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Elm Drive halls. April 10, 1960

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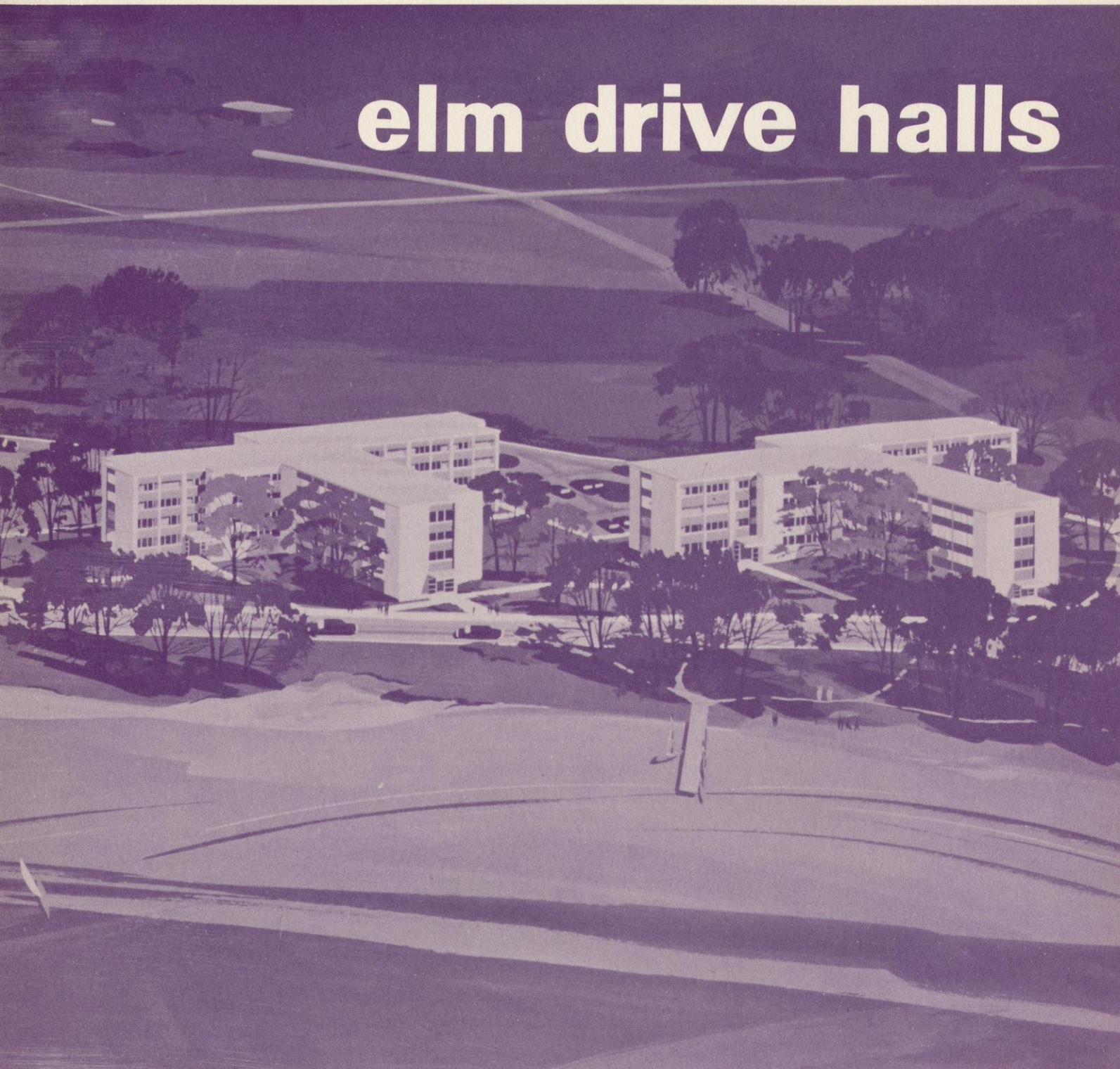
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elm drive halls



DEDICATION

3:30 P. M.

April 10, 1960

Welcome

**Newell J. Smith
Director, Residence Halls**

Address

**Conrad A. Elvehjem
President, The University of Wisconsin**

Dedication

**Phillip Bandt
President, Lakeshore Halls Association
Ann Kitze
Richard Faircloth
Thomas Bell**

Reception—4:00—5:00

ELM DRIVE HALLS

Willard G. Bleyer House

Charles D. Cool House

James C. Elsom House

Vivian A. C. Henmon House

Louis A. Kahlenberg House

Wakelin McNeel House

Daniel W. Mead House

Adam V. Millar House

James D. Phillips House

J. F. A. Pyre House

Oliver S. Rundell House

William F. Steve House

EDUCATION IN LIVING—1960

The individual houses of the Elm Drive Halls are dedicated to the memory of twelve great teachers, researchers, and public servants.

It is truly appropriate for the names of eminent educators to be given to these student residences, for these houses are educational structures which contribute significantly to the total educational effort of the University.

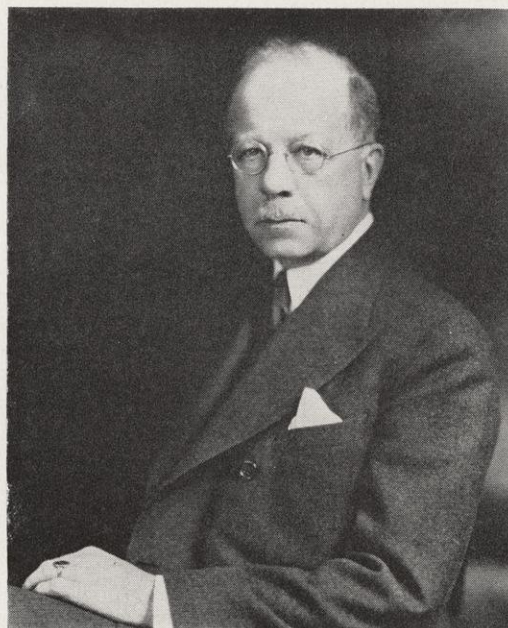
Faculty pioneers early saw the numerous opportunities for effective learning in small group living units with faculty and staff guidance. This concept of education in living amplifies the purpose of the classroom and remains at the heart of the University Residence Halls program of today.

The Elm Drive Halls serve 813 students, of whom one-third are women. Facilities for dining, recreation, and extracurricular activities are provided in the Commons building and in each hall. All residents are participating members in the Lakeshore Halls Association, a student government organization which has as its major aims education and service to its members and the University.

Through the years to come, many thousands of students will make their homes in these houses honored by the names of twelve outstanding men. These students will be inspired by the noteworthy accomplishments of these distinguished educators and by the forward-looking tradition which binds all of them together.

WILLARD GROSVENOR BLEYER

1873—1935



Willard Grosvenor Bleyer was the father of journalism education at the University and through his vision and zeal built a lasting monument dedicated to the responsible communication of facts and ideas: the School of Journalism. He also was a major influence on national journalism education during its formative period.

Born into a Milwaukee newspaper family in 1873, Dr. Bleyer grew up in an atmosphere of active journalism. As a student at the University, he was a reporter and later editor of *The Daily Cardinal*. He edited *The Badger*, headed the University Press Club, and was president of the Class of '96.

From an English instructorship, the young teacher moved on to achieve his dream of a full journalism program at the University. Ahead of his time, he believed that journalism belonged among the arts and sciences. He believed in the importance of a liberal education for practicing journalists. He

stressed social responsibility and scrupulous honesty in news presentation. With encouragement from President Van Hise, Dr. Bleyer developed journalism from one course in 1905 to a separate department in 1912 and to a School of Journalism in 1927.

Affectionately known as "Daddy," Dr. Bleyer commanded the respect and admiration of students and faculty. Quiet courage and dry wit dwelled beneath his surface reserve. Scholar as well as pioneer, he explored new vistas in his books on journalism. He foresaw an increasingly complex world in which educated, trained men and women would be essential for reliable reporting of news and ideas. His ideals of scholarship and public service set an enduring standard.

Willard Grosvenor Bleyer contributed a concept of journalism education that will ever serve the state and nation in the American tradition of a free, responsible press in a flourishing democracy.



CHARLES DEAN COOL

1880—1951

Teaching and people were the deep and abiding interests of Charles Dean Cool. This greatly beloved teacher of French and Spanish was a faculty member of the University for forty-one years, from 1905 to 1946, and his skill, humor, and understanding endeared him to the entire University community.

Professor Cool was born in Decatur, Illinois, and was educated at the University of Michigan and Harvard University before coming to Wisconsin. Unusually gifted in languages, Professor Cool acquired a fluent command of Spanish while teaching in native schools in the Philippines.

Charles Dean Cool wrote widely-used textbooks and was a scholar in various literatures, but active teaching and human relationships dominated his life. His keen mind and incisive humor delighted students, and his influence on them extended beyond classroom boundaries. He was a friend and adviser

with a sense of moral responsibility and personal integrity. Half in jest, he used to say, "Remember, the teacher has a moral function to perform." This he consistently did.

He had a flair for the idiom. His colloquial references to the classics, student affairs, and world events, enlivened his popular classes.

Professor Cool won friends for the University and himself with his raconteur's wit. His popularity as a toastmaster was legendary. He surmounted the physical sufferings of a crippling ailment with fortitude and courage.

The spirit that radiated from Charles Dean Cool made the University experience of thousands of students an enriching blend of human fellowship and the pursuit of knowledge.

JAMES C. ELSOM

1866—1949



An inspiring teacher and a pioneer of vision in his field, Dr. James C. Elsom was a nationally recognized leader in physical education.

Dr. Elsom came to the University as the first Director of Physical Education (then known as Physical Culture) in 1894, with a background as a talented gymnast educated at the Medical College of Virginia and with experience as YMCA physical director in Atlanta, Galveston, and Minneapolis. In this new field Dr. Elsom established University courses in physical education. He also organized the University's first basketball team and served as coach, 1902–1904.

After service in the Medical Corps at Walter Reed Hospital in Washington during World War I, Dr. Elsom returned to the University to work both on the medical staff and in the Physical Education

department. He began developing new theories in physical therapy, and in 1924 he became the first director of the newly created Division of Physical Therapy, later called Physical Medicine.

With his original contributions to corrective exercise programs and his books in the field, Dr. Elsom became a nationally known figure, and his pioneering was responsible for the incorporation of corrective exercise programs in many public schools.

Dr. Elsom's rounded life included leadership in the Boy Scout movement and in summer camps and other recreational programs. His enthusiastic interest in photography brought him recognition for technical and artistic ability.

This house carries with honor the name of a gifted pioneer and teacher.



VIVIAN A. C. HENMON

1877—1950

A distinguished scholar in the field of education psychology, V. A. C. Henmon, during his thirty-eight years at the University, developed his wide research interests into significant contributions to the psychology of learning.

Before he came to the School of Education at Wisconsin in 1910, Dr. Henmon had been a school principal and had taught at Bethany College (his alma mater), Columbia, and the University of Colorado. He directed the School of Education from 1916–1926, and was professor of psychology at the University from 1927–1948, when he retired. During many of those years he served as director of educational guidance for the Bureau of Guidance and Records which he helped to establish. From 1939–1940, he was supervisor of psychological research in the Civil Aeronautics Authority.

Dr. Henmon's best known research studies were those involving reaction time, efficiency of learning, aptitude testing, and prediction of college success. He was co-author of the Henmon–Nelson Test of Mental Ability and the Henmon–Holt prediction formula.

V. A. C. Henmon's rare knowledge of education, psychology, and related fields buttressed his penetrating research. His insistence on rigorous research standards inspired colleagues and students to pursue the endless search for underlying truths and insights. He set a personal example of kindness, charm, and modesty. In an active lifetime his research stretched the frontiers of educational and psychological thinking—and will continue to inspire those with keen intellectual curiosity and concern for human values.

LOUIS ALBERT KAHLENBERG

1870—1941



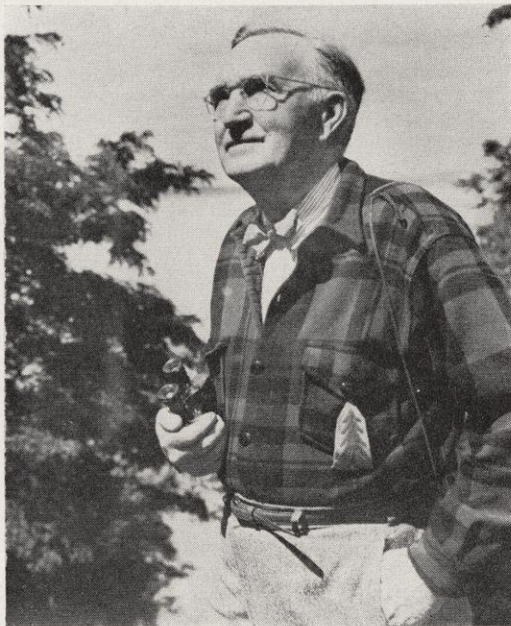
Louis Albert Kahlenberg, who opened new paths in the field of physical chemistry, brought a bold scientific mind and explorer's spirit to the University, where he taught and carried on research for forty-seven years.

Born in Two Rivers, Wisconsin, in 1870, Professor Kahlenberg was early imbued with an intense interest in the natural sciences and mathematics. The interest remained for life. After a year as instructor in chemistry at the University, where he studied for his bachelor's and master's degrees, Professor Kahlenberg won his doctorate summa cum laude in physical chemistry at the University of Leipzig. He returned to The University of Wisconsin in 1895 and advanced to professor of chemistry in 1900, a position he held until he retired in 1940.

In a time of increasing specialization, Dr. Kahlenberg emphasized the unity of the chemical field. He

was unusually learned in the history of chemistry and lectured to upperclassmen on the subject. Early in his scientific career he attracted attention because his theories on the nature of solutions were at variance with the generally accepted views of the day. It turned out that he was nearly two decades ahead of other researchers. In another field of research, his experiments led to broader views of membrane permeability than those current at the time.

Colorful and controversial, Dr. Kahlenberg was a popular teacher. He had a gift for making complex scientific matter seem simple, and his amusing digressions on nonscientific subjects endeared him to students. To him, science was a great intellectual adventure, and he brought to the Department of Chemistry a dedication to painstaking research, no matter where its facts led. This house honors that spirit of untrammelled research.



WAKELIN MCNEEL

1884—1958

"Every new generation must be inspired by faith to use its strength." That was the creed of Wakelin ("Ranger Mac") McNeel, professor of agricultural extension and dedicated conservationist, who awakened thousands of youngsters, students, and citizens to the glories of nature and the rewards of living in harmony with it.

Nature was a vital part of Professor McNeel's life from his youth in central Wisconsin through his years as a teacher and 4-H Club leader and his twenty-eight years on the University staff. He unceasingly promoted the replanting of decimated forests. The school forest movement in Wisconsin developed mainly because of his love for trees and concern for future generations. The Junior Forest Ranger Camp for 4-H Club boys interested in forestry was established largely at his own initiative and expense. This activity later evolved into the State 4-H Conservation Camp which he directed for fifteen years.

It was in communicating his love of nature and reverence for conservation that Professor McNeel excelled. For twenty-one years, over the State Radio Network, he reached out to young and old alike with his imaginative exploration of the world of nature. To hit the trail with "Ranger Mac" on his radio program was to discover the world of plants and trees and birds—and to learn appreciation for sound conservation of nature's resources. His broadcasts won him the George Foster Peabody award in 1942 for the country's outstanding educational program in this field.

Retirement brought no flagging of interest to this outdoorsman. Thereafter he developed Upham Woods, a 4-H camp on the Wisconsin River. Here in a setting of natural beauty near his birthplace is a living monument to a skilled naturalist. McNeel House further honors his devotion to nature and conservation, to education and youth.

DANIEL WEBSTER MEAD

1862—1948



Internationally known for his work as an hydraulic and sanitary engineer, Daniel Webster Mead brought both practical experience and an interest in education to the University during twenty-eight years on the faculty, from 1904 until his retirement in 1932.

Professor Mead was born in Fulton, New York, in 1862, and earned a bachelor of civil engineering degree at Cornell University in 1884. The work which followed included investigation of flood conditions on Wisconsin's Chippewa River for the United States Geological Survey, service as a city engineer, and then private experience as a consulting engineer on hydraulic works and power plants in Chicago. He came to the College of Engineering in 1904 as professor of hydraulic engineering. His students received the benefit of the experience he continued to accumulate as a private consultant. On leave of absence from the University in 1914, Pro-

fessor Mead spent six months in China on flood control work. He served on the Mississippi Flood Control Committee of the U. S. Chamber of Commerce, and President Coolidge appointed him to the Colorado River Board to review the Hoover Dam project.

In his teaching and consulting work Professor Mead prepared extensive notes and papers which were incorporated into textbooks on water power engineering, hydrology, and hydraulic machinery. Among his awards for technical distinction was the Norman Medal of the American Society of Civil Engineers in 1936 for his paper, "Water Power Development of the St. Lawrence River."

Daniel Webster Mead was a truly distinguished engineer. The name which brought honor and world renown to this University brings further honor to this house.



ADAM VAUSE MILLAR

1873—1958

A perfectionist in his teaching standards, Adam Vause Millar, Assistant Dean of the College of Engineering, and for more than forty years adviser to freshman engineering students, combined a rigorous dedication to his profession with a genuine interest in students.

Dean Millar came to the University in 1902 as an instructor in drawing and descriptive geometry after earning a B.S. degree at the University of Illinois in 1897 and an M.S. from Illinois in 1901. He had already taught for two years in an Illinois school. He advanced to full professor in 1922 and served as Assistant Dean from 1921 to his retirement in 1944.

A recognized authority in his field of specialization, Dean Millar was a meticulous taskmaster in the classroom and demanded the highest level of performance from students. He was an outstanding

teacher who communicated his own high standards and spirit and the challenge of leadership to students.

To Professor Millar's credit stands a particularly significant achievement in descriptive geometry. By transferring descriptive geometrical drawing to the third angle, as used universally for orthographic projection, he established a technique now generally practiced. By adopting other new techniques, the Wisconsin engineer opened new possibilities and interest in geometry.

Outside the classroom, Dean Millar gave his sympathetic counsel to many hundreds of engineering students and spared no effort in working for their welfare and advancement.

This house honors the memory of a teacher who personified Wisconsin's traditional concept of a university as a "human home of learning."

JAMES DAVID PHILLIPS

1868—1949



A man of many talents, James D. Phillips, who served the University for thirty-six years, was a keen financier, scholar, inventor, and author.

As Business Manager of the University for eighteen years, from 1920 to 1938, Mr. Phillips wisely guided the University's financial course during the difficult years of the inflationary Twenties and the depression Thirties. In this role he worked with Regents appointed by seven Governors and with three University Presidents. His effective leadership promoted a spirit of cooperation among Regents, faculty, and administrative staff. Parallel with his concern for sound business practices was his concern that the business management of the University serve the educational departments of the University, and he put that belief into practice in his administrative decisions.

James Phillips was born in Chicago in 1868, and from his Scotch parents he inherited an abiding in-

terest in education. He began his professional career at the University of Illinois, after earning his B.S. degree in architecture at that institution. Teaching of shop work and machine design was followed by teaching of general engineering drawing, in which he was unusually skillful. He came to Wisconsin in 1902 as professor of drawing, and between that year and his retirement in 1938 achieved several other titles: Assistant Dean of Engineering, Director of the University's World War I Vocational School, Acting Director of Athletics, and Business Manager. He was one of the founders and the first president of the Wisconsin University Building Corporation, which made possible such University additions as the Residence Halls, Memorial Union, Picnic Point, Field House, Stadium, and the Arboretum.

In his dual role of educator and business mind, James D. Phillips made a unique contribution to the growth of a great university in a critical period of development.



J. F. A. PYRE

1871—1934

J. F. A. Pyre, a member of the English faculty at the University for more than forty years, was an enormously popular teacher and active participant in campus life during his long career in the state where he was born and educated.

"Sunny," as he was affectionately known to students and faculty, was born in Porter in southern Wisconsin in 1871. Educated at the University, he began teaching here in 1893 and devoted the duration of his career to the campus, except for one year of study in France in 1910. His enthusiastic understanding of the purpose and scope of a state university was manifested in his book, "Wisconsin," an informal history of the University up to 1920.

A love of literature permeated Professor Pyre's teaching. He had a talent for making literature come to life. Along with his literary sense, he had a perspective of literature as part of human experience. His courses in contemporary literature and

Elizabethan drama were highly popular with undergraduates. A humanist with a sense of humor and charm, "Sunny" Pyre breathed life into the printed word and communicated his own zest for literature to students.

Dr. Pyre reflected the life of the University in activities other than teaching English literature. He was deeply interested in sports and was a vigorous member of the Athletic Council for more than thirty years, its chairman for twenty-seven, and served as faculty representative to the Big Ten. Devotee of the theater, he was active in the Curtain Club, a group of faculty members who produced plays.

J. F. A. Pyre was an individual of wide interests, a man whose broad scale contribution to his university was living evidence of the maxim that the greatness of an institution stems from the greatness of its faculty.

OLIVER SAMUEL RUNDELL

1881—1957



Oliver Samuel Rundell, Dean of the Law School from 1945–1953, once said that a teacher “has a little share of immortality, as much as he can have this side of the grave, by projecting himself into another generation through the students he teaches in this generation.”

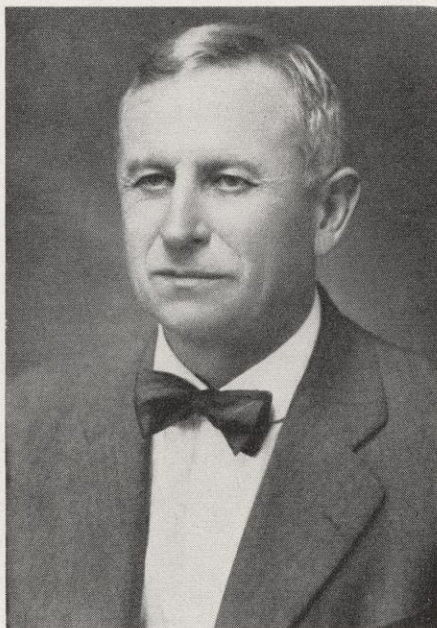
More than a little share of immortality belongs to Dean Rundell, for his dedicated career as teacher and administrator demonstrated to generations of students and citizens the intellectual splendor of scholarship and staunch integrity of character.

Son of a pioneer Wisconsin family, Dean Rundell was born in southwestern Wisconsin in 1881 and was educated at the State Normal School at Platteville and the Law School of the University. After four years of practicing law in Monroe, where he was also city attorney, he became a full-time member of the Law faculty in 1914. He served as Acting

Dean from 1929–1933 and from 1943–1945 before becoming Dean. He was an intellectual master and a nationally known authority in his special field, the law of property.

In his teaching, Dean Rundell focused on teaching students to reason. In his capacity as Dean he stressed quality above all else. In his research, he was concerned with solving the problems of people—making a law a better servant of human needs. In his relationships with students and faculty, Dean Rundell was known for his dignified reticence and quiet seriousness of character. He moved, spoke, and thought in measured steps. He had an overall practical perspective which approached a wisdom of life.

With his devotion to education, with his learning and gentle wit, this man gave to the University and the State an abundance of intellectual excellence and human goodwill.



WILLIAM FREDERICK STEVE

1874—1953

William Frederick Steve taught physics at the University for more than forty years, and his remarkable skill in making technical complexities understandable and his personal interest in students endeared him to generations of undergraduates.

Born on a farm near Middleton, Wisconsin, in 1874, he earned his way through the State College at Platteville. He began his long association with the University in 1902, after seven years as Superintendent of Schools in Grantsburg, Wisconsin. By the time he took his M.S. degree in 1908, he realized that his deepest devotion, despite his interest in experimental research, was in teaching.

With his sparkling gift of showmanship, Professor Steve delighted students as he taught them the principles of physics in lucid demonstrations with simple materials. In his carefully prepared lectures, he had an unusual ability to combine the instructive with the striking. For years before good equipment

became common, he taught a course in physics for high school teachers in which he illustrated effective demonstration techniques with a few corks, pieces of wire, and bottles of water as materials.

His exceptional interest in students was reflected in his phenomenal memory for names and faces of old students.

Although Professor Steve retired from his University career in 1944, he was called back to teach for three years after World War II. One year, because of his personal popularity and the pressure of war conditions, 750 students enrolled in Physics I—the largest class for the course to that date—a fitting tribute to a professor who loved to teach.

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