

History of the Wisconsin State University at Stevens Point. 1969

Specht, Ellen L.

Stevens Point, Wisconsin: The University, 1969

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WISCONSIN STATE UNIVERSITY - STEVENS POINT

75th
1969





History
of
THE WISCONSIN STATE UNIVERSITY AT STEVENS POINT
by
ELLEN L. SPECHT
Alumni Publications Editor
for
The 75th Anniversary Year

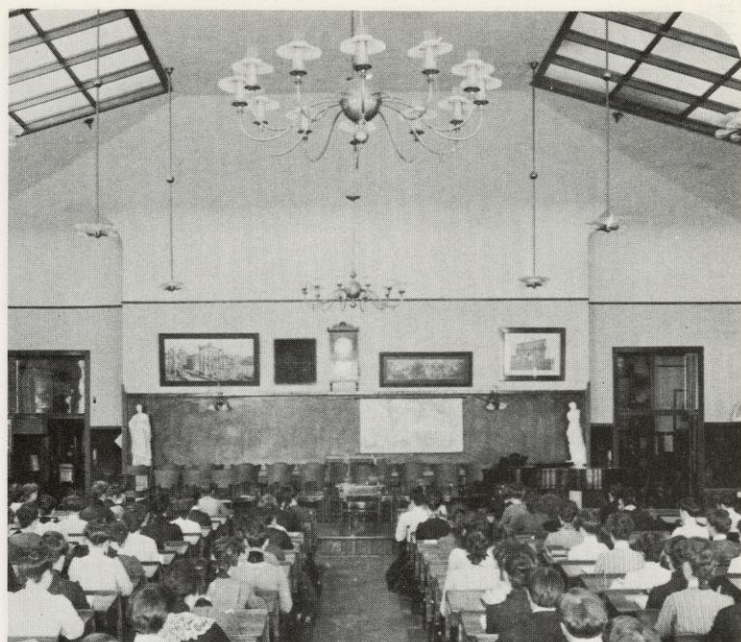
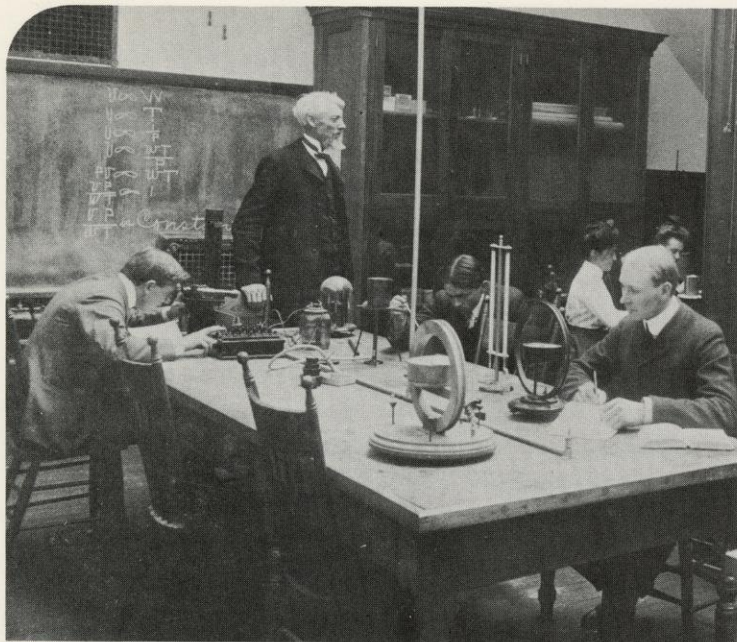
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Frederic D. Frederick - Coordinator for the 75th Anniversary

Committee Members

Donald Benz	William C. Hansen
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Published
May 3, 1969

LEE SHERMAN DREYFUS
Ninth President
of
The University



Words by KENNETH PRAY THE PURPLE AND THE GOLD Song arranged by FRANK E. FERCIVAL

Other schools of val - or - leas Our men are all vic - torious Thru
To the banks of old Wis - consin When

vic - tor - ious as - ires Of lau - rals nev - er lost, Of
ev - ry state a - round Our ath - letes and de - bators Are
years are past and gone As school - mates we have parted Our

tri - umphs by the score Let them tell you of their prowess Of war - like strength and
win - ning great re - nown That we're proud of all Wis - consin Whose fame's in do - ry
let - ters all are done We'll re - turn and show our con - grates We're boy - al as of

bold But their red - sun ex - er - cises In the Fur - gle and the
old Our heart with Al - ma - Mater And the Fur - gle and the
old And cheer them on to An - nu - ally Neath the Fur - gle and

CONTEST

Stevens Point Wins Normal Over Strong Political Competition

There was joy and there was cheering that July night in 1893. The band played and cannon roared. The good word had flashed over the wire, and who cared that it was after midnight! People ran from their houses to the Wisconsin Central depot to join the celebration, for most everyone knew what the sudden commotion was about.

Stevens Point had won its fight, and the sixth Normal school in Wisconsin would be built there.

It must have been a rare individual who could sleep through the before dawn uproar that July 22, with several thousand people out parading and making a hulabaloo in the streets. The taste of victory was sweet for the Pointers that night.

It had been a fight that was indeed a battle royal. More than a few cities wanted the school and there had been much political maneuvering and pressure, but in the end a weary Board of Regents located the school at Stevens Point.

It took 101 ballots to reach that decision, and it was nearly midnight on July 21 before a telegram could be sent to the hardy and anxious campaigners who waited up at Stevens Point for the outcome of that now historic fight.

"To the boys at Stevens Point - We have won, the world is ours!" Those were the words wired home, welcome words that set a city to celebrating in the middle of the night.

Stevens Point, Wisconsin was a small community in 1893, and those who lived and worked there were well aware of the economic advantages as well as the educational and cultural that could be theirs if their city secured this institution of higher education.

Stevens Point competed with at least twenty Wisconsin cities to win the Normal. The Board of

Regents was royally entertained with banquets and grand tours of available sites as members toured the state to study possible locations. Some years earlier a committee looking for a Normal school site had visited Stevens Point, but had been greeted with such indifference that the city, at that time, was not considered a desirable spot for the school.

But this time was different and the interest was avid. The Regents found quite a different spirit prevailing in 1893. Many Stevens Pointers involved themselves personally in the all-out effort. Owen Clark was chairman of a meeting for citizens interested in getting the school. On record as having been directly involved in that meeting were these citizens of Stevens Point:

A. W. Sanborn, E. D. Glennon, C. H. Grant, F. B. Lamoreux, J. L. Barker, Mayor S. E. Karner, W. B. Buckingham, E. M. McGlachlin, P. H. Cashin, T. H. Malone, W. J. Clifford, Prof. Simonds, the then Supt. of Schools, Rev. M. J. O'Brien, Dr. John Phillips, M. Wadleigh, John A. Murat, Will Taylor, W. W. Mitchell, Jas. Reilly, George A. Whiting, Alex Krembs, W. W. Spraggon, James F. Wiley, Benjamin Burr, Rev. Father Brooks, N. Gross, A. J. Agnew, F. F. Fuller, H. P. Maxfield, Frank Wheelock, a Mr. Oberly, John H. Brennan, Hon. G. W. Cate, Rev. R. H. Weller, D. Lloyd Jones and D. J. Gardner. Harry Haywood of Marshfield also supported the efforts at Stevens Point.

Wausau was the chief opponent for the "wood-chuck" as the prize was referred to by one orator of that day. Wausau interests had gotten a law passed in 1891 that would place the sixth Normal school north of Portage County's northern boundary. Stevens Point objected with vigor, since that demarcation neatly eliminated the city at its county line, and the city was not going to be read out of contention that easily. Neal Brown of Wausau who had sponsored the original legislation also introduced the amendment in the next legislature to eliminate the geographic limitation. We were not able to determine the reason for his change of heart; but when the limitation was removed cities from many parts of the northern half of the state jumped into the fray with applications. But when it came down to the wire, it was Wausau and Stevens Point, neck and neck.

Why was Stevens Point chosen over Wausau? That question has been asked often, for Wausau has a population of 31,943, much larger than Stevens Point with 17,837. However, in 1893, the northern neighbor was not much larger, having only 9,253 people compared to Stevens Point's 7,896.

One telling factor in the contest outcome was the greater number of high school students at Stevens Point compared with the number enrolled at the larger Wausau. To the Regents this seemed to indicate a greater student potential from the

Stevens Point area, a matter of some concern to the Regents in those days. There was little question that both cities would draw from the same larger area.

Politics and persuasion, of course, played a part in the final decision, and it was a close draw. There is no doubt that Stevens Point had a definite asset in Byron B. Park, one of its ablest attorneys, who sat on the Board of Regents, and he certainly deserves great credit in helping to secure the school for the city. Mr. Park, (later to become Judge Park) put up a gallant fight against all comers; but he had sturdy support on the home front. The city had had men on the Board of Regents before Mr. Park, but now the teamwork of the able Regent and of influential Stevens Pointers paid off.

It was customary in those days for the local community to provide the site for the school as well as funds for the initial building program. Stevens Point voted \$50,000 in municipal and county funds and gave the Board of Regents a choice of several sites.

Eighteen ninety three was a year of financial reverses and the state treasurer, John Hunner, was fearful of local bank failures. To allay that worthy gentleman's fear and to get the cash into the state vault before voting took place, Atty. Park, George L. Rogers, Emmons Burr, G. E. McDill and Andrew Week, all highly respected citizens, personally toted the \$50,000 to Madison in two satchels. In the cornerstone of Old Main are two receipts from the state treasurer, one for \$30,000 made out to G. E. McDill, chairman of the Portage County Board of Supervisors and one for \$20,000 made out to G. L. Rogers, city treasurer.

To say that the good people of Wausau were incensed at the decision to locate the Normal at Stevens Point is understatement, if the repercussion in Wausau newspapers is true indication of

local sentiment at the time. There were charges of bribery, and some name calling - none of which was unusual in that free wheeling age of personal journalism. What was written expressed the natural anger and chagrin of a community which had put forth equal effort to get the coveted Normal.

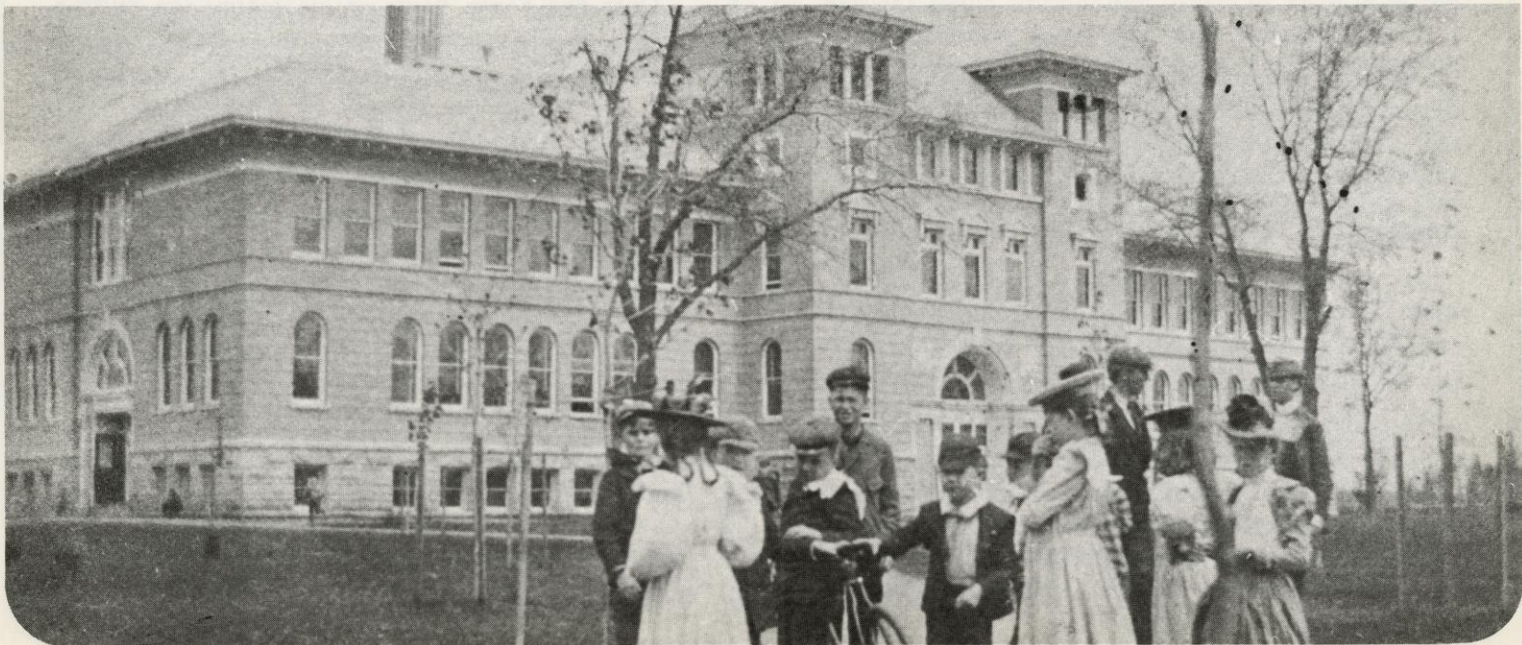
You may be sure that during the contest the Stevens Point journalistic barbs had been equally vituperative. Small wonder that the losers called "foul play".

But now the deed was done. The sixth Normal school for the State of Wisconsin was built at Stevens Point.

The E. D. Brown homestead on east Main Street was chosen for the Normal site on a plot of about three acres. Two more acres, acquired from the well known local firm of Boyington and Atwell, were added to the north. The Brown's house and barn were sold by the city and removed from the premises. Boyington and Atwell donated a fifty foot strip on the north side of their property and the same on the east. For many years Main, Reserve, Fremont and later High Street would mark the boundaries of the entire campus which today covers some 350 acres.

There was some difficulty in getting construction started. The original low bidder declined to sign the contract because the Board of Regents wanted a local superintendent of construction. The building cost \$51,900. There was also some difficulty in selecting plans, but what was finally built is now the central section of Old Main. Perkins and Selby of Chicago were the architects. The east and west wings would be added later.

On the first floor was a Model school, with the Normal itself on second. Laboratories were on third floor. In the basement were a gymnasium, a playroom for the Model school and the janitor's apartment.

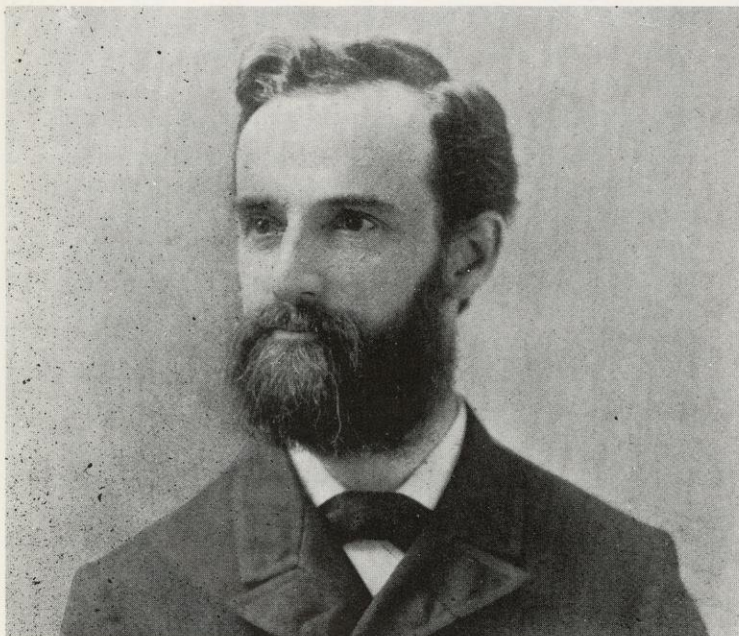


PRESIDENT

Theron B. Pray

1894 - 1906

The First President



Theron B. Pray was the first president at the Stevens Point Normal. He was an easterner from New York State and a graduate of the University of Chicago. A learned gentleman and a man of great dignity, he was an educator already esteemed in Wisconsin.

President Pray came to Stevens Point in May of 1893 and worked all summer surrounded by the confusion and noise of construction as the building was completed, literally, around him.

The new president had his own ideas of what a strong Normal school should be. Normals were intended for the specific purpose of educating teachers, but President Pray did not intend that Stevens Point should model itself too closely after other Normal schools. He did not take this stand

merely to be different, but because his experience had convinced him that changes were needed, and he proposed to put those changes into effect on the Stevens Point campus. He hoped the school could add to the knowledge of how education takes place, and he encouraged his faculty to gain this knowledge through experimentation and through the research of other scholars.

Theron Pray believed that an unsympathetic teacher could dull the edge of a sharpening intellectual appetite, that an unskillful teacher could dismay and discourage the student.

"Activities and capacities not infrequently lie dormant until quickened into life by the inspiring breath of a real teacher . . .," he told his faculty and student body in his dedicatory address.

The first major duty for the president was the selection of an initial faculty for the Stevens Point Normal. For the first year he drew to Stevens Point a carefully chosen group of twelve.

C. H. Sylvester, Botany and Literature; Garry E. Culver, Natural Sciences; Joseph V. Collins, Mathematics; Albert H. Sanford, History, Government, Political Economy; Miss Emma J. Haney, English and Director of Practice Teaching; Miss Bertha S. Pitman, Latin and German; Miss Caroline Crawford, Physical Culture; Miss Mary E. Tanner, Drawing; Mrs. Mary D. Bradford, Teacher, Grammar Grade; Miss Frank Quinn, Teacher, Intermediate Grade; Miss Isabelle Patterson, Clerk and Librarian and Peter Kelly, Janitor. President Pray also taught classes. Collins had a Ph.D. and two others, Sanford and Miss Crawford had studied at Harvard. Several had been on other out of state University faculties. For that day, this was an outstanding faculty and by 1906, President Pray had added Ph.D's in a proportion "not equaled until more than 40 years later".

Over the dozen years of his tenure, he built a faculty of fine teachers, but of equal importance to the tone of the new school, a faculty that was scholarly and productive as well; for the character of a school is somewhat determined and shaped by those men and women who organize and run it first.

Mary D. Bradford, a member of that first faculty, wrote years later that the school was considered to have a distinct individuality among schools of its kind. Widely recognized as Wisconsin's outstanding woman educator of her day, Mrs. Bradford was proud to be chosen to serve with President Pray.

When the doors opened on September 17, 1894, President Pray welcomed 201 students with a faculty-student ratio of 16 $\frac{3}{4}$. It is interesting to compare this with the ratio of 17 for the 1968-69 school year.

Wisconsin Normal schools in 1893 tended to concentrate on preparing teachers in elementary education.

Actually many of the students who came to SPN were experienced teachers who simply felt the need for more education. Students could enroll at any time and many studied for a short period, leaving when they secured a position to their liking. The complete course was for many years a two year one.

Life moved a slower pace than it does today, and President Pray was pleased to show visitors through personally and to explain "Portage County's pride" at anytime. "It would be best though not to come on Saturday, as that is the janitor's busy day," he informed the public.

The Normal prospered and in 1901 it was necessary to add a wing at the west end of the building. The school's reputation grew, and all seemed well until in 1906, the Regents asked Mr. Pray to submit his resignation. The request came without advance warning and with no stipulation of reasons for the request.

It was a stunning blow to Mr. Pray and to many in the community and throughout the state. There was widespread reaction and criticism as the state papers carried accusations and counter accusations.

The Board of Regents had taken its February 7 action in a closed executive session. President Pray received official notice of the Board's action by letter on February 24. The Stevens Point Regent, C. D. McFarland, said later that the Board had expected Mr. Pray would spend the next several weeks seeking another position and then quietly submit his resignation to take effect in June as a voluntary one. Mr. Pray did not release the information, but the news got out. The Milwaukee Sentinel broke the story the morning of March 6.

The student body protested and met without consulting the faculty in a unanimous expression of their loyalty to their president and their desire to stand behind him.

Mrs. Bradford wrote later that Regent McFarland "had the temerity in a special faculty meeting, to attempt to intimidate us by a warning that any criticism of his action would not be permitted or tolerated. This preposterous treatment was resented generally by the faculty, but especially by those who had been there the longest."

Mrs. Bradford resigned in protest and was followed by all the critic teachers and several others, including President Pray's daughter, Katherine, who taught Latin.

When pressed, Mr. McFarland submitted figures to substantiate his charge that a falling enrollment

was the cause for Mr. Pray's dismissal. The statistics were widely disputed, others were presented by President Pray's old friend, former Regent, Byron B. Park; and a number of people stated in print that it was a case of personal ill feeling toward the president. Though Byron Park came to Pray's defense, there appeared to have been some personal animosity between Mr. McFarland and Mr. Park, and it is difficult to get at the facts.

President Pray is said to have asked that the charges against him be made public and that he be given a chance to meet and refute them if he could. However, a vacancy for the position was declared; he was presented with a typewritten statement of the general reasons for the Board's resignation request. They read as follows:

"First - the man who is now filling that position is not in the opinion of the Board, a vigorous and efficient administrative officer."

"Second - He is not, in the opinion of the Board, an enthusiastic and inspiring teacher and educational leader."

"Third - We believe these defects are temperamental, and that it is, therefore, practically impossible for him to overcome them."

"Fourth - We believe the Stevens Point Normal is not now securing the best results obtainable, all things considered."

When President Pray appeared before the Board, he did not refer to the charges made against him, but presented an objective appraisal of the situation at Stevens Point. He pointed out that the smaller enrollment was due to increased competition from the growing numbers of county training schools as well as the increasing demand on the part of high schools for teachers with university training. It was a situation that was to plague Stevens Point Normal and others of its kind in the state for many years, for these schools were in a sense caught in the middle of what many educators felt was an awkward and overlapping system of higher education in the state; a problem that was eventually solved as educational needs and population increased, when the schools were finally permitted to grant degrees. University status was as yet undreamed of.

Probably the most outstanding graduate of those early years was the late Dr. Arnold Gessell, Class of 1899, famed child psychologist and Professor of Child Hygiene at Yale University. Margaret Ashmun, Class of 1897, became a popular author.

Jesse H. Ames, Class of 1902, and Harvey A. Schofield, Class of 1901, were two who went on to become higher education presidents at River Falls and Eau Claire.

PRESIDENT

John F. Sims

1906-1926

An Evolution
Not a Revolution



John Francis Sims became the second president of Stevens Point Normal School in 1906. His election came as no surprise, for he was one of the first to be mentioned for the position. His salary was \$3,000, an increase of \$800 over his previous earnings as institute conductor at River Falls Normal.

Mr. Sims was not a graduate of any Normal or University, but was an outstanding Wisconsin educator. He left high school in Manitowoc, Wis. after only two years in order to go to work, but with outside study was allowed to graduate with his class. He became a teacher, as one could in those days, by passing an examination.

At the time of his election to the SPN presidency he was also president of the Wisconsin Education Association, a position which indicated his standing in state educational circles.

During his years at SPN, this gentleman who always wore a red flower on his lapel forged a far reaching reputation in two distinct areas.

As chairman of the National Education Association's Committee of 1,000 he played a national role in the fight to prohibit child labor. In 1925 this committee implemented an educational "Campaign of Truth" for members of the teaching profession and for the public.

Though the proposed constitutional amendment was never ratified, some of the ends sought were obtained when the Fair Labor Standards Act was passed in 1938.

The cause of Rural Education was the second area in which he exerted a national influence. As he worked to improve education for country school children he rose to the chairmanship of the NEA's national committee in that field also.

In the years of President Sims' administration, especially the earlier years, specialized rural education was thought to be an important need in Wisconsin where the one-room country school was still a dominant educational unit dotting the landscape in profusion.

Oscar W. Neale came from Nebraska to head up the Rural Education department and May Roach joined the faculty. These two people developed a program that attracted many students and provided specialized teachers.

The changing social scene, improved transportation and rural school consolidation gradually did away with the need for the department and it was discontinued in 1957.

The Orthman Rural demonstration school which had been erected in 1923, honoring Regent C. S. Orthman, was demolished in 1958 to make room for a Student Union.

Bessie May Allen came to SPN in 1913 to give lasting impetus to the Home Economics department. It was then called Domestic Science.

Other long term members of this department which was to become one of the school's best known were Nancy Jane Church, Helen Meston and Emily Wilson. A good friend of the University who served in that department for a time is Cornelia Luce Cowan.

An east wing was added to the Main building in 1914 to house Home Economics and an auditorium.

Later a duplex home management house called Sims Cottage was added on Fremont Street. It is said to have been the first college home management house in the nation.

Nelson Hall was the first campus dormitory, built in 1915 and named to honor Regent George B. Nelson. It was a women's residence through most of the years since except for those periods during the wars when men students in armed services education programs lived there or when changing on-campus residence needs made it a

short term home for men. It was phased out as a residence hall in 1968.

During the years of President Sims' administration educational needs began to change rapidly. He was dean of the Normal School presidents and it was he who appointed a committee to develop the four year programs at these institutions.

As Wisconsin Normal schools pushed for degree granting status they came up against the powerful opposition of the University of Wisconsin and the state's private colleges.

It was a feud that had been going on for some years and had been especially virulent during the years before 1918 when Charles Van Hise was president of the UW.

Fighting on the side of the Normal Schools was the State Superintendent of Schools, C. P. Cary. He opposed those who wanted the Normal Schools kept out of the high school field, for Wisconsin needed more teachers for its increasing numbers of public high schools.

At one point in the struggle, Cary termed the state university a "spoiled child which had become head strong and self willed."

SPN was used to opposition. It had faced it from its very inception.

"Because the academies and colleges looked down with contempt on the normals from the aloofness of their classical curriculums, the normals took a fierce joy in glorifying the branches of common everyday learning."

Perhaps, at this point in time, their finest accomplishment was that they were beginning to make a profession of teaching.

Some of the criticism hurled was justified, for there is often a cultural lag in institutions when a particular need is past. It takes time to shift gears and there is always some inertia with which to contend.

In the end the Normals won the right to be considered the chief agency for the education of teachers for both grade and high schools.

Throughout the controversy SPN expanded its facilities and reacted to the needs of the public schools. When it became a Teachers College in 1926, it may have seemed a new institution to many, but in reality was not. It had merely adapted itself to changing economic and social situations as it has continued to do. It had gone through an evolution, not a revolution.

With the changes there were growing pains. One problem would be the upgrading of the faculty at SPN in terms of educational qualifications. The school had many strong, excellent teachers who had been on the faculty for years. But there were not as many advanced degrees proportionately as

there had been many years earlier and there were some who did not have even the baccalaureate, including the nationally esteemed President Sims.

President Sims knew he was going to have to push his faculty to earn degrees he did not himself possess if Stevens Point were to be considered qualified to confer college degrees.

This responsibility weighed heavily and he spoke of his dread of the task ahead of him to some of the people close to him.

Mr. Sims was among the kindest of men, strong in his sympathies for the individual and well loved by many faculty and students who referred to him as "Uncle John".

Fate spared him the task he dreaded. President Sims became ill and died in May of 1926 as SPN was about to become a Teachers College.

His concern was justified. His successor was to find that task an insurmountable obstacle which, along with other considerations, would serve to limit his term in the presidency.

In the meantime the college and community were mourning the death of one of its finest citizens. Mr. Sims' body lay in state in the college auditorium where faculty and students took turns as honor guards. A red carnation was on his lapel the day of his funeral. After the funeral his casket was borne between two long lines of students, across the diagonal walk on the front campus to the waiting hearse at the corner of Main and Reserve Streets.

Edward J. Dempsey, President of the Board of Regents, eulogized his good friend that day:

"Some men are born with the instinct of culture. John Sims was such a man. By instinct he also knew and understood the fundamentals of democracy and he dreamed of that brighter day when education will bring to the contacts of common life a vitalized culture and a humanized democracy."

By 1926 the High School department had the largest enrollment at SPN. E. T. Smith headed the department and he was later to become a president of the college. The Primary department was under James E. Delzell and the Grammar department under C. F. Watson, with Mr. Neale still heading the Rural and Miss Allen the Home Economics work.

Frank Spindler was vice president. Bertha Hussey was dean of women and Herbert R. Steiner, dean of men. Leland M. Burroughs, Edna Carlsten, Gertie Hanson, Norman Knutzen, Raymond M. Rightsell, Miss Roach and Fred J. Schmeeckle were among the teachers who would continue to serve for many years.

By this time, Dr. Joseph V. Collins was the "grand old man", the only faculty member still remaining from the original staff of 1894.

PRESIDENT

Robert D. Baldwin

1926-1930

A Man Ahead of His Time



The problems of transition from Normal School to Teachers College fell to the new president, Robert Dodge Baldwin, who arrived in Stevens Point a few days after his 35th birthday.

Mrs. Elizabeth Maloney, Stevens Point Regent, was intensely interested in quality education and determined to bring in a man who could upgrade the new Teachers College.

It was a tough assignment. "It is doubtful if any administration could have brought about this improvement more rapidly or with less criticism by the staff than done by President Baldwin," wrote President Emeritus, William C. Hansen in 1968.

Dr. Baldwin held a B.A. degree from Princeton, M.A. from Columbia and Ph.D. from Stanford. He had been Professor of Education at Washington

State Normal School at Cheney.

It was he who called the school "Central State".

President Baldwin's first year was also the first that degrees were awarded at graduation.

In 1927 the school found it would have to finance its faculty the next biennium on the same budget as the current one. Stevens Point had too many teachers for its falling enrollment.

The president called a special faculty meeting to consider the problem. As he saw it, savings could be implemented best by faculty volunteering to take leaves of absence for further study. This way staff and salary schedule could be maintained until enrollment increased.

Baldwin also encouraged further study because, when he arrived, 15 of the 49 teachers had no degrees. Professor Collins was the only Ph.D. and there were but five master's degrees. At the same time the American Association of Teachers Colleges was pushing for at least the master's for not less than one third of the staff.

Dr. Baldwin found many teachers anxious to meet the situation constructively. Some already had begun advanced work, but many were beyond the age when it seemed justified, and in the Depression others found it difficult to leave without pay.

But there was progress and when Dr. Ned Dearborn of the American Association of Teachers Colleges inspected Stevens Point the spring of 1927, his report read:

"President Baldwin has been president of the Stevens Point College less than two years and is a young man who gives every evidence of being thoroughly qualified. He is exercising good professional leadership and as fast as legislative financial support permits excellent results are to be expected."

Dr. Baldwin became a national leader in Rural Education, as had his predecessor. A portion of a speech he gave at the American Country Life Association in Urbana, Ill. was quoted in the New York Times in connection with New York's rural problems and he was invited to New York City to speak in 1929.

At home the academic program was strengthened, the faculty became involved in the decision making process, even in budget making, and the physical plant was expanded.

After long and careful planning the new Training School opened in 1930. Here generations of pupils were to provide many college students with practice and laboratory situations as they studied under the guidance of specialists.

Mrs. Maloney's term expired, February 11, 1930. By then there was some discontent in the community with the president's policies, but Mrs. Maloney was whole-hearted in his defense.

There were faculty members who did not want to go on for graduate work. "They had nestled

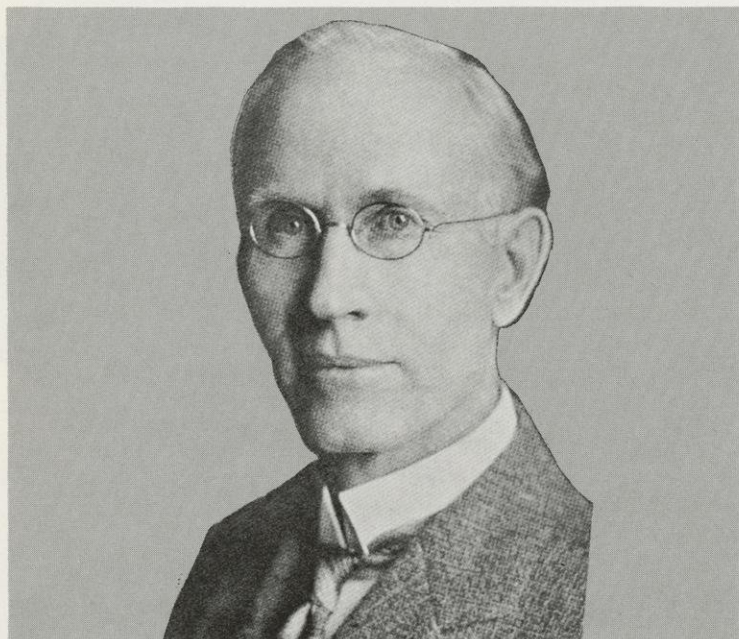
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PRESIDENT

Frank S. Hyer

1930-1938

The Depression Years



Frank S. Hyer, then president at Whitewater State Teachers College, was named to succeed Dr. Baldwin. Mr. Hyer was no stranger to Stevens Point, for he had served on the faculty there from 1904 to 1919, the last ten years as principal of the Training School.

Mr. Hyer was a graduate of Ripon College with some graduate work at the University of Wisconsin.

At Whitewater, Mr. Hyer had been involved in a controversy which had boiled beyond the confines of the campus into state newspapers. One of his professors, Joseph Cotton, charged that he had been discriminated against in salary matters because of his political beliefs.

The Board of Regents made a comparison study of Professor Cotton's salary with others who had similar qualifications and experience and decided

that no such discrimination existed, clearing President Hyer.

Mr. Hyer emerged from the fray with a reputation as a conservative, while Professor Cotton's public image was that of a radical.

It had been a nasty affair, one which split the Whitewater campus and community into pro and con camps, and it may have had something to do with Hyer's decision to return to Stevens Point.

The sixty one year old Hyer had behind him a long and successful career in Wisconsin education, and Stevens Point was happy to have him back.

He was not only familiar with the duties of his office, but he had extensive knowledge of the college and the territory it served. He was respected in the business community and had been active in civic affairs during his previous residence when he had given freely of his leadership abilities.

The decade of the thirties was not to be a time for starting many new programs at "Central State". These were indeed the quiet years when it would require much effort not to lose ground.

The Depression had diminished state income and many legislators regarded higher education as a dispensable luxury, at least one to be stripped of any frills. Budgets were drastically cut. Mr. Hyer discontinued small classes where it was possible to do so as one economy measure.

Students were often needy. The National Youth Authority (NYA) provided money and students earned it at 30 cents an hour, with a monthly maximum generally at \$15. It was not unusual for a student to stretch that \$15 to cover all his monthly expenses.

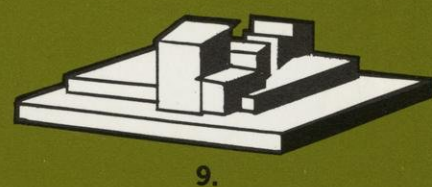
During those years the heads of Wisconsin schools stressed practicality in the education of teachers hired to staff their schools. School administrators respected the accomplishments of Central State Teachers College:

"The Stevens Point College is doing a very fine and common sense piece of work," ... the people President Hyer has around him, are people who are practical minded. It seems to me the chief aim here is to produce teachers who can actually go out into the field and do a creditable piece of work," Supt. R. F. Lewis, Marshfield, told a group of fellow administrators.

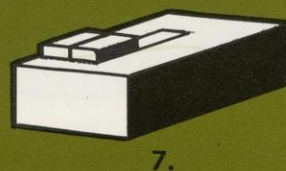
The Wisconsin Rapids Supt. of Schools found that "Work in Central State Teachers College is carried out in an excellent manner. The school has an unusually alert and earnest working faculty. The teaching staff is not given to extreme fads, but copes with our age and modern times. I am deeply impressed with the school ..."

As the Depression deepened enrollment at Central State boomed. The rapid increase was not expected by the regents or the presidents in the state system. In 1932 Central State was second in size to Milwaukee State Teachers College in a city 44 times the size of Stevens Point.

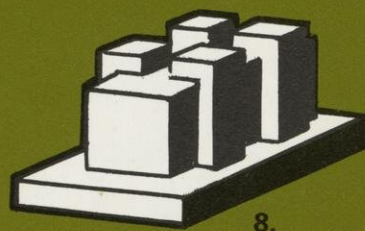
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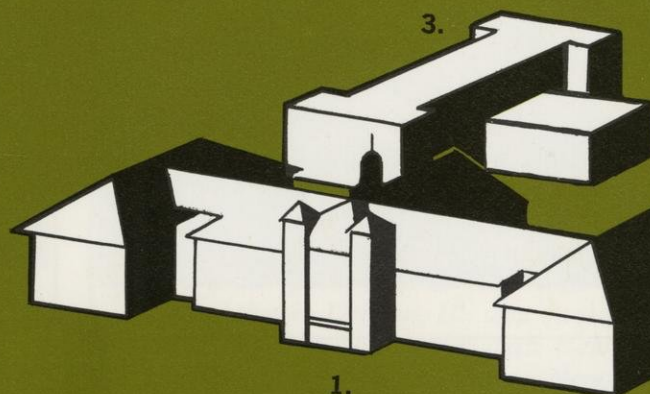
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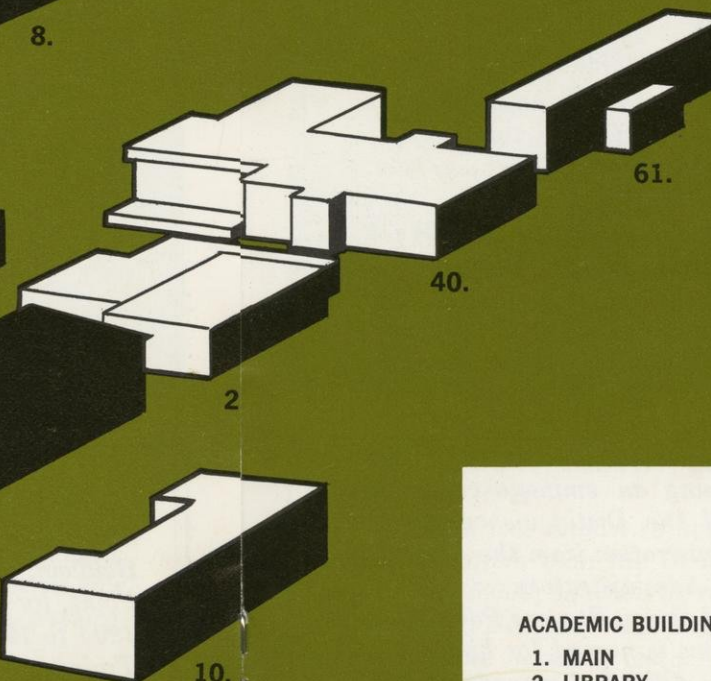
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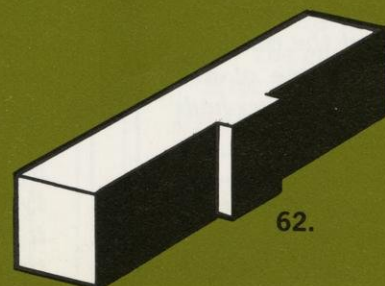
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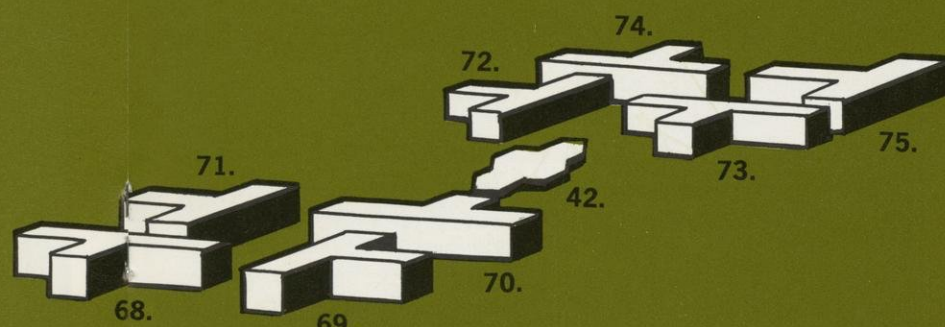
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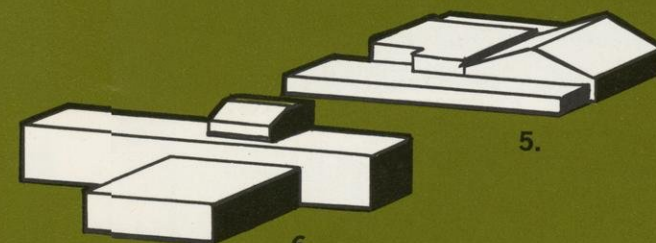
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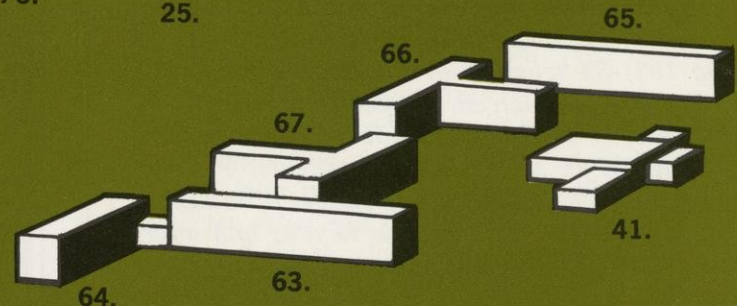
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CAMPUS PLAN

Wisconsin State University at Stevens Point

ACADEMIC BUILDINGS

1. MAIN
2. LIBRARY
3. LABORATORY SCHOOL
4. HOME MANAGEMENT HOUSE
5. PHYSICAL EDUCATION CENTER
6. SCIENCE CENTER
7. CLASSROOM CENTER
8. LEARNING RESOURCES CENTER
9. FINE ARTS CENTER
10. NELSON HALL

25. HEATING PLANT

UNIVERSITY & RESIDENCE CENTERS

40. UNIVERSITY CENTER
41. ALLEN RESIDENCE CENTER
42. DeBOT RESIDENCE CENTER

RESIDENCE HALLS

61. DELZELL HALL
62. STEINER HALL
63. PRAY HALL

64. SIMS HALL
65. HYER HALL
66. ROACH HALL
67. SMITH HALL
68. BALDWIN HALL
69. NEALE HALL
70. HANSEN HALL
71. SCHMEECKLE HALL
72. BURROUGHS HALL
73. KNUTZEN HALL
74. WATSON HALL
75. THOMSON HALL

FRANK HYER (continued from page 13)

"Many students have returned because there is nothing else to do and they intend to use this slack time in continuing their education. The University of Wis. reports its freshman enrollment will be smaller - it seems logical that many students are choosing the institutions nearest their homes. It seems that students think the teaching profession overcrowded as it is, offers a better opportunity for the job seeker than any other," said E. G. Doudna, Secretary of the Board of Regents.

The 1931-32 school year at Stevens Point was one of new record high enrollments, with the largest incoming class in the school's history. There were 302 freshmen for a total of 592 students. The faculty numbered 39 with a salary budget of \$122,000.

College athletics were in their heyday and intervarsity sports got a great lift when Stevens Point brought in Eddie Kotal to coach at the Teachers College. Kotal had been a Green Bay Packer football star and an All American Pro. The Teachers College competition was keen in those years and getting Kotal was considered a great coup.

Kotal brought Central State athletics to a state of phenomenal success in short order. One of his greatest feats came in basketball, when what was billed as an exhibition game for the University of Wisconsin turned into defeat for the Madison varsity before 5000 astonished spectators in the Wisconsin Rapids fieldhouse. It was Eddie and his Pointers who gave the demonstration.

But all was not joyous in outcome under Kotal despite repeated conference championships. He also succeeded in getting the Central State football team booted right out of the conference when he staged a pre-season exhibition against the Packers. With Kotal right in there playing against his own squad.

There wasn't even the satisfaction of a victory, for the Packers whipped the Pointers, and it was a no-conference season for a disciplined Stevens Point.

It was exciting while it lasted and the old grads still talk of those years with Kotal.

In the Normal school days speech activities were as important as athletics, and well into the 30s Oratory was considered by many as more important.

Under Coach Leland M. Burroughs, Pointer orators made a habit of bringing home top honors.

President Hyer brought Peter J. Michelsen to Stevens Point. Norwegian born "Peter J" was one of the state's outstanding band men. He is remembered by many not only for his traditional Christmas concerts in the college auditorium, but for the atmosphere he created there with brightly lighted banked Christmas trees, trees he and his students brought in from the woods. Edna Carlsten and her art classes set the stage for the Nativity scene and Mr. Burroughs lent the measured cadence of his tones as he spoke an appropriate selection.

Elementary education was a major interest of President Hyer and he put much emphasis on that phase of the curriculum. He brought Susan M. Colman from Whitewater to head the Primary education department.

A radio studio installed in the college was one major innovation during this period. This function was to gain in importance during the 1940s, but it had its start in the 30s.

Norman E. Knutzen formed the Men's Glee club in 1933 with 26 members. The popular singing group quickly became an active one, earning the name of "Good Will Ambassadors" as they traveled far and wide during the years "Norm" directed them.

Miss Mary Neuberger became resident nurse and Dean of Women. George Martens, a local attorney, was appointed to succeed Regent Atwell by Governor Phillip LaFollette. Professor Joseph Mott was a familiar figure on his daily walks.

As the decade waned President Hyer wanted to retire. He tried three times before the Board of Regents finally allowed him to hand over the reins to a younger man as he requested. He was persuaded to remain until July, 1938. The senior class that year expressed the desire to graduate with the tall, grey haired President Hyer.

ROBERT BALDWIN (continued from page 12)

into a comfortable niche and had no intention of leaving it. And Baldwin's attitude towards such revered activities as oratory and athletics was heretical" wrote President Emeritus Hansen.

Governor Walter J. Kohler appointed W. E. Atwell, a local attorney, to replace Mrs. Maloney as Regent.

There was no repetition of the furor of President Pray's day. The president's resignation was announced in Madison the day of summer school graduation.

Dr. Baldwin later joined the University of West Virginia faculty, capping an eminent career recently with receipt of the Distinguished Service Award in School Administration from the American Association of School Administrators.

He has been honored also at Stevens Point where Baldwin Hall on campus is named for him.

By 1930 Bessie May Allen had carved out a big place for Home Economics in the state and beyond. May Roach had few peers in enthusiasm and drive for Rural Education.

Outstanding among the men with administrative responsibility were Herbert R. Steiner, Charles F. Watson and Oscar W. Neale.

Others who were outstanding included George Allez, Lulu Mansour, Earl Roberts, Bertha Hussey, Frank Percival, Jessie Jones, Dell S. Garby, Clara Stroud, Florence Louise Brown (now Mrs. Palmer Taylor), Clarence D. Jayne and Eva M. Seen.

PRESIDENT

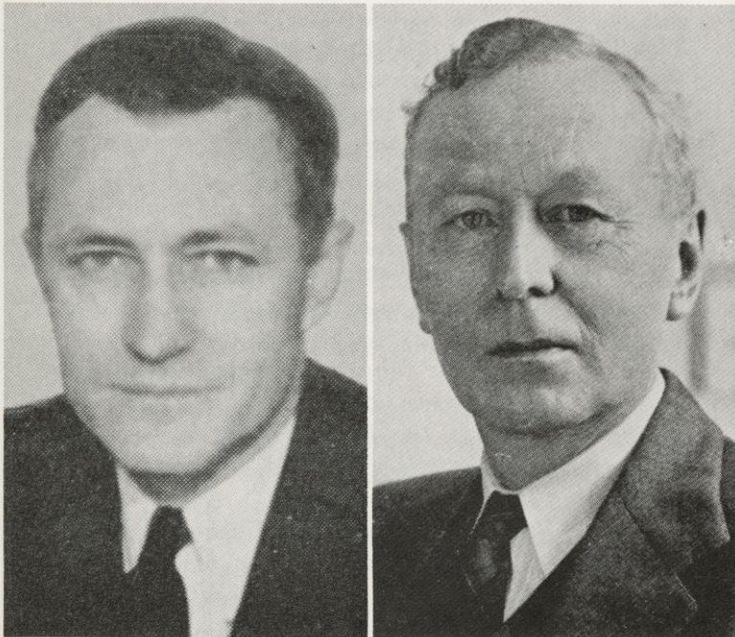
Phillip H. Falk

1938-1939 1st Semester

PRESIDENT

E. T. Smith

1939-1940



Dr. Phillip H. Falk, 41, was chosen to succeed President Hyer.

Dr. Falk was known to have turned down more lucrative offers than the Central State president's salary of \$5,000; so when he resigned after just one semester at Stevens Point it would seem that salary was not the deciding factor.

He said he accepted the presidency because of the greater opportunities he felt were afforded in the Stevens Point position, and he left because he felt there was even greater opportunity for educational service at Madison where he accepted a post he had once held temporarily, the superintendency of the public school system.

All of Dr. Falk's degrees were earned at the University of Wisconsin.

His abrupt departure did bring criticism on the economics of the Teachers College situation.

Thoughtful educational leaders expressed con-

cern that standards would be lowered if the college did not receive adequate support.

In a bulletin to the faculty in January, 1939, before he left for Madison, President Falk wrote:

"The poor record of (our) transfers at the University of Wisconsin is not prima facie evidence of low scholastic standards at Central State or that the faculty has been remiss in its services to students. The record does, however, cast scholastic suspicion over the college in the eyes of many people, and presents a situation of which the faculty should be fully cognizant."

The study President Falk made of the quality of Central State's educational program apparently discouraged him, but this study was not done in vain. A later president, William C. Hansen, recognized its value and used it as a guideline when he tackled the task of upgrading the college.

So, though he stayed such a short time, Dr. Falk perhaps had greater effect on the college than he or anyone else suspected at the time.

In 1938 the Home Economics department ran into serious trouble. The Regents decreed that no new students could enroll as majors and that the course be closed in February of 1939.

The Central State staff managed to keep its department in existence and the major did get re-instated later.

Ernest T. Smith was appointed acting president and was named president in August, 1939.

Mr. Smith had been at the college since 1909 and was senior faculty member in years of service. He was so liked and respected that the students had petitioned the previous year that he be given the presidency.

The sixth president earned a B.A. degree at Bowdoin College and an M.A. at the University of Chicago. The University of Chicago Press had published several of his widely used history textbooks.

Regent George Martens died following a car accident and Wilson S. Delzell was named to succeed him. Regent Delzell served until his death in 1957, 18 years later.

But, now there came the threat of war. France had fallen. A Civilian Pilot Training program was started with Ground School under Raymond M. Rightsell.

Men began to go into uniform and enrollments started a downward trend.

Then tragedy struck. President Smith died suddenly, September 28, 1940 after a two week bronchial ailment.

For the second time in its history the college community gathered in the Auditorium to pay final respects to a president of the institution.

During the 1938-40 years such well known people as Edgar F. Pierson, Miss Bertha Glennon, Mrs. Elizabeth Pfiffner (now Mrs. Elmer DeBot), and Mrs. Mildred Williams came to the faculty.

PRESIDENT

Wm. C. Hansen

1940 - 1962

Objective: Quality Education



Now back to Stevens Point Teachers College came one of her own. For the first time an alumnus of the institution was given the greatest honor one's alma mater can bestow.

William C. Hansen was named seventh president. He had graduated from SPN's two year course in 1911, later earning B.S. and M.S. degrees at the University of Wisconsin.

Though appointed in October, 1940, he could not leave his position as Superintendent of Schools at Stoughton, Wisconsin immediately, so Prof. Charles F. Watson served as acting president until December 1 when Mr. Hansen took charge.

And take charge he did, with a firm but kindly hand for 22 years as he steadily worked to improve the academic image of the school by improvement of its quality of education.

"I am more critical of what the college is doing now," . . . "That is part of my job," he said when he took over.

President Hansen began to stress that, in addition to educating teachers, the college offered Junior College work for students who could take their pre-professional work before transferring elsewhere. Dr. Warren G. Jenkins was Dean of the Junior College.

The work in radio broadcasting, begun earlier, was strengthened with the appointment of Gertie L. Hanson as head of the Radio Workshop.

The entire east end of the basement in the Main Building was devoted to the Radio Workshop with excellent studio facilities. This was an important program until 1951 when WLBL was discontinued and live broadcasting from the college was ended. It has since evolved into the extensive Institutional Media service.

Enrollment dipped again in World War II, but the effect was somewhat offset by arrival of the 97th College Training Detachment of the Army Air Force. The college took care of some 1200 trainees in 1943 and 1944. By the autumn of 1945 men began to come back as they separated from the service, and from 1945-47 there was a Navy V-5 educational program which brought additional men to campus.

By 1947 it was necessary to add 11 new faculty members, a very large number for one year at that time.

The College was renamed Wisconsin State College and degrees were authorized for liberal arts courses in 1951 and the Junior College was merged with a new College of Letters and Science with Dr. Jenkins as its Dean.

Central State now offered the Bachelor of Arts, Bachelor of Science and Bachelor of Education degrees.

The liberal arts degrees required few changes, for the teacher education program had always had strong liberal arts emphasis. In fact some students were graduated that first year, for they had gambled that the Regents would grant approval in time.

About 32 others were already beyond the second year in a similar gamble. The college had accepted them with no commitment that they could secure the desired degrees.

Once again the college found itself in 1954 faced with a budget slash and several tenured faculty positions were eliminated. Dropped from the full-time faculty were Frederick Krempel, History; James R. Hicks, Chemistry and Walter Sylvester, Conservation, an action which caused campus consternation.

The strong local group of the Association of Wisconsin Teachers College Faculties was unable to prevent position eliminations, but did secure assurance that when the positions were reinstated the affected teachers would be offered them. All

three later returned. Mr. Hicks eventually left for another position and Dr. Sylvester has since died, but Dr. Krempfle is now Dean of Learning Resources.

Probably the most important innovation during Mr. Hansen's term was the establishment of a Conservation Education major. This college was the first in the nation to offer such a program. What is now the Department of Natural Resources was to become one of the most important specialties of the school, one of national renown.

Fred J. Schmeeckle, an enthusiastic and dedicated conservationist, established the then one man department in 1946.

1950 saw construction of a second dormitory named to honor Regent Delzell. It also honored his father, James E. Delzell, who was on the faculty years earlier.

A home management house was established in the former H. B. Vetter residence at 1103 Main Street to replace Sims Cottage which was removed to make room for a new Library.

The Library, long overdue, was planned for an enrollment of 1200 students with a book capacity of 150,000 volumes, in comparison to the holdings then of 51,000. The new Library was expected to be sufficient for a normal 50 year's growth. What an underestimate! It was overcrowded in 10 years.

The new Library opened in 1954 and it was that year that enrollment started its sharp and unanticipated climb. Students kept coming until an all time high of 936 were registered.

The freshman class numbered 400, a number not expected until 1964. Economic conditions were good and each year more high school graduates knocked at the college door, reflecting the increase in level of education to which people aspired.

This led to unprecedented crowding, but with larger enrollments the state of Wisconsin began to provide more buildings and more operating money.

1954 was the year the faculty received rank as instructors, assistant professors, associate professors or full professors.

A new dormitory at Fremont and Clark Streets was named to honor the late Herbert R. Steiner, chairman of History and Social Science and Dean of Men. Mr. Steiner graduated from SPN in 1910 and returned to teach in 1919. He was noted for the drama of his classroom lectures.

College and town leaders began to think in terms of land acquisition needs for the seam bursting years that apparently lay just ahead. President Hansen at that time was predicting an enrollment that might reach 1,500 in another ten years.

The College Union, then housed in the basement of Delzell Hall, was given a home of its own in a new building on the Orthman Demonstration School site. What is now called the University Center opened in 1959. It has since doubled in size and plans are underway to triple its size.

The next building, opened in 1960, was a physical education building at North Reserve and Fourth. Another dorm went up, the first in the vast north campus residence hall complex. It was a two-unit structure named Pray-Sims to honor the first two presidents. It was opened in 1962, President Hansen's last year in office.

On the academic side the college was granted the right to change its Music minor to a Music major in 1956. This was the first new major in a decade.

By 1957 when an Economics major was added the college offered Conservation, Music, Home economics, History, English, Chemistry, Biology, Geography, French, Education, General Science and Social Science. Graduate work was first offered in 1960.

Lyel N. Jenkins, a local attorney, appointed Regent after Mr. Delzell's death, was followed in that office by John C. Thomson, a Sentry Insurance Company executive.

By 1961 the college programs were restructured with the creation of a School of Applied Arts and a School of Education in addition to the School of Letters and Science. Dr. Paul A. Yambert was named Dean of the School of Applied Arts and Dr. Burdette W. Eagon, Dean of the School of Education.

Stevens Point suddenly found itself with a college that had mushroomed into a major establishment of learning far beyond the early dreams of the town. Millions of dollars had been invested and the end was not yet in sight.

When Mr. Hansen assumed the presidency the school had 786 students, a small faculty, few buildings and offered work for teacher preparation only. During his tenure the enrollment and faculty virtually tripled.

President Hansen was considered to be a man "with lofty educational aims whose feet were always firmly on the ground."

He was known especially for his ability to maintain harmony. For years he was president of the council of State Teachers College presidents when those schools were highly competitive.

He was elected president of the Wisconsin Education Association and given the Distinguished Citizen Award at Stevens Point as further tokens of the regard in which he was held at home and in the state. Before he left the presidency in 1962 he was asked to run for the state legislature, and later was elected to the state senate where he served with distinction.

This was the period of transition from Teachers College to State College and at Stevens Point the transition was made smoothly. The College was known as an institution offering quality education. This was the objective that President Hansen and the faculty had pursued in constant fashion for 22 years.

PRESIDENT

James H. Albertson

1962 - 1967

Progress and Tragedy



After long, involved screening of 122 applicants, Dr. James H. Albertson was chosen eighth president of WSC.

Dr. Albertson had been executive assistant to the president at Ball State Teachers College at Muncie, Indiana where he played a significant part in that school's rapid expansion.

This experience was valuable as he assumed the presidency at Stevens Point, July 1, 1962, when a comparable expansion was imminent.

James Albertson, at 36, was the youngest of the 10 WSC presidents. He held B.A. and M.A. degrees from Colorado State College, and the Ed.D. from Stanford University.

This quiet friendly man who stood 6'4" was soon very much at home in the college and the community where his ability as a competent admin-

istrator was quickly recognized.

President Albertson had firmly in mind what higher education should do and the part that Wisconsin State College at Stevens Point should play.

"Higher education is unique in that its primary objective is the preservation, the transmission and the advancement of knowledge. True, there are resemblances to economic enterprise, just as there are to religion, government and welfare interests in the operation of our institutions of higher learning. However, higher education is different and unique. In pursuing the objective . . . , higher education is committed to helping individuals develop their talents and competencies in the service of others," he said at his first convocation.

He did not consider students the product of higher education. That product, he thought, was an "environment of learning."

He was interested in improving all that went into that environment and he wanted the college to demand excellence in all areas. The level of that demand or expectancy, he said, rested with the faculty.

He admonished the students to expect excellence.

Very early in his administration he insisted that the faculty define the goals of the educational program, and in his inaugural address called for a reappraisal of the curriculum. He thought the question of what to teach and what to learn was the basic problem facing the college.

A Faculty Long Range Goals committee concentrated on definition of specific goals which could develop the student as an individual as well as a breadwinner.

As others of the faculty worked at various relevant committee assignments the new president was busy restructuring the faculty and administrative organization, preparing the college for the ever-increasing demands to be made upon it as more and more students entered.

These were stress years. WSU had under 2,500 students when Dr. Albertson came in 1962. During his five year tenure the enrollment passed 5,000, marking a greater growth than in all previous 68 years.

A new Science building and a Classroom center were opened. There were more residence halls, the May M. Roach and the Ernest T. Smith halls, the Bessie May Allen Food center, the Elizabeth Pfiffner DeBot Residence center, and a large addition to the University center. By 1967, architects were working on plans for a Fine Arts building and a Learning Resources center.

With this rapid growth there came problems. Opposition was the price the college had to pay for a unified campus.

There was a great battle over the proposed development of a shopping center in an area where it was felt it would disrupt campus expansion plans.

On the whole, President Albertson was successful in guiding campus expansion.

The role of the Campus School had changed from a facility for practice teaching to one for observation, experimentation and research. Campus schools had been under frequent attack by several governors who called for evaluation of their worth. College officials felt that the new role justified continuance in the Education program.

The School of Fine Arts was created in 1963, separating the departments of art, music, speech and drama from the College of Letters and Science. Dr. Robert Cantrick was its first Dean.

Dr. Gordon Haferbecker was named Vice President for Academic Affairs and Dean of Faculties the same year, a post created "in recognition of Dr. Haferbeckers's contribution to the college and the state." He had been Dean of Instruction.

The office of Vice President for Business Affairs was created with Milton Sorenson the first to hold that post. Upon his resignation Col. Leon Bell was appointed. Dr. John Yuthas was first Vice President for Student Affairs prior to Dr. William Stielstra. Dr. Frederick Krempel was made Dean of Learning Resources, Orland Radke, Director of Extended Services, Dr. William Clements, Director of Research and Development and Ray Specht, Director of Campus Planning.

The president held an administrative council breakfast each Tuesday at 7 a.m. for a lively exchange of views. His questions could be sharp and penetrating, and though quiet spoken he could be firm. He expected first rate production from everyone on his staff.

"Gone were the gentle days of six class periods when nobody had a class after 3 p.m. Classes started at 7:45 and ran for ten periods a day with evening sessions." The campus was aswarm with students, and they were beginning to demand a more active voice in policy formation.

In 1963, Congressman Melvin R. Laird (now U.S. Secretary of Defense) came to the campus to meet with some 60 state college presidents, deans and administrators to better acquaint the smaller colleges with federal money programs available for education and research as well as for construction and equipment.

This was the start of a relationship with the Stevens Point campus which culminated in the assignment of a projected multi-million dollar federal water pollution research center to be affiliated with the University at Stevens Point.

On July 1 in 1964, the college became Wisconsin State University-Stevens Point. This was later to be Wisconsin State University at Stevens Point, to emphasize the fact that the school is one in the State University system.

WSU began to think about setting up a Foundation, originally with the thought of borrowing funds to build faculty housing, a project which never de-

veloped as that need was met by private builders.

The WSU Foundation had its first meeting in September. Its first directors were Robert S. Lewis, faculty chairman; Warren Kostroski, student body president; Mrs. Elizabeth Pfiffner DeBot, Alumni representative; John C. Thomson, Joseph R. Hartz, Samuel G. Kingston, Hiram D. Anderson, Jr., Carl N. Jacobs, members of the community and President Albertson.

The Foundation's purpose was to do things for the University that the state could not, to provide "the margin of difference." It has since proved a strong and effective arm for the University under its Executive Secretary William B. Vickerstaff who was also named Assistant to the President.

Governor Warren Knowles named Mrs. Robert R. Williams, a Stevens Point citizen, in August, 1965, to succeed Regent Thomson who declined reappointment because of ill-health.

President Albertson went to the Far East for the first time in 1964 on a study for the American Association of Colleges for Teacher Education and the U.S. State Department's Agency of International Development (AID). That trip took him to the Philippines.

WSU was looking outward with a sense of world wide responsibility. President Albertson was chosen to head a team for the first critical study ever made of Vietnamese public higher education, an assignment of import, but also of great tragedy for the University.

On Good Friday, March 24, came the terrible news that President Albertson and his colleagues had been killed in a plane crash on a lonely rain-swept mountain north of Saigon.

The editor of the Stevens Point Daily Journal expressed it so well:

"His death was a tragedy of shocking magnitude. His contributions in the circles in which he moved in his brief span of years already were so tremendous that it staggers the imagination to contemplate how much more he would have added in the future were he not so suddenly taken from us."

Twice before the college and community had joined to mourn the passing of a president, but this time they gathered in stunned disbelief for a memorial to 41 year old James Albertson who had left them in youthful vigor, his promise unfulfilled. Dean Haferbecker said at the service in the Fieldhouse, "He gave his life for his country." He fought for ideas, with books instead of bullets.

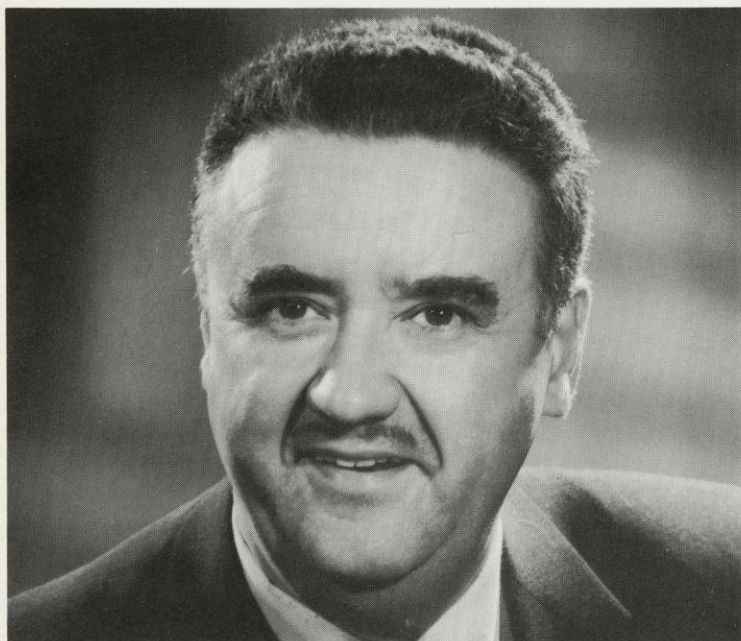
Wisconsin State University and the WSU Foundation were determined that President Albertson's work should be completed. So Dr. Burdette W. Eagon, Dean of the School of Education, flew to Vietnam to complete the study report. He had been selected previously by President Albertson to head another study in elementary and secondary education. He completed both assignments for AID through a WSU Foundation contract.

PRESIDENT

Lee Sherman Dreyfus

1967 -

The University
Looks to the 21st Century



Dr. Lee Sherman Dreyfus, a renowned professor of Speech and Television at the University of Wisconsin-Madison became ninth president in October, 1967.

Until he took office, acting president was Dr. Gordon Haferbecker, Vice President for Academic Affairs.

The waiting University knew that Dr. Dreyfus was a colorful, dynamic personality with a brilliant scholastic record and an unorthodox approach to his new appointment even before the man in the red vest arrived on campus; for his candid appraisal of and approach to his new position, recorded in newspaper interviews, preceded him to Stevens Point.

One of his initial actions was to tour the local

beer bars seeking out students so he might meet and talk with them informally before becoming, in their eyes, a member of the Establishment.

The president took to his new challenge with characteristic ebullient enjoyment. He arrived with a well formulated philosophy for the University which he has repeated clearly and often.

He believes the purpose of an education today is to help youth find national purpose in our democratic society and to learn ways to make leisure time meaningful. He sees the University as an instrument of change, with its prime role first class undergraduate education.

He has said he thinks universities should do more than provide vocational training and should return to the old liberal arts concept of educating the whole person.

His prediction is that the University will become the dominant educational and cultural influence in Central Wisconsin.

The Ruroplex concept of regional planning for Central Wisconsin devised by Dr. Dreyfus has attracted wide notice as a means for attaining urban advantages while maintaining those of the rural environment through development and sharing of such things as specializations, improved communications and transportation facilities.

His immediate aim was to abandon 19th century processes in 20th century buildings in order to teach those who will be citizens of the 21st century. To this end he encourages utilization of the latest in electronic methods for teacher-student communication. Television is being used more and more extensively throughout the University's academic operation.

Dr. Dreyfus is "energetic, outspoken and quotable." These are qualities which in ordinary circumstances might involve any man in controversies.

And no university president today finds himself in ordinary circumstances as those words were understood in the quieter "groves of academe" a few short years ago.

For across the land, across the world, a spirit of social protest is rampant. The ivy has been ripped from the walls and at times it seems the very walls are coming down.

There is more activism at WSU than ever before. This is due partly to University growth and partly to conditioning, President Dreyfus believes. But involvement is considered preferable to apathy by most in the academic environment. Concerned leaders in many campus groups work consciously to keep communication lines open and in constant use, especially where objectives may seem at variance or unacceptable. The University community has been proud of the spirit of responsibility on the campus.

WSU-Stevens Point has had its share of issues in the last several years. These included the banning of the Students for a Democratic Society and the adoption of a Student Conduct Code by the Board of Regents.

Unresolved as of this writing is another controversy having to do with language used in an underground newspaper edited by some young faculty members. The president raised the issue and asked for a faculty opinion through a relevant committee.

In reference to perhaps just this kind of situation President Dreyfus said in his inaugural,

"These become personal judgments by scholars and professionals who make their judgments we hope on scholarly and professional grounds."

Perhaps it is the asking and seeking for operational answers to just such questions that nourishes the kind of intellectual vitality that seems to permeate Wisconsin State University at Stevens Point today.

An evaluation of this era must await the perspective that the passage of time allows, but facts indicate that the University is fast coming into focus as an important institution of higher learning. It and its sister Universities now form the fifth largest university system in the country, in full time students, a development that has been termed phenomenal.

In 1968-69, there were 6,830 students enrolled at Stevens Point, with 6,317 of them Wisconsin residents. The College of Letters and Science attracted 3,442 of these; the College of Applied Arts and Sciences, 1,622; the College of Education, 1,267 and the growing infant College of Fine Arts, 329.

Dr. Raymond E. Gotham, Director of Placement, now helps more graduates find positions each year than the entire college enrolled a few years back.

Recent major appointments have included Dr. John Blaise Ellery, Assistant to the president; Dr. William J. Hanford, Dean of the College of Fine Arts; Dr. Winthrop C. Difford, Dean of Graduate Studies and Frederic D. Frederick, first full-time Alumni Director.

The Graduate program is growing fast, though emphasis at WSU will continue to be essentially undergraduate in nature. It is now expected that an enrollment ceiling will be set, perhaps at 11,000. Registrar Gilbert W. Faust's analysis has the student population peaking at 10,830 in 1979.

The University has offerings in more than 30 subject fields, with others in the planning or approval stage.

Speech Pathology and Audiology became a full-fledged department in 1967.

A major in Forestry in the Department of Natural Resources is new, with the first degree

scheduled to be awarded this year.

A Reserve Officers Training Corps unit was established on campus in 1968, with some 300 students enrolled.

A Department of Peace is being explored as a possible addition to the curriculum.

Approval has been given for a branch campus in England to be opened next year. Dr. Pauline Isaacson is working out the innovative program details with the Board of Regents staff. There is much interest in this opportunity.

The Vietnam educational program has continued and expanded. Top Vietnamese educators visited this country for a study in which they were aided by key personnel of the University.

At the request of Vietnamese officials, William B. Vickerstaff, the President's Special assistant, went to South Vietnam in 1968 to help put in operation educational plans for administration, budget, charters and goals for the universities there.

There is in process of formulation a new program to aid the economically and culturally disadvantaged. This has been named Pride, (Program for Recognizing Individual Determination Through Education.)

The American Indians in northern Wisconsin will be the first to benefit from the program, for the University has already been working with this group in a limited tutorial and Head Start program, taking special interest and responsibility for these people within its region of immediate influence.

Pride will be directed by Robert Powless, an Oneida Indian. His staff plans to expand the program to assist poor rural white children, migrant Mexicans and Negroes. Any Negroes currently enrolled may take advantage of the tutorial or other forms of assistance.

The annual Youth Leadership Workshop sponsored by former Congressman Melvin R. Laird brought to the campus such notables as John Gardner, Esther Peterson and Major General Richard Stilwell.

An expanded Arts and Lecture series under Director Jack Cohan sponsored 25 outstanding artists this school year.

Authorities in many fields of learning were guest lecturers under the sponsorship of various departments and campus organizations.

Underway is a \$12.5 million construction program, the largest in any biennium, including two outstanding buildings which should be ready for use in 1970.

A Fine Arts Building, includes a 350 seat concert hall and a 400 seat theatre for use in the expanding music, art, drama, and dance programs. This building, one of exciting architecture, is shown

DREYFUS (continued)

here on page 24. The \$3.9 million structure will include spacious studios and practice rooms, an open sculpture court and an art gallery. The gallery will be named in honor of Edna Carlsten, long time chairman of the art department, now retired. The concert hall will honor the late Peter J. Michelsen, who for many years was the entire music department.

The Learning Resources Center, a \$3.4 million facility, will house a book collection of 600,000 volumes and the latest in audio visual and self-instruction materials. The six story building will have several hundred private study booths, small group study rooms, lounge reading and study areas, a centralized catalogue and open stacks. Here also will be located studios where television programs

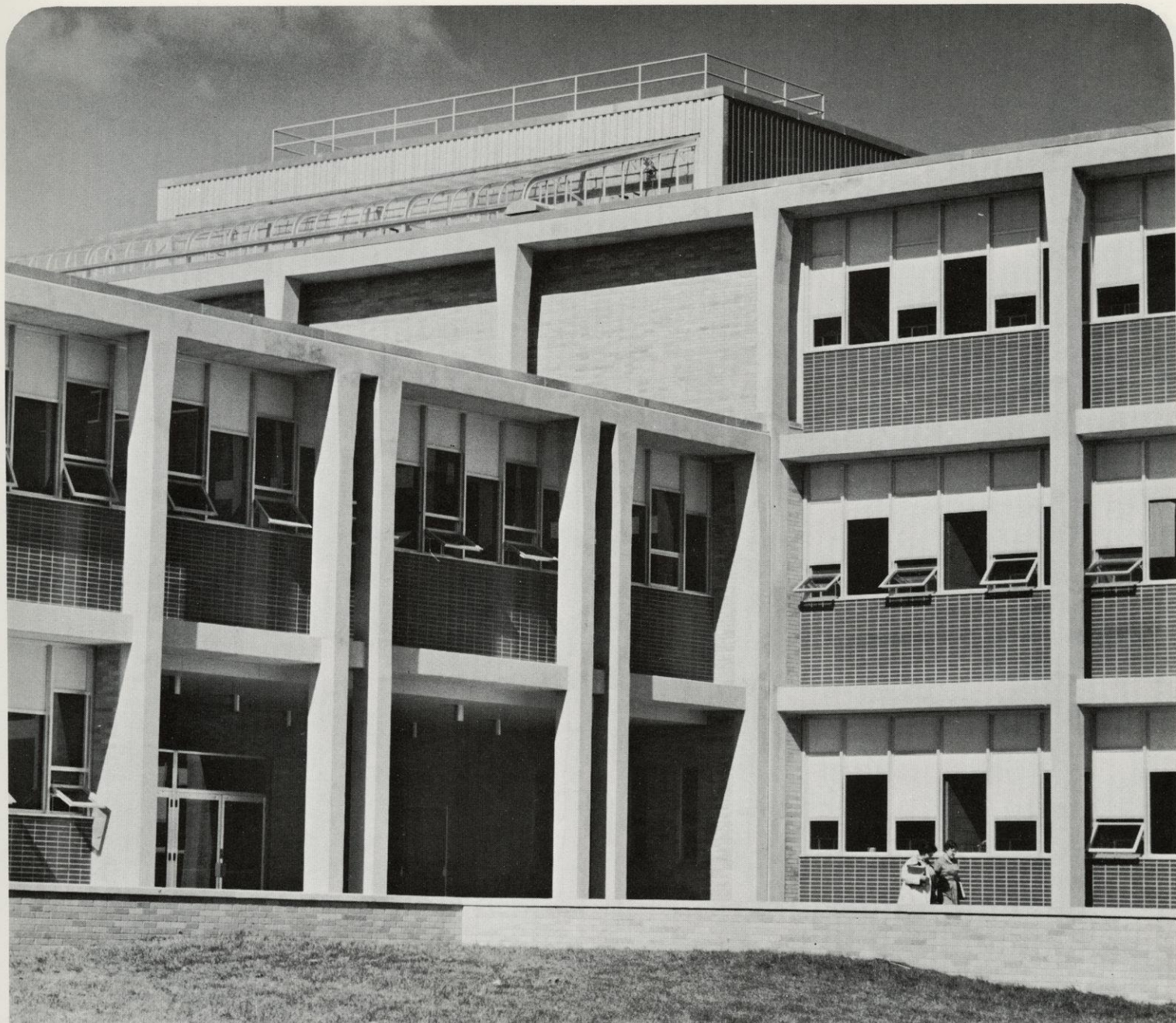
will be produced for on-campus and area viewing.

Other expansion includes a \$1.5 million addition to the present physical education building, a new residence hall to be named for the late Regent John C. Thomson and a second classroom building for the growing programs in home economics and speech pathology.

This is far too brief a summary and far too skeletal a presentation to do justice to the faculty and students who with these nine presidents have made the history of the Wisconsin State University at Stevens Point truly 75 dynamic years.

The University looks now to the future, for which the past has been prologue. Wisconsin State University prepares for the 21st century.





Acknowledgements:

The author acknowledges with gratitude the assistance of the many who helped with facts and memories, to reconstruct this history. Special thanks go to Nelis R. Kampenga, Associate Dean of Learning Resources and Archivist; Mrs. Loretta Vrobel, Archives secretary; Frederic D. Frederick, Alumni Director; Mrs. Gerri Sward, Alumni secretary and her husband, Ray Specht.

The Alumni Association plans to follow this history with a series of more definitive departmental histories.

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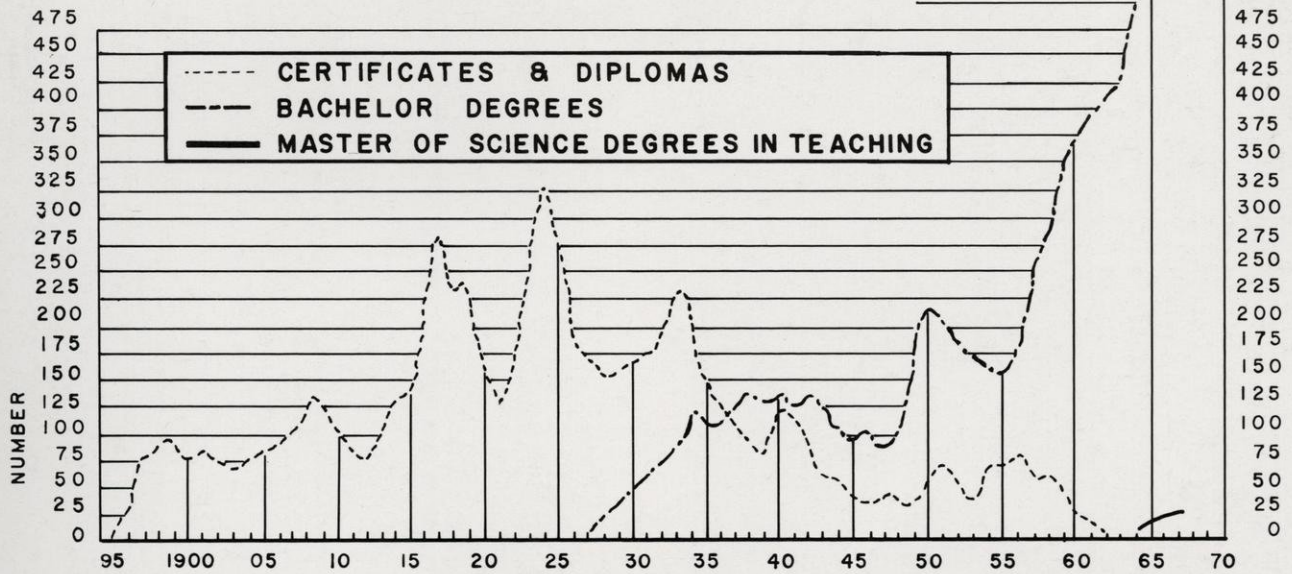
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THE STUDENT
The one indispensable
What the University is all about

GRADUATES

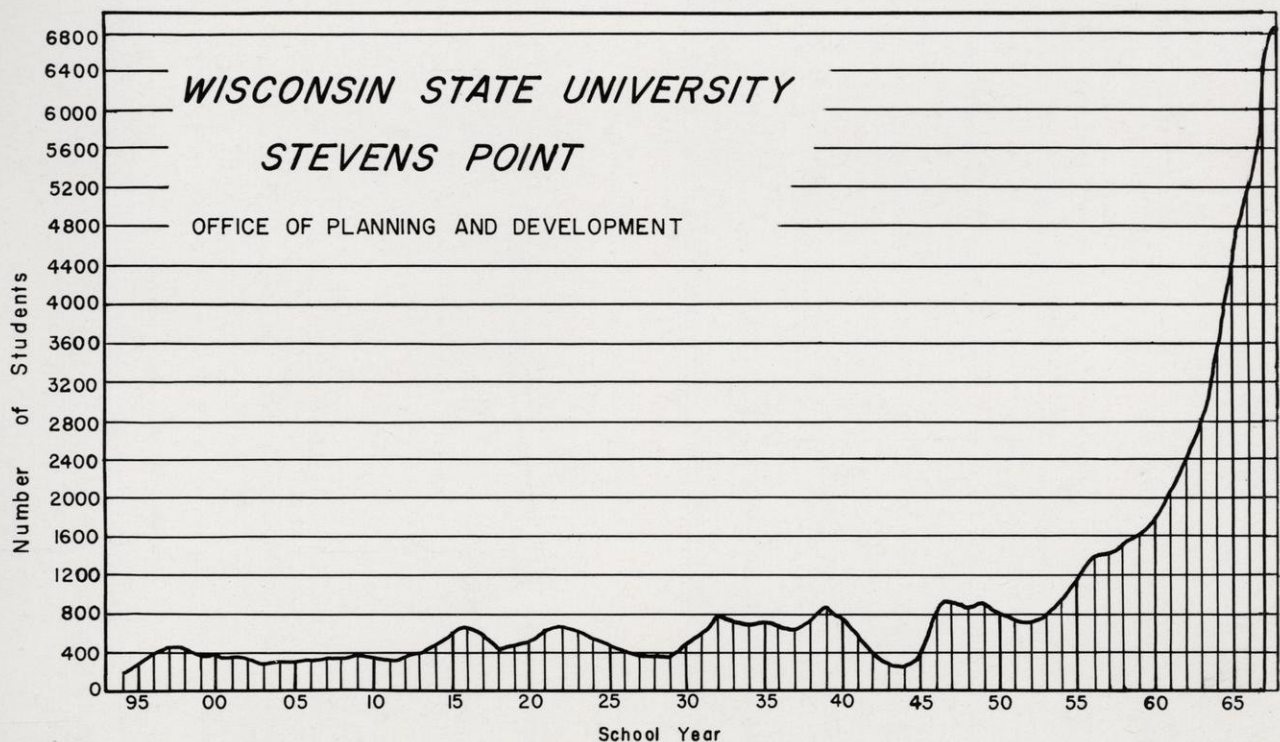
WISCONSIN STATE UNIVERSITY STEVENS POINT



(INCLUDES: FIRST SEMESTER, SECOND SEMESTER, AND SUMMER SCHOOL GRADUATES)

OFFICE OF PLANNING AND DEVELOPMENT

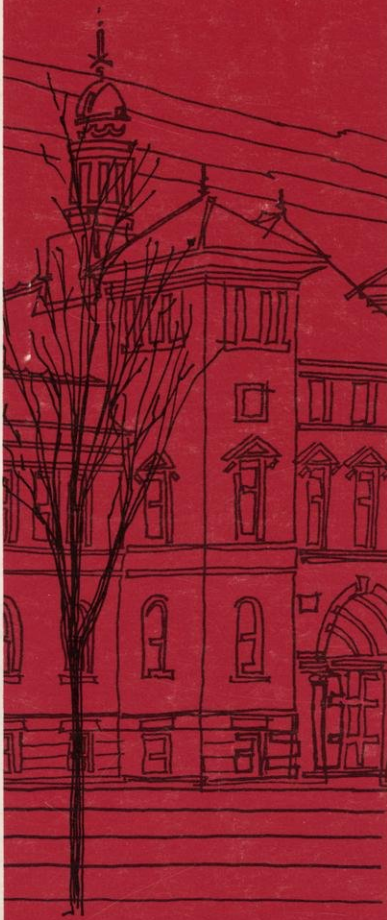
STUDENT ENROLLMENT 1894-1968





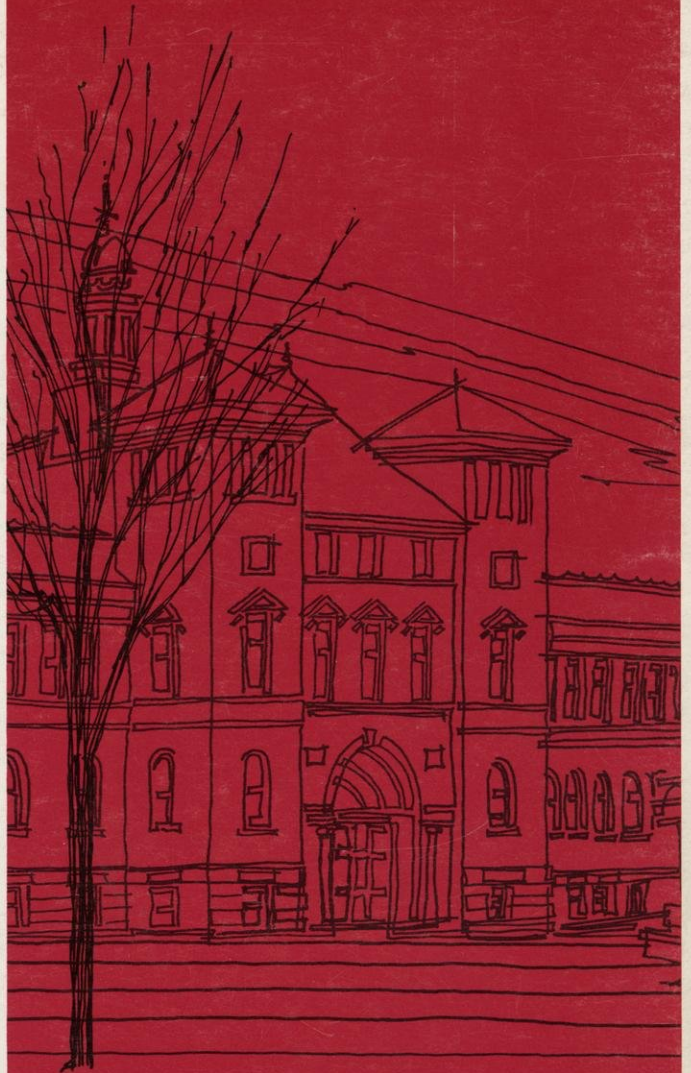
STEVENS
POINT
NORMAL
SCHOOL

1894



STEVENS POINT
STATE
TEACHERS COLLEGE
(CENTRAL STATE)

1926



WISCONSIN
STATE COLLEGE
STEVENS POINT

1951