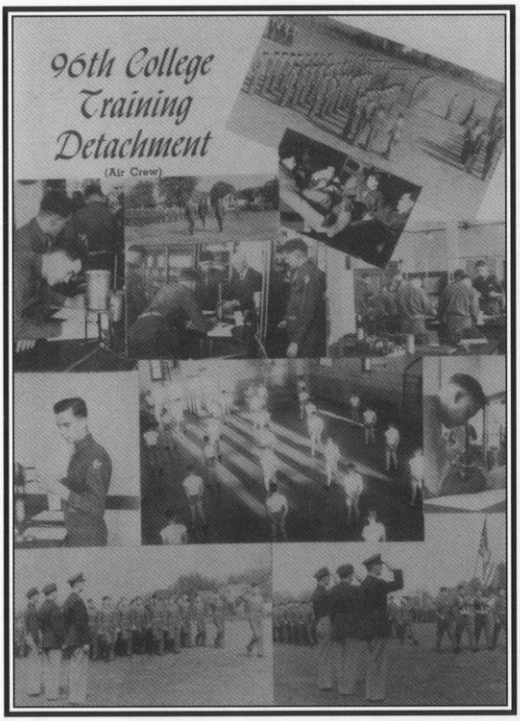
Built in 1883 Oviatt House was acquired by the University in 1913.
It is the oldest building on campus.



Oshkosh Normal School men served in all branches of the military in World War I.

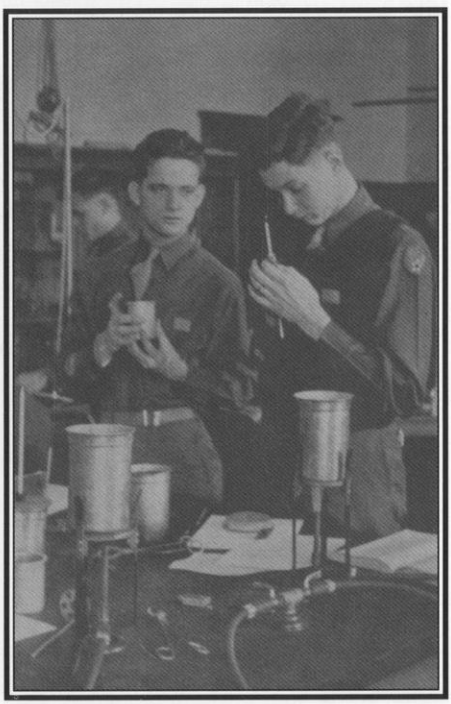


Oshkosh Normal School S.A.T.C. military detachment during World War I.
Presented by Lt. Greg Filardo, class of 1971.



Army Air Force cadets trained on campus during World War II.

Aviation cadets in a 1944 chemistry laboratory.



On the eve of the 1916 fire that destroyed the first Oshkosh Normal School building, maturing trees and additions to the original structure produced a pleasing academic scene.

CHAPTER FOUR

THE ADMINISTRATION OF JOHN A. H. KEITH, THE MAN WHO WOULD DO THINGS

Halsey's death coincided with a Regents' meeting at La Crosse; upon learning of the tragedy, the Board created a search committee headed by Oshkosh Regent John Harrington and delegated to find a successor. On August 30, 1907, candidates appeared for interviews at Chicago, but there was no appointment. After a Board meeting on September 12, however, the Northwestern announced that John A. H. Keith, Director of the Training Department in the Normal State University at Normal, Illinois, would likely be the Regents' choice to succeed Halsey.

A young educator of growing repute, Keith possessed qualifications essential for heading a normal school. He had graduated from the Illinois State Normal University in 1894 when that institution was a center for teaching the educational principles advocated by Johann Friedrich Herbart. Later, Keith attended Harvard University from which he received the Bachelor of Arts degree in 1899 and the Master of Arts degree in 1900. At Harvard, he was the recipient of several scholastic awards including membership in Phi Beta Kappa. In 1905, he published a text entitled Elementary Education: Its Processes and Problems; the book had won adoption in the teachers' reading circle groups of Illinois, Indiana, and Ohio. As for classroom experience, Keith had taught for seven years in the Northern Illinois Normal School at DeKalb; but preferring not to remain there, he applied for the presidency of the Wisconsin State Normal School at Stevens Point in 1906. At the same time, he was a candidate for the directorship of the Training Department at his alma mater. Refused in Wisconsin, Keith accepted the place at Normal, where he seems to have intended to stay indefinitely.

Although Keith had not shown interest in the Oshkosh presidency, the Northwestern reported that the Board had invited him to become an applicant. In addition to Regent John Harrington and Oshkosh faculty members Swart and Briggs, a warm supporter of

Keith's candidacy was his long-time friend and mentor, David Felmley, president of the Illinois State Normal University. Another was John W. Cook, president of the Northern Illinois Normal School at DeKalb. Among the young educators he knew, Cook regarded Keith as "the best..., in the list" for the presidency of a teacher training institution. Eyeing developments, the Northwestern reported that in September, Keith had visited Oshkosh and had made a good impression. Picturing him as "dignified, but not pompous" albeit "somewhat reserved in manner," the newspaper asserted that Keith had the bearing of "a man of strength" who would "do things."

In late September, the search committee chose Keith to succeed Halsey; his formal election followed on October 16. Both actions were unanimous in his favor. In view of these facts, it seems only fair to comment on a reference to Keith's election in the Bulletin marking the school's Jubilee in 1921. The reference was that Keith had become president at Oshkosh with only the support of Regent Harrington and "against the preference of the rest of the Board." Surprised by the allegation, Keith wrote Professor Frederick Clow (one of the authors), "That is a rather strong statement and I do not believe it is correct."

Expressing doubt that all of the Regents opposed him because not all of them knew him, Keith asserted:

> I would hate for the people who read this book to feel that I was president at Oshkosh for ten years after having been selected against the preference of the rest of the Board. My stay would have been much shorter had I ever dreamed that such was the case.

Keith closed with the hope that if the Bulletin were ever revised, a correction would be made; but there has been no correction until this writing.

Keith's administration lasted only a decade; nevertheless, it was a decade marked by progress in the school's service mission, by important changes in its curriculum, and by an accelerating move to award the Wisconsin State Normal Schools college status with degree-granting privileges. It has also been said of Keith that he laid plans "for a big school," and the years were to show that the statement had merit. It was during his administration that the campus expanded beyond its original confines and that plans took shape for remodeling the main plant and for adding other buildings. But in 1916 a disastrous fire upset both program and timetable for campus improvement. In 1917, America's entry into World War I caused more delays. With one following closely upon the other, the two events had a telling impact upon the institution. Not only was this true of the physical property, but the disarrangement of long established habits was so extreme that it proved difficult to recover the old, orderly ways significant to academic achievement.

When Keith came to Oshkosh, the Herbartian philosophy of education had "engulfed" the teacher education schools of Wisconsin; it was a philosophy which advanced Pestalozzi's contributions to the preparation of teachers by organizing a truer psychology for the whole educational process, by erecting a new social aim for instruction, by formulating new steps in method, and by showing the place and the importance of properly organized instruction in history and literature in the education of the child.

Herbart regarded the educational function to be that of preparing the individual for life in "organized society," with the development of "personal character and social morality" as the "chief aim." Herbart's method called for rousing—or forcing—the interest of the child while the teacher offered the pupil "new experiences through contact with real things" by which the learner would acquire fresh knowledge based upon past information. This was Herbart's doctrine of apperception whose success depended upon five formal steps: preparation, presentation, comparison, generalization, and application. In short, Herbartianism promoted scientific analysis of teaching as a skill directed to achieving "predetermined ends in child development." In training the pupil for

"social usefulness," literary and historical studies were significant. Thus it was to Herbart that history was "a study of the first importance for revealing proper human relationships, and leading man to social and national 'good will.'"

In his Elementary Education; Its Processes and Problems, Keith associated his ideas about educational objectives and teaching skill with Herbartianism. Viewing education as being the "most universal concern of mankind," Keith asserted that it related "to every phase of human activity" and extended "from the cradle to the grave." He thought that if the scholastic goal were to achieve "a higher thing...the formation of socially efficient moral individuals," the teacher "should be an artist, not merely an artisan." Thus, the artist teacher ought to possess more than academic proficiency; he or she must have an "insight" which was "an appreciation of the worth of...facts and principle to human life."

Placing great weight on the teacher's contribution to the improvement of mankind, Keith contended that to excel in the classroom, all teachers must understand the tie between their efforts and the social ideal of their group. For Keith, the critical problem in the educative process was to present subject matter so as to accomplish the "maximum socialization of the child." Above all, he thought that teachers should devote themselves to helping others attain a better existence; teaching for money alone was a "poor and sorry business." The classroom instructor must be of higher purpose. Keith wrote:

> Civilization, despite unbelief and carping criticism, is essentially Christian. Social institutions are based on the notion of social service. One must lose his life in service before he can really find it. The Master said that he came 'that ye might have life, and have it more abundantly.' This same spirit should be the fundamental desire of a teacher.

It was little wonder that John A. H. Keith told his readers that if the individual were not dedicated to the betterment of humanity, "his place in the world was not that of teacher."

In many ways the work of the Wisconsin State Normal School at Oshkosh mirrored the service-oriented convictions of its new president. Enjoying prestige from past endeavors, the institution stood ready to extend its influence farther afield. According to statistics appearing in the Quiver of 1908, nearly nine-tenths of the school's living graduates were following professions in education, law, medicine, and religion. By far the greatest number—75 per cent—had employment in educational endeavors, but whatever the individual's calling or station, the relationship between the school and its alumni was one of mutual respect. Especially prominent in sustaining the image of the school was the Alumni Association, which maintained an on-going interest in the home campus—in 1909 the Association adopted a constitution providing for the creation of alumni branches "organized by any group of five or more graduates." In 1910, the Association's decision to start issuing an Alumni Bulletin had particular importance to accumulating more precise information concerning both the whereabouts and the occupations of graduates. As a consequence, the alumni became a truly effective tool for enhancing not only the reputation of the institution but also the attractiveness of the teaching profession.

Morale was high indeed at Oshkosh. When the State Teachers Convention met at Milwaukee in November, 1907, the Advance reported the number of Oshkosh alumni present exceeded the delegations "from all the other normal schools combined with the exception of Milwaukee." It was a fact which spoke "well for the public spirit of the Oshkosh graduates," more of whom held posts as county superintendents in Wisconsin than the graduates of all the "other normal schools put together." At a reception for the new president, so many of the alumni appeared that his room could not hold all of them.

The pride that Oshkosh graduates took in reports that their alma mater bore a reputation as a leading teacher education school in America and that they themselves stood in the forefront of professional preparation, extended farther than their ranks. Katherine S. Alvord, who taught at the school from 1896 to 1908 and who was pursuing graduate study at Columbia University, wrote:

> I wish my old friends success and congratulate the new members of the school on their connection with an institution of such high ideals. As others have told you, it is a great pleasure to be able to say that one had a connection with the Oshkosh Normal School, for wherever people know of progress and thoro normal school work—there is the Oshkosh Normal known.

At this point, it may be suitable to observe that the work being done by the Oshkosh State Normal School reflected the trend in staff improvement noticeable around the turn of the century. More highly specialized teachers were appearing among the faculty, a good example being that of Allison A. Farley who joined the teaching corps in 1907 and served for more than a generation until 1941. A graduate of Beloit College in 1895 and the holder of the Ph. M. (1904) and the Ph. D. (1906) from The University of Chicago, Farley was "an authority in his chosen fields of psychology and education." His master's thesis bore the title, "Swedish Sloyd," and his doctoral dissertation, "The Rise of the Free Public School Idea in America." Like Frederick Clow, Farley was a member of Phi Beta Kappa and engaged in writing and publication. In 1929, he produced a text entitled, The Psychology of Teaching; in the same year, Professor Farley also reported the completion of a manuscript concerning women in education while a second dealing with the rise and development of free public schools in the United States was nearing completion. His name will appear again in these pages.

For an example of the "thoro normal school work" of which Katherine Alvord had written, one might consider teacher education as conducted in the model school. Organizationally, the division included—besides the kindergarten—nine grades divided into first primary, second primary, and intermediate "rooms," with every room under the "constant" care of a teacher who was a critic as well. (By 1913, there were ten grades, with the upper two corresponding to the first two years of high school.) Mainly, the course work focused on the regular common school subjects; there

were also offerings in arts and crafts, music, gymnastics, nature study and gardening, plus Latin and German. Covering a span of thirty to forty weeks, the program related to the areas in which fledgling pedagogues hoped to become knowledgeable and proficient. Under the keen eyes of critic teachers, they learned how to plan lessons, and how to conduct recitations. At the same time they observed how seasoned instructors put their pupils through their paces. Should they need book instruction, they had at their finger tips the training school's library collection of reading and textual materials. If everything went according to plan, the product of the program was an individual skilled at conducting "full and ready topical recitations," and prepared to "appreciate and secure the full educational value" from the "exercise of children's mental powers." Practice teachers also attended weekly forums in which the critics and supervisors reviewed topics such as school problems of the state and how to carry on a successful class. All the while, they received guidance intended to equip them "with the correct attitude" toward their future pupils, the community where they would teach, their colleagues to be, and—by no means least—toward school administrators.

Another aid for Oshkosh teacher trainees was available in special Bulletins containing suggestions concerning methodology, reading materials, and food for pupil minds. As one example, a Bulletin published in 1913 and entitled "Patriotism" had the purpose of showing how "the passion to serve one's country" was vital to the training of "intelligent and loyal citizens." Drawing upon history, literature, and music for source material, the Bulletin shied away from "pounding in" patriotism as allegedly was the practice in Hohenzollern Germany: instead, the publication favored the use of "good old stock pieces" and illustrations of leadership and valor for helping the teacher instill his or her pupils with love for the American way. But despite the abhorrence of how the Germans did things, "The Watch on the Rhine" shared places with "The Star Spangled Banner," "The Battle Hymn of the Republic," and "Marching Through Georgia" in the booklet's repertoire of songs deemed useful for rousing the patriotic urge within the hearts and the minds of the state's future citizens.

Katherine Alvord's previously cited remark concerning progress at the Oshkosh Normal School was also exemplified by the work being done in manual training under the dedicated guidance of Director Livingston L. Summers. From the very first, the field had prospered; in 1902 the Catalogue had assured prospective graduates of the course that they could expect rewarding careers as they would be "competent to take complete charge of a city system" in which the subject was being offered. Opportunities for employment in the field grew better in 1907 when the legislature permitted any high school board to authorize instruction in manual training at the secondary level as well as in the upper three elementary grades. Succeeding years brought increased demands for personnel qualified to teach the creative use of woodworking tools, but because school officials shied away from hiring women trained in manual arts, initially only male Normalites could enjoy the opportunities available. Change occurred, however, and in 1909 the Catalogue announced, "The demand for young men and women to teach manual training far exceeds the supply." Nor was it lost upon the Regents that, as an industrial community, Oshkosh provided ideal surroundings for more ambitious ventures into the discipline. It followed that in 1912 the Board assigned the school a special area of instruction in manual arts with the designation "Department of Industrial Education." Within a year, the new Department occupied an Industrial Education Building erected at a cost of $80,000. (Since 1952, the building has been known officially as Harrington Hall.)

"Run on a logical and efficient business basis," the Industrial Education Department demanded of its students "a high standard of scholarship and manual attainment" in metal- and woodworking. It was a special point of campus pride that Department-built furniture won honors at the Panama-Pacific Exposition held at San Francisco in 1915. That year, the Director of Industrial Education was Hans W. Schmidt, who had studied at both the University of Minnesota and the University of Berlin. Another member of the Department was Richard E. Gruenhagen, for whom the institution's first high-rise dormitory was named in 1966. Teaching forge work and cabinetmaking was Forrest R.

Polk, a Purdue University graduate who would become president of the school in 1931.

Summer session developments also gave evidence of a broader service mission during Keith's presidency of the Oshkosh Normal School. In a report of July 29, 1908, Director B. Mack Dresden informed the Regents that the enrollment of 433 for the summer term "was the largest this school has ever had" with students coming from fifty-four counties in Wisconsin and from five other states. Pointing up the service mission, Dresden argued that the growth of the summer school justified the Board's instituting summer sessions in such number "until practically each [Wisconsin] Normal School will be open the year round." And, because the "great majority" of students attending were teachers receiving "$40.00 or less per month for their work," he suggested that as soon as finances permitted, the Regents abolish the tuition fee of five dollars and charge only a library fee of one dollar.

The summer students got their money's worth. In the session of 1908, for example, special attractions beyond regular classroom activity included no fewer than four orchestral concerts plus lectures given by both campus and visiting speakers. Of unusual interest was an illustrated lecture on forestry presented by one Professor Winkenwerder of the University of Colorado. What must have been a rare experience for the summer Normalites occurred in 1909 when a black student, who taught in Memphis, gave "a very valuable address on the southern negroes' education and accomplishments." And, in 1910 a galaxy of school officials dinned into the ears of the summer students "talks that were as practical as they were strong and sincere."

A two-year rural course launched in 1909 also broadened the service mission at Oshkosh. The policy governing admissions to the course was liberal. Persons fifteen years of age could enroll for the first year's work without examination, providing they were eighth grade graduates and had the recommendation of their principals; they could also enter the program if they possessed common school diplomas approved by a county superintendent. Persons six-

teen years of age or older could enroll for the second year's work if they were high school graduates; if they had two years of work in a free high school; or, if they held an unexpired county certificate and had taught for six months or more. Persons of required age, but not possessing the other prerequisites, could enroll by examination. Graduates of the country school program received a certificate "having the force and effect" of a third-grade certificate valid for three years provided their first year of teaching was satisfactory to their county superintendents.

Reflecting the ideals of the Progressive Movement then making itself felt in Wisconsin, the rural program attempted to give a cultural glow to lives all too often clouded by a grueling struggle for existence. But if education were to brighten country life, it was essential for the interested citizen to respect the premise announced the Bulletin of 1911 and stating that agriculture did not "permeate every hour and every study of the rural child." "Above all and beyond all," concluded the Bulletin, "the rural school needs time for little children to know the joy of learning, to have the time to read well and much, to sing..., and to have a sensible view of this great, wonderful world." Providing rural teachers in training a setting for practice work was a school described as "a plain wooden structure" located a short distance north of Oshkosh.

While advancing in offering greater services to its public, the Oshkosh Normal School continued to follow the basic curriculum established in 1892. But that curriculum had become "at sixes and sevens" with developments occurring in public school education. One fault was that over the years the normal school presidents had given the stamp of their individual personalities to the curricula of the institutions they headed. Equally grave, the normal school program did not take into account the growing demand that public school teachers be trained for specific grade levels; in fact, some observers thought that the teacher training institutions of Wisconsin seemed to be in danger of losing touch with trends in the public schools. Finally, in 1900 an all-normal school faculty conference convened at Oshkosh for the purpose of re-committing the schools to their mission in teacher education.

Within this perspective, Board Secretary William Kittle began an intensive study of normal school offerings in 1906: his first purpose was to determine defects in their instructional pattern; his second, to make recommendations for change. Stretching over eight years, Kittle's investigation extended through more than half of Keith's presidency. When finished, the study resulted in a thorough revision of the system curriculum.

At Oshkosh, the program which came under Kittle's scrutiny included a conglomerate of eight rigidly devised curricula: a two-year course for four-year high school graduates; a four-year course for either non-high school graduates or graduates of a three-year high school; an elementary course of two and one-half years; an advanced course for graduates of the elementary course; a graduate course; a manual training course; a one-year professional course; and a common school course. Offering a bit of something to almost everybody, the programs awarded credits on a unit plan, the unit being five hours of instruction a week for twenty weeks. Although the greater part of the curriculum was prescribed, students could acquire a few elective credits. Thus, the sixteen-unit English course offered in the two-year program for four-year high school graduates permitted three elective units "at the discretion of the school." In the twenty-unit elementary course, nineteen units were required; one was "determined at the discretion" of the president. Intended to gird the teacher for more highly specialized work, the listed "graduate course" was an extra coating spread atop the regular course which, the Catalogue freely confessed, had been "necessarily abridged to allow for extended training in the philosophy of education."

When Kittle reported his findings to the Regents in 1914, he stated that normal school students took classes without regard to any professional scheme. The result was that teachers training for work in the primary, grammar, and high school levels attended the same classes and so did not receive either academic or professional grooming for work in particular grades. Kittle conceded that in special areas—such as manual training at Oshkosh—the classes were "for the most part adapted to the needs of those students."

Still, pupils in the specialized fields sometimes drifted into classes not designed for them. The consequence was that 95 per cent of the normal school classes ignored both grade and subject matter differentiations. Thus, fewer than 5 per cent of the normal classes were adapted to either primary or grammar grade work, but at least 90 per cent of the normal school graduates taught in those grades. In Kittle's judgment, this meant that Normal Department work was misaligned with that of the training schools (which respected such differentiations) to the extent of creating an "effectual bar to any vital cooperation" between the normal school and the training division. "The class work...now given...," wrote Kittle, "is squarely against the adaptation of the subject matter and professional work of the Normal Department and the needs of grade teachers."

Observing that specialization in subject matter was much in vogue among American educational institutions and that the public schools were making "specific demands upon the Normal Schools," Kittle asserted, "The Normal Schools should meet the specific demand by specific training." Therefore, he proposed that they offer courses to train teachers for the Primary Department, including grades one through four; the Grammar Department, including grades five through eight; and the High School Department. In all, Kittle's proposal provided for the establishment of forty-four special departments spread throughout the system of Wisconsin state normal schools. As for the Oshkosh school, his proposition called for creating five departments—Primary, Grammar, High School, Industrial Education, and Rural School. The Primary and Grammar Departments were assigned to the Training School—a term which had begun to replace the historic title of "Model School"—while the High School Department included a two-year college course established in 1911 during a normal school campaign to win degree-granting privileges.

The Board adopted Kittle's proposals in 1914. To Kittle, the action meant the launching of "a new movement for leadership in education...the rightful province of the Normal School." After the installation of the new order, students enrolled in a curriculum designed to prepare them for a career in one of the departments cre-

ated; at graduation, the individual's certification was stated in accordance with the field of preparation. As another sign of the times, the Board discontinued the traditional entrance examinations for all high school graduates.

The Board's curricular revision was important to the Wisconsin State Normal Schools, but having perhaps more significance during Keith's tenure was an attempt by the schools to win a genuinely recognized role in the preparation of secondary teachers and the privilege of granting degrees to their graduates. Begun only a short time before Keith assumed the presidency at Oshkosh, the movement ended in 1925 when the legislature permitted the normal schools to become teachers colleges and thereby to have status as recognized institutions of higher learning.

Throughout their existence, the Wisconsin State Normal Schools had prepared secondary teachers, but the true development of the high school itself did not occur in the state until passage of a free public high school law in 1875. Following by only three years the Kalamazoo [Michigan] Case said to have "settled forever the question of the legal status of the tax-supported secondary school," the Wisconsin statute had the support of the state's laboring classes, who viewed it as a democratization of education when compared with the exclusiveness of the academy. In any instance, the impact of the law caused a "phenomenal" increase in the number of the state's free public high schools from 91 in 1877 to 226 in 1902.

The evident need for secondary teachers generated among Wisconsin educators an increasing concern over who should train such teachers. There were also related questions about the adequacy of normal school training as compared with that of the University of Wisconsin and the state's private colleges. As noted, President Halsey had expressed some thoughts on that matter in 1907 when he suggested that the normal schools prepare teachers for the smaller high schools and thus leave to the university and the private colleges the preparation of teachers for the larger high schools.

Even earlier, in 1899, Oshkosh Professor of Physics Adolphus H. Sage had discussed the question before the Wisconsin Teachers Association. Sage, who had investigated the preparation and performance of secondary teachers, asserted that the normal schools were furnishing a third of the state's high school teachers, but he argued that the normal school courses were sometimes thin, and as an example, described the twenty-week physics course as being "more of an injury than a benefit" to the student. Indeed, the normal school graduate ran the risk of being required to teach a high school course which might exceed in content the same offering at his alma mater. Sage could not envision success for a pedagogue so perilously placed. He asked, "How can a teacher be an intelligent stimulus to the higher standard educational ideals of a pupil in...fields of which he has not the remotest conception?" Sage did concede, however, that until they got beyond their academic depth, normal school alumni were more effective teachers than their college-trained counterparts; but over the long haul, the latter excelled because of their more intensive preparation in subject matter. To even things, Sage thought that the normal schools must enrich their offerings; otherwise, their graduates teaching in the high schools would suffer replacement by those of the private colleges and the University of Wisconsin.

Adolphus Sage was not the only critic of normal school training. Writing from Madison in evaluation of a history course taught by Frederick R. Clow, University Professor Charles Homer Haskins told Clow that he judged the offering as being "distinctly above a high school course..., and yet not the full equivalent of what...[Clow] would give were...the [Oshkosh] pupils college students." Driving home the point, Haskins noted that it was not uncommon for transfer students who had had the normal school course in general history to re-take the unit "without feeling that they have thus repeated to any great extent previous work." It was an appraisal that at best could only be called sobering.

The most influential voice opposing the normal school hope to win degree-granting privileges was that of University of Wisconsin President Charles R. Van Hise. Van Hise believed that

the University, which had supervised the accrediting of the state's high school instructional programs since 1876, should control the preparation of the secondary teachers as well. In his opinion, the normal schools were not really institutions of higher learning; and because he judged them as unequipped to provide the final two years of college work, their curricula should not be expanded into four-year degree programs. Moreover, Van Hise thought the private colleges of the state should share in preparing teachers for the high schools because "The subjects in the high schools are those in the colleges of liberal arts." It is not strange that the heads of the private schools agreed. Also complementing the views of Van Hise was the policy of the North Central Association of Colleges and Universities (founded in 1895). The Association conditioned the accreditation of high schools on their teachers having been college graduates and after 1902, graduates of member institutions.

Van Hise's ideas about normal school hopes for a recognized role in training teachers for the developing secondary field were firm. When Senator Edward Burns—who had once attended the Platteville State Normal School—introduced a bill intended to give the teacher education schools degree-granting privileges, Van Hise opposed the measure. Soliciting aid from the college presidents, he outlined his position as follows:

> I am uncertain as to whether [bill] No. 248S, a copy of which is enclosed, has been called to your attention. You will see that this bill confers upon the board of regents of normal schools the right to confer degrees. This means, if the power is used, and there is no object in passing the law giving the power unless it is used, that college degrees will be degraded in the State of Wisconsin.

Van Hise asserted that, despite his having urged the normal schools to do so, they did not offer even the first two years of baccalaureate study. Hence, he judged the Burns bill as "contrary to the highest educational interests in the state." Aware that passage of the bill would create a new breed of public college, the private college

heads concurred with the thoughts of the University president. Richard C. Hughes, president of Ripon College, wrote Van Hise that "the bill to which you refer ought not to be passed, and if you wire me the date of hearing, I will be present," while Samuel Plantz, president of Lawrence University, assured Van Hise by telegram, "Will come to Madison to oppose bill if notified."

Notwithstanding this resolute opposition to the Burns bill, in 1908 the normal school presidents proposed the establishment of a four-year secondary curriculum for their schools. But the University had already organized a high school course and Van Hise retaliated with a "threat more in keeping with the methods of captains of industry than with those of University administrators": that is, if the normal school presidents persisted, the University by itself would train enough high school teachers for the needs of the state to destroy any unwelcome competition.

In 1909, when the heads of the normal schools again attempted to achieve degree-granting privileges, they took another drubbing at the hands of the University-college cluster. It was no wonder that as a member of a normal school presidents' committee conducting negotiations with the University, President Keith viewed things with jaundiced eye. Keith, who had hoped in 1908 for a satisfactory plan of cooperation in the training of high school teachers, expressed the belief in 1910 that in Wisconsin, "Every move...made in recent years to extend normal school courses to better prepare people for work in [high?] schools had been opposed by the University."

It would be tedious to recount each and every detail of the tussle between the normal schools on one hand and the University of Wisconsin and the private colleges on the other; but in 1911, the legislature effected a compromise by authorizing a two-year college course for the normal schools. Van Hise had earlier expressed a willingness to permit the teacher training institutions to offer the first half of a four-year secondary curriculum, with the last half to be completed at Madison; in essence, the two-year college plan contained that principle. Under the arrangement, credits earned at

a normal school were applicable to the University degree. But the legislative action of 1911 did not break the impasse over the division of labor in training high school teachers.

What may have been an oblique attempt to cut the knot occurred in 1913, when Assembly Speaker Merlin Hull submitted a bill for transforming the normal schools into four-year liberal arts colleges. Already displeased with the two-year college course plan of 1911, the private schools again rallied to Van Hise's side. From Appleton, President Plantz of Lawrence University informed Van Hise that he had confidential information from a letter of Hull's that the speaker not only wishes to bring "the colleges to the homes of the people," but also desired to free the high schools from the "absolute domination in which they are held today by the University of Wisconsin." Said Plantz, "This shows a motive back of the first one which may be of some impertance [sic]." But there was no real need for alarm as the University-colleges team won an indefinite postponement of the bill. Expressing "great satisfaction" over the "salutary" setback to the normal schools, President Edward Eaton of Beloit College wrote Van Hise, "We feel under great obligation to you for your leadership in this matter."

The response of the Normal School Regents was to create independently a three-year course for students wishing to become high school teachers. Board Secretary William Kittle considered institution of the course to be an answer to the historic impossibility of allowing the normal school students an opportunity for greater specialization because of "an intricate network of forces [that] has bound up the grade and high school work." Observing that the colleges and the universities had suffered no such hindrance, Kittle believed the normal schools "ought to offer at once" a three-year course designed to give the "most thorough work" in subjects identified with the high school curriculum.

The Board agreed, and its curricular revision of 1914 contained provision for a three-year high school course. At Oshkosh, the new offering proved popular, with "an increasing number of students enrolled in it." But when Normalites finished the course, their chances of obtaining a generous salary in a larger high school

were lean: the program did not have the prestige of the four-year secondary school curricula offered by the colleges and the University of Wisconsin. Nevertheless, the inauguration of the three-year high school course represented a broadening of the normal schools' service mission. At the same time, it was a milestone along the road to their achievement of teachers college status.

During the imbroglio over the role of normal schools in the training of secondary teachers, Oshkosh had followed a steady pace reflecting methodical adherence to the rules regarding student life and conduct. President Keith admired the plan of student government initiated during Albee's final years, and the plan had worked well in maintaining seemly behavior on the campus. In fact, the Catalogue of 1915 noted that, because the scheme "enabled the order-loving instinct in each person to find effective exercise," few disciplinary cases had come before a student council comprised of the representatives of all the classes.

Yet the institution kept a close watch on things. The presidential office controlled all schedule changes, and because it was deemed essential to have a precise record of where each student was "at every hour of the day," either Keith himself or Professor Emily Webster dealt with absences. There was no hanky-panky in granting excuses; an absentee could return to class only with an approved excuse given for valid cause. And it is hard to believe that any student could have looked casually on the regulation stating, "Absence in excess of one-tenth of the number of class periods in a semester means entire loss of credit in the subject." But there was a reward of sorts for those who excelled in that the student's standing in recitation and tests was made available to school superintendents who just might, if the record were good enough, allow it to be substituted for the examinations customarily administered for certification purposes.

Furthermore, the Oshkosh State Normal School had no room for weaklings. In fact, the Catalogue warned that a condition of admission was the possession of "good health," and because demands on the teacher were great, anyone whose physique was "feeble" should not seek entrance to the profession. To make cer-

tain that only the quick and the able would, in 1911 the Regents adopted a resolution that all registrants undergo a qualifying medical examination. Under the rules, any applicant suffering from an active goiter, valvular heart trouble, tuberculosis in any form, excessive limping gait, extreme spinal deformity, epilepsy, paralysis, or convulsions could not join the ranks of those whose ambition was gladly to learn and gladly to teach.

But the campus did not live by restraints and rules alone during President Keith's tenure. The period witnessed a flourishing of student societies identified with either curricular or social goals. It has been stated that after 1908 the movement for forming new student organizations on the normal school campuses was "remarkably strong"; an attempt to name all to appear at Oshkosh since that time would be akin to reciting the catalogue of the ships the Greeks launched against Troy. But for the sake of example, in 1909 senior girls wishing to study current events began an organization called Atheneum; and in 1910, other girl pupils having somewhat similar interests founded a Current History Club. In 1911, a society known as Eurythmean came into existence under the leadership of students interested in mathematical discussions; and in 1913, there appeared not only a Girls' Gymnastic Society composed of all girls taking physical education but also a campus Dramatic Club whose purpose was to encourage the social and intellectual development of its members. The next year, girls interested in home economics organized the Penelope Club, while geographers in training established a Geography Round Table. Another society formed in 1914 was the Industrial Arts Club. Reflecting the interests of Normalites attracted to rusticity were the Demetrial Club and the Country Life Club, both founded in 1915. In summary, the presence of these new organizations testified to a rapidly growing social and cultural awareness among the students.

For Normalites who sought satisfaction from activities other than organizations, there were opportunities galore. Debating continued to flourish vigorously during Keith's presidency—perhaps because it enjoyed an unusual degree of support from the presidential office whose occupant had been a debater as well as a

debate coach during his days at Harvard. Reflecting the presidential position, Oshkosh enjoyed a "Golden Age" in debating during the years from 1911 to 1916, when it participated in triangular meets with the normal schools at Terre Haute, Indiana, and at Normal, Illinois. (Affirmative and negative squads represented each member school.) It was an occasion for the greatest rejoicing when both Oshkosh teams won over their opponents in 1914 and 1916. The withdrawal of Terre Haute in 1916 terminated the Triangular Debates, but debating did not die at Oshkosh. The activity continued, as it had historically, to serve in preserving campus interest in the ever-changing arena of current affairs.

Musical performances were also a continuing source of cultural interest for the campus and its community. In fact, compilers of the school's 75th Anniversary Bulletin judged the decade following 1908 as peak years in both classroom music and staged musical productions. Much of the progress resulted from the efforts of Hannah Cundiff, head of the Music Department from 1908 to 1917. Co-author of a school music handbook, Cundiff was responsible in 1914 for the presentation of a May Festival described in the 50th Anniversary Bulletin as a "musical treat" exceeding "by far anything ever undertaken by this Normal or any other." But Hannah was not the only contributor to music at Oshkosh. Another was Professor Joseph O. Frank who, though engaged in teaching biology and chemistry, found time in 1912 to organize a school band plus an orchestra. And, after formal approval by the faculty, a new school song appeared in May, 1914. Composed by Professors Cundiff and Swart, the song was entitled "The Normal School Toast." The lines went:

We hail thee, dear Normal
To thee we raise our song
Our pride, our allegiance
Our faith shall e'er be strong
May time serve thee kindly,
The gracious years bring strength
Thy hopes find fulfillment
Thy days, fruitful length.

Even the historians and their disciples had a hand in brightening campus life during Keith's tenure. Depicting early days in the Northwest was a pageant staged under the guidance of Professor Alieda J. Pieters. The pageant not only attracted a viewing audience of 3,000 but also drew praise as being "a stupendous production which awoke Oshkosh to the fact of the Normal's existence." No less than thirty-five years later, compilers of the 75th Anniversary Bulletin called Pieters' production "perhaps the most prodigious special undertaking ever attempted" by the school.

Furthermore, the physical education program exhibited increasing vigor after completion of the modern gymnasium in 1909. The Ling system of gymnastics still reigned supreme and all students had to take four quarters of systematic gymnastic training plus a course in gymnastic theory. If conclusions may be based on the outline of program objectives, the Normalite who completed the requirements was expected to be able to "control his body in difficult situations" and also be graceful while so doing. However essential to healthful living body-building may have been, it is probable that interscholastic sports competition had greater interest for most of the pupils.

In that field, the years immediately preceding the outbreak of World War I were good for the school which became a mecca for state and regional athletic meets in which hockey, indoor baseball, tennis, and track all shared the spotlight. In addition, Oshkosh basketball teams distinguished themselves by winning all games in four of the five seasons following 1910, while, under the driving zeal of Professor Raymond E. Manchester—who doubled as mathematics instructor and coach—the performance in football was respectable. Take the season of 1910 when the Normalites won three games, lost two, and tied one. The Normalites triumphed easily over an "out-classed" Omro High School team by a score of 82-0 and because of the "bull-like" charging of their captain, defeated a strong Oshkosh High School team by a tally of 6-5. In games with colleges, however, this Normal School team did not fare so well, usually because the players were "outweighed." But in 1911, Manchester's squad won all of its eight contests, scoring a total of

ninety-five points to the opposition's twenty. Notwithstanding the roughness of the game and the need for parental consent to play it publicly, Manchester regarded football as more than a mere sport. Viewing it as a builder of masculine character, he declared:

> Give a boy a football at the age of twelve and at the age of eighteen he will not only be able to care for himself, but will have rounded out into a man who can walk straight, sit straight, and talk straight.

To add things up, a law of 1912 could only have contributed to a greatly increased interest in sports-mindedness on the Oshkosh campus when the legislature decided to require all of the Wisconsin teacher training institutions to give courses in physical education and playground instruction.

Another result of the law of 1912 was that the normal schools of Wisconsin began to engage male teachers to assume responsibility for men's physical education. The first man assigned that duty at Oshkosh was Arthur E. Meyer, a graduate of the Normal School of Gymnastics at Battle Creek, Michigan. Meyer joined the Oshkosh staff in 1912 at a salary of $1600 per annum. It may have been that the figure denoted a special importance attached to the new position because Hester P. Carter, who was appointed Director of Physical Education for Women at the same time, was granted a salary of only $1150. Or, it may have been that Carter's lower rate was just another example of the historic differentiation between salaries for males and for females.

Coach Meyer, whom the Quiver identified as a member of the Fine Arts Department, tackled his duties with vigor and soon challenged "those molly-coddles that had wishbones instead of backbones to get out for football." It was a call signifying a new era in athletics at Oshkosh where it was hoped that a more sophisticated sports program might attract greater numbers of men to the school and so increase the institution's "virility." Perhaps more "virility" was needed on the campus, as the Normalites did not always emerge victorious in athletic contests even with high school

players; there were times, too, when the faculty had been able to defeat them at baseball. And some faculty members, including President Keith, feared that because girls by far outnumbered boys on the campuses, the normal schools might become female seminaries, with feminization of public school youth the result. It was a danger to be avoided; over-association with women might end in a lad's becoming a "sissy." The designation was not complimentary, and no red-blooded American male of the era relished the thought of being so identified.

Coach Meyer seems to have been well equipped both for making men of the boy Normalites and for discharging his professional duties. Marking the close of his first season, the Quiver asserted that Meyer's "sternness in class...his sense of humor and good-fellowship" combined to make "him an ideal instructor in athletics." Meyer served as coach until 1918; that he deserved the Quiver's estimate was demonstrated by his leadership in what has been called the school's "first cycle of prominence in athletics."

Yet something was lacking. The school had no cheerleader. Rising to the occasion, the students elected their first cheerleader in 1913. Their choice was Ralph "Toby" Erdman, class of 1914. Ready to call for yells from the Normalites at any time and place, "Toby" lifted school enthusiasm to new heights, and he won accolades from his fellows. In a piece entitled "Our Hero," a campus bard glorified Erdman as follows:

> With upraised arms he stands before the crowd,
> And makes the jubilant chorus long and loud.
> He bends, he sways, he darts in frenzy fine
> Along the outskirts of the howling line.
> Inflamed, the rooters rise and cry amain;
> The roof-trees send the echoes back again.
> Then here's to Toby! All hats off to him,
> Who shook the walls of our long-silent gym.

So it was that the more ebullient side of campus life developed at Oshkosh as Keith's administration passed. Lending a degree of grace to things was the continuation of the dancing par-

ties begun on an experimental basis during the days of Rufus Halsey and progressively signifying the acceptance of dancing as a respectable diversion. Indeed, the authorities went so far as to show their approval by permitting the holding of dancing classes. Inaugurated in 1910 and led by a "competent" instructor, the classes met each Saturday morning. Even so, caution lingered. As late as 1915, the Saturday morning dancing sessions at the Oshkosh State Normal School were open only to "students of legal age" and to those minors whose parents had given their "written consent."

There is something else to be said. The students of John A. H. Keith's time seemed to possess an air of assurance not noticeable among their predecessors. It may be that their greater sophistication reflected the maturation of a country beginning to be familiar with horseless carriages, flying machines, and wireless telegraphy. In fact, while experimenting with a static machine and a buzzer during the school years of 1911 and 1912 a group of budding physicists decided to try their luck at transmitting sound through the air. As they gained more knowledge, the students constructed better sending equipment in the tower of the building and with the new set, made contact with a transmitter in St. Louis. Elated, the group invited President Keith to share in their accomplishment; but that gentleman could not believe that the buzzing sounds he heard were coming all the way from Missouri.

It may have been that another reason for the increasing assurance among the Normalites was that their ranks contained progressively greater numbers of high school graduates whose attitudes—while uniformly healthy—toward education were not necessarily those of the earlier pupils who had regarded normal school training as a privilege dearly to be cherished. In 1911, Emily Webster assessed the change by remarking that faculty-student relationships were not those of "pioneer" days, when the teachers were as "elder brothers and sisters" to the pupils. Yet the students and the faculty of Keith's period participated cordially together in campus activities, and the minutes of faculty meetings of that time reveal that the teachers felt true concern for student welfare, be it classroom progress or living arrangements. Demonstrating the

closeness of faculty-student relationships were events related to the death of Catharine Thompson, a student from Princeton, Wisconsin. On a day in April, 1912, Catharine was conducting an experiment in the chemistry laboratory, and during the course of the experiment, the flame of a Bunsen burner ignited her clothing. So severely burned was she that her death soon followed. At the funeral, the Senior Class provided an "immense" floral offering of white roses to Catharine's memory. Her pallbearers were six of the professorial staff including President Keith.

Keith's concern for bettering the social life of the campus also resulted in his suggesting the construction of a student union building. After Professor Raymond Manchester—sometimes referred to as "the father of the student building idea,"—spoke with great enthusiasm for the project, Keith appointed him chairman of a committee to raise funds needed to put the dream into being. Getting under way in 1915, the effort assumed more substantial proportions with the incorporation of the Oshkosh Normal School Building Association in 1916. A non-profit agency, the Association had as its major purpose the raising of money for constructing the building "on or near" the campus. Its membership included both professors and alumni. Ten of the teachers, among whom were Manchester and faculty veterans Briggs, Marvin, Swart, and Webster, signed the articles of incorporation. Evidence suggests that the alumni figured most prominently as a source of support for the project, and to them leaders in the campaign outlined building plans. In addition to providing a dining hall which President Keith considered a "feature...of the greatest value," the design included a large room for holding social events and special areas for reading and writing. The building was also to have an "In Remembrance Room." Estimated construction costs ran from $50,000 to $75,000 depending upon materials used.

Announcing its goal of erecting the union building in time for the school's Golden Jubilee in 1921, the Association sought to procure $50,000 in guaranteed pledges for that purpose. Calculating contributions in terms of 3,000 graduates, leaders of the drive suggested that each alumnus pledge twenty dollars, with

five years over which to spread payments. They promised that a donors' file would have a place of honor in the completed structure. (That inducement was not the only persuasion; an Association letter stated, "Some of the bricks you can call your own.") It was also suggested that because philanthropists did not erect student buildings for normal schools as they sometimes did for private colleges and universities, it was a genuine privilege for the Oshkosh alumni "to lead the way" toward making the hope a reality.

A Campaign and Building Committee soon raised about $1,400 for the project, with the class of 1915 leading in pledges. But the disruptive effects of a ruinous fire in 1916 and of World War I upon campus life halted contributions, which were reported at being around $7,000 in February, 1917. In 1918, the funds accumulated were invested in Liberty Bonds, and after the student union campaign failed to revive, the moneys were transferred to the jurisdiction of the Institutional Loan Fund Committee. The dream had been bright; but not until 1959 did a student union building worthy of the name become a part of the campus scene.

President Keith also made plans for expansion of the school's working facilities. That expansion was necessary may be discerned from the reports of Keith's predecessors who, as stated, had worried much over the crowded conditions caused by growing enrollments. A measure of relief came as, under Keith's hand, the school began to acquire new buildings and more ground. In 1909, completion of the gymnasium brought some elbow room. In 1911, the acquisition of a house and lot lying north of the campus and known as the Libbey property brought more. The Libbey dwelling went into use for classes in domestic science—an offering of the country school program. A portion of the lot became the site of the Industrial Education Building erected in 1912. Purchases made in 1913 gave the school additional land lying north of the campus within the southeast corner of Algoma and Woodland streets. For some years, the parcel served as an athletic field, but in 1927 it became the location of the Rose C. Swart Training School.

Another acquisition made in 1913 and deserving of particular attention was the Oviatt residence lying immediately north of the school grounds. The oldest major building in use on the campus today, the residence was designed by architect William Waters. It was first the home of Oshkosh attorney Moses Hooper, who occupied it in 1883. Solidly built of blue limestone, finished in hardwood, and boasting "every modern improvement," the dwelling architecturally represented late nineteenth century elegance and the ultimate in gracious living. Handpainted tiles decorating a fireplace in an informal living room depicted scenes from the plays of Shakespeare. Murals picturing landscapes and painted by Gustave Behncke (whose son Nile achieved distinction for his work in watercolors) graced the walls of a formal dining room. A billiard hall installed by Doctor Charles W. Oviatt, who purchased the home in 1900, provided additional opportunity for fine living.

After the Regents bought the Oviatt residence, the Northwestern announced that shortly it would become the presidential home. The report proved mistaken, however, as the residence went into use as a girls' dormitory—the first on campus. As early as 1908 President Keith had recommended buying the house for that purpose; and in 1912 the Advance had proposed the establishment of a women's residence on the assumption that under the watchful eye of a housemother, the girls would develop "regular habits," avoiding the pangs of homesickness and any exposure to "unwise amusements." Happily, the Oviatt home seemed to fill the need for a girls' dormitory and as such it became a campus social center. But after two decades, the dormitory operation foundered on the rocks and shoals of the Great Depression of 1929. In 1934, the building became the presidential home and it continued to serve in that function.* Since 1952, it has been known officially as the "Oviatt House." In 1979, the Oviatt House was listed on the National Register of Historic Places in the United States.

Along with acquiring new properties, the authorities had planned remodeling the physical plant, particularly the original building with its cluster of additions. Plans formulated by 1913

*In 1990, The Oviatt House became the headquarters of the Universtiy of Wisconsin Oshkosh Foundation Office.

called for the erection of a new Science and Administration unit to stand before the existing complex and to face Algoma Street. With the exception of the Science Wing built in 1900, the old building was to fall under the wrecker's hammer; its replacement would contain a new library, a new auditorium, and a new training school. There is little doubt that those units were needed. In 1914, the Board reported to Governor Francis E. McGovern that the old plant was "one of the poorest school buildings in the state," and August N. Farmer who conducted an intensive study of the Wisconsin normal school system between 1912 and 1914 considered it "wholly inadequate" and its replacement a "pressing necessity."

In October, 1914, the Board approved the plans for remodeling and in March, 1915, funds for proceeding with the work itself became available. During the autumn of 1915, workmen started to lay the foundations for the new Science and Administration unit, and by the onset of winter they completed the task. Then, because of the rejection of bricks needed for the building, there occurred a delay. During the period of inactivity, a disastrous fire destroyed most of the main structure with its "labyrinth of corridors" and its "unexpected towers and turrets." The day was March 22, 1916.

One of the many major conflagrations experienced by Oshkosh, the normal school fire caused a loss to plant and equipment estimated at $160,000. At 4:30 A.M., Janitor Evan Vincent discovered flames in the southeast portion of the building erected in 1894 and known as the "South Wing." Evan kept his wits, and at once began to carry school records from the offices to temporary safety in the hallways. Meanwhile, an Oshkosh resident named Ernest Friebel (who would graduate in the class of 1959, but on the early morning of March 22, 1916, was pedaling his bicycle to his job) called the firefighters to the scene. As word of the blaze spread, townsmen and members of the campus community, including President Keith, gathered to save anything movable. They had only mediocre success. It proved possible to save the "most valuable" of school documents, but many others—including the alumni files—were lost. Losses also included all kinds of teaching aids; for example, 4,000 pictorial cards used in Rose Swart's classes and a sizable collection of stuffed birds went up in smoke.

Just as distressing as the destruction of records and equipment was the loss in library holdings. Picturing the anxiety and the confusion in attempts to save the collections, President Polk wrote in 1953:

> I can see through memory's eye Dr. Frederick Clow pulling out books one by one, even though the flames were almost beating at his back, and putting some to one side to be carried out and thrown out the window onto the blankets below and others he would carefully place back onto the shelf where, of course, the flames consumed them.

The library collections, which included documentary gifts made to the school by Senator Philetus Sawyer and other public figures, shrank from 17,895 titles before the fire to a mere 5,260 after it. Sixteen years were to pass before the tally of books reached its 1916 total. Moreover, the library function suffered lingering effects from the disaster. The fire had destroyed library records, and in 1921 the cataloging process was five years behind schedule. It was largely due to the work of Malvina C. Clausen who served as Head Librarian from 1918 to 1950 that the library collection was rebuilt.

The fire also took its toll on certain objects of art—pictures and the like. Among them was the Albee memorial bust which stood in the library. The bust was heavy, and whenever it had been necessary to move it, tombstone makers had performed the task: would-be rescuers of the bust had no choice but to surrender it to the flames. After the fire, searchers found among the rubble only a fragment of the right eye. The fragment rests today among the institution's historical curios.

The Oshkosh Normal School fire lacked neither pathos nor drama. At eight in the morning, the building's central tower, which had reared majestically over the city since 1870, collapsed. The tower was a campus landmark, and in their dejection over its fall some Normalites wept. Adding to the misery of the scene and bringing to mind the flights of Melville's small birds over the

Pequod's grave were flocks of doves—or pigeons—which, deprived of their roosting- places in the spire, circled aimlessly in the empty air above the ruins. And there was excitement attendant upon personal risk. A moment of genuine anxiety occurred when veteran science teacher Harry R. Fling found himself caught in the library on the second floor, with all avenues to safety closed. The only thing for Fling to do was to jump from a window. As watchers spread blankets to catch him, Harry R. Fling leapt from the library. All went well except that the blankets ripped under the resulting impact. In consequence, the hapless professor crashed headlong into a pile of books; sustained a dislocated shoulder; and ended in the hospital. The risk of personal injury increased as the blaze gained headway; and after the wall of the science unit collapsed with a crash "heard for blocks," fire-fighting crews kept onlookers at a safe distance.

President Keith was inclined to place the blame for the fire on faulty electrical wiring; but however the blaze started, the firemen could not halt it. Their failure may have been due to a temporary loss of water pressure caused by the breaking of a conduit feeding standpipes at the school. The low water pressure became a subject of lengthy discussion in the local press, but perhaps the most cogent observations were those of spectators who claimed that "some of the streams were so weak at times they could scarcely reach the second story of the building." Whatever the cause of the fire or the reason for inability to control it, Board President Duncan MacGregor regarded the disaster as being a blessing in disguise. He believed the older parts of the structure would have had to be dismantled eventually because they were "a fire trap." Thus, the disaster saved the state demolition expenses. But Regent MacGregor also affirmed that until the structure had become truly inoperative, he would have enjoyed its continued use. He thought it fortunate, too, that the fire had occurred "in the night when there were no students in the building." Sharing to a degree the views of MacGregor, the Oshkosh Northwestern saw "a compensating feature" in the loss of the structure because its enforced replacement "doubtless will mean a larger and better normal school than we had before." Giving substance to this bright hope was MacGregor's

statement that, in toto, legislative appropriations for rebuilding totaled approximately $250,000. He noted, also, that an estimated $180,000 in insurance coverage was available.

President Keith now demonstrated his ability to "do things." With both energy and efficiency, he attacked the problem of continuing school operations for the remainder of the year. Having made arrangements with Oshkosh clergymen, he called the faculty to his home on the afternoon of the fire, and announced plans whereby the "greater part" of the students would meet for instruction in the rooms of five churches—Baptist, First Methodist, First Congregational, Plymouth Congregational, and Presbyterian. The last would serve as an auditorium for morning exercises. Along with certain facilities of the Oshkosh public high school, the remaining structures on the campus—the two gymnasiums and the Industrial Education Building—could absorb the rest of the scholastic function. After the loss of only a day from its schedule, the Oshkosh State Normal School was "at work again."

Complementing Keith's leadership in time of crisis was the ready cooperation of faculty and students, who swung wholeheartedly into the resumption of the scholastic life. They faced hindrances. It was difficult to pursue school work in widely separated buildings not intended for that purpose and located far from what remained of the library collection. But if long walks to classes were a bother, compensations were not lacking. The Advance put it this way:

> The greatest inconvenience was suffered on the part of the young ladies who found it necessary to carry their books from church to church. All were not equally unfortunate in this matter, for some had the services of certain industrious young men who were willing to be, 'Waiting at the Church,' in order to carry the books of their lady fair, to her next class.... That 'Ted' Beach [class of 1916] outdid the rest of the fellows is frankly admitted by them. Five and

six trips a day from the Industrial Building to any one of the churches was a small matter for 'Ted.'

Good humor aside, the campus newspaper tried to recapture memories from the past. There were articles detailing the school's history and an Alumni Hall of Fame which ran in its pages from January to May, 1917. The first graduate to be featured was Hester Donaldson Jenkins, class of 1896. After graduating, Hester continued her studies and earned the doctorate at Columbia University with a major in history and a minor in Arabic. Dr. Jenkins devoted her professional career to research, writing, and teaching. She once taught in the American College for Girls at Constantinople; her writings included a book entitled Behind Turkish Lattices which portrayed the history of women in Turkey. The last graduate to be featured was Paul Gerard Miller who, like Hester, was a member of the class of 1896. During the Spanish-American War, Miller served in the Puerto Rican theater. After peace returned, he pursued education in the island where he spent a decade. Next, Miller taught in both Carleton College and The University of Wisconsin. After earning the doctorate at Madison, he returned to Puerto Rico as United States Commissioner of Education; his professional work on the island made his name "a landmark in the history of education" there.

Gradually, classes returned to the campus as replacement of the ruined building proceeded with a first section ready for use by summer, 1917, and a second in 1918. Presenting an elongated frontal appearance, the structure was of collegiate style architecture marked by English Gothic details featuring an elaborately molded main entrance enhanced by two bronze doors. Grotesques fixed in the masonry over the doorway represented the four sciences—agriculture, biology, chemistry, and physics. A "beautifully proportioned lobby" led into the school offices which were moved from a temporary location in the Oshkosh High School. The structure's interior design permitted all classrooms access to outside light, while the inside woodwork was of oak and birch. Meantime, restoration of the second unit—the library—was proceeding to completion. Finished in 1918, this unit consisted of four main

rooms, with a reading area capable of seating 300 patrons. Under ideal conditions the library's shelf capacity was 30,000 volumes. Until 1928, when Swart Hall was completed, the facility also doubled as headquarters for the Junior High School (as the Grammar Department had become known) and as an auditorium for holding assemblies. The cost of the new Science and Administration plant was $397,972.

A reminder of the fire occurred in 1968 when Gregory Filardo, a student from Hales Corners, recovered from the rubble of a heating plant undergoing demolition a marble plaque bearing the words, "State Normal School" and the date "1869." The object has been built into a wall of Polk Library.

Just as the fire of 1916 caused departure from the historic pattern of campus life at Oshkosh, the outbreak of World War I caused another. While the skies over Europe grew darker in 1914, the school community could not fail to perceive the dangers to the world at large. For instance, in his baccalaureate address to the class of 1916, President Keith observed that the time were "troublous." Three-fourths of the earth's population had become involved in a very destructive conflict whose outcome was impossible to predict. "No one," said Keith, "can tell exactly what it is all about, but it is, and that is the great, big, far-reaching, fertile fact...now impregnating the life of humanity." Comparing past wars with the biological urge for survival of the most fit, Keith rejected the principle when applied to contemporary human life. Instead, he presented to the graduates "three ideals of Freedom, Justice, and Humanity" which merited fidelity, for they were on trial before "a new fatalism that seeks to defend itself in the name of science, and that would also abolish Democracy in favor of the new god called efficiency."

President Keith was not the only Commencement speaker to consider the meanings of a world at war and to make a plea for the betterment of man's lot through devotion to high principles of living. The valedictory address given by L. H. Wochos and entitled "Preparedness," questioned how America could remain indifferent to the conflict reaching "to the remotest corners of the earth," and

whether she dared "to wait for the outcome." Wochos pictured his fellow citizens as tourists who stood before a mountain, the summit of which was obscured so that they could not see what the future held for them. Perhaps the most telling observation made by Wochos was his assertion, "It...devolves upon us to live with the spirit that moves men to the defense of all that is good and true in the life of a righteous and noble people." Giving the "Ivy Oration" was Cooper D. Wells. Wells did not, it is true, discuss problems overseas, but instead talked about the eternal, inward battle man fights with himself. He concluded by urging his fellows to live so that they would "bring credit to this school." Wells could not have known it when he spoke, but his life would end in exemplification of his words. He was fated to be the second Normalite to die in the service of his country. A bridge in Menominee Park at Oshkosh bears his name.

As will be noted, President Keith resigned in late March, 1917, with his resignation to be effective September 1, or at a time when the nation had been at war for nearly six months. Even so, Keith had something to say about what might be done toward helping the country in its hour of trial. He remarked in the Advance for April, 1917, "We can keep our heads," and having made that pronouncement, conjectured upon the implications of a major war effort for America, and the likelihood that civilian life would become "disorganized and disturbed somewhat." Doubting that "we in Wisconsin will...see smoke or smell powder," President Keith saw the role of the campus as not being "the spectacular and glorious one of actually fighting the enemy." Rather, he suggested a six-point program for the school in wartime. In brief, the first five of his suggestions included the training of men "who will accept it" for infantry service; the offering of the institution's chemical and industrial equipment and personnel for the training of technicians; the organizing of an ambulance corps, a fife and drum corps, and "even a regimental band"; the organizing of Red Cross and army supply workers to make available materials wanted by the hospitals and the armed forces; and the saving of money instead of spending it on luxuries and pleasures. His sixth suggestion called upon everybody to help increase the wealth of the world "in the season

when Nature aids us." Supplementing Keith's proposals was an essay entitled "Americanism" and authored by Harry S. Fuchs, class of 1918. Fuchs dwelt upon the destiny of America which, though youthful, was fated to become "the greatest nation of the world." He urged the creation of an Americanism before which "prejudice and selfishness" would flee; an Americanism "so strong" that national security would endure forever; an Americanism "so democratic" that it would preserve both the general and the individual good; and an Americanism which would eliminate "the invidious distinctions of conditions, color or kinship."

While John A. H. Keith and Harry S. Fuchs were getting their thoughts onto paper—and shortly before Congress declared war on Germany—fifty-odd young male Normalites had organized a Normal Military Company on April 2, 1917. Initially, there were hopes that the Wisconsin National Guard might absorb the company, but because some college students in state units had preferred attending classes to chasing Pancho Villa in 1916, the War Department overruled the possibility. Nevertheless, the unit proceeded with training under the captaincy of Fred S. Byerly, once a lieutenant in the Wisconsin National Guard. Apparently the fire of 1916 had consumed the collection of old muskets used by the drilling unit of 1898 so the company of 1917 bore no arms. Some rented guns ended the impediment, however, and soon faculty adviser Forrest Polk judged the unit as making "remarkable progress." Yet Polk viewed its future as doubtful unless its full organization were maintained and unless it continued to enjoy support from the administration and faculty. As it happened, so many of the men, including Polk, enlisted for military duty during the summer of 1917 that when school opened in the fall it proved impossible to continue the Normal Military Company.

The campus had barely begun to feel the impact of the war when it received another blow from the resignation of President Keith who regarded his Oshkosh years as "happy" though "strenuous." For in addition to the many duties of his office, Keith had served in other capacities suited to his experience and position. Only a year before his departure he was chairman of a [Board ?]

committee on the codification of school laws and of a second studying the codification of legislation related to teacher certification. It is clear that with the passing years he had demonstrated ability to "do things" as prophesied by the Northwestern in 1907 and that his fellow presidents and the Regents valued his services; nonetheless, the spring of 1916 found him an applicant for the presidency of the normal school at Greeley, Colorado.

Gleanings from documents associated with his administration reveal that Keith had his cares. Not long after arriving at Oshkosh, he expressed worry over the "dirty building" and how to get it clean. And although he once wrote that "we have an exceptionally large number of teachers who live for the school," a former secretary recalled to Regent Edward Dempsey that "certain faculty members...did everything but cooperate" with the President. However right or wrong that opinion, Keith sometimes exhibited a no-nonsense approach to things. As one example, he questioned the staff's endorsement of a graduate who had proved unsuccessful in the classroom. The professors attempted to defend the teacher's performance on the grounds of a heavier-than-usual teaching load, but Keith's response was that he wanted no more such reports about Oshkosh alumni.

Perhaps because he was so much concerned over the school's mission, Keith could be firm when a Normalite failed to make satisfactory progress. Thus, he told one faltering coed that "if she had any tears about Commencement time... to keep away" from him, while he thought another should be made "to fret her soul out to better things." But crude as these judgments may seem, in 1913 when the State Board of Public Affairs announced its intention to hold examinations including everyone enrolled in first-year courses, Keith sympathized with the students involved. Yet that did not mean that he had lost sight of the institutional reputation. He wrote the staff as follows:

> It is not desired to disturb any students over this examination. ...I...shall be grateful to...the faculty if they will endeavor to calm any agitated stu-

> dents...and to make every effort to have every student...do well...for the honor of the school.

A condition that could have easily clouded the horizon during the general period under discussion was the failure of faculty salaries to respond realistically to changing times. By way of background, take the example of Professor Frederick Clow who, in the summer of 1907, complained to President Halsey over how faculty pay lagged behind rising living costs; Clow's salary had not changed for the past ten years and nine other instructors were in the same situation. Six positions were in a like category, though filled by different persons from time to time. In 1912, President Keith remarked, "The salaries paid [the professors] are meager, but the fact that a five-year comparison shows them a little higher is encouragement, and has in it 'the lure of hope' for better things." Keith's estimate of "a little higher" was correct; an examination of salary tables at Oshkosh reveals that average professorial and presidential pay had risen from roughly $131 per month in 1907 to roughly $135 per month in 1912. True, the president's salary had jumped by $70 per month over the period; but eight instructors were earning the same figure in 1912 as they did in 1907 with Rose Swart receiving $30 less per month. Such improvement—if that is the right word—did little to accelerate the glacial trend of salaries upward. In fact, a Regents' study showed that, for their preparation and work performed, the normal school instructors were "the poorest paid...in the state," while A. N. Farmer asserted in his report on the system that teaching loads were too heavy and teaching pay was too low.

Moreover, certain features of salary policies inclined to favor male professors, though factors related to professional training and experience do not appear in published pay scales. As one example, male teachers at Oshkosh consistently received more than did women. For instance, in 1908 men (including President Keith) received an average of $180 monthly; women received $103.54. In 1912, the average monthly pay rate for men was $188.33; for women it was $108.85. In 1915, the average monthly wage for men was $196.50; for women it was $109.10. In 1907, only one

male instructor earned less than $100 per month; his twelve colleagues received $140 or more per month. Fourteen women earned in excess of $100 monthly, but ten earned less than that figure. The highest paid woman in 1907 was Rose Swart who, as Director of Practice, received $180 per month; but as noted her salary slipped downward by $30 after a man was appointed to the Directorship. It follows that salary increments reflected the same pattern. For example, in 1914, pay raises awarded five women averaged $60; for two men, the figure was $100.

And that is not all. Board policies adopted in 1908 prevented a married woman from teaching in the normal schools unless her husband was physically incapable of supporting her. Furthermore, in 1912 the Board ruled that only men were to be employed as supervisors of the training schools in each of the teacher education institutions. But the rules could be bent when occasion required. For example, when Principal H. S. Youker of the Oshkosh training school resigned his position, the Regents stated:

> The president of the school is authorized to place Miss Swart as principal for the remainder of the school year at $180.00 per month, and to employ a temporary assistant in her place at $120 per month, to allow sufficient time to find a satisfactory principal. [Italics mine.]

Youker had been receiving $220 per month.

The year 1917 found John A. H. Keith interested in obtaining the presidency of the normal school at Indiana, Pennsylvania. True, Keith felt secure—and needed—at Oshkosh. On March 15, he wrote David Felmley that "Oshkosh, in her rebuilding days" had a "strong hold" on him. Besides, Keith thought it "not the finest sort of thing" to leave a school "in its time of greatest need for a position carrying an increased salary with no professional promotion." Ergo, he had decided to stay at his post even though so doing meant that he could not accept "as good a financial proposition" as

he might ever enjoy. Keith intended to spend no "extra time in regrets," however, and closed his letter with the suggestion that Felmley and he exchange lists of judges for the debates between their schools.

Felmley could scarcely have had time to digest the contents of Keith's message, much less get a list of judges into the mail, before the Regents received Keith's resignation dated March 22, 1917, and to be "effective at their convenience near the close of the present school year." As a persuasion for him to stay at Oshkosh, the Board offered to raise Keith's salary from $450 to $500 a month. But President Keith had decided, and the Board finally made his resignation effective September 1, 1917.

John A. H. Keith's presidency contained the elements of both purpose and progress. Academically, the main performance of his decade in office focused on curricular development and revision with the goal of training the teacher for a more up-to-date approach to the classroom function. In line with that objective was Keith's building his faculty from thirty-six in 1908 to forty-five in 1916, a stride toward reducing the professors' work loads—Keith thought the staff too heavily burdened—and lending greater efficiency to the instructional mission. Physical expansion of the campus was another achievement, with a lessening of crowded conditions the result. Contributing to stabilizing the school's enrollments on a year-round basis was a change from the quarter to the semester plan in 1911. Sharing the stage with these developments was the Board's establishing Industrial Education as a special field of instruction at the school. The action put the institution on a tri-departmental scheme of organization—the Normal Department, the Model School, and Industrial Education.

As noted, Keith's tenure also identified with a period when signs of a departure from the historic normal school pattern began to occur. Looking backward, one might regard as most dramatic the opening confrontation with the University of Wisconsin and with the private colleges over degree-granting privileges and the role of the normal schools in preparing secondary teachers. At the

same time, the Farmer study of the system gave the institutions an opportunity to look at themselves either individually or collectively and beyond that, afforded the taxpayers a view of the system they supported. There were improvements, too, in the financial and business methods of the system. Overshadowing all else, however, was the hope of college status for the state's teacher education schools.

But the fire of 1916, America's participation in World War I, and Keith's resignation, all of which fell upon the campus within a span of thirteen months, meant a rupture in established habits and a postponement of the hopes of tomorrow. It was an uneasy time, but some of the very best hours belonging to Keith's administration came after the fire when the president, the faculty, and the students did all they could with what remained from the disaster to keep the academic program alive.

Aside from the outbreak of World War I and the fire of 1916, there had occurred on November 10, 1911, an event which Normalites of the time would long remember. For on that day, America's foremost black educator—Booker T. Washington—visited the school and spoke there. According to the Advance, when he addressed the subject of educating southern blacks, Washington held his audience composed of the campus family and townspeople "almost spellbound for an hour and a half." Indeed, that sheet called Washington's remarks "the most interesting...given before the school for some time." Covering the speech in greater detail than did the Advance, the Oshkosh Northwestern told how Washington had related that he was born a slave in Virginia, but did not know just when or where; and how or when freedom came, he had gone to West Virginia where he worked in a coal mine operating on an eight-hour day with eight hours in the morning and eight in the afternoon, or so it seemed. The newspaper also told how Washington described his leaving the mine for the classroom; how he attended the Hampton Institute; and how, at Tuskegee, Alabama, he undertook his most important work in educating southern blacks. The Northwestern noted, too, that Washington had compared the achievements of his people with those of certain

Europeans; in some instances, he thought they were "far ahead...in the matter of literacy." And, he stated that the black American was depending on himself and shunning charity as he climbed the ladder of progress. Perhaps one of Washington's most telling remarks was his observation that "one race cannot hold another in the ditch without remaining in the ditch with it."

It is also appropriate to note that in 1914 Edward Dempsey, class of 1901 and a leader in alumni affairs, replaced John Harrington as resident Regent at Oshkosh. After a decade, Dempsey became Board President, a post he held without interruption until 1946. His long service with the Board was important, for Dempsey was not only dedicated to furthering the cause of education but also to putting a high premium on the teaching profession. He considered "teaching...the most valid of the fine arts," and besides, held "a higher regard and a greater respect for the great teachers of the ages, than...for the men who distinguished themselves in every other field of human activity." It is no surprise that Dempsey believed it "worthwhile to have our teacher training students become familiar with the lives, achievements and sacrifices of the great teachers of the ages to whom we owe so much."

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Of course, there still remained the need for finding a successor to President Keith. In that connection, it may be of interest for the reader to consider a letter addressed to the Northwestern by "An Ex-Teacher" who urged that the versatile Walter C. Hewitt become Keith's replacement. Warming to his—or her—proposal, Ex-Teacher contended, "Mr. Hewitt has been so long connected with the Oshkosh Normal that he is really. . .an Oshkosh Normal man and—what is also to the point—an 'Oshkosh man.'" Besides, the professor was "familiar with the history and operation of the Oshkosh Normal"; he knew "well and cordially every student that the school has graduated in years"; he enjoyed "the confidence and friendship of the educational and general public of the state"; and, he was "actuated by that feeling of Oshkosh patriotic pride and interest that will make Oshkosh a city if anything will." Perhaps of

equal importance, Hewitt's appointment "would mean no dislocation, no revolution, no reaction, as might be the case if a stranger ... [were] picked." In conclusion, Ex-Teacher queried, "Why not Mr. Hewitt?"

CHAPTER FIVE

THE ADMINISTRATION OF HARRY ALVIN BROWN
A CALL TO SERVICE

Keith's successor to the presidency of the Oshkosh State Normal School was Harry Alvin Brown, Deputy Superintendent of Public Instruction in New Hampshire, Brown held baccalaureate degrees from Bates College (1903) and the University of Colorado (1907). His professional experience included service in Maine, Montana, and New Hampshire. Regent Edward Dempsey reported that Brown had "unusually fine testimonials as to his ability and qualifications."

President Brown needed unusually fine capabilities for the school faced undeniably major problems. It had not recovered from the effects of the fire of 1916; plans for campus improvement remained unfulfilled; and there was the question over participation in the nation's war effort. When the war was over, Brown dedicated himself to rebuilding the campus and to planning new construction. All the while, he vigorously supported the teachers college movement in Wisconsin; and after the state legislature transformed the normal schools into teachers colleges with degree-granting privileges, he won for Oshkosh the recognition of academic accrediting associations. When added up, his performance reflected the hard driving of which Brown was capable.

When Brown's administration started, the campus had begun seriously to feel the impact of America's involvement in World War I. Most noticeable was the departure of male students for military service. Faculty members Forrest R. Polk and Alfred I. Roehm also joined the colors; a third teacher, Evelyn G. Oster, resigned to participate in rehabilitation work overseas. By October, 1917, the campus family was well represented in the various branches of the armed forces, and when the Armistice was signed in November, 1918, 415 individuals known to have been "connected with the school in any way" had served in America's military establishment.

The contribution was not without cost; fifteen Normalites lost their lives because of the conflict. Atley Cook, whose death occurred in New York on May 27, 1917, was not only the first Oshkosh student, but was also the first soldier from the city, to die. On July 12, 1921, the Oshkosh American Legion Post, now known as the Cook-Fuller Post, was named in his honor. Cooper Wells was the second Normalite to perish in the war. Wells died on April 18, 1918, from injuries he suffered in France. On July 4, 1921, a bridge in the Menominee Park at Oshkosh was named in his honor. By way of campus commemoration of the deaths of Cook and Wells, two gold stars in a service flag had appeared in the Advance of November, 1918.

The campus also became host to a Student Army Training Corps in September, 1918. The S.A.T.C. program enabled college and normal school students of draft age—that is, over eighteen—to continue their studies while learning the "art of war." Participation in the S.A.T.C. was limited to high school graduates. At eleven in the morning of October 1, the S.A.T.C. enrollees were formally inducted into the program. A "large audience" witnessed the ceremony.

Meanwhile, the school had released certain of its facilities to the S.A.T.C. The gymnasium became its headquarters; a building erected for the temporary use of the Primary and Intermediate departments after the fire of 1916 and dubbed "The Barracks" served as its living quarters. The athletic lot at the southeast corner of Algoma and Woodland Streets became the unit's drilling grounds, with the area between the gymnasium and Elmwood Avenue being its parade ground. On space at the rear of the Industrial Education Building, the men received training for fighting on the Western Front.

The work of the Students Army Training Corps continued during the fall of 1918 with the unit's ninety-five members either pursuing academic courses or learning combat techniques. Professor Earl A. Clemans served as liaison between the school and the Corps, while Captain Lowell L. Walker, whose "soldierly bear-

ing" was an inspiration to his men, was commanding officer. The signing of the Armistice on November 11 meant that the end was near for S.A.T.C. however, and on December 27, 1918, it received its discharge.

Meanwhile, the conflict had caused the school's enrollment to shrink—in 1918, it was only 334. Besides those who left classes for military service, there were others who took employment in war industries—sometimes at wages far higher than what they could earn as teachers. The war's erosive effect on student numbers had not gone unnoticed: in December, 1917, Industrial Education Director Hans W. Schmidt tried to persuade the Normalites to remain in school by asking them if they had ever considered that "there are other ways of doing your bit, besides sticking your bayonet into a human being." In addition, he emphasized the need for the nation's schools to be in good hands for rebuilding the post-war world and for the "glorious work" of making it "safe for all people" after "we have won." Acknowledging that the soldier and the nurse faced immediate tasks, Schmidt contended that the teacher was committed to more exalted and far-reaching goals for rousing the soul. Thus, he entreated the students to continue their studies and to remember that "teaching is not an occupation to impart knowledge only; [but] is the making of men and women."

As the country's war effort intensified, the campus witnessed a round of related patriotic activities. Listing events which had occurred on so-called "Red, White and Blue Days," the Quiver noted that on November 15, 1917, it had taken only ten minutes for Professor Walter C. Hewitt to persuade the campus family to donate $500 to the Y.M.C.A. On November 20, Mrs. Jessie Jack Hooper, a leading suffragette of Wisconsin, pleaded "earnestly" with the students to observe the "meatless and wheatless" regimen of Herbert Hoover. On December 10, fifty-two Christmas boxes went to Normalites in the armed forces, and on December 20 and 21, two Red Cross Drives won unanimous support from the school. Moreover, the Normalites participated with the townspeople in Liberty Loan Drives. Nor was this all. The Advance asked its

readers, "How Patriotic Are you?" and, to help save food, admonished them, "Do Your Bit So Our Soldiers Will Have Their Bite." "Bring her flowers instead of candy to...help out the sugar shortage," urged the newspaper. Even the curriculum was made to respond to the war effort: on February 7, 1918, President Brown announced the inauguration of two series of war lectures for the seniors. One course dealt with the economic causes of the struggle and the other with food conservation.

In browsing through the pages of campus publications, one finds little hint of the hysteria many Americans showed toward the Germans during World War I. True, there were references to militarism as a way of autocratic life, to the Germans as "huns," and to the Teutonic dream of a "Mittel Europa." But the study of the German language seems not to have declined until Professor Alfred I. Roehm (who taught the subject) departed for military service. In addition to the effects of Roehm's leavetaking, the erasure of German from the public school curriculum erased campus demands for it; accordingly, German disappeared from the Catalogue in 1919. Not until 1932 did the subject again become available at Oshkosh, and then only through the Extension Service of the University of Wisconsin. It disappeared again in 1937 not to be reoffered until 1957, with Mrs. Alice De Barcza, an accomplished novelist whose nom de plume was Alexandra Orme, as the instructor.

The signing of the Armistice seems to have roused little reaction among the Normalites. The Northwestern yields no reports concerning associated school activities, and the Advance is equally barren. It happened, however, that the signing of the Armistice coincided with a severe epidemic of influenza so that classes were closed twice for long periods between November 13, 1918, and January 6, 1919. Hence it seems likely that the institution was hardly able to share in local celebrations of America's return to peace.

Still, gleanings from the Advance of the post-war period reveal a steady concern over the international implications of the

struggle. But in terms of the human costs, the newspaper reported in 1921 that "no steps toward the placing of a memorial for the Oshkosh Normal School's heroic dead have been taken." (There is still no such memorial.) But the campus did become a center for rehabilitating disabled veterans. In 1918, Congress had adopted legislation for that purpose, and the Federal Board of Vocational Education approved the institution's application for participating in the work. The first rehabilitation student enrolled in the spring of 1919; by 1920, no fewer than seventy veterans were pursuing courses designed to provide them with a definite "job objective." Most of the men enrolled in Industrial Education.

Meantime, President Brown had not waited for the end of hostilities before he embarked on what he termed a "call to service" at Oshkosh. He spent his first semester in adjusting to his new surroundings; in his second, he reorganized both the faculty and the curriculum. It was a reorganization once assessed as "the most radical..the school...ever had." Brown commenced faculty restructuring in March, 1918, when he obtained Board consent to "readjust the positions held by his faculty so as to strengthen the Model School, and making a saving of $1,480." In a passage probably intended for the Fifty Year Bulletin, but apparently deleted en route (President Brown headed the committee of compilers) Professor Frederick R. Clow related what followed. Clow explained:

> First of all came the change in...the faculty...two men were forced to resign, one of whom had been with the school fifteen years and the other twenty-two, and also numerous others, both men and women whose connection had been shorter. But this was not a discrimination against the old teachers as such, for most of them were shown marked consideration especially the three whose connection with the school had been forty years or more.

Meanwhile, there continued a nagging faculty concern over a long-standing lag in teachers' salaries. By 1918, when the effects of the war were beginning to be reflected in living costs, the aver-

age monthly earnings of the Oshkosh State Normal School instructor were slightly more than $129. As Professor Frederick R. Clow judged the situation, the result was that the wartime faculty gave "more attention to their salaries than to any or all other subjects." Nor were the professors the only persons aware of the salary problem and of the need for remedial action. Indeed, a Board study noted in January, 1919, that instructional salaries were "20 to 30 percent smaller, on the average, than is compatible with the best interests...of the system." And, Board President George B. Nelson reported to Governor Emanuel Phillipp that low salaries made it difficult for the Wisconsin State Normal Schools to maintain teaching standards "comparable with Michigan, Illinois, Iowa and Minnesota." To correct the situation, on January 28 the Regents' Educational Committee recommended a 30 per cent salary increase for those teachers who were with the system in April, 1917. In July, 1919, the Board also decided to reorganize the faculty; funds from any positions abolished would be used for awarding "substantial increases in faculty salaries." At Oshkosh, seven positions paying an annual total of $10,500 disappeared under the reorganization. It may be that the effects of staff reorganization and low pay contributed to a shakeup in faculty ranks for, between 1917 and 1920, a total of fifty-five instructors departed the school.

But in 1921, staff turnover decreased radically. A stabilizing influence may have appeared in April, 1920, when the Board adopted a salary schedule fathered by Regent Dempsey. To be effective in July, 1920, the schedule called for regular salary increments based on the teacher's qualifications and length of service. As amended by the Board in September, the schedule provided for one-fourth of the faculty to receive salaries ranging from $1,700 to $2,400 yearly including summer school work; for one-half to receive from $2,000 to $3,200 yearly; and for the remaining fourth to receive from $2,800 to $4,000 yearly. In special cases, salaries could range from $4,100 to $4,500. Conceivably, individuals who started at $1,700 annually could reach the top figure of $4,000 in seventeen years. But after three years of service and with a presidential recommendation based upon inspection of classroom performance, a teacher might rise more rapidly than the scale provid-

ed. Under the scheme, sex was not a factor in either salary advancement or promotion in rank. After age seventy, the teacher might be employed on a part-time basis with proportionate compensation; moreover, each teacher received forty days of sick leave per year and up to ninety days if finally needed.

Foreshadowing a teacher tenure law adopted in 1931, the salary schedule of 1920 provided that once the teacher was classified—there was a waiting period of four full semesters—his or her resignation could be requested only for inefficiency, conduct unbecoming to the profession, and failure to cooperate with administration and colleagues. Requests for resignation had to be submitted in writing a semester in advance, and teachers had the right to a hearing before the full Board. In the same spirit, a Board resolution of December 30, 1926, stated:

> The Board of Regents will not tolerate any restriction on freedom of speech and expression on political, religious or other questions as to any teacher or employee of this Board.

Another stabilizing influence occurred in 1921 with the legislature's creation of a State Teachers Retirement System, which replaced a Teachers' Insurance and Retirement Fund established in 1911. Offering teachers the expectation of more adequate retirement benefits than those available from the fund of 1911, the new System covered every teacher in any school operated under state authority; and it required teachers aged twenty-five years or more to deposit 5 per cent of their salaries in the retirement account each pay day. In turn, the state contributed to the individual's account one-half the required deposit and added 5 per cent of the required deposit for each year of teaching experience.

While the professors were settling down to the enjoyment of greater job and financial security, President Brown had been pressing forward with his academic mission at Oshkosh. Because he believed that the normal schools were obligated to "leadership in the educational world," he maintained that they would have to

restructure their programs with new courses and new methodology. Brown gave some inkling of his ideas in his book, A Study of Ability in Latin in Secondary Schools. Deploring the failure of the classroom to become "a workshop in which...teachers and pupils are working together, teaching and learning how to study effectively," Brown called for learning by doing as the key to successful grasping thought "rapidly and efficiently." He stated his views as follows:

> Our present method of teaching Latin, as far as the content of the course is concerned, would be like attempting to teach English to thirteen or fourteen-year old foreigners by a purely grammatical method based upon study of abstract linguistic principles. At the outset there would be a year of severe and unremitting drill on the principles of grammar, with the facts illustrated by formal exercises, consisting largely of isolated sentences, supplemented by a limited amount of reading of connected material. Following this would be three years more of study, almost entirely from the point of view of language construction, philology, principles of prosody and...very limited portions,—thirty or forty pages...a year,—of Grant's Memoirs, Webster's Orations and Milton's Paradise Lost. This would be accompanied by still more study of grammar, combined with the writing of many isolated sentences and a few connected passages, for the purpose of clarifying the construction of each writer. Such a procedure is only a little short of pathetic.

To those generations of American pupils who have harbored the secret wish that Caesar had never fought the Gauls; that Cicero had never orated; and that Virgil had never poetized, Brown's reasoning would have made sense. It can only be conjectured as to which was rendered the more pathetic by the methodology Brown attacked—the authors of antiquity or the tyros who plodded through their pages.

Viewing his arrival in Oshkosh as the beginning of his "real life work in teacher training," President Brown inaugurated a curricular revision of dramatic proportions. One innovation was the introduction of two- and three-credit courses. Another was the organization of six teacher preparation fields geared to age-grade levels ranging from the primary grades through the high school course. Building upon the course differentiation concept of President Keith's era, Brown developed "major" and "minor" areas in both the senior and junior high school curricula: furthermore, he established a regimen requiring students to obtain both practical and theoretical knowledge in their chosen fields. Finally, students had to earn scores of at least 80 per cent in four-fifths of their academic studies so as to remedy "one great weakness...of young teachers,—their lack of scholarship."

Harry A. Brown also placed much emphasis on professional education. As a consequence, students graduating from four-year curricula established in 1922 had to meet a requirement described as being "the equivalent of a heavy undergraduate major" in education. At the same time, Brown prodded faculty members taking graduate work into specializing in education regardless of their scholastic interests. Achieving a balance between the academic and the professional areas may have been a puzzlement for professors pursuing advanced study: as one Oshkosh instructor saw things, it was perhaps better if the individual qualified for two master's degrees—one in subject matter and the other in education—rather than fulfill requirements for the doctorate with concentration in a single field.

Looming large in Brown's plans was the campus Training School which, as a laboratory for classroom experimentation, he viewed as being the "hub of the Normal School wheel." Ideally, Brown held that every professor should devote at least one-fourth of his time to serving with the Training School; and to create a more typical classroom situation, he reduced attendance fees so as to avoid drawing pupils from only well-to-do families. As a result, the training school enrollment of 211 in 1919 rose to 363 in 1920; among the new pupils were the "undernourished, backward, delin-

quent and defective." It goes without saying that the change in the Training School's traditional enrollment pattern resulted in a more representative classroom setting for both professors and student teachers.

According to the Jubilee edition of the Quiver, the Training Department had become the "laboratory or clinic" which President Brown desired: visiting superintendents and teachers observed processes "considered the best by the leading educators of the country." The heart of the program was the "project and problem" method under which pupils in each grade level pursued activities suited to their abilities and interests. Random selections from the Quiver reveal that the Primary grades worked on problem-projects dealing with clothing, dairy, nature, and shelter. The Intermediate grades studied Greeks, Indians, pioneers, and transportation. The Junior High School worked on a comprehensive budget problem-project wherein students gave attention to church, family, and school budgets: as a part of the budgetary study, all of the pupils started personal savings accounts. The Junior High School group also developed problem-projects dealing with colonial life: boys made colonial-styled furniture in manual training classes, while girls dressed dolls in costumes of the period.

The Junior High School pupils also constructed a school government modeled on the framework of urban administration. After an initial period of trial and error, there emerged a "school city" which attempted not only to conduct school operations, but also to solve school problems along the procedural lines of city government. In summary of the work, Training Department Director Laura M. Johnston wrote:

> By giving the pupils an opportunity to share in the constructive development of the educational progress of the school we shall permit them to come into their own. The schools, which are supposed to exist for them, will at last be theirs.

There is no way to tell whether or not President Brown read a letter written by Jane Hurlburt of the 7A Class in the Training School, but if he did Brown may well have enjoyed much of what Jane wrote. She stated:

> If I were a student teacher I should instruct the class to the best of my ability and try to maintain order. I should prepare my subject matter thoroughly. I should set a goal before me at the beginning of my career and then do everything possible to reach that goal. My goal would depend upon my ambition.
>
> Every minute of my time would be devoted to useful employment. Waste of time is the common fault of all.

In addition to the changes affecting the training program during the earlier years of Brown's presidency, the school's numerical grading system gave way to a lettered system. First announced in the fall of 1924, the new scale and its numerical equivalencies were as follows:

A	Superior	95-100
A-	Excellent	90-94
B	Commendable	85-89
B-	Satisfactory	80-84
C	Passed	75-79
C-	Conditioned	70-74
D	Failed	0-69

Under the new scale, students who failed required courses had to repeat the work, but if the subjects were elective, they could take an equal number of credits in another field. Students who performed satisfactorily, but did not complete their work, received the mark of Incomplete. The mark had to be removed during the following semester or else it became a Condition. If a Condition was not removed by special examination taken during the semester following the one in which it was received, a failing grade resulted.

Students not doing satisfactory work might be put on probation or they might be required to withdraw from school.

The Catalogue of 1924 attached no point value to grades earned, but that of 1925 did; the point value of letter grades ranged from four in the case of A to none in the case of C and to -2 in the case of D or failure. In order to graduate, students had to present a number of grade points equal to the total of credits required for finishing the program; they also had to earn a grade of at least B- in student teaching. Combined with strict rules governing absence, tardiness, and admission to student teaching, the standards reinforced the view that "it was impossible for one to teach what one does not know."

Brown's administration also witnessed the introduction of a new educational service: extension courses both on and off the campus. As early as 1912, Regent Theodore Kronshage had spoken to President Keith about holding evening classes at Oshkosh; and, in 1917 Kronshage indicated that the State Board of Education was about to consider the subject of extension work in the normal schools. Meanwhile, in 1916 the Board had authorized its teachers to give University extension courses provided their doing so would not "interfere with the regular normal school work." During that year and again in 1918, the Regents requested funds for inaugurating extension classes at each of the nine normal schools; in December, 1919, they announced the opening of the work at Oshkosh. The first classes were conducted at Appleton and New London.

The first announcement of extension work printed in any Oshkosh Catalogue appeared in 1922. The general purpose of the offerings was to assist teachers in achieving professional objectives without having to leave their place of employment. Combined with summer study, the extension work made it possible for a student to make relatively rapid progress "toward a Normal School diploma." As for costs, students paid nine dollars per semester for one course; they used textbooks from the school free of charge. Because the state made no appropriation for supporting extension work, the

course fees went to pay the instructors; and the students had to pay their professor's travel expenses to out-of-town classes. The Catalogue carried periodic announcements concerning the extension work, but starting in 1925 the offering became irregular. It was a modest beginning of a service which was to become a major responsibility of the school following World War II.

While President Brown had been giving expression to his ideas concerning instructional principles and practices, the Regents had moved toward establishing a four-year teacher education curriculum. To be sure, the Regents did not eliminate shorter curricula, but by 1925 they had transformed all of the Wisconsin State Normal Schools into teachers colleges with degree-granting privileges. At Oshkosh, the change was thought to be the most important occurrence associated with Brown's administration. It was also a development in which Brown took a decidedly aggressive part.

The reader will recall that during the days of President Keith, the Regents had introduced a three-year high school training course, and that they had considered the possibility of offering a four-year secondary course. But when they proposed such a course for the Milwaukee Normal School in 1918, the attorney general ruled that the Wisconsin State Normal Schools could not introduce courses of more than two years' duration. The ruling not only thwarted the Regents' plans; it also cast doubts upon the legality of the three-year high school curriculum. The reaction of the Board was to continue with the three-year offering and temporarily to back off from the four-year proposal. But although the Board decided in 1919 that its funds were insufficient for establishing a four-year course on "an adequate basis," it did not forsake the goal. It followed that in March, 1921, the Regents resolved to obtain legislation enabling them to grant baccalaureate degrees in education to graduates "of four-year teacher training courses to be established...in certain schools of the Normal School system."

Meanwhile, the lower house of the state legislature had received a bill seeking the Regents' objectives. The bill was spon-

sored by Assemblyman F. H. Fowler who had served for twenty-five years as a school principal at La Crosse. In an editorial of March 9, 1921, the Advance remarked that the bill challenged "the interest of anyone connected with a Normal school," and went on to prophesy that "sooner or later the opposition" to degree-granting by the normal schools as "an established feature of twentieth century education" would "vanish entirely." As events proved, the time had not yet arrived for such opposition to disappear; in May, 1921, the Assembly postponed the Fowler bill indefinitely.

Undeterred, the Regents decided in March, 1922, to establish four-year secondary programs in the following fields: English, history, social science, foreign languages, geography, geology, biology, physics, and mathematics. An article by Professor Joseph O. Frank defined the program introduced at Oshkosh as embracing "four groups of studies, each intended to do very definite things." One unit dealt with the "individual development of the teacher." A second gave students "thorough" preparation in the subjects they would teach; a third provided professional training in the fundamentals of teaching and the development of skills in their use. The fourth unit aimed at enabling individuals to "organize and supervise" at least one extra-curricular activity "thought to be essential to high school work." Finally, every student had to demonstrate "ability to teach competently and to manage a class successfully." Students who could not were denied graduation until they could.

The Regents did not stop with the inauguration of four-year secondary courses. There were more objectives to be won, and in July, 1922, they opened the campaign by reaffirming the dedication of the Wisconsin State Normal Schools to teacher training. They also abolished the two-year college program established in 1911, and decreed that every course offered in the normal schools be devoted to the preparation of public school teachers. Moreover, the Regents applied the four-year course principle to special subjects and recommended that the legislature grant them the power to award baccalaureate degrees in education to graduates of four-year normal school courses having an entrance requirement of "graduation from a four-year course in an approved secondary school or its

equivalent." In February, 1923, the Regents extended their request to the elementary teacher training program, with the granting of degrees "contingent upon the authority being obtained from the legislature." Finally, they made graduation from high school a basic requirement for enrolling in normal school courses effective September 1, 1924. But the Regents' proposal failed to win legislative approval.

Undaunted, the Regents persisted in their course. In February, 1925, a new bill seeking their objectives went before the Senate. The sponsor was Senator Walter H. Hunt who had served as a county school superintendent, as a public school inspector in Wisconsin, and as a professor at the River Falls State Normal School. Hunt's bill sought to amend Section 37.11 of the statutes so as to give the Board wide latitude in adopting "such designations" they deemed best suited to the mission of "institutions devoted exclusively to the preparation of teachers." In addition to allowing the Regents to prescribe courses of study and books to be used, the Hunt Bill authorized them to confer upon the graduates of the normal school course "such...professional degrees...as are usually conferred by other institutions of like character and rank." An amendment adopted by the Assembly provided that no degree should be conferred except that of Bachelor of Education and "only upon completion of a four-year course above high school or its equivalent."

The Hunt Bill drew both support and opposition. Educators appearing for the bill in hearings included President Brown who represented the Board of Regents; Edgar Doudna who represented the Wisconsin Teachers Association; and Laura M. Johnston of the Oshkosh Normal School faculty who represented the Wisconsin Normal School Teachers Association. Educators appearing against the bill were representatives of certain private colleges in the state. One who might have been expected to oppose the Hunt Bill was absent: death had taken University President Charles R. Van Hise in 1918.

Van Hise's successor, Edward A. Birge, remained aloof from what was taking place. Birge had not given much attention to the bill, his reason being that "neither President Kronshage [of the University Board of Regents] nor Superintendent [of Public Instruction] Callahan felt it advisable for the University to take any part in the matter." Besides, Birge noted that "almost all the states...have granted this power...and it seemed rather a futile attempt to delay it further in Wisconsin."

Apropos of Birge's disclosures, evidence shows that Theodore Kronshage, president of the University Board of Regents, was friendly to the normal schools and the Hunt Bill. Kronshage, who had once been president of the Normal School Board of Regents, apparently cherished his old ties dearly. In March, 1925, he asked Regent Clough Gates at Superior, "Is there anything I can do to help you in your normal school?" In the following month, President Frank E. Baker of the Normal School at Milwaukee thanked Kronshage for his support of the "Normal School Bill." When the centennial historians of the University of Wisconsin once referred to the normal schools as being at times "a real threat to the University," they remarked, "This was particularly true during the period that Theodore Kronshage was prominent on the Board of Normal School Regents."

Meanwhile, in the halls of the legislature and from his office at Oshkosh, Harry A. Brown fought "the big fight"—as the Wisconsin State Journal viewed his part—for the adoption of the Hunt Bill. In calling for the adoption of the measure, Brown argued that in contrast with thirty-four states which granted degrees to their normal school graduates, Wisconsin was not reaping full benefit from its teacher education program. Brown explained that Wisconsin school officials were increasingly seeking degree-holding teachers; and being unable to obtain them at home, they had begun to get them elsewhere and so put Wisconsin normal school graduates in the unenviable position of competing for jobs with the degree-holding graduates from out-of-state institutions. To President Brown, the lop-sided situation was one "not giving our own young people a square deal." There was another point to con-

sider. Brown thought it would be easy—and cheap—to solve the question over degrees. The normal schools were already offering at no extra cost four-year courses which were, in his thinking, "just about identical" to those given by the University of Wisconsin and the private colleges in the state. The four-year normal school course was the only one affected by the Hunt Bill, and according to Brown, the alteration needed to set matters aright was merely "adding five words to the diplomas which the students now receive." After the legislature passed the measure, the Advance remarked that its approval was "the result of tireless effort of our own PRESIDENT BROWN. To him belongs the gratitude of every student who leaves Oshkosh Normal a graduate under the new standards."

Governor James J. Blaine signed the Hunt Bill into law in May, 1925, and in July, 1926, the Regents adopted resolutions implementing its terms. The Board authorized for Oshkosh six degree-related fields in which students could concentrate. The fields were: rural education, elementary education, junior high school education, secondary education, education for exceptional children, and industrial education. Practice teaching was a requirement for all degree curricula, and for admission all candidates had to be qualified seniors—that is, have an average of B- in courses taken. Candidates not meeting that criterion were denied admission as were those who did not demonstrate good usage of the English language. Students who failed any courses "essential to success in practice teaching" had to remedy the deficiency before proceeding, and no one could graduate from any degree program with a grade lower than B- in practice teaching.

There were general requirements for earning the Bachelor of Education degree. Students had to complete 128 credits including courses from specified groups in education, social science, English language and literature, natural science, history, mathematics, foreign language, major and minor fields, and electives. In addition, students had to satisfy two no-credit requirements in physical education and library science. Nor could any student win the degree without having completed a year of residence on cam-

pus. In the case of individuals having only a year of study before them when the degree programs went into effect, no part of a year could be satisfied by attending summer school. Beginning on September 1, 1926, every student had to meet the new graduation standards no matter what the requirements were when he or she had been first admitted to the school.

It was an event of historic importance when, on June 8, 1927, eleven students from the junior high school curriculum received the first Bachelor of Education degrees to be granted by the State Normal School at Oshkosh. Nine were women and two were men. One of the group was Alvin E. O'Konski who, after sixteen years in educational work, began a Congressional career that ran from 1942 until 1972. Nor was it long before the impact of the degree program on the secondary education curriculum at Oshkosh became apparent. Of 208 graduates in 1929, forty had matriculated in the four-year high school course. Of 136 graduates in 1930, twenty-nine had done so.

Because of its high standards in teacher education, the Oshkosh State Teachers College won certain distinctions from accrediting agencies. In February, 1928, the American Association of Teachers Colleges awarded it "Class A" accreditation. In March of that year, the North Central Association admitted the college to its accredited list of teacher training schools; in 1929, the Association gave it unqualified accreditation as a degree-granting institution. To President Brown, these actions meant that the school's minimum standards equalled those of other colleges and universities having similar status: it was of special satisfaction to him that the school was among the American teachers colleges which qualified early "for membership in the North Central Association under the general rules for colleges and universities."

In the quest for accreditation Brown had worked hard to improve the academic quality of the faculty. He had compared the qualifications of normal school instructors with those of the private college faculties in Wisconsin and he found the former to be lacking. What followed was apparent: the Quiver of 1927 revealed

that of fifty-nine faculty members pictured in its pages, fifty-one had upgraded their training by attending institutions of higher learning or by earning degrees beyond the baccalaureate in the seven years after 1920. Brown himself had won a master's degree at the University of Colorado in 1923: it was an accomplishment which prompted the Advance to remark that "we have in our president a real leader, not only as an administrator, but as a scholar." Brown was not through with trips across the Commencement stage, however, for in 1925 he won two honorary doctorates.

The up-grading of the Oshkosh faculty was a significant achievement. In some instances, a decade or more had elapsed since individual teachers had enrolled for advanced work. Whatever the reason for the lag, the Farmer investigation of the pre-war State Normal Schools disclosed that the general attitude of faculty members—especially those who had been "in the system for some years"—was one of indifference. Moreover, Farmer stated that normal school teachers had only "slight encouragement to interest themselves in the study and solution of pressing educational problems; and as a result...often lost incentive and gradually settled down to the dull routine of their daily work." How many of these conclusions applied to Oshkosh is questionable because Farmer did not identify particular schools: but during Brown's administration the post-high school training of the Oshkosh faculty rose from 3.44 years in 1921 to 5.42 years in 1930.

Aside from what Brown had accomplished, a measure of the interest in faculty development may have resulted from a Board policy announced during the summer of 1924 and stipulating that "on and after September 1,..., as far as possible newly appointed faculty members in academic subjects shall have a master's degree from an accredited school." The policy also specified that new teachers in the training schools have a baccalaureate degree and in addition, two years of classroom experience. It was an action with which Harry A. Brown could only have agreed.

Considering himself "naturally a builder," President Brown applied his energies as vigorously to campus construction as he had

to reshaping things academic and professional. When Brown became president, plans dating back to 1911 and calling for virtual replacement of the original plant except for the Science Wing erected in 1900 were not completed. True, partial restoration made necessary by the fire of 1916 had been accomplished with construction of the Science and Administration Building and the new library room. But a ban on public building for non-war purposes during World War I meant that until peace returned it would be impossible to build either a new training school or a new auditorium for which the master plans had provided.

Peace came in 1918, but successive legislatures failed to authorize funds for constructing the two units. The delay was trying, and on April 18, 1923, the Oshkosh Northwestern called it "cause for just complaint" because some of the structures in service had become "junky," with floors resembling "rolling waves" and with ceilings and roofs that were both loose and leaky. Moreover, the school had become overcrowded; according to the Quiver, it was sometimes necessary to conduct "two classes in the same room," one alongside the other.

To Harry A. Brown, whose most pressing building concern was a new training unit, the legislature's dilatoriness in providing construction funds forced the school to operate inefficiently. Brown argued that because reconstruction following the fire of 1916 was only half done, the restored portion was overloaded; students were having "to attend classes in an abandoned barn, an old ramshackle dwelling house built fifty years ago, and a flimsy barracks building, —all of which were dingy, dilapidated, and unsafe." Supporting Brown's contention, the Advance urged the state not to build a cheap addition on some corner of an already existing building. Only a new unit complete in itself would do.

President Brown estimated that a modern, three-story training unit costing between $350,000 and $360,000 would meet the needs of 350 pupils, twenty-two full-time teachers, and 200 student teachers. In the end, the legislature appropriated $225,000 for a new training school at Oshkosh, and although the figure fell short

of Brown's estimate, construction could and did begin with ground-breaking in October, 1926. The contractor completed his work on schedule, and on September 1, 1928, the structure was ready for use.

With its fifty rooms, the new training school was the fulfillment of Harry A. Brown's hopes for a modern plant to permit a separate laboratory operation in normal school education. Having its own "facilities for demonstrations and observations," the new structure gave a "sense of identity" to the teacher training function at Oshkosh; and, it represented Brown's belief that a training school bore the same relationship to the normal school as "a hospital building...to a medical school." The unit was also a realization of the views held by Training Department Director Laura M. Johnston, who had argued in 1923 that "every state normal school should have a well-equipped and well-organized training school" and that it "should be located close to the main normal school."

But even in the moment of its completion, there was something not quite right about the new training school. The legislation authorizing funds for erecting the building had not included expenses beyond actual construction costs; ergo, when students and teachers appeared for classes, some 3,600 cubic yards of excavated dirt remained piled around the structure. Some of the mounds—which neighborhood jokesters labeled "the dunes"—reached nearly to the second floor level. But it was no laughing matter to President Brown. Of course, "the dunes," were finally removed, but not until extensive damage resulted from water accumulated between them and the building.

Bearing the reputation of being "a model of its kind," the new training school was felicitously named for Rose C. Swart at the dedication ceremonies on the afternoon of June 10, 1929. Speakers at the dedication were Regent Dempsey, who made the presentation of the building keys, and Conrad E. Patzer, an administrator at the Milwaukee State Normal School.

The final part of the ceremonies occurred when Miss Swart planted a slip of ivy at the main entrance of the structure. The ivy

had a history. On a far-off Class Day, seniors had once planted before Miss Swart's office window a slip taken from parent vines at Carleton College. After the fire of 1916, Mrs. Frederick R. Clow planted a part of the vine in her flower bed; from it came the sprig which Miss Swart planted. The ivy became a distinctive feature of the building's appearance. There is something else to be said. When Miss Swart put down her spade, she performed the final act associated with the dedication of any building devoted to the school's academic purpose until that of the Forrest R. Polk Library thirty-three years later in November, 1962.*

Although President Brown had achieved a significant goal in obtaining the Rose C. Swart Campus School (a later designation of the training school), he failed to win the auditorium included in the pre-war remodeling plans for the campus. His failure was not due to lack of vigor in urging the facility. Contending that a modern auditorium was vital to the cultural development of the students, Brown asserted that it would provide refined surroundings for all sorts of convocations. Moreover, he justified the construction of a new auditorium by pointing to the dangerous and poor condition of the old gymnasium of 1888 which, after the fire of 1916, had been pressed into service as both a library and an assembly hall. Unless the camera lied—Brown used photographs to bolster his argument—the gymnasium was indeed in a sorry state. Bricks in the building's outer walls had become loose enough to be removed by hand, while rotted sills and girders caused its floor to buckle like thin ice under pressure. Indeed, it had been necessary to lay heavy planks across the floor in order to prevent audiences from falling through to the basement below. Nor was the cellar anything about which to boast. The room was damp; when heated, it gave "forth a fetid, putrid odor" which Brown thought "very offensive" and not at all conducive to the well-being of either the students or their mentors.

Brown would have enjoyed seeing the old gymnasium dismantled and replaced by a modern auditorium, but the structure

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*The Rose C. Swart Campus School was re-dedicated as Swart Hall on October 12, 1990. Hereafter it will be mentioned by that name.

was not demolished until 1933. Long before that, in the summer of 1926, the State Industrial Commission had condemned the building. Agreeing with the wisdom of condemnation, Deputy State Commissioner of Insurance J. E. Kennedy, asserted in 1927 that the structure was a potential fire hazard with "all the possibilities for the crime of the century." (In 1927, a fire had taken 174 lives in the Collingwood School at Cleveland, Ohio.)

The condemnation meant that the old gymnasium could no longer be used as an auditorium, and the need for space to hold larger meetings persisted on the Oshkosh campus. Take the problem of finding space for a freshman convocation in 1927; after due deliberation, the authorities decided to convene the freshmen in one of the long corridors of the main building. On previous occasions, the corridors had served satisfactorily enough for holding social events such as dances or roller skating parties, but they were hardly suited to assembly needs. As reported in the Oshkosh Northwestern, the "arrangement would not be entirely convenient nor offer the best accommodations."

Larger meetings could have been held on the floor of the gymnasium built in 1909, but it seems that the school possessed insufficient numbers of folding chairs for the purpose, whereas classroom chairs could be used in the corridors of the main building. To solve the problem, President Brown proposed a target date of 1928 for obtaining $230,000 to attach to the northeast corner of the main building a new auditorium capable of meeting all campus needs. The addition never materialized. Instead, the auditorium in Swart Hall was used for student assemblies and other gatherings. Known as the "Little Theater," the room remained the principal meeting hall on the campus until the Reeve Memorial Union Lounge became available in 1959.

Part of Brown's plans for campus improvement called for the demolition of the Libbey House and The Barracks. In Brown's opinion, the condition of the Libbey House showed that the Regents had given more thought to obtaining the ground than to acquiring the residence when they bought the property in 1911. Yet

the building had gone into use for domestic science classes then being offered. As time and use took their toll, the Libbey House fell into disrepair. In an undated (but illuminating) statement, Charles F. Wheeler of the State Industrial Commission reported that the building had

> Three large holes in [the] roof from a recent fire, [with the] weather coming in, [the] plaster falling..., [and the] floors rotted.... Children in [the] classroom on [the] second floor, had only one way to get out.... It is in a dangerous condition and should be vacated, until such reasonable repair can be made which will make it habitable.

President Brown also viewed the Libbey House as a fire trap, so he decided to transfer the domestic science classes to quarters in Swart Hall then under construction. In due course, the girls departed with their pots and pans, and the Libbey House disappeared under the hammers of the wreckers.

The Barracks was serving a third of the school's classes when it attracted the critical eye of President Brown. Brown thought its interior resembled that of "a large pasteboard box," while W. C. Muehlstein, Building Engineer of the State Industrial Commission, likened its appearance to that of "a little log school house in the backwoods." A student opinion was that because The Barracks looked architecturally like a chicken house, the school might use it for a venture in the poultry business. In any case, the Advance heralded the demolition of The Barracks in 1928 as "one of the more noticeable of [campus] improvements."

Despite the fact that the school's physical plant needed improvement, and needed it badly, campus life recovered from the doldrums resulting from the fire of 1916 and wartime restrictions. The post-war era was a heady one: Oshkosh students found themselves facing new issues such as prohibition, women's suffrage, and problems consequent to global conflict. Peace had also brought an increase in enrollments: the tally of 618 registrations in

1921 at Oshkosh was exceeded only by Milwaukee, among Wisconsin's teacher education institutions. Because veterans enrolled in large numbers, there resulted a near parity between the girls and the "virile element," as President Albee had been wont to call the male pupils. Historically, the proportion of women to men on campus had been three to one, but a student directory published in the Advance reveals that in 1922 the ratio stood at approximately 55 per cent women and 45 per cent men.

Expanding enrollments also generated a revival of campus morale, one phase of which took form in the establishment of a Student Council in 1921. A "cooperative" body having as members eleven students chosen by election and four teachers, the Council was intended to promote training in citizenship and its responsibilities. It was also to serve in bringing faculty and students into a closer relationship through better understanding of each other's problems. A third purpose of the Council was to expand the spirit of democracy and good will throughout the school. In striving for its goals, the Council was not to consider "small, petty things," but instead was to concern itself with "big, splendid things." Dedicated to effecting "good, permanent customs and regulations for the school," the Council was also to act as a disciplinary body, but only when the faculty referred cases to it. Even then, the Council was to leave final judgments to the teachers.

Another effect of rising enrollments including a significant number of males was a renascence of athletic activities. By 1919, the campus witnessed a revival in general sports, with ex-servicemen contributing strength in baseball, basketball, and football. Oshkosh teams won championships in all three in the season of 1920 and all except football in 1921. After 1921, successes in sports were due in part to the leadership of Howard J. (Big Chief) Hancock, who had become director of athletics. Once captain of the University of Wisconsin football squad and an All-Western Conference tackle, Hancock performed creditably from the start. During the five years following his arrival at Oshkosh, the football players won seventeen games, tied four, and lost four. In 1921, the track team won a state championship for the first time in the

school's history: this was no mean accomplishment when one considers the fact that, lacking a campus cinder track, the team competed under the disadvantage of always meeting their opponents "on foreign soil."

According to Robert M. Kolf, late Emeritus Associate Professor of Physical Education,* inadequate facilities for play and practice meant that the development of sports at Oshkosh was "badly handicapped": baseball, football, and track teams all resorted to makeshift arrangements in preparation for meets. Baseball nines had only minuscule space on which to practice; football players rode by truck to Menominee Park for brief drills often attended by only a part of the squad. Facilities for track were equally scanty, although President Brown "tried to help by having some students" use cinders from the power plant for constructing a sixty-yard straightaway on the lot now occupied by Swart Hall. The Oshkosh fairground served as a playing field for both baseball and football, but as a gridiron the field was of mediocre quality. Its surface was uneven and on rainy days the ends were subject to flooding so that locating the goal lines was impossible. As the ball moved in play, the spectators—many with school pennants in hand—followed confusedly along the sidelines. Brown ended the jumble by having the Industrial Arts Department erect bleachers extending along a side of the field and reaching from one twenty-yard line to the other.

The sport for which the campus was best equipped was basketball. But the gymnasium built in 1909 had become outmoded; for its varsity meets, the school had to use the facilities of Merrill Junior High School located some blocks from the campus. This meant that, in addition to the inconvenience experienced, the basketball teams performed under a handicap identical to playing all their games away from home, carrying an automatic forfeiture of eight scoring points.

Sports at the Oshkosh Normal School struck another snag when, in 1926, the athletic committee adopted a rule preventing

*Kolf died on June 1, 1990

any freshman from playing "on any team in any intercollegiate contest" on and after September 1, 1927. Judged the most important step to "raise the level of [campus] athletics" since Hancock's appointment, the rule was intended to eliminate from sports the "uncertain Freshman" as well as the "tramp" athlete who was willing enough to play but not sufficiently dedicated to register for courses. When put into practice, the regulation deprived campus teams of playing talent from the ranks of high school athletes who, upon graduation, were reluctant to register at Oshkosh because they did not wish to wait a year "to play varsity ball." And, because Oshkosh was the only member of the Wisconsin Normal School Conference to observe the regulation, a further effect of the Freshman Rule was to place the school at disadvantage in games with the other teacher education schools. Finally, the Freshman Rule was dropped in 1931.

Dropping the Freshman Rule was not the only occurrence of consequence to the Oshkosh athletic program in 1931. In that same year, the football team played its first night game in a contest with the teachers college at Platteville. Another development was the organization of "B" class squads from the reserves of varsity players. And in 1931, Robert M. Kolf became successor to Coach Hancock, who took a position in Illinois. An alumnus of the school and a veteran of World War I, Kolf had joined the Oshkosh staff in 1923. Except for an interruption caused by his serving in the armed forces during World War II, Kolf retained his association at Oshkosh until 1967: a new athletic field house was dedicated to him in 1972.

While the men had been showing their prowess in sports, athletically inclined girls were performing, too. Although the girls did not engage in varsity meets, they did hold interclass contests that offered no little excitement. The result was that by the mid-twenties feminine interest in sports assumed a new fervor at Oshkosh. Sparking it all was Gaynell Neff, who served as director of girls' athletics and physical education from 1924 to 1929. A graduate of the University of Missouri, Neff possessed an enthusiasm so infectious as to cause "more girls in the school...[to be]

active in sports than ever before." Indeed, it appears that the story of girls' physical education during a considerable portion of the decade was also her story. She re-introduced hockey, "which had not been played...for several years," and in addition, made horseback riding a part of the offering in women's physical education. She also thought that membership in the Girls Athletic Association should be for individuals who were "primarily interested in sports" and who could participate "in at least two...during a [school] year." A point system adopted by the organization measured individual achievements, and girls who accumulated a total of 1200 points won "honor coats" in recognition of their attainment. A believer in the rules of fair play, Neff won both the respect and the hearts of her students. She was not one to limit her associations to the classroom and she went so far as to take breakfast with her summer students. Though eager to help, the girls conceded that had it not been for the attentiveness of the coach, the breakfasts "would not have gone over quite so well" as they did. For, it was Gaynell who, each morning, trudged off to the bakery to buy rolls for her charges to nibble.

Campus student organizations also flourished during President Brown's tenure. The fire of 1916 had had the effect of eliminating some societies, but the decade of the twenties witnessed the blossoming of new student organizations in profusion. Originating in 1922, Delta Phi was sister society to the Industrial Arts Club. Delta Phi was also a supporter of the Junior League of Women Voters which came into being in 1925. Having for its adviser Professor Earl Clemans, Delta Phi used as its motto "Every Wisconsin Woman an Intelligent Voter." Speaking to an organizational meeting which attracted eighty-five members was Jessie Jack Hooper, the first president of the Wisconsin Branch of the National League of Women Voters. Founded in 1923, the Periclean Society had the objective of "aiding in the intellectual, physical, and social life of the young men of the school." Gamma Sigma was a girls' association organized in 1922 for the achievement of both cultural and social goals. The originators had wanted a Greek name; "but no one knew anything about Greek." To solve the predicament, the girls turned to the faculty, and from that fountain

of knowledge came Gamma Sigma, "the musical and yet substantial sounding" designation desired. Launched in 1923, Lambda Chi was dedicated to promoting "musical culture," while Kappa Gamma, another society organized that year, sought to create interest in "art appreciation and the drama" as well as "a womanly attitude." In 1926, the Ruralites organized for the purpose of promoting improved agricultural working conditions and greater educational opportunity for farm youth. A contemporary of the Ruralities was the Young Peoples' Christian Association. Visiting speakers led the Association in discussions or delivered lectures on topics such as "The Bible" and "Does Honesty Pay?" In 1921, the Normal Lutheran Society had appeared; its objective was to help Lutheran students become acquainted with their new surroundings. Determined to be in the forefront of school social life, the Society reported that its activities "went over big" in 1927.

Student interests in campus affairs extended beyond organizational activities. Oratorical meets, which had continued uninterrupted after the fire of 1916, took an even firmer grip on the school with Oshkosh speakers regularly distinguishing themselves. Oshkosh debate teams continued to meet regularly with those from other teacher training schools of Wisconsin and sister teams in an Inter-State Debate Triangle organized in 1923. (The Triangle included the Western State Teachers College at Kalamazoo, Michigan, and the Illinois State Normal University.) On campus, intersociety debates took place in annual competition for the E. J. Dempsey Debate Trophy, a cup donated by the Regent who had been a debater in his student days. In 1923, Professor Nevin James was engaged to activate new courses in a speech minor offered by a recently founded Department of Speech; James also played an active role in forensics. In recognition of the strides taken in forensics, Pi Kappa Delta, national honorary speech fraternity, established a chapter at Oshkosh in 1928: it was the first time a Wisconsin Teachers College qualified for affiliation.

Music was another area in which the campus took interest during the 1920s. Guiding musical activities were Lila Rose and John A. Breese; both pursued their work with vigor. Rose was

responsible for music education in the campus school where she promoted and led "many cantatas and operettas" in which her young singers had parts. Moreover, she conducted a Girls' Quartet to which "developed into an ably performing group." A vocalist in her own right, Rose sang in the school's production of Handel's Messiah with, in the words of the Quiver, a "feeling which touched the hearts of all." Organizing a Men's Quartet soon after his arrival on campus, Breese fell heir to the baton of Joseph Frank in 1924. His responsibilities included directing the school band, the school orchestra, the Men's Glee Club, and the Girls' Glee Club. It was a busy schedule, but according to the Quiver of 1927 the results justified Breese's efforts as his musicians and singers succeeded in building good reputations for themselves. To the yearbook's editor, it seemed that both Lila Rose and John Breese had "put their department on a high university level equal to the best."

Giving campus life an extra twist was an upsurge of collegiate consciousness which followed inception of the teachers college status in 1927. Socially, a new departure occurred at the close of the spring term in 1927, when the school held its first formal Senior Prom with all the accoutrements of a Prom Chairman, a Prom Queen, and a Grand March to open the evening of dancing. It was hoped that the Prom would be a "precedent" for the future. Also fitting itself to the new era, the Oshkosh Normal Advance (which had long since assumed under faculty advisor Walter Fletcher the look and the character of a newspaper instead of a magazine) appeared on July 8, 1927, as the Teachers College Advance. And, a new school song was in order as a replacement for the historic Normal School Toast . In March, 1928, Professors Walter C. Hewitt and John Breese composed the Alma Mater which was to be sung until 1975.

Deserving separate comment was the creation of the first official institutional seal after the school became a teachers college. During the 1928 term, a project to create one got under way, with mathematics instructor Forrest R. Polk as adviser. Students who worked on fashioning of the seal were Stanley J. Young and Rolland C. Nock, both of the class of 1929, and George Gruse,

class of 1930. In 1964, Young presented the school with one of the original seals, now in the university archives. The emblem is of bronze, circular in form, and approximately eight inches in diameter. Symbolizing the inception of the university's educational mission, a rising sun, within whose rays appear the date 1871, stands at the top of the device. Facing in opposite directions, two beavers crouch before the sun. A shield below bears an anvil with crossed hammers, an open book, and a chemist's flask. These represent respectively the fields of industry, pedagogy, and science, each named on a scroll below. Surrounding the whole is the legend, "State Teachers College Oshkosh." School documents soon began to carry the seal; the first bulletin to do so was that of July 1, 1932.

By the close of the 1920s, the campus had witnessed many changes. Changes were not confined to curricular matters, building construction, or student affairs, but related instead to the fast and somewhat furious pace of the "Roaring Twenties" which were not called "Roaring" for nothing. As a part of the American scene, the campus could hardly escape the influence of new and sometimes surprising shifts in popular manners in an epoch distinguished by the marcel wave, unbuckled galoshes, and the flappers of John Held, Jr. But according to the Advance of April 1, 1925, senior faculty member Emily F. Webster saw "nothing shocking, nothing wrong in such modern fashions as bobbed hair and short skirts." Agreeing, the newspaper noted that "girls and young women of long ago" shingled their hair and "a short skirt is far more sensible than a long one dragging in the dirt."

Both Miss Webster and the Advance were entitled to their opinions, yet some observers thought "the new American girl" of post-war years was disturbingly different. She rolled her hose, and in some instances she valued her new-found freedom from domestic tasks more than the suffrage granted by the Nineteenth Amendment. She shunned the kitchen for the beauty parlor—at Milwaukee, the Y.W.C.A. was forced to close its classes in home economics for courses in hair dressing and the like—and she cast aside venerated social restraints. Especially distressing to educators, the new American girl used tobacco as casually as did men.

At Oshkosh, the prohibition on smoking last appeared in the Catalogue of 1907, but no one then dreamed of a day when college girls might smoke. Reactions to feminine smokers were sometimes pointed; in 1922, Louise Nardin, Dean of Women at the University of Wisconsin, proclaimed that no intelligent woman could "see herself rocking a baby or making a pie with a cigarette in her mouth, flicking ashes onto the baby's face or dropping them in the piecrust." Reflecting on the Dean's remarks, the Oshkosh Northwestern opined that women generally liked to appear "sophisticated and up to the minute," and some smoked "just to enjoy the sensation it causes their friends and to create the impression that they are 'hardboiled' and have nothing more to learn." Smoking was only a fad, the Northwestern asserted, and so women would soon quit the tobacco habit. But women did not quit smoking.

However much it might seem that traditional standards would collapse, the Oshkosh Catalogue stood guard between the student and temptation. Asserting that the life of the college was under the "careful and thorough supervision of the faculty," the Catalogue announced that the school fostered "proper social usage" while striving to "teach propriety and democratic dignity." Students were expected to attend only those social events having school approval, and anyone who gambled or drank "alcoholic beverages" was subject to immediate dismissal. The same penalty applied to students who frequented places having a "questionable reputation," and to those who attended public dances at "halls of the road house type."

The behavior of women students was subject to particularly close regulation and scrutiny. The Catalogue stated:

> Women are expected to receive men callers only in the parlor required to be provided for that purpose in all of the homes and rooming houses in which the students have rooms. It is required that this parlor be on the first floor. It is expected that women students will entertain gentlemen callers at the week-end only. The calling hour ends at ten thirty.

Unless they had attended a college function, women students were required to be in their rooms by ten in the evening. If they had attended a non-school activity, such as taking an auto trip or a boat ride, they were to be back on the campus by dark, although the Dean of Women might give permission for returning at a later hour. And, no lady student could reside in a house where a male student roomed.

Despite the school's straight-laced rules and regulations and however the campus responded to the caprices and whims of the Jazz Age, Oshkosh students were mostly accustomed to plain living unadorned by cosmopolitan airs. For example, take the backgrounds of the class of 1927. Of the 176 graduates, forty-five came from Oshkosh; another twenty-seven came from Appleton, Beloit, Fond du Lac, Green Bay, Janesville, Manitowoc, Sheboygan, and Waukesha. In other words, about 40 per cent of the class had origins in cities with populations over 10,000 while the remainder came from places with smaller populations or from rural homes. The single out-of-state graduate came from Burtrum, Minnesota, whose population was 212 in 1920.

Nor was the Oshkosh student body accustomed to extravagances. Many students had to rely upon self-assistance in paying for an education: in 1927, President Brown reported that their "most common occupations were 'sticking pins' in bowling alleys downtown, caring for lawns and furnaces, washing dishes, waiting on tables or handling food in restaurants." Girls often did tutoring, housework, and clerking: sometimes they read to elderly persons. With obvious pleasure, Brown noted that one made $600 by playing in a jazz band and another received $300 during the school term by giving violin lessons. "One girl," wrote Brown, "earned $100 with her needle work." Best of all, however, was "an electric trouble shooter on telephones who supported his mother and two small sisters" by making $810 during the school year. To President Brown, the self-reliance of the students was a source of pride as well as of attracting new registrants.

An event uniquely meaningful to the campus during Brown's presidency was the celebration of the school's fiftieth anniversary in the fall of 1921. As autumn approached, faculty and students alike became absorbed in preparations for the work of holding a three-day Jubilee. Begun unofficially on Friday, October 21, when the training school held a party for the first three grades, Emily Webster, then in her forty-sixth year of service to the institution, was guest of honor. Officially, however, the Jubilee began on Saturday, October 22, with the first campus Homecoming. On Sunday, services in the churches of Oshkosh commemorated the founding of the institution, and Monday was designated as State Day, featuring alumni activities and speeches by prominent educators.

The Advance declared that the Homecoming of "October 22, 1921...will long be remembered in the annals of the Oshkosh Normal." The statement was no exaggeration; enthusiasm for the beginning event—a football game against Platteville—was vigorous enough to boil over into the city. Catching the spirit, the civic clubs of Oshkosh staged full-scale turnouts for the game. Stepping along to martial airs rendered by the Fife and Drum Corps of the American Legion and of the Boy Scouts and sporting white and gold colors, the Kiwanis Club of Oshkosh marched to the playing field. Not to be outclassed, the Rotarians of Oshkosh also marched to the field. They were escorted by the 127th Infantry Band. Leading the Rotarians in cheers was the "irrepressible" Walter C. Hewitt. As for the game, the Oshkosh team handily defeated its opponent 27 to 7.

On Sunday, the Jubilee services featured speeches by eminent educators. Among them were Carroll G. Pearse, president of the State Normal School at Milwaukee, and Frank Hyer, president of the State Normal School at Whitewater. Others were ex-President Keith, Professor Thomas D. Elliott of Northwestern University, and Dr. E. W. Butterfield, New Hampshire Commissioner of Education. Added to the disquisitions of the learned at the First Congregational Church was a "beautiful tribute" given by Regent Edward Dempsey to Lydon W. Briggs, whose

death had occurred on September 14, 1921, shortly after he had attended the first faculty meeting of the year. Briggs' death terminated a career which in the words of Dempsey, combined "the sagacity of a man of the world" with "the personal simplicity...of a little child."

On the morning of State Day there were more speeches. Governor Blaine was unavoidably absent, but those in attendance heard others speak, including State Superintendent of Public Instruction John Callahan, Board President Charles Van Aiken, and Whitewater Normal School President Asa M. Royce, each of whom discussed the progress of American education and the contribution of the Oshkosh Normal School thereto. Royce (an Oshkosh alumnus of 1897) may have touched many hearts in the audience when he said, "It was here that we found ourselves."

In what was described by the Advance as the "most thrilling moments" of the Jubilee, two individuals who had spent years in giving meaning to Royce's words received medals from the Board of Regents in tribute to their long service. They were Rose C. Swart and Emily F. Webster. According to the Advance, it was a pleasure to turn "from reading accounts in our daily newspapers of ingratitude, dishonesty, cruelty, and revolting crime to hear praise honestly deserved, given to those teachers." A special treat—preceded by a standing ovation—was Webster's reminiscing on the early years at Oshkosh. Afterward, the program included University of Wisconsin President Birge, who presented his views on the "great possibilities of the normal schools of the state." Speaking last, ex-President Keith reviewed the "great fire" of 1916 and the "great problems of education." The final event of the formal program was the singing of The Normal School Toast.

But the Jubilee celebration was not quite finished. After the formal program, members of the forty classes represented held reunions and luncheons. Following the offering of tributes to President Albee and Professor Briggs, all joined in singing old school songs evoking memories of yesteryear: then a motorcade decorated with the school colors drove the graduates and visitors about Oshkosh.

Articles in the Advance and the Quiver dwelt upon the historical significance of the Jubilee year as a bridge to the future. In an editorial entitled "Carry On," Ada Williams raised a provocative question about the future of the school: "What will the Normal be when those who are to come celebrate its hundredth anniversary?" Ada could hardly have visualized an institution having an enrollment nineteen times greater in 1971 than that of 1921 nor could she have visualized the school's merger with the University of Wisconsin in the Centennial Year. Nonetheless, she prophesied that the next fifty years would bring the school "many more opportunities than it has had in the past" and with them, "new duties." Ada thought that the institution of 1921 should help pave the way toward 1971. She stated:

> As our manhood depends upon our boyhood, so does the future of the school depend upon the present and the past. Let us pledge our whole heart to the work, not asking 'what does the school owe me?' but what do 'I owe the school?'

There were other activities associated with the Jubilee. One was that the school faculty published a bulletin entitled The First Half-Century of the Oshkosh Normal School. Five faculty members including Professors Frederick Clow and Emily Webster served on the committee responsible for compiling the bulletin; as noted, President Brown was chairman. The preface of the bulletin disclaimed any intention of being "a history in the serious meaning of that term"; even so, the work was a much fuller contribution to the history of the school than any of the several essays and articles written before. Another activity was that, in company with his students, Professor Frederick R. Clow planted acorns in the hope of their maturing into trees for the school's Centennial. Two oaks before the entrance of Dempsey Hall grew from the acorns of the tradition-minded Clow who had them dedicated in honor of Professors Frank E. Mitchell and Walter C. Hewitt.* Mitchell had given a solid performance in the Department of Geography from

*The trees mentioned are now marked with appropriate plaques.

1897 to 1933. When Hewitt retired in 1936, he had—so it was said—"held every position on the campus except janitor."

A discussion of the Jubilee celebration would scarcely be complete without mentioning that the Jubilee was an event by which the Alumni Association could revitalize itself. Along with arranging class reunions and organizing the classes with a president and secretary-treasurer for each, the Association affiliated actively in a statewide body known as the "Inter-Normal Alumni Association," dedicated to serving "Normal School interests" and advocating higher salaries for the teacher education faculties. But the main concerns of the local Association during the greater part of the 1920s centered on maintaining its membership and administering the loan fund established in 1917.

To sum up, Brown's presidency had been full of activity. His urging the teaching staff to higher scholastic attainments was commendable. Other academic strides occurred in 1925 with the establishment of a campus chapter of Phi Beta Sigma, a society having the purpose of fostering scholarship, and in 1929 with the installation of the Beta Theta chapter of Kappa Delta Pi, a national honorary fraternity in education. The partial restoration of the campus and the building of Swart Hall were additional achievements. But the zenith of accomplishment during Brown's presidency occurred on September 1, 1927, when the institution became a teachers college. The event was major in proportion and in recognition of its import, the Northwestern announced that "today the Oshkosh State Normal School passed into history."

An unhappy sequel to Brown's accomplishments took place when there followed an event which Regent Dempsey called a "very unfortunate occurrence in the history of the school"; for, as will be noted, in 1933 it was disclosed that as a means of easing their path to degrees certain of the teachers had obtained—under presidential guidance—credits of allegedly dubious value on the local campus. Brown's motivation in the matter has been called a "misguided zeal for the decorations of scholarship," but misguided or not the issue did have serious implications for the image of the college.

* * * * *

More than a year elapsed between Brown's resignation and the choice of a permanent successor. Meanwhile, Regent Dempsey notified Professor Earl A. Clemans that he was to serve as acting president of the college effective June 9, 1930. A veteran of the Spanish-American War and a graduate of the University of Michigan, Clemans had joined the Oshkosh Normal School staff in 1906. At Oshkosh, his teaching career had covered a wide range of service; when he became temporary successor to Brown, Clemans was the school's vice-president.

Active in off-campus affairs, Clemans had an abiding interest in the history of the Oshkosh community and in that of Wisconsin. He served as president of the Winnebago County Archeological and Historical Society, and at seventy-nine was a leader in organizing the campus school's Sawdust City Chapter of Junior Historians, an achievement for which the State Historical Society of Wisconsin gave him a Local History Award of Merit in 1957. Addressing the campus school pupils during a program honoring Clemans in 1958, Governor Vernon Thomson observed that "children...cannot help but be interested in history when they are associated with leaders such as Mr. Clemens [sic]."

But honors and retirement were years ahead when Clemans succeeded Harry A. Brown. Details concerning Clemans' educational philosophy are sparse; a comment indicative of his views appeared in the Quiver of 1926 when he stated that the "teaching profession demands a right type of individual both as to ability and character." He believed that the Oshkosh school, with its curricula in pedagogy and in manual arts, had much to offer the registrant of "high ideals" while its service mission of teacher preparation created an "attitude of mind and esprit de corps" not existing at schools offering more diversified instructions. Perhaps the Oshkosh Northwestern best described his professional philosophy when, after Clemans' death in 1970, editor Gilbert LaBudde wrote, "Teaching was...a way of life with him."

Because Clemans' administration was only temporary, there was little reason to anticipate much change in school affairs. Yet things were not at a standstill. Gleanings from the campus publications reveal signs of moving ahead on various fronts. The Advance praised the offerings in speech and in manual arts; according to a supporting cartoon, the latter was "A Good Course for Any Man." Winning compliments from the Quiver was work being done in dramatics under the hand of Professor Maysel Evans, who had begun to teach at the college in September, 1929. Taking interest in student opinion, the Advance began to offer a column called "Student Spout" in which correspondents could express their thoughts on campus issues. And, the Student Council kept itself busy by helping the administration solve problems concerning matters such as the school's affiliation with the National Student Federation of America; how to dispose of a surplus in the entertainment fund; and where to locate a smoking room. Furthermore, automobiles had begun to appear on campus; but there was a problem. Not every driver was careful, and to those who were not, the Advance addressed an appeal to obey the rules and especially to refrain from ramming their machines into the fences of the tennis courts.

Having far more serious implications for campus life than occasional infractions of the rules of good citizenship was the beginning of the Great Depression in 1929. Not entirely comprehended in their intensity, the effects of hard times struck the college only gradually. Indeed, the Advance reported in November, 1930, that "O.S.T.C. Grads Get Good Jobs" with 87 per cent of the June class finding employment. By the spring of 1931, however, the story was different, with the Advance reporting plans of the Oshkosh Rotarians to help needy students. By summer, the newspaper told of married women who were teaching at one-half to two-thirds of accepted wage levels, a practice which reduced employment opportunities for graduates, particularly in the local rural schools. Thrift became a campus watchword: for example, in the case of instructors who were careless in the use of classroom lights, the Advance observed, "If the amount [of extra expenditure] was added to their home electric bills, or subtracted from their pay

checks, the professors would probably push the button more regularly." Another mark of the Great Depression was the appearance of many former teachers who returned to classes for the purpose of upgrading their professional backgrounds. Probably reflecting their presence, the registration for the school year of 1930 increased to 700, a figure 26 per cent greater than that of 1929. It was a sign of the times, too, when at Christmas, 1930, the student body donated fifty dollars ordinarily spent for holiday decorations to the purchase of clothing for children in hard-pressed families at Oshkosh.

Another form of gloom visited the campus when Professor Frederick R. Clow died in July, 1930. Extraordinarily devoted to the school which he had served since 1895, Clow left a legacy of goodwill and a reputation for hard work. Typical of eulogies to Clow were the comments of Professor Frank E. Mitchell. Stressing Clow's yearning for good scholarship and his discontent with anything less, Mitchell recalled that once he had prevailed upon Clow to go golfing; but Clow became so disgusted with what he considered a waste of time as to be "almost profane" before finishing the first round. Mitchell recalled, too, that Clow was "sometimes spoken of as a grind." "But," said Mitchell, "the finest flour is the result of much grinding." It was no secret that Clow believed in hard work, and his students had no choice but to conform. Regent Edward Dempsey once recalled:

> Poor Clow did the best with what he could with the raw material that came to him. There really wasn't any difference between the two classes [elementary and advanced economics]. Nobody learned much in either of them, but for this Clow was not to blame. It was impossible for a Harvard Ph.D. in economics to bring himself down to the level of the poorly assorted students that reported to him in these courses. Often his classes were almost entirely made up of teachers who were taking Practice in the primary grades.

As Clemans' term as acting president drew to a close, the Advance suggested that he become permanent successor to Brown because he was "able, honest and active," an opinion shared by the "great majority of [the] students." Nonetheless, the Board of Regents finally settled on two choices for the presidency at Oshkosh—Frank Longanecker, superintendent of Schools at Racine, and Forrest R. Polk, who was pursuing doctoral study at Madison. Professor Frank E. Mitchell was reputed to have been responsible for calling the Regents' attention to Polk, who was not a candidate for the position. The Advance supposed that Polk would receive the appointment, and its supposition proved correct.

At this point it seems appropriate to add that during Brown's tenure there appeared a new medium for enhancing the school's service mission. Popularly, that new medium was known as radio. Readers will recall discussion of transmitting wireless signals in the days of President Keith, but mention of radio activity equipment related to the normal school first occurred in the Northwestern of January 5, 1922, under the heading, "Normal School to Have Radio Outfit." According to the newspaper, "at least fifteen or twenty" Oshkosh residents were attracted to experimentation with radio; on the campus, Professor Joseph O. Frank, head of scientific studies, was one of the group,. Moreover, the institution was planning to organize a "Radio Telephone Club" which could acquaint persons interested in the intricacies of radio. In fact, a demonstration was shortly to occur in the school's science lecture rooms with loud speaking attachments thrown in for good measure. After noting the diversity of broadcasts plus the distance over which they were being heard, the Northwestern remarked:

> Mr. Frank expects to secure his sending apparatus by Easter, and Oshkosh will then have one of the finest sending and receiving stations in the state.

The next item related to radio and the campus was an announcement appearing in the Northwestern of March 8, 1926,

and stating that a station operating from the city's Rex Theater styled as the "House of Refined Photoplays," was planning a broadcast in which the campus was to share. The activity was under the direction of "Aunt Florence" and bore the title the "kiddies' hour." [Question: could "Aunt Florence" have been Florence Wickersham, then an administrator with the campus school?] Whether or not, plans also called for Vice-president Earl Clemans to discuss the institution "and what it is doing." Other campus participants included Dean of Women Ruth Mace, scheduled to address parents listening in; her subject was "Malnutrition." Other campus representatives included a girls' quartette which would present vocal selections. Unlike earlier news concerning the school and radio, this offering attracted the attention of the Advance. On March 19, the campus news sheet carried a story entitled "Radio News," which, though largely duplicating the Northwestern report cited, did proceed to state of the institutional role, "The first time 'on the air' proved a success so we hope to hear from them again."

During 1925, there also occurred news of a campus radio club. Listed in the Quiver for 1925, the club had twenty student members; faculty sponsors were Professors Clemans and Fletcher. The Quiver set down ten events in which the club had participated over the months. Perhaps of greatest interest to this chapter were topics concerning the history, the principles, and the future of radio. But one should not ignore the subject of entertainment by radio in the home—particularly during colder weather when people stayed indoors more than in warmer weather. The Radio Club divided into three sections devoted to construction, transmitting, and experimentation. Any persons wishing to learn more about radio were encouraged to join the club. By so doing they could obtain literature devoted to explaining the theories of radio, how to build radio sets, and how to broadcast. Happily, this activity was inexpensive and, besides, enjoyed the help of faculty sponsors.

Nor should it be forgotten that radio possessed an appeal all of its own. By what other medium of the time could a listener, by a twist of the wrist, hear music both classical and popular? What other medium carried auditory coverage of sports events such as

the pugilistic bouts of Jack Dempsey and Gene Tunney? And in addition where else could one enjoy broadcasts of college and university contests say, on the basketball courts or on the football field? In fact, on September 25, 1925, the Advance stated:

> The opening of the football season marks the always pleasant feature of broadcasting the games play by play. To anyone who has ever attended a big game it is a delight to hear the enthusiastic announcer give the game to the air as it occurs. Occasional cheers, songs, and bursts of band music enliven the story. This is one of the most artistic of the broadcasting stunts now being done in America. Fans would do well to tune in ... this fall and get the games.

Moreover, the radio was beginning to appear as a device offering educational merits on campus, the Advance reported interest even on the part of training school youngsters in what might be accomplished with this wonderful thing.

And so, radio came to the Oshkosh Normal School; in pages to follow, it will have mention again.

CHAPTER SIX

THE PRESIDENCY OF FORREST R. POLK: THE WISCONSIN STATE TEACHERS COLLEGE

PART I

PROBLEMS AND PROGRESS

Spanning the twenty-eight years between 1931 and 1959, the presidency of Forrest R. Polk was witness to events having more than ordinary influence on the history of the Wisconsin State Teachers College at Oshkosh. Adversely affecting that history were the erosions of the Great Depression; an unhappy to-do over questionable teacher credentials; and, the disruptions of World War II. Having more positive effects were relatively stable enrollments; the acquisition of property valuable to campus needs in the post-war period; and a breakthrough in a building stalemate following 1929. True, the college experienced curricular losses with abandonment of industrial education and a decline of rural education, but in compensation were new four-year curricula for kindergarten-primary teachers, grammar grade teachers, and state graded principals. Other gains lay in a variety of new major and minor fields. Of long-run importance to administrative-faculty relationships were a tenure law passed just before Polk became president; a compulsory retirement law enacted in 1937; and, a system of faculty ranking started in 1955.

Midway through President Polk's administration, the school observed its seventy-fifth year of service to public education in Wisconsin. The Jubilee marked a line between a past that was inaccessible after dropping the atomic bomb on Hiroshima in 1945 and an uncertain, unknown future. One door to what lay ahead for the campus opened in 1951 with the launching of a liberal arts curriculum and the school's transition to state college status. Another opened in the late 1950s when steps were taken toward offering graduate study at the Wisconsin State Colleges.

Before he became president at Oshkosh, Forrest R. Polk had pursued a diversity of interests both academic and professional. Born in 1888 at Tobinsport, Indiana, he received a Bachelor of Science degree from Valparaiso University in 1909 and a Bachelor of Science degree in Civil Engineering at Purdue University in 1914. He joined the industrial arts staff at Oshkosh in 1915 and during World War I served overseas as an artillery officer. After the war, he worked as an engineer with both the Pennsylvania Railroad and the Illinois State Highway Department. He returned to Oshkosh in 1921, and like many of his colleagues during the presidency of Harry A. Brown, began graduate studies. Initially, he attended the University of Chicago and later, the University of Wisconsin. Polk was pursuing a doctoral course in geography when the Regents appointed him president at Oshkosh.

Administrative chores proved so demanding that President Polk had time for little else. Writing in 1934, Polk noted that he found himself spending "valuable time working on speeches and things," with the result that he was as fully occupied as if he "were working on a dissertation." He had hoped that eventually "such call[s] would stop"; but because that did not happen, he concluded that they were a part of his new responsibilities and so could not be "side-stepped" for further graduate study.

Deeply interested in teacher education and in learning processes, President Polk thought it essential for the individual to follow a definite purpose in life and that the mission of education was to refine such purpose. He once wrote Regent Dempsey:

> We need a philosophy of education, a philosophy of life in fact, which will give us goals and principles to work by in order that our lives may not be aimless, the philosophy,...may have its foundation in the past, but it ought to be a modern one.

In Polk's opinion, the educative process was "expensive," and "hard work and study must ever and always keep pace" as the process continued. "Every young person," he wrote, "should be

able to continue with his education so long as by competitive tests he can demonstrate that he is fitted to continue."

Disinclined toward allowing the student to gambol fecklessly through the fields of scholarship, President Polk regarded education as "a rather serious business" with "certain things" to be learned. Polk was willing to let the student choose a curriculum; but not without following the guidance of those who had "thought deeply" about given academic areas. "In other words," he wrote, "I do not believe much in the elective system." President Polk also insisted that each student should be trained to be "a realist, which means holding fast to that which is good and accepting the new only when it is demonstrably better." He insisted, "...facts and more facts are a necessary adjunct to thinking; without a command of facts, what and how may one think?"

President Polk regarded standards for graduation from the teachers colleges as over-emphasizing a quantitative approach at the expense of the qualitative. In 1935, he told R. W. Fairchild, president of the Illinois State Normal University, that it was wrong to stress "the accumulation of semester hours of credit instead of some unified course of study" for graduation. Rather, there should be "evidence of accomplishment...in both subject matter and teaching ability,...to be tested in final examinations, a part of which is written." And he asserted that because the graduate schools produced researchers rather than teachers, their work scarcely met the needs of teachers colleges like Oshkosh which were "not so much concerned with research as...good teaching." In a letter to Professor of Education J. M. Hughes of Northwestern University, he also remarked that doctoral training was of questionable value to the instructor in a school preparing teachers; its emphasis upon specialization did not conform to public school objectives. Moreover, President Polk believed that the graduate student should develop a sense of knowing "where he wishes to go and how to get there." Hence, he suggested that for students planning a career in training teachers he would propose independent study embracing psychology, the history and philosophy of education, and concentration in a subject area.

Forrest R. Polk also had thoughts concerning the education of high school students. He proposed that along with the subjects they took for credit, they should take some for no credit. He believed that every high school student "should be able to type at a certain rate"; that each should possess "mastery of arithmetic and of grammar"; that girls should take domestic science and boys, manual training for the first two years of secondary work. But he thought that no credit should be allowed for such courses because they did not exert "any heavy drain on the mind" and were "more in the nature of recreation after the severe grind of academic work." Maintaining that high school students "undoubtedly" had too much leisure time, President Polk wished to see them kept busy. Finally, he was "quite certain" that it was "the quality of work in high school...rather than the subjects" taken that counted in meeting the educational goals of the state.

An interested observer of both men and events, Polk visualized the existence of a significant relationship between subject matter and how people understood one another. He underscored the importance of both English and the natural sciences to human relationships; with regard to the utility of the social sciences to those relationships, he placed greater emphasis on geography than history. For instance, a few months after the Nazi movement had begun its course and at a time when the Japanese were subjugating Manchuria and the Italians were hoping to recapture the glories of the Caesars, he wrote:

> In these days when a knowledge of world conditions is necessary to every right-thinking person, it seems to me that geography, which gives a knowledge of conditions as they are, is of even more importance than history, which treats of conditions as they were.

Yet Polk judged himself to be "an amateur" in weighing questions concerning either national or international politics, and so he did not consider himself "a greater authority or even...a peer of those who constantly study in a serious way such questions."

Just as he was willing to defer to judgments which he thought better authenticated than his own, President Polk sometimes met issues head-on. For example, one might consider his handling of a case involving a student who had left Oshkosh for the college at Stevens Point. The student had requested a change in grade so that a mark of "D" would transfer. Explaining that an officer at his new school had proposed that course, the man pleaded that at Oshkosh he had been a "Soo Liner" (that is, a commuter on one of the railroads serving the city), had missed some classes, and so received the mediocre grade. In replying, President Polk regretted the student's predicament, but he defined the situation as follows:

> What the State Teachers College at Stevens Point does with your record is entirely their business; the record you accumulated while here was your responsibility and is...our business.

Although he recognized limitations on the teachers colleges of Wisconsin and once remarked that morale in the "state services is shot pretty badly" because the schools showed little interest in teachers' conventions, President Polk derived genuine satisfaction from good teacher performance. He believed that faculty members had to be intellectually curious if they were "to stay alive": and that a professor's character "must prove itself through years of service." To enable the Oshkosh school realize its full potentialities, Polk insisted that its teachers take responsibility for offering courses comparable "to the ones in force at practically all colleges and universities."

President Polk also felt true concern over the instructor's being an asset to the school. It was a concern which deepened under the glare of public judgment over what was deemed fit—and what was deemed unfit—for discussion in the classrooms of the Wisconsin State Teachers College at Oshkosh. Thus, he sounded a note of caution to a biology professor who had responded to "an insistent [student] demand" that his course include the study of human reproduction. Polk informed the teacher that he had

received a volume of complaints "impossible to ignore," and so he questioned the appropriateness of a "very frank discussion...in a mixed class...especially...where none of the students is or hopes to be a specialist in the subject." Defending what he had taught, the man replied that "what transpired was...frank, clean, scientific, and wholesome,...and attended with very little embarrassment." But things did not work out, and the professor left. Yet President Polk acknowledged that, in other surroundings, the instructor might well succeed; and, perhaps to substantiate the opinion, retained him for a final session of summer work.

In matters of organization, Forrest R. Polk regarded the college as small and not in need of the more sophisticated hierarchies of academia. Thus, he used a direct approach with the faculty, and thought it unnecessary to allow "time for administrative work by...so-called heads of departments." Not surprisingly, some usages customary to the normal school era lingered about the campus; even at the close of Polk's tenure, one might discover that the meaning of the title "teacher" had greater significance than any attached to academic ranking. One might also hear the term "head teacher" applied to a department chairman or find that departmental organization usual to institutions of higher learning existed mostly in the Catalogue. And, because he considered teaching to be the principal role of the professional personnel in a teachers college, Polk stated that every administrator should teach at least one course as a "laboratory exercise." Indeed, it was not unusual for him to take textbook in hand and follow that dictum.

No discussion of President Polk's administration would be complete without mention of his dedication to the Wisconsin State Teachers Colleges as a primary agency for preparing the state's public school teachers. Therefore, he was ready to take up the cudgels when he thought that the schools were faced with intrusions on that role. Writing to Rose C. Swart in 1934, he reported that the teachers colleges were facing a loss of rural education students to the county training schools, and because the county schools were "putting in two-year courses everywhere," he anticipated "still further inroads." President Polk kept an eye on the county normals,

for at a time when there was an over-abundance of teachers, they represented an image far different from that in the days of President Halsey. It was not at all strange that in 1936 Polk frowned on a proposal to allow "two years of credit for work done in the county normal schools on any course," because its adoption would mean "the certain end" of rural education at Oshkosh as well as a loss of students. He wrote:

> Our action in giving two years of credit would dignify and give standing to the county normals which they do not possess and this would be a pearl of great price thrown to them with no compensation accruing to us.

Polk suggested, therefore, that if the county institutions wanted recognition as normal schools—"and that is all they are seeking"—they should apply to the American Association of Teachers Colleges for membership and meet the requirements thereof. Then, the Wisconsin State Teachers Colleges would recognize their work and allow it proper credit. As fortune turned, however, enrollments rose during the 1930s and Polk's concern over registration rivalries with the county colleges proved groundless. Within five years of his comment about "the pearl of great price," the stir created by the outbreak of World War II led to a shortage of qualified rural teachers in Wisconsin: the supply amounted to only 59 per cent of the number needed to fill anticipated vacancies in 1941.

When Polk took office at Oshkosh, the school's working capability might have been gauged best in terms of professorial training. Of the teachers, five held doctoral degrees, thirty-three held the master's degree, fifteen held baccalaureate degrees, and three held diplomas. A third of the staff had attended teacher education schools in Colorado, Illinois, Iowa, Michigan, Missouri, Nebraska, New York, and Tennessee. Thirteen were graduates of Wisconsin institutions of higher learning; fifteen had taken degrees at the University of Chicago.

The faculty at Oshkosh was a seasoned team in 1931. Three were Albee appointees bridging the years from the school's first generation of service. The directors of the five divisions—Laura T. Johnson in Elementary Education, Frank Karnes in Industrial Education, N. P. Nelson in Secondary Education, May Stewart in Rural Education, and Florence Wickersham in Junior High School Education—had an average of nearly ten years' association with the college. Head Librarian Malvina Clausen had been at Oshkosh thirteen years and Dean of Women Ruth Mace, twelve years. Of the faculty on duty when Polk's administration began, ten would be honored by having buildings named for them.

In comparison with the faculty, the Oshkosh student body of 1931 was not so cosmopolitan. Of 765 enrollees that year, only six were from outside Wisconsin. And, although forty-five counties of the state contributed registrants, Winnebago County provided nearly half the student population, with the city of Oshkosh accounting for slightly more than a third. A possible deterrent to out-of-state registrations—particularly at a school dedicated to a single service mission at a time of depression—was a tuition charge of $25 dating from 1924 and applied every semester to individuals not claiming Wisconsin residence.

Students who registered at Oshkosh could take either the historic non-degree program, or the degree program authorized in 1925. Whether enrolled for the degree program or not, the individual could register in any one of the college's five divisions. Whichever the choice, everyone underwent full exposure to courses in teaching methods, school organization, administration, and management. The Catalogue stated:

> The principles of teaching and school management are learned largely by actual application in teaching. Students have much opportunity to observe teaching and to teach under close supervision. They observe, discuss and teach; observe again, discuss again and teach again, under the direction of critic teachers and supervisors until the ability to teach effectively and manage a school properly has been attained.

In addition to undergoing the training described, the students had to meet existing certification requirements. In 1939, the legislature put the issuance of teaching licenses and certificates solely into the hands of the state superintendent of public instruction. Issuable only to graduates of "approved institutions," licenses and certificates identified with the individual's professional preparation; that is, rural elementary, village and city elementary, secondary, and special fields. Graduates of the two-year rural course could obtain a license to teach in the country schools as well as in the elementary grades of the state graded schools, while graduates of the three-year course could get a license to teach in the area of grade preparation. After giving evidence of continued professional training, both types of graduates could acquire a five-year non-renewable certificate. On the other hand, graduation from a four-year course for teachers in the elementary grades and proof of two years' successful teaching allowed the teacher to obtain an unlimited certificate in the primary, intermediate, or upper grades. If an individual wished to obtain an unlimited certificate in the kindergarten curriculum introduced at Oshkosh in 1939, the way to do so was to complete a four-year kindergarten-primary course and to furnish proof of two years' successful teaching on two one-year licenses.

For secondary teachers, certificates were "limited to the major and minor fields of preparation," with a major consisting of twenty-four semester hours in an academic subject and fifteen in a minor. As for special fields, the standards called for thirty and twenty credits. In addition, secondary certification carried a requirement of eighteen credits of professional courses divided among educational psychology, methodology in the major subject, practice teaching, and approved electives. And, according to a law of 1935, the student had to have grounding in both conservation and cooperative marketing and consumers' cooperatives; the requirement reflected the strength of the cooperative movement in the state.

The purpose of the certification policy of 1939 was "to assure for the children of Wisconsin teachers who...had sufficient

education and training to do satisfactory work" and to "protect the children from incompetent teachers." In practice, the policy's overall effect was to require teachers to upgrade their training if they planned for a lifetime career in the classroom. At Oshkosh, the result was to produce an influx of students—particularly in extension or summer school classes—who needed additional education to satisfy the new standards. Especially was this true of county normal school graduates whom the law allowed only limited licensing and certification.

It is not entirely clear to what extent the campus teacher training program embraced a particular educational philosophy during the 1930s. It was a time when many educators were disciples of John Dewey's so-called progressive principles; it is uncertain as to how popular that philosophy was at Oshkosh. One staff member who graduated from a progressive curriculum has stated that President Polk gave him full encouragement to experiment with new ideas and classroom procedures. Another has noted that there was room for the beliefs of the educator who hewed to the old-line classical approach with not so great an emphasis upon "contemporary" methodology. In short, the range of philosophies seems to have extended across the training spectrum so that Oshkosh faculty members were free to teach according to either their individual or collective professional convictions. Hence, the students could select what best suited their needs from the views of their professors.

For another approach to teacher education at Oshkosh, one might consider the 1941 Catalogue's announcement: that the school subscribed to objectives of the Education Program outlined by the American Association of Teachers Colleges in the "Minimum Standards for Accrediting Teachers Colleges and Normal Schools." According to those criteria, the program of a teachers college should embrace all school-related learning experiences "considered desirable" to teacher preparation, and should be devised to "contribute toward the student's attainment" of professional objectives either formulated by the school or "specially adapted to its needs." Objectives included teacher mastery of sub-

ject matter, personality development, knowledge of the child, possession of a broad cultural background, and "a guiding philosophy of education and of life." In addition, it was expected that the teacher be aware of the relationship between education and democracy and have "a desire to promote and implement democratic ideals." Altogether, the professional curriculum at Oshkosh was intended to meet the following requirements: to accommodate changing teacher needs and individual student needs; to include student-teacher cooperation in evaluating and in reconstructing the instructional program; to advance the "total state program of teacher education"; and finally, to prepare "prospective teachers" for assuming "an active role in the promotion and perpetuation of our American form of democratic society."

Yet it may be that the college community felt greater concern over how to survive the financial distress of the Great Depression than it did over following a particular educational philosophy. From the very start, Polk's administration had to find ways to economize: with "scrimp and save" the rule, the campus pace became deliberate. As one noticeable example of retrenchment, a teachers' placement service established in 1929 expired in 1933. As others, inexpensive entertainments became the vogue and curtailment of extracurricular activities a necessity. In 1933, President Polk remarked to President Jim Dan Hill at Superior that Oshkosh could no longer participate with its sister schools in oratorical and extempore speaking contests, but he still hoped that the school could continue with debating meets. Nonetheless, worry over costs tempered his wish.

It is probable, too, that just remaining in school had greater significance for students of Depression days than anxiety over extracurricular activities. True, Wisconsin residents paid fees of only fifteen dollars a semester and nine dollars for the summer term, while room and board might average as little as six dollars a week. But with money hard to come by, even those sums were not easy for every student to raise and it is likely that more than one young woman or young man began classes with little idea of how long she or he would continue. Hard pressed students might defer

the payment of fees; if anyone defaulted with inconsequential sums owed, Regent Dempsey thought few questions would follow. In addition to the deferment of fees, a faculty fund helped students in dire need; more than once President Polk became guarantor for the impecunious. There was also available the loan fund which the Alumni Association maintained for the purpose of helping the worthy and needy to stay in school. And there were scholarships offered by one of America's great mercantile firms, Montgomery Ward. It was help that prompted President Polk to write in 1936, "The generosity of Montgomery Ward and Company in assisting with these scholarships is simply astounding."

Another source of student aid was a loan fund authorized by a state emergency relief law of 1933. Authored by Assemblyman Ray Novotny of Winnebago County and drawing upon money allocated to relief purposes, the law made fund distribution "as nearly as possible in proportion" to the population of the counties in the state. The maximum sum available to any student was $150, with the money to be used only for tuition and "other fees." To qualify for help, students had to have the endorsement of the authorities at the institution they attended or wished to attend. According to President Polk, the law made it possible for "each worthy person" to have a modest maintenance loan and to pay fees. Commenting on the various lending schemes in 1934, Polk observed that if "it had not been for the many loan funds which were available this year we should have had at least one hundred [students] less."

The continuing Depression made heavy inroads on the student loan fund. Because the fund was on a revolving basis under which repayment was the key to continued lending, starting in 1935 students could borrow only for paying fees. (In 1936, upper classmen who had received assistance from the state fund transferred their requests to the Alumni Loan Fund in order to leave the public moneys for freshmen and sophomores.) It became a practice, too, that to qualify for a loan, the individual beyond the first semester of attendance had to maintain an academic average of "C." Some assessment of the depletion which the fund suffered is derivable from the fact that loans which had totaled over $3,000 for the

school year 1933-1934 dwindled to a mere $877.20 for the school year 1936-1937. To correct any lag in repayment, it was decided to notify employers of delinquents even though, as the Alumni Bulletin of January 1, 1938, remarked, "A garnishee is a nuisance to a creditor and usually loses a job for a debtor." It ought to be added that, despite a dark outlook on repayments in 1937, the state loan fund has persisted as a source of student financial assistance.

In 1935, the legislature created another source of student aid: legislative scholarships. Freshmen could obtain a scholarship "equivalent in value to all incidental fees" if, in their graduating classes they ranked first—provided the high school was either a Wisconsin public or private school enrolling fewer than 250 students. If the school enrolled from 250 to 750 students, scholarships were available to graduates standing first and second; if the school enrolled 750 or more students, scholarships were available to the three ranking highest. The law also permitted the Board to grant additional scholarships to residents who were in financial need, "and possess[ed] qualifications for leadership." Together with the state loans, the legislative grants became a substantial source of student aid at Oshkosh.

The federal government also assisted needy students by creating in 1935 the National Youth Administration for the purpose of furnishing part-time work for young persons in school. The N. Y. A. students at Oshkosh had assignments working in the College Library, the Oshkosh Public Library, and the Oshkosh Public Museum. President Polk considered such positions as being "socially desirable," but he thought, too, that a difficulty associated with federal projects was that just as soon as things began to run smoothly, alterations occurred so that "nothing ever...follows...as originally outlined." Therefore, he hoped that "just as little change as can possibly be made should be made" once a project started. Director of the N. Y. A. work on campus was Dr. James Duncan, who had joined the staff in 1930. Duncan preferred part-time employment to loans for students; thus he hoped that student aid involving work would continue. As it happened, N. Y. A. lasted until 1943; during the eight years of its life, income from N. Y. A.

was to many an Oshkosh student the difference between staying and not staying in school.

Altogether, the various kinds of assistance from public sources were a godsend for students who normally would have tried to finance their education by part-time work in the private sector. Of course, the school did what it could to assist registrants to obtain employment; but it could neither offer nor find places for everybody needing work. It was a time when "all was fair" in getting—and holding—a job. Writing to Dean of Women Ruth Mace, Polk observed that coeds who worked as waitresses were exposed to "considerable temptation"; concerned campus personnel would simply "have to hope that they can weather that." Continuing, he told the Dean:

> I am desirous of finding every job that I possibly can because it is certain that every job this year means a student. I do not mean, of course, to put them in rooming or boarding houses or places of business that are not respectable, but I do think that we shall have to waive some requirements that may have been maintained heretofore.

In securing a teaching position during the Great Depression, it was not always enough for graduates to have completed a teacher education course; factors other than professional credentials could affect opportunities for employment. As a consequence, many graduates found the road to the classroom blocked. Answering the query of one parent who seems to have been aware of how rocky that road was during the late 1930s, President Polk wrote:

> We should like to have your daughter as a student,..., but it is not the policy of this school to promise categorically that a job can be secured after graduation. We do what we can for our students and they, in turn, use every effort to locate and secure jobs on their own account. In a highly competitive situation both are necessary.

Polk also observed that some school superintendents selected new teachers "on the ephemeral thing called personality which, in plain language means, in many cases, good looks and vivacity." But a risk was involved. He stated, "It is possible to get a high enrollment of Hollywood stars and generally there is no high correlation that I know of between intelligence and personal beauty."

Yet the job market of the mid-thirties offered Oshkosh graduates a better than fifty-fifty chance of finding positions. In fact, data for the school years 1935 and 1936 reveal that slightly more than 67 per cent of the graduating students succeeded in obtaining places. Faring best were primary graduates, all of whom found employment in 1936. Having the least success were secondary graduates, whose average percentage of placement for the two years was just a shade above 54 percent; President Polk was not jesting when he told Regent Dempsey in 1937 that to find a position in secondary teaching was "pretty tough sledding." On the other hand, two of three secondary graduates trained in manual arts secured jobs. Doing consistently well were rural teacher graduates with a placement average of nearly 84 per cent. As the effects of the Depression dwindled and the warfare overseas accelerated, all classes showed marked improvement in getting positions except for secondary graduates whose job attainment average was a mere 50 per cent as late as 1941.

Just as teaching positions were hard to obtain during the Great Depression, dollars for the operation of the Wisconsin State Teachers Colleges were scarce. Presenting at least one estimate of the financial situation in the system, Board President Dempsey remarked in 1933 that "time is about the only thing we have left to waste." And as he viewed budgetary matters that year, President Polk stated, "We have to work harder this year and we can get no additional help, but I think generally the feeling is one of thankfulness that we have jobs at all." Under the circumstances, Polk was uncertain—especially when he could not be sure of steady enrollments—that it would be possible "to retain the faculty at its present strength." He told one applicant for a teaching position, "The enrollment situation doesn't look any too good in Wisconsin this

coming year and consequently I am not certain about whether we shall be able to hold our faculty together or not." To a correspondent asking about a position in German for her cousin he replied that although he wished "most earnestly" to restore German to the curriculum, "at the present time, one does well to hold that which one has, to say nothing of adding new offerings."

It might be assumed that because of hard times, student enrollments would decline at Oshkosh. But they did not. According to a study conducted by a Legislative Interim Committee on Education in 1929, increasing enrollments at the teachers colleges were caused by young Wisconsinites not planning to teach and who were taking classes at the local campuses in ever greater numbers. In explanation, the Wisconsin Blue Book of 1933 remarked, "Costs being less than at the university, the teachers colleges have considerably increased their enrollment during the depression period." With swarms of less fortunate families on public relief rolls—Regent Dempsey stated that 1700 Oshkosh families were so situated in 1933—even those more fortunate might think twice before sending a child to one of the nation's more prestigious—and likely more expensive—institutions of higher learning. In any case, Oshkosh enrollments rose from 555 in the fall of 1929 to 700 in 1930 and went on to average 694 for the years beginning with 1930 and ending with 1936.

Summer enrollments at Oshkosh also showed strength during Depression years. Enrollment for the summer of 1933 was, however, only 377—a count causing President Polk to observe that it was "the smallest that it has been for many years." Polk saw a reason other than the Depression for the low enrollment of 1933, a reason posing a threat to future summer registrations. To him, it seemed that the summer schools had "lost...hold" because their existence depended chiefly upon teachers who were working toward degrees. Fashioning the summer terms into "rather prolonged and intensive institutes" might retrieve them from disaster, he thought, since there were always those teachers who would attend in order to keep abreast of events. But President Polk need not have worried. The summer sessions recovered momentum and

averaged more than 650 per term from 1934 to 1940. In fact, a new summer enrollment record was attained in 1939, with 878 students in attendance.

After studying enrollment trends at the state teachers colleges, the Legislative Interim Committee on Education of 1929 alleged that the shift away from teacher education had resulted in increased cost for teacher training without increasing the number trained. The Committee argued that course registrations intimated that the teachers colleges of Wisconsin were in fact becoming junior colleges and thus were departing from their mission of preparing teachers.* This was an implied threat to enrollments at the University of Wisconsin. To ease the strain, the Regents decided in July, 1931, to eliminate small classes and any courses not dedicated to teacher education on the campuses they administered.

The legislative study of enrollments may not have been the only factor in prompting the Board's action. In 1931, the legislature began to make appropriations to the Regents instead of to the Normal School Fund; this may have caused the Board to become more sensitive to factors such as the relationship between the size of classes and allocations for faculty and faculty salaries. Whether or not, the policy of adjusting instructional costs to units produced (i.e., students taught) meant that the legislature might be reluctant to grant money for salary increases if enrollments were low.

Adding another element of fiscal uncertainty was the possibility that the legislature might challenge the Board's policy of maintaining a surplus in its annual budget. Sound as the practice seemed, it risked giving the impression that appropriations exceeded actual needs. This could lead to budgetary reductions and progressively skimpy funds for operating the schools. But Board President Dempsey was disinclined to cut either programs or salaries. Maintaining that cutbacks in public spending should occur in areas other than education, Dempsey contended:

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*The Regents had also abolished the registrants' oath to teach.

> Education must go on, depression or no depression, if our civilization is to emerge from the present cataclysm, seriously unimpaired. Railroad overheads and concrete roads can wait until later and better days.

Nevertheless, economies were in order and so the Board reluctantly reduced faculty salaries on one hand and increased teaching loads on the other. In 1932, a salary waiver adjusted to individual earning decreed that a teacher receiving less than $1,500 annually would lose one week of pay while one earning over $4,000 would lose a month of pay. At the same time, presidential salaries (except for that of President Baker at Milwaukee) fell from $5,500 to $5,000. In 1933, additional wage cuts ranged from 12 1/2 per cent for teachers earning between $2,000 and $2,300 to 17 1/2 per cent for teachers earning $3,600 to $4,400. At his discretion, a president might reduce the salary of anyone earning less than $2,000 yearly. Things took a turn for the better in 1937 when a special appropriation restored all salaries except those of the presidents to the level of 1932. However, on April 1, 1939, all salaries above $1,800 suffered a 5 per cent cut for the remainder of the school year. No reduction occurred for the first half of the fiscal year 1939-1940, but for the second half, salaries higher than $1,800 fell by 6 per cent. Beginning with the school year 1941, salaries returned to their 1937 level. Despite the oscillation in wages during the Depression, earnings of the Oshkosh staff compared favorably with those in the other Wisconsin State Teachers Colleges.

Although, as Regent Dempsey remarked in 1939, the faculties of the teachers colleges of Wisconsin were drawing pay for twelve months, they gave six weeks of summer work gratis if one considered the fact that professors at the University of Wisconsin received additional salary for summer teaching. (Admittedly, under the wage scale adopted in 1920 the teachers college faculties had enjoyed freedom from duty every third summer, but in 1933 the Board abolished the privilege though still allowing an individual to apply for it.) According to Dempsey, the summer pay arrangement meant that the state had saved an estimated $750,000 since the plan

had begun. Taking a less statistical view of what modest salaries could mean for the teachers, Dempsey wrote, "For most of them the completed purchase of a simple home...represents a lifetime of effort and self-denial."

Heavier teaching loads became another means of offsetting the effects of the Great Depression. After the Board's decision in July, 1931, to eliminate small classes, the ratio of students to faculty soon reflected that policy. (Admittedly, the number of instructors fell by only 6.8 per cent from 44 in 1930 to 41 in 1940, but total enrollment had increased by 38 per cent over the decade.) In any event, the student-faculty proportion jumped from roughly sixteen to one for the term of 1930 to nearly twenty-four to one for the term of 1940. Even under these conditions, in 1939 Regent Dempsey viewed the "usual" fifteen-hour load as unrealistic and asserted that "most of our people ought to be able to teach eighteen or nineteen hours." Moreover, as the decade drew to a close, many faculty members became engaged in administrative work. In President Polk's judgment, there was a bright side to that coin. He wrote Board Secretary Doudna:

> Finally, I think that if the teachers do not have some administrative or extra-curricular contacts, the two being difficult to separate, we should have a poor school indeed, one without life and vitality, where a teacher simply came to class, did his work, and then felt free to forget about the school in the meantime.

Besides the adversities visited upon the faculty and the students, the Great Depression restricted the physical expansion and improvement of the college. But one exception to the rule of containment—and the first enlargement of space since the days of President Keith—occurred late in 1939 when the school acquired ten acres of land north of the campus for an athletic field. Acting as agent in the transaction was the College Athletic Field Association of Oshkosh, a nonprofit organization incorporated in January, 1939. The incorporators were Forrest R. Polk, Earl A. Clemans, Rolla J. McMahon, and Robert M. Kolf. State funds and

a gift from the alumni and friends of the college made the purchase possible. Although the field was only an empty space at the time when bought, footings for a 1200-seat concrete stadium were in place by early October, 1940, and a running track to be covered with cinders from the school heating plant was under construction. A major source of assistance in preparing the facility was the Works Progress Administration created in 1935. The athletic field saw first use for a pep rally staged on October 25, 1940, but not until the fall of 1946 did it go into regular use.

At this point it may be appropriate to regress in time to October, 1937, when the athletes of the college became known as "Titans." The designation resulted from a "contest" conducted by the Advance and having the intention of selecting a name which testified to the combative strength of the campus teams; was suitable for use in news reports, school songs and yells; was "not common in this section of the country"; and was uniquely individual. During the competition, sixty-two persons proposed sixty-eight titles; Tom Lynch of Fond du Lac and member of the class of 1940 submitted the winning choice. Judges making the selection were John A. Breese of the Music Department and co-composer of the song, "Hail Titans"; Nevin S. James, debate coach; and John T. Taylor of the English Department. The name originated from Greek mythology, the twelve Titans being the offspring of Uranus, the sky god, and Gaea, the earth goddess. To sum up, the designation went into use at once and it has so continued. Two relatively recent usages have been its application to a new stadium completed for use in 1970 and to the campus newspaper which became the Advance-Titan in 1967.

Meanwhile, the Depression-ridden campus needed repairs: various governmental agencies of which WPA was most important, did much of the work. To a more recent faculty-student generation accustomed to construction on a comparatively generous scale, the replacement of wooden floors in the gymnasium with floors of concrete and the installation of new partitions and drains in the men's shower room might appear as insignificant. But during the Great Depression, the sober facts of life were that help from WPA was

often the difference between effecting or not effecting a long needed remodeling, if only of a room or of a closet. Along with alterations necessary to housing the departments of biology, chemistry, and physics in the Industrial Education Building, there was the finishing of the tower room in the main building for storing "the ever increasing volume of college records." And what could have been only a source of greatest satisfaction to the librarians was the laying of a squeak-free floor of tile in the reading room of the library.

Although WPA helped to give the campus a face-lifting, the work it performed was subject to interruptions, causing President Polk on one occasion to tell the chief engineer of the state that he was willing "to boss" the job himself in order to get certain work completed. The roof was partly removed from the [school?] garage; the front porch was torn off his dwelling and only its foundation had been replaced; and the rooms into which the Physics Department had moved were but partly refurbished. "There are many other such jobs around the school which they left in the middle of August in an unfinished state," he wrote in the fall of 1935. But in time both buildings and grounds took on a new look; as for the presidential home, the Alumni Bulletin reported in 1937 that its renovation was "most notable" and so provided "a stately residence for our president in keeping with the dignity of his office."

The Works Progress Administration contributed to the campus in ways other than repairing and remodeling buildings. For example, W. P. A. personnel assisted in the library. According to the Oshkosh Northwestern, one of the group kept time records; two helped at the circulation desk; three mended books; two cleaned the shelves and dusted the volumes; one did typing; one worked in the training school library; and one had a general assignment. A major task with which the W. P. A. workers helped was the retyping of some 4,000 worn cards and the typing of 3,000 that were new for the card catalogue.

Sometimes it proved difficult to find enough chores to keep these workers occupied. That may have intensified an uneasy personnel situation originating from the school librarians' having been

assigned civil service status in 1931, even though they had preferred faculty status. A squall blew up when W. P. A. library workers began to obtain "reclassification for themselves by the simple device of writing to the Green Bay office and securing it." Indeed, one of the workers succeeded in getting herself classified as a senior librarian earning $77 a month. President Polk complained to the Green Bay authorities that the practice made the college librarians "quite dissatisfied," as the wage was nearly that which some of them were earning. Polk wished to assist the unemployed; nonetheless, he did not care to have the campus library staff disrupted "in order to permit the employees working under the W.P. A. to classify themselves." In answer, the Green Bay authority promised better behavior.

Federal projects also left their mark in the realm of the artistic, for in January, 1934, art professor Ethel J. Behncke who supervised government sponsored art projects, had called President Polk's attention to the possibility that the school might be granted artwork by the Civil Works Administration. Intrigued, Polk followed up Behncke's report by informing Charlotte Russell Partridge, Chairman of the Wisconsin State Subcommittee of the Public Works of Art Program, that any contribution would be welcome: the college buildings were "plain so far as art decorations and pictures...[were] concerned," because the fire of 1916 had destroyed whatever artistic works the school had possessed.

The most evident result of Polk's letter was a large mural on the south wall in the library: the artist was Burton Potterveld, a graduate of the Layton School of Art in Milwaukee. Painted at a time of popular interest in murals, Potterveld's work was finished in 1934. An ambitious undertaking, his creation showed the transition in Wisconsin history "from the time of the Indian through his conflict with the White man to the era of the logging camps, and...[ending] with the modern city." Even the stranger to brush and canvas could gather some meaning from Potterveld's efforts, and almost any novice could identify in it the heroic figure of "Paul Bunyon [sic]...[striding] through the mist of the sky followed by Babe the blue ox."

Another artist to paint murals for the campus was Agnes Wainwright, a former student at the Chicago Art Institute. Working under the auspices of the Federal Arts project, Wainwright produced three pieces which "represented children of all grades from kindergarten through junior high school." Located in the foyer of Swart Hall, her work portrayed children and school activities, urban and rural. In addition to the murals, the college received paintings which depicted scenes either from the Wisconsin countryside or from Wisconsin's past.* Arts Project Chairman Partridge noted that the artists had "produced works sincere, experimental, and sometimes powerful" by drawing upon the "social imagination" and "the creative urge of the society" to which they belonged. She hoped that President Polk would "enjoy" the gifts, even though "personally" he might not "like some of them."

Buffets from the Great Depression were not the only adversities suffered by the Oshkosh campus during the early years of Polk's administration. In 1933 there occurred the disclosure that ex-President Brown had awarded certain of the staff academic credits for pursuing special projects under his guidance. By way of justification, Brown explained:

> In those early days at Oshkosh, it was not possible to secure from the colleges people with the necessary personality and ability for faculty members. It was necessary to select people who did not have the formal college credentials, in some cases, and train them on the job.

No concern over Brown's credit arrangements at Oshkosh seems to have surfaced until late in June, 1933, when President Polk received from a staff member at the Illinois State Normal University an inquiry about the academic record of a professor at that school, an individual who had once taught at Oshkosh. Details about the query need not delay us here, but in sum, it seemed to call into question the authenticity of all Oshkosh credits.

*Nile Behncke, husband of Professor Behncke and Director of the Oshkosh Public Museum, also assisted in obtaining the paintings.

By 1933, Harry A. Brown's administration at Normal had drawn criticism, and this boiled over to involve his administration at Oshkosh. Whatever the links in the chain, on June 30 Brown resigned. Meantime, President Polk had not succeeded in locating the documents over which the inquiry had arisen; did the fact that they were missing indicate that something was wrong? Whether yes or no, Harry A. Brown appeared at Oshkosh on both July 1 and 6, 1933, with the records in hand, and requested their validation. He explained that they had gone inadvertently to Illinois with his personal belongings in 1930. But President Polk did not consider the documents as being official; thus, the problem remained unresolved. Next, Polk investigated the professional backgrounds of his staff only to unearth more evidence of Brown's credits arrangements.

While the predicament was still in limbo, Harry A. Brown had matriculated at Columbia University, from which vantage point he reasoned things out in a long letter addressed to Regent Dempsey on February 7, 1934. In fairness to Brown, a part of the letter seems worth quoting. He wrote:

> In this part of the country [the East] fifteen or more years ago persons of maturity, personality, culture, and experience who lacked even a normal school diploma were taken onto the faculties of the normal schools. They were entirely qualified for such work although they had not acquired their attainment by the usual method of going to school and earning credits. They did not have the credits and the diplomas but they had the things for which those formal credits often stand. At the time of which I am speaking nearly every normal school in this part of the country had on its faculty one or more such people. .... These faculty members were eventually granted diplomas.

Brown's comments did not satisfy everyone. For example, Wisconsin Superintendent of Public Instruction John Callahan wrote Dempsey that on one hand Brown's correspondence contained "much" with which he "could agree," but on the other, he thought that "granting credits in that way has its dangers."

Also showing concern over Brown's actions, the Association of American Teachers Colleges and the North Central Association of Secondary Schools and Colleges investigated conditions at the Oshkosh State Teachers College. According to President Polk, the report of the A. A. T. C. "did not seem to go into the matter very much" except to exonerate him, though he needed no exoneration because he had had no part in the affair. It followed that in a resolution of April 17, 1934, the North Central Association made continuation of the school's recently won accreditation contingent upon assurance from the President of the Board of Regents that "five persons at present on the staff...known to have partly falsified records or to have been parties to the falsification be given leaves of absence with the understanding that they will not return." The result was administrative action requesting the resignations of five staff members. In the adjustment which followed, on September 5, 1934, the Regents abolished the post held by the registrar (whom they labeled a clerk) and those held by the Industrial Education personnel. Moreover, the Board abolished the Industrial Education Department, and for the future decreed that any work related to the field was to be taught in the Training School.

The teachers requested to resign held tenure under the recently enacted law of 1931, and one of them, Director of Industrial Education Frank M. Karnes, refused. Karnes contended that the law protected him in his position, for it stipulated that state college teachers were employed on probation and "after successful probation for three years, the employment shall be permanent, during efficiency and good behavior." Furthermore, any teachers who had served successfully for three years prior to the adoption of the law qualified for tenure automatically and no teacher could be discharged "except for cause upon written charges."

Because he had not received a written notice of cause for discharge, Karnes insisted that he was still a member of the Oshkosh faculty, and he tried to make the argument stick. After an unsuccessful hearing before the Board in 1935, he went into lengthy litigation which in essence tested the validity of the tenure law. Karnes based his stand also upon the propriety of his dis-

missal; besides, he claimed that he was entitled to work in a substitute capacity because some Industrial Arts courses were being taught in the Training School.

Tenure was upheld, but Karnes lost the argument as to his position. For, in November, 1937, Judge August C. Hoppmann of the Circuit Court of Dane County rendered a verdict upholding the Regents' right to abolish both the Department of Industrial Education at Oshkosh and with it the position of Director. Asserting that the Board was not required to duplicate services in industrial arts on the state college campuses, Hoppmann noted that during the hearings it was established that the Stout Institute at Menomonie had earned "a beyond the state" reputation for its work in the industrial arts; and because of that, even the University of Wisconsin had abandoned its undergraduate courses in the field in 1933. Thus, Judge Hoppmann justified the elimination of the department at Oshkosh as a "necessity...wholly and entirely beyond the control of the defendant board as well as that of the plaintiff." As a consequence, the plaintiff's "position and tenure" ended as a "logical and inevitable result" of "existing conditions at the...college." There was more. Hoppmann ruled that such retention could have led only to (among other things) "The ultimate closing of the Oshkosh college as an institution unworthy of a continued existence."

Unfortunate as were the consequences of Brown's handling of the credits, three of the four teachers who resigned received warm endorsements from President Polk. He told Rose Swart, "My only hope is to replace the persons who must go with others who stand so well in the eyes of the public, and especially of school men, that no lasting harm will result, or at least it will be reduced to a minimum." For his part, Regent Dempsey gave assistance in academic matters in two cases.

Over the long haul, the loss of the Department of Industrial Education proved to be a cause of regret to President Polk. In 1955 he wrote, "We have missed industrial arts here and now it looks as though we are licked forever on its re-establishment...." Writing in

the same year to Oshkosh Assemblyman Harvey Abraham, Polk stated that Industrial Education should have been re-established at the college. "This is an industrial section..., he observed, "and we had a course...that was a worthy rival of the one at Stout Institute." Losing the program had been "a hard blow," and Polk thought that "in all justice" either it should be restored or the school should be given something to offer in its stead.

To sum up, a review of the materials associated with the credits issue at Oshkosh does not make pleasant reading.

Having more general significance to the campus function was the maturing of radio broadcasting.

The reader will recall that the chapter on Harry A. Brown's administration concluded with a discussion of radio's impact on the campus of the Oshkosh State Teachers College. The question of how radio fared as an ingredient of the educational mission during the presidency of Forrest R. Polk is now deserving of consideration.

As a starter, the uses to which radio could adapt demonstrated convincingly that radio had a definite place in the service function of the school be it either a faculty or a student oriented role or both. Because its message was conveyed by air, radio reached far. For, with radio broadcasting, the school's work became a subject of interest, not only to the campus family, but also to that of the larger neighborhood. To illustrate, in January, 1938, the faculty members participating in the activity and broadcasting from stations at Poynette, De Pere, and Fond du Lac could, as the Advance noted, "cover a much wider area than before." (The original broadcasts had been transmitted from the Oshkosh station WHBY.) In short, all that anyone had to do in order to acquire information about what the school was doing was to listen to whichever of the broadcasts appealed.

Gleanings from newspaper sources reveal that the year 1938 might be taken as being very active for campus broadcasting,

albeit the activity occurred via the state radio network. Nonetheless, it was during the weeks extending from March 10 to June 2 that an initial series of campus broadcasts featured no fewer than thirteen sessions delving into music, literature, art, international affairs, economics, and education. Opening with a performance by the school band, the series closed with a discussion entitled "The Meaning of Education" presented by President Polk. Apart from the announced schedule, the college A Cappella Choir which visited nine high schools in northeastern Wisconsin and the Milwaukee area, also enjoyed a share in broadcasting. Thus it was that under the direction of Dr. May Beeken of the Mathematics Department, radio work played an important role in putting the Oshkosh State Teachers College "on the map."

It was no fiction that radio earned recognition for having serious significance to the Oshkosh campus. For example, there occurred in April, 1938, an experiment in radio broadcasting covering "voice control enunciation, pronunciation, and the judging of good radio speech in general." This in itself suggested that in 1938 the future for college sponsored radio broadcasts looked bright even though the school would not have its own broadcasting station until 1966.

During those early years, there were certain characteristics that marked broadcasts by the Oshkosh State Teachers College. For instance, in February, 1939, Cecille Barnett of the Physical Education Department told her listeners that people should devote as much time as possible to avocations, that they "take time to wake up, learn and take time to live," plus enjoying "creation or creative arts." In the following month, Gertrude Metze of the Training School faculty asserted that radio would never supplant the schools for the "average teacher does not know how to use the radio in connection with her work." But Metze claimed, too, that radio could supplement teaching although she cautioned that teachers be careful to have the radio in proper working order so there "will be no disappointment when...the switch is turned on." Still another illustration of the tie between education and radio occurred in remarks of Professor Walter H. Fletcher who was not only chairman of the

campus publication committee but was also a leader in campus radio work. As a point of interest for teachers of tomorrow, those persons directing high school publications—newspapers and annuals—could profit from what Fletcher said. Fletcher's time on the air was devoted to two other issues; the need for training students in journalistic endeavors at all levels and the need for garnering financial support adequate for the work at hand.

As previously noted, the outbreak of World War II meant a lessening of campus activities. But radio broadcasting continued. In March, 1942, Professor Warner Geiger spoke over Oshkosh station WOSH on the topic, "The Weather and the War." During the same month, Professor R. G. Neuman and a group of students discussed the subject, "The Economics of War," while in April the Music Department was scheduled to present a program of Easter music. Following Easter, the schedule called for President Polk to address the subject, "Defense in Education."

Search has failed to discover evidence of further work in radio on the campus until mid-October, 1950, when the Advance announced the forthcoming debut of a student program entitled "Your College on the Air" over Oshkosh station WOSH. The program was to offer "messages about fourteen campus organizations," plus other features. Scheduled to participate in addition were two representatives of the freshman class. They were to explain "why they chose [to attend] OSTC" and what they thought of the school. The campus choir was also to present a selection. Closing the program was a new attraction comprised of a five-minute survey of college news "lifted from the Advance." (That offering became a regular conclusion to "Your College on the Air.") The Advance stated that it was a "simple fact" that enhancing the importance of the college broadcast occurred because the program was "primarily a student undertaking...of by, and for the students of O.S.T.C."; the activity offered the student body an "opportunity to promote...the college," as well as themselves. "Make good use of it," urged the newspaper. In January, 1951, the Advance also asked for new ideas to keep the program healthy, and it called for volunteers to flesh out a talent show to close the first semester. Because

the program was expected to cover wide ranging fields of interest, volunteers were welcome. Under plan as a regular element of the college air program was a disc jockey performance based on records requested by students "during interviews in the halls of O.S.T.C." A rather unique feature under plan in the spring of 1951 was a broadcast recognizing Mother's Day and based on interviews of mothers attending the school.

Also demonstrating the increasing comprehensiveness of the campus radio work were two broadcasts occurring in the later months of 1951. In October, a tape recording of a pep rally held in the Little Theater in anticipation of Homecoming will serve as an illustration. Included were an interview with the Homecoming Queen, the playing of band music, student cheering, and comments by an on-the-spot announcer. Besides, there was a place reserved for an alumnus who would compare the Homecoming of 1951 with Homecoming when he was in school.

Next deserving mention was a patriotic broadcast planned for December 6, 1951, in commemoration of the tenth anniversary of the bombing of Pearl Harbor. Consisting of songs dating back to the Civil War, the program brought "us right up to the Korean Campaign." Leading off was Julia Ward Howe's "Battle Hymn of the Republic." Other selections identified with the various wars of the United States. Some were humorous, some were serious; all could claim to be patriotic.

As a punctuation mark of sorts, a program broadcast on December 14, 1951, and containing a recording of a speech given in the Little Theater, inaugurated an on-the-air activity wherein the nine state colleges took turns at broadcasting a half-hour for a program presented over a "Statewide radio network." For the first offering by Oshkosh, a freshman student named Judy Sanders, who had won distinction as a winner in a statewide piano contest, was to play a piano selection. The Advance noted that the radio network was just beginning and further that "Ideas for good programs of statewide interest...," might be presented to the college radio committee chaired by Richard Bailey, a member of the English Department.

At this point in the discussion of radio during President Polk's tenure, it may be appropriate to consider the nature of reaction to the radio program, "Your College on the Air," as well as the number of listeners discovered by "roving reporters" of the newspaper. Of one hundred persons consulted, just thirty had heard the show. Of that number, five regular listeners tuned in "often," sixteen had heard the program only once or twice. The opinions held by these individuals fell into two categories: enjoyment of news about the campus; preference for emphasis on only one or two subjects instead of "Several as is the case now." The second survey occurred at random on the campus: over half of these queried were listeners; the remainder were not because the broadcasts conflicted with other activities. To quote some of the opinions, one listener thought the show demonstrated what the college could do with the community in order to "enhance mutual relationships"; another thought that the producers were "doing a fine job"; a third proposed taping the shows for future use.

PART II
THE SECOND WORLD WAR AND THE DIAMOND JUBILEE

The credits episode and the Great Depression had hardly become history when the Wisconsin State Teachers College at Oshkosh began to face new trials caused by the outbreak of World War II. Although the United States did not become a combatant until 1941, observant Americans were keenly aware of the dangerous course autocracy had taken for a decade past. Writing in November, 1938, President Polk informed the National Conference of Christians and Jews that educators sensed "even more fairly than the average informed American, the need for maintaining political and religious liberty in our democracy." Asserting that it was an educator's "duty to combat" forces antagonistic to the democratic way of life, he pledged "the educational facilities of this college" to preserving American ideals. In January, 1939, Polk stated that it was not in his "heart or mind" to condone the oppressions—political, economic, or religious—then occurring in both the communist and the fascist states; the following April he endorsed a Manifesto of Educators upholding democracy over fascism and opposing educational curbs, gag laws, intolerance, and censorship of the press. When, in May, 1940, he heard a speaker "imply...that England and France were equally responsible with Germany" for beginning the war, Polk found it more than he could either comprehend or "stomach." He explained that his views arose from the fact that the English and the French had acted under "some semblance of honor in respect of obligations while of course Hitler was under no such inhibitions."

Before Pearl Harbor, the nation was not united in its thinking over what to do about events in Europe: should America intervene on behalf of the Allies or should she pursue a policy of isolation? Recalling the disillusionment which had engulfed the nation after World War I, some citizens were reluctant to see the country involved once more in a foreign war. At the same time, the government's policy of becoming the arsenal of democracy appealed to others; and some individuals favored American intervention on the side of the free countries.

At Oshkosh, a thoughtful Forrest R. Polk wrote in anticipation of the Homecoming of 1941 that it would be enjoyable indeed to visit with the alumni, reminiscing and conversing about "more serious things." But he continued,

> It seems as though each year...conditions grow even harder. This year we will celebrate our Homecoming and have our bit of fun in the shadow of a world catastrophe. We cannot tell what the future will bring...no more than we can prophesy...the outcome of the world. However, just as we have confidence in the triumph of right in the world, so do we have confidence that our college can continue to fulfill its useful function.

President Polk's reference to conditions growing "ever harder" proved prophetic. On December 7, the Japanese bombed Pearl Harbor; on December 11, both the Germans and Italians declared war on the United States.

Just as did World War I, World War II exerted profound effects on the life of the nation; but America's involvement in World War II was of longer duration, the theater of action was broader, and the casualty count was greater. Aside from these factors, it may have been that to most Americans of mature years, the single greatest difference between the two struggles was a heavier emphasis on a total war effort with shortages and rationing facts of everyday life during World War II. And just as President Keith had advised in 1917 that "we can keep our heads," the Advance suggested that the important thing for the nation to do in 1941 was to keep its wits and not to become a victim of war hysteria: the country's best weapon was a psychological one—retention of sanity. Of course, every citizen should play a part in helping win the war, but not to "a blare of bugles and rolling of drums"; and each should remember "that the greatest threat to democracy is a brass band."

Overnight America's participation in the war brought changes in campus life. One change came in January, 1942, when

the college began to hold drills designed to lessen the impact of possible enemy air raids. According to the Advance, everyone should regard the exercises with seriousness because, by air, the Fox River Valley was 800 miles closer to Berlin than was New York. An orange card flashed in each classroom announced the beginning of a drill: a green card proclaimed the "all clear." During the drills, everyone sat on the hallway floors, and to offset any chill, President Polk advised the wearing of warm attire. Also, he recommended the singing of patriotic songs as a proper diversion. Like the Advance, Polk regarded the activity with seriousness. He wrote of instructions for the drills:

> These A[ir ?] R[aid ?] R[egulations ?] may seem like a joke but simply stated, they are not. No levity nor laxness will be permitted on the part of any, nor may any reasonable order be disregarded; in case of doubt, obey the order, [and] argue about its wisdom afterward.

It also became a fact of campus life that, just as in the Great Depression, the school had to scrimp during the war years. Perhaps the words of Board Secretary Doudna conveyed the message of thrift and conservation most forcefully. Informing the college presidents that saving materials was of critical importance and all would have to cooperate in preventing waste, Doudna wrote:

> No new apparatus should be ordered and replacements kept to the minimum. Textbooks should not be changed for any except the most urgent need. All consumable supplies—paper towels, etc. must be conserved. Students will have to accept some responsibility for eliminating waste. Printing catalogues, announcements, etc. is being scrutinized very closely. Keep this item down.

Alterations in campus publications soon reflected the thrift urged by Secretary Doudna. The college Catalogue shrank in size, and beginning in 1943 it commenced to appear on a two- year cycle

with summer session bulletins becoming little more than leaflets. As for student publications, both the Advance and the Quiver responded to wartime economizing. In October, 1942, the Advance announced that because of high printing costs it would appear in mimeographed form for the duration of hostilities. The newspaper still intended to print campus news, but for the future its objective was to become "a good high school paper" instead of a college-level publication. In retrospect, the altered format and purpose of the Advance seem a regrettable departure from the standards which, in both 1939 and 1940 had won a First Class Honor designation from the National Scholastic Press Association. But this was not the end of the story. There was no issue of the newspaper between January 22 and October 15, 1945; the gap in publication meant that any editorial opinion related either to the close of the war or its implications is lacking.

As for the wartime Quiver, the publication announced page reductions in 1942 and again in 1943, when the editors had to shorten "write-ups of normal college activities." In 1944, the Quiver appeared with loose-leaf binding; in 1945, the only feature to be enlarged was the roster detailing the names of former students in the military service. It might be noted, too, that prior to hostilities advertisements and assorted fund-raising schemes had been the Quiver's financial support; but with the outbreak of the war, the publication began to depend on the student activity fund for financing. Thus, after 1941 decreasing enrollments meant less money for its printing.

A factor restricting campus activities in general was a comprehensive rationing program instituted by the Office of Price Administration in April, 1942. Belt tightening imposed by shortages—particularly of gasoline and sugar—became commonplace, but few members of the college community seemed to worry much about the possibility that the all-school steak fries held each summer might not take place or that it would be necessary to attend a picnic in the Menominee Park at Oshkosh rather than in places more distant. It is likely that most students and professors agreed with the Advance's assertion that the rationing of food and of other

supplies was vital to victory and that sugar rationing was simply part of a nation-wide plan guaranteeing each person a place in "controlled commodity distribution."

Despite the strictures imposed by the school's dedication to an all-out war effort, student clubs and societies maintained a certain vigor during the period of conflict. For instance, discussion groups like Campus Forum and the International Relations Club, the first having as its sponsor Professor Nevin S. James and the second having as its co-sponsors Professors Ralph Norem and Robert G. Neuman, prospered under the wartime conditions.* On the other hand, campus entertainments became less pretentious. In an editorial entitled "Curtailment of Social Life Small Sacrifice for Defense," the Advance of January 21, 1942, noted that lack of both male escorts and money ruled out the need for formal functions. According to the newspaper, the coeds should

> prove that each and everyone is a good sport and as good a citizen as that soldier or sailor who gives that your way of life might be preserved, that your formals of tomorrow might be given in a free, fun-loving country. Yes, use the money to aid defense and find some less luxurious types of entertainment for the present.

When time for the Spring Prom arrived in 1942, the newspaper suggested that women go without corsages and "wear last year's formals or cotton formals which can be converted later into street dresses." No harm seems to have resulted from the suggestion: the dance occurred on a scale more modest than customary, but it was still deemed a success.

There were other evidences that student life at Oshkosh smoothly adjusted to the war effort, whether the objective was raising funds for the Red Cross, selling defense bonds, or collecting waste paper to "Help Beat Those Japs to a Pulp." A very noticeable activity was the knitting of garments either for servicemen or for the Red Cross. Coeds known as "Knit-wits" plied their needles so

*Neuman was later to serve as American ambassador to Afghanistan, Morocco, and Saudi Arabia. He also served as Commencement Speaker at UW Oshkosh in May 1985.

energetically that, in the opinion of the Advance, one might hear the instruments "clicking away in the halls, between and during classes, in assembly, and even in the cinemas." It was a freshman named Betty Glander who, in January, 1942, earned the "highest honors" by completing her fourteenth sweater. Also trying their hands at the skill were the "little Training School girls" who, reported the Advance, spent "their recesses...knitting away with needles larger than they are — Well, almost anyway."

Knitting garments was not the only wartime contribution of the students. The Advance urged those on vacation to volunteer their services to the Red Cross; the art classes presented their products to that organization; college women studied first aid at the Oshkosh Vocational School; the Training School youngsters enrolled in Junior Red Cross First Aid classes; and the campus community sent off presents for military personnel. As a change of pace from celebrating Homecoming—athletes were going into the armed forces and football would become a casualty of the war in 1943—the college rallied in October, 1942, to support a dance to raise money for the United Service Organizations. When it was over, the affair netted ninety-five dollars which were presented to Oshkosh Mayor G. F. Oaks, head of the Oshkosh Chapter. Not so charitable in purpose was the school's participation in a state-wide campaign to buy the government a "Badger Bomber." Iota Alpha Sigma, a men's organization devoted to promoting fellowship and worthy social standards, represented the college in the campaign: President Polk led off with the first donation.

As it did during the First World War, the school loaned its facilities to the training of personnel for the armed forces. As early as 1939, a Civilian Pilot Training Program initiated for preparing "the vast number of pilots that may be necessary to match the government's progress in plane production" was opened to both men and women. Trainees underwent seventy-two hours of ground schooling, which included the study of meteorology, aircraft design and control, flight theory, and civil air regulations. In addition, they received at least thirty-five hours of flight instruction. Successful completion of the course qualified the individual for more

advanced training. At the inauguration of the Program, Professor Frederick L. Caudle, a graduate of the United States Naval Academy and meteorologist at the Milwaukee County Airport, became instructor of ground training. S. J. Wittman, "well known [as a] flyer and racing pilot of Oshkosh," became flight instructor. And, President Polk offered instruction in mathematics. When war was declared, the Civilian Pilot Training program dedicated itself to training recruits specifically for the Army and Navy Air Corps. During the 1942-1943 school year, thirty-seven students participated in the Army curriculum and forty in the Navy. In all, the school "trained four successive Army-Navy Civilian Pilot Training groups," and when Regent Dempsey viewed the results in 1943, he considered the work successful.

Preparing men for flight duty assumed an even more substantial character in the spring of 1943 when the college engaged in a training program with the Army Air Force Services Command. The program, in which the colleges at Eau Claire, Milwaukee, Stevens Point, and Superior were also participants, began at Oshkosh in March with the execution of a contract outlining the school's responsibilities. The unit trained at Oshkosh was the 96th College Training Detachment (Air Crew).

The school's record with the Army-Navy Civilian Pilot Training Program and the availability of airport facilities favored its choice as a training center for the Detachment. But a deterrent—which nearly caused cancellation of the decision to train the men at Oshkosh—was lack of suitable housing. At first, it was thought that the troops could be quartered in downtown hotels; however, regulations did not permit the housing of civilians and military personnel under the same roof. Finally, an army inspector appeared to investigate the situation and it was decided to convert Swart Hall into a barracks. The housing problem solved, on March 12, 1943, the Northwestern reported that the unit would come to the campus.

The first cadets arrived at Oshkosh by rail early in the morning of March 29. As a military precaution, there had been no

announcement concerning their arrival; and after the men left the train they marched through empty streets to the campus. The Training School function was transferred to Dempsey Hall while classrooms needed for the use of the troops were set apart, as were the physics laboratories and the gymnasium.

Once settled in quarters, the Detachment could turn to its mission. Seven officers were in charge while the enlisted personnel numbered five squadrons of eighty men each. In turn, the squadrons were divided into two flights of forty men each with all following a busy schedule. Among academic courses the trainees took, mathematics and physics were required; and, according to "individual needs," history, English, or geography. Other areas of preparation included first-aid, hygiene, military courtesy, and physical education. During their fifth month of training, the cadets spent four hours daily in the air. When the Detachment underwent formal disbandment in July, 1944, 1,261 men had passed through the course. The instructional cost was $294,974.13.

Drawn partly from the college, a sizable teaching corps provided the ground training required by the Air Force. Having administrative responsibility for the academic work was Dean of Instruction James F. Duncan: a total of thirty-six professors taught in the Program. It was a point of campus pride that testing of the trainees after their departure indicated that the faculty had performed well in what has been judged the school's "principal concern" directly associated with the war effort. In June, 1944, the Air Force Training Command awarded the college a special citation for "meritorious service."

Oshkosh also participated in a reserves training program which allowed college men to enlist in one of the three branches of military service while continuing their studies. The course was open to individuals aged from nineteen to twenty-six, and who had completed either two years of college training or one year of college work with a second year in progress. In brief, the intent of the program was "to create a reserve pool to provide the armed forces

with a steady flow of educated personnel" capable of rapid assimilation into "certain increasingly important and increasingly technical fields of industrial and military service." Individuals who failed to pass examinations given in the second year of work were to be "called to active duty at once," but by 1943 demands for manpower resulted in calling up "a great many" men who had not finished their schooling. Acting as advisors to the Reserves were President Polk for the Army, Professor Earl Clemans for the Marine Corps, and Dean Duncan for the Navy.

The school's faculty, students, and alumni entered the armed forces in growing numbers after 1941. From the faculty, nine persons served with the colors. The only woman in the group was Dr. Irene Price who became a statistical analyst for the Army Air Force in 1944. Two professors—Robert Kolf and Frederick L. Caudle—were veterans of the first World War. By 1946, the list of students serving in the armed forces included 1,406 names, among them those of forty-four women. Most of the women served either as WACS or as WAVES; a few were nurses with the different branches of the armed forces; others held positions with the Red Cross. The roster included as well the names of forty-one men who gave their lives and of one who was missing in action. The first Oshkosh student to die because of the conflict was Lieutenant William J. McGowan, who had attended the college from 1936 to 1939. In 1942, he was forced to eject from his plane during maneuvers over Mississippi; his parachute malfunctioned.*

In addition to those who left for military service, some students departed the classroom for employment either in defense work or in other lines; for instance, many coeds took office positions which often paid as much as teaching and did not require as much preparatory training. The exodus made heavy inroads upon the enrollment: by the spring of 1945 the tabulation was only 230. The declining student population led to over-staffing and as early as 1942 the Regents decided not to fill faculty vacancies unless replacements were imperative to maintain needed programs. The faculty (including that of the Training School) declined from forty-

*A brass plaque in Dempsey Hall lists the names of all who lost their lives during the war.

nine in 1940 to forty-six in 1945, with five of the forty-six being absent in military service. Because of the shrinkage in enrollments, the Air Force Detachment had been a godsend to retention of faculty, as the professors were needed to help teach the trainees.

On the other hand, reductions in student numbers at teacher training institutions brought a better balance between graduates and available jobs. At Oshkosh, one aspect of the change surfaced in 1942 when the Advance asked its readers, "Did you know that there are only ninteen [sic] student teachers in secondary education this year?" It followed that by 1945, Oshkosh graduates enjoyed virtual certainty of teaching employment. In fact, the Quiver of that year reported that as it was going to press, "about eighty percent" of the graduates in all branches—rural, elementary, and secondary—had taken positions for the fall term. Demand was unusually strong in the secondary fields of mathematics and science; in the opinion of the yearbook, students would do well to consider those fields for a teaching career. Annual salaries for beginning teachers ranged from $1400 to $1800.

Meantime, the college had acted to help ease a possible post-war teacher scarcity by inaugurating accelerated curricula in 1943. America had been at war less than a year when the Board began to discuss stepped-up programs for preparing teachers; at Oshkosh, the first announcement of such arrangements appeared in the Catalogue for the summer session of 1943. The basic feature of the plan was the restructuring of the school year into four quarters, including a summer quarter divided into two terms of approximately five weeks each. By offering a full quarter of work during the summer months, the scheme enabled the individual to double from six to twelve the number of credits earned. And, it was possible to acquire a quarter of credits for on-the-job teaching, provided the work was done "under supervision approved by the [college] Director of Training." Under the arrangement, students in a two-year rural program could complete their work in fifteen months, while those in a three-year program could finish in twenty-four. The plan did not apply to the high school curriculum, but even so,

the quarter system allowed secondary majors to complete a regular four-year course in thirty-six months.

The college also devised special courses for experienced teachers who needed either review or further study. In addition to including workshops in both city and rural elementary education, the offerings provided "refresher" courses designed to update the training of former teachers who might be "pressed into service" in any branch. In addition, the Catalogue announced the intention of holding special clinics in certain areas subject to the availability of "talent" for conducting them.

The accelerated and special courses won praise as innovative responses to the wartime emergency. They also appealed to the students. Indeed, on July 27, 1943, the Oshkosh Northwestern stated, "Many students who have graduated from a two-year or three-year course are availing themselves of the double summer term to earn twice as many credits as they formerly could, in order to complete as rapidly as possible the requirements for their degrees." Reflecting the attractiveness of the new plan, summer enrollments held steady in both 1943 and 1944 and even increased over the figure for 1942. On the other hand enrollments for the regular term declined.

After having been halted in 1931, a school service which reappeared during the war was extension work. In what had amounted to a stopgap arrangement, in 1934 the college instituted an "extended day program" permitting students to upgrade their qualifications by taking courses outside the schedules offered in either the daily routine or the summer school. The program enjoyed President Polk's endorsement as being "one of the [school's] most distinct services"; he thought that all of the colleges should offer such work as an aid to teachers wanting to get ahead. What Polk had in mind, however, was a program identical with regular offerings both in content and quality.

The popularity of the extended day program had been steady, but in 1942 the school re-entered the extension field, with

the University of Wisconsin organizing the classes and Oshkosh professors doing the teaching. According to the plan, professors were to receive extra pay for their services, a proviso which was not satisfying to President Polk who frowned on offering either correspondence or extension work "when the salary of the teachers is increased." Indeed, he had once observed that professors might "complain bitterly" over their regular schedules, but at the same time "would very gladly take on two or three extension classes in other towns" for extra compensation. Polk would have preferred to leave extension work to the University Extension Division; nonetheless, he had misgivings over the Division's role in discharging its responsibility. He wrote:

> I should be glad,..., if they would confine their efforts to their legitimate field and stay out of such ventures as conducting classes in county normal schools and organizing classes for high school graduates, telling them that they could get the first year of college work there and thus orienting them for the University and nowhere else.

During the war, extension work prospered, even though President Polk thought "a wild scramble" would ensue if all of the teachers colleges were to provide the service. But there was no denying the fact that the extension classes made it quicker for in-service teachers to earn credits leading to a degree; in truth, so many were the demands for courses outside the regular schedules of the college that in 1947 the Regents authorized each of them to "organize, direct and finance its own extension class program." At Oshkosh the success enjoyed by the offerings may be measured from Registrar R. J. McMahon's report of "big" classes in six centers all of which paid more than the costs with "total net profit to be $1500 to $2000." McMahon's report was not without merit, for receipts from the extension courses were used to fund the program so that it would not be "a financial liability to the other activities of the college." Along with meeting the credit needs of in-service teachers, the extension work at Oshkosh was an effective device for adding to enrollments and enhancing the campus service mission.

President Polk also took time to consider the physical needs of the college after peace returned. With regard to space, he proposed gradual, but steady, expansion of the campus through the purchase of desirable parcels of land when they went on the market. As for construction, he thought in terms of a new gymnasium for men, swimming pools for both men and women, an auditorium to seat 1,200 people, and the remodeling of the gymnasium built in 1909 into a student union. Furthermore, Polk recommended the construction of both men's and women's dormitories so as to provide students the opportunity for a living experience he associated with the cultural image of a private institution. But he was not certain that any dormitory built would be self-supporting because the Oshkosh student body did not come from "moneyed homes." All in all, Polk estimated in 1944 that funds for the building program he suggested would total a half-million dollars, even though some structures—those related to sports and recreation—might be erected "in conjunction with city plans." Periodically, the state authorities reviewed such proposals, but there was no new construction at Oshkosh until the 1950s.

Yet Polk's ideas did take shape. In 1943, the college gained title to the former residence of W. E. Pollock, once president of a factory whose products helped make the city known—Oshkosh B'Gosh Overalls. Built in 1920 and known as one of the "most palatial" houses in the city, the residence was for sale at a reported figure of $7,800—a fraction of its assessed value. To help the school obtain the property, Pollock offered a gift of $5,000. The Pollock gift, a grant of $2,500 from the Student Activity and Alumni Funds, and another of $750 from an anonymous donor made the purchase possible in September, 1947.

The acquisition of the Pollock property took place when the Air Force trainees were on campus, and President Polk thought that the house might have temporary use as a social center where the men could meet their families and friends. In looking ahead to the return of peace, he visualized the residence as becoming either a student union or a dormitory. As things turned out, the Regents decided on the latter. Accordingly, the Pollock House—so named

officially in 1952—served as a residence for women from 1944 until 1967 when it became the headquarters of a newly established School of Nursing. In 1971, the Pollock House was assigned to the Alumni Association, and took the name "Alumni House." In addition to the Pollock House, the school acquired two properties having an intimate association with the campus. One was the former home of President Albee, just south of the school grounds on Algoma Boulevard; the other was the Radford family property directly opposite. It was partly on the Albee homesite that a new Health and Physical Education Building was completed in 1956. It was on the Radford property that a new women's dormitory was completed in 1952.

Contributing much to rising enrollments and to a new grip on life which the close of hostilities brought to the campus were veterans who intended either to renew studies interrupted by the conflict or to begin afresh in the world of books and laboratories. The legal structure whereby veterans could obtain education rested on two laws enacted during the war. The first measure was known popularly as Public Law 16. Approved in March, 1943, it authorized the vocational rehabilitation of persons who were on active duty as of December 7, 1941, and before the end of hostilities. Intended to "restore employability" to veterans handicapped by service-related disabilities, Public Law 16 granted four years of training to be completed within six years after the close of fighting. The second law was Public Law 346—the "G.I. Bill of Rights." It amended Public Law 16 by changing the eligibility date at commencement from December 6, 1941, to September 16, 1940, and provided for supporting the education of qualifying veterans who had served ninety days and whose education had been "impeded, delayed, interrupted, or interfered with" because of military service. Any qualified veteran could take either a regular or a refresher course extending over a year of training at an approved educational institution. On completing their courses, veterans could continue in a regular program of study "not to exceed the time" they were on active duty after September 16, 1940, and prior to the end of hostilities. The individual's continuance in the classroom was subject, however, to making satisfactory progress "according to the

regularly prescribed standards and practices" of the school. To help with student expenses, the law authorized the government to pay up to $500 for a regular school year; and, it provided for a subsistence allowance of fifty dollars a month. If the veteran had a dependent or dependents, the allowance was seventy-five dollars.

At Oshkosh, two agencies helped veterans become accustomed to college life. One was a Veterans Administration Guidance Center established in March, 1946. The Oshkosh Center was one of nine in the state. Any veteran eligible for benefits could receive counseling to assist him in selecting the career for which he was best suited and for which there was "current demand." The first faculty counselors associated with the Center were Professors Frederick L. Caudle and Raymond J. Ramsden. The second agency was a club called the Veterans of Oshkosh State Teachers College. Formed in September, 1945, the club was concerned with the "general welfare" of returned servicemen. Veterans became members when they enrolled: during its first year of existence, the organization's membership rose from fifteen to 193. Professor Caudle was the group's advisor.

A post-war event providing the college a good opportunity to assess itself was its Diamond Jubilee in 1946. In May, a committee headed by Emeritus Professor Earl A. Clemans and representing the school, the alumni, and the city announced plans for celebrating the anniversary in conjunction with Homecoming observances in early October. A major event was the dedication of the college athletic field to the memory of students who had lost their lives in World War II. Following came a football game (which Oshkosh lost) and after it an evening of speeches at an alumni banquet. Among the speakers, Alumnus Fred G. Bishop (class of 1905) recalled memories of serious, seasoned professors who believed that the students "should master well" what they had studied and who had awakened in the Normalites the desire to become good teachers. And, President of the Alethean Society, Lorraine Schmidt, presented President Polk a check for $87 to decorate a room in a union building, should one ever be constructed. Some might consider the gift so modest as to be inconsequential, but it

offered Polk the opportunity to state that he had "hopes for the future" and to urge the school to measure up to the University of Wisconsin and the state's private colleges "in all things they do."

The Jubilee celebration continued on Sunday, October 13. During morning services, local churches made special note of the development of education at Oshkosh. In the afternoon, alumni and friends of the college assembled in the Little Theatre of Swart Hall for the final ceremonies. Professor John Breese led the A Cappella Choir, as vocalists from the alumni joined in the singing. Fred Hamilton, a graduate of 1901 and President of the Bradley Institute at Peoria, Illinois, reminisced on days gone by, while Harrison U. Wood, a graduate of 1908 and Principal of the Franklin Junior High School at Racine, gave the main address. Speaking from the perspective of the holocaust through which the world had recently passed, Wood warned his audience, "If we do not learn to live together civilization is doomed." "Science," he continued, "compels us to be neighbors and education should invite us to be friends."

A Bulletin entitled Oshkosh State Teachers College 1871-1946 and a commemorative edition of the Quiver also marked the Jubilee. Authored by a committee whose chairman was Professor Nevin S. James, the Bulletin narrated the history of the institution since its opening. A distinctive feature of the work was a section devoted to the careers of instructors who had served the school for at least twenty-five years. Moreover, the Quiver provided a pictorial message combined with brief, but pertinent, sketches of the passing scene on campus. It happened, too, that the celebration of the Jubilee came not quite a week after a rejuvenated Advance had appeared in printed form—a renascence heralded by the Oshkosh Northwestern as a sign of returning "Campus Normalcy."

There is something else to be said. Polk's administration had been witness to a certain cleavage with yesteryear. Between 1933 and 1946, death had taken faculty stalwarts Emily F. Webster, Walter C. Hewitt, Ellen M. F. Peake, Rose C. Swart, and Jennie Marvin. Miss Marvin, whose death occurred only days after the

Jubilee observances, was the last link in the faculty chain extending back to the days of President Albee.

One whose tenure dated from the early years of the century, Allison A. Farley, was no longer on the scene. Professor Farley had retired from teaching in 1941; his death followed in 1943. The Quiver praised Farley as "an authority in his chosen field," while President Polk lauded him for being as free "from pride and prejudice as any man" he ever knew. Marking still another break with the traditional past was the retirement of Professor Earl A. Clemans in 1945. On Clemans' retirement, the Board stated that it deplored "the severance of an outstanding teacher who taught because he loved to teach."

The resignation of Edward J. Dempsey from the Board of Regents in October, 1946, represented still another break in campus history. Not only had Dempsey devoted more than a generation of his life to serving the teacher education system of Wisconsin, he had also been intimately associated with the Oshkosh school for even longer. And, he had taken a keen interest in the concerns of the students. As an example, in 1944 a graduate of thirty-five years before had asked to have her grade record "modernized." President Polk was at the point of demurring; but Dempsey reasoned that because the woman had received from Miss Swart "a very high rating in practice teaching" it was likely that, "even at her advanced age," she was "still a good teacher and deserving of our consideration."

Dempsey took an equal interest in the welfare of the faculty. It was an interest tempered by his opinion that teachers should be self-reliant and aware of the responsibilities inherent to the profession. Dempsey not only devised the salary schedule inaugurated in years following World War I, but represented the Board in pushing the schedule through to legislative approval. On the other hand, he was not convinced of the merits in statutory tenure of which he once wrote, "Security often tends to defeat its own purpose." He acknowledged the teacher's right as a citizen to sympathize with causes; yet he cautioned that "the teacher cannot be a special pleader for any class of people."

Dempsey had won commendation for his "far-sighted educational statesmanship," but he did not favor permitting the teachers colleges to offer instruction in the liberal arts, for he believed that they should continue their traditional work in teacher preparation. However much disagreement Dempsey's views aroused, he had evinced a consistently profound concern for the fortunes of the teacher training institutions. He had prepared the legislation authorizing them to grant degrees and to assume the designation of teachers college; besides, he had spent "considerable" time in seeing that legislation through to passage. It was his conviction "that there was a definite need for our teachers colleges" which had prompted him to remain "so long on the Board of Regents."

To sum up, the fifteen years during which Forrest R. Polk had been president up to 1946 were filled with more than ordinary trials, none of which was easy to resolve. The Advance had once characterized President Polk as a dreamer of things to come, but the effects of the Great Depression, the credits affair, and the Second World War could hardly have been beneficial to his hopes for the school. Yet the institution had survived; and, as noted, President Polk had planned for the post-war period. Indeed, the 75th Anniversary Bulletin remarked, "No other president has served through as long a period of crisis conditions."

CHAPTER SEVEN

THE ADMINISTRATION OF FORREST R. POLK
THE WISCONSIN STATE COLLEGE

After the return of peace in 1945, the Wisconsin State Teachers college at Oshkosh experienced greater stability than at any time since 1929. Stability did not mean inertia; quite the reverse was true. By way of example, a fundamental change in the school's service mission occurred in 1949 when the legislature permitted the Board of Regents to inaugurate liberal arts curricula at any of the colleges under its jurisdiction. The school's service mission underwent further broadening with the first steps toward offering graduate studies. There was also expansion in enrollments, in the physical plant, and in the teaching staff. And, there were changes affecting the faculty, particulary the establishment of professorial ranking in 1955 and the granting of more generous working benefits. The view also arose—though not supported in every corner of the state—that the colleges and the University of Wisconsin ought to be merged into a single system. Surfacing with some frequency during the 1950s, the issue of merger remained unresolved when President Polk retired in 1959. But the most significant event affecting the college at Oshkosh between 1946 and 1959 was the introduction of the liberal arts program and with it in 1951 the designation of Wisconsin State College, a designation shared by all of the former teachers colleges.

The introduction of the liberal arts field did not occur overnight. By way of review, the reader will recall that the Regents had confined the mission of the normal schools to teacher preparation in 1922, yet the limitation was not watertight. In 1930, the Board had also ended the practice of requiring registrants to declare intent to teach; and, during the Great Depression, students who planned for careers other than teaching began to enroll at the teacher education schools in number. Another break with tradition occurred in 1937 when the legislature authorized a Bachelor of Science degree for the Wisconsin State Teachers Colleges. And at Oshkosh, the Catalogue began to advertise a Non-Professional

Division designed to "include all students...who are not intending to take teaching courses."

Time brought name changes to the Non-Professional Division, but no change in purpose. In 1941, the Division became the "Junior College"; in 1945, the Junior College became the "Pre-professional Education Division." The Division offered a service to registrants who "might find it advantageous to take from one to three years of their undergraduate work...at Oshkosh." Also included was special advisory assistance intended to protect students from losing credits "in transfer to professional schools."

Another step toward launching the liberal arts curriculum had its inception when, concurrent with the emergence of the Pre-Professional Educational Division, there occurred erosion of student interest in earning a living by teaching. A war-time phenomenon, the indifference persisted after the return of peace, and it affected both non-veterans and veterans. For instance, President Polk reported that of 139 veteran students on campus in the spring of 1946, fewer than fifty were in teacher education. During the spring of 1947, the Pre-Professional Education Division attracted 511 students from the total enrollment of 891; the various teaching programs drew the remaining 380.

It was also during the war that Dr. George M. Sundquist, the local Regent at Superior, and Board President Dempsey differed over offering non-professional courses at the colleges. In 1942, Dr. Sundquist had expressed concern over Dempsey's assertion that the Board would be put "on the defensive" by "emphasizing...college work and neglecting the training of teachers"; in 1946, Sundquist described such contentions as being typical of the "same old bug-a-boo" raised by opponents to the liberal arts curriculum. In short, Sundquist regarded the inauguration of a liberal arts program—not only at Superior, but also at the other teachers colleges—as recognizing a need for offering new educational service demanded by changing times.

The ball began to roll in the direction of establishing a four-year liberal arts curriculum at Superior and two-year college courses at the other schools when, in February, 1945, Assemblyman Arthur Lenroot placed before his colleagues a bill which in final form, permitted the Board to inaugurate two-year college courses at any of the teachers colleges. Another feature of the measure was that a four-year college course could be offered at any teachers college not "within a radius of 275 usual traveled miles from any state supported institution of higher learning now offering a four-year college course." The only school which qualified for the four-year course was Superior.

The Lenroot measure drew fire. For instance, the Milwaukee Journal called it "an educational gold brick," whose adoption would prompt the other teachers college communities to clamor for the privileges granted the school at Superior. To the Journal it seemed that liberal arts students wishing to do so could take the first two years at one of the teachers colleges and the last two at a school offering more sophisticated programs. The newspaper stated, "Almost any youngster with gumption can find a way..., to finance his last two years at some first rate institution from which a B. A. degree would be significant."

In July, 1945, Governor Walter S. Goodland vetoed the Lenroot bill. Goodland contended that because the measure would benefit Superior alone, it discriminated against the other schools; that because implementing it would be costly, the original purposes of both the teacher education schools and the University of Wisconsin might be weakened. To Goodland, his objections made "sense." Nevertheless, in September, the legislature overrode the Governor's veto, and the Lenroot Bill became law.

The new law did not direct the Regents to establish the liberal arts program at Superior; it merely permitted them to do so. Thus on March 5, 1946, when Regent Sundquist introduced a resolution to begin the four-year curriculum at Superior, the motion failed because of opposition by Regent Dempsey and other members of the Board. In letters to Board Secretary Doudna and

President William Hansen at Stevens Point, Dempsey questioned the offering of liberal arts at the Wisconsin State Teachers Colleges. To Doudna, Dempsey wrote that he considered it "...absolutely dishonest to convert them into nine small colleges serving purely local needs. There is no reason whatever why Fond du Lac, Sheboygan, Manitowoc, Green Bay, Appleton, Neenah, or Menasha should be taxed to establish a local general college at Oshkosh... particularly when they are in a desperate situation for more and better teachers for their public schools."

To Hansen, he wrote:

> If we cannot dedicate all of our energies and all of our facilities to the sacred obligation of training teachers for the public schools, then we have no justification for our continued existence under the statutes providing for our establishment, maintenance and operation.

The final phase of launching the liberal arts program at Superior and two-year college courses at the other schools followed Board changes, among which was the retirement of Regent Dempsey in October, 1946. Succeeding Dempsey as Regent was Frank W. Radford of Oshkosh; succeeding Dempsey as Board President was Dr. Sundquist. In April, 1947, Sundquist introduced Board Resolution 255 putting into effect the "permissive authority" extended the Regents in "37.12 of the Statutes in the last session of the legislature." The resolution passed by a vote of seven to three. In October, 1948, when Sundquist reviewed his presidency before the Board, he stated that the "mandate" of the legislature had gone into effect at Superior; moreover, he believed that the Regents "should be given...authority for similar opportunities..., in other colleges under...[the] Board."

Meanwhile, the Oshkosh campus community had become involved in the squabble over the liberal arts issue. It had happened that in October, 1946, the Milwaukee Journal claimed that the teacher training institutions "could not hope to offer a curriculum

as well rounded, with equipment as adequate, and faculty as good as the standards of a good liberal arts college require." It was a telling comment; in response, the Advance conceded that the opinion may have been "based in part upon facts," but then charged the Journal with having "unjustly lambasted those schools which have done a marvelous job with the limited funds allotted by the state legislature." The Advance also declared that at the colleges there were "few examples of a `new' teacher just breaking into the profession who are [sic] definitely of inferior ability," and besides, a teachers college offered the advantage of a closer teaching-learning relationship than did larger institutions. Admitting that the "Journal hit upon a good point" in referring to the inadequacy of equipment at the teachers colleges, the Advance insisted nevertheless that the schools were not to blame for the "skimpy" funds granted them. Cogently, it stated, "To SPEND money a college or university must HAVE money."

Furthermore, an Oshkosh faculty committee compiled a number of reasons for offering the liberal arts curriculum. The committee argued that the program would sustain enrollments and offerings in advanced courses; it would improve student performance; and it would broaden the curriculum. Neither would it create "snobbery" on the part of academic teachers, nor would it hinder the "professionalizing" of subject matter. There was also a strong possibility that introducing the liberal arts curriculum would increase resources for giving the master's degree in education—a shrewd point, in view of favorable attitudes currently being shown by both Governor Goodland and Regent Dempsey toward starting graduate work at the teachers colleges. In addition, the committee thought it unlikely that the liberal arts program would raise the cost of instruction; but if so, it would not reach the "per capita cost of education as found in a single congested center such as Madison." Finally, the course would make a college education accessible to "many in this area who cannot attend the university."

In 1948, the Regents initiated action toward establishing liberal arts curricula at all of the teachers colleges when they authorized Roger E. Guiles, Director of Training in the State Teachers

College at Platteville, to investigate the work of the colleges with the objective of clarifying the relationship between them and higher learning in Wisconsin. Entitled A Study of Practices, Conditions and Trends in Relation to the Functions of Wisconsin State Teachers Colleges, the completed investigation became popularly known as the Guiles Report. The Report dealt with six major areas of concern: enrollment trends; the effect of accessibility on enrollment; non-professional education; teacher supply and demand; buildings and building needs; and finance. Of the six subjects, non-professional education in Wisconsin's teachers colleges was of greatest interest because the student enrollment in the non-professional group was increasing proportionately "faster than the total student body." During the fall of 1947, persons not planning to teach made up almost 45 per cent of the freshman class and nearly 40 per cent of the sophomore class in all of the teacher education schools; but "with the one exception [Superior]," the teachers colleges could not award either non-professional or liberal arts degrees. Accordingly, students who wished to earn a Bachelor of Arts degree had to satisfy the criteria for a professional degree, even though the courses offered by the colleges were "of sufficient breadth and comprehensiveness to provide a necessary background of training for a non-professional degree." Guiles had learned too, that fifty-four out-of-state teacher training institutions reported a "positive" effect on their professional programs after introducing liberal arts curricula; would not the Wisconsin teachers colleges enjoy a similar benefit? To sum up, Guiles recommended that the state seriously consider giving its teachers colleges permission to offer a four-year program leading to the B. A. degree.

In November, 1948, the Regents stated that they intended to make the Guiles Report available to the legislature when it convened for the 1949 session. It followed that the lawmakers authorized the Board to extend the curriculum at any Wisconsin State Teachers College to include "a four-year college liberal arts course," and to award degrees "as are usual in universities and colleges."

The Board delayed implementing the bill until February, 1951, when it permitted the schools to grant liberal arts degrees subject to the following provisions:

1. The first consideration of the colleges shall be to maintain a strong program of teacher training.
2. Enrollment in the liberal arts courses shall not be accepted beyond a point which would hamper the training of teachers.
3. Additional faculty to implement the program of liberal arts is not contemplated during the biennium 1951-1953.

In early July, 1951, the legislature changed the names of the schools to "state college"; soon thereafter, the Board of Regents formally adopted the designation, "Wisconsin State College" followed by the name of the city where each College was located.

Winning the privilege of permitting the Wisconsin State Colleges to offer the liberal arts program rivaled in significance their winning degree-granting privileges in 1925. Even so, the event seems to have created no great stir at Oshkosh. And that was understandable. For one reason, the movement for the liberal arts degree spanned an era when the backwash of World War II and America's increasing military involvement in Korea were much more newsworthy items than was the establishment of liberal arts offerings in the state's teacher education schools. For another, the new programs did not suggest drastic change at Oshkosh. Noting that would-be applicants often wished to attend a college but not a teachers college, President Polk thought that the lure of the liberal arts curriculum and the new name for the school might change things, but he was uncertain how much. There was yet another point to consider: when as noted, the authorities approved the liberal arts course, they had also decreed that a strong teacher preparation mission be continued in the system. President Polk agreed. He stated, "Here at Oshkosh, this will be done."

Details regarding the liberal arts program appeared in the school Catalogue of 1951. There was no explanation of the program's purpose, but to earn the Bachelor of Arts degree, students had to obtain 128 credits in both required and elective subjects. They had to take twelve credits of English; they could take twenty-four credits of either French or Latin; they might take twenty-eight credits in two languages, or thirty in three. They also had to earn thirty-three credits in one of the following fields: the humanities, the social sciences, and the natural sciences. A year of courses in United States history was another requirement, as were two semesters in physical education or military science—a subject that would not be available until 1968. Students had to complete one major from the nine offered, and they chose electives to complete the credits needed for graduation. Because obtaining the Bachelor of Arts degree was deemed to be the accepted path to graduate study, the Catalogue recommended French as an elective. Finally, all students had to maintain a "C" average over the last two years of study; anyone who did not could not graduate.

In publicizing the liberal arts program, a Bulletin of 1952 explained that although the Oshkosh school's "service to the state and the youth of Wisconsin" emphasized teacher education, "more and more young people are demanding college training as a preparation for...many occupations." Hence, the school was offering a four-year college course "at a reasonable cost." The Bulletin also noted that when taken in combination with teacher training, courses in liberal arts afforded "an excellent preparation for business as well as for life." There was more. Liberal arts registrants would enjoy individual attention in small classes led by a "friendly" and "highly trained" faculty. In rounding off the list of inducements, the Bulletin explained:

> Liberal education has as its goals the development of the free person and citizen. The free person is one who finds his way to a full, satisfying and worthy life. The [free] citizen is one who recognizes his duties to his fellow men.

The liberal arts proved to be popular at Oshkosh. In 1953, the offering attracted 243 students: in 1964, it drew 2,234. As campus enrollments continued to swell during the 1960s, those in letters and science (as the liberal arts school was called beginning in 1963) followed suit, so that by 1968 "standard" majors numbered 4,006: students in pre-professional, library science, and medical technology added 896 more. These figures meant that in 1968, liberal arts registrations accounted for 44 per cent of the institution's enrollment of 11,096. As for graduates, nine students took liberal arts degrees in 1952; 168 did so in 1964, and 683 on the eve of the campus Centennial.

Additional steps toward broadening the Oshkosh service mission during Polk's presidency occurred with preparations for offering graduate work. As early as the 1930s Polk had mulled over the question, but he doubted the appropriateness of conducting graduate studies at an institution lacking a research function. On the other hand, he thought school teachers should have more study than they were receiving. In 1938, he told a student wishing to take graduate training that he regretted "this had not been authorized" at Oshkosh, and that although he intended "to ask for the privilege," he supposed "that it...[would] not be granted." President Polk based his view on the premise that many colleges and universities then offering graduate study were unwilling to recognize the Oshkosh school as "being a bona fide educational institution...in spite of the fact that the preparation of our teachers...academically compares quite favorably with those who do the bulk of the undergraduate work" at Madison. Also in 1938, Polk informed Frank E. Baker, president of the teachers college at Milwaukee, that he thought it "much more practical" for the schools "to ask for five years of training mandatory for the high school teachers and permissive for elementary teachers," than to "plump for the right to give a master's degree"; besides, he would "be against" having all the Wisconsin teachers colleges grant the degree. And although Polk hoped that graduate work would eventually begin at the teachers colleges, he stated in 1940, "I...still am of the opinion that a school as small and lacking in resources as is ours could do very little in...original research."

Though President Polk had reservations about offering graduate work in the Wisconsin State Teachers Colleges, in 1944 Board President Dempsey told President Baker at Milwaukee that he thought the time had come for permitting some of the colleges to offer a master's degree, but for teachers only. "We are not charged," he wrote, "with any responsibility for the training of lawyers, doctors, dentists or accountants." Indeed, Dempsey thought that the schools had scratched only the surface so far as the possibilities of advanced teacher education were concerned. And as noted, Governor Goodland shared Dempsey's attitude toward graduate studies at the teachers colleges, his view being that such offerings would improve the quality of teaching in the state.

A law enacted in 1945 permitted the Wisconsin State Teachers Colleges to offer study leading to the Master of Education degree. But according to the Milwaukee Journal, there remained questions over the adequacy of research facilities and the level of faculty capability. Perhaps the problem hardest to resolve was how much graduate degrees would mean "unless they represent [ed] study" under the advantages of equipment and reference materials "not needed in undergraduate instruction." Whatever the doubts, two of the schools—Milwaukee and Superior—embarked on graduate programs by 1950.

A major development leading to the establishment of graduate instruction at the remaining colleges occurred in 1956 when a newly created Coordinating Committee on Higher Education recommended that all of them investigate the need for such offerings. To start things, the CCHE created a joint standing committee on graduate education with members from the University of Wisconsin and the state colleges. Individuals who regularly participated from Oshkosh were Dean of Instruction Raymond J. Ramsden; and from the teaching corps, Professors Jean Caudle, Nevin James, James Unger, plus the writer.

The outcome of the Committee's discussions was an experimental cooperative program combining academic instruction with courses specifically addressed to classroom teacher needs. Plans

called for two summers of work at home campuses and two summers at Madison, or at one of the three state colleges at La Crosse, Stout, and Superior. To insure "depth and intensity of preparation," students could take no more than six credits in an eight-week summer session. Requirements for admission to the curriculum were as follows:

- A bachelor's degree from an accredited institution;
- Qualifications for certification to teach in Wisconsin, including a broad area undergraduate major or its equivalent in the field of proposed graduate study;
- One year of teaching experience, except for the first summer session after graduation;
- On the 4.00 basis of cumulative grade points, an undergraduate overall grade point average of at least 2.75 or a minimum of 2.90 on the last half of undergraduate credits carried;
- Good mental and physical health.

For graduation, no grade below "B" was acceptable; twenty-four credits of course work had to be completed; and "paper and examination" requirements had to be fulfilled. The student was permitted seven years to finish the program, which was terminal. Upon finishing the course, he or she would receive the degree of Master of Science in Teaching from the University of Wisconsin.

Discussions concerning graduate work were still in progress when President Polk retired in 1959; courses were not offered until the summer session of 1960. Determining matters of policy and administration was a graduate council consisting of a director and seven faculty members appointed by the college president. The first Director of Graduate Studies was Dean Ramsden; but beginning in 1961, Dr. Everett Pyle of the English Department became Director. When a campus graduate school was created in 1963, Pyle became its Dean.

While interest in liberal arts and graduate studies was gathering momentum, two other divisions—extension and summer school—were also contributing more and more to the service mission of the college. After the retirement of Registrar McMahon in 1954, L. O. Tetzlaff, Principal of the County Teachers College at Sheboygan Falls, became Director of Extension and Summer School. Enjoying cordial relations with public school personnel, Tetzlaff strove "to make the extension students feel a part of the...college." The close attention which he gave to student needs was a distinct boost to maintaining extension enrollments, but it is also likely that an accelerating popular zeal for education—especially after the Russian-made satellite called Sputnik crowded America into outer space and after the Regents decreed in 1956 that students might earn up to one-fourth of their degree credits by extension courses—accounted for a lively interest in the extension work at Oshkosh as enrollments rose from 1,100 in 1956-1957 to 1,773 in 1959-1960. Along with meeting the requirements of teachers throughout northeastern Wisconsin, the extension courses were a source of recruitment for classes in the regular and summer terms.

Tetzlaff applied the same degree of personal interest to the administration of the summer school as he did to the extension service. He encouraged the practice of offering summer students more than just courses; summer school was a time of "special features." During the summer term of 1958, such features included five convocations in which "outstanding thinkers in their respective fields" delivered lectures on the theme, "Education in the Decade Ahead." A Parent-Teacher Association Day focusing on the topic, "Helping Educated People Move Freedom Forward," was intended to demonstrate the "educational implications" of the Association's program, while a corrective reading clinic led by Professor Jean Caudle gave instruction in diagnosing and correcting disabilities in reading. A convocation featuring foreign affairs expert Gerard Priestly dealt with the subject, "The Struggle for Power in the Near East," while another led by Clyde J. Fitzpatrick, President of the Chicago and Northwestern Railway, was devoted to transportation. There were also special class offerings in recreational leadership,

student teaching, and elementary courses for secondary students. And, everyone was invited to share in "good fellowship" by attending an all-college picnic. Just as did the extension service, the summer school at Oshkosh attracted increasingly greater numbers during the 1950s. In 1954, the enrollment stood at 626. In 1959, the figure was 1,213.

While the extension and summer school offerings were flourishing, the curriculum in rural education was undergoing a decline in registrations leading to its ultimate expiration. Of 1,768 on-campus students in the fall of 1955, only forty-seven enrolled in the rural division. As Forrest R. Polk saw the situation, he blamed the popularity of the two-year courses offered by the county teacher training schools for reducing the department "practically to zero." At the same time, however, the number of Wisconsin's one-room schools decreased from 3,242 in 1952 to 1,691 in 1959, and the number of two-room schools decreased from 360 to 317. The related job market was subject to corresponding shrinkage. The handwriting was on the wall, and by the spring of 1959 there were only eighteen rural education students at Oshkosh. The final entry for the rural education program appeared in the Catalogue of 1959; the program ceased when the last students graduated from the rural curriculum in 1960.

In the same year, Professor May L. Stewart, whose name had been synonymous with rural education at Oshkosh for more than a generation, retired from the classroom. Perhaps the best way to measure the impact of the rural program upon participating students is to draw from a statement she made in 1964:

> In the new urban college environment they developed rapidly, not only...in subject matter fields, but also in social qualities essential in their work and in the life before them: how to make their own decisions...; how to get along with others—roommates, classmates, employers, professors, new groups. They were exposed to...new ideas, became open minded on many, did not quite so frequently con-

> demn that which was different, and sometimes reached out for the new. The leaders displayed social poise with a developing ability to think on their feet, to accept rebuff and meet it intellectually more than emotionally, and to look...forward to more satisfactory solutions to their problems. The best...began to assume a sense of responsibility and helpfulness to the groups with an increasing development and maturity.

In another significant break with tradition, the teacher training curriculum underwent a reduction of differentiation among subject matter areas on one hand and the establishment of certain common requirements for teacher education students on the other. Taking a leading part in achieving the change was David L. Bowman, Director of Teacher Education and Placement. Successor in 1954 to Director of Training James H. Smith, Dr. Bowman had been Research Assistant to Eugene R. McPhee, Director of State Colleges. In that capacity, Bowman had conducted an in-depth study of the two-, three-, and four-year curricula for the preparation of elementary school teachers at the Wisconsin State Colleges. His sensitivity to the developmental stages of teacher education in the schools and his graduate study at Teachers College, Columbia University, left Bowman committed to high standards for teacher certification in Wisconsin, including a four-year course minimum program for all teachers in training.

By way of perspective, certification standards had become more demanding over the years. Standards established in 1939 had permitted the graduates of the two-and three-year courses to teach on two one-year licenses and then on a five-year non-renewable certificate. After graduating from an approved elementary education course in a state teachers college and with proper recommendations, the individual could qualify for obtaining an unlimited certificate. In 1959, however, current standards made the bachelor's degree in elementary education a requirement for further certification, beginning with graduates of the two-year course in 1961 and the three-year course in 1962. Moreover, holders of two-year

licenses could acquire a five-year non-renewable certificate if they furnished proof of having earned six semester hours of credit toward the bachelor's degree. The standards of 1959 also permitted broadening the range of certification. Thus, a teacher having a life certificate in primary education and a degree in elementary education could qualify for kindergarten certification by taking from six to twelve credits in that area.

In 1959, the requirements for high school certification included at least eighteen semester hours in pre-professional education, a major of twenty-four semester credits, two minors of fifteen semester credits, or two major fields of twenty-four semester credits each. Graduates could also obtain certification with a single major of thirty-two credits plus a single minor of at least twenty semester credits. Effective in 1960, students in science and social studies could be certified with a broad field major of forty-five credits. High school teachers could qualify for life certification only in major fields of preparation and in other subjects taught "successfully" in the state's public junior or senior high schools for at least two years as endorsed "on a regular Wisconsin license."

A far-reaching change affecting the Oshkosh faculty during the second half of Polk's administration resulted from system-wide professorial ranking of the state college staffs in 1955. In 1950, the Regents had classified into four groups those tenured instructors earning salaries of $3,500 or more for an academic year of forty-two weeks. Classification identified in part with graduate training beginning with the master's degree for Class I and extending to the earned doctorate, "or equivalent," for Class IV. Other criteria for classification included classroom efficiency, administrative duties, preparation and experience, and evidence of continued academic growth. In proportioning the ranks, the Regents stipulated that Class I must not include more than 20 per cent of the staff; Class II and Class III from 25 to 40 per cent; and Class IV from 12 1/2 to 25 per cent. The salary range through the classes extended from a low figure of $3,500 for Class I to a high figure of $6,500 for Class IV. Annual increments of $200 could be granted to no more than 90 per cent of the teaching corps. Tenure was to be permanent after

three years of probation, and after teaching two full years of forty-two weeks each, a teacher was to have a leave of one summer.

Scarcely was the ink dry on the classification tables than there arose reports that the state college faculties were to have professorial rank. But professorial ranking did not have the same meaning as did the classification arrangement. At Eau Claire, President Davies thought that ranking could frighten away some well qualified candidates who feared that "they would lose caste" by accepting "what...[seemed] to them the position of instructor"; at La Crosse, President Mitchell thought that ranking would result in "personal jealousies and animosities"; at Oshkosh, President Polk regarded the assignment of academic ranks as "a painful task." Favoring the plan was the State Education Committee of the Association of Wisconsin State College Faculties (A.W.S.C.F.), the professional organization of the teachers in the system. Yet that support did not assure acceptance of ranking either by the faculty or by their representatives. When the general delegate assembly of the Association had considered the scheme in 1952, it cast a tie vote. Only by a narrow margin did the Oshkosh chapter approve ranking in 1954; a mere four colleges of the nine were "definitely in favor" of ranking. Nonetheless, the Regents decided to rank the staff according to the practices "in most colleges throughout the country." The criteria by which the faculty were to be ranked included the extent of training, years of service, and salary earned. A pay schedule effective July 1, 1955, listed the following ranks: instructor, assistant professor, associate professor, and professor.

Adopted after study of two plans, both of which—according to President Polk—produced results that were "pretty weird," the professorial ranking scheme was somewhat similar to the classified schedule. Yet there were differences between the two. One difference was that ranking began with instructors earning $4,000 for an academic year of thirty-six weeks and extended through the intermediate categories to professors receiving a basic salary of $6,000. Another difference was that whereas the classified arrangement set an upper limit on the earnings of a professor, the ranking one did not. Still another difference was that the librarians were to have

rank. In addition, the new plan required members of the present staff to meet any stated degree requirements before being promoted, while continuity of service allowed the teacher the increment for his rank "if recommended by the President and approved by the Board." Under both plans, after consultation with administrative officers, the president determined merit increments. Neither the plan of 1950 nor that of 1955 made promotions automatic; and both eliminated sex as a factor "in connection with promotions or advancement." An element for encouraging faculty improvement under the ranking scheme was that, with Board approval, a teacher could obtain a leave of "one or more years" for advanced study and on returning to duty, receive the salary figure which he or she would have attained meanwhile. The new plan also contained a salary-related change in that teachers would receive pay for a year of thirty-six weeks rather than for the old one of forty-two. Thus, the teachers drew the same pay for the shorter year which they had had for the longer year; and they would have additional pay for teaching during the summer session. The rate for summer work was one-sixth of the annual thirty-six week salary; upon the adoption of an eight-week summer term in 1958, it rose to one-fifth.

Based on the principle of selecting personnel best qualified for teaching the courses to be offered, presidential invitation was the door to summer service. To facilitate the achievement of a more highly trained staff, non-doctoral personnel did not always receive summer assignments so as to allow them time for pursuing advanced study. Reflecting their rather casual status, department chairpersons shared opportunities for summer work with their colleagues until the early 1960s.

The new salary schedule was in tune with the faculty association's position favoring the ten-month school year, "Provided each faculty member will receive in ten months as much as he now receives in twelve months." Yet there were hitches. Lacking measurable criteria, merit increments produced murmurs over who deserved what. Summer assignments were another cause of campus uneasiness as under the new plan, the professor who did not have a summer assignment had to stretch his pay over the idle peri-

od. For teachers in comfortable circumstances, lack of summer work might be of no great consequence, but it was different for those less fortunately placed.

According to records of the campus chapter of the A.W.S.C.F., worries over salaries continued. Noting in 1958 that some Oshkosh graduates having only a baccalaureate degree were earning salaries which came within $500 to $800 of those being paid their former professors, the campus chapter of the A.W.S.C.F. not surprisingly advocated higher faculty pay. To compensate for an alleged loss of income resulting from one salary increment which had failed to keep abreast of living costs, the Chapter proposed a 35 per cent increase in pay for the next biennium; it argued as well for closing gaps between wage rates at the University of Wisconsin and those at the state colleges. Furthermore, the Chapter urged that the college faculties be awarded fringe benefits enjoyed by industrial workers—the professors had obtained social security coverage in 1957—and so proposed that the state assume a major part of the cost related to purchasing medical insurance; in addition, each faculty member should have $15,000 in free life insurance. Other benefits sought by the Association included remission of all registration fees for faculty members and their dependents attending state supported schools; establishment of a regular leave program of one semester at full pay or a year at one-half pay after seven years of service; and increasing summer salaries from two-tenths to two-ninths of the rate for the academic year, an objective achieved in the summer of 1965.

In terms of dollars and cents, faculty wage patterns between World War II and 1959 showed some improvement. The removal of price controls in 1946 had meant that overnight wages could not buy what they did before, as the consumer price index rose from 100 in 1935-1939 to 128.4 in 1945 and to 159.2 in 1947, or 34 per cent. During that time, the professors had to tighten their belts, for their salaries increased by only 15 per cent. It was a condition of which Oshkosh Regent Frank W. Radford wrote to Governor Oscar Rennebohm in 1948:

> How can I and other members of this Board be willing to increase our own wage and salary scales from 90 to 115% to maintain efficient organizations in our business—and then as Regents do anything less than reflect these salary recommendations to maintain efficient organizations and high standards in these colleges for which we are responsible.

But a change for the better was around the corner. Between 1953 and 1959 salaries rose about 35 per cent, although the purchasing power of the dollar fell about 25 per cent of what it had been in 1950. Thus, even though salaries had not caught up with consumer price levels, the gap between them did narrow a bit by the 1960s. Still, a sign of the anxiety the Oshkosh professors felt over financial security was visible in a certain eagerness for assignments in either the summer school or in extension, or both.

Along with interests related to professional status and economic security, a keen concern of the Oshkosh faculty was that of sharing in administrative policy-making which belonged primarily to the president, acting under the direction of the Regents. Aiding the president in discharging his responsibilities were four administrative assistants—the dean of the college, the dean of instruction, the registrar, and the director of student personnel service. Another echelon of officers directed teacher education and placement, elementary and rural education, secondary education, and the summer session. Completing the administrative team were the dean of women and the principal of the junior high school.

Yet there were ways in which the faculty took part in campus business. For instance, it was an "important" duty for the professors to serve on "one or more faculty committees." True, the president made committee appointments, but "because of their positions, traditionally...[some teachers were] members of any committee within their fields of authority." In practice, there could be uneven results to the application of that principle: in 1956, one faculty person was serving on twelve committees and others on none. This is not to imply, however, that there was no place for

teacher input; the staff elected delegates to represent them either in teacher-related agencies or at professional conferences. And there were always opportunities for staff suggestions or questions during general faculty meetings. Nevertheless, it was not unusual for business at the faculty level to be informally handled, perhaps by a quick word when colleagues chanced upon one another or when individuals were called upon to consider a matter of the moment.

To many members of the Oshkosh faculty, the way to acquire a share in administrative policy-making was by working through the Association of Wisconsin State College Faculties, which was without rival in promoting professorial interests. Leaving little doubt as to the local Chapter's stand on the issue of administrative policy-sharing was the group's reaction to a statement of Professor N. P. Nelson in March, 1958. Calling for petitioning the Regents to permit administrative sharing, Nelson contended that so doing "would liberate much constructive criticism and revive the spirit of initiative on the part of many if not most of the members of the several faculties." For, Nelson asserted that when all directives came from a chief executive, "most faculty members feel that to make a suggestion is...evidence of presumptiveness." As a consequence, "the active mind soon learns that it is more prudent to wait to be directed and as a result initiative is dead." A policy generating such numbing effects was "particularly bad" for any institution of higher learning, but "much worse" for the teacher training schools which educated students to "guide the learning process of youth in a free society." Some might argue that delegating "legislative, executive and judicial powers" to one authority made for "efficiency in expediting all matters pertaining to the State Colleges," but faculty sharing in policy-making afforded "greater assurance that proposed changes were desirable." Pinning down the argument, Nelson reported that a committee of the American Association of Colleges for Teacher Education had shown concern over the fact that state college faculties were not allowed shared responsibility in policy-making. Put to a vote, Nelson's views drew thirty-one ayes and only one no. The Chapter consensus was clear.

Regardless of faculty sharing in administrative policy-making and whatever the individual's assignment or rank, the Oshkosh instructor was expected to perform well in the classroom and to display a manner and appearance acceptable to the teaching profession. For, just as the student teachers performed before their critics, so did the professors before administrative observers. After an initial round of visits to the new faculty of 1956, an administrator reported that "appearances of teachers ranged from the formal 'teacher behind the lectern' to the extremely informal 'teacher in shirt sleeves sitting upon the desk.'" "My own taste," he counseled, "would lead [lean?] to coat and tie, standing posture, but freedom to move about." Among faculty mannerisms he noted were the following: bending upon the lectern for support, "Twiddling chalk in the hand," planting the foot on the wall, "roaming" excessively from one side of the room to the other, and asking questions without waiting for answers. Besides, the professors had been guilty of "slips of the tongue or lapses in grammar." Though his assessment was frank, the administrator remarked that he had observed "much that was good and only little that could invite adverse criticism." "I feel...," he concluded, "that we can be proud of the work we are doing while we are ever striving to improve it."

While teaching and learning continued at the Wisconsin State College at Oshkosh, the building stalemate which had begun in the late 1920s finally came to a close with the construction of two women's dormitories, Radford Hall erected in 1952 and Webster Hall in 1957. Located on the site of residential property once owned by the Radford family and dedicated to Frank W. Radford who had served as local regent from 1946 to 1950, Radford Hall was constructed at a cost of $561,000. Planned to be a dormitory from the very start, the building represented a pioneering event in student housing at Oshkosh. But because of rising enrollments, Director of the State Planning Commission H. M. Ford thought in 1955 that a third floor should be added to Radford Hall since it could house only eighty occupants. In 1956, Radford Hall underwent the enlargement recommended. Adding more living space for women was the completion of Webster Hall in 1957. Erected at a cost of $557,000 and named for Emily Webster, the

structure fronted on what the college Catalogue called "a beautiful courtyard to the rear of Pollock House." Both dormitories were built under a self-liquidating cost arrangement known as a "dummy corporation" through which rental returns paid building expenses. No state funds were involved.

Radford and Webster Halls afforded students an opportunity to experience a college living environment, which President Polk valued highly. But increasing enrollments produced demands for even more living space. In fact, while Webster Hall was under construction, it became necessary to house some coeds at the Athearn Hotel in downtown Oshkosh. In its heyday, the Athearn had been a place where the genteel gathered and where polite conversation and the swish of satin and silk had graced its tasteful decor, but when the college girls arrived, the Athearn seemed to be in its twilight years. Still, it was not long before the "lively youngsters" (as the Northwestern described the fifty or so freshmen who had moved in) gave the old hotel a new, albeit brief, lease on life.

In 1955 President Polk feared "another long dry spell" in campus building; but more construction was on the way. Offering resources far beyond those of the gymnasium built in 1909 was a new Health and Physical Education Building dedicated on May 22, 1956. (By Resolution 1699, dated April 29, 1960, the Board named the building "George S. Albee Hall," and hereafter it will be referred to as "Albee Hall.") Albee Hall provided a swimming pool and a gymnasium with seats for 2,000 spectators; there were also up-to-date physical appointments and offices for the College health unit, including examination and infirmary rooms.

Speaking at the dedication of Albee Hall, Governor Walter Kohler asserted that the building testified to the state's willingness to meet responsibilities due its youth. No less enthusiastic, the Northwestern described the new plant which cost $845,000, as being "one of the finest in the state, in all particulars." But when in late 1955 Director of the State Planning Commission Ford had viewed the partially completed structure, he observed that its layout did not include space for outdoor activities. To Ford, the omis-

sion meant an eventual "complete re-evaluation of the future development of the campus." There was no denying, however, that the modern equipment in Albee Hall could only be good for things gymnastic and athletic. After the building went into use, Coach Robert M. Kolf noted "marked" progress in athletics, especially basketball. "It seems," Kolf once stated, "that improvement[s] in facilities draw better players."

The last building erected during Polk's tenure was a student union. The realization of a long-standing dream, the new union was named for Thomas T. Reeve, once a prominent banker of Oshkosh and also grandfather of Mary Fraker who had bequeathed her home to the college when she died. By way of background, Miss Fraker's will provided that the property be used as a campus social center and that it bear the Reeve name. If not so utilized, the home was to go to another recipient. In May, 1949, the Regents accepted the bequest and provided $20,000 for purposes of remodeling; in September, the school acquired ownership. Credit for the bequest of the property was due to Emeritus Professor of History Barbara C. Donner through whose good offices Fraker had acted.

From 1951 to 1957, the Reeve residence served as the campus union, but in April, 1956, the Regents decided to erect new union buildings on all of the Wisconsin State College campuses. For the union at Oshkosh, construction contracts were authorized in December, 1957; two years later, the Thomas T. Reeve Memorial Union was completed, thereby fulfilling the hope for a student union which had risen years before under the aegis of Coach Raymond Manchester. As was the case with both Radford Hall and Webster Hall, no state funds went into the construction of the Reeve Memorial Union.

Dedication of the new facility took place on September 25, 1959, just as the Guiles' administration was getting under way. Director of the State Colleges Eugene R. McPhee gave the dedication address. Regent Mrs. Gordon McIntyre presented the building; President Guiles accepted it for the College; Louis Marohn, President of the Student Government accepted it for the students;

Russell Balda, Chairman of the Union Board, accepted it for the Union. The first Director of the Reeve Memorial Union was Richard H. Sommerfield, a graduate of Indiana University. Members of the Union Building Committee were Sommerfield, Warren J. Goehrs, George T. Lundeen, Ruth Nelson, Robert W. Quast, and Ernest O. Thedinga, all of the College staff. Student members of the Committee were Janice Helgeson, Jerome Schulz, and Diane Stucke. Dr. James Duncan chaired the group; President Guiles also sat with it.

It was especially fitting that the first official use of the Reeve Memorial Union occurred with a reception following the final Commencement presided over by President Polk, who had shared Manchester's dream. And, had Mary Fraker been living, it might have been that as much as anyone present, she would have been pleased with the outcome of her gift for, there was no question that, with its pleasant lounges and meeting rooms, the Reeve Memorial Union put the social life of the school on a far better footing than ever before. Besides, did not Director McPhee remark in the course of his address, "There is no doubt that this is a beautiful building...it should provide a gracious home for the student body."

Appropriate as were McPhee's words, in 1964 the Reeve Union underwent enlargement, an enlargement tripling the space needed to serve an estimated 4,800 students by that year. The new addition provided room for a variety of recreational facilities plus more dining areas and meeting rooms. A pamphlet entitled "As Oshkosh Grows So Grows the Union" explained, "The Union must grow to meet the needs of a growing College."

The construction which occurred at Oshkosh during the 1950s was really the beginning of what became a new stage in campus building; the demands exerted by the greater numbers of enrollees who would soon be appearing left no other choice but to build. There was catching up to do. Neither was there campus-related housing for married students, nor were there dormitory facilities for men. Testifying to the need of the latter, State Planning Director Ford had reported "a big demand" for a men's

residence hall after a conference with the Faculty Committee on Long Range Planning in 1955. Ford had noted, too, that the members of the Committee favored a library separate from other buildings; but they could recommend no location. Though it had been decided to abandon the gymnasium built in 1909, as of 1955 there was "a need to conserve its life for ROTC or other uses." Because there was no ROTC work, the old gymnasium was put to the "other uses." Before being demolished to make space for a new library, it served variously as a student center, a registration area, a faculty offices center, and a place for holding social events. Other building needs defined during the 1950s—a new laboratory school, a new library-administration unit, a new Fine Arts Center, and the enlargement of the Science Building—had to wait another decade for resolution. And there was another question—the "riddle" of how to get parking space in an area "already too small" for future building, when land was so costly as make it "quite impractical" to consider purchase.

In comparison with the urgency forced by rapidly increasing enrollments during the 1960s, the pace of construction and expansion during the 1950s was much less hurried. Land acquisitions had occurred gradually; in 1959, the campus totaled only twenty-five acres and that figure included the detached ten-acre Memorial Athletic Field. As for building costs between 1945 and 1960, the total amounted to some $2,619,000. To be sure, that expenditure was more than triple the cost of all building at the school between 1871 and 1950, but in view of the accumulated constructional needs outlined by Planning Director Ford in 1955, it could hardly be called excessive.

Just as the course of campus development was deliberate during the second half of Polk's administration, there were few frills to glamorize campus living. Very often, faculty members provided their own entertainment at social events, sometimes a dinner or an amateur theatrical performance held in the basement of Radford Hall. On occasion, they might attend musical programs either on the campus or at a theater in downtown Oshkosh. Lectures by visiting speakers added another facet to campus life.

And, toward the close of the 1950s, the Oshkosh Chamber of Commerce began to host the faculty at a banquet given in the fall and featuring speeches by experts in their fields.

As for the students, college attendance was not to be taken lightly. Most of them watched their money with care, and planned to graduate without delay. Attendance in classes and at the weekly assemblies held in the Little Theater of Swart Hall was regular; an absence from either a class or an assembly on a day immediately preceding or following a vacation or from a final session of a class, unless excused by either the president or a dean, meant the loss of "0.50 honor points...recorded on the...permanent record." This is not to suggest a lack of diversions from daily routine, for along with holding membership in campus organizations, the students of the 1950s had a number of options. They could attend athletic events and watch the Titans at play. They could attend debates of teams coached by Professor William E. White; they could watch dramatic productions staged under the direction of Professor Mayselle Evans; or they could enjoy musical recitals presented by performers trained by Professors Roger Dennis and Stanley Linton and perhaps featuring Professor and Mrs. David Zeff as instrumentalists. For news of campus events, the students could turn to the Advance, published under the guidance of Professor Donald Zahalka. And, if they qualified, they could participate in the annual Phi Beta Sigma banquet during which new members were initiated and a student who had earned scholastic distinction gave a dinner address.

During the years from 1945 to 1960, the Alumni Association faced the problems of creating and maintaining an accurate membership roster, plus considering ways to revitalize its work and then to keep going forward. True, the Association had printed Alumni Bulletins through the 1930s, but the death of Emily Webster in 1933 had left it without a membership file, for Webster had depended upon memory to keep things straight. To take up the slack, the Association authorized the compilation of a mailing list covering the years from 1936 to 1940. A second problem which the Alumni Association had to solve was its uncertain financial situation. As

President Polk judged things in 1948, the cost of only a dollar for a life membership meant that the organization's treasury never amounted to much, and "with an income of less than one hundred dollars a year, nothing could be accomplished." Indeed, he believed that interest accruing from alumni funds on deposit was "not enough to buy a postage stamp, let alone hire an alumni secretary." Moreover, Polk estimated that it would cost $10,000 to update the alumni records and another $3,000 for an office.

Yet the Association did begin to get a better grip on its affairs. In 1950, the Alumni Board assumed the task of updating its list of graduates; the Alethean sorority helped, too, by assigning one of its members to the project. In 1953, the alumni records were moved to the home of Professor and Mrs. Warner Geiger where the work continued. (In 1952, Mrs. Geiger had become Executive Director of the Association.) In 1959, the organization transferred its headquarters to new office space in the Reeve Memorial Union; at the same time, additional help with records came from the registrar's office, which supplied lists of graduates. As of 1960, the chore of keeping the membership roster current fell largely upon volunteers, particularly from the Alpha Phi Omega and Gamma Sigma groups.

The Alumni Association also strove to revitalize its mission and to improve its financial footing. During the war years, the Association had held no annual meetings, but after 1946 its officers began to consider the feasibility of having a booth at the yearly convention of the Wisconsin Education Association as well as establishing a project room in Swart Hall. In 1947, another approach in infusing new vigor into the Association's mission originated with Dr. Emma Jaeck, class of 1897. Remarking that "The strength of a college lies in its Alumni," she proposed that fifty-year graduates be invited to annual Commencement ceremonies. Her suggestion met with approval and the graduates of yesteryear became a regular part of the annual Commencement season. As for financial matters, in 1948 the Association raised its life membership fee to $10 and it established a sustaining fee of $1.00; affiliation was open to anyone who had attended classes for one year. In 1953, the

Association began to mail newsletters to its members, to send congratulatory letters to new graduates, and to hold a dinner for seniors. In all of this activity, Professor Earl Hutchinson and Professor and Mrs. Geiger played leading parts.

As stated in the introduction to this chapter, the second half of President Polk's administration witnessed proposals calling for merging the University of Wisconsin and the Wisconsin State Colleges into a single system. Although efforts to achieve merger foundered on the rocks and shoals of opposition, one result of the move was the establishment of the previously mentioned Coordinating Committee on Higher Education which had the responsibility of coordinating "the activities of the University of Wisconsin and the state colleges and institutes." The CCHE had wide-ranging powers, involving both academic and administrative functions: it was to work as an educational planning agency; to coordinate and determine the priority of needs pertaining to physical plants; to study budget requests from the individual schools and to consolidate them into a single request; to develop arrangements whereby "private individuals and agencies" might make grants to the schools; and to recommend legislation reflecting the needs of higher education in Wisconsin. The CCHE had final authority in determining budget requests, and both Boards of Regents were to "observe" its decisions concerning educational programs.

Early in 1956, the CCHE decided to exert strong control over the future expansion of the state's educational program and so it established temporary sub-committees to develop plans for carrying out its duties. It also decided to leave control of existing programs to the university and college regents, but any "new programs" in the professional and graduate fields "were to be undertaken only with the approval" of the Committee. The CCHE was to be in existence for the next fifteen years. During that time, it would have an important role in its sphere of responsibility.

Meanwhile, the time for President Polk to retire was drawing close. On May 19, 1959, the Northwestern reported that, in tribute to his years of service, the faculty and students had present-

ed the school with a portrait of Polk painted by Robert Grilley, a member of the Art Department at the University of Wisconsin. Representing the instructional staff during the presentation was Ethel Behncke, Associate Professor of Art and Chairman of the campus Art Department. Representing the student body were Marilyn Schroeder, President of the Women's Association and Keith Auger, President of the Men's Association. Schroeder and Auger reviewed Polk's association with the campus while Behncke described the portrait as depicting him during the "middle years" of his career at Oshkosh; she noted, too, that Grilley's technique was "to elongate" the subject, "a device used by most portrait painters since Van Dyke." An interested observer of the ceremony was Mrs. Polk whose relationship with the campus equaled in length that of her husband. The portrait now hangs in the south reading room on the first floor of Polk Library.

On June 5, 1959, Forrest R. Polk presided over the last Commencement ceremony of his career. The guest speaker, Professor Everett J. Kircher of The Ohio State University, had long enjoyed Polk's admiration for his work in the philosophy of education. Kircher's comment that a "basic" fault in education was a tendency for us "to exaggerate our opinion of our own knowledge," could only have had Polk's approval. The same judgment could be applied to Kircher's observation that "We claim loudly but we know dimly," and further that "there is no sure knowledge with respect to the truth."

Following Kircher's address, President Polk awarded the graduates their degrees. Among the graduates that day was sixty-nine-year-old Ernest Friebel of Oshkosh. Nearly a half-century older than most of his fellow graduates, Friebel was perhaps the "oldest student in the nation to receive a bachelor's degree...[that] June." Be that as it may, Ernest Friebel's graduation was the fulfillment of a long-cherished dream of a man who valued education and who was profoundly grateful for the services rendered him by the school and its teaching staff.

But a Commencement ceremony has different meanings for different individuals. For President Polk, the Commencement of 1959 was an emotional turning point ending an intimate association reaching back—with some breaks to be sure—to 1915. The ceremony was not easy for the man who met things "head-on," and anyone in attendance was not likely to forget it.

On June 30, 1959, President Polk spent his last day in his office. The day ended and he departed. With his departure, the door closed on a very long period in the life of the Wisconsin State College at Oshkosh.

CHAPTER EIGHT

THE GUILES ADMINISTRATION

PART I

INTRODUCTORY SURVEY

With the approach of President Polk's retirement, the Regents began searching for his successor. More than fifty candidates applied, among them a handful from the campus. Although the local aspirants enjoyed status both in faculty circles and within the Oshkosh community, the Regents finally chose Roger Earl Guiles, whose doctoral study had proposed that the state's teachers colleges offer the liberal arts curriculum.

By both training and experience, Dr. Guiles was familiar with public higher education in Wisconsin. He had graduated from the Platteville State Teachers College in 1930, had taken the Ph. M. degree at the University of Wisconsin in 1939, and the Ph. D. degree at the same institution in 1949. As mentioned earlier, he had become knowledgeable about the operation of the state college system through his doctoral study. With regard to professional experience, Guiles had served as an administrator in the public schools of both Cazenovia and Superior, Wisconsin. He had also been principal of the Richland County Normal School, and in 1942, had become Director of Teacher Education at Platteville. He was Dean of Instruction at Platteville when appointed to the Oshkosh presidency.

According to the Advance, the Board had chosen wisely in selecting Dr. Guiles to succeed Forrest R. Polk. "We at OSC are fortunate," stated the newspaper, "to have a man of President Guiles' stature as our guiding hand." Urging the school's "ever growing family" to cooperate fully with him, the Advance asserted "...our new guide...must have...support in helping us in our seeking out knowledge...through education."

The early years of President Guiles' administration coincided with a new nation-wide enthusiasm for education, prompted by the onset of the space age and by the popular belief that a college degree led to a life replete with success and material well-being. The beginning of Guiles' administration virtually coincided, too, with the beginning of President John F. Kennedy's pursuit of "The New Frontier" with a strong emphasis on education. For instance, Kennedy once asserted, "Our progress as a nation can be no swifter than our progress in education." With the intent of refining the educational mission of the college at Oshkosh, President Guiles proposed two basic goals: first, the school should improve its curriculum; and second, it should embellish the course of study with wide-ranging student services of truly innovative character.

Moreover, President Guiles saw many rewards from working with the various publics served by the college. To help the institution realize more fully its service capabilities, he suggested the establishment of an organization composed of friends to the campus. The group was founded in 1962. To assist the school in reaching still farther horizons, he favored the creation of a Foundation which would pursue its objective through assistance from private sources. The Foundation was launched in 1963. Guiles also relied much upon support from the Alumni Association, which underwent re-invigoration within months of his inauguration.

The close of the first five years of Guiles' push for progress coincided with the Regents' granting university status to all of the Wisconsin State Colleges effective July 1, 1964. This sign of the system's maturation created little fanfare: but at Oshkosh, the habit of calling the institution either "the normal school" or "the teachers college" faded away, and unlike the old soldiers once immortalized by General Douglas MacArthur, the habit did die.

Very much of the positive distinguished the opening years of President Guiles' tenure, yet he was destined to experience some trials in office. Much of Guiles' administration occurred during America's mounting military involvement in Viet Nam, an entan-

glement that unleashed a flood of dissent over the country. Besides, the 1960s were a decade of domestic confusion and violence, which even included the assassinations of three major American public figures—President Kennedy, Martin Luther King, and Robert F. Kennedy. Scrutinizing the American scene during 1968, the Advance-Titan wrote on November 7 of that year, "There has not been such animosity among Americans since the Civil War period,...." Compounding the disorderliness were the dissatisfaction and new activism of America's ethnic minorities, particularly her blacks.

Adding to those strains were criticisms arising on the nation's campuses and directed against the broad spectrum of American college and university life, including curricular offerings and instructional quality. Many students joined the so-called counter-culture, rejecting traditional standards of personal grooming, social conduct, and sexual morality; drug addiction and an upswing in social diseases became very real concerns. Adding everything together, some observers of the campus scene thought the late 1960s and early 1970s a time of babble and confusion quite out of keeping with educational purposes. This was particularly true of older citizens who remembered when opportunities for obtaining education and rising in the scale were scattered and few.

When President Guiles took office in 1959 he implemented the ideas recorded in his Report of a decade before; he soon publicized his thoughts concerning the future of the college. Addressing his first convocation in the summer of 1959, he detailed how the school might re-structure itself. He noted that increases in faculty numbers could generate new advanced offerings; that new course development would result in a more substantial curriculum; and that in certain fields majors and minors would become stronger. Furthermore, he thought that graduates should have some general education "common to all," and that any lines separating fields of training in the students' first two years should not only diminish but disappear. Finally, because society had changed so greatly, Guiles believed it impossible to compare critically the education of the past with that of the present. "It is like comparing the Model T with a modern car," he remarked.

President Guiles picked up the threads of this forward-looking philosophy in his inaugural address of December 4, 1959. Urging the campus community to give "thoughtful consideration to the directions in which we should be tending," he predicted that the future would be "more filled with confusion, controversy and fear than at any other period in the history" of the school. Guiles thought also that higher education must prepare to "carry on ...infinitely greater responsibility than...in the past" because the future would probably witness much debate over the purposes of education, how best education could do its work, and how to justify its costs. Whatever the nature of any adverse criticism directed against them, he was sure that "colleges and universities cannot stand...public apathy." "It will be better," said President Guiles, "to have the public grinding their teeth about higher education than yawning over it."

As Guiles looked ahead, he saw three factors which presented the Wisconsin State College at Oshkosh "with a real challenge." First was the "shocking" prediction that the institution would have to serve a doubled enrollment within ten years: a Board estimate of 1961 called for Oshkosh to have perhaps as many as 5,000 students by 1970; but enrollments rose from 2,048 in 1959 to more than 10,000 within ten years. Second was the necessity to develop a curriculum "appropriate to the needs of the student and the era in which he is living"; third was the urgency of attracting instructors from the ranks of "our most able men and women." Hence, if the school were to contribute to the American dream of educating "everyone to the maximum level that his ability permits," it must broaden its curriculum and in so doing rely on the capabilities of its faculty.

Just how did expectations from the faculty refinement upon which President Guiles put so much emphasis measure up to the hopes that he had voiced when his tenure began? Limitations of space hardly permit a full cataloging, but providing an example of the productivity that Dr. Guiles visualized was a report appearing in the Northwestern of March 3, 1962, and headed "Geography Faculty to Scatter Widely." Remarking that "the Oshkosh State

College geography faculty will scatter almost literally to the ends of the earth when the current semester ends in June," the Northwestern related that certain departmental members were planning to pursue their particular professional interests "all the way from Southeast Asia to Europe." Among the group, Donald C. Lamb was scheduled first for employment as a geologist with the Wisconsin State Geological Survey and later to work in eastern Arizona on "association extrusions," that is, rock formed from lava outpourings. After teaching an eight-week graduate level course, Herbert Gaede intended to conduct a geography tour including England, the Netherlands, West Germany, Austria, Northern Italy, and France. The Department's Carl Johnson was to work on a doctoral degree at the University of Michigan, while Dr. William J. Frazer was to have a one-year leave of absence to permit his teaching under a Fulbright lectureship at the University of Karachi in West Pakistan. In addition to teaching during the summer term, Frederick L. Caudle was to coordinate Rotary International's foreign student program. And, Robert Polk, the departmental chairman, was to serve as an instructor with the National Science Foundation's summer term at the Northern Michigan State College in Marquette.

It seems appropriate at this point to cite other examples of faculty endeavors. Some Oshkosh professors obtained Fulbright awards for scholarly purposes—Lee N. Newcomer of the Department of History received a lectureship award at the University of East Africa, while Robert W. Russell of the Political Science Department was to spend the academic year 1968-1969 in the Netherlands. Werner Braatz of the History Department was awarded a travel grant to Germany where he planned to conduct research on the National Socialist movement. And, Herbert Gaede of the Geography Department served as president of a teachers college in Nigeria. Associated with the overseas program of the International Studies Department was a group of students who, led by Professor and Mrs. David Blanchard, studied in Africa at the University of Ghana. Blanchard was a member of the campus Department of Economics; Mrs. Blanchard taught English in the Campus School. Also acting as sponsor to students at Ghana was

Stanley Shaloff of the History Department. On the home front, the roll of visiting participants in conferences and workshops had an equal effect in demonstrating what could be achieved through the efforts of a faculty which in itself had become an academic cutting edge extending across a wide front of interest. (The record would have pleased a President Albee or a Professor Clow.)

Reflecting the service mission of the Wisconsin State College at Oshkosh at the very outset of the Guiles administration was a cluster of four divisions in education: Intermediate, Kindergarten-Primary, Secondary, and Rural. In addition, a fifth segment included Liberal Arts and Pre-professional Education. Following that tabulation, in 1959 the divisional directors were James K. Johnson, Bertha C. Merker, N. Peter Nelson, May L. Stewart, and Raymond J. Ramsden. Officers of administration (including the president) added up to a total of nine of whom four held the title of dean; others included the school registrar, the director of teacher education and placement, the head librarian, and the principal of the junior high school. Departmental chairpersons did not appear on the college administrative roster, but in pursuit of the goals he sought for the school (particularly in the build-up of faculty and curriculum) President Guiles lost little time in assigning related professional responsibilities to department heads whose functions had been more or less nominal. In fact, when Dr. Guiles addressed a faculty meeting of September 3, 1963, he asserted that the departments would remain the school's "chief administrative" units.

President Guiles also announced a re-organization of the College, a re-organization creating two new schools within the institutional framework. The Liberal Arts grouping became the School of Letters and Science with Dr. Sherman Gunderson as dean. The historic teacher education conglomerate became the School of Education with Dr. David Bowman as dean. In June, 1964, the Northwestern reported that graduate level courses existent over the past several years would comprise the offering of a new Graduate School with Dr. Everett Pyle as dean. Pyle had supervised the graduate work since 1961; he would continue as

dean until 1974. Following the establishment of the schools indicated were a School of Business Administration launched in 1965 and a School of Nursing in 1966.

The year 1963 was also witness to the creation of a new set of officers having vice-presidential rank. The vice-presidents were three in number: Dr. James F. Duncan, business affairs; Dr. Ernest O. Thedinga, student affairs; and Dr. Raymond J. Ramsden, instructional affairs. In 1966, there was added a fourth vice-presidency in program development and staffing: Dean Gunderson received the position. To summarize, this was the top level administrative hierarchy which guided the campus during a period of marked expansion while facing crises which broke upon Oshkosh beginning in the late 1960s.

It may also be appropriate to observe that the growth affecting campus life led to enlarging much the number of administrative assignments. For instance, the construction of additional residence halls called for new head residents; and the Catalogue for the academic year 1963-64 listed a new type of rank holders known as coordinators. Of these, Robert Field was coordinator of secondary education, Herbert Gaede of arts and sciences, James K. Johnson of upper elementary education, Bertha C. Merker of elementary education, Gordon V. Drake, of class schedules and registration, and William L. Munns, of guidance and counseling. Acting as coordinators under the aegis of the campus Committee on Committees and having wide ranging responsibilities were Dean of Business Affairs James F. Duncan, Dean of Instructional Affairs Raymond J. Ramsden, and Dean of Student Affairs Ernest O. Thedinga.

In alphabetical order, other officers of administration included David L. Bowman, Director of the Division of Teacher Education and Placement; George T. Lundeen, Supervisor of Buildings and Grounds; Daphne Michaelides, Assistant Dean of Women; Ruth Nelson, Dean of Women; Robert W. Quast, Business Manager; Gary H. Quehle, Assistant Dean of Men; Richard H. Sommerfield, Director of Reeve Memorial Union; L. Otto Tetzlaff, Registrar; and Helen I. Wahoski, Head Librarian. Heading up the

campus school administrative team was David Bowman as Director; Earl J. Hutchinson, as Principal of the Junior High School; and Norman J. Frenzel, as Coordinator of Research and Observation. Watching over campus health as of 1963 were Ethan B. Pfefferkorn, College Physician, and Elizabeth Toland, College Nurse.

The continuing expansion of the school brought administrative organizational changes. Inauguration of a faculty constitution providing for elected departmental chairpersons also contributed to change at the departmental level of administration. Moreover, some upper rank administrators drew upon the services of assistants. Offering examples are the experiences of Dr. Herbert Gaede and Dr. Lurton Blassingame. In 1961, Dr. Gaede began to serve as half-time assistant in the field of academic advising. In 1967, Gaede became assistant to the vice-president of business affairs and to Sherman Gunderson, vice president of Program Development and Staffing. In 1968, he became special assistant to President Guiles, a position which demanded wide application of his efforts. Dr. Blassingame became the first assistant to Dean Arthur Darken, and later rose to become Associate Dean of the School of Letters and Science. During his tenure in that capacity, there occurred a number of innovative additions to the curriculum, one offering being a Women's Studies minor—the first in the University of Wisconsin System. Like many of his colleagues, Blassingame served with various public bodies—for years he was chairperson of the City of Oshkosh Planning Commission.

Another indication of institutional growth and maturation dating from the early Guiles years was the relinquishment of the periodic student assemblies based on required attendance. For, with climbing enrollments, seating facilities of the Little Theater were hardly equal to the task of providing space for the entire student body to attend assemblies on a regular schedule. One might also consider improved registration procedures for handling the swelling enrollments of the 1960s. Another historic departure from the past was the discontinuation of renting textbooks, a discontinuance which spelled the end of the textbook library beginning with the summer term of 1970.

On October 1, 1962, there appeared an OSC Staff Newsletter whose purpose was to discuss institutional concerns and to note contributions to the school's service mission. In so doing, the Newsletter represented a long step toward achieving a faculty more fully informed about campus affairs. And this was not all. Now, professors could see at a glance where they stood in relation to the broad pattern of faculty growth both within and beyond the teaching framework. Furthermore, the publication testified to a democratization of supplying faculty members with information concerning their efforts both collectively and individually and thereby creating a common denominator of institutional purpose and drive in which each and all could share. Compiled from statements of 200 "reporters," the Newsletter became known as Faculty Facts and Features in 1963; it will be cited more than once in the pages to follow.

In retrospect, one might claim that just as the newsletter introduced in 1962 had done much to inform the faculty about campus developments, so did augmenting radio and television services to the general public.

In addition to taking steps toward enhancing work in radio, administrators showed an interest in television at Oshkosh as early as 1963. Indeed, the official bulletin for the school year 1963-64 reported that the new Clow Social Science Center to be constructed in 1965 would include a television studio.

The growing interest in television and radio required the services of an appropriately trained faculty member. Accordingly, the university advertised for a new faculty member at the Assistant Professor-Associate Professor level who would have three responsibilities: to teach courses in radio and television; to develop educational television for the university; and, not only to apply for a necessary license but also to build an FM radio station. Engaged for the position was Dr. Robert L. Snyder, who had taught courses in both radio and television at Kansas State University where he had produced and directed educational television programs. Besides, as a graduate student at the University of Iowa, he had

been a faculty manager of the student operated FM station and had worked in commercial radio as well. Snyder joined the Oshkosh faculty in September, 1964.

Under Dr. Snyder's direction, a noticeable boost to radio development occurred in 1965 with the submission of an application to operate a ten-watt university station. In December, Snyder filed with the Federal Communication Commission an application for a license to operate an FM station "Serving a radius of fifteen miles." The application requested as well the call letters WSUO-FM. When operative, the station would receive releases from the national wire service, The National Association of Education Broadcasters, and in addition, recorded music. Coverage was also to include faculty lectures, remarks of visiting speakers, and news of sports events.

But there was a snag concerning the arrangement for the call letters. For, the letters originally requested had ended "at sea" because they had already been granted to a ship's station. So, university officials petitioned for a different set of call letters—WRST-FM—which translated into "Wisconsin Radio Station of the Titans." Official approval of the call letters and completion of program testing were all that remained to be accomplished before the initiation of actual broadcasting which Snyder hoped would occur by "the latter part of March." Programming was under plan for the hours 6 to 10:15 P.M. Monday through Friday. Programs would carry "public service announcements," but no commercial advertising. In the spring of 1966, there occurred the official awarding of the new call letters.

Moreover, appointments made for radio work in 1965 and 1966 deserve mention. First, in November, 1965, there took place the appointment of "Department heads" for a broadcasting staff. Composed entirely of students, the group was to serve for the school year 1965-66. Second, there was appointed a university director of radio service. The new director was Frank Kilpatrick who had joined the campus staff in 1966 as instructor of speech. Previously, Kilpatrick had been associated with radio station KXRX at San Jose, California.

Meanwhile, construction of operational facilities for the station proceeded in a building fronting on Blackhawk Street. Assisting financially with the project were grants of $10,000 from a "student activity fund" and of $1,100 from the Speech Department. Plans also provided for erection of the broadcasting tower and antenna on the roof of a high rise residence hall named for former Professor Richard Gruenhagen of the Industrial Arts Department. The station transmitter would have a place on the hall's tenth floor. During the Centennial year, the station moved to a new Arts and Communication Center dedicated on September 26, 1971.

Placing university broadcasting work on a new level of sophistication was a group of courses offered progressively by the Speech Department beginning in 1963 with a course entitled "Introduction to Radio and Television." Taught by Professor Don Burdick of the theater staff, the course ranged across providing skills for understanding and evaluating the impact of radio and television on society. Included was an examination of the commercial, artistic, and legal aspects of the media's development and organization plus a study of how to write and produce non-dramatic programs. The prerequisite for the work was the course "The Fundamentals of Speech." By 1965, the offering embraced four new courses. They were entitled as follows: "Introduction to Radio and Television"; "Radio-Television Announcing"; "Radio-Television Continuity"; and "Broadcast Station Procedures." These courses harmonized with the launching of the station WRST-FM.

Upon inspecting the blueprints and plans for the proposed television studio in Clow Social Science Center, Snyder discovered some serious shortcomings which would impair the operation's effectivity. By way of background, staff members of the Wisconsin State University System were interested in obtaining production facilities at the Oshkosh campus for participating in the Wisconsin Educational (later Public) Television Network. Accordingly, System staff met with Snyder and President Guiles to determine what was necessary. As a result, the plans for a proposed Arts and Communication Center included space for television. However,

the budget for construction of the Clow Social Science Center did not include funds for television equipment. But through Snyder's efforts television state WBAY-TV at Green Bay donated several used television lights, and additional accessories. Robert C. Nelson, an Oshkosh alumnus, was the General Manager of the WBAY stations.

During the spring of 1966, Snyder worked with Dr. Maurice Kessman of the University Grants Office on a proposal submitted to the Office of Education for a Title VI Grant which sought matching funds for the purchase of television equipment. The Office approved the application in the fall of 1966. While meeting with representatives of companies selling television equipment, Snyder explained the university's plans in electronic media to one of the salesmen, John Bredesen. Bredesen responded that he would be interested in joining the Oshkosh staff as chief engineer to work on both the technical needs of the radio station and the television production facility. Bredesen joined the Oshkosh staff in January, 1967; his services proved invaluable to planning the equipment and facilities of the Arts and Communications Center, and, in addition, to maintaining and improving equipment in the Clow Social Science Center and at station WRST-FM.

Meanwhile, James Woolsey had joined the Speech Department in September, 1966, to teach courses in broadcasting. Fortuitously, Woolsey had a competent background in electronics; it became his assignment to install newly arriving equipment at Clow Social Science Center. But Woolsey shortly resigned his position in order to continue graduate studies. Tom Ledbetter, who brought to the staff experience in television staging and lighting, was Woolsey's replacement.

Another felicitous appointment was that of Dr. Harris N. Liechti who joined the Oshkosh teaching corps in September 1967. Under Snyder's supervision, it was Liechti's responsibility to teach courses in broadcasting and further to develop educational programming. The first educational television series began that fall with a course in Basic Algebra as an offering of the Department of

Mathematics. Dr. Joseph Piper was the television teacher. Classrooms in the Clow building had been equipped with television monitors as part of the Title VI Grant previously mentioned, so enrollees viewed the programs in these rooms.

The developing television service played a significant role in reducing campus tension following an uproar triggered by Black students in November, 1968. One of the problems contributing to tension which followed during the spring semester of 1969 was a lack of up-to-date information about hearings then being held with reference to the students' status. (It might be added that campus radicalism was growing in response to questions surrounding the Black students plus the war in Viet Nam.) Television registrants volunteered to produce newscasts related to events during the breaks between classes in the mid-day hours. Students who attended the hearings as reporters brought the information gained to the studios where they reviewed the news during the break. These newscasts attracted much attention from observers who jammed the classrooms and their doorways to watch and listen.

When bids for constructing the Arts and Communication Center were opened, their total was below budget. But System administrators added the needed funds to the new equipment figure for the building. This windfall made it possible to outfit the studio for professional production in color television.

At its completion, the new Arts and Communications Center included on its ground floor a main office, a room for seminars and conferences, two studios, plus an equipment and storage room. The basement contained a large master control room to house all the technical support for the studios, an engineering shop, an editing room, as well as a video and film library. The second floor provided space for the control room, a viewing room, a graphics shop, and faculty offices. Happily, in September, 1971, two new staff members joined the teaching force with responsibility of working exclusively in television production. They were Dan Kain, television program producer and director, and Andy Ruhlin, a scenic designer and graphics artist.

That same fall, production began on an educational television series for the Division of Continuing Education. The series bore the title, The Psychology of Drug Use and Abuse. Dr. Robert Lane of the Department of Psychology, taught the course. Station WPNE-TV of Green Bay televised the series as did television stations in other parts of the country. A second series, Education for a New Time, was also produced for Continuing Education. Dr. David Bowman, Dean of the College of Education, was host. WPNE-TV aired it, too. Also aired by WPNE-TV was a series on regional issues called Perspective 38 created by Dr. Harris Liechti. Members of the university staff in Radio and TV-Film directed the programs for Perspectives 38.

On the approach of the campus Centennial, the course offerings in both radio and television assumed more sophistication. For example, the Speech Department now offered a thirty-six credit major field with a radio-television emphasis. As a point of special interest, the major included a radio workshop and in addition, "at least sixteen credits in speech including one three-credit course in each of two areas in Speech other than Radio-TV-Film." According to Dr. Snyder, the workshop was popular, drawing as many as two hundred registrants. Besides the major offering, a minor of either twenty-one or twenty-two credits with a radio-television emphasis was available. Clearly, radio plus television had earned a respected place in the work of the Speech Department of the University of Wisconsin Oshkosh.

As the university moved forward to its second century of service, it was well positioned to contribute benefits by means of television programming throughout its service area and to educate students preparing for careers in the professional media. Indeed, students worked as crew members on all university productions.

PART II

FACULTY GROWTH AND DEVELOPMENT "WE CANNOT AFFORD TO HAVE A POOR STAFF"

It was hardly surprising that because he viewed the faculty as constituting "the very heart of the education program," President Guiles thought the development of a more highly trained, more highly qualified teaching corps was fundamental to institutional growth. Nor was it surprising that he announced—even before his inaugural—his intention to rely on the faculty for advisory assistance in planning the future of the Wisconsin State College at Oshkosh.

To obtain such assistance, Dr. Guiles proposed during a faculty meeting in October, 1959, that certain steps be taken in the immediate future. To start off, he indicated that because of the staff's numerical growth, it would be "increasingly more difficult" to convene the entire group for planning sessions. Hence, there was a pressing need to establish a permanent faculty council to act as an executive advisory body for studying campus problems and recommending solutions thereto. Meantime, an interim faculty council composed of the President's five administrative assistants and eleven members chosen mostly from the upper three professorial ranks would devise the structure of the permanent council.

Things slipped into gear and by November, the interim council had organized and had begun the formulation of rules for "govern[ing] the procedures to be followed by the [permanent] council." In due course, a committee of the interim council produced a faculty constitution which after some "3 1/2 hours of discussion and the rewriting of an article," set the stage for making marked changes in the administration of the college. First, the document stipulated that the president would have as his highest advisory body a Faculty Council composed of twenty-one members. In turn, the Faculty Council was to appoint a Committee on Committees which would determine the membership of all faculty

committees except for the school's Curriculum Committee. Moreover, the constitution called for electing department chairmen; and, "to the end that the dignity and integrity of the individual Faculty Member be secure," it stated that "matters relating to salary, promotions, hours and conditions of employment, summer school and extension service, shall be regularized and systematized." Finally, the instrument asserted that the Faculty Council was to exercise "a direct voice" in school governance.

President Guiles did not agree with every term in the constitution. In a letter of February 2, 1960, he informed the faculty that he had not "assumed that the College Council would become directly involved with the administration of the college." Instead, what he had had in mind was that the Council would be an "advisory body, concerned with helping to develop policies by bringing to bear on the subject under discussion the thinking of a broader faculty group as well as that of those charged with administrative responsibilities." "The final responsibility for the establishment and administration of such policies must reside in the office of the president," Guiles explained, "since he is by statute charged with that responsibility."

The proposed constitution failed to be adopted. After some discussion of the "specific duties" of the Interim Council during a spirited faculty meeting, a motion to accept or reject the Council's recommendations concerning the election of department chairmen—the causal point of contention—was tabled after Professor Warner Geiger moved that action be delayed "until the administration...formulated a statement of duties of department chairmen." Hence, the Interim Council's function remained that of determining how to elect its future members and how "to carry on regular Council business." Not until 1964 would the question of a faculty constitution be put once more before the instructional staff for judgment. Meanwhile, as stated in a faculty meeting of 1961, the Council was "to act as a sounding board" for reflecting faculty opinion.

The setback dealt the constitution did not affect at all President Guiles' plans for building a more highly qualified teaching staff at Oshkosh. Nor did it alter his intention to give the faculty a truly significant voice in selecting new personnel. As an initial step that represented a genuine innovation in staffing, he put the responsibility of finding suitably prepared applicants in the hands of the persons most able to judge professional qualifications: the chairmen and the members of departments. In practice, the procedure made staff selection more precise in terms of present needs and future expansion; it also contributed much to Guiles' hope expressed in a letter to the school's administrative heads and department chairmen when he called for institutional growth to be accompanied by "a corresponding increase...of well qualified and dedicated members of our teaching staff whose interests and backgrounds complement those of other members of the staff." A comment made on October 6, 1964, by Dr. Guiles during the course of a recognition dinner, sponsored by the Oshkosh Area Chamber of Commerce and the University illustrates his thinking on staff improvement when he asserted, "We cannot afford to have a poor staff."

Considering the selection of a strong teaching corps as "one of the greatest challenges facing...[the school]," President Guiles proposed "certain steps and certain procedures" for obtaining faculty of the quality desired. First, he suggested a study of the qualifications of the "present departmental staff"; this would be "especially important" to facilitating the offering of "a higher percentage of the courses taught by faculty with scholarly depth in the respective areas of concern." Second, he asked for departmental inventories of teaching competencies so as to determine "how well our present scheduling of classes is working in practice." Such inventories would also disclose any existent "imbalance in the qualifications of the departmental staff[s]" as well as defining "special qualifications" needed by either "replacement or additional" instructors.

The mechanism to be followed in staff recruitment involved several steps. To start things, department chairmen "with the assistance of their respective departments," were to assume "primary

responsibility" in finding "promising prospects." Next, the chairmen would review credentials in conference with the dean of the college, the dean of instruction, and the president. Agreement "on next steps" would follow. Conceding that "no single procedure" would "guarantee results," Guiles regarded the proposed staff selection process as being an answer to "our first problem of locating strong candidates" both for meeting the school's personnel needs and for improving its academic standing. In view of the strides which the college would soon be taking, the new method was to prove a substantial success.

Another means of adding to the academic standing of the school was a teacher improvement program instituted by the Board of Regents in 1964. Intended to "enrich the individual and the...[school] which employs him," the program enabled selected faculty who had taught at one of the state institutions for at least two years to have a leave of absence for advanced study over a period of either one or two semesters. Grants were assigned on the basis of "Demonstrated excellence in teaching and scholarship"; a commitment to the institution; progress toward receiving the doctorate; the "standing" of the applicant "with regard to...ability and responsibility" to be determined "in cooperation with the department chairman"; and the relative quality of the applicant's credentials. Candidates with tenure were to have preference. Recipients could not have summer employment, and they had to sign an agreement requiring their return to the campus "for a period equal to twice the number of semesters of the leave period." The awards included financial assistance to offset any loss of pay, the rate being half the grantee's salary for either one or two semesters. The improvement of faculty quality received still another boost in 1967 when the Board decided to waive fees for courses taken by instructors at state universities provided such work was "necessary to meet degree requirements." The Board's resolution stipulated that the faculty member "be enrolled in an advanced degree program," and further that the individual file with the Graduate School a "Guest Matriculant Form" bearing certification from the graduate school granting the degree.

The campaign to upgrade faculty qualifications also included favoring doctoral personnel for summer employment so as to permit non-doctoral staff the opportunity to pursue advanced study during free time in summer months. This roused concerns in some quarters, and when the Faculty Senate met on November 17, 1966, it deliberated over a petition from ten instructors pleading for "no discrimination against non-doctorates" in summer assignments. Vice-president Gunderson explained the reason for the policy—a goal announced in a Definition of Academic Missions and Programs 1971-1981 and intending to make the school a "major or first level university." Thus, having "minimally qualified" faculty teach summer courses was to be avoided. Complementing Gunderson's explanation was a summer session director's report addressed to department chairmen in September, 1966, and asserting that some non-doctoral staff "may need to be encouraged to continue their graduate studies" not only for their own good but for that of the university. "The names of such persons should not be forwarded," stated the report. The document also recommended that minimally qualified individuals should be "discouraged from seeking summer session employment." Indeed, if only such persons were available "for meeting a need," the school might find it necessary to hire more highly qualified faculty from off campus.

The Senate's discussion of the petitioners' plea for equal opportunity in summer employment led to a number of suggestions for resolving the issue. The one adopted was Senator Robert Polk's motion that in "recognizing the newly programmed mission of a first-level university, [the Faculty Senate] endorses a policy of priority in summer employment for those with a doctorate degree." To this was added an amendment recommending "the possible extension on the current study leave to the summer months." The Senators approved the amendment. Yet according to departmental surveys conducted in April, 1967, "the written or unwritten procedures and ground rules for the selection of summer faculty" were not entirely consistent. Based on responses from twenty-two departments, the survey concluded that hiring based on courses offered during the summer seemed to be preferable.

In practice, the faculty improvement program and the summer employment "policy" were directed toward the junior ranks, but Oshkosh was developing a highly credentialed senior faculty, too. In January, 1967, of 115 persons in the two higher ranks at Oshkosh, 101, or not quite 88 percent, held the Ph. D. degree. At Whitewater, which was closest to Oshkosh in number of faculty, the corresponding percentage was just over 67 per cent. The school at Superior exceeded Oshkosh in the proportion of doctoral personnel in the top rank by a slight margin, the ratio being 96.7 to 93.6 per cent. In the second highest rank, it stood at 83.3 per cent to 70.8 per cent in favor of Oshkosh. And, by the close of the school year 1968, the number of Oshkosh doctoral staff stood at 25%. Taking note of that figure when he addressed the summer students of 1969, President Guiles observed "this makes Oshkosh the leader [in holders of the doctorate] in the state university system by a quite respectable margin."

Yet the Definition of Academic Mission and Programs reported a certain unevenness in the training of teaching personnel at Oshkosh, an unevenness which did not harmonize fully with the school's aim of becoming a first-level university. For instance, the Definition noted that in the Humanities Division of the Liberal Arts, some departments lagged in growth rate so that the Division resembled "a house only partially built." One department had no intention of requesting a new major in the "near future"; a second was proposing a major for the first time; a third was requesting five new majors all at once. There was also a disparity existent among the departments in doctoral staff. One department of thirty members had only two holders of the doctorate; another of twenty-seven had seventeen.

The Definition also projected at 1,000 the number of faculty required to teach new fields and to satisfy the educational needs of an anticipated 18,000 students by 1975. Thus, the English Department would require 188 full-time and part-time instructors, a figure double that of 1967-1968. By 1971, the Mathematics Department would require sixty staff members of whom six should have the doctorate and six more in mathematics education: by

1981, the number of doctoral staff should be fifteen in each area. In the Social Sciences, the Department of History with twenty-nine members in 1966, was expected to number sixty by 1971. The fact that 40 per cent of the university's students enrolled in history courses provided justification for the estimate: as enrollments expanded, the percentage was "likely to continue." The Definition estimated future staffing needs in teacher education as follows:

> Undergraduate programs and staff will expand in proportion with predicted enrollments in the School of Education, which is [sic] expected to reach approximately 6,000 by 1971 and 10,351 by 1981.

Simply finding enough faculty to meet growing student numbers and greater curricular demands was an undertaking of no small proportions at Oshkosh during the 1960s. In the spring of 1965 it was estimated that for the approaching fall term there would be "some 100 'new faces'" among the professorial corps. During the summer of 1966, it was announced that no fewer than 158 new instructors had contracted to teach at the university for the coming term "with several positions yet to be filled." Of course, not everyone who accepted a place with the school stayed on; of ninety persons engaged for the academic year 1964-1965, forty replaced departing professors.

Although a faculty cutback broke the pattern of augmented hiring in 1970, the staff had indeed grown by leaps and bounds during the 1960s: on December 1, 1969, it numbered 753—about seven times the figure for 1959. It was little wonder that Executive Assistant to the President William E. White once urged faculty members who knew of possible candidates for positions at Oshkosh not only "to send materials direct to the prospect," but also to "sell Wisconsin State University-Oshkosh on any occasion at conferences and professional meetings." "Within a few weeks," stated Faculty Facts and Features on November 6, 1964, "...White will begin plowing through a six-month `blizzard' of correspondence, credit evaluations and interview schedules" with the objective of filling the teaching ranks preparatory to the term of 1965-1966. In

February, 1969, when Vice-President Gunderson was in charge of staffing, it was announced that the university would need 240 new persons to fill openings for the coming year.

Expanding the faculty at so rapid a rate meant that no matter how infectious the spirit of uplift, growing pains could cause skips in the heartbeat of campus life. Perhaps in recognition of that possibility, President Guiles addressed the new faculty of 1965 as follows:

> Unfortunately, the relationship involving new programs, additional faculty members, increased enrollments, and physical facilities is not always smooth....
> Like a rapidly growing adolescent, growth is not as well coordinated as one would hope for, but...adolescence appears to be necessary to maturity.

When President Guiles made the foregoing remarks, a faculty constitution approved in May, 1964, had been in effect for a year. Revived after having been tabled in 1959, the constitution was rewritten by the Faculty Council. Among main features, the instrument provided for a Faculty Senate; it defined procedures for committees created under it; and it contained a "standard statement" regarding faculty tenure and academic freedom. Another important feature of the constitution was a provision for the election of department chairpersons.

When the proposed constitution went before the general faculty for discussion, there were questions over its denying persons with fewer than two years of service a voice in school governance. The same limitation applied to incoming personnel. The effect of the restriction was to disenfranchise as many as fifty-nine faculty members—even though university faculty meetings had always been an open forum in which all could participate and vote regardless of rank or length of service. In any case, things proceeded; President Guiles stated that he viewed the proposed constitution as being "sound"; and it received faculty endorsement, with 147 voting for adoption and forty-two opposed.

Subsequently, the Faculty Council announced plans for implementing the provisions of the constitution particularly with regard to naming a Faculty Senate. Symbolizing the principle of shared governance so far as the faculty were concerned, the Senate was to have a membership of twenty-four with fourteen members coming from the two top instructional ranks and ten from the lower two. Only those faculty persons "in at least their second academic year" at the school were eligible for either nomination or suffrage.

The minutes of meetings held by the Senate during its first year leave the impression that the constitution had indeed created a vehicle for inter-changing ideas between the faculty and the administration. It goes without saying that a most important question to come before the Senate was faculty salaries. Speaking to that item during a meeting of the Senators in September, 1965, President Guiles indicated that Board "opinion" favored "variation" in salary increments "according to academic rank with the goal...of increasing the spread [of dollars] between the upper and lower ranks." Guiles reported that for the year, there had been an increase of 1.25 per cent across-the-board "as a cost of living factor," and that every department had played "an important role" in selecting faculty members eligible for "a certain amount of merit increase." Comparing the salary structure for 1965-1966 with that of 1964-1965, Guiles remarked that full professors at Oshkosh received an average increment of 7.2 per cent, placing them above the average salary for the top rank in the system during the school year of 1965; in contrast, the figure for Oshkosh in 1964 had been a bit below the system average. The other ranks at Oshkosh also earned slightly higher pay than their colleagues in the system; associate professors received an increase of 4.8 per cent for 1965; assistant professors, 3.8 per cent; and instructors, 3.4 per cent. The "main factors" determining salary allocations had been: academic improvement; "irregularities" in current pay as "related to position"; teaching competence; and rank.

Another very important matter to come before the Senate was faculty tenure. When President Guiles discussed tenure with the Senate in 1968, he referred to the then applicable tenure law as being much more suitable for the public schools than for a college

or university. Reasoning that the law did not "distinguish between the seasoned senior professor and the green instructor," Dr. Guiles stated, "The burden of proof for the teacher on probation is on the individual. In the case of dismissal after giving tenure the burden in [sic] on the university." Because he regarded tenure as constituting "a lifetime contract," Guiles thought that it should not be awarded "with reservations" or when there were reasonable doubts. Nor should it be granted to persons who lacked the "ordinary standards of academic preparation." When asked what was meant by reasonable doubts in granting tenure, Guiles explained that because tenure was "a one-sided lifetime contract," the crucial issue over granting it was, "Is this person as well qualified as anyone who might be obtained in the future?" And, with regard to a pending tenure bill, he favored "extension of the tenure period and differentiation of the senior and junior faculty." (In 1969, the legislature extended the probationary period in the tenure process from four to six years.)

President Guiles anticipated no concerns between academic freedom on one hand and questions of salaries, promotions, and tenure on the other. When it came to the individual's carving out a career at Oshkosh, he remarked that "a person's decision to come...or stay would be largely based on departmental conditions." To put things another way, the department had become the unit with which faculty members most intimately associated in terms of status. The development was a marked change from conditions in 1956, when departmental lines were only faintly perceptible.

What had come about, too, was that advanced degrees and years of service alone were no longer sufficient in themselves for climbing the academic stairs. Moreover, the weight accorded to rank—so very much emphasized throughout the Mission Definition of 1966—symbolized a long step from 1955 when the Board established the hierarchy of faculty ranking. In the new scheme of things, earning tenure—that is, staying on the job—became easier than winning higher rank. Stating that awarding tenure was done on a "qualifying rather than a 'disqualifying' basis," the Faculty Handbook put it this way:

> (It is suggested that the Department's recommendation should reflect both the quantitative aspects of the recommendation and qualitative, e.g., Highly Recommended: 5 votes; Recommended: 2 votes; Not recommended: 0 votes.)

In effect, being merely "Recommended" for promotion by one's peers was synonymous with having received a not very strong—that is, a weak—endorsement. Another rule used in decisions affecting both tenure and promotions gave the higher ranks broader voting rights. Thus, an instructor seeking either tenure or promotion had to satisfy the assistant professors, the associate professors, and the full professors in his department. Whatever else might be said about the evolvement of the prescription for awarding tenure and promotions during the decade of the sixties, the procedure still reflected the university's goal to become a top-level institution.

Aside from questions over salary, tenure, and promotion, there were instances in which the faculty constitution fell short of providing answers to campus problems. By 1970, cases in the departments of English and political science illustrated how difficult could be the resolution of issues according to the document. In English, the problem involved re-writing departmental by-laws under the aegis of administrative officers without informing the Faculty Senate. In political science, the issue concerned tenure, with one phase of the consideration resulting in an impasse wherein tenured faculty members could meet with the dean, but the untenured department chairman could not. Whatever the point of difference, the principle followed in resolving a crisis was that departmental by-laws and the constitution could be set aside in favor of university policy.

Satisfaction with the university was another item of faculty concern near the close of the 1960s. Following an "initial study" in the spring of 1969, the University Development Committee conducted another survey in 1970. The first study involved randomly

selected faculty: the second covered the entire staff with the intent of identifying and "crudely" quantifying particular areas of satisfaction or lack of it "in relation to various personal backgrounds and characteristics." An added feature of the second survey was that of including the individual's current occupational status: returning for another year; employment "terminated" by the school; employment "terminated" by the individual; and "Retired." The ranking scale ran 1.0 to 9.0 points, with 1.0 indicating extremely dissatisfied and 9.0 extremely satisfied. One category bore the label of "neutral." Participants in the survey were cautioned that the neutral label was ambiguous because it could be taken as symbolizing either apathy or indifference.

The survey examined faculty attitudes in five categories: the administrative-faculty role, academic conditions, research, the graduate school, and the community. The results showed "a general pattern of dissatisfaction with salary policies" except for "full professors, those over 45 years of age, and those at UW-O more than 12 years." The "Senate role" drew no satisfaction; indeed, associate professors and doctoral personnel expressed dissatisfaction with it. But assessments of department chairpersons and department personnel reflected "a clear cut pattern of satisfaction." In areas such as promotion, retention policies, institutional respect for academic freedom, and autonomy among schools and departments, "largely neutral" attitudes were expressed. The survey also showed that faculty were dissatisfied with rewards from teaching; younger staff members were discontented over teaching loads. On the other hand, the faculty was satisfied with degree requirements for "undergraduate majors in their respective departments." The faculty was neutral toward general education requirements, but there was marked dissatisfaction with the university research policy and the status of research in the school. The survey also revealed that in general, faculty attitudes toward some phases of the graduate program were less than favorable. Most persons were neither pronouncedly satisfied nor dissatisfied with the Oshkosh community. If there was a noticeable trend, it was that persons who had been associated with the university "for over ten years" were "more satisfied with the community."

Just as student attitudes changed in response to the stresses of the 1960s, there is little doubt that some members of the teaching staff were not content with the status quo, yet how many of the Oshkosh professorial staff held such views is conjectural. Even so, by the close of the 1960s, more assertive attitudes were apparent within the faculty ranks. Some of those attitudes expressed themselves in an underground newspaper which appeared in January, 1969, and bore the name, The Blade. Intending to present "as frequently as possible and [when] necessary" the thoughts of persons "concerned with the protection and indeed the advancement of those rights and liberties which such basic American documents as the Declaration of Independence and the Constitution enumerate and elaborate, but which are all to [sic] frequently ignored or dismissed," The Blade's publishers (staff and students) planned to report the news of "campus issues" not covered by the media and not available to the reading public. They also meant to publish the views of individuals—either faculty or students—deemed "worthy of wider dissemination", and to protect as well as to broaden "the rights of all faculty and students within the academic community."

A typical issue of The Blade contained sections devoted to editorial comment, letters to the editor, student and faculty views, articles and essays, miscellaneous items, and "awards" of the week. Whatever the title of a section, The Blade gave opinions on matters great and small. Topics appearing with regularity dealt with the war in Vietnam, problems of student life, and alleged violations of the democratic process. Doubtlessly having more than ordinary interest for most readers were reprints of letters of resignation and letters written either in support of or in sympathy with the individual resigning. It would be a rather lengthy chore to distinguish particular targets of The Blade; however, the administrative arm of the university was the victim of more than one stab. After some months, The Blade ceased publication. While it had been in circulation, its name was no misnomer.

It may be that some faculty dissatisfactions were overly difficult to ameliorate; but with regard to research, the legislature had instituted an improvement when it allocated $50,000 for such activ-

ity during the biennium 1961-1963. According to Director Eugene McPhee, the faculty response was generous in praise of the lawmakers' "taking this important step." Of fifty-nine grants assigned for the second year of the program, Oshkosh, Stevens Point, and Superior each received eight awards; at Eau Claire, there were eleven recipients; and at Whitewater, nine. But in 1963, when the Board recommended help for seventy research projects for the coming year, Oshkosh had top ranking with thirteen grants distributed among education, political science, chemistry, sociology, biology, geography, and history. To individuals associated with institutions where research related supports are common, the assistance rendered by the legislature might appear to be very modest; but, as indicated from Director McPhee's comment, to people in a school where personal funds often supported research, the action of the Board and of the legislature seemed liberal indeed.

Also serving in behalf of faculty research was the university's adoption of a twelve-hour teaching load. According to President Guiles, Oshkosh was "among the first, if not the first," of the schools in the state system to adopt the twelve-hour load as "standard." Part of the background to obtaining reduced loads occurred in December, 1962, when Professor Gordon Drake, who had joined the staff in 1957 and had become responsible for registration, announced to department chairmen that the school "had reached the point" where a twelve-hour load should be considered so as to allow time for research, writing, other creative work, and community service. The vehicle for implementing the suggestion was to combine two classes from the regular fifteen-credit load. With President Guiles' approval, a twelve-hour schedule prepared by Drake and the writer became effective for the Department of History in the spring of 1963. At first glance, it might seem that one hand was taking away from the other, but the relief from fifteen teaching hours with more time for investigation and writing was welcome. Moreover, a schedule freeing faculty members from classes for a day—easier to arrange than under the old schedules—made visits to a research library more readily possible.

Although the Regents had been enthusiastic about "faculty strength" in research and graduate teaching at Oshkosh, research

policies and their improvement remained items of scrutiny on the campus. In the spring of 1968, the University Development Committee submitted to the Faculty Senate a report entitled "Statement of Research; Recommendations for Action." Considering "the present status of research...to be detrimental to our objective of University development," the Statement urged that the "Seeds must be sown now" for equating research with teaching, a hallmark of the "first-level university." Besides, there were benefits to be had from upgrading faculty research: research improved the quality of undergraduate teaching; it was basic to a sound graduate program; and it performed the service mission of assisting community businesses and industries. Therefore, the Statement's position was that of recognizing research as "a vital ingredient in today's progressive society" as well as being an obligation of every university in realizing "a major goal" by the advancement of knowledge.

The Statement also included a list of recommendations for improving the faculty research policy at Oshkosh: releasing time for research; improving library facilities; creating a "library research unit" throughout the state system; coordinating more effectively research activities among Wisconsin universities; enlarging "opportunities for communication between researchers"; providing funds for purchasing materials essential to research; expanding the campus Office of Institutional Research; minimizing "red tape" in applications for Regents' research grants; recognizing that research "needs a high priority" in use of computer and computer personnel; and finally, establishing a university press and a research journal. To put life into the foregoing proposals, the Statement recommended speedup in interlibrary loan service; use of joint card indexes for each university in the state; establishment of a "student research corps"; installation of a "long-range electronic book-reading device" and a similar machine for reading microfilm; greater utilization of microfilm materials via interlibrary loans; promoting faculty attendance at professional meetings plus consulting with off-campus colleagues about research activities; and pooling mechanical paraphernalia needed in research. Significantly, the Statement also called for fostering a campus envi-

ronment conducive to conducting faculty research. The Senate approved the Statement by unanimous vote in May, 1968.

If judgment may be based on a petition addressed to the Faculty Senate "and the appropriate and relevant officers" to initiate a resolution proposing that the university adopt a "standard nine-hour teaching load," it would appear that the Statement on Research did not satisfy every research-minded member of the faculty. In the fall of 1968, a group of petitioners asked for discontinuance of the practice calling for classroom instructors to "meet or exceed" a requirement of 450 student contact hours; such load requirements were "a remnant of university regulations and policies of a by-gone era." The petitioners stated further that in the vital areas of teaching loads and the criteria for their reduction, in student contact hours, in faculty recruitment, and procedures for determining promotion and salary increments, decisions had come "without effective or meaningful faculty participation." They bolstered their contentions by stating in substance that the wide-ranging expansion which the university was experiencing had led to a "NOTABLE DECREASE in teaching effectiveness and research opportunities." The petitioners also claimed that a sizable number of faculty—about 5 per cent—leaving the state university system had departed in order to take positions with "lower teaching loads and student contact hour requirements."

In essence, the petitioners viewed such departures as testifying to a condition running counter to the plans the university had set for itself in the Definition of Academic Mission and Programs. And that did not end the matter. The Faculty Satisfaction Study conducted by the Senate's University Development Committee in the school year 1969-70 showed that, even with the research policies implemented, "In no way did the median responses reach even the `moderately satisfied' level (7 on a scale of 1 to 9)." Adverse criticism focused particularly on the elements of insufficient time and inadequate library resources essential to scholarly investigation.

Yet it took only a reading of campus newsletters or the newspapers for one to see that in spite of gaps to be filled, faculty growth and development at Oshkosh were not empty terms. In short, faculty achievement in 1970 exhibited a far different standard from that of a decade before, whether in research and writing or in service to the community and the students. For progressively, the Oshkosh faculty outreach during the 1960s reflected efforts of a regenerative body contributing to things scholarly. True, in times past the Oshkosh teachers had attended meetings and conferences concerned with the professional field. Such attendance was not to be taken lightly; at the close of President Polk's tenure, the school Catalogue announced an official two-day holiday during the sessions of the Wisconsin Education Association, thus freeing the campus for that activity. But with the Guiles years the upswing in faculty contributions to much wider intellectual horizons became distinctly noticeable. One area serving as an example lay in faculty publications. There has been previous mention of faculty publication prior to 1959, but during the 1960s there occurred a healthy increase in the output of articles, books, and feature pieces whose scope extended from the local to the international. It may also be noted that in 1967 the first volume of Publication Abstracts, Wisconsin State University System revealed that during the year the Oshkosh professors published more than fifty books and articles "plus a large number of research reports and scholarly work,...." Of the books and articles, the faculty in Arts and Humanities produced nineteen; in Education, twelve; in Physical and Life Science, sixteen; and in the Social Sciences, ten. The top contributing department was history with thirteen articles and books. Other contributing departments were English, chemistry, physics, education, political science, geography, and mathematics. The Oshkosh record for 1967 was the most prolific in the system; and in 1970, it still led the system in the number of publications with more than a hundred titles.

PART III

CURRICULAR AND INSTITUTIONAL DEVELOPMENT

During the same faculty meeting wherein he proposed the establishment of the Interim Council, President Guiles stated that "a second direction in which the school should be moving was in the broad area of college curriculum." His thinking was that the departments should bear primary responsibility for curricular growth and evaluation so as to have ready for the "students' consideration" integrated programs whether they were intra-departmental, inter-departmental, or divisional: departments and divisions within the college were to share in the responsibility of keeping the curriculum up-to-date. Therefore, Guiles suggested the continued operation of the college Curriculum Committee which included the Dean of Instruction, the remaining four presidential administrative assistants (who did not vote), and elected representatives of the school's twenty academic departments. Although he could make changes in the curriculum or could request authorization from both the Regents and the Coordinating Committee on Higher Education to add new courses, President Guiles expected decisions about framing the course of study to arise from the Curriculum Committee; and he stated that "It would be his fervent hope that he would not be called upon to veto Faculty suggestions."

By late spring of 1960, the Curriculum Committee reported that its various sub-units had held twenty meetings between January and May, and that it had no fewer than ten departmental recommendations to offer the faculty. The recommendations included: first, introducing a five-year program in engineering with the University of Wisconsin awarding the degree after the student had transferred to that institution and completed his work in Madison; second, an extended art major of sixty credits; third, creating two new foreign language majors in French and Latin and two new minors in German and Spanish; fourth, eliminating four courses in psychology and adding four that were new; fifth, developing an extended chemistry program "to meet the standards of the

American Chemistry Society"; sixth, inaugurating a thirty-three credit major in sociology; seventh, extending the music major to fifty-six credits in vocal music and to sixty-three credits in a combined vocal-instrumental major; eighth, introducing an extended major in English; ninth, establishing an extended major in speech, with three additional required courses; and tenth, adding one course at the advanced level in economics. Looking back on the performance, one can easily conclude that the Committee's work alone justified President Guiles' comment of March 1, 1960, when he remarked to Director McPhee that "if we are not making progress, it is not due to a lack of faculty activity in studying our problems."

Taking another important innovative step, the Committee recommended that both elementary and secondary education students fulfill a sixty-hour general education requirement. Providing a minimum amount of study in specified subject matter areas, the new program was to be required in every degree curriculum. The faculty concurred, and the offering became fully operative by 1963. This meant that prospective teachers in elementary and secondary education now sat in the same professional education courses. It should also be noted that while these developments were occurring, standards for admission to student teaching had risen with the requirement of a higher grade average of 2.25 for admission and the same figure in both their major and minor fields for secondary students.

Curricular revision also progressed at the departmental level; for example, the Department of History gave its courses a thorough overhauling so that the new offerings represented a sharp contrast to the nine required undergraduate courses which totaled twenty-nine credits in 1959. By 1964, history offered thirty-three undergraduate courses amounting to ninety-four credits and nine graduate courses. By 1970, history offered 180 credits in sixty-three undergraduate courses and twenty-eight graduate courses providing from seventy-two to eighty-seven credits. In the revamping process, some courses underwent either division or replacement; and to end duplication of courses, the department eliminated work in social studies designed originally for elemen-

tary education students. Moreover, the Department of History increased its major requirements from twenty-nine credits (including a three-credit course in political science) in 1959 to thirty-six credits in history alone and its minor grew from twenty to twenty-four credits. Both the major and minor requirements in history exceeded the state standards by two credits each.

Other departments could recite much the same tale of curricular expansion and refinement after 1959. By rough count, courses available on campus increased from 357 in 1959 to 470 in 1963 and to 1,062 in 1970. New areas included Arabic, Astronomy, Greek, Italian, Russian, African Studies, International Studies, Latin American Studies, and Urban Affairs. To these can be added audio-visual work, computer science, microbiology, military science, music therapy, religion, and scientific glass blowing. The rising tallies reflected the introduction of twenty-two new majors during the decade, a figure which more than doubled the number of major offerings in 1960.

Providing an example of launching an interdisciplinary field was the creation of a Department of International Studies during the academic year, 1963-1964. It was a time for probing into hitherto untapped areas, and under the aegis of the School of Letters and Science, a committee composed of department chairmen in the social sciences began to consider justification for the proposed major, faculty opinion concerning it, how to structure the courses, the utility of the field to commerce and industry, and employment opportunities for students. After collecting supportive data, the committee reported its conclusions, stressing the urgency for man to "learn to live with his fellows in peace and harmony." Asserting "that true knowledge and understanding of others are the...means for dispelling hatreds and dislikes..., and in their stead for promoting respect and friendship," the committee defined the intent of the proposed major as follows:

> In the complex world of the present an educational effort of this nature is essential to achievement of greater harmony among the peoples of the earth, and

> also to the attainment of the ultimate objective that the nations, mutually regardful and devoted to common interests, will succeed in realizing the greatest of men's dreams, a peaceful life for all, one with the other.

In due course, the proposal for the new field went through the channels of authority, and on July 23, 1964, the news sheet, Faculty Facts and Features reported that not only had the CCHE given the "stamp of approval" but also both college and state officials had "cited" the new offering for its "being significant in the `breaking of new ground' as the college's [sic] develop their programs and become universities on July 1." Named chairman of the new department was Arthur H. Darken, a foreign policy analyst for the United States government.

In 1966, the Department of International Studies contemplated the achievement of the following goals: the establishment of an undergraduate African Studies minor including overseas study at "a university in tropical Africa"; plans for undergraduate study at Western European schools; plans for a faculty seminar centered upon "international and foreign area education" and finally, plans to upgrade "international education" in the state's elementary and secondary schools." To implement these intentions, the Department began to investigate the possibilities of establishing a base for studies in Africa by 1968; a similar base for both the undergraduate program in Western Europe; and the faculty seminar on international and foreign area topics. In addition, the Department attempted to assess what was being done in international education elsewhere; Professor John Burr of the Department of Philosophy spent a year of investigation to determine recommendations for curriculum reform so as to "substantially increase" the attention given to teaching the various disciplines and thereby intensify their "international dimensions" and "assure that all students would receive some introduction to the non-Western areas of the world during their university education."

To summarize, the new major in International Studies was structured to train students for "careers within the field of international affairs embracing such areas as public service, commercial employment, and classroom teaching." Courses in economics, geography, history, political science, and sociology provided the foundation of the offering; and, there was room for individual student interests. An especial skill required of students was the completion of two years' study in a foreign language. In 1967, the first student majors graduated from the program.

In addition to approving the major in International Studies, the CCHE authorized other new programs for Oshkosh in 1964. These included a major in Speech Correction, a Master of Science curriculum in Guidance, a similar curriculum in Music Education, and to be effective in 1966, a major in Nursing. Just as did other curricular innovations of the period, these offerings reflected the broadening of the educational mission at Oshkosh. The nursing program in particular was expected to have "wide-spread appeal in Eastern Wisconsin, serving as an example of university service to the area."

Unique among campus curricular developments during the 1960s was the establishment of a research support service based on a statistical laboratory and a computer center. Dr. Paul J. Ansfield, who joined the staff in 1964, has stated that accelerating enrollments of the period attracted a "very often youthful faculty" who shared requirements for supporting both research and teaching. In the Psychology Department, such requirements became clear when the staff defined a need for electro-mechanical calculators to support research for courses in statistics and experimental psychology. To meet that need, eight electro-mechanical calculating machines were installed in Polk Library. The machines signalized the birth of a departmental statistics laboratory which, under the direction of Professor Bruce Black, supported instruction and investigation in Psychology. Concurrently, need for a university-wide statistics laboratory became manifest; the establishment of a unit followed. By 1965, the Psychology Department had five members trained in applying statistical theory to the design and analysis of experiments

requiring support from the Statistical Laboratory and the Computer Center. Contemporary technological advances were reflected in the Laboratory's acquisition of more sophisticated, more capable calculators and by the addition of a direct interface with the Computer Center through printing terminals.

In time, the computer's capabilities exceeded those of available calculators. Not only were computer terminals less costly; they were more efficient. Besides, inexpensive pocket calculators which were much more powerful than the type used in establishing the Statistics Laboratory (and many more times more powerful than some of the devices in use) became available at reasonable cost. Consequently, use of the calculators in the Statistics Laboratory began to diminish; and with the advent of statistics courses in other departments, need for the type of statistical consulting services provided by the Laboratory declined. This resulted in terminating the Statistics Laboratory in favor of increased support for the Computer Center and its general data processing service. Closing the Laboratory meant losing a consulting service offered on a personal basis to both faculty and students; nonetheless, the computer had won a place in the curriculum and in 1971, the Board of Regents approved a minor in computer science for Oshkosh.

As noted, curricular change at Oshkosh included graduate work, and in 1961, the Joint Standing Committee on Graduate Education recommended that the state colleges plan independent graduate programs. Oshkosh, which had permission to give graduate instruction in elementary education, history-social sciences, language-literature-speech, and science-mathematics, offered the first work under the arrangement in 1962. The introduction of new graduate fields followed rather freely. Thus, in 1964, the school obtained authority to offer a graduate curriculum in music and the North Central Association of Colleges and Secondary Schools accredited it for an M. A. degree in guidance. Programs in both reading and special education with emphasis on mental retardation received the Association's approval in 1966.

The state universities' first graduate programs were restricted to the field of teacher education. The Regents soon decided, however, that student demand justified graduate work in the academic fields, and in December, 1965, they addressed to the CCHE a resolution requesting authority to grant graduate degrees "in fields other than...teacher education." The resolution also permitted the Director of the System to consult with the Coordinating Committee in order to establish a procedure for acquiring the "necessary authorization and the enabling legislation."

In a document entitled "A Rationale for Expanding Graduate Offerings in the State University System," the Regents informed the CCHE that when graduate courses in teacher education had been offered during the regular term of 1965-1966, enrollments totaled 1,000 with figures expected to reach 1,750 for the fall term of 1966. The Regents also noted that most of the nation's state colleges and universities were offering graduate work and that the graduate school was "the most rapidly growing segment" at leading universities in America. Hence, it behooved the Wisconsin State Universities "to make a more significant contribution in preparing persons beyond the baccalaureate level." Doing so would require legislative approval; to help win it, the Regents reported the presence of a ready market for graduate programs among teachers to whom the Master of Science in Teaching degree was not attractive. All that was needed to tap that market was the existence of more extensive graduate offerings.

To substantiate their position, the Regents presented four arguments. They contended first, that "some school boards" awarded higher pay to teachers having a "straight academic degree"; second, that graduates of a subject matter curriculum might obtain positions in "community colleges, expanding...vocational schools, and perhaps even the growing colleges and universities"; third, the state university staffs were qualified for graduate teaching, and that quality would rise as the graduate curriculum attracted more and more doctoral personnel; fourth, the Regents asserted that an academic offering would likely "result in an enhancement of...summer school patronage."

The Regents saw no reason for spending large sums in introducing an academic graduate program in the Wisconsin State University System. The program could evolve from existing courses; nor would physical facilities be an expense, as the program would be largely "instructional" with minimal research. Besides, there were already being offered dual-level courses which could satisfy some needs of graduate students without creating an "undue demand for new facilities." As for library materials, the Regents were currently pursuing an "aggressive policy" in adding to shelvings; if they continued to do so, library sources would "be adequate."

Essentially, the Board regarded the suggested graduate offering as capitalizing "on the strength of the State Universities which were instruction centered." Thus, the program would avoid the "research emphasis" existent at "many large universities." True, the Regents conceded that "some research requirement should undoubtedly exist" in the offering; nonetheless, the state universities "should not attempt to duplicate the research function of the University of Wisconsin." And, because of "philosophical and economic reasons," the graduate schools at the state universities should not attempt "to make substantial entrance into...pure research" for which the Madison campus was noted. "In a nutshell," stated the Board in 1966, "there is little resemblence [sic] between the WSU research effort and of an institution of the size and scope of the University of Wisconsin." Furthermore, as the Board noted, virtually "all faculty research [on the state campuses] is accomplished over and above time allocated by deans and department heads for instructional and other student-related obligations."

Once started, graduate work at Oshkosh experienced steady growth. In the spring of 1969, a status report on recent proposals for graduate work at the school listed no fewer than nineteen fields. Six won final approval by the Coordinating Council for Higher Education, as the Coordinating Committee for Higher Education was known after 1968. The approved fields were art, special education for the emotionally disturbed, library science, physics, psy-

chology, and business administration. Moreover, in 1969 the North Central Association awarded the university full accreditation for the Master of Science programs in both physics and psychology. In 1970, the Association gave full accreditation to a Master of Science curriculum in biology and to a Master of Business Administration curriculum.

Graduate enrollments at Oshkosh increased—so it was reported in 1969—"by more than 1000 per cent in the short space of four to five years, with no visible end in sight." The fall graduate registration of 1964 was forty-nine; for 1967, it was 718. The first graduates from the program were twelve students who received the Master of Science in Teaching degree in August, 1965. All were Wisconsinites except David A. Rykken who hailed from Minnesota. In 1966, (when the school held its first January Commencement), the total of graduate degrees awarded was twenty-four. In 1970, the figure was 148—nearly six times that of 1966. Most of the graduates took the degrees of Master of Science in Education or Master of Science in Teaching. In August, 1970, Judith A. Reynolds of Minneapolis became the first student to receive the Master of Arts degree.

Another phase of the expanding curriculum at Oshkosh occurred in 1965 with the establishment of a School of Business Administration. Created from the Department of Business Administration, the new School sought to combine studies in Letters and Science "with a broad study of the concepts and principles of Business Administration." Hence, its students would have the professional knowledge for employment in the business world and liberal education providing the "foundation and framework for a life-long career of learning in a dynamic society." Three years after its establishment, the School of Business Administration was offering majors in accounting, finance, general business, management, marketing, and personnel work. The degree awarded was Bachelor of Business Administration. Along with meeting its teaching responsibilities, the School of Business Administration maintained "a substantial interest" in continued research in business, executive development, and services focusing on the Fox

River Valley business community. In addition, the School welcomed students planning careers in law.

Directing the School of Business Administration as its first dean was Robert B. Hungate, who held the doctorate from the University of California at Los Angeles. In Dean Hungate's opinion, "one-half of high school seniors believe...the profit motive...antiquated, [yet] the School of Business must be the prime supporter of the free enterprise system." Hungate remained at Oshkosh until 1969, when he was succeeded by Clifford Larson who served until 1983.

The School of Business Administration enjoyed a flourishing growth. In four years, its enrollment more than doubled, rising from 556 in the fall of 1965 to 1,214 in the fall of 1969. At the Annual Spring Commencement of 1966, twenty-six students received Business Administration degrees; in that of 1969, there were sixty-nine. Meanwhile, the School's teaching staff had increased from thirteen in the fall of 1966 to twenty-four in 1971. The School of Business Administration showed other signs of vigor. As indicated, it had won certification for offering a Master of Business Administration curriculum; and, according to a university statement of Missions and Programs issued in 1968, it had earned "a state and even a national reputation for excellence." Among graduates from December, 1973, through August, 1975, Business Administration had a strong placement record. Of its six undergraduate fields, the percentage of employed alumni ranged from 78 per cent in Manpower Management to 97 per cent in Marketing. At the graduate level, 93 per cent of the students participating in the survey reported that they were currently employed.

A year after the establishment of the School of Business Administration, a School of Nursing became a part of the university service function. Focusing much on developing individual judgment and initiative, the new program sought to prepare students for assuming "leadership of both professional and non-professional nursing personnel in the various community agencies." The program also strove to train enrollees for both graduate and specific

careers in "teaching, supervision, administration, research, and the expert practice of clinical nursing." Philosophically, the nursing course was dedicated to societal improvement "through the preparation of professional practitioners of nursing and through community service"; the professional nurse would perform "goal-directed, purposeful and deliberative action to prevent disease, promote health, and to meet needs of the individual, family and community in a variety of settings."

The first dean of the School of Nursing was Dr. Helen Dorsch, a nursing education specialist who had taught at both the University of Cincinnati and The Ohio State University. Supervisor of the master's degree program in nursing at Ohio State prior to her coming to Oshkosh, Dr. Dorsch enjoyed President Guiles' endorsement as being "the outstanding candidate interviewed during the two years' search for a dean" to supervise the School of Nursing. For her part, Dean Dorsch once remarked that she was "very happy" with the students in nursing; she liked especially "the challenge of being in on the ground floor of starting a new school."

From the beginning, the nursing program prospered. Its first headquarters were in the Pollock House, but in May, 1970, the School of Nursing moved into a new plant which it shared with the School of Education. Enrollments rose steadily, and in 1970 twenty-two nursing graduates took degrees in the Spring Commencement. Because they were the first Nursing School graduates, the Commencement Program described them as being "very special in the history of the university." Every member of the class was a Wisconsin resident except for Beatrice Ann Forbes, whose home was at Moorhead, Minnesota. Three of the class were men. The first class of graduates was, however, only a beginning; thirty-three graduates represented the School in the Annual Commencement of 1971, and fifty-six in 1972. Meantime, the instructional staff in nursing grew from five in 1968 to eighteen in 1972.

With evidence of growth all around, the university aimed toward continually higher goals. It was anticipated that beyond the 1960s there would be "need for six to eight Ph.D. programs in the School of Letters and Sciences," while the School of Education would be supporting doctoral and "specialist" training in elementary, secondary, and special education. Those expectations were based on three reasons. First, the university would draw heavy registrations from a pool of three-fourths of a million persons expected to be residing in the east central portion of the state by 1971. Second, the university was developing sound academic departments. Third, there had been "dramatic" changes in the number of doctoral faculty at Oshkosh. All three reasons harmonized with the Definition of Academic Mission and Programs mentioned in a previous section of this chapter. Shoring up the arguments for a major university from another approach were the following points: student enrollment at Oshkosh was increasing at twice the national average for state universities and 50 per cent faster than that of the Wisconsin system; the school was in a population center served by no major university; it offered "strong academic majors" in the several disciplines; its existing schools such as the School of Education were prospering; the new School of Business Administration had an enrollment of 1,000 within two years of its establishment; the beginning of the School of Nursing represented "an attempt to meet a national problem and need of growing proportions"; there was a swift growth of student enrollment "in many pre-professional areas"; a growing interest in faculty research was being advanced by "a full-time Director of Institutional Research" plus a "breakthrough" in obtaining federal funds for research support; a newly established University Counseling Center was serving as a model for other counseling centers in the state system; and there was a greatly increased interest in graduate studies. Nor did the Definition overlook another important point: it called for "a new level of financial commitment not now accorded to either a given state university or to an extension center," so as to insure adequate equipment needed for specific purposes. True, construction of new buildings and an increase of library holdings would improve departmental performance, but programmatic shortcomings here and there had meant that the university could not produce qualified

students for certain types of employment within its service area so that some individuals who had taken introductory courses were having to transfer to institutions where they could obtain advanced work necessary for completing a major.

As at least a partial remedy, the Definition proposed creating four new schools in addition to those already launched at Oshkosh. One was for a School of Engineering so as to provide professionals to work in the Fox River Valley; indeed, the university was "constantly receiving requests from students and prospective employers" for such a school. Another was for a Law School whose establishment was justified both by a scarcity of attorneys in relation to statewide population figures and by a projected increase of pre-law students on campus. A third school proposed by the Definition was a School of Architecture. The justification for creating it was that "Students in...Wisconsin have difficulty in completing a degree in Architecture." Finally, the Definition proposed the establishment of a School of Social Work, the interest in such a school and the resources of the Fox River Valley being the justification. But none of the suggested schools ever saw the light of day, although a Department of Social Work did become operative on the campus in 1974 and an engineering program in cooperation with the University of Wisconsin in 1977.

In 1968, a projection statement entitled Mission and Programs 1968-1978 made its appearance. Not so lengthy as the Definition of 1966, it re-affirmed the goals already set and proceeded to examine new areas of services; one field of interest being that of creating programs for culturally distinct students. In November, 1968, the campus chapter of the Association of Wisconsin State University Faculties issued a resolution supporting both planning statements and in addition asserted:

> Be it further resolved, that in keeping with this basic mission the Board of Regents and the Coordinating Council for Higher Education be urged...to adopt the policy that no School should be placed in a 'secondary' position by the curtailment of existing pro-

> grams serving in a demonstrated and justified need or by the restriction of opportunity for any School to present program proposals in free and open competition with other proposals.

From the advantage of hindsight, neither of the planning statements anticipated factors which altered the ambitious plans for the future at Oshkosh. For instance, a noisy demonstration by certain of the university's black student body in November, 1968, shook the campus to its foundations. Furthermore, a decline in enrollments caused a faculty cutback (as previously noted) in 1970. With enrollments failing to recover, further cutbacks occurred, causing restrictions on the work of some departments. In addition, shifts in graduation requirements and inroads made on traditional offerings by newly established departments sometimes reduced registrations in historically required courses. Neither did the projections take into account how a new campus which opened at Green Bay in 1969 might affect enrollments at Oshkosh; nor did they consider the effect of the growing appeal of vocational education in Wisconsin. Finally, there was the factor of selective service policies during the war in Vietnam which may have created at Oshkosh an artificially high enrollment subject to dropout once hostilities ceased.

Yet the Guiles administration had accomplished much toward improving the curriculum and enhancing the school's institutional growth. To realize these objectives, there had been departures from historic practices: the commencement of a new reliance on faculty contributions to curricular change; the assignment of professors to courses specifically aligned with their major preparation; a steady adoption of new courses resulting in an updating and enrichment of classroom offerings; and, the establishment of not only new departments of instruction but also new schools in sophisticating and augmenting the university's service mission. True, there were gaps remaining in plant, equipment, library holdings, and research policies over the decade of the 1960s, but even so, the time from 1959 onward saw a multitude of improvements on all four fronts. Aside from the failure to establish the four new schools

proposed by the Definition of Academic Mission and Programs 1971-1981, the only noticeable check to the expansion of the service mission at Oshkosh occurred when a twelve-week summer session inaugurated in 1962 failed to win enough support from the faculty and the students to warrant its continuance.

Otherwise, the curricular and institutional image of the Wisconsin State University at Oshkosh was far different in 1970 from what it had been in 1959.

CHAPTER NINE

THE GUILES ADMINISTRATION

PART I

THE CHANGING CAMPUS: BUILDINGS AND GROUNDS

In addition to curricular reform and faculty development, the demand for enlarging and improving the physical and instructional facilities of the Wisconsin State College at Oshkosh presented the Guiles administration with a challenge impossible to ignore. The largest school in the state system by 1958, Oshkosh reached an enrollment of 7,133 in 1965, and that number was expected to exceed 11,000 by 1970. The upsurge in registrations did not surprise President Guiles, but "the rate with which it...came about" did. In any instance, the accelerating enrollments put much strain on the operational capacity of an institution which for years had been permitted only minimal changes in classroom and housing facilities.

Meeting demands for additional space to accommodate the growing student population of Wisconsin was not easy. In August, 1962, the state colleges and the University of Wisconsin had requested $118,000,000 for building construction during 1963-1965, only to have that sum reduced by $64,000,000. To offset the effects of the reduction, Joe E. Nussbaum, Commissioner of Administration under Governor Gaylord Nelson, suggested that the colleges close their training schools in order to gain the classroom space requested in the budget. To this, the colleges objected. The Milwaukee Sentinel stated that in reply, "Nelson shot back, 'If you think you are going to get this 200,000 square feet of teaching space in some other way, you are sadly mistaken.'" Declaring that "every good idea was explored [in drafting Nussbaum's building plan], even if it changed traditional practices," Nelson predicted that unless basic changes occurred, some students would be denied entrance to college classes.

Nevertheless, in November, 1964, the Milwaukee Journal reported an upturn in building on the Oshkosh campus. Citing a professor who had asserted, "There's a feeling of bigness in everything we do," the Journal noted that a "visitor need only poke around the campus to discover this for himself." Dr. Robert Polk, who then headed the campus long-range planning committee, stated that the school would be "biting off for housing about five acres a year for the next five years," with two or three additional acres going annually for adding to the academic plant. Polk remarked, too, that because a proposed campus-city urban renewal project had become mired in "political controversy," Oshkosh could not obtain land inexpensively; even so, expansion would have to proceed.

And proceed it did. The first new academic building to appear was a library which felicitously bore the name of President Emeritus Forrest R. Polk, whose reading tastes were extensive as well as discriminative.* Dedicated on November 15, 1962, the urgently needed facility was, so stated the Quiver, "the best beauty spot added to the campus." The Quiver also declared that the dedication service, which the faculty attended in academic regalia, displayed "all the pomp and circumstance of a royal coronation." Presiding over the ceremony was Dean of the College James F. Duncan. Regent Mrs. Gordon McIntyre made the presentation of the building: President Guiles accepted it for the administration; Head Librarian Helen Wahoski did so for the faculty; and Student Government President Russell accepted on behalf of the student body. The formal addresses included "The Library, The Man, The Name," by Professor Sherman Gunderson, and "The Decade Ahead," by Director of the Wisconsin State Colleges Eugene R. McPhee.

To Director McPhee, Polk Library was "the Symbol of Heritage." He regarded it as being both "the real hub of intellectual activities" on the campus and "a repository of man's knowledge and achievements, of his hopes for progress and betterment." But

*Oshkosh was the only school in the system offering a major in Library Science.

by any standard, McPhee viewed the collection of 70,000 volumes as "completely inadequate." It was a condition for which he blamed past insufficiency of funds. He thought, too, that if library resources went unused—not only on the Oshkosh campus but also at schools over the nation—such disuse would be "a tremendous loss to mankind." There is no way to tell, but it may be that the individual deriving the greatest satisfaction from the dedication was President Emeritus Polk who was in attendance for it. Certainly, campus morale was at a very high level on the afternoon of November 15, 1962.

Costing $1,457,000, the Polk Library was the most expensive building constructed at Oshkosh up to 1962. For that sum, the school received a library whose capabilities differed very much from those of the former one in Dempsey Hall. With 75,000 square feet of usable floor space, the Polk Library could seat 900 patrons; in addition, it provided accommodations for stacks, reserve books, classrooms, offices, study and typing carrels, and even a smoking room for smokers. There was also room for the school archives and certain other documents which for years had been stored in the tower room of Dempsey Hall; now, those collections would form the nucleus of a regional research resource housed in an Area Research Center established by the State Historical Society of Wisconsin. (The activation of the Center gave reality to a Board action of 1951 authorizing contracts with the Society to establish "Regional records and manuscript depositories" at the several campuses of the state system.) Happily, the greater capacity of Polk Library also permitted adequate shelving for a documentary collection obtained in 1956 from a government repository in the Fond du Lac Public Library. And, the new library offered generous space for a room known as The Putney Room which had been dedicated in 1949 in honor of Jay T. Putney, owner of the Oshkosh City Bus Lines and a warm friend of the school. Beginning in 1947, Putney and Mrs. Putney had contributed either books or funds for the purpose of reading materials to be housed in a special room where individuals interested in "great literature" could satisfy their tastes. The collections covered "many disciplines."

Polk Library was not long in winning distinction. In September, 1964, the Wisconsin Library Association designated it as the "Wisconsin Library of the Year." Praising the Library for rendering "high quality" service, the award commended the unit's having been planned so as "to meet book, student and faculty needs for years to come" especially by insuring "maximum flexibility" in adjusting to change. The award also emphasized the librarians' support of teachers, the importance placed by the university president and faculty upon the library as the academic heart of the campus "plus the fine rapport between faculty and the library in stimulating new thinking and positive attitudes." Altogether, the honor was a compliment to Head Librarian Helen Wahoski and her staff.

There is something else to be said. Indicating how the library function was enhanced, the book collection increased by nearly 50 per cent to 100,000 volumes in 1964, and to 250,000 books and 3,000 periodicals by 1970. In 1977, it tallied up to 500,000 volumes, and other materials available on microfilm, microfiche, microcards, or in the form of periodicals. An example of a much needed source procured for research in American History was The United States Statutes at Large. The availability of the Statutes ended the necessity of one's traveling to either Milwaukee or Madison if one wished to check an American law enacted, say, before 1930.

When it was dedicated, the Polk Library seemed roomy enough, but the soaring student population necessitated the addition of a new south wing. Providing 124,000 square feet of floor space, the enlargement increased the facility's seating capacity to 1,900 and added much to its book shelving capability as well. Built in 1969, the new wing cost $2,463,000.*

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*Construction of Polk Library caused some physical alteration on the campus: to make way for the new plant, the Old Gymnasium built in 1909 had to go. Some private dwellings also fell, and Normal Avenue which bisected the campus from Algoma Boulevard to Elmwood Street was partially closed. What was left of Normal Avenue first became a parking area, and later a passageway into a campus mall.

Two years after the dedication of the Forrest R. Polk Library, there occurred the completion of a new science center named for Rufus H. Halsey, the school's second president. At its dedication on May 16, 1964, Director McPhee made the presentation of the Center; President Guiles accepted it for the administration, Dean Duncan for the faculty, and Robert H. Johnson for the student body. Professor Leroy G. Augenstein, Chairman of the Department of Physics at Michigan State University, delivered the dedicatory address.

Augenstein presented a challenge to his audience. He asserted that during the next twenty-five years the truly crucial questions facing humanity would be why man was on earth and how society—if it chose—could devise rules for human perfection; but the question whether it was to be slave, master, or helper, needed to be resolved. It was up to the nation's educational institutions to answer the question; but to do so, they would have to lead the public to a new awareness of what the sciences could do and how they could be utilized. Augenstein characterized this as the "urgent and continuing challenge" confronting America's colleges and universities.

Halsey Science Center presented Oshkosh new potentialities for teaching biology, chemistry, and physics-astronomy. And like the Polk Library, the Halsey Center eventually consisted of two separately built sections, totaling almost a quarter million square feet. The cost of the entire plant was $5,667,000, including the expense of erecting a third element of the complex—the Buckstaff Planetarium, built in 1963. The planetarium was supplementary to the Buckstaff Observatory located in north Oshkosh.

The third largest observatory in Wisconsin, the Buckstaff Observatory had become the property of the school in 1959 through a gift from Mr. and Mrs. Ralph N. Buckstaff, of whom the Advance spoke as being "some of the few remaining knowledge-for-the-fun-of-it people around these days." The Observatory boasted a sixteen-inch telescope using a series of reflecting mirrors; two refractory telescopes; weather observation instruments; a manometer for

measuring the pressures of gases and vapors; an automatic rain gauge; and a barometer. When the Regents accepted the Observatory in November, 1959, they appointed Buckstaff as its director. He did not receive a salary.*

Also providing additional classroom and laboratory space on the Oshkosh campus was the Frederick Redman Clow Social Science Center, completed in 1965. The structure's name was most proper, for Frederick Clow had been highly capable in the social sciences. Moreover, as a man who had pulled himself up by the bootstraps, he had had few equals at the school. When Clow entered Carleton College as a beginning student, his mother needed medical attention; so, he took her along. En route, mother and son rode to Northfield in a railroad freight car and with them, sundry furniture, some hives of bees, and one of the Clows' cows. In the years that followed, it may be that Clow's truly great reward for patient and thorough work came in student assessments like that in the Quiver of 1913: "Mr. Clow's classes are noted for the profound depth of knowledge they probe. He...is a source of inspiration to the students."

Built at a cost of $2,490,000, the Clow Social Science Center was a general classroom building. The Center contained forty-eight classrooms, 135 faculty offices, twelve laboratories, three large lecture halls, the school's audio-visual center, and a television station. The entire structure added more than 120,000 square feet of floor space to the campus: fittingly enough, the Oshkosh Northwestern observed that the Center's completion made the university a city within a city.

The dedication of the Frederick R. Clow Social Science was a feature of what Oshkosh Alumni Association officials called the First Alumni Day—May 21, 1966. Six hundred persons assembled in Albee Hall for the ceremony: one was Professor Clow's daughter Bertha. Appropriately, the dedication included a faculty procession. Giving addresses were President Guiles and Assistant to the President William White. White's remarks outlined Clow's

*As a point of further interest associated with the Observatory, the facility was listed on the National Register of Historic Places in America during the year 1979.

career; President Guiles' dealt with the subject, "Education: Our Commitment to Excellence."

Declaring that the "dynamics of higher education in America make the public university a restless place of turmoil, activity, vitality, and progress," Dr. Guiles indicated that as the school moved toward becoming "a major mid-western university" there would be "unique opportunities" for it to "meet...rising expectations" in higher education. The university was expanding in the fields of adult and continuing education, and Guiles held that updating curricular programs was a necessity not to be postponed; he illustrated the point with the quip that "we must not be caught making buggy whips after everyone else had quit making buggies." Guiles remarked also that higher education was facing a paradox created by a demand for broad, liberal education as well as specialized training. Favoring the first demand, he asserted that "the challenge before the University was to provide an outstanding program of study recognized by our own faculty and students and by professional colleagues in other institutions." Hence, research must become an adjunct of teaching; and, the direction of the whole academic program must point toward the perfectibility of humanity. Whatever the changes faced by the school, Guiles saw the focus of teaching remaining on the students.

Another enlargement of the campus physical plant occurred in 1970 with the construction of a new Nursing and School of Education Building adjoining the north side of the Clow Social Science Center. Erected through a federal grant, the structure cost $2,581,000. Its 56,000 square feet of floor surface provided space for classrooms, laboratories, and offices. Designed to duplicate environments found in hospital and clinical work, the laboratory units afforded student nurses access to a practical professional experience. Although the building was ready to use by the university's Centennial Year, the School of Nursing chose to hold professional conferences during that time in lieu of a dedication service.

Also erected in 1970 and opened for use in 1971 was a new Arts and Communication Center. Rather than "being named for

any particular person associated with the history" of the university, the Center identified with the three departments it served: art, music, and speech. Costing $6,425,000, the complex provided the departments a home much different from the sometimes makeshift quarters on which they had formerly had to rely. Adding nearly 208,000 square feet of floor space to the campus, the new Center was the largest structure of its kind in the Wisconsin State University System. Built in two sections complementing each other, the Arts and Communication Center contained classrooms, offices, and laboratories. In addition, it housed a 500-seat music recital hall; a 500-seat theater; a small experimental theater; a television instructional center; an art gallery; and the campus radio station.

Dedicated on the afternoon of Sunday, September 26, 1971, the Arts and Communication Center was presented to President Guiles by Regent John J. Dixon. Asserting that the Center offered "quality preparation in a setting second to none," Dixon indicated that it was to serve not only present students, but also "the thousands to follow." Offering the main address was Dr. Douglas M. Knight, division vice-president of educational services, RCA, New York, and former president of both Lawrence and Duke Universities. Stating that "art adorns life, makes it civilized—but how?" Dr. Knight told his audience that "art and the activities of free men" went hand in hand with "responsible freedom" for "True art is communication...distinctive from propaganda." "Tyrants," declared the speaker, "have always tried to control artists, because art evokes issues, giving them inner life; works of art have powers within themselves, challenging man's true inner life which is constant and concerned." In conclusion, Dr. Knight urged his listeners to meet the challenge of the moment. "Now," he told them, "get to work and do something about it."

Just as the Arts and Communication Center had received a name identified with its service role, the theater and art gallery housed in the Center received designations that, in their way, were equally fitting. On the night of October 14, 1971, the theater was named in honor of the veteran actor of stage and screen, Fredric March who had appeared in television productions, stage plays, and

motion pictures familiar to the audience. The ceremony honoring him included a presentation of Friederich Duerrenmatt's The Visit with Professors Gloria Link and Don P. Burdick of the University Speech Department as leading performers. According to the Oshkosh Northwestern, the play held the audience "spellbound" for more than three hours, while Fredric March was quoted as saying that he had "never been prouder or happier" than at the moment when President Guiles presented him with the citation assigning the theater its new name. In so doing, Guiles asserted that March was "universally acclaimed as a master of his profession"; in addition, he praised the "standards of excellence" which had distinguished March's career of more than a half century.

The art gallery was named for Allen J. Priebe, who joined the teaching staff in 1953 and served in the Department of Art until his death in 1965. With members of the Priebe family present and having for a background what the Northwestern called a "stunning Crafts Invitational Show," the Allen J. Priebe Art Gallery was dedicated on the night of February 28, 1972. President Guiles and Art Department Chairman Michael Brandt conducted the ceremony. Guiles referred to Priebe's enthusiasm for his work and noted further that he had "had a positive impact on students and colleagues alike." Professor Brandt lauded Priebe's continuing efforts to be a better teacher; and in commenting on a mark of character, recalled that although Priebe had been very ill during his final months of service, his "concern was always for his family and his students whom he loved very much."

In 1971, the campus gained an additional 137,000 square feet of space for physical education and athletics with the completion of the Robert M. Kolf Physical Education and Sports Center. Built at a cost of $4,169,000, the complex contained a large field house, three smaller gymnasiums, rooms for dancing and weight lifting, plus a rifle range for R.O.T.C. classes which had been inaugurated in 1968. Its lower level housed classrooms, lockers, showers, offices, the gymnasiums, and the R.O.T.C. quarters. The second floor was the location of the large field house designed for "multi-purpose athletic activities."

Naming the Center for Robert M. Kolf paid proper tribute to a man who had spent much of his professional career in the service of the university. Kolf's career has been the subject of previous discussion in these pages; even so, it seems pertinent to quote that part of the Board resolution naming the building for him:

> Resolved, that at Oshkosh the new physical education facility scheduled for completion in July, 1971, be known as the Robert M. Kolf Physical Education and Sports Center.
>
> This name is to honor Robert M. Kolf who served with distinction on the faculty at Oshkosh for more than 45 years. He excelled as a competitive athlete, as a teacher, and as a coach. In his position as coach and athletic director he provided inspirational leadership to his classes and to his teams.

Starting on February 26, 1972, three days of special events marked the dedication of the Robert M. Kolf Physical Education and Sports Center. An open house gave the public the opportunity to tour the building and to observe demonstrations in physical education far different from the time when, as Emily Webster once recalled, physical education training at Oshkosh amounted to having the students beat their chests with clenched fists. The main event was a lecture by Professor Celeste Ulrich of the University of North Carolina. In the words of the Oshkosh Northwestern, Ulrich's remarks "captivated her audience." Urging her listeners to be good teachers, Professor Ulrich asked them to employ "relevance and positive values." Reminding the audience that work in physical education was "not just fun and games," Ulrich traced the history of the field up to its emphasis on the "holistic man." She concluded with the observation that "the 'now' physical education is all things—games, physical education and the understanding of movement."

A major structure rounding out facilities for athletics was a new stadium named for the Titans and built opposite the campus on

the west bank of the Fox River. Both the university and the City of Oshkosh participated in its funding and construction. The contract drawn between the two in 1967 required the city to provide a building site for which the state was to pay $70,000. The city obtained the site from the Zion Lutheran Church at Oshkosh in a land trade. Once the title to the land was clear, the Regents were to pay $200,000 more to the city, a sum related to appraisal values of the land exchanged. The city and the state were to share the first $400,000 of building costs: beyond that amount, the state was to shoulder construction expenses. The city could use the stadium for fifty years, and it was to bear part of the outlays for maintenance.

Construction of the Titan Stadium was subject to delay. After meeting at Oshkosh in late October, 1969, with officials from the university, the Oshkosh School Board, and the City of Oshkosh, a subcommittee of the State Building Commission "made no promise" to urge the Commission to approve the project. The contract's provisions drew criticism: to a member of the subcommittee, the arrangements looked "like a horse and rabbits deal"—whatever that was; to a city councilman, it appeared risky because the city could "take back" the land at cost since the legislature had not appropriated building funds by January, 1968, thereby causing the state to lose money which it had already invested in land filling. Feelings seem to have run high: The Paper of Oshkosh quoted Director McPhee as stating, "Gentlemen, I don't think we can do business in that tone of voice."

The State Building Commission approved the construction of the stadium in November, 1969. To Athletics Director Eric Kitzman, the Commission's action signified "the fulfillment of a dream" for which numerous individuals had striven. To Head Coach Russell Young, the action meant the availability of striking improvements over the facilities offered by the Memorial Field. Whatever meaning the Commission's decision held for different persons, construction began and was far enough along that the Titan Stadium could perform its first service to the university on October 10, 1970, when the Titans played—and defeated—River Falls in a dedication game. A University Report praised the building of the 10,000-seat complex as a result of teamwork on the part of all con-

cerned. "Only cooperation between the City of Oshkosh and WSU-O officials made the stadium possible," it declared.

In addition to erecting buildings required for scholastic and athletic programs, the university had to create new living space for the expanding student body; between 1960 and 1967, it built no fewer than ten new dormitories capable of housing 4,826 students. The investment for the structures—which was to be paid from student fees—amounted to $16,649,338. All of the new dormitories bore names honoring faculty members. The first was Clemans Hall, constructed in 1960, and named for Earl Clemans whose long tenure with the school has had attention. Following was Donner Hall built in 1962 and named for Emeritus Professor of History C. Barbara Donner, who as noted was instrumental in obtaining the property on which the Reeve Memorial Union stands. Next came Breese Hall, also erected in 1962 and named for John A. Breese .* Fourth was Taylor Hall erected in 1963 and named for Hilda Taylor who chaired the Department of English from 1928 to 1944. Fifth was Fletcher Hall constructed in 1964 and named for Walter Fletcher who had taught in several areas including elementary education and journalism. Sixth was Nelson Hall built in 1965 and named for N. Peter Nelson, veteran Director of Secondary Education. Seventh was Stewart Hall, also built in 1965; Stewart Hall was named for May Stewart, who had worked long and hard in rural education. Eighth was Evans Hall, built like Nelson and Stewart Halls in 1965, and named for Maysel Evans whose career in campus dramatics dated from 1929. Ninth was Gruenhagen Hall constructed in 1966 and named for Richard Gruenhagen who taught manual training at the school from 1910 to 1947. Tenth was Scott Hall, built in 1967 and named for Louise Scott who had distinguished herself as a teacher in social studies and in work with campus school pupils.

Along with providing residence halls for students, the university sought to meet student needs for nourishment. Thus it was that three new food centers became a part of the campus plant dur-

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*In company with Walter Fletcher, Breese had composed the school's Alma Mater sung from 1928 to 1975.

ing the Guiles Administration. Constructed in 1966 at a cost of $975,000 was Elmwood Commons which stood near Evans, Fletcher, and Stewart Halls. Built in 1967 at a cost of $1,900,000 was River Commons which stood near Scott and Gruenhagen Halls. Last was Blackhawk Commons, built in 1970 at a figure of $2,248,000. Blackhawk Commons faced Algoma Boulevard not far from the Reeve Memorial Union.

Not a part of campus construction, but rather a phase of campus expansion was the acquisition of the Alexian Brothers Home at Oshkosh. The Alexian Brothers Home fronted Jackson Street and was bounded by New York Avenue on the north and Prospect Avenue on the south. Historically, the structure had been a rest home, but after the state purchased the property in 1965 it became a dormitory named East Hall. An easy stroll from the campus proper, East Hall served as a residence for 170 students until its demolition in 1971. The grounds on which East Hall stood are now devoted to physical education. Somewhat unexpectedly, the preparation of the field for playing purposes roused a lively ecological protest over the removal of certain large trees; the protest ended in a partial triumph for the ecologists, as only a few of the seventy-odd trees involved finally fell under the saw.

Not a phase of either construction or expansion at Oshkosh, but lying within the university's operational jurisdiction, was a two-year campus located at Fond du Lac. An initial step toward establishing the school at Fond du Lac occurred in 1963 when, in implementation of its "outreach plan," the CCHE chose the city as a possible site for a two-year institution. The Committee next charged the Board of Regents and the Oshkosh authorities to make themselves available for conferring with interested civic leaders at Fond du Lac. In February, 1966, the Regents announced their willingness to assume the responsibilities involved; and when the Coordinating Committee met in March, it named the State University System as the Administrative authority for the proposed school. The university at Oshkosh received operational responsibility for the new Fond du Lac campus. Exerting a leading role in guiding the project was Dr. Robert DeZonia, Assistant Director of the Wisconsin State Universities.

In April, 1966, the Fond du Lac County Board created a Campus Committee charged "to proceed with development" of the school. Under successive directives of the Board, the Committee proposed a building site of 183 acres lying in the northeastern section of Fond du Lac; it engaged an architectural firm to design the plant; and it applied for federal aid to help with construction costs. All told, the funds obtained from the Department of Health, Education and Welfare amounted to $3,450,103. The State of Wisconsin furnished $285,000 for movable equipment. In September, 1967, construction of the campus began; when finished, the project's total cost was $5,201,385. The school opened in 1968 with Dr. Willard J. Henken, a 1951 Oshkosh alumnus, as dean.

Formal dedication of the new campus occurred on April 25, 1969, with Governor Warren Knowles as the main speaker. Voicing the hope that maximum educational results would be a "hallmark of his administration," the Governor asserted that he wished young people to have the best in educational opportunities. The Governor also praised the Fond du Lac community for endeavoring to make the school an actuality; he expressed pleasure over the attractiveness of a campus affording each faculty member "a room with a view"; and he complimented Dean Henken for having performed miracles in readying the institution for service.

Meeting the urgency for new construction plus modernizing the already existent physical plant of the Wisconsin State University at Oshkosh placed the Guiles administration under heavy responsibility. However else it might be described, the construction program at Oshkosh after 1960 amounted to a massive alteration of the campus. In fact, visitors returning to the school after absences of ten or twelve years sometimes found it difficult to believe that so much change could have occurred. At the same time, the availability of new buildings equipped with up-to-date teaching and learning facilities enhanced the university's ability to meet the educational needs of a student body which had grown from 3,324 in 1962 to 11,811 in 1971. But even though the physical plant had expanded from eleven buildings in 1960 to thirty-two in 1970, on the eve of its Centennial the campus retained the appearance of being crowded.

To sum up, the university plant of 1970 bore very little resemblance to that of 1960. It bore even less resemblance to that of 1951, which the Milwaukee Journal described as follows: "...[the school] had only four buildings including a 43-year old gymnasium, plus a couple of `barracks' used for classrooms. It had no dormitories, no permanent student union and little space to do anything."

PART II

WORKING WITH THE COMMUNITY

From the very start of his administration, President Guiles viewed the establishment of meaningful working relationships with the community service area of the university as being of much more than ordinary importance. The intent of such relationships was to draw from off-campus resources in order to enhance the school's service mission and to create innovative learning experiences for its students. At the same time, the forging of such bonds coincided nicely with the beginning of a new administration at Oshkosh as well as with America's sharpening interest in education.

Initiating the process of bridge building with the public in the spring of 1961, the campus Public Relations Committee sponsored an open house to acquaint Oshkosh civic leaders with the school; and further, to consider suggestions for implementing projects of mutual interest to the community and the institution. From the discussions there evolved a program in which students would have part-time work with the city government and in so doing, combine study and experience. The major agency for achieving that end was a new course entitled "Internship in Government." The course provided for the interns to be assistants in the various departments of city government; the interns might also gather news about the work of the departments so as to generate a "reservoir of material" from which such work could be reported. In practice, the internships were a pioneering effort toward having students participate in a purposeful public service experience originating from a new tie between the city and the campus. Director of the program was Professor Charles Goff of the Political Science Department.

Another school-community bridge sponsored by the Public Relations Committee was a Friends of the College Committee, or, as it came to be called, The Citizens Advisory Council. The Council was to consist of persons willing to take an interest in school affairs, and its membership was to come from northeastern

Wisconsin. To obtain the widest coverage in the search for members, the faculty was invited to suggest names of individuals, and in the summer of 1962 there followed personal visits to those suggested. Organization of the Council ensued; in turn, the new body devised a regional working framework based on Oshkosh, Milwaukee, Sheboygan, Fond du Lac, Appleton, Green Bay, and Marinette. When complete, the membership of the Council totaled forty-four. Among the members were Regent Mrs. Gordon McIntyre of Appleton, as well as former Regents Frank Radford and Lewis Magnusen of Oshkosh. The first chairman of the Council was Boyd Jordan, President of the New American Bank of Oshkosh. In greeting the Council at its opening session, President Guiles remarked, "We cannot afford to leave the public behind, and the public cannot afford to be left behind."

Going into action, the Council determined procedures for helping—as President Guiles put it—the school meet the "expectations held for it." Items to which the Council gave attention included: how the school might serve the educational needs of the state; how it might obtain from governmental sources "sympathetic political and legislative treatment" in consideration of campus programs; how it should be watchful for gifts which might accrue to a campus Foundation whose organization had followed shortly after that of the Council; and how it ought "to nominate outstanding citizens for honorary awards" to be conferred by the college. In brief, the Council was going to be close to the campus and what the campus did: its concerns reflected the changing scene in higher education in the state as well as in the nation.

In January, 1965, the Council heard the late William A. Steiger, then assemblyman representing the City of Oshkosh District, discuss the status of higher education in Wisconsin. Likening Wisconsin's educational policy to a balance wheel turning amongst a crush of contenders seeking approval of their individual needs, Steiger noted that the state budgetary requests and higher educational demands looked "astronomical." Thus, it was "particularly difficult" for the legislators to harmonize outlays for higher education with the public's tax-paying capability. In view of

Wisconsin's "ever increasing problem of providing quality education for an ever increasing student population," Steiger also considered the issue of pressures exerted on the legislature and what such pressures could mean to higher education in the state. He remarked that some elements could be so forcible in making demands on the lawmakers as "to cancel each other out"; yet it was possible, too, for an establishment to be so strong as not to encounter any meaningful competition. Because the University of Wisconsin was becoming "so big and so powerful...in higher education," Steiger regarded it as being able "to call virtually all the shots." He concluded, "Let's concentrate on keeping the University of Wisconsin among the top best but not necessarily among the top universities in total size."

In April, 1965, Governor Warren Knowles addressed the Council on the subject of problems facing higher education in Wisconsin. The Governor observed that colleges had been gearing their curricula to the needs of the 25 per cent of high school graduates who intended to enroll in higher education; but "for many reasons," it was obligatory to give more attention to the wants of graduates who did not wish to do so. "If we pour our tax dollars into liberal arts," stated Knowles, "we run the risk of a mismatch between the jobs available and the training received by the potential holders of these skilled jobs." Declaring that the "only cure for lack of skills which society can use is through education," Knowles asserted that training needed "to get the underprivileged off the streets and ultimately off the welfare calls [rolls?] was more middle...education"; that is, more vocational and technical education. There was especial demand, he thought, for "qualified instructors to teach boys how to read blueprints and how to perform in the highly technical middle bracket jobs."

When Knowles appeared before the Council, there was much interest in a bill being considered for the purpose of creating branch campuses of the University of Wisconsin at both Kenosha and Green Bay. To some state university supporters, it seemed that such branches would become rivals to the universities; and when the subject arose, Knowles suggested that his audience work

through its respective legislators in getting help for the school at Oshkosh. When a Council member mentioned that individuals from Green Bay and Racine had tried to squelch opposition to the proposed campuses, the Governor replied as follows:

> The University of Wisconsin and the people from Green Bay and Kenosha appear to be putting their cart before their horse. We really need to look more at the long term education needs of Wisconsin and look less at such things as community ambitions and community pride. A major difficulty...at the present time is that...there are..., far too many unanswered questions about these proposals,.... Racine-Kenosha and the Green Bay area will undoubtedly obtain four-year state universities, but there is a great need for careful thinking and competent long term planning.

In response, the Council's Legislative Committee urged opposition to the bill because instruction was cheaper at the state universities, thereby representing "a better buy" for the taxpayers.

The same Council meeting was also the occasion for the first change of the group's officers, with John C. Miller of Berlin succeeding Boyd Jordan as chairman. Expressing gratitude for the privilege of serving the Council since its inauguration, Jordan remarked that the first "breakthrough" in the Council's mission had been the bequest of the 3,000-volume Newman Library; and through the good offices of Professor George E. Fay, the Angus Lookaround Museum of Indian Artifacts. Other achievements which Jordan mentioned included support for the establishment of the Titan Boosters Club and the admission of students to membership on the Council. Finally, he congratulated the university administration and faculty for an "outstanding performance" on the job.

At the Council meeting in February, 1966, Dr. Peter S. Mousolite, Regional Director of the Bureau of Higher Education, United States Office of Education, explored the subject, "The

Philosophy Behind the Higher Education Act of 1965." Intended to strengthen the "educational resources" of American institutions of higher learning, the Act authorized financial assistance to "students in postsecondary and higher education." Commenting on federal support for higher education, Mousolite stated that such aid should be given only when truly needed. All levels of society must support education; there was no reason to fear that a "federal ogre" stood ready to usurp while the citizenry tried to decide which direction government aid to education should take. But Mousolite thought that if an educational program were not strengthened by having received such assistance, it was clear that the help should not have been given. In response to Mousolite's comments, Council Chairman Miller observed that the Oshkosh university's future lay in the dollars provided by the lawmakers. In other words, the more cash at hand, the more the institution could extend its mission and hope for greater success from its efforts.

Speaking to the Council in May, 1966, Special Assistant to the President for Campus Planning Robert Polk addressed the topic "The Changing Campus Scene." Explaining that change was occurring at the school so rapidly as to permit the existence of "few ivy covered walls," Polk asserted that because the institution expected to have some 8,200 students when the fall term began, it was "bearing the brunt" of Wisconsin's swelling population in higher education. As for student housing, he remarked that the university could house 4,100 students in 1966; it would likely be able to house 6,630 by 1968; and it would probably be able to house 11,000 students of an enrollment expected to total more than 18,000 in 1975. And, there would be need for additional faculty members, possibly a hundred more than the present staff of about 400.

Pointing up the Council's course with regard to a different aspect of the university's future was a meeting held in December, 1966, and having the theme, "The Dimensions of a University—a Projection to 1971." Opening the session, Dr. Guiles stated that the "dynamic time" through which the institution was passing meant that it had to "accept `change as the obvious.'" Viewing the theme

of the meeting as implying institutional self-study, but conceding, too, that any conclusions reached might indeed be tentative, Guiles thought that Projection '71 symbolized the university's intent to prepare for doing "the things expected of us—now and in the future."

As first discussant of the session, Vice-President for Staffing and Planning Gunderson asserted that the school had "reached a monumental threshold" related to the need for "a [new?] full-fledged first level university in Wisconsin." Contending that the logical place to establish such an institution was in the Fox River Valley, Gunderson judged the Oshkosh school as being equipped for becoming the full-fledged first level university which he thought the state needed "NOW!" To support his view, Gunderson mentioned enrollment growth, campus location, strong departments and professional schools, research potential, expansion of graduate instruction, and the institution's being "student centered"; he observed, too, that the university had become "a multi-purpose institution where teaching, research and community service are goals considered to be equally important." He anticipated no conflict among those goals for they would grow "in conjunction with one another."

Dr. Maurice Kessman, then campus director of institutional research, also offered comments related to Projection `71. Remarking that the university was preparing "a research and development" arm for the Fox River Valley, Kessman thought that function would "become increasingly necessary" with the area's economic growth, and he envisioned in the Valley the "creation of a research environment" bolstered by the acceleration of graduate instruction at Oshkosh. But he considered such potential as dependent on certain factors: the development of courses in research techniques and methodology; increasing library holdings, facilities, and personnel; providing computing and statistical equipment; establishing specialized departmental and inter-disciplinary research groups; and, decreasing the time spent by the faculty in the classroom. In summary, Kessman believed that these changes would permit the school "fully to develop its research potential from mere expectations to action."

Commenting on a third function of the university—community service—Dr. Harold Crouse, Director of Extended Services, called for the continuation of such services through five approaches: further work with on- and off-campus credit classes; increased non-credit courses and special offerings for both campus and non-campus groups; more emphasis on "residential focused study programs"; increased probing of how to utilize communications media; and, maintaining experimental centers in art and drama plus mobile repertory theater. Dr. Crouse believed a "total university effort" to be necessary for the realization of his proposals; it might be difficult to achieve the goals desired, but there would be progress if the school "was willing to commit its resources."

Another message meaningful to the future at Oshkosh was that of Dr. Angus B. Rothwell, Executive Director of the CCHE. Speaking to the Council in February, 1968, Rothwell stated, "To look ahead for 10 years is not easy, especially when we look back 10 years and see how little we then knew of the future." Rothwell emphasized that with the exception of the county colleges, higher education in the state was attracting continually greater numbers of applicants and registrants; but there was a possibility that beginning in 1980, enrollments might taper off because the state's birth rate had already begun to fall. Hence, he cautioned against the overbuilding of campuses. Still, as a speaker at the Council meeting in May, 1968, pointed out, enrollments at Oshkosh were expected to reach 15,000, and that figure made new construction mandatory.

In October, 1968, the Council met to hear Lee Franks, Director of the Division of Education Communications, discuss the implications of electronic communications for education. "This is the NOW generation," asserted Franks who declared that electronic devices kept society alert to the hourly "chess game" of competing societies as well as the "power plays" of international affairs. In comparison with bygone days, Franks regarded contemporary life as being free from "the grinding character of work," from dogma, and from personal restrictions. Maintaining that "our society is based on leisure," Franks argued that modern children saw

more of life, both the good and the bad; and because they were so well informed when they came to school, "there was a demand to individualize instruction." According to Franks, classroom electronics met that demand by allowing students to follow their own pace, to be free of standardization, and to enjoy "a tremendous range of choice" in the pursuit of subject matter.

Considering another subject that was coming increasingly to the fore in the educational world, the Council members discussed the views of their friends and neighbors toward the university. The discussion elicited mention of student complaints "about food..., about associations between students and townspeople, and about race relationships." The last point was to have great significance to the Oshkosh campus and its various publics; for, as previously indicated, in November, 1968, a sizable number of the school's black students staged a demonstration which altered much the structure and course of campus life.

The Council did not meet again until February, 1969, and when it did, it convened at the new Fond du Lac campus. By way of greeting, Dean Willard Henken explained that the two-year transfer school had been located so as to "tie-in" with the Fond du Lac Vocational Adult Technical School and to work with nearby Marian College. Dean Henken also explained that both credit and non-credit courses were available at Fond du Lac—that education "doesn't end until we end." Viewing the times as "critical" for universities, Henken considered the present as a moment during which "we have to be vigilant." He noted that student apathy had disappeared; but he also warned that it was not possible to fulfill the educational process "in an armed camp."

At a Council meeting in October, 1969, President Guiles reported that "all segments of society" were asking if education was "as good as it should be." But Guiles put at least part of the responsibility for the quality of learning upon the public: he stated, "Education needs the support of society." He also voiced the assurance that educators were aware of social problems: they hoped that education could provide solutions. Education did cost,

however, and concerned citizens had begun to worry over expenditures for it. Even so, Guiles was convinced that the public's investment in human capital had put America ahead of other nations. "It is a very big factor working for us in the country," he said.

Beginning in 1970, the Council concerned itself much with matters of re-organization, student affairs, and implications of merging the state universities and the University of Wisconsin into a new University of Wisconsin System. At its November meeting in 1970, the Council also took the name "Board of Advisers of Wisconsin State University-Oshkosh," with President Guiles describing the Board as a group whose "meetings are working sessions." The Board faced new chores, mainly arising from the hurly-burly then besetting American campuses. It is possible, too, that such cares reduced enthusiasm for Board service as only twenty members of fifty-seven invited had been present for the meeting at Fond du Lac in 1969. Twenty had declined to attend; seventeen had not even acknowledged their invitations. Apparently, there had arrived the moment for the Board to consider not only how to retain its membership, but also how to continue with its mission. Some suggestions for so doing included reorganizing the Board as a means of revitalization as well as assigning members specific tasks to perform.

Student discipline was another new issue for the Board to ponder. At its meeting in November, 1970, the Board listened to a panel discussion moderated by Associate Professor of Speech Joseph Mazza and entitled, "Why Don't You Kick Them Out?" Besides Mazza, Dean of Students Daryll Herseman and Chief Justice of the Student Supreme Court Steve Humphrey were discussants. Following the panel's presentation, President Guiles remarked that students had become "more aware of legal processes," and had commenced a "drifting" away from the concept of in loco parentis. Dean Herseman, who viewed the need for campus discipline as being "no different" from what it had always been, asserted, "It is to maintain order so that the purpose of education can be accomplished." Emphasizing the "basic" ideas on which the founding of America had occurred with recognition of protest and

dissent as popular rights, Student Justice Humphrey stated that [offending] individuals "must be protected," and that "to `kick them out' arbitrarily is not consistent with the American idea of justice." The meeting closed with a statement of disciplinary processes extending from initial warnings over improper conduct to suspension from the university.

The remainder of the Board's history is short, as it ceased to function after 1973. Up to that time, it had had seven chairpersons; and, it had granted twelve Distinguished Service Awards according to the requirement that each recipient had "performed notable public service for the benefit of mankind."

Working along with the Board of University Advisors was the Wisconsin State University Foundation which also had the warm support of President Guiles. Chartered in 1963 by interested local businessmen and faculty members, the Foundation was a non-profit organization whose purpose was "to raise funds to do for this university some of the things for which state funds could not, and cannot be used." As President Guiles remarked, "Behind its organization lies the conviction that the University cannot realize its full potential for growth without assistance from a number of sources."

In January, 1965, Executive Assistant to the President William White reported to the Citizens' Advisory Board that the Foundation was "fully launched" and was ready to accept "gifts and bequests...for educational purposes." Results were evident in good works which the Foundation performed. For example, in 1967, it purchased the High Trestle Nature Study Area located a short distance south of Oshkosh. Covering more than nine acres, the High Trestle tract was valuable as a site remaining in "an ungrazed natural state." The cost of the tract was $5,400. Moreover, it was through the "major" help of Mrs. John W. Leslie, nee Elizabeth Allen, and her sister, Mrs. William J. Montgomery, nee Marjorie Allen, that in 1969 the Foundation bought for the university a thirteen-acre parcel of land fronting on Lake Butte des Morts and affording "a maximum number of biological niches" suitable for laboratory work. The Allen Marshland Preserve was

also valuable as a spawning ground for fish, and as a refuge for migratory birds. The parcel cost $10,000.

Also purchased by the Foundation in 1969 was a tract of land lying across the Fox River from the southwest corner of the campus to be used as location for building an all-university Center "as soon as funds...[were] available." Executive Director of the Foundation Robert B. Porter foresaw the proposed Center as "a fine facility" open to any university group wishing to sponsor either a seminar or a conference. Porter suggested that participants might come from every branch of the academic, business, civic, or social world, while conferences could be "As numerous as the faculty and departments of this university can suggest." The Center was never built however, and the university no longer owns the land.

The Foundation has assisted the campus community in other ways. For instance, Director Porter announced in November, 1969, that the organization had granted some "limited" scholarships to students, but even though the awards were limited, Porter asserted that "several young people...[had] greatly benefited." He indicated, too, that faculty persons had received research grants most of whose donors had earmarked for a special topic of investigation. "These are the two areas in which we can, and intend to, multiply our efforts," he stated.

In addition to administering scholarships of its devising, the Foundation accepted gifts for scholarships honoring campus individuals. A former student of Professor Nevin S. James contributed to the Nevin S. James English Scholarship Fund established in 1967, with the thought that so doing was "the right way" to show gratitude for the opportunities the school had offered him. When Professor Sherman Gunderson retired in 1970, Mrs. Lydia C. Heston, wife of actor Charlton Heston, presented a gift to the Sherman Gunderson Scholarship Fund in Economics established at the time of Gunderson's departure. (Mrs. Heston had been a student of Gunderson's while he was teaching at Two Rivers, Wisconsin.) When Vice-president for Business Affairs James F. Duncan retired in 1970, an Oshkosh industrialist who had studied

under Duncan presented $20,000 to be used for research in scientific projects. Another donor, Mrs. Mabel Rasmussen of Oshkosh, made a bequest exceeding $15,000, the proceeds of which were to provide scholarships for needy women students. Other scholarships reported by the Foundation in the summer of 1970 included one in memory of Professor Jacob Shapiro who, with five students, died in an automobile accident of March of that year. Another was in memory of Robert Vedder, Class of 1968, who was killed in British Columbia. The Vedder Scholarship had the purpose of making it possible for recipients to attend the university's Geology Field Camp. According to the Catalogue of 1971, the Foundation scholarships averaged about $300 per year: they were also renewable.

Taking an important role toward enhancing the campus mission during the Guiles administration was the University Alumni Association. From virtually the beginning of President Guiles' tenure, steps were taken to breathe new life into the organization. To start things, Mrs. Warner Geiger led a campaign to achieve that goal. Initiating the drive was the device of issuing alumni data cards to each incoming student in 1960 so as to enable the Association more effectively to keep tabs on the student body and to regularize membership procedures as classes graduated. Results were evident in the compilation of an alumni mailing list totaling more than 8,000 addresses by 1965. Another feature of the drive to build the organization's strength was a continued search for older alumni whose names had become lost. Nicely coinciding with the Association's efforts to invigorate itself was a Milwaukee Journal story which tabulated Oshkosh graduates who had made their mark. Representative of those named were Alvin O'Konski, Member of Congress; George Robert Currie, Justice of the Wisconsin State Supreme Court; the parents of Governor Gaylord Nelson; and Assistant Professor of Geography Warner J. Geiger, who, as the Journal phrased it, "has tread [sic] the halls of the school for forty years, having attended the grade school and the college."

For several reasons, the year 1963 was important in the history of the Alumni Association. The Association took active part in the organization of the University Foundation, and it helped the

Foundation with its work. The Association also presented to the Forrest R. Polk Library a painting by Nile Behncke, noted Oshkosh watercolorist. And, in recognition of alumni who had distinguished themselves in their careers and had spent at least a year on the campus, the Association decided to establish an Alumni Award to be presented at the Spring Commencements. The first Award went to John Gronouski in 1964; Gronouski, who attended the Oshkosh State Teachers College during the late 1930s, had served as Postmaster General in the cabinet of President John F. Kennedy.

In addition to granting awards, the Alumni Association performed other tasks. It initiated the observation of an Annual Alumni Day in May, 1966, and in the same year established area chapters at seven cities in Wisconsin. The Association sponsored annual class reunions, and at Commencement, paid especial tribute to the Fifty Year Class. It also presented a Golden Anniversary Citation to the outstanding member of the Class. At Homecoming, the Association held a reception related to the day's events; every fall, it conducted an Alumni reception at Milwaukee when the Wisconsin Education Association met there; following each Commencement, the organization held a reception for graduates and their families; and, it sponsored a Campus Awards Day Reception allowing parents and faculty to meet the students honored. With the cooperation of the Division of Extended Services, the Association introduced an activity known as University Day for Women in 1969. To inform graduates of events occurring on their campus, the Association also contributed to the university's quarterly Report, and besides, published Alumni Newsletters. All the while, it kept the Alumni House open to visitors.

As a punctuation mark in the history of guiding the Alumni Association to better days, Professor and Mrs. Geiger retired on June 30, 1968. Mrs. Jean Nelson, who next became Executive Director of the Association, has credited Mrs. Geiger with providing "the impetus for getting the alumni association well organized and active." All in all, under the leadership of the Geigers and Mrs. Nelson—plus Mr. Nelson—the University Alumni Association had come a long way from the days when its life was hungry and lean.

From the vantage point of hindsight, it seems that just as there was a need for curricular reform, for strengthened instructional staff, and for better physical facilities at Oshkosh, there was also a need for creating a new medium through which the university could act as its own—perhaps its best—public relations agent. The agencies discussed in this chapter represented that medium, and although one of them lapsed into inactivity, the other two—the University Foundation and the Alumni Association—have been more enduring.

CHAPTER TEN

THE GUILES ADMINISTRATION

PART I

STUDENT AFFAIRS

Thus far, the major topic of discussion concerning the Guiles years has focused on the school's various attempts to meet the instructional demands created by its greatly expanded student body. However, there were other student concerns which thrust themselves into the forefront of campus affairs during the 1960s. At the outset of the decade, the students seemed largely content with their place in the university sun: most of them were busy at preparing for the pursuits of material security; and they could only have been heartened by the growing prestige of their school. Indeed, as President Guiles viewed the young men and women enrolling at Oshkosh, he often expressed pleasure over their maturity; but the widespread unrest and activism which marked the later years of the decade on American campuses eventually found its way to the Wisconsin State University at Oshkosh, and illusions of student conformity and complacency faded and disappeared.

Throughout the Guiles administration, most of the university's students came from Wisconsin homes with a concentration of numbers from northeastern and eastern parts of the state. In 1964, three counties of the state furnished no registrants to the school, but in 1971, every county did so. In 1964, Winnebago County was first in sending students to Oshkosh: Fond du Lac County and Outagamie County were second and third. Next came Milwaukee County in fourth place and Brown County in fifth. In 1971, Winnebago County was still first, but Milwaukee County had risen to second, while Outagamie County was third, Fond du Lac County, fourth, and Brown County, fifth. Each of the five—plus Waukesha County—furnished more than 500 students to the campus; counties represented by 300 to 500 students each in 1971 were Dane, Dodge, Manitowoc, and Sheboygan. Of the 11,817 under-

graduate and graduate students enrolled in 1971, 11,211 were residents of Wisconsin; 606 were non-residents of whom 120 were from foreign countries. Of the 1,161 graduate students on campus in 1971, 1,135 came from Wisconsin; twenty-six were non-residents with eleven of them being from foreign countries. All told, the residents of Wisconsin accounted for almost 95 per cent of the student body of 1971; non-residents accounted for 4 per cent and foreign students, 1 per cent.

It might seem that because the foreign students were so few in number they exerted no impact on campus life at Oshkosh. But that was not the case, for the visitors soon established a place for themselves in the school community. To be sure, a few found some aspects of American life to be perplexing, yet on the whole the group not only adjusted to strange surroundings but also added sparkle to campus activities. At the opening of the 1960s popular interest in new—but not always well-known—nations was warm and so the foreign students were invited time and again to participate in social and intellectual affairs either at school or in the community. All sorts of organizations called upon them to discuss topics related either to the international scene, or to governmental conditions and social customs in their homelands. As one example, Jedidah Gituku—claimed at the time to be the only woman from Kenya in attendance at any Wisconsin institution of higher learning—was on frequent demand to speak about the status of women in her country. Of course, there were others who contributed, but whoever they were and whatever their contribution, they attracted—and held—the interest of their audiences. It followed that the visiting students often succeeded in forging intimate bonds with the campus and the community: some of them resided in professorial homes; some obtained employment with the school; some found jobs in the city. Finally, there were those who decided to take permanent residence in the United States, and to become members of the American family.

Because the Oshkosh enrollment increased more than fivefold from 2,251 in 1960 to more than eleven thousand in 1970, it might seem at first glance that the individual would lose identity in

the throng of numbers. But that did not need to happen; by 1970 the campus was home to no fewer than ninety-four social, service, religious, special interest, and departmental organizations to which students could devote time and effort. Understandably, the organizations were largely selective according to personal backgrounds or motivations, but on the other hand, every student was automatically a member of the Oshkosh Student Association with participation either as an officer or as a committee member. All students were also members of the Student Union; and, every woman could belong to the Associated Women Students, a society which encouraged "self-government among women students" and programmed "events of special interest to women." Students could also affiliate with fraternities and sororities; for members who wished to do more than just belong, office holding or committee work provided the opportunity to serve the organization as well as to gain practical experience in a form of self-government dedicated to "facilitating the intellectual and social development of the individual." Still another road to an active part in campus affairs was serving with the various units of student government. For example, take membership on the Reeve Memorial Union Board which had a working personnel count of seventy by 1970. Membership with the Board was achieved through application for a one-year term; applicants who received appointment could also look forward to working with one of the Board's five committees—Fine Arts, House, Programs, Public Relations, and Social—however their qualifications were best suited to the need.

Though not involving every Oshkosh student, the increasing availability of dormitory space added a new dimension to campus life during the 1960s, in that living in a residence hall created a bond among the residents and through the University Interhall Association, among the residents of all dormitories. Creating still another tie among dormitory residents was a ruling that, with certain exceptions, all Freshmen and Sophomores must live in a residence hall.* Although the ruling was not entirely popular, residing

*The students excepted were: those who were twenty-one on the opening day of classes; who were "Married and living with their spouse"; who resided with parents or other immediate relatives; who could furnish written approval of their parents and the Director of Housing to live elsewhere before enrolling; who were veterans having a minimum of eighteen months of active duty; or who were qualified members of fraternities or sororities "residing in their respective fraternity or sorority house."

in a dormitory presented the interested student an opportunity to participate in hall government—perhaps as an officer or as a committee member—within the principles of self-government.

Membership in a church-related society was another agency for helping students feel at home with the campus. Following 1959, the number of such organizations nearly doubled by increasing from seven to thirteen. Some of the newer organizations testified to the presence of an awakening cosmopolitanism within the rapidly expanding student body. For instance, take the Baha'i Youth Club, the Christian Science Organization, and The Menorah.

Open to everyone, the Baha'i Youth Club supported principles touching upon a variety of far-ranging interests. The Club fostered "an unfettered search for truth"; and in addition, taught "that the fundamental principle of religion is to promote concord and harmony." The Club also called for equality between the sexes as well as world-wide peace "supported by a world government." Founded in 1959, the Christian Science Organization sought to provide understanding of Christian Science through study of the Bible and Mary Baker Eddy's Science and Faith. In addition, the Organization pursued the goals of uniting Christian Scientists at the school in closer bonds of fellowship; to give them "an opportunity to learn about Christian Science"; and to permit "student participation...in the Christian Science Movement." Among more recent arrivals on campus, The Menorah was open to students of the Jewish faith. Holding monthly meetings, The Menorah strove to encourage the cultural, social, and religious concerns of its members. Coordinating the activities of these organizations with those of already established groups was the Interfaith Council composed of representatives from each religious society at the school. A major affair in which all participated under the Council's sponsorship was the yearly Religious Emphasis Week held at the same time as the observation of Brotherhood Week in America.

For those who could qualify, joining an honorary society was another way for students to share in the mainstream of university life at Oshkosh. Reflecting the expanding diversity of the cur-

riculum as well as an increasing emphasis on scholarly attainment, the number of campus honorary societies increased from two in 1961 to twelve in 1970. The tabulation included: Alpha Kappa Delta, a national honor society in sociology; Alpha Phi Gamma, a national honor society for journalism students; Delta Tau Kappa, a national honorary in social science; National Collegiate Players, an honorary society in drama; Phi Alpha Theta, international honorary society in history; Phi Chi, national honorary society in psychology; and Pi Kappa Delta, an honorary society "for intercollegiate debaters and orators." Other honoraries included Alpha Lamba Delta, established in 1966 for first-year women students; and Sigma Pi Epsilon, organized by the Faculty Council of Letters and Science for the purpose of recognizing "students of exceptional scholarly promise and attainment." Last of the honorary organizations to appear on the campus during the 1960s was Silver Mike, a local group dedicated to recognizing "outstanding students and professionals in the field of Radio-Television-Film."

Another means of preventing the individual from being overlooked was through new concepts of counseling services announced in 1966. Earlier in the decade, counseling had followed the time-honored route of academic advisement by faculty advisors, division directors, or deans while non-academic counseling was the responsibility of the dean of students, the dean of women, or the coordinator of guidance services. But in 1966, more comprehensive advisement came into being with the establishment of a University Counseling Center. Called "one of the most important [service] areas of operation," the Counseling Center had the primary purpose—in cooperation with other student service units on campus—of assisting individuals in making academic, vocational, and personal decisions. In addition, the Center assisted those persons desiring either to withdraw from the university or to be readmitted to classes. It also provided pre-admission guidance to graduates in the lower fourth of their high school classes, but who still hoped "to attempt university level work." And, staff counselors referred students having "deep personality disturbance of a chronic nature...to clinical psychologists and psychiatrists in the area." According to Counseling Director Thomas K. Hocking, the Center conducted its work:

> in accordance with the philosophy that modern life and contemporary education have become so complex that every student,..., will encounter...problems with which he [or she] would like...help from an experienced, understanding person. .... The counselor-counselee relationship may be a unique experience for students, one which they may not have found anywhere else, on the campus or at home. This is our answer to those who charge that the university is growing so large that the individual is being lost in the crowd.

Whatever an individual's inclinations, a common bond among the students was an interest in intercollegiate sports. By 1968, no fewer than ten coaches were guiding intercollegiate sports at Oshkosh. In football, Russell K. (Russ) Young was coach; in basketball, the coach was Dr. Robert White, who was also chairman of the Department of Physical Education. Coaching Cross Country sports was alumnus Ron Akin. Pat O'Halloran coached wrestling, while Jim Davies coached both swimming and tennis; John Schaeffer coached gymnastics; Dr. Eric Kitzman coached golf; and Dave Weidemann coached in track. A group of assistants rounded out the coaching staff of twenty; of that number, five were Oshkosh alumni.

How did Oshkosh teams fare under the guidance of these leaders?

As for results in football, school teams won twenty-eight games beginning in 1959 and ending in 1967, but in two years—1962 and 1963—they won none, their best performance being two games tied in 1963. In that year, Coach Young, who was also basketball coach and who had steered his team to first place in the Wisconsin State College Conference, assumed responsibility for football. Although the squad lost every game with the exception of the two tied, Young succeeded in improving the record. In contrast with his winless first season, he produced a championship team which won eight games and lost none in 1972.

In basketball, Oshkosh teams won 125 games and lost sixty between 1959 and 1967. In 1968, when Coach White was in his fourth year at Oshkosh, the record stood at sixty-eight victories and twenty-eight defeats. During the school year 1967-1968, White's players won twenty-three games, lost six, and placed third in the N.A.I.A. Championship meet at Kansas City, Missouri. At the time, the accumulation of twenty-three wins to six losses was said to be the best that local fans had ever seen at Oshkosh. Another distinction earned by the basketball players was that during the twelve years between 1956 and 1968, five squad members qualified for the 1000 Point Club.

Sports other than football and basketball also flourished at Oshkosh. Cross Country won consecutive conference championships in both 1966 and 1967 while wrestling and swimming took third places in 1967-1968 in the Wisconsin State University Conference. Gymnastics finished second in the state conferences in 1967-1968. Baseball placed first in the conference in 1968, thereby earning the school's first "outright Championship." Track teams also performed commendably by winning conference championships in 1967 and 1968, while Oshkosh tennis players won four consecutive conference meets and took third place at the N.A.I.A. National Championship contests at Kansas City. Under the coaching of Dr. Kitzman, golf took championships in the conferences of 1967 and 1968.

None of the records established by Oshkosh athletic teams could have occurred without faithful coaching and playing. An athlete who can be taken as representative of Oshkosh players and their efforts was Gunnar Volz, who excelled in bowling. As an eighteen-year-old freshman from Milwaukee, in 1964 Volz won the distinction of being "America's top collegiate bowler" after taking top honors in the national intercollegiate all-events championship meet held at Oakland, California. The field of competitors had totaled 13,000. In 1965, Volz qualified again for competing at the top place by being one of five to survive an elimination process involving 13,800 bowlers from 185 colleges. With his teammates, Volz went on to participate in the final competition in which the

Oshkosh bowlers placed fourth. Altogether, his record furnished an example to follow.

With regard to other facets of student life, in 1966 Assistant Director of Counseling Bernadette Gadzella conducted a survey to discover the attributes of the "ideal student." The responses of 780 participants suggested that Oshkosh students were feeling the same pressures then beginning to affect many American campuses, but they still valued more traditional ideals. For example, the "ideal student" had "definite objectives and reasons" for attending classes. Such a student was an independent thinker who strove not merely "to understand ideas," but also planned "activities wisely." Moreover, the "ideal student" tried to attain "high goals," albeit "within his limits"; and, by reading more widely, delved into subjects beyond those explored in class. Another trait of the "ideal student" was the ability to take mistakes in stride, and to be quick in getting over "letdowns." Perhaps best of all, the "ideal student" came to class well prepared; and in addition, submitted assigned work punctually and uncomplainingly.

On the other hand, some distinctions marking the "ideal student" received low ratings in Gadzella's survey. Thus, it mattered little if the "ideal student" were "well-groomed and appropriately dressed," or failed to participate "as a responsible citizen in the community." Nor did failure to seek "assistance and advice from experienced students" hurt the "ideal student" much. The same could be said for giving good times priority over academic goals. Finally, the survey revealed that it made little difference whether or not the "ideal student" took advantage of the "guidance and counseling opportunities" being offered as a new service to the student body in 1966.

Another survey conducted by Gadzella reflected student views toward the professors and in some instances, university goals. Gadzella's probing unearthed the fact that freshmen students preferred instructors capable of creating a warm and friendly classroom esprit de corps "conducive to learning." Also, the freshmen preferred instructors who were "pleasant" to those who were

unpleasant. Because these preferences seemed not overly important to upperclassmen, Gadzella concluded that the freshmen "felt less secure" in their new surroundings and therefore wished to be "in a non-threatening atmosphere." Gadzella's investigation also revealed that the students had lukewarm attitudes toward university objectives, such as importance of professorial research, writing, and community service; in fact, students polled paid little heed to such labors.

Because of being largely Wisconsin based, the student body identified socially and culturally with the steady pace of midwestern America. Nonetheless, rapid changes in student attitudes and conduct became matters of compelling concern as the 1960s advanced. The assassination of President John F. Kennedy in 1963 followed by those of Martin Luther King and Robert F. Kennedy in 1968 depressed the nation's morale; the campus at Oshkosh could not escape the slump. In addition, the plethora of historic injustices done America's minorities—particularly the blacks—had already become the source of serious confrontations by the time of John Kennedy's death. The country had watched with a morbid fascination while the federal government—facing a racial imbalance creaky with age—forced the integration of the state universities in both Alabama and Mississippi. The same could be said of making American citizenship a reality by attempts to achieve full equality in the field of civil rights. Another concern of the Kennedy administration—and one passed on to Presidents Johnson and Nixon—was the country's increasing military involvement in war-torn Vietnam. Progressively drawing greater and greater numbers of young men into the armed forces, the war was thought by many Americans to be both futile and immoral. And, more than one student over the country showed declining enthusiasm toward America's role in Vietnam, an attitude that included evasion of conscription as a means of obtaining troops for the conflict. Although men attending college classes and earning satisfactory grades enjoyed exemption from compulsory military service, complaints arising in the Oshkosh student body made that privilege seem almost inconsequential.

Student discontent also focused on America's traditional socio-economic values. Flower children, hippies, yippies, and the just plain otherwise-minded viewed the nation's time-honored dictum of strive and thrive as a symbol of an Establishment which ought to be either ignored or opposed, however the individual thought best. On the campus at Oshkosh, one sign of dissent was the charge that the university's course of instruction neither "related" nor "innovated" and therefore did not constitute preparation for meaningful living. Absences from classes became common; some students did not attend lectures simply because they considered attendance a waste of time; they could get as much from their "work" by staying home, or so they said. (One young man, disappointed over what he regarded as shortcomings of the university's curriculum, informed the writer that he was leaving school "in discussed [sic].")

In 1965, the faculty encountered a new type of student scrutiny in the form of an unauthorized evaluation of classroom instruction which appeared in a booklet called "The Pen and the Prof." The little volume caused some ripples of dismay, and when the Faculty Senate discussed the publication, Senator Dorothy Martin moved that the Senate "go on record as strongly condemning" it. Declaring that students "were not competent to judge teachers," Martin asserted that professors should be free "to teach as they feel without being intimidated," and that they should not be obliged to engage "in a cheap popularity contest to foster popularity with students." It is not clear that Martin's motion won adoption; but if it did not, a resolution asking the Senate to disapprove the pamphlet did. Still, the episode contained a hint of what lay ahead; in time to come, Board policy would decree that to share in merit pay staff members must provide student evaluations of their teaching. However meaningful or meaningless the procedure, the rules stipulated that evaluations must be submitted at least once every three years.

Even though "The Pen and the Prof" had enjoyed something less than approval from the Faculty Senate, in 1966 Assistant Director of Counseling Gadzella conducted a student evaluation to

determine what made a "quality" teacher-professor and what did not. Having surveyed "678 randomly selected" students, Gadzella thought that "the results would give the faculty some idea" of what the students liked in an instructor and thus might help faculty members to measure up to those likes. Also, the survey would enlighten all students with respect to the traits of the "ideal" professor. In order of significance, the qualities of "ideal" professors included: thorough knowledge of their courses; "deep interest in and enthusiasm" for those courses; ability to relate discussions to the interests and needs of the students; and, using the appropriate language for making the subject matter easy for students to understand. Moreover, "ideal" professors organized their work and aided their students by giving them outlines containing both course objectives and applicable reference sources. On the other hand, "ideal" professors might lack certain qualities without causing students much anxiety. Those qualities included: writing articles and books for professional publication; participating in either community life or "club and community projects"; meeting classes on time; either organizing or participating in research; and, being "well-groomed and appropriately dressed."

Students did not restrict their rather casual values toward dress to the professors. In fact, some assumed so casual attitudes towards their personal appearance that campus attire of 1970 did not at all resemble that of 1960. Among the men, neatly cut hair and shaven faces gave way to long locks and untrimmed beards. Perhaps in emulation of the so-called "unisex" style, some males began to sport earrings, lipstick, rouge, and over-the-shoulder purses. Among the women, skirts became shorter and shorter, finally becoming so scanty as to be called "mini-skirts." Both men and women turned to wearing blue jeans, preferably faded and frayed, and tightly fitted. Each sex might also don the headbands and the high peaked hat allegedly favored by native Americans.

Along with standards of personal grooming, the conduct and manners of many students underwent a transformation. There were reports of rowdiness in the classrooms and in the residence halls; and there occurred mis-usage of school property. Scrawled

vulgarities appeared on the armrests of classroom chairs; entire sections disappeared from library books; microfilm underwent mutilation by being slit down the middle; a knife slash vandalized the portrait of President Polk hanging in the library named for him. And, it was a daily occurrence for an impressive assortment of rubbish to be swept up from the floors of large lecture halls, or "pits" as they came to be called. Even at Commencement, some graduates indulged in performances that, at another time, might well have been considered juvenile.

Another change occurring on the American campus scene, and one which eventually surfaced at Oshkosh, was the so-called "sexual revolution." Although as noted, President Polk had once doubted that the members of a particular biology class really expected to achieve expertness on the subject of human reproduction, a remarkable interest in sexual education and practices mushroomed on the campus during the 1960s; wherever one glanced or whenever one happened to hear, it was apparent that a new frankness in sexuality was coloring both conversational speech and the written word. Examples can be found in almost any contemporary issue of the campus newspaper.

Yet reason's voice was raised now and then. Contending that sexuality and responsibility had to be recognized as being interdependent was an article authored by Professor Jacob Shapiro. Entitled "Aspects of Pill Discussed," the article began by referring to the timeless and unceasing drive of the human race "to perpetuate the species." Then, it proceeded to note that in modern times, "every government is encouraging 'voluntary infertility'" because of wars, famine, economic conditions, and world-wide distrust of humanity for itself. Remarking that although use of the contraceptive Pill was common and was mistakenly believed to promote promiscuity, Shapiro concluded:

> Sexual behavior must be learned like any other form of social responsibility. Indeed it must. And anything we today can do to help establish sexuality as a health entity rather than a subject to be treated

> lightly will be a real contribution. Thinking people...can do a great deal in this direction. If they do all they can, society in general will be grateful.

The university at Oshkosh did not hesitate to warn students that the sexual revolution and taking the primrose path were perfectly capable of claiming victims. Conceding that the school considered "morality to be a matter of personal choice within the limits of the laws of...Wisconsin," the Student Handbook for 1967-1968 cautioned students to "be prepared" to face the manifold consequences "which arise as a result of sexual misconduct." Because the university could not be responsible for what might follow, visits to members of the opposite sex were "strictly prohibited" in residence hall rooms. The same rule applied to off-campus housing under university supervision. And, women's residence halls were closed at certain hours, since the "human female" lacked ability to protect herself from "forced sexual advances ...[of] the student and non-student male."*

Another kind of behavior manifested itself at Oshkosh in May, 1967. Not a few students joined in what was a round of statewide demonstrations against raising the minimum age of drinking beer to twenty-one. By way of background, Wisconsin had emerged from the Prohibition Era with two types of bars: one was open to patrons twenty-one and older; the other was open to individuals as young as eighteen. The first could sell any sort of intoxicant. The second could sell only beer; and, no one under twenty-one could possess beer off any premises where it could legally be sold, a proviso applying to most of the university's students. In any instance, the rules governing the two kinds of bars had made for confusion; so, it was proposed to raise the minimum age for drinking beer in Wisconsin to twenty-one.

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*In March, 1969, an "Open House—Room Visitation Policy" was approved by President Guiles; see Publicity Committee of Residence Hall Week, 1969, compiler and editor, in The Affairs, vol, I, No. 6, March-April, 1969. The policy permitted "Members of the opposite sex...to enter student rooms for the purpose of visiting" in the residence halls.

The proposal triggered two student demonstrations in late May, 1967. The first night of protesting on May 25 involved some 1,500 individuals who paraded from the campus to downtown Oshkosh and back with the only damage done being that of tipping over some garbage cans awaiting morning pickup. On the following night, however, the demonstrators stopped traffic in the business section of the city and on a major highway outside town. Hoping to restore order, President Guiles addressed the study body as follows:

> This is your university and its reputation must be important to you. The events of the last two evenings have already jeopordized [sic] that reputation.... Don't be guilty of following false prophets or leaders who care not for your concerns.... We are here to help you, but you must help yourself!

Fortuitously, the beer demonstrations came at the close of the school year so that the drive behind them went sputtering. Nonetheless, there were lingering questions over the episode; for example, why would serious-minded students demonstrate in the streets over drinking beer at any age while final examinations were being held?*

The setting of guidelines for student government—and student conduct—increasingly became a major campus responsibility during the 1960s. Down to 1969, student government consisted of a Student Government Legislature whose membership was composed of twenty-four representatives from the Freshman, Sophomore, Junior, and Senior classes. Representatives had to meet certain eligibility requirements: a cumulative grade point average of at least 2.25; good standing not only during the semester of election but also the semester previous; and never to have been "impeached or removed from the Legislature because of unexcused absences." Officers of the Legislature—president, vice-president, secretary, and treasurer—were elected in May; in turn,

*On January 22, 1971, the Regents approved plans for the sale of beer on the campus at Oshkosh. See WSU Faculty News, vol. 2, No. 3, February, 1971.

the president appointed a parliamentarian. These five officials served as an Executive Board.

The Student Government Legislature was organized into fifteen committees whose functions covered wide areas of interest. Representatives served on the committees by virtue of election; but students not members of the Legislature could serve on committees, too. Members of the allocations, athletic, concert and lectures, health and accident, library, and publication committees also served with "all-university student-faculty committees in their respective areas." One purpose of this relationship was to "present recommendations for the improvement and updating of University policies and practices." Another was to "carry out certain operations" including student publications, student discipline, parking, intercollegiate and intramural athletics, allocation of activity fund monies, the library, the effectiveness of teaching, new student orientation, student health, and concert and lecture programs.

By the late 1960s, university officials had come to value very much the opinions and recommendations of students; but of course, the president and his administrative staff were in "positions of legal authority and responsibility for all aspects of the University operation." It was up to student government to "establish a structure" seeking to achieve institutional goals identified with student progress and success. The Handbook stated:

> If students are to make their maximum contribution to the success and progress of the University, and have significant influence on University policy, they must approach problems as scholars with objectivity, and critical and intelligent analysis and thought which considers [sic] as many factors, perspectives, and implications of problems as possible. When students criticize existing policies and practices, they should offer sound, well thought-out and realistic alternatives.

Another element of student government at Oshkosh was a Student Court composed of three student justices elected by the student body and two faculty justices elected by the University Faculty Senate. Students, faculty members, administrative officers, and school organizations could initiate litigation with the Court. As of 1963, the Student Court assumed original jurisdiction over problems related to off-campus housing, drinking, gambling, disciplinary actions not covered by law, and acts "bringing disrepute" to the school; it also exercised appellate jurisdiction over contested decisions handed down by other bodies. Court decisions were binding, except through appeal to the university president; but as of 1968, a party not wishing to have a case referred to the Student Court could have it considered by the Administrative Council of the university.

The accelerating student activism of the 1960s did not escape the attention of the Board of Regents which, in 1968, established rules governing student conduct throughout the system of Wisconsin State Universities. At a Regents' meeting of December 1, 1967, Chairman of the Board's Education Committee W. Roy Kopp addressed the Board as follows:

> We have reached the point where it is essential that we adopt a code for student conduct. These, you must remember, are guidelines for various campuses. .... These do not preclude further action on any campus by way of additional rules or amplification. But we are saying that on these various campuses these rules are to be followed and that no codes or rules of conduct may be adopted inconsistent with these. We are also proposing that, if adopted, the code be transmitted to the several presidents with instructions from this board that these are to be strictly enforced and that, unless this is the case, this board will take appropriate action to see that these are enforced. .... And until some court tells us that isn't the way to handle our problems on our campuses, that will be our procedure if the recommendations of our committee are approved.

The Council of Presidents had already said "yes," and on December 1 the Board adopted the code to be "effective immediately." But because of a statutory stipulation "that the proper and legal way to delegate authority to the University presidents in student conduct matters is by by-law," on January 18, 1968, the Board approved a more explicit version of the student conduct code. Labeled Section 7.01 of Chapter VII of the Regents By-Laws, the regulations served notice that the Wisconsin State University system was "committed to the full support of the constitutional rights of its students, including due process in disciplinary matters." The system was equally obligated "to protect its educational purpose and the interests of its student body." Thus, it was the duty of each university to be concerned over "actions of individuals or groups...in conflict with the welfare and integrity of the institution or in disregard of the rights of other students or faculty." Students were "expected to cooperate in avoiding conduct...prejudicial to the university or its students"; and the punitive principle "including suspension or expulsion in appropriate cases" extended to off-campus behavior having an "adverse effect on the university or on the educational process or which stamps the offender as an unfit associate for...other students." Moreover, certain types of actions were "specifically prohibited." Ruled out were:

a. Interference with accepted functions or activities of the university or with its educational or service programs, either by breach of the peace, physical obstruction or coercion, or by noise, tumult or other disturbance.
b. Unauthorized occupancy of university facilities or blocking access to or from such areas.
c. Interference with approved university traffic (pedestrian or motor vehicle).
d. Infringement of the rights of students, faculty, staff, and/or authorized persons to gain access to any university facility for the purpose of attending classes, participating in interviews, university conferences and/or other university activities.
e. Picketing, or demonstrating, with the use of obscene

> or indecent language, or with signs or banners containing such language or of such size, material or construction as to create a hazard to persons or property.

Finally, the new by-law stated:

> Power is hereby conferred upon the president of each state university to suspend or expel students for misconduct, and for such other causes as may be prescribed from time to time in these by-laws.

Of especial concern to the students was the warning that they were "subject to federal, state and local laws as well as university rules and regulations," and therefore liable to disciplinary action for any misconduct either on or off campus. As a consequence, these principles roused among them anxiety over double jeopardy; nonetheless, any doubts about the seriousness of the authorities' intent disappeared when Section 7.01 was stated in full in the Student Handbook 1968-1969. The Handbook also announced that Section 7.01 permitted the university the authority "to develop rules and regulations for students and to take actions regarding their behavior when it is deemed necessary."

Reflecting the Board's firmness was a wide-ranging set of rules for governing student conduct in the Oshkosh Student Handbook for the year 1968-1969. The rules covered the possession or use of firecrackers, gun powder, materials injurious to health and safety, setting off fire alarms or igniting "prank fires," gambling on campus, hitch-hiking (prohibited by state law), cheating and plagiarism, taking part in water and snowball fights, "panty raids and other mob action" causing property damage or personal injury, use or possession of drugs not prescribed by a physician (a violation of both state and federal law), and "conviction for a felony while on student status." Also forbidden were the possession and use of alcoholic or malt beverages in any campus or off-campus housing facility including supervised residences for students under twenty-one years of age, or, at any school sponsored

"trip or function"; but, provided they complied with the law at an off-campus event, no more than seventy members of a floor unit or of a residence sponsoring the event could partake of malt beverages at such events. Included were "their dates." In addition, a section dealing with "student demonstrations, protests, sit-ins & strikes" defined certain guides applicable to such conduct. Largely restating portions of Section 7.01, the regulations provided, too, that participation in mob behavior could cause a student to "be subject to immediate cancellation from the University," and if a university officer ordered a student to leave the scene of a mob action, the student was expected to comply "immediately."

Despite the rules, on Thursday, November 21, 1968, about three-fourths of the university's 117 black students occupied the administrative offices on the second floor of Dempsey Hall. Planned by the Black Student Union, which had been organized earlier in the year, the occupation had the purpose of presenting President Guiles with a list of items the Blacks demanded—removing the Director of Financial Aids; introducing courses specifically related to the black cultural experience; hiring black instructors; establishing a Black Cultural Center; creating a Black Student Fund for bringing black speakers to the campus and for acquiring black literature. Another use of the Fund was to help in furnishing the Black Cultural Center. Informed that the demands were non-negotiable, President Guiles refused to sign, for he considered approval beyond his authority. The upshot was that when a student shouted, "Do your thing!" the presidential room exploded with papers and documents flying through the air.

Having acted, including doing further destruction in areas other than the presidential offices, the dissentients awaited the consequences. In due course, a force of police officers—some of whom came from neighboring communities—placed them under arrest and carted them off to jail—either at Oshkosh or to places outside Oshkosh.

Some individuals asked why faster action was not taken to remove the demonstrators from the presidential office. In answer,

President Guiles said that he had "no effective way" to call upon campus security for help, since he could not use his telephone; and, if he could have, it is questionable as to how much assistance campus security could have provided. Not until after the episode was the school's security body enlarged and professionalized from "a watchman operation, run by the physical plant department." And, not until 1971 did the campus security force receive authority to make arrests. In really serious cases, the school authorities had to seek help from the county or the municipal police; they could also call upon the Commander of the National Guard.

"Black Thursday" had its rationale, in perception if not in outright discrimination. For, Black students had encountered verbal abuse, physical attacks, and the so-called "Oshkosh stare." Of perhaps greater concern to them was a seeming dearth in housing. But a University Ad Hoc Housing Discrimination Fact-Finding Committee had reported on May 6, 1968, that after conducting a comprehensive survey to discover bona fide cases of discrimination in housing, it "could pin down very little 'hard' evidence," although "on the basis of evidence available it could be assumed that...a climate of housing discrimination existed in some places." Observing that individuals who knew of discrimination seemed "generally reluctant to come forward with such material," the Committee deemed it wisest to recommend continuance of the effort to end discrimination in housing and "to help all minority groups—both faculty and students—find suitable housing." And, the Committee had supported the adoption of an Open Housing Ordinance for Oshkosh. On August 1, 1968, the Oshkosh City Council approved the ordinance which read in part:

> It is hereby declared...that all persons, regardless of race, color, religion, ancestry, or national origin, are entitled to fair and equal access to housing; and to that end the City...enacts the following ordinance which prohibits any person...impairing access to any housing on any basis of race, color, religion, ancestry or national origin and creates a commission to investigate, mediate, and recommend action...to

enforce equal opportunity for all citizens of Oshkosh.

The university at Oshkosh had had some exposure to minority students before the 1960s, although it was not until 1952 that it graduated a black, a coed named Veola Ferrell. Hailing from Columbus, Georgia, Miss Ferrell was a student in secondary education. She was active in campus affairs, and in fact held a half-dozen memberships and offices in organizations as well as working on the staff of the Advance. She appears to have met with no impediment as a student teacher in the campus school. In short, there seems to be no reason to regard Miss Ferrell's student experience at Oshkosh as being anything other than one of normal—and sound—achievement. But in the 1960s the number of black students increased, so did their visibility and so did their discontent with the world about them.

Why did blacks begin to enroll at Oshkosh when, for years, they had been so few as not to warrant keeping a tally of them? One reason was a belief that the time had come for doing more to educate minority students, a view with which the Board of Regents concurred. Another was that white students could learn much from an association with blacks in the classroom, either students or instructors. In addition, under the leadership of John F. Kennedy the federal government extended liberal assistance to American institutions of higher learning through the National Higher Education Act of 1963. In turn, by 1964 Oshkosh was deeply involved in recruiting minority students in the Milwaukee area. Then came the National Higher Education Act of 1965, which provided financial help to children of the underprivileged.

Recruiting blacks and admitting them to classes were not the only steps toward making higher education available to young persons "of culturally disadvantaged backgrounds." On October 23, 1968, the Board of Regents had adopted a staff paper entitled "A Proposed System Program for the Culturally Different." (This designation was altered so as to read "Increasing Human Potential Through Educational Change: A Position Paper.") The Regents

announced that they had always maintained an "open-door policy toward Wisconsin students of college age [and beyond], requiring only that minimal and flexible entrance standards be met." Because of insufficient funds to support "special educational aids" until recently, the Regents noted that the "success rate of the 'disadvantaged' student has not been good." But when there were special programs— "even on a relatively modest level"—to help the disadvantaged, the success rate rose; hence, the Regents now felt obliged to support "programs...attuned to the educational, cultural, social, and economic problems that face the 'disadvantaged' youth" desiring college education. In addition to inaugurating the special programs, the Regents intended to train teachers specifically for the purpose of solving "the broad problems of educating the culturally different."

The Regents initiated two such efforts in September, 1968, one at River Falls and one at Oshkosh. At Oshkosh, the university searched for specially trained personnel to conduct the work and to strive for the attainment of a dozen goals ranging from helping disadvantaged students adjust to university living through implementing curricula helpful to such students, and to develop programs clarifying "the history, culture and problems of minority groups for students, faculty, and the community." The remaining goals touched upon virtually every aspect of campus life even to helping "in the placement of 'drop-out' students." To sum up, the intent of the program was to improve the backgrounds of disadvantaged students to the point where they could carry college work with success. To achieve this aim called for starting a new and distinct curriculum within the already existing curriculum.

To "work with the program," a nine-person Advisory Committee for Culturally Distinct Students at Oshkosh proposed the hiring of two black faculty members. The job description developed by the Advisory Committee detailed their duties in part as follows:

> Coordination of the program, counseling, referrals to other campus offices, development of a tutorial

> system, recruitment, orientation, curriculum innovations, research, community programs and federal funding. .... In summary,...the people will be coordinators, counselors, innovators, and will—hopefully—insure better communication between [sic] students, faculty, and other agencies, and townspeople.

The two faculty members engaged to administer the program were James McKee as director, and Philip Layne as assistant. They and the school were just beginning to deal with what Registrar Donald Jorgenson called "one of the great problems of our time" when the demonstration of November 21 occurred.

The demonstration and the arrests which followed were only a prelude to what "Black Thursday" meant. Before packing off the blacks to jail, the police arrested them for unlawful assembly. Next, President Guiles suspended the ninety-four involved blacks from school. The suspensions charged them "with interfering with the administrative functions and activities of the University, of occupying and blocking access to University facilities, and of infringing upon the rights of other students, faculty and staff." All of the suspended students received notice of their suspension by registered mail, and all received ten days' time in which to request a hearing. To help the jailed students, Assemblyman Lloyd Barbee who represented the Sixth District of Milwaukee County, and Father James Groppi, a Milwaukee priest who had drawn attention as a crusader for civil rights, took the lead in arranging bond of $250 for each student and the group was soon free. But its members still had to answer to the university authorities and the civil courts.

As it happened, the civil cases were not heard until after the university had heard the charges against the students. The mechanics for the procedure rested on the Guidelines for Disciplinary Procedures previously discussed. But in the case of tribunals to hear the charges and make findings of guilt or innocence, the university president was the appeal agent. He was also the chief witness. Therefore, the Regents assumed jurisdiction over the matter,

but at a noisy meeting held in the State Capitol on December 6, they decided to "hire a respected attorney" who would not only hold the hearings but would serve also as fact finder for the Board. The attorney engaged by the Regents was James Ward Rector, a former justice of the Wisconsin State Supreme Court.

On the afternoon of December 6, the Regents attended a hearing conducted by Federal Judge James Doyle and constituting an attempt by lawyers for the suspended students to have them reinstated in school. In the end, Doyle gave the Board three choices of action: the second, which the Board adopted, read as follows:

> ...none of the said students need to be so reinstated, if, prior to said day and hour, notice is served (by means of placing said notice in the mails addressed to his or her last known address) upon him or her of a hearing to be held not later than December 16, 1968, either upon the charges heretofore set forth in the notices of suspension or upon newly drawn and stated charges; and provided, further, that a final determination is made within the university no later than December 20, 1968, with respect to said charges;....

The choice taken kept the students under suspension while the hearings were proceeding at the university. It also kept things under the jurisdiction of the Board of Regents.

The hearings began at Oshkosh on December 16 and ended on December 18. Assemblyman Barbee was counsel for most of the suspended students. According to one writer, Barbee's aim "was to expose the racism of Oshkosh, decry the mass trial of the students, and deplore the injustice of a lengthy suspension without a hearing." Representing the Regents was Assistant Attorney General Charles E. Bleck who was quoted as remarking that "whether they be black or white," no students had "the right to present such an ultimatum as was presented to President Guiles." Although each case could have been heard individually, only one of

the arrested students took the stand and he refused to name the "leaders" of the demonstration. After the hearings were over, Rector met with the Board on December 20. From the facts presented, he decided that the students had violated "Section 7.01 A, B, and D of Chapter VII, By-Laws of the Board of Regents of State Universities and the WSU-Oshkosh 1968-1969 Student Handbook."

After a discussion of "approximately three hours" in executive session, the Board of Regents decided to expel ninety of the blacks, with the added proviso that they were not to be eligible to apply for readmission to the university until the summer term of 1969. The remaining four blacks were suspended for the rest of the semester; they could apply for re-admittance when the next semester began. (The stated reason for granting greater leniency in their cases was that they presented proof of joining in the affair "later in the morning.") All of the expelled students received a grade of "Withdrawn"; but if a student and his or her instructor so chose, a grade of "Incomplete" could be given with the remaining work to be finished during the semester in which the student was eligible for re-admission.

The decision of the Board drew both commendation and condemnation. Still, the Board had followed the advice of Judge Doyle who stated:

> So long as the rules are valid, those charged with governance of the university are not only free to proceed to discipline the offenders, they are duty bound to do so. [But] ...it is essential that those entrusted with the awful force of governmental power—regents, administrators, and courts—apply it carefully, precisely, justly.

Once formulated, the decision of the Regents held. Thus, when the Racine Environment Committee asked the Board to reopen the hearing of the expellees, and indicated an intent to so petition, Regent Kopp assured the Committee that the Board would consider the petition; however, he also noted that the Board viewed

the matter as closed. In Kopp's opinion, "a request for reopening would not be acted upon favorably." His advice was that if the students wished to appeal they should "follow appeal procedures to the courts as provided by law." Finally, when eighteen of the expellees from Milwaukee and four from Racine petitioned for reopening the hearings, the Board's answer was "no."

Just as the Regents' decision to expel the blacks attracted differing judgments, President Guiles' handling of events drew both approval and disapproval. On one hand, he was charged with believing that he could erase "the black-white problem by getting rid of the blacks by using state mechanisms," but on the other, he won praise "for steadfast courage" in facing the crisis. Not all members of the student body and the faculty agreed with his course, but the faculty did voice approval in a vote of 208 to 201 against reinstating the expellees. More impressively, in early February, 1969, the Wisconsin Assembly commended Guiles' stand in a resolution adopted by a margin of 65-34. And, in late February, 1969, the University Advisory Council adopted unanimously a resolution addressed to the Regents and approving Guiles' action. But when everyone had had his—or her—say about what Guiles had done, it may be that his response to the Council put things as nicely as possible. For, he said, "We would all be much happier if this had not happened in the first place."

Except for dramatizing the need for concern over the problems of disadvantaged and minority groups among the Oshkosh student body and for efforts to find solutions, the outburst of November 21 had failed as a productive mechanism. It had collided squarely with the Guidelines for Student Conduct established in the summer of 1968; and it terminated with serious punishments for the violators—expulsion from school and individual fines of $125 for unlawful assembly. Commenting on the episode from the perspective of the December 6 hearing, Judge Doyle touched upon a fundamental reason for the initial unrest of the blacks, their subsequent reaction, and their present predicament. He stated:

> The events described in these affidavits cannot be recounted without evoking deep sadness; sadness in

> the memory of decades, even centuries, of injustice, the fruits of which are now so insistently with us; sadness that this legacy seems now to be producing a profound sickness in some of our people, and specifically some of our younger black people; and sadness that some of them appear so unaware that there is a sickness there.

Judge Doyle's comments were not the only utterances made about "Black Thursday." Indeed, since the date of the university's founding never had so many so much to say about a university problem as about the confrontation and its aftermath. Radio, television, and newspapers carried last minute reports of what was taking place at Oshkosh; and the public was an eager consumer. In fact, on December 12, the Advance-Titan announced that its December 5 issue which had reported "Black Thursday" in detail sold all 10,000 copies "quickly." A second issue of 5,000 printed on December 10 was "snatched up by early...morning" of the next day; it was a publication record for the campus newspaper. As for related editorial opinion, the Advance-Titan saw "no point" to the violence, especially because it had occurred only an hour before an exploratory meeting between black students and the Advisory Committee for Culturally Disadvantaged Students. The Milwaukee Journal affirmed that "Students have a right to a voice on their campuses," but asserted that "No university can tolerate hoodlumism and mob action." The Oshkosh Northwestern wrote of both bad and good news; the bad was that "a group of students...[had] disregarded the law and the rules of decency"; and in attempting to have their way, had "caused the destruction of state-owned property." The good was that the university was not going to "allow anarchistic actions" on its campus. The Paper, a newcomer to the journalistic fold at Oshkosh, maintained that "punishment should be commensurate with the degree of involvement in each case."

In retrospect, the liberal views of students failed to carry much weight during the crisis over the blacks, even though that crisis had roused the greatest—and the most sorry—of concerns, for the unhappy lot of the black American has been one of the major

themes in the nation's history. True, the campus was the scene of noisy "teach-ins" attended by out-of-town activists—sometimes styled "commandos"—from as far off as Madison and Milwaukee. There were also daily "silent"—and sometimes not so silent—vigils held outside President Guiles' office. How much these manifestations interfered with the "normal operation" of the school would be hard to judge. It is equally difficult to determine how much impression on things generated from a knot of Students for a Democratic Society on campus. Besides, student concerns began to shift toward matters other than the plight of the blacks; on February 4, 1969, the Northwestern quoted Student Body President David Frank as follows:

> The one [issue] closest to the heart of the Student Senate involves operation of student affairs—hours for women, mandatory residence in dormitories, dormitory contracts, and a mandatory requirement that students living in residence halls must buy a meal ticket and eat in areas run by the Crown Food Service.

As for the blacks, Frank noted that a committee was "working" on their problems; he did not believe that such items would "be included" in any list of demands to be presented to the administration.

On the day following his interview with the Northwestern, Frank submitted to President Guiles demands formulated by the Student Senate and covering a wide range of issues. Predicated by the claim that the administration had failed to consider student interests by either stifling or removing "critical and/or creative instructors," the demands included: clarifying faculty evaluation procedures and reinstatement of all faculty dismissed between January 1 and February 1, 1969, "pending a reevaluation...by the respective departments; student control of the Reeve Memorial Union plus the responsibility of employing Union personnel and the directors; abolition of women's hours in the residence halls; residence hall contracts to be available each semester starting with the

fall of 1969; use of university facilities by all students registered with the Student Government; and abolition of race, creed, or color in selecting members and officers of student organizations." Despite Frank's surmise to the Northwestern, the list also included fulfilling "with all due expediency" the Black Student Union demands of November 21, 1968, with the exception of "firing" the Director of Financial Aids.

The administration was to accede orally to the demands in "the full presence of a special open meeting of the Student Senate on or before 12:00 noon, February 7, 1969"; if it did not, the Student Senate would call an all-university student strike to begin at seven in the morning of February 10. President Guiles responded by referring to the guidelines concerning faculty retention as stated in the Faculty Handbook and to the work of committees already considering the questions mentioned. He also gave assurance that the administration would meet with the Student Senate to discuss and study problems along with investigating any "areas where further action seems to be indicated."

Other sectors of the university community had something to say about the threatened strike. By a vote of 20-2, the Faculty Senate deplored any student boycott of classes. The Senators observed that avenues other than striking were at hand for resolving issues; and while they decided not to honor any picket lines should a student strike occur, they offered their services as mediators. Supplementing the senatorial position, Vice-President of Academic Affairs Ramsden informed the faculty that in the event of a strike, "Normal classroom routine should be continued." Ramsden also reminded the instructors that because the university did "not recognize 'cuts,'" they should "look unfavorably upon unexcused absences." "Should a strike occur," he stated, "it is assumed, and expected, that all teachers will meet their professional obligations to students by themselves meeting their classes, and by continuing to put forth for their students their best teaching efforts."

In the end, there was no student strike at Oshkosh. On February 7—the very day set for the administration to accede orally to the demands of the students, the Student Senate rescinded its resolution calling for striking by a lopsided vote of 16-3, with one abstention. When the vote was announced, more militantly inclined students "stormed out of the room"; even so, the vice-president of the student government claimed to have received petitions signed by an estimated thousand students who thought that boycotting classes was not "the best way to get action for problems." Besides, there were parents who had been keeping their eyes on what was happening and who had told their sons and daughters not to participate in a strike. As one student put it his parents "didn't want to see him on any picket line." Nor was this all. In citing student opinion, the Appleton Post Crescent reported that an important student concern over striking was how the faculty would treat cases of boycotting classes. "If some of my professors decide to take attendance, I will be forced to attend class. I cannot afford an F in my five-credit course because I would come out short on credits and be drafted," said one young man. Moreover, President Guiles had set the course along the route of reason by creating a "Special Problems Commission" to be composed of members appointed by the Student Government, the Faculty Senate, and himself, the purpose of the Commission being to discuss the student demands.

Two other concerned voices heard at Oshkosh during the troubled month of February, 1969, were those of the late Al Capp, creator of the comic strip "Li'l Abner," and Michael Brandt, Chairman of the university's Art Department. Speaking on February 3 under the auspices of the student government lecture series, Capp attacked America's ills—as he saw them—on a wide front, and that front included both student and faculty dissenters. Giving both short shrift, Capp asserted, "Your administration apparently cannot be coerced. They're doing their job whether a few of you like it or not." (According to the Northwestern, Capp's views "jolted" the audience.) Professor Brandt's thoughts about dissension appeared in a guest editorial written for the newspaper. Depicting himself as "a tired professor listening to...the uninformed who condone and protest without full knowledge of the total prob-

lems and who offer solutions and actions that can only lead to anarchy," Brandt took to task those young persons who opposed "the establishment, police, courts, or authority when it is well-known that youth can only measure in one direction—from things as they are forward to their ideal of what things ought to be." Nor did Brandt show patience for violence resulting from abuse of public order. "When public order breaks down," he wrote, "freedom is lost."

The year 1969 did not mark the end of dissent and confusion on the Oshkosh campus; indeed, during the late spring of 1970 there came to a head a festering snarl over auto traffic using Algoma Boulevard and posing a possible threat to pedestrian safety, particularly where the Clow Building complex and Dempsey Hall faced each other. The pattern was complicated. Algoma Boulevard was a major thoroughway for traffic in Oshkosh and was besides, an outlet which, by use of a connecting street (McKone) employees of the Rockwell Standard Corporation could drive northward to their homes after the workday closed. A study seeking a solution continued until the spring of 1970, but during the first week of May protestors took to the street with stormy bouts following between them and city police (at one time additional officers from ten counties assisted the local patrolmen). The protestors staged sitdowns; erected barricades; started fires; tore up "swatches" of pavement; and pelted the officers with "fist sized rocks" plus curses, obscenities, and name calling. On one occasion, they blocked traffic for eight hours. A review of events as reported in the local press makes for lively reading; it may be of interest to note, too, that minorities did not become involved. In fact, one minority student remarked, "Whites can do their own thing, as a black I will do mine."

Some suggestions for solving the traffic jumble over the long haul included construction of a roadway along the Fox River so as to divert cars from Algoma Boulevard plus building "underpasses or overpasses" for pedestrian use in crossing the street. However, those suggestions met with differing opinions as to their feasibility. A university representative serving on a committee to

study both temporary and long-range solutions to the problem was quoted as saying, "Bridges aren't encouraging." And, neither he nor the representative of North American Rockwell "appeared particularly willing" to favor the building of a roadway along the Fox River. Finally, the Oshkosh Common Council reduced the speed of cars passing through the congested area to fifteen miles per hour. The Council also authorized a university by-pass running northward along Elmwood Avenue from its junction with Algoma Boulevard. And the city fathers authorized traffic signals placed so as to regulate the speed of traffic on Algoma.

The furor over auto traffic cutting "through the campus like a knife" drew no small amount of journalistic attention: The Paper, The Northwestern, and The Advance-Titan all had something to say about what was going on. Nor did the Oshkosh citizenry remain silent. Some opinions called for sections of Algoma Boulevard to be closed to cars; others insisted that it be kept open. Deploring the unruliness which had occurred, President Guiles asserted that "those...guilty" of illegal acts could expect to "be dealt with promptly" by the public authorities as well as by the university.

And that is what happened. A number of arrests had taken place during the height of the confrontation, and the resulting cases ran their course to completion. Some protestors were charged with unlawful assembly, some with disorderly conduct; at least one faced charges of criminal damage to property—the ripping up of pavement. Two women found their way to court. Not everyone put on trial was convicted. The total bill for the affair ran to about $51,000.

It might be asked how much good noisy demonstrations and strident criticism had contributed to the educational mission at Oshkosh, because cultural attainments do not prosper in the midst of disorder. It seems just as true, however, that from the confrontations of the period there emerged new concepts of the learning process and new understandings toward the achievement of educational goals. And yet, another point is clear. "Black Thursday" and its sequel represented no victory for anyone: on

September 29, 1969, the Advance-Titan reported that although "more than half" of the expelled students were proceeding with their education, only twenty-five had returned to Oshkosh. In 1969, the enrollment of blacks at Oshkosh was down a third from 1968; the figure meant that the university acquired only about fifty new black registrants. In other words, the uproar of November 21, 1968, resulted in a noticeable setback to the Oshkosh program for helping disadvantaged students. It is difficult to assess in how many other ways that uproar caused the university's general mission to falter; for example, one did not hear so much about major university goals as had been the case before "Black Thursday." Perhaps the Advance-Titan said it best when, in viewing that day, it remarked, "We all lost."

Perceptive as was the newspaper's comment, a factor destined to have a more positive application to the university's function in relation to ethnic minority students was the school's acquisition in 1965 of the residence owned by Professors Frederick and Jean Caudle. Standing on Algoma Boulevard opposite Albee Hall and dating from the turn of the century, the structure was built by Thomas R. Wall, an Oshkosh lumberman and banker. Designer of the residence was William Waters whose architectural association with the campus has had attention. During the Caudles' occupancy, the dwelling was host to a variety of activities attracting students, professors, and townspeople.

With the close of the Caudles' tenure, the Caudle House—as the building became known—went into use for university purposes; in fact, even before the departure of the Caudles the second floor was assigned to the campus Music Department.* Afterward, the Caudle House provided office space for journalism and the Quiver. In January, 1972, or about midway through the school's Centennial Year, it became functional as a Multi-Cultural Center replacing an Inter-Cultural Center which had become too cramped for rendering services to the 154 Blacks, Chicanos, and Native

*In 1984, the building was enrolled on the National Register of Historic Places under the designation "Thomas R. Wall Residence."

Americans who comprised the university's minority enrollment of the time. According to Special Assistant for Minority Affairs Andrew Hopgood, the new Center was expected "to cement better relations among the administration, the university, and the community at large." In addition, its services were also expected to nurture "better understanding and interchange of ideas and philosophies" between minority and white students. When the Center began its work, it was identified as being the only such facility within the former state universities conducted apart from a campus union operation. The services were another example of the broadening mission of the Oshkosh school.

PART II

MERGER AND CENTENNIAL

In the midst of the dissension which still marked campus life during the early 1970s, two events occurring in 1971 held more than ordinary significance to the Wisconsin State University at Oshkosh. The first was the beginning of a merger combining the University of Wisconsin and the state universities into a single system, an act which hopefully would benefit much the state university campuses. The second was that the year 1971 witnessed the close of the school's first century of service in training students for professional work dedicated to fostering democracy as a way of life and to ensuring human progress through education.

The topic of merger has appeared heretofore in these pages, but in 1970 gubernatorial candidate Patrick J. Lucey spoke of "consolidating...higher education systems" in the state, and of creating "a single board of regents with a small staff and separate...presidents who would report directly to the board." In late January, 1971, the Advance-Titan stated that Lucey—who had won the election—might soon announce a merger plan built on the rationale that operating a single system would be less expensive than operating two, and that the Coordinating Council for Higher Education could either be eliminated or reduced in size thereby saving the state $805,000. If approved, the consolidation would establish a system of approximately 135,000 students, an enrollment which would make the system fourth largest in the nation.

On February 25, 1971, when Governor Lucey delivered the second part of his budget message to the legislature, he flatly stated, "We can no longer afford to support an archaic organization of higher education which is a product of historic accident and ignores the converging social missions of the two systems that have been developing over recent decades." Hence, he included no budget for either the CCHE or the central administrations of the state universities and the University of Wisconsin. Moreover, Lucey proposed

the creation of a new sixteen-member Board of Regents with six members to come from the University Board and four from that of the state universities. Lucey asked, too, for the authority to appoint four citizen members, and as an ex-officio member, the Chairman of the State Board of Vocational, Technical, and Adult Education. The Superintendent of Public Instruction would also serve as an ex-officio member. The Governor thought that by reducing three bureaucracies to one, his plan would save the taxpayers "at least $4.0 million in the biennium" plus ending "costly and unseemly rivalries between the two systems." Lucey also decried an "expensive duplication of graduate programs" as unjustifiable, and he stated that "the creation of 2-year campuses as political trade-offs must end." Finally, he intimated that University of Wisconsin President John B. Weaver would continue in his position, would report to the new board, and would have "executive responsibility" for the new system.

The Governor's comments were of no small interest to Wisconsinites, but his remark that "all graduates would receive a degree from the University of Wisconsin" may have had even greater interest to the student body. And, his recommendation of substantial pay raises and increased fringe benefits for the faculty could hardly have enjoyed other than favorable attention among the professors. "We are last," said Lucey, "in the Big Ten in faculty pay and we rank sixth among six state university systems in the Midwest." Adding to his proposals, Lucey recommended that senior faculty should spend a greater proportion of time in classroom teaching; that "state support" for "comparable" instruction in the two systems "should move toward equality"; and because they were producing more doctoral students than future needs demanded, he recommended a cutback in the graduate programs of both systems.

Governor Lucey anticipated that "opposition to this plan will be formidable," and on February 26 the Oshkosh Daily Northwestern reported that the merger proposal had met a "generally negative" response. The Northwestern also reported that legislators in whose districts there were state universities might fear

that merger would destroy the identity of the local schools "completely." For example, Assemblyman James N. Azim of Muscoda was quoted as saying 'We're just going to get submerged in the system, that's all," while Assemblyman Gerald A. Greider of LaCrosse was quoted as saying that he thought merger "a bad judgment..."; and, "because the system we have now is working...why bungle it up?"

On the other hand, merger had supporters. One supporter was state university system Director Eugene McPhee, who considered any comparisons of how consolidation might affect the two systems as being "absolutely odious." McPhee counseled watchful waiting, until "some of the problems" involved had been ironed out. In addition to McPhee, the State University Regents supported merger. At Oshkosh, the Faculty Senate decided, too, that merger would result in a more efficient, a more economical, and a "qualitatively superior" system of higher education in the state. The Senators also saw gains for students in the proposal; better education, benefits from more standardized procedures, and greater opportunity for "increased...recognition of student rights." Moreover, the Senators believed that merger would expand faculty participation in school governance and widen recognition of the principle of academic freedom. Another campus advocate of merger was the Advance-Titan which declared that the two systems should be joined. Contending that historically the legislature had chosen "to view WSU schools as second-rate institutions and allocated funds accordingly ...," the newspaper stated, "The days of the Normal School are gone. The time has come for the state to recognize that there is no longer only one University of Wisconsin."

It was perhaps only to be expected that opinion on the two Boards of Regents would divide along the lines of a serious research function and those of teaching as the main role in education. On March 29, 1971, the Oshkosh Northwestern reported that the regents of the two systems "weren't entirely in accord when they met [at Milwaukee]...to compare notes on proposed consolidation of their systems." Citing one point of difference between the two Boards, the Northwestern quoted University Regent Charles

Gellatt as stating, "All members of their faculty believe sincerely that research is an essential part of their teaching," while the state college [sic] professor might very well be performing more effectively as a classroom teacher than "his counterpart in Madison." Another point of view was that of State University Regent James G. Solberg who thought that "his system's interest in undergraduate education at a regional level should be preserved in any merger." Perhaps Bernard C. Ziegler, Chairman of the Board of University Regents, put the difference between the philosophies of the two systems most colorfully by asking, "How can you compare apples and oranges?"

Whatever the arguments for or against merger, on October 8, 1971, Governor Lucey signed the merger bill into law, with 1973 as a target date for fully implementing the unification of the two systems. The Oshkosh Northwestern saluted the merger bill as being Lucey's "First Major Victory," while the Milwaukee Sentinel hailed it as "one of the most momentous acts in this state's history of education." Of the state university system and its future, the Sentinel denied that merger meant the "end of the system"; on the contrary, the newspaper considered merger as "a beginning for the member schools, made possible by their growth in prestige and capability from relatively humble origins." "Their place," asserted the Sentinel, "justifiably is in the University of Wisconsin and they should be proud components." The Sentinel also deemed that the University, as "a giant in higher education," should suffer "no dilution," but instead should acquire "new vigor through expansion."

But a reporter for the Advance-Titan noted that even though the Governor had approved the merger bill, no wondrous changes occurred; indeed, the only visible change at Oshkosh was that of the new institutional name as the local presidents "were advised to continue on as usual, and not to rush into anything until the situation was clarified...by the merged regents." Merger did indeed mean a gradual change. For instance, supplies of state university stationery would be used until depleted thereby saving—according to Oshkosh Public Information Director Garner Horton—a sum possibly amounting to $40,000. Nor were campus signs and

insignia on school cars to be changed since Director of Buildings and Grounds Leo Brewer candidly admitted to his being uncertain over "what merger consists of or just what importance it has."

Yet merger represented an indelible punctuation mark that had been put down on the page of public higher education in Wisconsin. The merger law stated in part:

> There is created in this state a system of institutions of learning to be known as the University of Wisconsin System. The principal office of the System shall be located at or near the seat of state government and one campus of the system shall be located at or near the seat of state government.
>
> System, unless otherwise indicated, means the University of Wisconsin System, including all schools, campuses, branches, and property owned by the former board of regents of the University of Wisconsin and the former board of regents of state universities....

Historically, the launching of the new system came at an opportune time for the Oshkosh campus. For on the campus, the official opening of the Centennial Year had already occurred on September 16, 1971.

Traditionally, a centennial year at an institution of higher learning has been a time for celebrating and reminiscing. But in 1971, America had by no means solved the troubles it had endured in the decade past, and so observance of things traditional was not in vogue on all the nation's campuses. To be sure, the country had succeeded in landing men on the moon in 1969; conversations seeking peace over Vietnam had begun; and limited troop withdrawals from the Vietnam conflict had started. In the same year, however, President Nixon had ordered the bombing of neutral Cambodia; and in 1970, the incursion of that land because of its

being regarded as a Vietcong "nerve center." The effect of the President's action against Cambodia was to trigger an angry uproar among students the country over; during the disorder there occurred the killing of four anti-war protesting students at Kent State University by Ohio National Guardsmen, and two others at Jackson State College by police at Jackson, Mississippi.

The fatalities served to keep American campuses tense and turbulent during 1971. Meanwhile, at Oshkosh the year 1969-1970 had been witness to a specially selected committee's investigation of problems ranging from the non-retention of a Political Scientist following "Black Thursday," through consideration of improving campus communication, to solving issues concerning minorities. The university at Oshkosh also felt ripples from the tide of restlessness affecting the general campus scene, so that the time was hardly ideal for a centennial celebration.

When to that disenchantment there was added a limited, but lively, indifference for established traditions on campus, it was only to be expected that enthusiasm for the Centennial of the school might easily fall short. In the Centennial year itself, even Homecoming drew from the Advance-Titan the charge of being "dead" because of "a great general concern among students...for relevance," the reasoning being that funds used for Homecoming events could be better spent for "something relevant" such as "textbooks,..., [and] draft information councelors [sic]." But despite sporadic criticism of the Centennial, events related to the time and the occasion not only generated solid interest but also attracted good attendance.

The operational phase of observing the Centennial began in March, 1971, when President Guiles appointed both a Centennial Council and a Centennial Action Committee. Temporarily, Dr. Douglas Picht, Vice-President of Administration, was Council Chairman; but John McN Rosebush, who had joined the staff in 1970 as Director of Development, became permanent Council Chairman. Chairing the Centennial Action Committee was Mrs. Jean Nelson.

The membership of both the Council and the Committee was drawn from the administration, faculty, student organizations, and the Oshkosh community. Off-campus members were Mrs. Charles Nolan of the University Board of Advisors; Irving Reamer, President of the WSU-O Foundation; Philip Nelson, President of the Titan Booster Club; Louis Micheln, Executive Vice-President of the Oshkosh Area Chamber of Commerce; John Planalp, Executive Vice-President of the Associated Industries of Oshkosh; Richard Jansen, Director of Administration of the City of Oshkosh; and Richard Rutledge, Community Representative. Student members were Brett Leif, President of the Oshkosh Student Association, Mike Kotugek, Les Kaschner, and T. J. Feldman. Members from the administration and the faculty were Eugene Cech, Helen Wahoski, Ethel Behncke (emeritus), Eric Kitzman, Garner Horton, Robert Brismaster, Richard Naumann, Joel Edson, Gail Floether, and the writer. As needed, other persons contributed to the Centennial activity.

The official opening of the University Centennial occurred with a Convocation held in Albee Hall on the evening of September 16, 1971, with Dr. William E. White, Executive Vice-President of the University, presiding. The theme adopted for the Convocation was "Commemorating a Century for Service." It was hoped that the Centennial Convocation not only would pay respect to the past, but would anticipate the challenges of the future. The format of the program was designed to correspond—where it proved feasible—to the dedication exercises held on September 19, 1871. Accordingly, the Convocation of 1971 opened with Professor of Music Thomas E. Neice conducting the University Wind Ensemble in the "Overture" from Bellini's Norma, which had delighted the audience at the dedication of 1871.

Setting the stage for a glimpse into history, Edward A. Koch, Pastor Emeritus of the First English Lutheran Church at Oshkosh, gave the invocation, and in so doing, noted that a hundredth anniversary was a proper occasion for reminiscing. Taking the audience back to 1921, when the school observed its first fifty years, Dr. White recalled the remarks of Ada Williams, editor of the

Advance, when she had written of the approaching jubilee that the school of 1921 should help pave the way to 1971. Likening Ada's words to those once spoken by John F. Kennedy, White repeated her plea, "Let us pledge our whole heart to the work, not asking `What does the school owe me?' but `What do I owe the school.'" Then came an unexpected reminder of the past, when Dr. White opened a sealed cardboard box to find that inside were two paper carnations of white and gold—the school flower and colors. Reading from a note with the box, White explained that Rose Swart had worn the carnations during the Jubilee a half-century before. Since that time, the box had been stored in the library with instructions to open it when the Centennial arrived. The audience was appreciative, and to the Northwestern's reporter, the moment sparked "the best applause of the night."

After the "best applause" of the night had subsided, Lieutenant-Governor Martin J. Schreiber told the assemblage that the century ahead might be "more difficult" for the school than the one it had just passed through, but Schreiber thought that the "prognosis for the second 100 years is,..., good." It was the lieutenant-governor's hope that the school would "glory not in being 100 years of age, but...in making use of the experiences and things...learned to make an even better institution of higher learning." Schreiber also gave what the Northwestern called "a one-sentence plug," for the Lucey administration's advocacy of merger when he remarked that it was both his hope, "and the Governor's, that this will be the University of Wisconsin-Oshkosh."

Congratulating the university for having reached its Centennial, Oshkosh City Council President Byron L. Murken spoke of the institution's being "an integral and very vibrant part of this community." Murken also presented the university with a proclamation issued under his hand and stating that because of the university's educational service rendered, he urged:

> ...the citizens of the City of Oshkosh and the State of Wisconsin to take advantage of this opportunity to show our appreciation to those members of the

> Administration, Faculty, and Students, who have contributed to the betterment and to the wide-spread favorable reputation of this establishment.

Other congratulatory words came in a letter from Richard M. Nixon, then in his first term as President of the United States. The late Congressman William A. Steiger read to the audience Nixon's message praising "the vision" marking the school's expansion and its reaching toward the future. Describing the university's history as embracing "a proud background of superior training in the education professions...which has provided a firm foundation for countless young people," President Nixon's words were a graceful compliment to the school. "Its past record," wrote Nixon, "makes me share your confidence in its second century of service to American education."

In comments that drew approval from the Northwestern, President Guiles addressed the Convocation audience on the theme of the university's service role. Declaring that "an investment in our human resources is...the best insurance of the democratic way of life," Guiles stated, "The very viability of a university depends upon its ability to respond to the needs of the people and the period it is committed to serve." He suggested, too, that if human beings could profit from experience, circumstances of the present would be valuable to planners for tomorrow. As a case in point, campus expansion of the decade past was a necessary step to what lay ahead for there were others "in the wing, waiting to be brought into the educational mainstream."

It happened that the Centennial Convocation coincided with a meeting of the Board of Regents at Oshkosh, and so the two complemented each other, with the Convocation providing a setting for dedicating a new School of Education Building. President Guiles gave the dedicatory comments to which Dean of Education David L. Bowman responded. Calling the structure "a long-time dream come true," the Dean stated. "The new building has primed us for another 100 years of excellence of teacher education." Also speaking in response to President Guiles was Professor Phyllis Roney,

President of the Faculty Senate. Dr. Roney's thought was that dedicating a new building called for the faculty to reconsider its "commitment to the academic profession." To the faculty she stated, "We should use our right to seek changes in an orderly way. We should act with wisdom rather than with indignation."

The last speaker on the Convocation program was James W. Engmann, President of the Oshkosh Student Association. Engmann assured the audience that despite threats of student protest over observing the Centennial, "the students had progressed beyond the point of violence." In fact, he reported, "Many people asked me today what kind of violence I was planning," only to find that he was planning none. Striking at racism, sexism, and the lack of "student say" concerning "campus and financial priorities," Engmann remarked that Governor Lucey should "take time out" so that he could listen to student grievances, for Engmann believed Lucey to be "the one man" who could find solutions to student problems. "If Lucey can't help us maybe the courts can," he said. According to the Northwestern, Engmann "left open what would happen after that." Even so, he called for "an in depth rational plan" in anticipating the future "realistically." It was his belief that, to get a plan for the future under way, "we must face the problems of today and successfully end these problems."

There was another part to the Convocation program of 1971. In addition to hearing Bellini's "Overture," the audience heard the University Chamber Choir with Professor Harold B. Porter conducting, sing the old school songs "The White and Gold" and the "Oshkosh Normal School Toast." Like the dedication audience of 1871, the Convocation assemblage of 1971 sang the Doxology; next Professor M. Curtis Dickson conducted the Chamber Choir as it joined in singing the Alma Mater composed by John Breese and Walter Hewitt. And, from the dedication remarks of 1871, it heard from the writer the words of President George S. Albee who, along with calling for mankind to be lifted to a higher, nobler life, had stated:

> Intelligence for the many, not the few, is our motto. Intelligence permeating every neighborhood, reach-

> ing every hamlet, every cottage is the need, but this necessity has not been realized. We need more, therefore, here we stand, a band of laborers ready to do what we can, not self-sufficient, but hopeful that we may be able to do some good.

Who could deny that President Albee's words were just as significant to the future of the school in 1971 as they had been in 1871? Although a century had passed, Albee's message embodied the essence of the school's never-ending service of helping men and women reach forward to the realization of their individual and collective capabilities; and in so doing, lend their efforts to the unceasing task of assisting human beings to better themselves.

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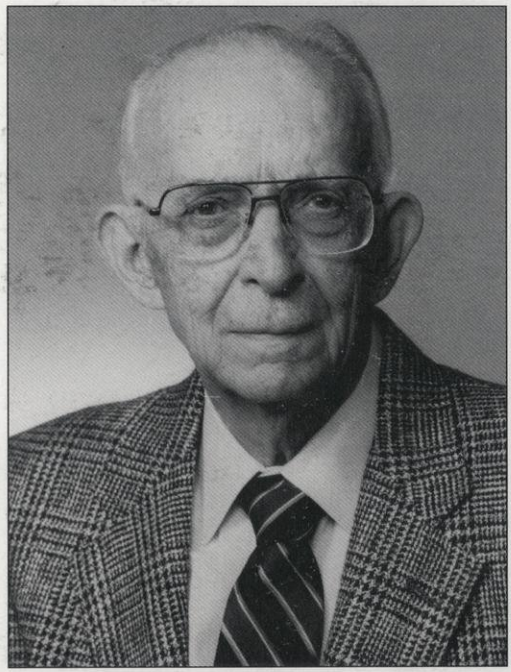

In these pages, I am struck by the quality and the sensitivity of Dr. Noyes' narrative. This work reflects his deep affection for this University and his equally strong feeling for our social and academic history. Dr. Noyes' work is a gentle, lucid, even humorous narrative of the events and personalities that make our University's history such a compelling story.

– from the Acknowledgment