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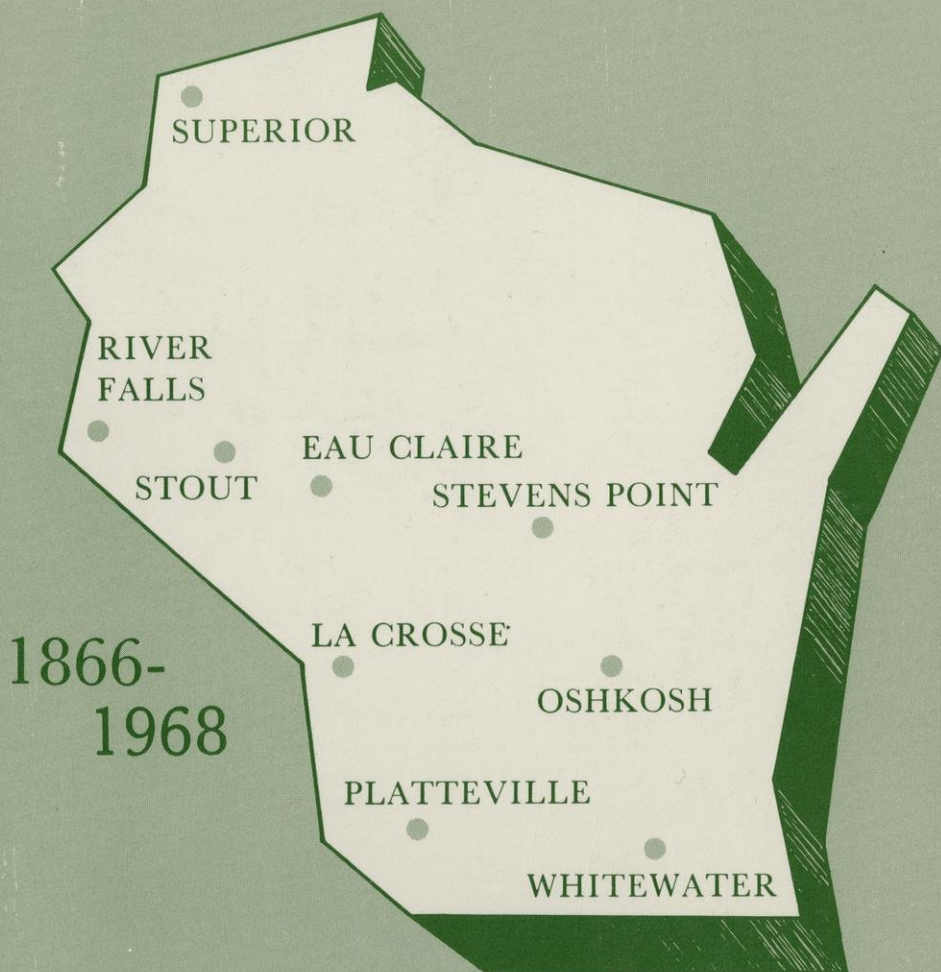
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HISTORY OF THE WISCONSIN STATE UNIVERSITIES



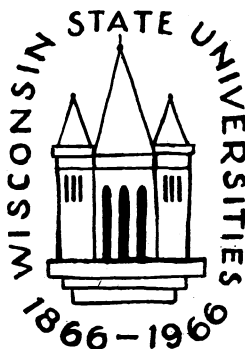
EDITED BY WALKER D. WYMAN

History of the Wisconsin State Universities



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Edited by
Walker D. Wyman



With Chapters by

Walker D. Wyman
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Printed in the United States of America
By the Doughboy Press, New Richmond, Wisconsin

First Printing, August 1968
River Falls State University Press River Falls, Wisconsin

PREFACE

Back in 1958 it occurred to this writer, then a professor of history, that the Wisconsin State College System was nearing the centennial of its origin at Platteville in 1866, and that a volume of the history of the system was in order even though the nine state institutions had been founded at different times over the years between 1866 and 1916. The proposal was laid before the Board of Regents and approval was forthcoming for the release of time for those authors on each campus who would write the history of the nine state universities.

In the intervening years, the project has had its problems. The editor served as a university president for five years and in that time could not give much attention to the progress made by the individual authors. However, Rowlinson Carter of the State Historical Society of Wisconsin gave assistance, and the project is indebted to him for editorial assistance and direction. Death took the author of the first Eau Claire history, Professor Laura Sutherland; leaves of absence and other commitments affected the project in other cases.

This volume is the first history of a state system to be published in the nation, and because of the methods used and the purposes served, it has both the strength and the weakness of such a state-wide cross-institutional study. It gives an overview of the development of the system since its inception in 1866 and an in-depth view of each institution. Each chapter, written by a competent person who is now or has been associated with the system, is a case study showing how a regional institution evolved. No attempt has been made to assess the impact of the system upon the state or nation. The study does show the direction these institutions are moving and shows that a new type of university has already evolved.

Though some of the chapters have been read by members of the faculties and administrative officers, the volume does not represent any point of view of any faculty senate, department, or president. The governing board authorized released staff time for the research and writing, but has had no other relationship with the study. Only the editor and the authors can be held responsible for the statements of fact and of judgments made.

The weakness of this method of writing a history of a state system of higher education will be obvious to all critical readers. The editor and the authors have written with pride, perhaps, of the system with which they are

associated, but it is hoped, not at the expense of good judgment in the selection and evaluation of historical facts and forces. No attempt has been made systematically to trace the role of the governing board in the development of these institutions, though all official policies are accredited to it. There is no description of the emergence of the central office of the Board of Regents which exercises an increasingly greater influence over the nine institutions.

These chapters will serve those who wish to examine the principal lines of development of an emerging system of higher education and the history of the individual institutions which serve as case histories showing how the system has developed within the political and educational framework of Wisconsin.

The editor is indebted to Dr. Wayne Wolfe, Vice President for Administration, WSU-River Falls and to Helen Bryant Wyman for editorial assistance.

Walker D. Wyman

Wisconsin State University-River Falls
Aug. 10, 1968

**History of the Wisconsin State Universities
(1866-1968)**

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CHAPTER I

"A BREATHTAKING DEVELOPMENT"—1866-1968



"The breathtaking development of the nine schools is one of the glories of Wisconsin educational development. In 1926, when four-year education degrees were authorized for the first time, they had aggregate enrollments of about 4,700. Their students had nearly doubled by 1951, when the liberal arts were permitted for the first time. Enrollment reached 30,000, when the schools started calling themselves universities. Next fall (1967) they will register 51,000 students. It is a proud and satisfying record."

Thus commented an observing editorial writer in the *Appleton Post-Crescent* at the end of the first century of the Wisconsin State University System. The writer further stated that the "evolution of the small, modestly staffed and limited function schools into one of the major higher educational systems of America since World War II is one of the most impressive of the proofs of the democratization of higher education in our state."

The central theme in the century of this "breathtaking development" has been democratization of educational opportunity at modest cost through regionally placed institutions within a short distance of most Wisconsin youth. The system has served as a deep well thrust down through the middle and lower economic layers of society through which the generations of young people of the modest income families have been drawn upward to new levels of service and status. Thousands of Wisconsin citizens have been able to say that their ambitions were realized because of the existence nearby of a normal school (teachers college, state college, or state university) which had low fees and an "open door" admission policy. The system has been an important cornerstone supporting grassroots democracy in Wisconsin. Historically, the state university system has supplied a large percentage of the elementary teachers, approximately half of the high school teachers needed in the public schools,

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and an unknown number for the other professional occupations of the state. In an age when economic well-being is linked to post-high education, the system stands as a principal agency, along with the University of Wisconsin System, for developing talent needed in an expanding economic order.

It is too early to assess a system of higher education that is still in motion, whose enrollments and services are still rapidly increasing, when only the direction, not the final pattern of development, is clearly visible. But it is obvious that out of the original normal school system there is emerging a new type of multi-purpose institution that might well be called the "People's University." Its role becomes more distinct as the private colleges serve upper middle class students drawn from the nation rather than from their own region or state, and the University of Wisconsin moves toward research, graduate study, and professional schools, and becomes the servant of the world as well as state and nation. The State Universities remain largely geared to undergraduate instruction and serve the regions adjacent to them.

The keynote to the "breathtaking development" of the past century has been educational opportunity at the grassroots and the future would appear to be in the same direction. Strange it is, too, that the system has emerged, like Topsy, without much planning, with little freedom to experiment or the funds to move in new directions, and without gifted direction from its governing board, its Madison secretariat, or its administrators. Though strong teachers of long tenure have provided the lodestones of loyalty to the institutions, faculties have never shaped many policies beyond a department or a campus. Despite the conformity imposed by a single board that establishes policy for the nine institutions, each university has a flavor of its own, determined by the region it serves, its leadership, and the traditions that have developed in the past century. Clark Kerr once defined a university as a group of departments connected by a pipeline to the heating plant. The Wisconsin State University System might well be described as nine distinctive institutions held together by a budget formula and by a confusing number of state agencies which exercise some control over them.

The Wisconsin Inheritance

An old Midwestern lady once remarked that "Nothing good ever came out of the East." To this statement Dean Andrew West replied with a question: "Not even the Westerners?" He might have asked the lady where the Christian religion, the English language, state and local government, church-related colleges, and the normal schools which preceded the state university system came from if not from the "East." These pioneers who came from the East and the border states to settle Wisconsin between 1820 and the launching of the state in 1848 brought with them their own ways of life and their hopes for the future. They cleared the land, built the villages, and established the political, religious, and educational pattern that was to prevail in the long stretch of Wisconsin history. This westward thrust that occupied Wisconsin in the early years was heavily weighted with Yankee stock, by way of New York and Ohio, and these people exercised a great influence upon the institutions established here. A disproportionate number of professional men, the politicians, and the educational leaders were of this strain. Of the delegates

to the Constitutional Convention in 1846, one third were of New England birth, and another third were from those parts of New York largely settled by Yankees. Most of the early academy and college teachers had their education "back East." These influences gave Wisconsin its ambivalence between the aristocratic and the democratic traditions in education, but Wisconsin, like other frontier states, generally moved in the democratic direction.

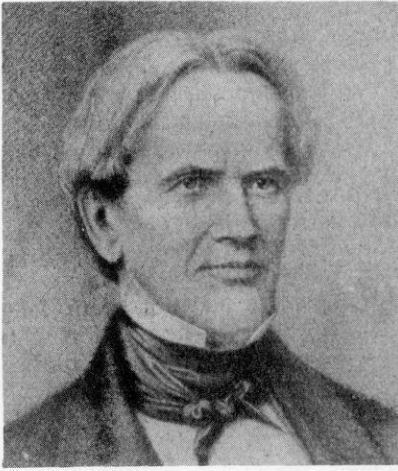
The basic assumption about education in Europe and the American East was that it served the privileged classes.³ The academy (or high school) and college served those who could pay for the privilege of being educated; knowledge was a fixed quantum of truth capped with moral philosophy, not an agent for social progress and economic advancement; the education process was the cultivation of the mind through the discipline of memory and reason, best gained through the study of Greek, Latin, mathematics, and philosophy.

By the time the settlement of Wisconsin was under way, these assumptions about education were deteriorating before the forces of democracy and nationalism. However, the aristocratic tradition led to the establishment of academies and church-related colleges—Milton (1844), Beloit (1846), Carroll (1846), Lawrence (1847), Ripon (1851), and others—for those who could afford an education. The democratic tradition soon led to a tax-supported system of common schools (1848), a land-grant university (1848), and normal schools for the training of teachers (1866-1916). In the era of the yeasty nationalism that was triggered by the War of 1812 and fed by the westward expansion and rapid growth, the belief that the Republic could be sustained only through teaching nationalism to all children prevailed. In this milieu, the common school and the teacher became important agents of democracy.

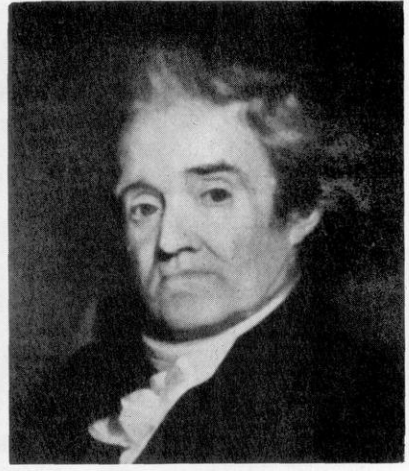
Wisconsin and the Midwest owed much to Massachusetts for its educational system. A system of education, based on the English model, was established by law in 1647. It was aimed at thwarting "that old deluder Satan," requiring each town of fifty or more householders to hire a schoolmaster to teach reading and writing and each town of 100 or more was required to establish a Latin grammar school. Thus was born the principle that property was liable to taxation for the support of schools. The law was never enforced because of indifference and poverty, and was amended over the years to ease the burden of educating all children at public expense. Not until 1827 did Massachusetts establish the foundation of a free, secular, tax-supported system, and by that time other states had made humble beginnings toward the same goal.⁴ Democracy and naturalism were shaping the pattern of the public system of common schools.

One of the principal architects of using the public school as an engine of American democracy was Noah Webster. He wrote the first speller, commonly known as "Webster's Blue-backed Speller," and in the preface said: "Europe is grown old in folly, corruption and tyranny. For America in her infancy to adopt the maxim of the Old World would be to stamp the wrinkles of decrepit old age upon the bloom of youth." Consequently, he labored for an American language that would be used by all, regardless of national background or class. Webster was also the first in the field with his moral and patriotic Readers. On the title page of one reader, he wrote: "Every child

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Horace Mann



Noah Webster

should be acquainted with his own country. As soon as he opens his lips he should lisp the praise of liberty and of those illustrious heroes and statesmen who have fought a revolution in her favor.”⁵ An Ohio newspaper argued that it is the duty of governments to educate the heir to the throne, and in America, these future sovereigns were children in the streets “who cannot even speak your language.”

The idea that the uneducated masses were dangerous to the Republic spread slowly. Employers of labor joined the public school movement, believing that educated workers were more temperate and more efficient. Though the cost was great, an increasing number of Americans agreed with Jefferson that the cost was “not more than the thousandth part of what will be paid to kings, priests, and nobles, who will rise among us if we leave the public in ignorance.”

This democratic yeast was in the Massachusetts drive to establish a public school fund, a state board of education, and schools for the training of teachers. The first two were achieved in 1837, one year after the creation of the Territory of Wisconsin. Within two years, the first of four normal schools planned was opened at Lexington. Horace Mann, the eloquent spokesman for public education and normal schools in Massachusetts, was joined in the movement by an increasing number of citizens in other states. In retrospect, the public school movement and the rising concern about the teacher in our society has been the principal democratizing agent in American culture. Its greatest achievement in Wisconsin, and the nation, has been the sense of equalitarianism so deeply ingrained in American life. “Morally,” says philosopher Sidney Hook, “this is our most glorious achievement.”

The Normal School Movement in Wisconsin

In the three and a half centuries since the passing of the first public education act in Massachusetts and the many years since the launching of

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Wisconsin as a state in 1848, one of the most persistent problems has centered on the free public school. Through most of the years there has been an inadequate supply of teachers to meet the needs of a growing population. The failure of the early academies and colleges to produce an adequate number of teachers was one of the greatest handicaps to developing public schools, yet one of the most difficult to resolve. It was in the hope of contributing to this need that the normal school idea was borrowed from "back East" and established in Wisconsin in 1866.

In the Territory of Wisconsin (1836-1848), there were few schools. The first elementary school was a subscription school in Green Bay, supported by contributions of those parents whose children attended. In 1817, one teacher offered to teach the English language, reading, and writing for nine months for \$6 per pupil per quarter. Louis Grignon pledged \$100 and "a proportionate quantity of vegetables" for tuition for his five children if a teacher could be found. Apparently one teacher tried it but was unable to "make a livelihood on one Gallon of Pease 15 lb. Pork per Month," and so got drunk and left the teaching profession.⁶ However, the subscription school and the academy run by trustees and supported by tuition were the two principal educational institutions in early Wisconsin. Townsite developers advertised for blacksmiths, doctors, and teachers in their efforts to make a new town attractive to settlers.

The territorial government delegated authority to five school inspectors elected annually at the town meeting to examine teachers and pass on their moral character, learning, and ability. In these days, teachers were young New England boys hedge-hopping across the frontier settlements in search of fame and fortune, stopping here and there to teach a term before moving on; a few were the products of the academies either back East, or in Wisconsin at such teacher training institutions as the "Albion Academy and Normal Institute," "Sharon Normal and Scientific Institute," and the Platteville Academy; others might have attended a term or two at one of the church related colleges such as Oberlin in Ohio or Lawrence in Wisconsin. In general, they were in short supply and not distinguished for their learning. One of the early examining committees asked a candidate whether he taught the earth round or flat, and the young hopeful replied: "I can teach her either way, whichever way you want her."

An early settler in Ohio spoke of the teacher problem in this way:

"The old Irish school master holds forth three months in the year in a poor cabin with greased-paper window panes. The children trudge three miles through winter's snow and mud to school. They begin a-b, ab, and get even as far as b-oo-b-y, booby, when school gives out and they take up their spring work on the farm. The next winter, when school takes up, if it takes up so soon again, having forgotten all they had been taught previously in the speller, they begin again at a-b, ab, but year after year never get any further than b-oo-b-y, booby."

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The quality of teachers employed in the early schools is further indicated by the *Western Monthly Magazine* in 1836:

'It is a well known fact, that in small towns school-masters for the most part are men of little or no acquirements, or address, but are professedly men who never thought of becoming instructors of youth . . . until necessity compelled them, or ambition used them to make the occupation subservient to some other subject. To teach for a season or two, seldom longer, is the utmost of their intention . . . That there should be men of this description, charlatans in every sense of the word, whose sole object is to enrich themselves by imposing upon the credulity, and I may say apathy of the public, is not surprising—knaves have abounded in every age—but it is to me perfectly unaccountable, that a community should willingly suffer themselves to be hoodwinked by such persons and cajoled by their flattering promises and monstrous pretensions.'¹⁸



The district school in New York (From an illustration in Washington Irving's The Legend of Sleepy Hollow.)

It would not be accurate to characterize all teachers as inadequate and always in short supply. The better educated gravitated to Milwaukee and other towns of size leaving the rural areas what was left. These teachers "kept school" for a term or two, using as textbooks the Bible, McGuffey's

Readers and Webster's Spellers, and upon occasion, it was said, "got drunk on Saturday and whipped the entire school on Monday." It is little wonder that the Constitutional Convention of 1846 should concern itself with a tax-supported school system, a state superintendent to look after the schools, and a normal school for the training of teachers.

It is commonly believed that the Ordinance of 1787 established the common school system in the states of the Old Northwest, of which Wisconsin was a part, but this is only partly true. It declared that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, Schools and the means of Education shall forever be encouraged." The Land Act of 1785 providing for survey and sale of land above the Ohio, reserved one section in each township for a school, and the Ohio Company purchase included land for education. These acts established the precedent that education was to be supported by public land grants, and encouraged the friends of education to seek that source of income for the schools. However, the income from the sale of public lands was never sufficient for the needs of the school system.

Prior to the Wisconsin constitutional convention, Ohio, Indiana, and Illinois had moved toward a free, tax supported school system. In the territorial days, Wisconsin had done nothing except to authorize a seminary and indifferently seek a land grant for it. However, the friends of public education were present in numbers at the constitutional convention. The well-known editor of the American Journal of Education and an advocate of both public schools and normal training was invited to address the convention, invited by John H. Tweedy, a Yale graduate who then lived in Milwaukee. His address to the convention became the article on education incorporated into the Constitution, but all for naught when the voters turned down the Constitution on other grounds.

At the second constitutional convention, the establishment of schools, including normals, was incorporated after considerable discussion over the normal school problem. The original draft included these provisions:⁹

"The revenue arising from the school fund shall be exclusively applied to the following subjects, to wit: first, to the support and maintenance of primary schools in each town and district . . . second, the residue shall be appropriated to the support and maintenance of county academies and normal schools . . ."

"When the population of any county in this state shall exceed twenty thousand in number, provisions shall be made for the erection of an academy in each county . . . and a normal school department for the education of teachers for primary school."

Even when amended, these sections of the Wisconsin Constitution of 1848 gave the normal school or department its place in the sun. An agency for the training of teachers, originally patterned after the teachers' seminaries of Prussia and already established in Massachusetts in 1839 and in New York in

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1844, had been tied to the common school in the basic law of the land. But there lay ahead eighteen years of trial and error before the launching of the first normal school in Wisconsin at Platteville in 1866.

The Constitution created a state university and the first legislature authorized a "Normal Department" in the university, but provided no funds for several years for its operation. In the meantime, the new state superintendent of schools held teachers' institutes, called "temporary normal schools" for teachers prior to the opening of school. Even when the University Normal Department began its operation in 1856, having won \$800 in legislative support, the State Superintendent A. C. Barry claimed that the need for teachers was so great that a separate normal school was needed. He suggested that local communities would happily donate land and buildings, as has been done in New York and Michigan, if the legislature would move in this direction.

On the surface, it may seem strange that the presidents of Beloit, Milton, Lawrence, and Carroll colleges became the lobbyists for the legislative support of teacher training in Wisconsin; but their institutions and the academies were the teacher training institutions at this time, and consequently they sought legislative support for their programs. The Act of 1857, which is the Magna Charta of teacher education as distinguished from other learning, established the Swamp Land Fund from sales of land under the federal law of 1850, and authorized the use of 25% of the income to support teacher training in the various private colleges and academies supporting a normal department. The University of Wisconsin was excluded. The act set up a nine member Board of Regents to distribute the funds. Since the first board included several of those who had lobbied it through the legislature, they proceeded to administer the law as academies and colleges of that day believed teacher training should be done. Students who had not attended high school but were fourteen years of age could be admitted. The required academic subjects were those in the existing curricula — algebra, arithmetic, geometry, grammar, spelling, geography, physiology, and history. Courses dealing with the problems of teaching were few. Beloit had one such course.

In the early years of the law's operation, the accumulated funds made the support fairly generous, but the income waned and so did the interest of the private colleges in teacher training. Four colleges, one "female college," and three academies received \$14,520 in state aid the first year. In 1858, fourteen institutions received \$10,152, of which Lawrence received \$2,400. The next year Lawrence received the largest grant to any one college, or \$740, and the smallest grants of \$50 went to Kenosha and Beaver Dam High Schools. This system enrolled 793 students in 1860, but only 232 were accepted as qualified for teaching.¹⁰

This method of training teachers was obviously not successful. It failed to subsidize private institutions sufficiently to interest them in converting to normal schools. Only Carroll and Milton appeared willing, even anxious, to perform this service. By 1864, only seven institutions, including two high schools, participated in the program, and the number of teachers produced was only thirty-six. When the University of Wisconsin dropped its Normal Depart-

ment in 1868, the failure of the existing system to produce teachers assumed greater proportions. A better answer to the quality and quantity of teachers for a fast-growing public educational system was needed.

The normal school movement had grown apace in the years since Wisconsin became a state. Normal schools had been established in Philadelphia (1848), New Britain, Connecticut (1849), Ypsilanti, Michigan (1849), Bristol, Rhode Island (1852), Salem, Massachusetts (1853), Trenton, New Jersey (1855), Normal, Illinois (1857), Charleston, South Carolina (1857), New Orleans, Louisiana (1858), and Winona, Minnesota (1858). Before 1849 there were only eleven, but between 1850 and 1899 a total of 113 were added. In addition there were a number of departments in land-grant universities and private schools giving instruction in teacher training. When Wisconsin established its normal school system between 1866 and 1916, it was doing what other states were doing to meet the desperate need of teachers for America's "most glorious achievement," the free, compulsory, tax-supported school system.

At this juncture in history in 1865 when the Civil War was over and the great immigration streams poured into the midlands of America, the Board of Regents drew up a plan for the establishment of a normal school in each of Wisconsin's six congressional districts. As had been done in the East, the Board invited sealed bids for land, buildings, and money from communities desiring a normal school. The Board had rejected the offer of Carroll and Milton to become normal schools, and were determined to create institutions concerned only with teacher training. Among the normal school proponents was a distrust, even rejection, of the private college curriculum with its strong orientation toward classical subjects and the reluctance to offer instruction in teaching and learning itself.

The response to the Board's invitation justified the confidence they had placed in competition as a means of launching a normal school system. These offers were received:¹¹

Baraboo — \$10,000 and the buildings of Baraboo Collegiate Institute

Berlin — \$30,000 and a site

Fond du Lac — \$30,000 and a building

Milwaukee — \$31,000 and a building

Neenah and Menasha — \$30,000 and a site

Omro — \$30,000 and a site

Oshkosh — \$30,000 and a site

Platteville — \$6,000 and the buildings of Platteville Academy

Prairie du Chien — a site and the buildings of Prairie du Chien College

Racine — \$20,000 and a site

Stoughton — a site and construction of a building

Trempealeau — \$11,500 and a site

Waupun — \$12,000 and a site

Whitewater — \$25,000 and a site

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Having been authorized by the legislature in 1865 to select sites and use Swamp Act revenues, a committee of the Board visited the communities competing for the normals, and sought to evaluate each location on the grounds of accessibility, fuel supply, labor supply, and similar considerations. On February 28, 1866, the Board voted to establish schools at Whitewater in the First Congressional District and at Platteville in the Third District. On May 2, the Board met again and voted to locate a normal in the Second District at Stoughton, in the Fourth District at Sheboygan, and in the Fifth District at Oshkosh. This action of May 2 was later rescinded, apparently under pressure from northern Wisconsin interests, and in 1872 River Falls was selected as the site for the normal school in the Sixth District. The legislature entered the power struggle at various times in the establishment of this normal school system, the first time in the case of Milwaukee. Having resolved that it was "the duty of the Board of Regents of normal schools to establish an additional normal school in the city of Milwaukee, in the 4th congressional district . . .", the legislature's injunction was followed, and the fifth normal school was opened in Milwaukee in 1885.

The legislature provided another grab bag opportunity in 1891 when it authorized the Board of Regents to locate the sixth normal school north of township 24, or in the northern half of the state. Bids were received from Antigo, Ashland, Chippewa Falls, Eau Claire, Marinette, Marshfield, Stevens Point, Superior, Wausau, and West Superior. The regent from Stevens Point, John Phillips, moved to have the sixth normal located in his home town, and it is not surprising that the Board concurred. Defeated in their efforts to get the school in Superior (or West Superior), the boosters of that community managed to get the law amended to provide for two normals in northern Wisconsin, and successfully won a school in 1894. When the fire destroyed the River Falls Normal in 1897, great efforts were made to relocate it elsewhere in northern Wisconsin, especially in Eau Claire. Despite the support of Governor Edward Schofield for this relocation, the Board voted, with only two negative votes, to rebuild River Falls.

After the establishment of the normal at Superior, the Board concluded that its basic mission was completed, and that the six normals would meet the needs of the state in the years ahead. They believed that expansion should take place on already established campuses rather than to establish new ones. In this thinking they had the experiences of other states which had established similar sized systems. But this plan failed to take into consideration the ambitions of other cities, the educational fact of life that all institutions serve regional interests, and that in a democratic society the logic behind and hunger for those institutions expressed itself in politics. The case of La Crosse illustrates this axiom of politics.

Attorney Thomas Morris of La Crosse had both political ambitions and a desire for a normal school in his city. The city had lost its bid at the time when Superior had been selected as the site for the seventh school. At the February, 1904, meeting of the Board of Regents, on which he sat for the first time, he noted the shortage of teachers and moved the establishment of an additional normal school. In April, 1905, Morris, who had been elected

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to the State Senate in the preceding November election, introduced a bill to locate it in La Crosse. The support of regional assemblymen and senators had been assured and the lobbying of La Crosse business groups arranged for. Thus in 1905 the eighth normal school was authorized and four years later it opened its doors to students.

The Eau Claire promoters had long sought a normal school. They had bid for the fourth that was established in River Falls in 1874 and the sixth that went to Stevens Point in 1894, and had made an effort to get River Falls Normal relocated when it burned in 1897. Either the time was not ripe, the politics favorable, or the city lacked the leadership of a prominent businessman like Emmet D. Horan. Following a pattern already visible to those who observed the locating of the normals, Horan became a member of the Board of Regents in 1906. With the support of the Eau Claire business community and the regional politicians, he managed to get a bill introduced in the legislature in 1909 establishing the ninth normal school in that city, and in 1916 the last school in the system was opened. In 1913, the legislature authorized a tenth normal in northeastern Wisconsin, but the action was never funded and the location never selected, probably because of the sparse settlement and minor influence in Wisconsin politics. The system has remained as a nine school entity since 1916, though there has been a loss of Milwaukee to the University of Wisconsin in 1956 and the transfer of Stout Institute from the State Vocational Board in 1959 to the State College league. The School of Mines was merged with Platteville in creating one institution.

In recent years there has been a political impulse to expand the system through the building of "Branch Campuses" attached to one of the nine state schools and offering junior college work. The motivation behind this expansion is not a teacher shortage but the desire to decentralize junior college opportunities within commuting distance of students and also because of the great interest in many cities in "smokeless factories" with their payrolls and prestige. Branch campuses have been authorized at Medford, Fond du Lac, Richland Center, and Rice Lake.

As high schools became common, training departments were authorized in many of them, and in 1925-1926 the twenty-eight schools enrolled 860 students in one year teacher training programs. Between 1899 and 1929, thirty-one county normals were established, drawing state aid for their operation costs, the total being \$297,057.50 for 1925-1926.¹² The teacher training departments in the high schools, as in the academies before them, have long since gone their way but over twenty small county normals, now County Teachers Colleges, still exist.

Curricular Growth

During most of the years of the past century the normal schools swam upstream. Enrollments were small because of the alternative method of qualifying for teaching by taking county teacher examinations, and because the shortage of teachers discouraged requiring much college work for certification. There was also the long guerrilla war carried on by private colleges and the

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University of Wisconsin over the academic work offered in the normal schools. The university had further reason to jockey with the system since the normals were properly regarded as competitors for legislative funds. There was also an intramural quarrel within faculties and among board members over the issue: should a normal school offer courses, academic as well as professional, that were not geared to the immediate needs of public school teachers? Since the prestige of institutions is largely determined by the status of the work done by graduates, and since teaching has commonly been regarded as one of the lowly occupations, the prestige of the normal schools has been very low most of the century. Only in the last two decades has the meteoric rise of the system taken place.

In the early days, the normals offered courses in the Preparatory Department for those students who had no work beyond the elementary school, and the students who had attended high school (or preparatory) were admitted to the Normal Department. Admission was granted to those who had a recommendation from the county superintendent of schools certifying age, residency, physical health, and moral character. The president gave an examination to determine final admission and whether the student was admitted to the Preparatory or Normal department. Once accepted, the candidate must sign a declaration that he would teach in Wisconsin, and consequently would have no tuition to pay.

As high schools developed, the preparatory departments were phased out, though one year and two year teacher training programs continued. Pressed by the early presidents who were products of eastern colleges and classical curricula, the Board of Regents moved slowly into academic fields. The Board committee that examined River Falls in 1875 noted "that professional training held a position subordinate to that of academic training . . ." In 1892, the Board authorized four year curricula in English, German, and Latin, a two year curriculum in elementary, and a one year professional course. The four year curricula were increased to five in 1911 with admission by transfer from county normals, by examination if only an elementary graduate, and by teaching experience. The "Rural Course" of one year's length for teachers of one room schools was authorized in 1910 to supplement the county normal and high school training departments.

As the number of high schools increased, especially after 1910, the demand for teachers in the special fields of agriculture, commercial, industrial arts, and home economics was great. Training teachers in these specialties was assigned to individual normal schools, and two year programs were developed for high school teachers. In 1914, the normal school system's curricula were reorganized into these areas of teacher training: Primary Department for preparing teachers of the lower grades, two years; Grammar Department for upper grades, two years; Principals of Elementary Schools, two years; High School Department, two and three years; Rural Department, one year; Special Departments (agriculture, commercial, kindergarten, industrial arts, home economics), two years. By the time the normals had to face the decline in enrollment because of World War I, the upgrading of teacher training and the public school system had produced these fundamental changes in the

"A BREATHTAKING DEVELOPMENT"—1866-1968

normal school curricula: junior college courses in history, literature, science, and other academic subjects had become a part of the teacher training programs in all curricula; professional education courses which included school management, psychology, school law, science and history of education, and the theory and methods of teaching were required for certification of teachers; and the summer session as a time and place for the upgrading of the qualifications of teachers in the field had become a regular part of normal school operation.

Over the years, the Board had agonized over the problem of the content of teacher training programs, and had resolved the issue in favor of professional training against the subject matter oriented curricula, especially the classical curriculum common in the academies and church-related colleges. In the first two or three decades of the 20th century the Board still debated the curriculum problem that was center to the role of the normal school in the public system of education: Did the academic programs then developing interfere with the teacher education program? Most of the presidents pushed in the direction of strengthening the academic offerings. The new members of the faculties brought in to teach in the special departments and courses for high school teachers were oriented in the subject matter direction. The unhappy and unresolved conflict between the academic and the education faculties developed on every campus. The issue was also a part of the problem of better preparation of teachers, and this is the stand on which Board policy was shaped. The first bill to authorize a four year teacher training program leading to the bachelor's degree in education was introduced into the legislature in 1907. The bill was killed by President Charles R. Van Hise of the University, the presidents of Lawrence and Ripon colleges, and their allies who wished to limit the normal schools to two year programs and not compete with them as teacher training schools for high school teachers. Similar bills were introduced in subsequent legislative sessions only to be killed by the University-private college lobby and their allies. After the bill had been side-tracked again in 1913, the president of Beloit College wrote Van Hise:

"It was a great satisfaction to us to have the Normal School bill indefinitely postponed last week . . . We feel under great obligation to you for your leadership in the matter . . . I do not support the movement to elevate the normal schools into colleges in the end, but the present check must be a salutary one."¹³

When Van Hise died in 1918, the educational forces arrayed against the evolution of the normal schools lost their leader and history was on the side of strengthening teacher education curricula and of increasing the supply of qualified teachers. Even the city school superintendents, who feared the normals would neglect elementary teaching and concentrate on high school programs withdrew their opposition when assured by the Board that only a few schools would be authorized to grant the bachelor's degree. The graduates of the University of Wisconsin and the private colleges were readily put under contract to teach in the city high schools but rural areas had to rely

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on teachers of less training. A high percentage of all teachers in Wisconsin did not hold a bachelor's degree. Normal school administrators pointed to Albany, New York and Ypsilanti, Michigan where the teacher training institutions had been offering bachelor's degrees since 1890. Furthermore, accrediting agencies continued to push for upgrading the teacher education programs in the normal schools. The spirited opposition of Van Hise and allies had helped stiffen the educational backbone in the normal school system.

In the legislative session of 1925 the normal schools were given the green light to offer the bachelor of education degree.¹¹ The Board could not agree on which three or four of the normals should offer the four year degree, and so on a motion of Regent John Callahan the following resolution was passed:¹⁵

FOUR-YEAR DEGREE COURSES ESTABLISHED—

I. Four-year courses leading to the degree of bachelor of education in elementary education, including junior high school and kindergarten-primary education at Milwaukee and Superior, are hereby authorized and approved at the state normal school at Milwaukee, Oshkosh, Eau Claire, and Superior, effective September 1, 1926.

II. Four-year courses leading to the degree of bachelor of education in special departments are hereby authorized and approved at state normal schools as follows, effective September 1, 1926:

- (a) In Art and Music at Milwaukee*
- (b) In Agriculture at Platteville and River Falls*
- (c) In Industrial Education at Platteville*
- (d) In Industrial and Vocational Education at Oshkosh*
- (e) In Home Economics at Stevens Point*
- (f) In Physical Education at La Crosse*
- (g) In Rural Education at Stevens Point*
- (h) In Education of Exceptional Children at Oshkosh*

III. Four-year courses leading to the degree of bachelor of education in secondary education are hereby authorized in all state normal schools, effective September 1, 1927. All such courses to be approved and limited by the Board of Regents prior to July 1, 1927.

IV. In all special departments, except in the department of exceptional children at Oshkosh, all three year courses shall be discontinued not later than September 1, 1927.

V. In accordance with authority granted by Section 37.11(1), Wisconsin state normal schools shall be designated as State Teacher Colleges, effective September 1, 1927.

The battle over the bachelor's degrees in the normal schools was entwined with the problem of junior college offerings. The University had accepted the private colleges as junior colleges with credits accepted at face value, but

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did not readily accept the normal school credits even after the normal schools established their college transfer course in 1911 after being authorized by the legislature. Whitewater, Platteville, and River Falls soon dropped this program, but student enrollment boomed in several of the other schools. When the Carnegie Foundation took a stand against junior college work in the normal schools of America, this helped convince the Board that such programs should be discontinued in the Wisconsin schools. This was done in 1922. The president of Milwaukee resigned in protest, and probably many students perjured themselves when they signed the declaration that they were preparing to teach and continued to take only the academic courses offered in the high school teacher training courses in the normal schools. As enrollments increased and the four year programs became largely academic in content, the academic faculties grew in size and in educational preparation. The long war over transfer of credits came to an end without the ceremony of peace treaties or law. On the other hand, the peculiarities of Wisconsin's educational politics caused the governing board of the teachers colleges to accept the county normal credits, and in effect placed them in the position of the University on the transfer problem.

The historians of the University of Wisconsin, Merle Curti and Vernon Carstensen, summarize the University position on the relationship with the teacher training institutions in this way:¹⁶

"University officials had long alternated between attempts to capture the normal schools and convert them to preparatory departments and attempts to destroy them or keep them as trade schools . . ."

"[However] the attitude of University officials toward the normal schools ignored the fact, clear to anyone who looked, that educational opportunity was often a matter of geography . . . It was at least an open question whether the 'highest educational interests' of the state were served by opposing the development of the teachers colleges into regional colleges which appear to be evolving at present [1949], or whether these interests might not have been better served if, instead of fighting the advance of the normal schools, University officials had encouraged their growth, generously and wisely helped them toward respectability and usefulness."

Though the Board had abolished the junior college program in 1922, an increasing number of students, listed as "unclassified," continued to enroll in the academic courses offered in the teacher education curricula. These were the common introductory courses in biology, history, literature, and others, identical with those offered pre-engineers, pre-law and pre-medical students pursuing professional or liberal arts degrees in the major universities. Students who took degrees from the teachers colleges, though they had no interest in teaching, objected to taking the equivalency of a minor in psychology, practice teaching, and similar professional offerings. Presidents and faculties pressed for authorization to give the bachelor of art and bachelor of science degrees, but as long as Edward J. Dempsey of Oshkosh was president of the Board

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of Regents little could be done. He believed that the teachers colleges should remain teacher colleges and used his position as president to preserve that historic role and function of the system. But even this position proved untenable in time. First the legislature under the covert direction of President Jim Dan Hill and Regent George Sundquist authorized the liberal arts degree in any teachers college 265 miles from Madison, and that included only Superior. Then there was a change in the membership of the Board, including the president, and the new Board immediately made moves toward broadening the services of the teachers colleges. In 1951, the legislature authorized the Bachelor of Arts and Bachelor of Science degrees, and the Board again changed the title of the schools to State Colleges.

As state colleges, academic programs multiplied, teacher education specialties developed, and graduate work in elementary education and in the academic fields taught in high schools slowly emerged, first as a cooperative venture with the University of Wisconsin, then each institution was on its own. Enrollments exploded in the 1950's, doubling in the decade after becoming state colleges, and to 44,044 at the end of the first century. Stout Institute joined the system in 1955 and Milwaukee left the system in 1956, having merged with the University of Wisconsin. The Wisconsin Institute of Technology was merged with Platteville in 1959. The normal schools were well along the road to becoming a system of large regional institutions. Each institution was reorganized internally into schools and colleges, the usual being a school of arts and science, a school of education, and one or more schools in special fields such as business and nursing. Believing that the state colleges had reached another plateau in their development, the Board changed the names again, creating the Wisconsin State University System.


Summary

The Wisconsin State University System rose in response to the need for teachers in a rapidly growing public school system, and because the normal school proved to be a proper agency for meeting this need after the private college and academy approach to teacher supply had failed. Furthermore, the normal school movement was a revolt against the classical curriculum and the low esteem in which teaching was held. The original plan to establish a normal in each of the six congressional districts, located in a community willing to provide the necessary physical plant, was subject to political pressures, but it did create a fairly well distributed educational system. Most of the years the institutions have been starved, both in physical plant development and in the freedom to break out into larger regional service. Not until 1915 did one of the institutions reach 1,000 students, and that was the normal in the largest city of the state, Milwaukee. In the teachers college era (1927-1951), only one other institution, La Crosse, passed the 1,000 enrollment mark. By 1956, when Milwaukee was detached from the system, a third school, Eau Claire, had reached 1,000. At the end of the first century in 1966, the smallest was Superior with 2,709 and the largest was Oshkosh with 8,267, and the system served 44,044 students, most of them from families of moderate means, and about half of whom were pursuing teaching careers. The

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Wisconsin State University System had achieved regional status and had become the sixth largest educational system in the nation. Truly, as the *Post-Crescent* said, this was a "breathtaking development."

There were 7 farmers, 3 of whom drank rum and whisky, and became miserable; the rest drank water, and were healthy and happy. How many drank water?



The illustration shows seven farmers standing in a line. The first four farmers on the left are dressed in clean, well-kept clothing and hats, appearing healthy and happy. The last three farmers on the right are dressed in ragged, tattered clothing and hats, appearing miserable and unwell.

INTERJECTIONS.



The illustration depicts a woman on the left bank of a stream, shouting with her arms raised. On the right bank, a man has fallen into the water. The scene is set outdoors with trees in the background.

Oh! my poor brother.

Textbook illustrations are shown, above, from Emerson's Arithmetic and, right, from Murray's Grammar.

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Footnotes

1. *Post-Crescent* (Appleton, Wisconsin), August 7, 1967.
2. Thomas J. Wertenbaker, "The Moulding of the Middle West," *American Historical Review* (1948), Vol. LIII, p. 223.
3. Richard Hofstadter and DeWitt Hardy, *The Development and Scope of Higher Education in the United States* (Columbia University Press, 1952), pp. 3-22.
4. Vernon Lamar Mangun, *The American Normal School* (Warwick & York, Baltimore, 1928), passim.
5. Henry Steele Commager, "Noah Webster 1758-1958," *Saturday Review*, Vol. XXXXI, pp. 10-12 *et seq.*
6. Buley, *The Old Northwest Pioneer Period, 1815-1840* (1950), Vol. II, p. 343.
7. Buley, *The Old Northwest*, Vol. II, p. 358.
8. Buley, Vol. II, p. 371, ff. 147.
9. Milo M. Quaife, *The Constitution of 1846* (Madison, Wisconsin, 1919), pp. 743-744.
10. William Herald Herrman, "The Founding of the Normal Schools." *The Rise of the Normal School System* (unpublished Ph.D. thesis, University of Wisconsin, 1953), Ch. III.
11. Herrman, Ch. III.
12. John Callahan, *Education in Wisconsin* (Biennial Report of the Department of Public Instruction, 1924-1926).
13. Merle Curti and Vernon Carstensen, *The University of Wisconsin* (University of Wisconsin Press, 1949, Vol. II, p. 265, ff. 111
14. See Jessie M. Panburn, *The Evolution of the American Teachers College* (Columbia University, N.Y., 1932), passim.
15. *Proceedings of the Board of Regents*, July 26, 1926.
16. Curti and Carstensen, *The University of Wisconsin*, Vol. II, pp. 265-266.

CHAPTER II

FROM ACADEMY TO UNIVERSITY: WISCONSIN STATE UNIVERSITY — PLATTEVILLE



Platteville, the seat of higher education in Southwest Wisconsin came into being as a result of typical frontier momentum. After the War of 1812, literally hundreds of people were attracted to the new West when the Indian menace was suppressed, when the British departed, when the new public land policies were established, and when federal subsidization of transportation was applied. In addition, the attraction of untapped natural resources, principally lead, beckoned many people to the unglaciated areas which straddled Illinois, Iowa, and Wisconsin. The federal government controlled exploitation by placing jurisdiction of the lead region under the War Department which applied a system of leasing lead property and of collecting a tax, first from individual miners and later from smelter operators.¹

Initially most prospective Platteville settlers migrated into the area by way of Galena, which by 1820 had bloomed from a collection of shacks into a roaring frontier mining town. It was through this route and set of circumstances that Platteville's founding fathers, chiefly Major John Rountree and John Campbell arrived on the scene. They purchased Emmanuel Medcalf's "badger hole" for \$3,500 and set about creating a thriving mining industry, including a number of small smelters. Inevitably, among the back waves of migrants came farmers, who sought to supplement their subsistence economy by selling surplus produce to miners. Some individuals, indeed, engaged in both mining and farming activities. Finally, there arrived the many typical townspeople, storekeepers, craftsmen, professional men, and families.

Platteville achieved political "maturity" rather early, when Major Rountree was appointed both postmaster and justice of the peace in 1829. Shortly thereafter, the Michigan Territorial legislature established county government for most of the southern half of present day Wisconsin, although for some

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years Platteville continued to remain within Galena and Illinois' spheres of influence. In 1841, within a few years of Wisconsin's becoming a separate territory, a charter for village government was approved for Platteville. Settlement was temporarily retarded between 1827 and 1832, when Red Bird and Black Hawk created hysteria among the several hundred inhabitants of the southern area of the territory. The combined forces of local militia and army regulars squashed the invasion, and thereafter the path was open to uninterrupted and unlimited settlement. Within a generation's time the major social, economic, and cultural institutions were established in Platteville and vicinity. Rountree and others branched out into retailing and merchandising so that Platteville could boast several grocery stores, two butchers, a baker, numerous farm implement and machine shops, three hotels, two drug stores, a shoe maker, several mills, a photographer, and at least one newspaper and print shop.

In 1835, Rountree retained Thomas Hugill to plot a segment of the fifteenth section of the township and thus Platteville's first residential and business section was created. Lands not otherwise classified as mineral property were sold for homesteads and business locations. Rountree monopolized much of the land through earlier negotiations at Mineral Point, but he was nonetheless very generous in donating land to various church groups and educational organizations. One such donation to the Presbyterian Church was used for the construction of a combination Church-Academy Building on the corner of Cedar and Bonson Streets. The Platteville Academy, which was initially chartered in 1839, had struggled along under combined Methodist and Presbyterian support, but without outstanding success. The Academy's first leader, Rev. Alvin Dixon, had earnestly devoted himself to the task at hand, but decided in favor of full time ministerial duties in 1841. In 1842, the Platteville Academy was rechartered and placed under the direction of George Magoun, a Bowdoin College graduate, who paved the way for an expanded curriculum through the installation of a training course for public school teachers. Magoun, too, departed to pursue a clerical career, but fortunately was replaced by Josiah L. Pickard, who devoted fourteen years to the firm establishment and development of the Academy. He left primarily because of failing health to become State Superintendent of Public Instruction and to lead a state-wide movement to improve teacher training and public education in general.² Between 1860 and 1866, the Academy trustees sought various ways and means of acquiring additional state support for the institution rather than see it disappear entirely. Their struggle coincided with a wave of enthusiasm in Wisconsin for the inauguration of state supported normal instruction.

The history of the Normal School in the United States dates from the founding of the teacher training school at Lexington, Massachusetts in 1839. Within a generation, the pioneer teacher training program, as well as the older public school movement, had spread throughout New England, into adjacent areas, and beyond the Appalachians into the New West. In 1855, the Board of Regents of the University of Wisconsin established a Normal Department to engage in training teachers for the state's common schools. Henry Barnard,

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Original building, Platteville Normal, 1866.

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a nationally known leader in the public school movement, was appointed the first head of the new department.³

On the other hand, public school administrators were not quite so convinced that the State University's staff and facilities were sufficiently specialized to accomplish the purpose. In the spring of 1855, A. C. Barry, Superintendent of Schools in Racine, Wisconsin, argued that separate, independent Normal Schools were needed for the task. Perhaps as a result of Barry's suggestions, the State Legislature shortly thereafter passed laws providing for the sale of swamp lands to provide funds for public education. Within a few months, friends and faculties of academies and private colleges petitioned the Legislature to divert funds into existing institutions for the further development of normal programs.

L. J. Evans, also of Racine, proposed a measure to provide public funds for establishing normal schools and for financing institutes for upgrading teachers currently in service. A compromise measure was considered favorably by the Legislature in March, 1857, and was subsequently signed by the governor. The plan was amended in 1865, so that one-half of the swamp land funds could be used to establish and support normal schools. In 1857 and 1866, the program was advanced when the Legislature formally incorporated a separate Board of Regents for Normal Schools with further definition of its duties.⁴

In the meantime, local interest groups were petitioning the Legislature and the Board of Regents for favorable consideration in the disposition of the normal funds. Committees from Prairie du Chien, Whitewater, Sheboygan, Milwaukee, Racine and Geneva, as well as Platteville, appeared to present their respective cases. In Platteville, the Trustees of the Platteville Academy had met and voted to give the Academy property to the state for \$25,000 and the assumption of a \$4,000 debt. In August, 1865, a number of prominent citizens met to discuss the matter further, but were unable to arrive at any new decision. Within two weeks, still a third meeting was held, wherein the Trustees were authorized to contact the Board of Regents and offer the Academy property if the state would assume the \$4,000 debt.⁵ This meeting had been chaired by Noah H. Virgin, a local miller and grain dealer, who had been a member of the Board of Regents in 1857 and 1858, as well as a member of the Territorial and State Legislature.⁶

In September, the Board of Regents acknowledged the Platteville offer and sent an inspection team to investigate the school and community. The team, composed of C. C. Sholes, a Kenosha businessman; John G. McMynn, Superintendent of Public Instruction; and W. E. Smith, former Vice-President of the Board and later Governor of the State, followed the Board's general instructions to examine prospective sites with particular reference to "respective merits of accessibility, healthfulness, costs of board, room, fuel, building materials, labor, and literary and scientific advantages." In addition, where buildings already existed, as in Platteville case, facilities should have had accommodations for at least 160 Normal students and 100 Model School students, as well as space for classrooms, library, Society rooms, office space, and storage room. No action was taken immediately by the Board, except to

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provide for further study by sending another committee to inspect Normal School facilities in neighboring states. The Board did, however, settle upon three principles to guide them in establishing Normal Schools in Wisconsin, viz. (1) it was wise and practical to locate schools in different parts of the state, (2) at least \$10,000 should be set aside annually for each school for expenses, including repairs and library costs, and (3) each location should reflect a large enough local population to provide a student body.⁷

After the Board's Committee departed, local interest remained strong. George K. Shaw, editor of the *Grant County Witness*, was particularly active in supporting the movement to have the Board agree to Platteville as a logical site for a normal school. Approaching the issue from an economic standpoint, he informed his readers that not only would this area be benefited in an educational sense, but also, and perhaps more to the point, there were tangible benefits for businessmen and other property owners. Shaw urged that Hanmer Robbins be petitioned to "get the Normal at any cost, including raising a fund locally to pay the Academy debt and make building repairs."⁸ Robbins, like many of his contemporaries in Platteville, had been born and educated in the East and had brought with him the ideals and traditions not only of private academies, but also public schools. At the time he was being petitioned "to get the Normal", Robbins was Chairman of the Assembly Education Committee and a member of the Board of Regents for Normal Schools. Having lived in Platteville since 1837, he had been a part of the public school movement there, and while not a member of the Academy's Board of Trustees, was aware of the growth and accomplishment of that institution, especially under J. L. Pickard. Under Pickard, and continuing under his successor, George Guernsey, Normal classes had been made a part of the Academy's curriculum, for which the state paid \$40.00 per capita for each person who successfully passed the annual teacher's examinations. Unhappily the Academy had suffered from the departure of J. L. Pickard as a vitalizing spirit, from the competition of free common schools in the area and from a decline in enrollment during the war years.⁹ Thus the vision of educational renaissance in a state subsidized Normal School was quite enthralling.

On February 23, 1866, Shaw presided over another meeting wherein it was decided to petition the town clerk to include enough money on the tax roll to pay the Academy's outstanding debts and to provide for a building fund. In short, the people of Platteville were ready to invest \$10,000 of their own money to convince the Regents of Platteville's continuing role in higher education in the state. Within a week, the Board of Regents acted favorably by voting to establish Normal Schools at Platteville and Whitewater. During the spring and summer of 1866, some remaining formalities were settled. In May, after a meeting of the Academy Trustees, title to Platteville Academy's buildings and grounds was legally transferred to the state, and a local committee assumed the responsibility of redeeming the pledges for maintenance and repair projects. Thus Platteville's dynamic business and educational leaders of the post-Civil War period pressed for continued community growth.¹⁰

In the meantime, the Board of Regents was screening candidates for the presidency (or principalship) of the new school and, in August, announced that Charles Herman Allen had been chosen. Allen was well known to the

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Board, having been one of their agents in 1861-1862, and having been associated with Barnard in the University's Normal Department. Allen had completed common school training and one year of academic work at Coudersport Academy in Pennsylvania, after which his teaching experiences had been wide and varied in Pennsylvania, New York, and Wisconsin. Although he suffered from a physical deformity, which forced him to resign from several teaching positions, he appeared to have the confidence of the Board as well as acceptable credentials.¹¹

A second consideration was in selecting a competent staff to work with Allen in carrying out the mission of the first Normal School in Wisconsin. Jacob Wernli, Assistant Principal was of Swiss origin and had been educated under the Pestalozzian system in Prussia. Prior to his appointment at Platteville, he had been Principal of the Second Ward School in Milwaukee. Earlier he had been the county superintendent at Waupaca, where John McMynn had observed him as a competent teacher and extraordinary Institute Conductor. George Guernsey had been born and educated in Tioga, Pennsylvania, about forty miles from Allen's home. He had previously taught mathematics at Milton Academy and had been Principal of the Platteville Academy from 1860 to 1866. Miss Fanny Joselyn, a native of Waitsfield, Vermont, had been educated at the Female Seminary in Burlington, Vermont. In 1849, she was recruited to teach in a western frontier community and thus had come to the Platteville Academy to work with J. L. Pickard. She taught geography and history and was designated as preceptress of the Normal School. The staff was rounded out with Miss Esther M. Sprague as Principal and teacher in the Model School. Little is known of Miss Sprague's background or fate, except that she resigned at the close of the first year.¹²

Before the first academic year commenced, a variety of opinions were expressed regarding the wisdom of normal training, the selection of Platteville as a site, and Normal regulations. During the period when sites and proposals were being investigated by the Board of Regents, an intense rivalry was precipitated between Platteville and Prairie du Chien when the latter presumed its offer of more money and land than Platteville had proposed would win Board approval. George Shaw commented, "If a school is located at Prairie du Chien, we may expect to hear half of the pupils dying off every year and make room for new ones. In this way, one School might be made to do for the whole state. This idea certainly deserves consideration on the grounds of economy."¹³ Shortly after the Board announced its decision in favor of Platteville, the Prairie du Chien *Union*, continuing its criticism of Platteville, remarked: "Rail on! We have not promised to spare you yet, and shall not until we get ready." The *Witness* replied "We never did consider ourselves a man of feeble courage, but we might as well own up and say we are *scart* (sic) now—What in thunder is coming?"¹⁴ A truce apparently was reached when the *Witness* printed a letter from the Prairie du Chien *Union* remarking what a pleasant surprise it had been in comparing impressions of visits to Platteville in 1856 and 1866 to find that Platteville had really grown. "We cannot find it in our hearts to abuse Platteville because she has secured it (The Normal)."¹⁵

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On the matter of Normal School instruction, Superintendent John McMynn in his 1865-1866 report to the Board of Regents suggested that great efforts be made to publicize the benefits and advantages of Normal training for common school teachers. He believed that the program could succeed only if the public would give its support, which might come from a better understanding of the system involved.¹⁶ In the meantime, George Shaw was attempting to allay fears locally by explaining at length that although the Board had ruled that only six students per election district might be admitted; there were 100 assembly districts which would mean that 600 students could be nominated. While there were accommodations for only 200 at Platteville, Shaw thought it unlikely that any more than that number would apply. In addition, following Superintendent McMynn's cue, Shaw printed a lengthy descriptive piece entitled, "What is a Normal School." Therein a full description of normal training for teachers in academic subjects and pedagogy was set forth, as well as a conclusion that time had proven that such a program best fitted teachers for the common schools.¹⁷

The local "Booster" spirit continued to soar as Shaw reported to his readers that many prospective improvements were coming to light as a result of the Board's decision to locate the Normal at Platteville. On one hand, a group was talking about erecting a woolen mill, and there was a strong possibility that the Methodist Episcopal church was considering Platteville as a site for an academy and seminary. Further investigations were being made to assure railroad service to Platteville at an early date. "Platteville is now on the high road to prosperity. If our people show a commendable public spirit," wrote Shaw, "a brilliant future is before us."¹⁸

Allen arrived in Platteville late in August and proceeded to inspect the Academy buildings in order to ascertain what changes were necessary before commencing school. It was decided to remove some partitions on the second floor, so as to have a number of small classrooms and a large lecture hall in adjacent positions. About the same time, plans were being made for a gala opening of school on September 14. A part of the plan included having a "Grand Reunion" of all former teachers and pupils of the Academy who could attend. Even Josiah L. Pickard, the most prominent of the Academy's former teachers, had promised to attend. Some delays in remodeling occurred so that October 9, 1866 was designated as the date for the dedication and Academy reunion. Further, notices were published encouraging students to enroll by promising "good day board . . . from \$2.00 to \$3.00 per week, and with room for fifty cents more." Entrance examinations were also scheduled for those who wished to enter the Normal Department, provided they were recommended by their respective county superintendents.¹⁹

The opening ceremonies were reported as a tremendous success, with the Normal Hall packed with enthusiastic alumni, townspeople, and honored guests. Featured were speeches by Prof. C. H. Allen, who duly accepted the responsibilities granted him and expressed high hopes for ultimate success, and Hon. J. L. Pickard, then Superintendent of the Chicago Schools, who picked up the keynote of continued progress in teacher training with his address on "Free American Education." In the evening, alumni and friends of the school, new and old, gathered for several hours of social activity, more speeches, singing,

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and exulting. The high point of the day's activities was, perhaps, in the presentation of a silver service to Hanmer Robbins in deep appreciation of his great efforts and service in securing the Normal School for Platteville. Fifty years later the image remained intact as an alumnus referred to Hanmer Robbins as "the father of the school."²⁰

At the end of the first term, all the original pride and hope seemed quite justified. George Shaw announced, after his visits to the school, that he was quite impressed with the excellent control and discipline among the staff and students, but remarked that conditions were already crowded and that additional instructional space was needed. Allen's first term report to the Board of Regents also indicated continued optimism. "The full course of study and training has not yet been determined upon. It will be adapted to the wants of the state, and designed to make good teachers . . ." He was pleased to report that the school had inherited the combined Eastman and Philozetean libraries of the Academy and that over 150 students were then enrolled; fifty of them in the Normal Department.²¹ During the second term, the enrollment increased to a total of 210, with 99 in the Normal Department. Before the end of the first term, plans were under way for enlarging the facilities. Public announcements for bids for materials and labor were made relative to plans which could be inspected at Regent Robbins' office. After the bids were opened on May 22, 1867, it was announced that construction was beginning immediately, with Hanmer Robbins as the general contractor, with subcontracts being used for materials and day labor.²²

Meanwhile, the first school year concluded with term examinations, to which the general public was invited as a gesture of maintaining good will and interest in the affairs of the school. Many townspeople attended evening entertainments, but Martin Rindlaub, who had purchased the *Grant County Witness* from George Shaw, attended the United States History examinations.²³ He reported great satisfaction with the performances of both pupils and teachers. The second school year opened with some changes in faculty personnel. Duncan McGregor, former high school principal at Waupaca, replaced George Guernsey in mathematics; Mrs. Euretta Graham replaced Miss Sprague in the Model School; and Charles Zimmerman was added as a drawing teacher.²⁴ At the end of the second year, the official Board of Visitors reported that they were more than satisfied in "the qualifications of the students as being much in advance of those who have not attended this kind of school." However, they felt that the professors were overworked and recommended that the staff should be made larger.²⁵ By the beginning of the third year, greater changes were in prospect. The new wing was ready for occupancy and three new faculty members were hired. D. Gray Purman, former Superintendent of Grant County Schools, assumed the chair of English and Literature; John H. Terry, a graduate of New York State Normal School, replaced Jacob Wernli in the Preparatory Department; Mr. A. H. Tuttle, a graduate of the Agricultural College of Pennsylvania, accepted a new chair in Natural Science; and Mr. A. M. Sanford was engaged to teach vocal music.²⁶

Internal transformation continued during successive years, causing M. P. Rindlaub to remark to his readers at the close of the first term of 1870-1871:

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The changeableness of temporal matters is illustrated in a remarkable degree in the fact that, notwithstanding the School has been in progress but a little over four years, there has been an entire change in the faculty — not one of the original members being in at this time. The term just closed has been a pleasant one . . . and the school is daily growing in the estimation of the educators of the state.²⁷

There appears to be no evidence of internal unrest to cause a break in personnel continuity, but simply that other opportunities beckoned the Normal teachers elsewhere. Allen migrated to California to head the San Jose Normal School; Guernsey retired from teaching to engage in a private insurance business; Miss Joselyn retired from teaching; Wernli left to head a private academy in Galena, Illinois; and Miss Sprague's destination is unknown. However, the school did weather the first trying times, and the initial spirit of optimism continued despite occasional criticism, such as that of a Viroqua resident, "There is no more reason why the state should educate teachers than it should educate doctors, lawyers, and clergymen. After the teachers are educated, no part of their income goes to the state . . ."²⁸ Men and women had come to Platteville, planted their seeds, cultivated their crops, harvested the fruit, and had passed along to other fields. Rindlaub might well have taken comfort in his own remark made several years earlier, "The School is not for a year or two, but for all time . . ."²⁹

The real test of any institution lies in its ability to reach desired goals, which in the case of a Normal School was to prepare teachers for the public schools. During the first twenty-five years of development, curriculum changes tended to reflect needs within the common school program. Initially, the normal program was patterned after tried and true eastern models and included three divisions, "a Normal Department for the training of teachers; a preparatory department for review and general culture; and a Model School of children for practice teaching . . ."³⁰ There were three basic divisions within the normal program, one a short term program designed to meet the immediate needs of active or prospective teachers who needed professional rather than academic training. Their studies involved a brief review of basic common school studies followed by a more intensive study of the fundamentals and methods of teaching and a brief survey of school organization, administration and law.

The second type of normal program was a two year course for elementary teachers, who, upon successful completion, were certified to teach in the state's common schools. Their program featured a more intensive study of common school subjects, pedagogical instruction, and most important, actual practice in lesson planning and teaching in the Model School. The third program, inaugurated in 1867, was designed to provide experienced teachers for grammar and high schools with a background in subject matter, pedagogy, and teaching experience. Usually all three programs included studies in language and literature, social studies, mathematics, natural science, music, and art.

Successful completion and certification depended upon a number of factors, including term examinations and public examination at the end of the

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school year. The latter ordeal was conducted by a Board of Visitors appointed by the State Department of Public Instruction, or sometimes by a Committee of the Board of Regents. In 1872, the courses of study became a one year elementary program and a three year advanced course. After completion of the latter program and a year of successful teaching, a person could have his diploma countersigned, which, in effect, made it a first-grade certificate. Two years later, the elementary course again became a two year program and the advanced course was increased to four years. Holders of elementary certificates were granted five-year licenses after their first successful year of teaching; graduates of the four year course automatically acquired life-time first grade certificates.

In 1887, the normal programs were lengthened and admission requirements were upgraded. The elementary course became two and one-third years, and the advanced course four and one-third years. A one-year professional course was retained, but with the admission requirement increased to successful teaching experience and a first grade certificate or completion of a four-year college course. Admission to the four-year course depended upon graduation from high school, completion of the normal elementary program, or examination on high school subjects. In any event, it was possible to enter the Normal by examination only.³¹

During these years, educational leadership rested largely upon the three principals or presidents who served. The first, Charles H. Allen, previously mentioned, captained the school through its maiden voyage. Allen was a quick, alert man with a fund of knowledge which he could make interesting and useful to all students with whom he came into contact. He was a recognized figure in the community and the tri-county area, and was frequently called upon to speak at civic, church, and educational meetings. After a bronchitis attack in 1870, he resigned and moved to Oregon where he became Headmaster of the Bishop Scott Grammar School at Portland. In 1872, he became President of the Normal School at San Jose, California where he served until his retirement in 1889.³²

Upon Allen's resignation from Platteville, the Board of Regents selected Edwin Alonzo Charleton to fill the position. Charleton was a Phi Beta Kappa graduate of Dartmouth College, and had taught in academies in New Hampshire and New York. Just prior to his coming to Platteville, he had been Superintendent and Principal at Auburn, New York. Charleton's main task lay in effecting the curriculum changes the Board of Regents had evoked beginning in 1872. In this respect, the size of the faculty was enlarged and plans were made and executed for adding a wing to connect the main building with the unit which was built in 1868. Charleton was remembered both for his erudition and charm, the latter which was displayed with his wife in entertaining faculty and student groups. Because of ill health, Charleton decided to resign in 1879, whereupon he bought the Brodhead *Independent* which he and his wife operated until his death in 1896.³³

The third president serving during the first quarter century, was Duncan McGregor, who devoted sixty-three years of his life to education in Wisconsin

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and who established a record of fifty-four years of service to the school at Platteville. McGregor was born in Scotland, where he attended Perth Academy and Kings College in *Edinburgh* University. In 1857, he migrated to central Wisconsin, where he engaged in lumbering and taught during the off-season. He later attended Lawrence University (College), from which he received his A.B. in 1863. He taught mathematics at Waupaca High School, where he was associated with Jacob Wernli in conducting Institutes. His service at Waupaca lasted from 1861 to 1867, with an interruption for military service with the 42nd Wisconsin Volunteer Infantry. As previously mentioned, McGregor was first appointed to the staff at Platteville in 1867, as Professor of Mathematics and in 1873, as Institute Conductor. In 1879, the Board of Regents appointed him as President to succeed Charleton. He was relieved of this position in 1894, but was reappointed in 1897 until his retirement in 1904. Thereafter, until his death in 1921, he was Platteville's representative on the Board of Regents.³⁴

With such longevity of service, it is not surprising to find that, to many students, Duncan McGregor was "The School." He was energetic and tireless in his teaching and administration, in which capacities he inspired countless numbers of future teachers. One former student, James Alton James, Professor of History at Grinnell College in 1916, recalled "what a master teacher he was, whether the lesson was one in mental arithmetic, spelling, mental science, or the history of education . . ." ³⁵ McGregor's competence was such that Charles H. Allen, under whom he had served during his first years at Platteville, wrote him in 1873: "Are you fully persuaded that your sphere of usefulness lies in Wisconsin? If not please inform me at once. What salary will induce you to come to California?"³⁶ The inquiry bore no fruit for Allen, but indicates the authority he had acquired at San Jose in being empowered to select and employ the best faculty members he could find. He did manage to hire Phoebe Grigsby for his Preparatory Department. Miss Grigsby was a graduate of the Platteville Normal in 1871.³⁷

During the first twenty-five years, the building additions, which were to be the Normal's home until 1907, were completed. The basic segment was the original Academy building, constructed in 1853 and remodeled slightly in 1866. Also mentioned above, was the new unit added during Charles H. Allen's tenure in 1867-1868. This building was to have been dedicated on July 1, 1868, but because of the extreme heat, the construction was delayed and the ceremonies were postponed until September 9. The occasion was as colorful as the opening of the school some two years earlier. The list of dignitaries included: Hanmer Robbins, Major John Rountree, A. J. Craig, Superintendent of Public Instruction, and General U. S. Grant. The latter, lately nominated as the Republican Presidential candidate, was greeted most enthusiastically and, although he had little to say at the exercises, the *Grant County Witness* billed him as "the world's greatest General and our future President."³⁸

Not too many years passed before additional space was needed, but in 1873 only a short connecting wing was added between the Main Building and the South Wing. Later, during Duncan McGregor's first term as President,

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The old Platteville Academy, precursor of the Normal School.



Platteville's second building was constructed in 1907.

two larger sections were added. A West Wing was built in 1881 at a cost of \$10,000 and, in 1871, a North Wing was added for \$19,000. In addition to providing greater facilities for the Model School and classrooms for the

Normal Program, a gymnasium was included in the North Wing. Thus, Normal School space had increased from 7,830 square feet in 1866, to over 34,000 square feet by 1891, with proportionate increases in special facilities, both in the Normal and Model School departments.³⁹

The second twenty-five years of growth was accompanied by many changes, including widespread curriculum revision, a move to a new campus site, the development of a mining school, and frequent changes in personnel. Beginning in 1892, the curriculum was revised to include: (1) four year English, Latin, or German courses with a natural science elective in the former; (2) a two year elementary course, which was the equivalent of the first two years of the four year English curriculum. Admission requirements were changed so that high school graduates were given credit for the first two years of the normal program; all others were admitted on the basis of existing state teacher certificates, teaching experience, graduation from a four year liberal arts college, or by examination.

Also, in 1892, the scope of the school's work was increased with the development of extension courses, consisting of lectures, conferences, and reading assignments. It was believed that teachers in the field who could not afford time off for full-time study would thus benefit, and that the quality of common school teaching in the state would be upgraded. With the new building facilities in Platteville, kindergarten training and physical education were included in the curriculum for the first time in 1892. Within a year of the opening of the North Wing, regularly scheduled laboratory science courses in chemistry, zoology, geology, and botany were held.

By 1896, it appeared that the focus of common school training for teachers had to be shifted to the rural schools, since, in the meantime, most Normal graduates were regularly staffing town and city schools. Therefore, in all the state Normal Schools except Milwaukee, a special one year or thirty-week course was developed chiefly for teachers active in the rural areas. In 1898, the elementary course was refined so that special programs were created for primary and intermediate grades. The secondary school training program was augmented with a post-graduate program for teachers for the grammar and high schools of the state.

In 1902, the high school training program was further specialized to the extent that "elective groups" were made possible. In this way, prospective teachers could "major" in the field in which they were going to teach. The same year an Industrial Arts program was inaugurated with the first classes in manual training for college students at Platteville. It was not until 1908, however, that a formal industrial Arts Department and curriculum was created by the Board of Regents.⁴⁰ It may be assumed that there was some delay and possibly apprehension as consideration was being given to the Stout Institute's becoming a state institution. In any event, the national wave of

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vocational education had belatedly washed on the shores of Platteville Normal School.⁴¹

The first summer session was held at Platteville in 1909, under the direction of Prof. Thomas Gentle. Some 191 students attended the first session which was estimated to be a notable success. The philosophy behind the summer session was about the same as that for the extension course program; that is, to present normal course instruction to those teachers who could not afford to attend classes full-time during the regular session. In 1911 and 1912, new curriculum changes were introduced. The four year course was increased to five and special two-year courses were inaugurated. In addition, a three year course for high school principals and assistant principals was established. In 1913, the secondary training school program was formalized under a high school or secondary education department.

In 1914, a one- and two-year rural course was developed with J. C. Brocket as the director, and two years later a three-year rural course was added. Thus the program of study for rural teachers was further upgraded and intensified. Also, in 1914, the Agriculture program was significantly modified. Two, three, and five year programs were established, and Agriculture became a departmental major. In 1914 and 1915, under the direction of Fred Ullrich, the Agriculture program was expanded through farm training programs on 23 acres of land purchased especially for the purpose. Early in 1915, the first farm extension short course was held on campus, whereby numerous area farmers were invited to the campus for an intensive survey of contemporary scientific farming methods.⁴²

Despite the fact that the physical facilities of the Normal had been increased four fold between 1866 and 1892, the general pressures of an increased enrollment within an expanding curriculum made it necessary to consider campus expansion. An appropriation of \$2,500 was secured in 1895 for campus development, but only a small plot adjacent to the school could be acquired and this was immediately used as an athletic practice field.⁴³ Largely through the efforts of Duncan McGregor, first in his capacity as President and later as Regent, land several blocks west of the school was purchased. In 1903, a \$35,000 appropriation was earmarked for an addition to the existing building complex but, after further study, McGregor recommended that no action be taken and the money was returned to the general fund. In 1905, \$100,000 was appropriated for a new building in Platteville where, among other things, a revival in mining was occurring. The Board further committed an additional sum for construction and equipment and agreed to the sale of the old physical plant for about \$30,000. Subsequently contracts were let and work commenced in the spring of 1906. The corner stone was laid during the summer and a year later the grand move occurred. Between \$150,000 and \$175,000 was expended to produce a larger, better equipped home for the Platteville Normal.⁴⁴

In the meantime, another significant plan was in motion. Informal conferences were being held to propose the establishment of a Mining School in Platteville. For many years mining interests had been promoting more extensive government cooperation beyond geological surveys and test shafts, and

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with a revival of mining activities in Southwest Wisconsin in the early twentieth century, agitation was renewed. The firm hand of Duncan McGregor was seen in his sponsoring an Assembly bill to provide for the training of technicians, for it was felt that there were very few specialized engineers who could apply knowledge and techniques in solving field work problems.⁴⁵

Additional support was given by Senator E. E. Burns and Senator J. E. Stout, chief benefactor of the Stout Institute at Menomonie and friend of vocational education. On the local level a number of prominent citizens, chief among them R. I. Dugdale, editor of the *Grant County News*, worked individually and collectively to attain the goal.⁴⁶ The major opposition, on the other hand, was centered in the University of Wisconsin, especially in the person of President Charles Van Hise, who himself was a renowned geologist. Van Hise and other University personnel felt that not only could the tax payers be spared an added financial burden in the establishment of another school, but also that the University itself was fully capable of sustaining an engineering training program. Further, Van Hise had been engaged in a running battle to forestall curricula expansion among the Normal Schools. However, the legislature passed enabling legislation in 1907, and the Wisconsin Mining Trades School was created, with a two year program of scientific and technical subjects to prepare technicians rather than engineers. Great emphasis was placed on fundamental operations in lead and zinc mining, including extensive field work at adjacent mining operations in the Platteville area.⁴⁷

The first classes at the Mining School began in January, 1908 under the leadership of a director, Robert O. Brinsmade, and one instructor, Harold C. George. Each of these men had had extensive graduate work in mining engineering and several years of practical experience in mining operations. Eleven young men comprised the first student body, and by June, 1909, five had successfully completed diploma requirements and set out to prove the value of the experiment. Brinsmade, in the meantime, had resigned in June, 1908, and was replaced by H. C. George as Director. Homer B. Morrow was appointed instructor in 1909. The staff was enlarged to include George R. Dobson, a member of the first graduating class, who taught mathematics, chemistry, and assaying and who served as athletic mentor until his death in 1948. Mr. George served as Director until 1910, at which time he was replaced by Ralph E. Davis, who guided the school until 1920.⁴⁸

The law which created the Wisconsin Mining Trade School also provided for its control and management in a three-man Board of Regents, whose membership initially included, Charles P. Cary, Superintendent of Public Instruction, nominal President of the Board; Robert I. Dugdale, Resident Regent and editor of the *Grant County News*; and Sherman E. Smalley, an attorney from Cuba City. While the Board was instructed by the law to include geology, mineralogy, chemistry, assaying, and mining in the curriculum, all specifications for course work and earning a diploma had to be approved by the Dean of the College of Engineering at the University of Wisconsin. The Board was not permitted to engage in mining business directly, except as it might relate to instruction. The housing problem facing the new institution was rather easily solved when sufficient funds were allocated to purchase

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the old Normal buildings.⁴⁹

Growth and progress in higher education in Platteville can be measured in other ways. During the second quarter century, the student body of the pioneer Normal increased from 400 to 500 and the staff from 14 members (excluding maintenance personnel) to 35. On the other hand, various kinds of progress were difficult to sustain, for just as curriculum changes occurred, changes in personnel interfered somewhat with the basic stability of the teaching staff and administration. Generally speaking, however, 33 members of the staff, between 1892 and 1917, served 5-9 years and 15 persons completed 10 years or more years of service. Five different men were in the presidency during this period, with terms ranging from one to ten years. Any one of them might have served longer inasmuch as the Board of Regents ruled in 1894 that both presidents and faculty would be appointed for life, rather than on a year to year basis.⁵⁰

Of the five Presidents, Duncan McGregor served the longest, although his tenure was interrupted in 1894 when the Board of Regents released him from his Principalship and appointed Dr. James Chalmers in his place. Allegations in local newspapers indicate that the change in administration came about as a result of changes within the Board of Regents. Apparently Governor George Peck (Democrat) appointed men who created controversy with heads of Normal Schools. In any event, McGregor remained on the staff at Platteville as Professor of Pedagogy and Institute Conductor. The editor of the *Grant County Herald* commented, in reference to the Board of Regents: "It seems that the change made last year, with perhaps a single exception, proved experimental failures, and but one of them (D. J. Gardner) is retained. If the same result follows certain changes this year, The Normal School at Platteville will not regain its old standing for five years."⁵¹

Chalmers came to Platteville "with a well earned reputation as a teacher and author of highest merit." He had received his A.B. and Ph.D. from Eureka College and, for five years prior to his appointment at Platteville, had been Professor of English at Ohio State University. He was received with great enthusiasm in this area for, almost immediately, he was scheduled to speak in August at Darlington and Dodgeville. A report from the latter community indicated that his one hour and fifteen minute address was "the most interesting, thoughtful, and scholarly discourse that has ever been delivered in this city on educational subjects."⁵²

The changes of presidents created some apprehension among the staff and, as a result perhaps, there were six changes in staff. These, in addition to three new positions, Chalmers was allowed to fill to bring the size of the faculty to seventeen. The majority of appointees appear to have been personal acquaintances of the new President or those recommended by his brother William, Superintendent of Schools at Grand Rapids, Michigan. Chalmers' main task was in implementing the curriculum changes which the Board of Regents created in 1892 and 1896 but, in addition, he was able to persuade the University of Wisconsin that Normal School students who had successfully completed two years of work should be accepted as juniors.

The combined qualities of vigorous leadership, a well-prepared staff, favorable reputation, improved facilities, and broadened student activities enabled the school to grow to new heights between 1893 and 1897. Enrollment jumped from 428 to 726 and staff increased from 14 to 21.⁵³ In April, 1897, a crisis of major proportion arose when charges were leveled against Chalmers for "irregularities in the management of the Normal School." Within a few weeks, the matter was investigated by a committee of Board members and Chalmers was called upon to resign. Significantly, the favorable publicity which Chalmers had received from the *Grant County Witness* ceased entirely with only the following comment, "It would be best to allow those finding fault to allow the matter to rest in the hands of proper authorities." In May, by unanimous consent, the Board of Regents re-appointed Duncan McGregor as President, which the *Witness* proclaimed as just and proper inasmuch as his being replaced several years before had been recognized as a poor action on the part of Governor Peck. By the end of the year, six members of the faculty, all of them Chalmers' appointees had resigned.⁵⁴

Duncan McGregor pursued his duties as President from 1897 until his retirement in 1904. During that time the size of the faculty leveled at 22-23, and the enrollment averaged 475 a year. McGregor encouraged the development of a traveling library for the area of Southwest Wisconsin and engaged in a variety of community and G.A.R. activities, all of which brought further prestige to the school. In 1904, the Board of Regents selected John W. Livingston, then Institute Conductor at Stevens Point, as McGregor's successor. The new President, an 1878 graduate of Platteville Normal, worked closely with his predecessor, who was named Platteville's resident Regent in 1905. McGregor, thus, continued to be a significantly influential person in Platteville's status and growth until the 1920's.⁵⁵

Livingston was plagued by bronchitis attacks during the period when the new campus was being planned and built, and was forced to secure a leave of absence which he spent in a Madison sanatorium. In 1909, he was again forced to request a leave of absence which he spent recuperating in Oregon, during which time McGregor served as Acting President.⁵⁶ Finally in 1909, Livingston resigned because of persistent illness and moved to Oregon, where he died in 1914. In the meantime, the Board of Regents had selected William J. Sutherland, Principal of the St. Paul City Normal School, as his successor. Sutherland was a graduate of Illinois State Normal College and the University of Wisconsin, with a major in geography education. During Sutherland's tenure, the size of the staff increased to 35 and the student body to about 500. Plans were developed for the enlargement of programs in agricultural education, following in the wake of the Smith-Lever Act, and perhaps anticipating the Smith-Hughes Act. Proposals included not only acquisition of additional farm land, but also construction of a new building to house facilities for instruction in agriculture, industrial arts, and men's physical education. At the same time, and after only ten years of use, the main building was beginning to show signs of wear. President Sutherland spent much of his energy in procuring replacement parts for heating and plumbing fixtures and, at the same time, in preparing plans for the new building; especially for facilities

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for men's physical education.⁵⁷

Evidence points to Sutherland's operating the school with a firm hand, especially in directing school activities through faculty committees. At the same time, efforts were being made to consolidate and coordinate subject matter teaching at all levels. Mr. Wilgus, for example, was instructed to become acquainted with, and be responsible for all social studies teaching at all levels in the school.⁵⁸ Sutherland was in the forefront of a fight to head off consolidation of the Wisconsin School of Mines and the State Normal School in 1915. A majority of the faculty supported him in this respect through a series of resolutions directed to the State Legislature. In part, the faculty's argument assumed that such diverse curricula could not be administered fairly under a common authority and that concentrating financial control in the hands of a small group of Regents would throttle educational growth. Somewhat the same spirit was reflected in the *Wisconsin Journal of Education*, "the old question is raised as to whether or not the professional training of teachers in our Normal Schools shall be jeopardized through the introduction of academic work in connection with these institutions."⁵⁹

Sutherland's service was suddenly severed when he died in his office at school on December 9, 1915. Public funeral services were held in the main auditorium on Monday, December 13. Colleagues at other colleges, faculty, students, and townspeople paid honest tribute to a man who was reckoned to be kind, sympathetic, and honest in his dealings, inspiring and courageous in his leadership, and wise and progressive in his civic responsibilities. In the meantime, the Board selected William H. Williams, Professor of Mathematics and titular Vice-President, to be Acting President until a successor could be found. At its March meeting, 1916, the Board of Regents chose Asa M. Royce, Principal of the Training School at Superior State Normal, to be Platteville's seventh president. Royce, a native of Oconto, Wisconsin, had graduated from the Oshkosh Normal and the University of Wisconsin. His teaching experience had covered rural, town, and normal classes, including one year at Platteville.⁶⁰

Royce's term of office, the greatest number of consecutive years thus far, marks both the beginning and the end of two eras of Platteville's development. In October, 1916, the school celebrated its 50th birthday with pageantry, music, and appropriate speeches and ceremonies. Hundreds of alumni, friends of the school, and townspeople gathered to participate in the proceedings wherein the mission of the school was restated and pledges were made to re-dedicate the spirit for future growth and development. Naturally, a great deal of emphasis was placed upon the heritage of the past and on the men and women who helped to create and sustain the school's honored position. But, among the forward looking, was the new President who proposed a state and national movement to establish Teachers' Day, as a means of stimulating interest in teaching and recognizing good teachers everywhere.⁶¹

National and international events; two world wars and a severe depression, during the third quarter century of development affected Platteville Normal profoundly. The Progressive movement, both in education and politics, was felt in curriculum changes, especially in the psychology of learn-

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ing and in agricultural education. During the Golden Jubilee, although little reference was made to it, Europe was enmeshed in a bitter war, which would ultimately involve the United States. Despite the war clouds, building plans progressed and the Agricultural structure was completed in 1917, although because of a coal shortage it could not be used during cold weather until 1918. The school participated in the war effort in several ways, by members of the student body and faculty joining the armed forces or in war work. Indirectly, a student S.A.T.C. Company was formed and various faculty members contributed lectures toward explaining to an already shocked public, something of the facts of international life. Drives for old paper, clothes, and money for bonds and stamps, were carried on enthusiastically.⁶²

The years between the wars saw extensive campus development, chiefly in the purchase of adjacent properties and farm land. The original three acres devoted to agriculture expanded to over 150 and by the late 1920's, modern farm structures had been completed on a first-class model farm. Much credit is attributed to President Royce, who persuaded the Board of Regents and Legislature of the stature of Platteville's program, and to Mr. Fred Ullrich, Director of the Agricultural Department from 1914 to 1941.

To the west of the campus area, The Collegiate Inn and the Russell estate were acquired and buildings on both properties were used as men's co-operative houses. The latter was remodeled in 1940 and used as a student health center beginning in 1941. In 1928, the May House and adjacent properties were purchased to the east of the Main Building. The May House was pressed into service as a recreation center for women students and the area to the south was leveled and used as a parking lot. Shortly before the outbreak of World War II, the May House was made co-educational and thus the school had its first student center. Other parcels of land were also acquired to extend the campus boundaries several hundred feet both to the east and west.

Complementing the use of the May House was the development of a section of wooded bottom land on the college farm. During the 1930's this tract was developed into a picnic and recreation area for students, and in 1939 a shelter house was completed with N.Y.A. and W.P.A. labor. Again, during the early stages of a general European war and shortly before the United States became directly involved, a new Industrial Arts building was being planned and constructed. Although the cornerstone was laid in 1941, it was not completed until mid-1942, at which time, the United States was at war and a severe materials and labor shortage hampered full development.

Despite the deterrents of wars and an interim depression, the school's enrollment increased. This was as much due to increased demands for qualified teachers as to upgraded curricula in their training. The basic training programs for elementary and secondary school teachers were set at four years, although in the cases of rural and third grade certification, standards remained below par. One significant advance came in the mid-1920's with the establishment of Platteville as a Teacher's College with the privilege of granting degrees to students upon their completion of prescribed four year curricula. Asa Royce was prominent in this state-wide movement to have the Legislature recognize the Old Normal School's new function and status. At the same

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Opened on Centennial Day, Sept. 11, 1966, was Ottensman Centennial Hall of Engineering-Science.

time, the school was inspected and approved by the American Association of Teachers' Colleges. Both achievements had the effect of adding authority to an already respectable reputation.⁶³

In the meantime, Platteville Normal's sister school had become the Wisconsin Mining School by act of the State Legislature in 1915, and both had survived the 1915 effort to merge them. A third year was added to the basic curricula for civil and mining engineering, but emphasis on a marriage of the technical and practical aspects of field work was retained. Those students who desired engineering degrees usually completed their programs at the University of Wisconsin for civil, electrical, or chemical engineering; or at the Missouri Schools of Mines at Rolla for mining engineering. For most graduates, however, the attraction of immediate employment was more engaging, especially since the number of placement opportunities far exceeded the number of graduates. The production boom of the war years and the 1920's in the adjacent mining regions of Wisconsin, Michigan, and Minnesota was supplemented by increased federal and state spending for road and bridge construction. Ralph C. Davis, who had been appointed Director in 1910, resigned in 1920 and was replaced by a staff member, Homer B. Morrow. As previously mentioned, Morrow joined the staff in September 1908, and was thus well acquainted with the institution. In the meantime, too, both the size of the student body and the instructional staff were increasing so that by 1941, they numbered 70 and 10 respectively.

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As the mining curriculum expanded, space utilization problems increased since it was necessary to accommodate more students and staff. In 1937, extensive remodeling of the old building was undertaken by W.P.A. workers with state and federal funds in order to adapt the basic structure to new needs especially in housing heavy equipment. Steel beams were laid under each of the floors and deep piers were driven below the basement to support the additional weight. There was, in addition, over-all re-decoration with new floors and painting. About the same time, a large plot of land was secured about a quarter of a mile away for use as an athletic practice field and for physical education classes. When the old Normal gymnasium was converted into classroom space, it became necessary to use the National Guard Armory for physical education classes, and indoor athletic events. In 1938, H. B. Morrow drew up plans and proposals for adding a wing to the present structure using the land immediately west of the older building and following the same architectural style and building materials. The new space would have provided additional space for physical science laboratories and would have created space for developing a gymnasium in the older structure. In 1939, the Mining School Board of Regents and the State Legislature responded by authorizing the school to expand its curriculum to four years, award baccalaureate degrees in Civil or Mining Engineering, and change the name of the school to the Wisconsin Institute of Technology. However, the decline of enrollment during the war years and the consequent pressures of booming enrollment after the war made it impossible to implement the curriculum changes until the late 1940's. Therefore, it was not until June 1952, that the Wisconsin Institute of Technology was able to confer its degrees upon its first graduating class from the four year curriculum.⁶⁴

During the spring semester of 1940-1941, the Teachers College celebrated its Seventy-Fifth birthday with convocations and other ceremonies, climaxed by commencement exercises on June 9. Dr. Milton Longhorn directed the preparation of a special publication, wherein the school's growth and progress were described and evaluated. As in the case of the Fiftieth Anniversary celebration, a world war somewhat dampened the spirit of the event, however, a significant number participated. Probably because of the uncertainty of the time, few indications were given as to future plans for curriculum or campus development. It may be assumed, however, that growth was expected along traditional lines of the previous seventy-five years.⁶⁵

Asa Royce retired from the Presidency because of ill health within two years after the Diamond Jubilee. The Board of Regents designated Dr. Milton Longhorn as Acting President with his duties commencing July 1, 1942. In the meantime, the Board was screening applications and late in 1942 selected Dr. Chester O. Newlun; his term of office to begin in January, 1943. Dr. Newlun, a native of Vernon County, Wisconsin, had received his Ph.B and Ph.M. degrees from the University of Wisconsin and his Ph.D. from Columbia University. His wide range of teaching and administrative positions had included work in rural and urban schools in Wisconsin, teaching professional education courses and directing student teaching activities at the University of Oklahoma, and serving as President of Northwestern State College, Alva, Oklahoma. Dr. Newlun was inaugurated as President in ceremonies in the

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College Auditorium on January 5, 1943 and served until his retirement in 1958.⁶⁶

Platteville Teachers College, having suffered from declining enrollments during the depression and war years, enjoyed the revival in higher education through the "G. I. Bill" and other federal spending in the post-war years. Providing adequate, college-controlled housing was one of the major problems facing the school in 1945. The several co-operative houses of considerable value during the depression years were replaced or converted to other uses. The Collegiate Inn was moved to provide space for the new Industrial Arts building, while the old Russell House was remodeled for use as a Health Center. The state purchased a building which Dr. C. H. Andrew had used for some years as a private hospital, and which some years before had been the Republican Hotel on the corner of Main and Oak Streets in downtown Platteville. Over \$40,000 was used for purchasing, remodeling, and furnishing the structure for use as a dormitory for 75-100 men students.⁶⁷ Several years earlier, a significant and monumental project of restoring the Rountree House was initiated by Dr. Newlun. The state had acquired the property in 1937, but it was not until the summer of 1943 that funds were obtained for converting the structure from a tenement into a stately and suitable home for presidents of the college. Dr. and Mrs. Newlun directed the entire operation, emphasizing the authenticity and dignity which Major John Rountree's version of a southern mansion richly deserved. Mrs. Newlun, herself, climbed a scaffold to replace or repair the ornate ceiling decorations. The Newluns acquired appropriate period furnishings to complete the setting.⁶⁸

To provide living quarters for married veterans, in December, 1945, the college acquired about thirty house trailers which were placed at the west end of the campus near the tennis courts. As the post-war enrollment continued to expand, the problem of housing for women students became more pressing. Plans were laid and funds acquired for the construction of the first of many college dormitories on the campus. Named for Agnes Otis Brigham, instructor in physical education for over forty years, the two-story building provided space for about 150 women students. While space in the main building was at a premium, the development of a food service and dining area reached top priority. The college hired the personnel, provided the supplies, and operated the cafeteria unit on a self-sustaining basis. Immediately, the cafeteria and new smoking lounge became two of the most popular places for faculty and students to congregate between classes.⁶⁹

Because of population pressures and space needs, plans were developed, through the energetic work of President Newlun, Regent Karrmann, and E. G. Doudna, Secretary of the Board of Regents, for a new building which would house the library, the training school, and provide modern facilities for drama and music presentations. Corner stones were laid in 1952, and the facilities were occupied in the fall of 1953 in much the same manner Old Main had been occupied almost fifty years before. A great procession of students carried books and equipment into the new quarters, which were named for Regent Elton Karrmann and for E. G. Doudna. It was believed that the facilities would be more than adequate for 15-20 years, but time has proven otherwise.⁷⁰

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In the meantime, extensive remodeling of the main building was under way to provide better utilization of space for college classes in the areas formerly occupied by the library and training school. Subsequently, President Newlun promoted plans for a new men's dormitory, a student center, a third-floor addition to Brigham Hall, and a poultry laboratory. Inasmuch as new buildings were spilling into the area of one of the college farms, a search was made for a new farm within a reasonable distance from the college. A tract was acquired several miles east of the main campus.⁷¹

While many of the aforesaid projects were initiated by President Newlun, most of them were completed by his successor, Dr. Bjarne R. Ullsvik. Dr. Ullsvik, a native of Madison, Wisconsin, attended public schools there and earned his undergraduate and graduate degrees at the University of Wisconsin. His teaching experience has ranged from junior high school to University instruction in mathematics. Before his appointment at Platteville, he had been assistant to the President at Illinois State Normal University.⁷²

During the last six years, due chiefly to the efforts of President Ullsvik and a newly organized campus planning committee, the physical plant has been further developed in the construction of four new dormitories, each named for a former staff member who had devoted many years of service to the school. In 1961, a Health and Physical Education building was completed and named for William H. Williams, former mathematics professor and long-time faculty chairman of the athletic committee. Construction is under way for an addition to the student center, which will more than double its capacities and for a central heating plant near the southwest corner of the campus. Plans have been developed for an engineering-science building near the heating plant, and a seventh dormitory is progressing rapidly. The building of the engineering-science building has an adjunct feature in the remodeling of the old Normal Buildings, which currently house the engineering school. In the meantime, too, buildings have been constructed at the new college farm and several older houses, which were located on the site of the new center addition, have been moved to the farm site.⁷³

A number of significant curriculum changes have occurred during the last twenty-five years, some of them logical extensions of the older format of the teachers college. Formal departmentalization has occurred along major academic fields, and more extensive and intensive requirements have been laid down for all degree candidates. Generally, the requirements have been in advance of those laid down by the State Department of Public Instruction. Throughout the state system, greater emphasis has been placed on uniformity in respect to graduation requirements, and in 1952, each of the state colleges acquired the right and privilege of granting Arts and Sciences degrees. At the same time, there occurred a reorganization of control in the system of higher education in Wisconsin. The legislature created a coordinating committee representing the University of Wisconsin, the State Colleges, and the vocational schools and, also, a single Board of Regents for the State Colleges including Stout State and Wisconsin Institute of Technology. The change of name from teachers colleges to state colleges at the same time reflected an enlarged breadth in curricula.⁷⁴

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As part of a study which led to coordination of efforts in higher education, a legislative committee recommended in 1948 that "the existing teachers' colleges be discontinued as such and the several units thereof be attached to the University as an integral part thereof", and that "the Institute of Technology be discontinued as such and that the functions of mining engineering be carried on in Platteville as a segment of the integrated university system." Apart from the issue of completing centralization of higher education through university control, the age old suggestion of merging the two schools in Platteville was dispelled because "the functions of the two institutions were of such a nature that their combination would inevitably mean that one or the other program would suffer."⁷⁵ Within ten years, the latter issue was rejoined and, for the purpose of strengthening higher education, the two schools were merged to become The Wisconsin State College and Institute of Technology at Platteville. Dr. Ullsvik was designated as head of the merger and Milton Melcher, formerly President of W.I.T., became Dean of Technology. In several other respects, the merger was accomplished along departmental lines where similarities existed, such as in athletics, English, mathematics, physical education, and physical science.⁷⁶

Since 1959, when integration began, further refinements have taken place through the development of broad spectrum graduation requirements, the transformation of the alumni association, the building of mutually inclusive traditions, and yet, with the maintenance of mutually exclusive traditions. Committees of administrators, faculty, and Regents have done yeoman service in facilitating the coordination to the extent that most of the friction points have been polished smooth. The atmosphere of guarded rivalry has evolved into more normal interdepartmental by-play. In retrospect, it would seem that whatever barriers to understanding existed between the two schools seemed largely the creations of the respective student bodies in athletic and vocational competition, and less to professional antagonism between the teaching staffs.

Stephen Leacock once remarked that, in his opinion, the foundations of a good school rested on its men (i.e. teachers) and its books. The need for expensive buildings and athletics *et al.* should be sublimated to the development of the two chief ingredients.⁷⁷ As at most schools, the library holdings at Platteville have expanded enormously over the years. From modest beginnings of the combined Academy and Philozetean Society, and with the donation of the Eastman collection, of about 1,000 books, the available materials have been increased to over 100,000 volumes including bound periodicals and government documents. Much of the original library, now housed in an historical collection, includes chiefly texts and a few reference works. During the early years, books were relatively scarce and considered expensive in relation to the total cost of instruction and were, consequently, carefully guarded by the staff. No librarian was employed, on a full-time basis, until the late nineteenth century, and then with relatively little formal training. Usually the person employed as the clerk in the President's office was also designated as librarian. On occasion, funds for library books were raised by student and faculty entertainment, such as the one sponsored by the Philadelphian and Athenaeum Societies in 1870, through which about \$120 was donated.⁷⁸

Most of the time, library development has been hampered by a lack of space for both storing books, periodicals, and documents and for student use. One room was designated for the library in the original Normal buildings, but when the school moved to its new location in 1907, three rooms were devoted to its use. By the 1930's, the library had spilled over into an adjacent corridor and another classroom, and books and periodicals which were rarely used were stored in the attic. In 1954, the Elton S. Karrmann Library was completed and occupied; providing space for 100,000 volumes and use by 250 students in the reading rooms. It was not until 1960, however, that the last of the books stored in the attic were removed and carted by the Philadelphian Society to the mezzanine of the new library. About the same time and, as a result of the merger of the College and the Institute, the library's holding were further increased by the addition of technical and scientific works related to engineering. Plans for a new library building are being developed so that the stack areas, reading facilities, and library administration facilities may be expanded to meet the pressing needs of a growing student body and a more research oriented faculty.⁷⁹

Leacock's other ingredient for a successful school, a competent faculty, has always been a point of pride at Platteville. From earliest times, both official and lay observers have consistently rated the faculty in superlative terms. While ratings or evaluations are general in scope and apply to the entire faculty for a given moment, naturally there always will be a range of competence to consider. Square pegs will always be found squeezing into round holes, but generally they will conclude of their own volition that teaching or working at Platteville is neither best for the school nor for themselves. There have been relatively few cases recorded wherein faculty members on tenure have been dismissed by administrative action. Evidence points to a fair and just system of probationary experience even in the early years. For the first seventy-five years of the school's existence, there was a very close relationship between the Presidents and the faculty, which usually numbered about thirty members. Presidents made it a practice to visit classes frequently and offer suggestions and compliments on performance. Since the numbers of students and faculty have grown so enormously along with other aspects during the last twenty-five years, it has become a function of department heads to perform this task, but usually on fewer occasions.⁸⁰

During the first years, experience, performance, and training were the hallmarks for appointing and retaining teachers. Most of the faculty, before coming to Platteville, had had some successful experience in public schools or other normal schools. A few had taught exclusively in private colleges or state universities. Most faculty had attended normal schools, and many had completed their undergraduate training at colleges or universities. Rarely was anyone employed directly from college without experience, except when an unexpected vacancy occurred. Beginning in the 1880's there appears to have been a trend toward employing personnel with master's degrees, especially for the academic disciplines. Faculty with earned doctorates were rarities until the 1930's when depression conditions conspired in favor of small colleges where employment opportunities appeared more attractive than

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ever. Until the 1950's, no member of the faculty earned his doctorate while teaching here and also elected to remain after completing his program. On the contrary, there were many cases of persons who served for a brief period of time, resigned, returned to graduate school, and then returned to Platteville. It was not entirely a matter of research and writing being sublimated to full-time active teaching, for several staff members did have the drive and stamina to do research and write and, at the same time, carry relatively heavy teaching loads. It was rather a comparative situation which many found upon completing doctoral requirements. Research opportunities and salary considerations appeared better elsewhere than in Platteville. On the other hand, administrators appear to have had better success in attracting former Platteville students to the staff who became junior staff members. Statistically, the evidence appears as follows: in 1940, 18% of the faculty were Platteville graduates, 36% were graduates of other similar schools, and 13.5% of those teaching full-time had earned doctorates; for 1954, the respective figures were 20%, 31%, and 16%; for 1958, 15%, 38%, and 20%; and for 1964, 17%, 30%, and 35%.⁸¹

The faculty has always been very active with student groups and in community service, although because of the large memberships of student organizations today, perhaps the student-teacher contact is less intimate than in the nineteenth century. Probably this is less so in the case of faculty membership in community organizations, which tend to be smaller in size, although more numerous than fifty years ago. Efforts are constantly made in several respects to involve faculty in extra-curricular activities. There have been faculty sponsors, and on some occasions faculty leaders, for all recognized student groups. Local and area organizations have been and are, actively supported by the college staff. As previously mentioned, Charles Allen and his contemporaries were active members of the church and civic groups, and on many occasions were called upon to address meetings of religious, educational, and civic associations. Sometimes it appeared that the faculty spent as much time "on the road" as in the classroom. There were beneficial results, however, if the continued good reputations of the school and its staff are any criteria. Newspaper accounts, including reprints of editorials from surrounding towns, indicate that the faculty was not only in demand, but also were well received and applauded for their efforts. The position and status of "professor" at the Normal School brought a certain amount of respect automatically, but yet each member had to work to maintain the image.⁸²

Faculty cohesiveness is difficult to assess at any given moment, but it would appear from the scanty records that when the school was smaller, there were closer relationships within the whole group. This appears particularly true when an administrative head treated the groups as a family over a long period of time. Asa Royce, for example, served as President for twenty-six years and during that time, was in constant communication with his staff even during vacation periods. The interests and aspirations of each member were made to seem important, in a personal way, in relation to the mission of the school. Even before Royce's time, when there were periodic changes in administration, the whole faculty enjoyed outings and mutually stimulating

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intellectual activities. In 1912, at President Sutherland's suggestion, James A. Wilgus helped to organize a broader society of teachers for the purpose of meeting together for social and professional intercourse. Thus, the Schoolmasters Club, representing the men teachers from the Normal School, the Mining School, and the public schools, was set in motion to last about forty-five years. About the same time, a similar women's organization was formed as the School Mistresses.⁸³

In recent years, there have been faculty and couples picnics following commencement or baccalaureate, informal dinners, bridge parties, a faculty lecture series *et al.*, but generally group activities have been few in number because of the magnitude of sustaining interest among a large number of people. Generally, there has been the tendency for the faculty to associate with one another in small groups, which usually cut across departmental lines. Longevity of service may have something to do with the process. During the first seventy-five years, 315 staff served one year or longer, but only 14% of the total number (including Presidents) served ten or more years. Extending the time element, from 1866 to the present about 625 faculty have served here and, of that number, about 15% have remained ten years or more. At present, there are twelve members of the staff, less than 2%, who have served twenty-five or more years. These statistics point up the effect of rapid growth of staff and enrollment in recent years.

Most common issues which confront the faculty today are reflected in the activities of the local chapter of the Association of Wisconsin State University Faculties. While membership does not include the entire faculty, still the most active and gregarious are constantly probing the depths of academic freedom and tenure, expressing concern over legislative activities, and are personally involved in discussions on improvement of instruction and security. While such issues are of concern elsewhere, Platteville's faculty naturally relates most solutions and discussions to local conditions. There has been little interest among the staff in the formation of a local chapter of A.A.U.P., perhaps because A.W.S.U.F.'s more direct means of resolving difficulties within the state system.⁸⁵

While the buildings, books, and professors inevitably age, the student body happily remains young as the ranks are replenished every year. Some sage has suggested that every school thus benefits as the treasury of knowledge is increased annually, when the freshmen bring varying quantities of information with them, while the seniors take none away. Whatever the results, the undergraduate college becomes a beehive of motion as the student body moves from one activity to another, at what seems to be a constantly increasing pace. The Platteville student body by the laws of transportation, economics, and inheritance traditionally comes from the area immediately surrounding the school. Thus, the public schools of Grant, Lafayette, Iowa, Richland, and Crawford Counties have supplied the bulk of the student population for years, and also have provided teaching opportunities for many graduates. In recent years, with better transportation facilities and through a broader publicity program, Platteville has been attracting students from many other parts of the state, as well as from adjacent states and foreign countries. Similarly,

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the graduates have ranged farther from home for vocational opportunities. A canvass of last year's graduates reveals, however, that over fifty per cent are employed, or are attending graduate schools, in Wisconsin.⁸⁶

The average age of the Platteville student has advanced from sixteen to twenty years, chiefly because completion of high school was not an entrance requirement during the early years of the Normal School. Because they were dealing almost entirely with "teen-agers", the faculty then was more paternalistic than today, when it is believed that the bulk of the student body may be classed as young adults. The student body, during the first seventy-five years, was supervised quite closely and rigidly, thus creating a family bond of sorts between students and faculty. Most teachers with extensive tenure were regarded as great and influential because of their emphasis both on morality and fundamentals in subject matter. It was the faculty who inaugurated a Prohibition Club in the 1890's and which the students ultimately copied. It was the faculty who imposed a ban on fraternization at school dances between students of the Normal School and the Mining School. In the decade before World War I, it was the faculty who banned campus dances, but who were forced to retreat to arranging tightly chaperoned dances when students arranged their own activities at the Knights of Pythias Hall. But even when dancing was restored, one faculty member observed that some of the dances were not pretty, "in fact they appear ugly to a great many good people . . . You haven't learned what good form is."⁸⁷ After World War II, with a large number of older veterans in the student body, a different attitude toward social affairs emerged, and the faculty's role became more advisory than directing in nature.

The Normal School openly admitted its responsibility and function of preserving the accepted traditions of a Protestant Christian society by requiring attendance at Chapel exercises, by assuring parents of boarding students that church attendance would be supported strongly, and by including prayers and hymns in social meetings, such as those sponsored by the Athenaeum and Philadelphian Societies. Hon. Arthur W. Kopp, an 1895 graduate, recalls a series of lectures given by Mrs. Emily M. B. Felt, who spoke to groups of boys and girls on the social and moral standards of the school and society in respect to dating, etiquette, courtship, and matrimony. In addition, the Judge remembered compulsory study hours from 7:00 to 9:30 p.m., which were enforced by the faculty who patrolled the streets to make sure that their students were not wandering aimlessly about the town. Householders encouraged students to study in their rooms. There still remains an application of the school's moral obligation to encourage students to make good use of their leisure time.⁸⁸

Invariably, students have organized worthwhile extra-curricular groups, whose activities in effect have broadened the curriculum. The first student group, The Philadelphia Society, was organized under the capable direction of Charles H. Allen during the fall of 1866. Several meetings were devoted to preparation of a constitution and by-laws and to the selection of an appropriate name and the election of officers. In December 1866, William McDonald presided and the first program dealing with the disposition of

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Jefferson Davis was held. Subsequent meetings featured prepared lectures, debates, and essays by students and faculty participants. By the beginning of the second term of school the membership included thirteen charter members, five honorary members, and thirteen new members, which accounted for the bulk of the male student body and the faculty.

The Philadelphian Society, under various modifications in name, has survived to this day. Its *raison d'etre* remained literary and forensic for at least seventy-five years. Even when debate and oratory became schoolwide functions, Philadelphian members frequently carried off school and inter-Normal honors because of their wider experiences. Very early in its existence, the Society assumed various responsibilities related to school service. For example, in 1871, in cooperation with the Athenaeum Society, the Philadelphians sponsored a series of programs to raise money for the library. In 1889, the Society founded and operated for several years *The Exponent*, the forerunner of the present school newspaper, and early in the twentieth century the members presented several plays for educational and entertainment purposes.

Until World War II, the organization sponsored a variety of fund raising activities, including the sale of school emblems for the purpose of supporting the Student Loan Fund and the Bell Tower Fund. Beginning in 1935, the Philadelphians promoted the Mardi Gras annually both to raise money for the group's activities and also to provide the entire student body with an organized, chaperoned dancing party. In recent years, the members have spearheaded drives to collect used books and clothing for underprivileged, have shared in the spirit of homecoming, have donated blood, and have ushered at the Concert and Lecture series.⁸⁹

The women's counterpart to the Philadelphian Society is the Athenaeum Society, which began its existence in September, 1867 as the Nulli Secundus, which name was dropped in 1868. As has been mentioned in connection with evolution of the men's club, the young ladies of the Normal School were organized with considerable faculty assistance and direction during the early years. Their purposes and activities are quite closely entwined with those of the Philadelphians, which ultimately led them into cooperative debating, oratorical, and social ventures. It appears that a number of platonic friendships bloomed into more lasting alliances in marriage. Many of the essay and debate topics handled by Athenaeum members reflect women's interest in subjects ranging from education to women's suffrage.

It appears that the Athenaeum girls have adhered closely to their literary and educational foundations in their organizational programs and those for the entire student body. Not only has the size of the membership increased over the years, but efforts are constantly made to create a lasting bond between the current student membership and the alumnae. The pattern of the Athenaeum evolution appears to have incorporated the best of the results in coeducation and women's rights, about which the girls debated vigorously decades ago, together with the general format of women's professional organizations. Whether or not the members adhere to a pledge of the 1920's

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—“I will dance in such a way as to offend neither myself nor anyone within our community”—the Athenaeum girls do adhere to their general belief in self-expression, self-culture, and self-control. Like the Philadelphian Society, the Athenaeum constitution provides that officers are to be elected each semester so that as many members as possible may have the opportunity of developing the above traits.⁹⁰

It is in a way remarkable that only one men's and one women's organizations were founded and survived during the first seventy-five years of the school's development. It is true that for short periods of time, attempts were made to sustain rival, but similar clubs. But it was not until 1946, that a second men's organization was formed largely by a group of veterans under the name of *Les Sans Prejudice*, which reflects something of a revolt against the membership restrictions of the older group. On the other hand, there were formed from time to time a variety of special interest groups whose activities and membership reflected the broad spectrum of college student drive to organize and participate in vocational and avocational projects. The curriculum subdivisions spawned such groups as the Industrial Arts Association, the Secondary Education Club, the Elementary-Rural Club, various musical groups, drama groups, local chapters of Mining and Civil Engineering, and so on.⁹¹

Still the attraction toward selected membership and “in-group” functions was strong enough to see the creation of still a third men's organization in La Cour Des Lions or Courtiers in 1962. Similarly, women students have responded to a need for additional sororities through the formation of the Kariatheses in 1962 and the Elysium in 1963. Thus, at present, the three Greek-type men's clubs and the three comparable women's clubs stimulate the functions of the traditional Greek letter organizations without national affiliations, but yet retain their strong local origin and character. The several advantages of fraternities and sororities are maintained, but without the risks and financial burdens in maintaining independent living quarters and eating facilities.

At present, there are forty-five student organizations whose activities and programs reflect a great variety of interests. Some are vocational and educational, some are devoted to school and community service, others fall into scholastic honors categories, and still others are primarily social in nature. The chief outlets and means of expression among students fifty or seventy-five years ago were in their class organizations. Freshmen, Sophomore, Junior, and Senior groups were not very large, and their common interests usually centered about activities and programs peculiar to their respective status. Typical of most colleges at the time, the ultimate in coeducational leisure time activities was found among one's contemporaries, since usually those who entered school together also finished together. As enrollment increased, study loads varied, and summer schools were instituted, students became less conscious of differences which supposedly separated seniors from freshmen. Except for several events such as the Junior Prom, or the Senior Banquet and Commencement, class activities *per se* have declined and have been replaced by the variety of special interest groups previously mentioned. Understandably, too,

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college students never have needed an organization as a focal point for social intercourse. Mixed groups of varying sizes have congregated at Fountain Bluffs, the Mound, Tufa Falls, and the Powder Mills for picnics and outings since the first class was enrolled here in 1866.²²

While many Americans today appear to be pre-occupied with the National Physical Fitness program, especially to offset the debilitating effects of spectator sports, teachers and students at the old Normal were equally concerned about a sound mind in a sound body. Physical education and athletics began as diversionary adjuncts to the academic curriculum when the Normal was very young. Beginning in 1869, a part-time instructor was hired to give instruction in gymnastics, chiefly in manipulating Indian clubs without maiming a colleague. Later the program was expanded, when a gymnasium room was included in the 1891 addition to the old Normal buildings. The scope of the physical training program was enlarged, primarily by student momentum, with the organization of baseball, football, and basketball clubs, all under the general aegis of the Normal Athletic Association. Students and faculty contributed funds toward the purchase of minimum equipment requirements for each of these sports, and both participated in a series of intra-mural games during the school year.

It was not until September, 1912, that a full-time coach was retained as director of physical training and athletics. Prior to this time, interested and proficient members of the student body and faculty, aided frequently by a former student, coached or piloted the various athletic teams. Occasionally, a former University player or townsman would be hired on a part-time basis for the football season to attend to the coaching duties. Baseball was the first competitive sport played by Normal students, but their competition was usually limited to town or high school teams within a 25 mile radius of the school. Conditions, as well as equipment were very crude. Most of the home games were played in a cow pasture, leased for the purpose, located on the south edge of the city where U.S. Highway 151 is today. The astronomical scores of those early games indicates the rough conditions of trying to catch a fly ball with no fielding glove on rough terrain. Sometimes the boys would remove as many obstacles as possible, and some inventive souls stuffed cotton work gloves with padding to soften the blow. So significant was catching a fly ball, that the contemporary newspaper accounts made special mention of the number caught.

Football was discovered by the Normal boys in the early 1890's, when two outsiders with eastern contacts brought the general concepts of the game to the campus. John Matthews, an instructor in science, had picked up the rudiments of the game while a student at Michigan State, and Ben C. Mather, a student whose father was a pastor "out East," spearheaded the movement to develop the sport here. As in the case of baseball, equipment and playing conditions were crude, but enthusiasm was high. The opponents were recruited from adjacent towns and also from other colleges. The key game of every season, during the late nineteenth century, was with the State Normal School at Whitewater against whom victory seemed more important than life itself. Rules and regulations were rather flexible and were usually decided upon in

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a brief conference before each game, but unlike baseball, scores were generally low.

As interest in football and baseball declined, great enthusiasm for basketball developed, especially after the gymnasium was built. Indoor playing conditions were somewhat better than slogging through cow pastures, but the inconvenience of two steel support columns in the middle of the gym may have discouraged the less agile players. A woman faculty member, first Miss Nina Page and later Miss Agnes Brigham, both graduates of the Boston Gymnastic School, paved the way for intramural and later interschool competition. Even the faculty women caught the bug, when they formed a team in 1897, although they made it clear that they were not interested in having spectators present when they played. Improved playing conditions were available after the completion of the larger men's gymnasium, in 1918, in the Agriculture Building on the new campus. The chief difficulties of inter-collegiate competition for most sports were time and travel, and even after a full-time athletic director was hired, the games were few and the seasons short. Perhaps more successful were the intramural programs which involved a larger number of students, who played most of their games under makeshift conditions.

Over the years, Platteville athletic teams appear to have been quite successful and have provided focal points for the development of a unified school spirit. In recent years, the effect of having a stable coaching staff and better facilities financed by the state and the student activity fund have enhanced sports development in the school. Since World War II, numerous inter-collegiate sports have been added in tennis, golf, track and cross country, soccer, swimming, and wrestling. In addition, a fully developed physical education and intramural program have added to the enjoyment and benefits for the student body.⁸⁸

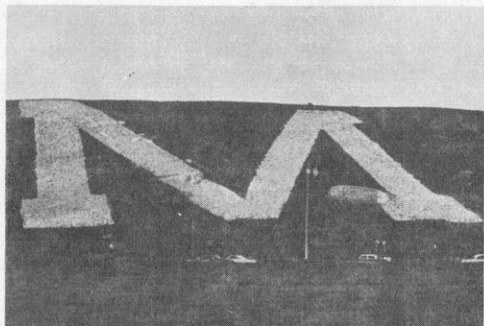
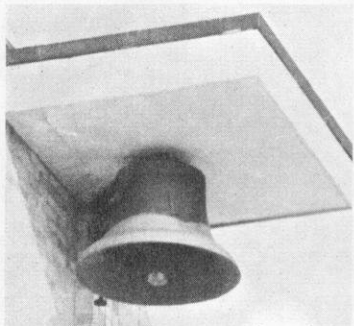
In recent years, Platteville has adopted the cognomen of "the friendly college," signifying both a congenial atmosphere among students and faculty in every-day life on the campus, and also an amicable relationship with the alumni. The Alumni Association, like the school, combines the graduates of all the schools prior to the 1959 merger under the University umbrella. Some means of identity with a particular curriculum have been developed in the organization of Engineering, Agriculture, and Industrial Arts Chapters within the general association. These groups have separate meetings during the course of the year in addition to the Association's general meeting. One highlight of alumni relations occurs during the W.E.A. Convention, when faculty representatives and "old grads" intermingle in the East Room of the Hotel Schroeder in Milwaukee.

While the Platteville alumni are generally an unmoneyed group, still they are loyal supporters, and consciously or unconsciously urge their own students to consider attending the alma mater. Among the comments heard recently from alumni have been: "The old school is certainly tougher than when I was there," and "I can't keep up with the changes on the campus." Each reflects an important aspect of current development at most colleges these days, but

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in Platteville's case it is doubly reassuring that at least the alumni segment of the general population is aware of progress. On the other hand, the contemporary student body is also aware of the degree of change which is occurring during their residence period, but unlike many of the alumni, they are not aware of the depth of change that has taken place during the last two decades.⁹⁴

What was once a novelty, is now rather commonplace, so that the scrape of the bulldozer, the rattle of the air hammer, and the grind of the cement mixer are accepted as necessary nuisances. Tearing down and building up have become such familiar symbols of progress that one suspects there will always be a major building project taking place. In a way, expansion of the physical plant sets the keynote for development in the second century of growth. Plans are being made and, in some cases, implemented for accommodating a larger student body in residence halls, in eating and recreation facilities, and in classroom, laboratory, and library space. Happily, many of the newer buildings will be in the self-sustaining category, so that the total building cost may be spread over a longer period of use. Beyond mere physical accommodations for students, faculty, and staff, intensive thought is being given to curriculum development both in expansion of existing programs and in the addition of new ones. In each case, careful consideration is given to the immediate and future needs of the state and nation in the light of



The two main symbols of Wisconsin State University-Platteville are the bell and the M. The bell, which once was in the belfry of the original Normal School, tolled to bring students to class, to dismiss them, to sound the time of curfew and the joy of victory. It now is located on the side of the university little theater as a reminder of its former use, but no longer rings.

The M. original symbol of the Wisconsin School of Mines, is claimed to be the world's largest. It is constructed of limestone, on the side of the Platte Mound. Engineering students clean and refurbish the symbol each spring and fall.

The combination of the two symbols represents the merger of two colleges, Wisconsin State College and Wisconsin Institute of Technology, in 1959. The college struggled under the weight of the name Wisconsin State College and Institute of Technology until 1964, when it was renamed Wisconsin State University - Platteville.

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prospective economic and technological growth. Plans for staffing the dynamic university scheme are made long before critical points are reached, although at ground level it appears that the bird's eye view is sometimes distorted by cloud cover. Consequently, shifting into higher gear is occasionally necessary in order to meet emergency staffing problems.

Thus, at the end of the first century, Platteville looked toward the future. Professionally competent men and women are always needed, but we ask, "will our teachers, engineers, scientists, and scholars be well grounded in their special fields as well as in their western heritage?" Unquestionably, it is the faculty's intention that such goals will be reached, and all efforts are being made to realize them. Solid foundations have been laid by preceding generations of administrators, faculty, and students. The current generation of participants intends to build higher and faster for a better view of the infinite horizon.

"For which of you, intending to build a tower, sitteth not down first, and counteth the cost, where he have sufficient to finish it? Lest, haply, after he hath laid the foundation, and is not able to finish it, all that behold it begin to mock him, saying, This man began to build and was not able to finish." (Luke 14 28-30)

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Footnotes

1. Ray A. Billington, *Westward Expansion* (New York, 1960), 297 ff.
2. James A. Wilgus, *History of the Platteville Academy* (Platteville, Wisconsin, 1942). See also, *History of Grant County* (Chicago, 1881), 695-700.
3. Conrad E. Patzer, *Public Education in Wisconsin* (Madison, 1924), 139 ff.
4. *Ibid.*, 441; 448.
5. Milton Longhorn (ed.), *During Seventy-Five Years* (n.p., 1941), 5; see also, *Wisconsin Governors' Messages*, 485.
6. C. W. Butterfield (ed.), *History of Grant County, Wisconsin* (Chicago, 1881), 924.
7. *Wisconsin Governors' Messages*, 611 ff.
8. *Grant County Witness*, December 7, 1865.
9. Butterfield, *History of Grant County*, 918; see also, *Wisconsin Governors' Messages*, 413.
10. *Grant County Witness*, April 19, 1866 and May 10, 1866.
11. Benjamin F. Gilbert, *Pioneers For One Hundred Years* (San Jose, 1957), 61 ff.
12. *Grant County Witness*, October 4, 1866; see also, James A. Wilgus (ed.), *The Golden Jubilee* (Madison, 1917), 19 f.
13. *Ibid.*, February 3, 1866 and February 15, 1866.
14. *Ibid.*, June 7, 1866.
15. *Ibid.*, October 4, 1866.
16. *Wisconsin Governors' Messages*, 507.
17. *Grant County Witness*, September 27, 1866.
18. *Ibid.*, March 27, 1866.
19. *Ibid.*, August 17, 1866; August 21, 1866; and September 13, 1866.
20. *Ibid.*, October 11, 1866.
21. *Wisconsin Governors' Messages*, 618 f; see also, *Grant County Witness*, November 29, 1866.
22. *Grant County Witness*, May 2, 1867 and June 20, 1867.
23. *Ibid.*, June 27, 1867.
24. *Ibid.*, September 5, 1867.
25. *Ibid.*, August 13, 1868.
26. *Ibid.*, July 30, 1868.
27. *Ibid.*, December 29, 1870.
28. *Ibid.*, February 11, 1869.
29. *Ibid.*, September 3, 1868.
30. Longhorn, *During Seventy-Five Years*, 10 f.
31. *Ibid.*, 13 f.
32. State Historical Society of Wisconsin, *Dictionary of Wisconsin Biography* (Madison, 1960), 7; see also, Gilbert, *Pioneers For One Hundred Years*, 63.
33. *Commemorative Biographical Record of the Counties of Rock, Green, Grant, Iowa, and Lafayette, Wisconsin* (Chicago, 1901), 336 f.

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34. John W. Leonard, (ed.), *Men of America* (New York, 1908), 1548; see also. *Memorial Addresses Delivered in Honor of Duncan McGregor* (Platteville, 1921), *passim*.
35. Wilgus, *The Golden Jubilee*, 40.
36. Charles H. Allen to Duncan McGregor, July 14, 1873, in *Duncan McGregor MS*, Wisconsin State University — Platteville.
37. Gilbert, *Pioneers For One Hundred Years*, 66.
38. *Grant County Witness*, July 2, 1868; September 10, 1868.
39. Longhorn, *During Seventy-Five Years*, 12; C. W. Ottensman, *Space Study*, 1963, MS.
40. *Ibid.*, 14 f.
41. Edward A. Fitzpatrick, "The Educational System," in Milo M. Quaife, (ed.), *Wisconsin: Its History and Its People* (4 vols., Chicago, 1924), II, 264.
42. Longhorn, *During Seventy-Five Years*, 16.
43. *Grant County Witness*, July 17, 1895.
44. *Bulletin of The State Normal School — Platteville* (1907), 6; Architects estimated cost of \$120,000 reported in *Grant County Witness*, August 17, 1905.
45. "Twelfth Biennial Report of the Board of Regents for Normal Schools," in *Wisconsin Public Documents*, 1905-1906, III, 6ff.
46. *Platteville Journal*, January 10, 1938; see also, Maurice M. Vance, *Charles Richard Van Hise* (Madison, 1960), 125 f.
47. Fitzpatrick, "The Educational System," 266 f; see also *Grant County News*, (August 17, 1934).
48. *The Miner*, 1915 (n.p); and *The Miner*, 1922 (n.p.).
49. *Laws of Wisconsin, 1907* (Madison, 1907), Ch. 573: Sect. 392m-v.
50. Wilgus, *The Golden Jubilee*, 184 f; *Bulletin of the State Teachers College, Platteville, 1940* (January, 1940), *passim*.
51. *Grant County Witness*, July 4, 1894.
52. *Ibid.*, August 29, 1894.
53. *Who Was Who in America, 1897-1942*, 207; Filgus, *The Golden Jubilee*, 184.
54. *Grant County Witness*, April 7, 1897; April 28, 1897; May 26, 1897. One of the "irregularities in the management" of the school appears to have been Chalmers' personal drive for complimentary publicity, which apparently irritated both faculty and townspeople. Another irregularity was less well defined, viz. "There is a story connected with this whole affair which has been whispered to your correspondent and if it comes into the lime light Dr. Chalmers will not be the only person affected by its publicity." *Sioux Falls Daily Press*, December 12, 1905. See also: *Wisconsin Journal of Education* (October, 1905), 208.
55. *Proceedings of the Board of Regents of State Normal Schools, 1904, Platteville Journal*, December 30, 1914.
56. Wilgus, *The Golden Jubilee*, 165; J. W. Livingston to D. McGregor, January 18, 1909, in *McGregor MS*.
57. *Who Was Who In America*, 1207; W.J. Sutherland to W. Kittle, September and November, in President's Letter File, Typed MS.
58. W. J. Sutherland to J. A. Wilgus, December 8, 1914 and March, 1915, in J. A. Wilgus Papers.

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59. *Wisconsin Journal of Education* (December, 1915), 294 f.
60. "In Memoriam: William James Sutherland," in *Exponent* (State Normal School, Platteville, Wisconsin), January, 1916, 24 pp.
61. Wilgus, *The Golden Jubilee*, *passim*.
62. Longhorn, *During Seventy-Five Years*, 73 f.
63. *Ibid.*, 21 f.
64. *Platteville Journal*, September 14, 1938; Interview with C. W. Ottensman, Dean of School of Engineering, November, 1964.
65. Longhorn, *During Seventy-Five Years*, 146 f.
66. Robert C. Cook, (ed.), *Who's Who in Education* (Nashville, 1954), 931.
67. *Proceedings of the Board of Regents*, January 21, 1946. Resolution 82.
68. *Ibid.*, July 21, 1943.
69. *Exponent*, December 11, 1945.
70. *Ibid.*, 1953-1954, *passim*.
71. *Proceedings of the Board of Regents, 1958-1960*, Resolutions 1490 and 1592.
72. Pacques Cattell, (ed.), *American Men of Science* (Lancaster, Pa., 1955), 1980.
73. *Exponent*, 1958-1964, *passim*.
74. *Faculty Handbook, Wisconsin State University — Platteville*, 1964, 2.
75. *Report of the Commission in Improvement of the Educational System. Part I* (Madison, 1948), 23; 27.
76. *Proceedings of the Board of Regents, 1958-1960*, Resolution 1484.
77. Stephen Leacock, *My Discovery of England* (New York, 1930), 113 f.
78. Longhorn, *During Seventy-Five Years*, 22; *Grant County News*, November 24, 1870.
79. *Self-Study Report for the North Central Association, Wisconsin State University — Platteville* (1964), 20 f.
80. J. A. Wilgus, "Wisconsin Normal School Study," (January, 1914, Typed Ms. in Wilgus Papers.
81. *Grant County Witness*, 1880 to 1900, *passim*; see also. Quarterly Bulletins of State Teachers College, Platteville and subsequent name changes, 1940 to present.
82. *Grant County Witness*, December 18, 1895.
83. *Secretary's Book, The Philadelphian Society*, 1932-1955, *passim*.
84. Asa M. Royce, *Correspondence*, 1930-1939, *passim*, typed Ms.
85. *Secretaries' Reports*, A.W.S.C.F.—Platteville Local, 1956-1964, *passim*.
86. Harold Hutcheson, (comp.). *Annual Report of Placement Bureau, Wisconsin State University, Platteville* (1963-1964), mimeographed, *passim*.
87. J. A. Wilgus, *Papers*, 1910-1915, *passim*.
88. R. D. Gamble, "Notes on Interview with Hon. Arthur W. Kopp," October 6, 1964.
89. *Secretaries' Books*, Philadelphian Society, 1866 to present, *passim*.
90. Longhorn, *During Seventy-Five Years*; 32-38; *Secretaries' Books*, Athenaeum Society, 1867 to 1959, *passim*.

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91. *The Pioneer*, 1946-1964.

92. *The Bone of Contention*, 1896.

93. Longhorn, *During Seventy-Five Years*, 38-43; Thomas E. Bartlett, "The Development of Athletics at Wisconsin State College and Institute of Technology, 1866-1963," unpublished history research paper, 45 pp.

94. *Ibid.*, 67 f.

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A CENTURY OF PROGRESS AT WHITEWATER (1868-1968)

Establishing the School (1868-1968)



No community in Wisconsin was more anxious to acquire a state normal school than was the village of Whitewater, and no community felt itself more qualified for the honor. Founded in 1837 by emigrants from New England and New York, Whitewater still possess strong puritanical leanings when its second generation was making a bid for the normal of southeastern Wisconsin. According to one reporter the town even shared its precocious ambition with the Board of Regents of Normal Schools as early as 1860; but if such were the case, the Civil War pushed aside all business not related to it for the time being.¹

Following the close of hostilities in 1865 the Board of Regents advertised for sealed proposals, and among those from some sixteen of 1857 had blasted the pre-war hope of routing the Central Railroad through localities there appeared the well-planned Whitewater claim. Because the Panic the town, enterprising citizens were able to focus both their attention and their substance upon the normal dream. Politics, of necessity, played a part in the location race, and Whitewater did an undeniably effective job in that respect. State Senator N. M. Littlejohn, a local lumberman who strongly favored the normal, used his influence to secure the appointment of Judge S. A. White to the Board of Regents in 1865. Together they helped convince the Regents that Whitewater's \$25,000, though less than the amount offered by Racine and some others, was a better deal for the state than other contenders in the district could claim. Civic spirit ran high as men of means deposited their private government bonds with the state treasurer as security. Two hundred fifty bonds worth \$100 each were offered, nearly half of which were underwritten by Lyman Goodhue. When it came time to locate the first two state normals in 1866, Platteville and Whitewater came out victoriously. There was

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unmitigated rejoicing in the Whitewater community, as this second generation of pioneers believed with their fathers in the twin puritan virtues of labor and learning.

The news of Whitewater's success was not met with good humor elsewhere in the southeastern counties, however. Probably the most disturbed was Racine, having promised an improved site plus \$28,000 and having historically stood quite ahead of Whitewater in the cultural bid for a normal. While the latter was nourishing an academic existence in its first log schoolhouse, a Racine leader wrote in the *Advocate* of December 3, 1843: "I believe Racine will raise more money in proportion to its size for the purpose of education than any other place . . ." By 1853 McMynn's Academy had begun to supply common schools with teachers and Racine was indeed leading the state in educational appropriations. It is not surprising, therefore, that the *Advocate* should declare: "We rather hope the matter may go into the courts, and be thoroughly ventilated, so that we may know what inducements were offered by the Whitewater politicians." A week later the *Whitewater Register* published its candid reply: "The continued effort to injure the future prospects of the School by ungenerous newspaper paragraphs reflects no credit upon the editor of the *Advocate* but seems supremely childish and silly, giving tokens of poor judgment and an unamiable disposition."

Milwaukee also looked with disdain upon Whitewater's victory. Although not a finalist in the race, that metropolis suggested a legislative investigation to determine why the Board chose to locate where the lowest bid was made, the "one-horse town of Whitewater" which "exiled" the school to a "rural retreat." The *Register* editors took issue with this accusation in terms which somewhat belied the assigned appellation:

There is not a liberal institution of learning of any note in any leading commercial city in the United States, except it be some eleemosynary institutions, like Girard College in Philadelphia, and that has never attracted much attention. And we cannot see . . . that an intimate acquaintance with the "jostling crowd" of a city is calculated to improve their morals or yet their manners . . . nor that frequent contact with proprietors and vigorous compotators of beer halls, keepers and inmates of brothels, "dutch gardens," concert saloons, and similar institutions, which are popularly reported to be so flourishing in Milwaukee, is calculated to give young men and women the "additional polish" assumed to be so salutary.

As the years passed and history pronounced its blessing upon the Whitewater Normal, it became evident that no community would have made better use of the honor, both in terms of concern bestowed upon the School and in terms of what the School meant to the town. A closer look at local developments during this period will explain why this was true.

Whitewater was a typical New England town moved west, to which the words of a state historian that "the imprint of ideals cherished by the early people of New England and New York is indelible on the profile of Wisconsin" were particularly apropos.⁷ These people were drawn to the rich farm land

A CENTURY OF PROGRESS AT WHITEWATER (1868-1968)

bared by oak clearings and dotted with lakes, and within a few years after Samuel Prince had built the first cabin in 1837 the village was surrounded by fields of wheat, herds of dairy cattle, and prolific orchards. Within the settlement industry soon took hold, so that after two decades the milling business begun by Dr. James Tripp was thriving, George Dann's brickyard was producing 600,000 bricks a year, the Winchester-DeWolf-Partridge wagon works had emerged, and the foundation for the great Esterly harvester works was being laid. So prosperous was the town that the ten-dollar pauper fund, set aside by the newly organized town government in 1841, was not touched for five years.⁸

Along with their rural conservatism which placed business before pleasure, the first citizens of Whitewater made haste to perpetuate the high moral and religious standards of their fathers. Just three years after the first log dwelling graced the landscape, a group of Congregationalists gathered at the house of Deacon Prosper Cravath in Lima to organize the first church for the town of Whitewater. Among the fifteen people present was Deacon's daughter, Emily, who became the mother of a later president of the Normal, Albert Salisbury. The spire of the Congregational Church and the tower above Old Main on Normal Hill became symbols of the cooperation of town and gown throughout the century. As was true of Walworth County in general, Whitewater early established temperance laws, despite which Freeman Pratt's distillery began a rather pretentious business in 1849. Probably the best known story illustrating the early moral code grew out of an incident in 1841 called the "Whitewater kiss."

At a ball given at the close of the school year a venturesome youth, "impelled by a mischief-loving spirit, dared, then and there, with encircling arm to press upon the lips of a fair young lady present an unmistakable kiss." Such presumption so aroused one old gentleman's sense of propriety that he ordered the young man to leave the room. When the youth refused, he received unsolicited assistance through the door and was next heard of filing a complaint with the justice in a neighboring town. The attorney for the youth explained to the jury that there was no impropriety in the act itself since "kissing was the first thing taught us by our mothers," since each juror had "kissed and been kissed," and since the act was not forbidden "either by civil or moral law." The jury was convinced that kissing was legal, "a point which from that time has remained unquestioned, this decision having long since become incorporated into the common law of this vicinity."⁹ The strict moral codes of the early teacher-training institutions found ample encouragement at Whitewater.

In terms of higher education, the forerunner of the normal was the abortive Whitewater Seminary, an outgrowth of the sentiment that a seminary would be an ornament to the village and a source of wealth and intelligence to the community. In March, 1865 several local sovereigns including S. A. White, N. M. Littlejohn, and William De Wolf, all instrumental in securing the Normal became incorporators of the Whitewater Seminary. After the Board of Regents announced that two normals were to be designated, however, the town's attention turned in that direction and the seminary project was for-

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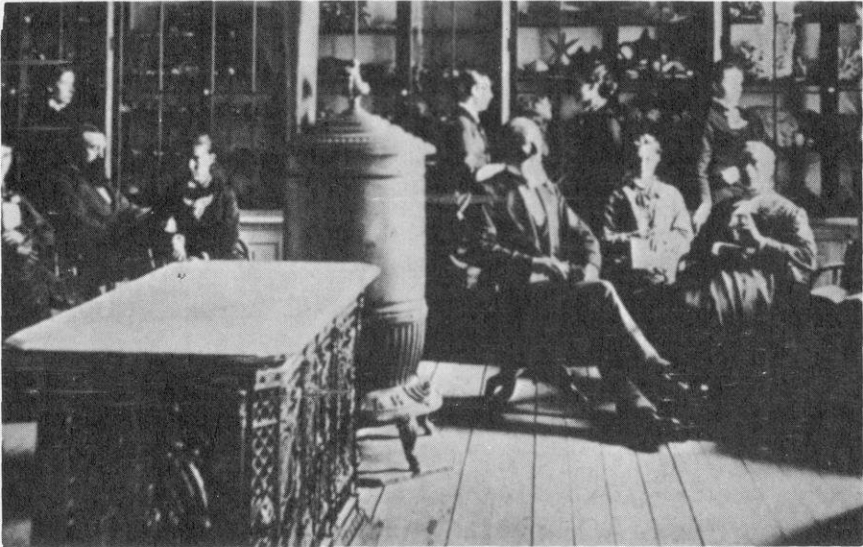
gotten. If in practice Racine had a better claim to the southeastern state normal than Whitewater, in theory the latter excelled.

Having thus cooperated to secure the location of their normal, local enthusiasts set about to house their prize. The site chosen was a hill alleged to be the highest point between Lake Michigan and the Mississippi. A famous architect named Randall came from Chicago to design the building. Since his estimate of \$33,000 drew no bids from contractors, the fathers decided to proceed on their own. Mr. Littlejohn, whose knowledge of the lumber business made him a logical choice, was selected to superintend construction and the building committee went ahead without a contract. On October 2, 1866 there was the sound of digging on Normal Hill and by early 1868 an edifice of cream-colored brick 158 x 57 feet, three stories above the basement, adorned the Whitewater skyline. The fact that the completed structure cost \$44,000 did not, for one moment, deter the intentions of the fathers. Once more their determination had been vindicated. The first catalog proudly proclaimed: "The whole building is heated by steam, thoroughly ventilated, and no necessary labor or expense has been spared to adapt it to the purposes for which it has been designed."¹⁰ In January, 1868, Professor Oliver Arey of Buffalo arrived in town to assume his duties as principal. In three months the final details of establishment were consummated and on April 21st dedicatory exercises were held, attended by such dignitaries as the state superintendent of public instruction, the Board of Regents president, President Allen of Platteville, the city superintendents of Chicago and Milwaukee, the president of the University of Wisconsin, and exuberant Whitewater businessmen. The century had officially begun.

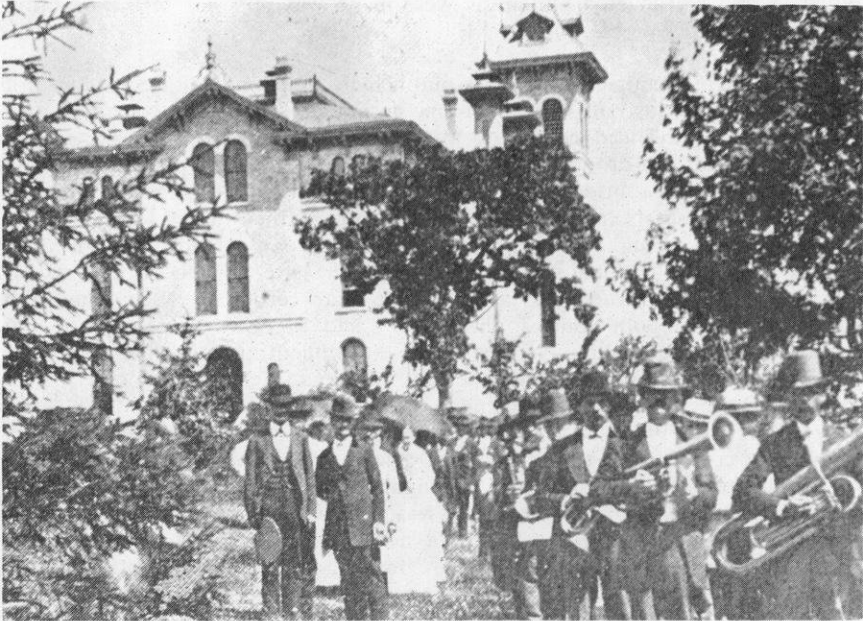
On the day following the dedication nine faculty members were on hand to meet the 39 students who had enrolled, among whom was President Arey's fifteen-year-old daughter. An important part of matriculation was the signing of the Declaration Book whereby each young person pledged to fit himself for the profession of teaching in the state and thereby received free tuition. President Arey's conviction that order was heaven's first law made a deep impression upon all who entered the Normal. President Salisbury later recorded: "The young men and women who gathered into this school in those early years found here a new and stimulating atmosphere. The spirit of earnestness—almost a severe earnestness— pervaded the place; and the high ideals of its administration were contagious in a remarkable degree."¹¹

The community thrilled to receive those early stalwarts of higher education who came, many of them from the area which cradled the normal school movement, to establish the strong roots of the institution. President Arey, the son of a Massachusetts businessman and state legislator, attended district school taught by students from Dartmouth and Harvard and was possessed with an abundance of Puritan moral sense which could be exercised positively upon occasion. Salisbury recorded an example of this from Arey's early teaching experience. He arrived late one morning and found that his pupils, sons of seafaring fathers, had barred the door on him. Throwing his weight against it he landed, door and all, in the midst of the large boys who fled "like frightened rabbits to their seats." No word was spoken either by Mr.

A CENTURY OF PROGRESS AT WHITEWATER (1868-1968)



The first faculty meeting at Whitewater in April, 1868. There is evidence of perfect attendance with ten teachers present.



The first building, Old Main, is seen as a backdrop for the initial commencement in June, 1870, when a band led a group of six graduates and ten faculty.

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Arey or the pupils; but "reading a few verses from the Bible, as was his custom, he commenced the day's duties. . . ." ¹² President Arey was known to have expressed his displeasure when once the Young Ladies Literary Society debated as to whether Bible reading should be permitted in the public schools and decided against its use. Mrs. Arey, a woman of grace and literary accomplishment, assumed personal responsibility for every young lady under her principalship. Throughout the years of establishment and far into the Salisbury generation a dominant characteristic of the Whitewater Normal faculty was their spirit of personal dedication which drove them well beyond the call of duty and set an example of devotion before the young minds who looked to them for guidance. An alumnus of 1879 expressed this sentiment well when he declared, "It is that which a student breathes that makes him, rather than that he swallows." ¹³

The Whitewater community took as much pride in the physical development of the new campus as in the moral and academic. The first effort toward beautification of the grounds was a cooperative one in that citizens provided nearly \$400 towards a bill of \$552.20. Students reciprocated by turning out in force on May Day, 1869 to plant the famous Graham Street elms. Thus began a tradition of emphasizing physical beauty in which both town and gown participated. President Salisbury made the south campus famous for its experimental arboretum of more than 150 species of trees and shrubs. A Whitewater student who spent a summer at Harvard reported that the "fine old trees and ivy covered buildings" were in no way superior to the beautiful campus at Whitewater. ¹⁴

The original course of study as outlined by the Board of Regents was of three orders—an institute course of one term, an elementary course of two years, and an advanced course of three years. The institute course proved impractical and was dropped in 1872, but the year before a preparatory class was organized as a bridge over which potential trainees from the country schools could march into the Normal and prove their ability despite their inadequate background. The advanced course was soon extended to four years and entitled the graduate to a diploma which, after a successful year of teaching, could be turned into a first grade state certificate. Beginning with the first term in both courses, the student had to give select readings and declamations which, although they gave the student practice in the art of communication, did not facilitate the flow of ideas. Mental and moral philosophy taught by the president capped the academic ladder in the advanced course, which included 20 weeks of Latin in place of rhetoric offered in the elementary course. The training school, a legitimate arm of the Normal from the beginning, was organized into a primary, intermediate, and academic department. The existence of the latter was justified on the basis that a community which had worked to secure a normal should be rewarded with an academy where its youth might prepare for college. The competition of the normals with the University for academic excellence is an interesting chapter in their history. Literature and science were always emphasized at Whitewater, and it was a part of the school's tradition to make academic excellence and professional training twin goals of mutual necessity.

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Student life in those early days was standardized to fit the code of the old Declaration Book—that which becomes a teacher. There was no dormitory, but the school helped the students find room and board in town at the usual price of three dollars a week. Those who chose to rent a place and cook for themselves could cut that cost somewhat, but local citizens were urged not to take advantage of the students' meager resources. No matter where they lived, strict rules of conduct were imposed upon their private lives. The first catalog contained a separate heading entitled "Expulsions" and listed two young people who had fallen under the description of that which *did not* become a teacher.¹⁵ Women were not allowed to receive calls from gentlemen after 6 p.m., nor were they to ride or walk with male companions without special permission from the president. Generally, the students accepted the rules of conduct without question, but once a young man of the bolder sort decided to challenge the school by making his complaint through the local newspaper. The *Register*, however, refused to print his "lucubrations," reminding him that an education embraced not only book-learning but good morals; that self-discipline must be insisted upon since too free communication between the sexes would be destructive of the highest interests of the school; that students were supposed to enter the school for study rather than social enjoyment; that no one had compelled him to come to school; and that he could "achieve his most ardent desires . . . by absenting himself entirely . . . into the obscurity of his native wilds."¹⁶ Although President Arey's undue concern about the romantic tendencies of the young people was not shared by later administrators, his methods were neither challenged locally nor on the state level.

Daily religious exercises were a part of the student's life in those days. A chord on the piano brought every member of the School into the assembly room each morning, where assigned seats delegated the seniors to the front row, juniors to the second, and so on down to the children in the training school. A broad central aisle separated the men from the women, and all eyes were upon the platform as a hymn was sung, the president led in prayer, and some comments were made on moral and religious themes while roll was taken. Absence necessitated a written excuse to the president, requiring a display of the student's finest literary talent. After a year of this kind of order an examining committee sent by the State Superintendent of Public Instruction happened in on the morning exercises. Reported the committee: "The opening religious exercises of each day were deeply impressive; we have seldom seen a religious gathering, even in churches, more devout . . . Just such a healthful moral and religious influence appeared to prevade the school as will assist in making successful teachers and good citizens."¹⁷ Outside of the literary societies (one for men and one for women) which were begun soon after the institution was in operation, the chief student organizations were the Y.M.C.A. and the Y.W.C.A. groups.

While the students were expected to pursue the outlined course of study and conduct prescribed for them, individual initiative and student-directed goals were encouraged. An outstanding demonstration of this genuine faith between teachers and learners was an innovation known as Students' Day. One day in each term (of which there were three) the faculty would absent

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themselves and the students, missing the familiar leadership, would elect their own and proceed as usual. Designed to test their moral culture, executive ability, and devotion to their work, the practice tended to enhance mutual respect throughout the school and community.

When Arey decided to leave in 1876 due to health problems, the "state of the union" was such that the town of Whitewater might rejoice in its investment. A community twice the size of any other in the county, it now housed a thriving teachers' seminary which epitomized the fathers' loftiest aspirations. Materially, too, the Normal was in good shape. By 1876-1877 enrollment had reached 343, not far from the peak of the century, and there had been 66 graduates and 22 certifications. The North Wing, the first of three major additions to Old Main was added in 1876 and the school was respected for its sound curriculum. The Arey regime, like that of Salisbury later, was applauded with an enthusiasm which amplified the task of his successor. Local enthusiasts joined the Board of Regents in their concern to find a man who might lead the growing institution to new heights of development, and everyone was satisfied that such had been called in the person of William Franklin Phelps, a veteran of 31 years in normal school work. Added to his wide experience, Phelps had force of character that seemed to fit him for the work at Whitewater, a job which he doubtless anticipated as his crowning labor.

Such, however, was not to be the history of the Phelps administration. To understand his trouble at Whitewater one might compare his circumstances to those of James I who took the throne of England after having ruled Scotland for 20 years. Believing in the divine right of monarchs, James made it clear to his new subjects, long accustomed to the more diplomatic approach of the Tudors, that he was not to be taught his office. In this light Salisbury, writing in 1893 after having sat for eight years in the front office himself, explained the problem:

Mr. Phelps brought to the new position a wide experience and much force of character, including a will not much accustomed to bend to the wishes or judgment of others. Toward the close of his first year at Whitewater, it became evident that the whole tone and method of the institution was to be revolutionized. While the administration of the school became more systematic in many ways, it became also less spontaneous and more mechanical.¹⁸

Phelps' lack of discretion in the hiring and firing of teachers destroyed the confidence which his reputation had brought to Whitewater. The turnover was such that by September, 1877 only four of the June faculty of 1876 remained. Characteristic of this strong-willed man, he engaged in a six-month battle in the press to vindicate his administration, a polemic which centered around an insubordination charge against Professor Salisbury (then Whitewater's conductor of institutes) and another prominent teacher, S. S. Rockwood. Phelps accused these men of neglecting their duties to attend political caucuses and of inciting rebellion among the students, charges which would have required an army to enforce against a favorite son like Salis-

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bury. Concerning the dissatisfaction, of which Phelps pleaded ignorant for some time, he wrote in August of 1878: "Those members of the faculty who were aware of any such state of things and concealed the truth from their official head, equally deserve what their judicially blind and educationally dumb Board deserve, prompt official decapitation."¹⁰

This unfortunate two-year interruption in the Whitewater academic *Pax Romana* caused the Board of Regents to cast a net far and wide for a successor who might restore the prosperity of the school. President J. W. Stearns, a man who had received some of his early training under John G. McMynn at Racine and who had been a professor of Latin at the University of Chicago for ten years, was brought to Whitewater from the far-away Republic of Argentina where he had been directing a national normal school. His first and last impressions upon the community were a credit to his cultural and professional status, and the citizens gladly joined the remaining faculty in dropping misunderstandings of the past. Like Arey before him and Salisbury after him, Stearns came from a line of sturdy New England stock and was faithful to his heritage both in his choice of teachers and in his dedication to high academic standards. He expanded the curriculum to include a manual training shop, clarified the difference between graduation (at the end of four years) and certification (after two years), and promoted larger enrollments during his seven-year tenure. When he resigned to accept the chair of pedagogy at the University of Wisconsin a group of businessmen petitioned him to remain. When Albert Salisbury became the fourth president in 1885, the seeds of every basic aspect of Normal institutional life had been sowed, watered, and initially cultivated. They were, in fact, of such hybrid Puritan quality that the unfortunate Phelps administration only strengthened their durability.

The Salisbury Generation (1885-1912)

The twenty-six year regime of Salisbury brought nothing fundamentally new to the school but encouraged the simultaneous development of the institution as a whole. Like America as a nation, the Whitewater Normal took pride in the developments within her own walls and posed as an arena of great opportunity in "the city beautiful." Within the structure of the institution proper safeguards against all superfluity had been erected; and clearly outlined, academically and otherwise, was the singular goal of the old Declaration Book, "that which becomes a teacher." The narrow path through these decades seems quaint today; but to the fourth president, who had already spent seven teaching years helping to mold the Whitewater personality, a golden age had begun. When he seated himself in the front office on the third floor of Old Main in July, 1885, Albert Salisbury sensed simultaneously the needs and opportunities of the Normal, ready to give attention as diligently to scolding a seed company in Pennsylvania for misplacing a rose bush order as to encouraging students and reporting to the Regents. His keen insight had been sharpened by experience in service during the Civil War, by the three-year principalship of a high school, by nine years as Whitewater's first institute conductor, from three years with the American Missionary Association for which he traveled 30,000 miles a year inspecting schools,

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and through study which had produced four of his ten publications by 1879. A patriarchal figure at Whitewater, Salisbury personally directed every facet of Normal activity and stood at the top among community leaders, having been born almost within sight of the tower of Old Main.

The personal relationship between students and faculty in the small, homogeneous institution needed the single-handed direction of a man like Salisbury. Once their children had been placed in the hands of the Normal faculty, parents relaxed confidently that tendencies toward prodigality would be summarily restricted. Even the most benevolent staff, however, could slip up, which apparently happened at least once during the Salisbury generation. The following reprimand from the father of a fifteen-year-old farm lad also revealed the rural constituency of Whitewater Normal:

*"We have reports from there he has been out nearly every night during the time he should be in his room, and that the boys met in his room and smoked and played cards . . . These things I consider is the cause of his failure. Now the reason I sent my boy to Whitewater was I understood that the boys were looked after . . . Harold was sent to you a good clean boy, had no bad habits whatever when he left me. And I trusted him to your care . . . I think it is the duty of the faculty to look after the boys and girls that are away from their parents' influence."*²⁰

There was a rule that no minor could attend public dances without the consent of the parents, and Salisbury used the "morning talks" as the method by which the students might be indoctrinated in the best manners and morals. He suggested retirement at 10:30 since the student who had studied diligently could not get to sleep immediately. He advocated an early supper to avoid extreme hunger and approved of a walk after supper provided the youth did not go toward town where he might be tempted to load up on candy and peanuts or to talk politics (which would keep him from the fresh air). He believed in the rotation of subjects during study time because four hours of geography, for example, "wears the brain on one spot" like "working a pump handle with one arm."²¹ Faculty like sturdy George Shutts, benign "Daddy" Upham, and motherly Cornelia Rogers took their turns giving morning talks, which were absorbed by both the anxious students and the cautious president.

Salisbury's familiarity with the Whitewater Normal made it possible for him to judge wisely the proper steps to take toward progress, and in curricular matters he managed to bring about such reforms as would be mildly progressive without destroying continuity with the past. In 1886 the academic work designed to fit students for the University was eliminated, despite feelings that local rights had been violated. While all the presidents had emphasized the importance of excellence in the professional program, repeated efforts to make the normals serve the dual purpose of training teachers and of offering a program of non-professional college work caused chronic academic schizophrenia. Salisbury was not sympathetic with the academic emphasis, pointing out as early as 1876 (the year the academic program

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was begun) in his *Historical Sketch of Normal Instruction in Wisconsin* that the normals had enough to do in directing the student to appreciate the true meaning of education. Under Salisbury the elective principle was introduced with four full-length courses in 1892—English, German, Latin, and Science, and in 1902 he promoted establishment of the first elective courses. Under his guidance the rural course, which displaced the old preparatory department, was inaugurated in 1909 with a school for observation located three miles from town.

The direction toward which the rural course carried the Normal was in line with both national and local interests. Statistics revealed that while scarcely more than one-third of the nation's children attended city schools, 55% of the money was spent there. One writer gave a pertinent challenge when he declared: "Is it not true, Mr. Normal-School President, that we seldom recommend our best graduates for positions in the rural schools? Is it not true that the farmer has been victimized so often that he is suspicious when we ask him to pay a higher salary to obtain even a normal-school graduate?"²² Inasmuch as Whitewater was located in an agricultural area, Salisbury was in step both locally and nationally when he expressed pride in the rural course. The word from national headquarters called for teachers trained to help rural children appreciate their environment and to meet its problems. The Whitewater School of Rural Education met this requirement squarely in its statement of purpose which concluded: "Rural school teaching must not be considered a stepping stone to city and village work, but an end in itself. Students must go into the country districts to teach from choice, from a knowledge of the great opportunities there opening to them."²³ The Rural Course required two years to complete, and graduates received a diploma and a teacher's certificate good for three years (provided the first year's teaching was satisfactory) and renewable for another three years by attending a normal school summer term of six weeks. The country school for observation, together with the professional respect tendered the program in general, made the Whitewater Normal a more intimate part of the community.

The training school was also an object of Salisbury's interest. It was during the Phelps administration (1876-78) that practice teaching was organized and student teachers were required to write lesson plans and to be supervised. Salisbury's search for the best critic teachers prompted many letters like the following, written to a candidate for the primary department position in 1894: "The room contains three grades of twelve to fifteen pupils each. From one-third to one-half of this work is done by the department teacher, the rest being done by practice teachers from the Normal Department."²⁴

By the turn of the century Salisbury was campaigning for a kindergarten to act as a feeder to the primary grades. The kindergarten idea was not new to the normals, having been tried at Oshkosh in 1880 and successfully inaugurated at Milwaukee in 1882. Desiring Whitewater to be as fully equipped as possible, he told the Regents in 1900 that "every Normal School needs a working kindergarten as an adjunct to and part of its Model School."²⁵ In 1902 he was able to report that the new kindergarten was opening up under the

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most favorable auspices. During one quarter of their senior year students spent one hour each week observing this department and in conference with the director. A special virtue of the setup was that it gave opportunity for observing the development of children as a continuous process.

Although Salisbury did not believe in mixing academic and professional training in the same institution, he promoted any subject which might broaden the students' professional outlook. In 1893 he wrote: "A necessary corollary of the clearer apprehension of the ends of education is found in the recognition, not only theoretical but practical, of the fact, so long obscured, that music, drawing and gymnastics are not simply accomplishments, but are as truly among the essentials of education as mathematics or geography."²⁶ So it was that music and gymnastics were engrained into the pattern of things during the era. Vocal music had been a part of teacher training from the beginning, but the long tenure of Lucy Baker (1894-1937) as director of vocal music encouraged that "department" even along instrumental lines. Like music, physical education had been a part of the regular work from the beginning, but classes met irregularly and were conducted by the older students. From about 1897 formal training for both men and women was provided, although the predominance of ladies seemed to prescribe a lady teacher and presented a problem in the hiring of instructors. Salisbury once wrote to a prospective lady teacher:

Do you feel any hesitation about undertaking a class of young men? The work, so far, has been altogether floor work with dumb-bells, Indian clubs, etc. We have, however, some fixed apparatus as ladders, flying rings, climbing rope, chest bars, pulleyweights, etc. . . . Have you been accustomed to the use of fixed apparatus? Can you exemplify with it yourself?²⁷

Emphasis upon physical education was a helpful complement to the activated sports program of the Salisbury generation.

The vocational subjects of drawing, manual training, and agriculture all received a hearty blessing. In 1886 the Regents granted Whitewater a special teacher of drawing, and before long the rational mode of study based on form and dedicated to educational ends elevated the work into an "art department" which received recognition outside the Normal. It was an important subject in the training school, and normal students did practice teaching in the discipline. The same was true for manual training, with surprisingly delightful results. Young ladies who had hardly known "a plane from a drawshave" turned out beautiful work within a few weeks. It was believed that the resulting self-confidence strengthened the character as well as the practical ability of the future teacher. Agriculture received attention in a rather unique fashion when, in the spring of 1902, a portion of land recently purchased was turned into a school garden. In this outdoor laboratory teacher trainees supervised the training school children and added knowledge necessary to rural teaching not found in textbooks. Professor A. A. Upham lovingly handled both the manual training and agricultural work, eventually writing texts for both subjects.

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Another advancement of the Salisbury era was the lengthening of the academic year by harnessing the summer months. In 1898 President Salisbury expressed interest in the summer school idea which had been inaugurated by the University of Chicago, and the next year Whitewater held its first session from July 5th to August 5th. Faculty members presented one evening lecture a week, free to all, and worked on Saturdays so that five weeks could be covered in a little over four to mitigate students' board bills. Included in the first summer school advertisement were the enticing reminders that the Normal was noted for the "great beauty" of its grounds and that eight daily passenger trains passed through the town. These early sessions were not a part of the normal school system's regular program, but were managed privately by the faculties. When the Board began to discuss the advisability of making them standard in the year's work, Salisbury's advice was solicited. In 1907 six-week sessions were held at Whitewater, Oshkosh, and Superior. Enrollment fluctuated considerably, rising to 408 in 1910 and dipping to 257 in 1911, due partially to changes in the minimum qualification law and partially to the opening of the Rock County Training School.

Expansion of the library also went hand in hand with curriculum development. In 1876 when the Regents first requested the normal presidents to make annual library reports, President Arey counted about six hundred volumes. During the Stearns administration the number grew to 1586 volumes, not counting a fine set of the *Encyclopedia Britannica* authorized by the Board in 1879. By 1890 Salisbury reported a five-fold increase over that figure, and in his report at the turn of the century he told the Regents that "perhaps the most marked feature of progress during these two years has been the growing and more general use of the library . . . We do not believe that any school in the West has had a better selected or a better used library."²⁸ By 1909 the number of volumes reached about ten thousand, plus the leading periodicals of the day, daily newspapers, some 2800 pamphlets classified and catalogued, and about 4200 catalogued pictures. Reporting on his visit to British schools, Salisbury noted that in only one college in England did he find a library comparable in usefulness to those in every Wisconsin Normal, where the idea was that the librarian should be "the keeper of the books" rather than a director of research. To stimulate cultural activity a Reading Room Association was organized in 1878 and lasted for at least a dozen years.

An interesting feature of Whitewater's early days, and one which enhanced the family atmosphere characteristic of the first half century, was the fact that a single building housed the institution. When Oliver Arey arrived in January of 1868 to organize the school, the Normal Department was confined to the assembly room and three adjoining ones. Almost from the beginning the structure was found inadequate, and the endless race between building programs and enrollment statistics began. Forty-eight people registered for the spring term in 1868. That fall 152 arrived, and by the end of Arey's administration (1876), 286 "fine ladies and gentlemen" (more ladies than gentlemen) had gathered to imbibe the "spirit of earnestness." Upon arrival they found the North Wing, three stories 86 by 46 feet, ready for use. But the new addition was destined for disaster. Since football did not arrive

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until about 1895, probably the first large-scale exhibition of school spirit (notwithstanding the wrath of the Young Ladies Literary Society upon the Lincolnians) occurred on the morning of April 27, 1891. H. D. Keyes, then a student, recalled:

*How the wind blew that morning, a strong, cold wind out of the northwest! . . . It was Monday morning and to a student who wished to study up to the last minute, and to whom the eight o'clock bell was a signal for starting, such a wind was exceedingly annoying . . . Then came a sound that could not be mistaken . . . In an instant books and room were deserted, and before the street was gained "Normal is afire!" fell with bewildering effect upon our ears; for—how I know not, and I care not,—this old Normal is a part of ourselves; it has entered into our lives and given us growth and wealth . . . We did not know how much we loved the old brick structure until we saw it in the hands of an enemy . . ."*²⁹

For forty-five minutes the battle seemed lost; some began to remove the doors, expecting, if the building should burn, that a new one could be built around them. The North Wing burned to a hollow shell but the rest of the building was saved. It seemed to everyone that school would be suspended for the rest of the year, but President Salisbury conducted business as usual the next day—except that part of the school assembled in another building in the city, giving the Normal the dignity of having an Annex. The Board took immediate action and by September 1, the wing was in better shape than ever. Whitewater had endured its first lesson of living in a house too small.

The balance between enrollment statistics and the expansion of the physical plant has been a century-old problem at Whitewater. While the Salisbury generation believed in "beating the bushes" for students, quality was never sacrificed for quantity, and cramped quarters never appealed to the president even though enrollment fluctuated. In 1891 a new gymnasium, thought to be the most perfect in the West, was added to the Central Building's west end, even though the North Wing had to be restored that year. In 1897 a new front was built, and by the end of the era an enlarged West Wing housed the library and training school. When the embarrassing question of enrollment came up, Salisbury told the Regents that he neither intended to hold enrollment down by stiffening entrance requirements (as had been done at Oshkosh to solve the space problem) nor to increase it by lowering standards. He also explained in his 1904 report how he meant to compete with the several private schools in southeastern Wisconsin:

"Under such competition, this school cannot expect to become noted for the greatness of its enrollment. These conditions afford some temptation towards a competitive policy and accommodating standards for admission and graduation. But it has been the fixed policy of the school to set aside all such considerations and aim always at the best possible

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product in the way of carefully trained teachers. While we cannot be wholly indifferent to the fact that our enrollment is not as large as that of some other schools, we feel that we shall serve the interests of the schools best by keeping our eye single to the quality of our product both in scholarship and character.”³⁰

Despite the strenuous involvement in administrative matters, the Salisbury era was noted for its interest in all activities that would enhance student development. From judging debates between the literary societies to cheering for the football team, the ubiquitous gentleman from the front office added his enthusiasm to the event. Most of the basic student organizations of today can be traced to this period. The YWCA, which commanded a large membership well into the twenties, was a forerunner of the several denominational groups appearing later. Organized in 1899 with the blessing of the President, himself a Sunday School teacher, the Whitewater chapter was Wisconsin's first campus group.

The two major student publications, the *Royal Purple* and the *Minneiska*, had their inception during the first decade of the century. In his report to the Regents in 1902 the President proudly announced that the *Royal Purple* venture begun in November of 1901 had proved to be self-sustaining. The first publications were monthlies, given to special groups or occasions and combining news with literary productions. After twelve years it became a weekly newspaper, but some missed the monthly issue so much that in 1923 a combination weekly newspaper and quarterly magazine was commenced. Only the weekly survived. The first annual yearbook was published in 1909 and was dedicated to President Salisbury.

Whitewater's sports history began in Professor Shutts' recitation room early in the decade when a group of men trooped in to talk athletics. Latin and math were forgotten as they planned a football organization and celebrated the occasion with a cross country run from the Normal to the water tower. It is not known whether or not the Professor ran with them, but he gleefully recalled that the scores of the first two games with Carroll College and Stevens Point were eight and ten to zero, Whitewater's favor.³¹ For several years funds were contributed by the faculty and business men of the city, and residents joined the students in adopting a constitution for the Whitewater Football Association "in order to form a more perfect organization for playing football in a systematic manner." On that occasion respect was paid to the memory of those who had labored on the gridiron without the restraint of law, as had happened in a game with Stevens Point in 1895. Details of that episode have been preserved in a five-page letter from Salisbury to Theron B. Pray, a former mathematics instructor who had gone to head the new normal there. To answer Pray's complaints of Whitewater brutality, Salisbury wrote:

I have taken special pains to consult one man who was an alert witness of the game. He is a young minister who has just come here, but who has not been here long enough to acquire much local bias.

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He is an expert foot-ball player, having played for eight years, and I believe him to be thoroughly candid in his estimate of the matter. He says it was a fierce game but a good game; that he saw no "slugging" in the proper sense of the word . . . His judgment is that the Stevens Point men have no greater reason to complain of rough treatment than their opponents have . . .

It seems to me, Mr. Pray, that I find a vein of bitterness in your letter, against Whitewater. I do not know whose phrase you are quoting, "finest people in the State," but you know the people of Whitewater very well. You know that there are all sorts of people here, good, bad and indifferent. You know the Whitewater School. I hope the spirit of unfairness is not more regnant here than elsewhere.³²

Whitewater took active part in the Inter-Normal Athletic Conference of Wisconsin which was organized in 1913. By the time the new gym was built the Conference had sports in full swing and Whitewater had already won some football championships. The "golden twenties" ushered in a great era of athletics under Charles Agnew, "dean of Wisconsin coaches." The year 1916 was important for the girls in that the Girls' Athletic Association was organized, and during the 20's the school's decorous feminine counterpart engaged in track, high jumping, target throwing, and hockey (of which there were nineteen teams in 1923).

Because Whitewater was one of the early normals and because of the long, effective administration of President Salisbury, the school made a distinct contribution to the state system. The Board of Regents heard from Salisbury frequently as he would hammer for higher standards and warn against allowing the University to dwarf normal prestige. He protested the inadequate two-year course for preparing high school teachers and opposed a uniform calendar for all the normals. The presidents of the other normals often wrote him for advice, and he made it his practice to visit them periodically while leaving his class in moral philosophy to the tender mercies of an examination. On the other hand, Salisbury expected respect in return. He once became annoyed with the Wisconsin Teachers' Association for setting the date for its 1907 annual meeting without first clearing it with him. He dashed off two letters to the association, giving its surprised president the impression that Salisbury intended to boycott the meeting. A hasty apology was addressed to Whitewater, expressing the hope that it might clear the officers of "slighting an important branch of our educational system."³³ Salisbury did not recognize, nor did he have to admit, that the day had come when authority would have to be delegated—when it would be impossible to make all roads lead to the president's desk.

Needless to say, the town of Whitewater reveled in the accomplishments of its only significant industry, the Normal School. Salisbury and other professors played active parts in the life of the community, and more than once he took time to figure the monetary and moral benefits which the school bestowed upon the city. The sentiment of the little town that had fought so loyally for the location of a normal nearly a half century before, ex-

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pressed its gratitude by asking Salisbury to head its seventieth anniversary celebration in 1907, at which time the general feeling of the place was expressed as follows: "A town of great industrial enterprise, a business community of ten times the size of Whitewater, will never have the influence of a little town of less than four thousand inhabitants that has a real intellectual foundation for its greatness."³⁴ And for a generation after Salisbury no patriotic citizen ever admitted nostalgia for those early industrial successes that characterized Whitewater before the 1890's. The log cabin which he brought to campus in 1907 to commemorate pioneer days was greeted with more enthusiasm than has any industrial enterprise since the Esterly factory closed its doors.

Death came to Albert Salisbury on June 2, 1911. George C. Shutts, who had been teaching mathematics at Whitewater since 1888, acted as president until the next June when Albert H. Yoder of New York City assumed the office. Alumni united to show their regard for the deceased president by placing a bronze bust on the front lawn near the entrance of Old Main. Behind that silent form stood a Colorado blue spruce which he had brought from its native state and planted with his own hands. Before the tower was built (1897) the spruce served as the school's symbol, being reproduced in yearbooks and on jewelry. Frank and perceptive in his dealings with the Board of Regents and having the capacity to lead and a facile pen to express his ideas, President Salisbury made a lasting contribution to teacher education in Wisconsin.

The passing of Salisbury signaled the passing of an era. As the leader of a marching band proceeds backwards down the avenue with his rhythmic brood, so he had directed the progress of his Normal; but in the new generation administrators were to find themselves astride trends which, quite beyond their control, demanded a forward march into the winds of fortune. Those winds blew favorably upon Whitewater, though in this centennial year the Salisbury generation has claimed its share of recognition.³⁵

Business Education Reigns (1912-1945)

During the years from 1912 to 1945 Whitewater's personality, which had become particularly well defined by the end of its first half century, bent in the direction of necessity without sacrificing its individuality. The rather uniform procedures of operation were exchanged for enrollment booms and busts due to the world wars, curriculum problems arising out of the transitions from normal school to state teachers college, and the dilemma of a two-edged demand for higher standards and greater output. Commercial (business) education became the Whitewater specialty at a time when the subject could prove itself during the First World War, offer vocational security following the depression, and lift the school's reputation on the eve of the emerging international order where a broader outreach would be demanded.

Informally defined, business education is as old as business itself, but it was not until 1881 that any collegiate institution responded to the new forces unleashed by the post-Civil War industrial boom. It was then that the

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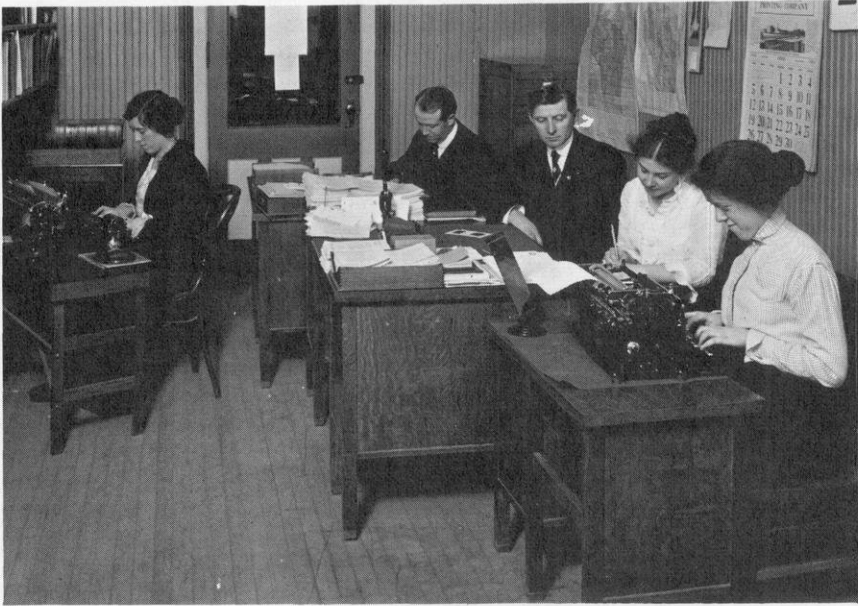
Wharton School of Finance and Commerce, established by the University of Pennsylvania, began encouraging the development of commercial courses in high schools, which perpetuated the need for business colleges to supply teachers on the secondary level. By 1911 twenty-two schools or departments were offering instruction in business fields, and it was the Drexel Institute of Philadelphia that pioneered in the first course for the training of business teachers in 1898. The obvious place for such a professional course was in the normal schools, but it was 1912 before the Massachusetts State Normal School at Salem launched out in the field. Whitewater followed in 1913; but since the Salem Normal limited its course to forty freshmen and intended to supply teachers for Massachusetts only, Whitewater was first to make wider use of the new curricula.

That an industrial nation should have been so tardy in recognizing the need for business education teachers was due in part to a delusion that the ideals of business and education were diametrically opposed. One observer stated: "To the business man, the school teacher was somewhat of an 'old fogey' whose ability lay entirely in the realm of theory, and, in complementary return, the teacher frequently looked upon the man of affairs as an individual of questionable motives and little culture."⁸⁶ To the normals, therefore, which had always been sensitive about their academic standards, the rising star of commercial education was not of first magnitude. James C. Reed, Whitewater's first director of the curriculum, commented: "It seems that the other normal school in Wisconsin had a chance to choose the subject they would select as their special work before Whitewater got a chance, and we had to take what was left . . . No one at that time seemed to realize the importance of commercial work to foresee its future popularity."⁸⁷ The thought of giving college credit for typewriting and shorthand caused a raising of eyebrows among serious educators.

The first ripple of interest in commercial education shown in Wisconsin appeared in a report to the Board of Regents, April, 1911, where a plea was made on behalf of the state's high schools for more teachers of commercial subjects. At a special meeting in Milwaukee, September 10-11, 1912, the Board passed the following resolution: "Resolved, that there be and hereby is established in the Normal School at Whitewater a commercial department for the purpose of teaching commercial branches and training of teachers of commercial branches for the public schools of the state, this department to be opened in September, 1913."⁸⁸ In December, President Yoder presented a report of the course of study to a special meeting of the Board, the approval of which gave Whitewater a Christmas gift of long duration.

The three capable young staff who started the commercial curricula rolling were all high school teachers of commercial subjects from Illinois. Director Reed came from Chicago and had the distinction of inaugurating many projects which gave life to the program over the years—the quarterly bulletin, gold medals for excellence, the commercial museum, and new curricula. The commercial high school where practice teaching was offered got a good start under his leadership. When he left for the University of Pittsburgh to become professor of business law in 1919, the Department was so

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Commercial education put Whitewater on the map. This photo, taken in 1914, shows James C. Reed, the first director, watching two girls at work. Carl T. Wise, instructor in stenography and typing, works at his desk.



Whitewater's landmark, the log cabin, built in 1846 and moved to its present site on the Hill in 1907.

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well established that the second director, C. M. Yoder, could say, "Fortunately, my predecessor, Mr. James C. Reed, had so efficiently organized the specific work of training commercial teachers that it become comparatively easy for me to take up this important task."³⁹

The enrollment and placement record tells the story of this specialty at Whitewater. The enrollment was somewhat of a disappointment the first year, since seventy-five to a hundred students were expected following a great effort to advertise the new specialty. In July, 1913 each of Wisconsin's seventy-one county newspapers carried a four-inch ad telling about the new service to the State in "training of commercial teachers" and in "giving technical education to young men and women for business." Since the Legislature provided no funds for advertising, local business men took up the matter and raised \$200 to make known the new opportunity in their town. Catalogs and bulletins went to press urging young people to prepare themselves for a good place in this "great commercial nation." The preliminary announcement of the commercial courses of June, 1913 painted a glowing picture to future students, however, and soon enrollment picked up. It read:

During the last decade the number of high schools has more than doubled . . . High schools all over the country are maintaining or preparing to establish commercial departments. In many schools more than 25% of the total enrollment are taking commercial courses. In Wisconsin 65 of the largest high schools have such courses . . . The Whitewater State Normal school is one of the oldest and best established training schools in the United States. It is now in its forty-eighth year being thirtieth in age in the list of nearly two hundred state normal schools. Its reputation for excellence in scholarship guarantees the quality of service which the new commercial school will give.⁴⁰

Prospective students were told that there had been 200 calls to the Board office for commercial teachers during 1912-1913, and that after a few successful years teaching in a good high school the teacher could easily step into a business in the community where his friends and reputation had been made. For the youth without capital there was no surer road to success. Tuition was only \$10 a year for those signing a declaration to teach, \$28 for those who did not. The Whitewater Business Men's Association helped in a practical way by engaging students as stenographers and bookkeepers while they were in school.

An example of the vigor with which the subject was pursued was evidenced in C. M. Yoder's report of the Wisconsin State Teachers' Association meeting in 1921. He was impressed by the enthusiasm of C. A. Barnhart, Chief of the Commercial Education Division of the Federal Board for Vocational Education at Washington, D. C., who said: "The newness and bigness of the work of instruction in commerce presents many opportunities and needs for pioneer work by the commercial teacher." Barnhart's idea that it was the responsibility of commercial education to think in terms of com-

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mercial relations between men and nations on one hand and to train youth for junior and senior occupations through instruction in elementary business procedures at the grass roots level on the other hand caused Yoder to point to commercial education as a great link in the world's economic chain. "Let us profit by Mr. Barnhart's statements," he admonished, "and thus make Wisconsin the foremost state in commercial education."⁴¹

Once it was launched, Whitewater's commercial age of empire flourished until World War II opened new frontiers in higher education. The First World War enhanced the prestige of the new department, since it enjoyed an influx of ex-service men who "held their typewriter tables on their laps" in Miss Clem's room and "struggled to master a skill more difficult than firing cannons."

The 1920's was a decade of fluctuating enrollment, increasing from 1919 through 1922, then declining for two years, then rising through the depression years. In both 1938 and 1939 the commercial curricula had 101 graduates and commanded 68% of the total enrollment. The high placement record in the hard years helped attract students to the program. To the Class of 1934 Director Paul Carlson (1930-1959) could confidently say:

Since September 1913, 1156 diplomas have been issued. Most of these people hold prominent positions in the teaching profession . . . As this is being written the immediate outlook for placement for the Class of 1934 in teaching positions is better than for several years. We have reason to believe that the Class of 1934 will justify Whitewater's long-standing reputation for placement of commercial teachers: "Every member of the Class of 1934 in a teaching position next September!"⁴²

Furthermore, business education alumni found that their diplomas (after 1927) bearing the Whitewater State Teachers College Bachelor of Education degree in Commercial Education carried as much prestige as any bachelor of science degree. Graduates spread throughout the nation. The result of a study made in 1944 among 263 alumni who had graduated from 1927 through 1943 revealed that in no case was the individual affected in the first teaching position or any subsequent teaching position by the particular degree held. This record held for promotions and admittance to any graduate school to which applications had been made.

In 1913 commercial education was comprised of four courses: a two-year professional course, a three-year professional course designed to train supervisors of commercial work, a two-year business course for those not wanting to teach, and a one-year business course leading to a certificate of proficiency in specified subjects. Four quarters of physical education were required, along with work in commercial arithmetic, commercial geography, and penmanship. After two years the one-year course was eliminated and the two types of curricula developed which divided the efforts of the department between producing teachers and office workers. Between 1919 and 1922

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choices of commercial subject majors were abolished due to the fact that seventy-five percent of Whitewater graduates had to teach all three subjects (accounting, shorthand, and typewriting). Beginning in 1923 the program of training for the business office was discontinued and the four-year curricula introduced. The changing of name to State Teachers College in 1927 led to the development of majors and minors, including a major in education and one in commercial subjects together with two minors in the several other fields. Subject content and student load were adjusted to the times to make for a broader educational program. Beginning in 1932 Curriculum X was outlined for those who had taken training in commercial subjects beyond high school and Curriculum Y for those whose training included only high school, a pattern followed to date.

Besides offering quality subject matter, the department was authorized in 1915 "to establish a commercial high school practice department limited to eighty students."⁴³ Farsighted authorities thus made it possible for commercial students to do their interning under able critics just as practice work in other branches at the school had been carried on. A drawing card for the Commercial High School was that about two-thirds of the Normal faculty taught classes or served as supervising teachers. In 1922 academic training was added to the commercial, and the four-year accredited high school became known as Normal High. The *Royal Purple* boasted in 1925:

It may be truly said that the Whitewater Normal School occupies a unique position in Training School possibilities. This is the only educational institution in Wisconsin, and the only one in the United States so far as statistics at hand show, that has all the types of public school systems of education organized under one institutional roof.⁴⁴

The old assembly room became the high school auditorium and was the scene of many rousing commercial, oratorical, and declamation contests. But College High (as it was called after 1927) was doomed by the space problem. When the new campus laboratory school was limited to elementary and junior high classes in 1959, "College High" was closed forever, though its alumni still meet once a year to talk over old times.

In addition to the thrill of seeing her specialty spread abroad, Whitewater had the distinction of being a commercial education mecca through the state contests begun in 1917. The first of these included events in beginning typewriting, advanced typewriting, eighty and one hundred word shorthand, and, in 1922, rapid calculation and penmanship. The addition of beginning and advanced bookkeeping in 1924 led to the development on this campus of the first standardized series of bookkeeping tests ever published for classroom use. Revised every five years, copies of these are distributed by the hundreds of thousands annually in the high schools of the nation. Both district and state contests brought to campus many fine high school students and gave the commercial staff a chance to become personally acquainted with each other. According to the Second Annual Report of the Wisconsin State Commercial Contests (1919), their purpose was not to

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advertise the department: "It receives its reward through the increased efficiency of the students who take up commercial teaching."¹³ By 1928 it seemed that the contests had outgrown their usefulness, but for the decade of their existence they reflected back to Whitewater the quality of her program.

The department also became known through the publication of the quarterly bulletin started by Director Reed in December, 1916. Known until 1920 as *The Commercial Teacher* and from then until its last issue in May, 1944, as *Commercial Education*, it enjoyed a high reputation among business teachers. At the time of the silver anniversary approximately 200 of each issue were keeping the commercial teachers of the state in touch with the college and informed about trends and activities in the field. Alumni and students, as well as professors and authorities, contributed articles. The Second World War marked the end of the publication, an indication of the waning influence of the specialty in the educational world.

In 1962, business education (so-called after the advent of business administration in 1952) attracted about ten percent of the total Whitewater enrollment and employed the same number of teachers as in 1915. Business administration had outgrown its senior partner in the field by 1959 and at present claims several times as many students as business education. But the influence of Whitewater's specialty lives on. The textbooks of Professor Emeritus Paul Carlson are known in more than ninety percent of the nation's high schools, and from such an heritage has sprung the breadth and depth of the Whitewater School of Business and Economics today.

While commercial education was getting off to a flying start, campus life was greatly affected by World War I. In the summer of 1916 the Regents told the normals that seniors who were members of the Wisconsin National Guard and who might have to sacrifice their graduation at the end of the session to serve in Mexico should be granted their diplomas without further study. As the war entered the critical year of 1917 Whitewater sought to make substantial contribution to the cause. Writing to the State Council of Defense, President Yoder told of a Patriotic Food Council composed of workers from the seventh grade through faculty men, of ploughing up one of the playgrounds to plant navy beans, and of turning the spring pageant into a Red Cross benefit. The herculean task of training young men for service was also shared by Whitewater, beginning formally in September of 1918 when the War Department designated it as one of the institutions in the state to install a unit of the Army Training Corps. To draw young men a bulletin was published in September, 1918, lauding both the fine physical facilities and the patriotic spirit "unsurpassed by any other city in the state." (Whitewater boasted the greatest percentage of Red Cross memberships in Wisconsin). When the influenza epidemic struck in October, 1918, President Yoder wrote to the Regents explaining that a ten-day recess was necessitated by the reluctance of householders to keep the students in their homes. With tactful sobriety he added, "Please remember this fact when I ask for dormitories."¹⁴

The aroused emotions of the war years probably helped President Yoder make plans for his future, because his frank honesty made him a friend of

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neither persuasion. Leveling criticism and pledging loyalty in the same breath, he wrote to Secretary McAdoo about the coal shortage due to inefficient railroad service: "I do not believe in public ownership . . . but I do want to see the officials of the railroad give the Government a square deal. . . . I am a Republican and did not vote for Mr. Wilson. . . . I simply believe in a square deal. We are at war and we ought to support the administration without reference to other matters."⁴⁷ He told Congressman Hughes (of the Smith-Hughes Act) that while he was not entirely in sympathy with liberal state and federal aid, he favored the bill if the proposed aid to vocational education could be as wisely administered as the aid to agricultural education had been.⁴⁸ Because the President had committed us to the League of Nations, Yoder made it known that he endorsed it, a rather unpopular stand in conservative Walworth County. The University of North Dakota pasture seemed greener still when its president wrote: "I appreciate the feeling you have in regard to the annoyance that comes from continual political nagging."⁴⁹ But Albert Yoder's letters to his successor reveal a continued interest in the Whitewater Normal, nor could the School forget the hand that guided her destiny during nearly a decade of transition from the old to the new.

Frank S. Hyer (1919-1930) brought a refreshing personal touch to the jagged edges of misunderstandings between the faculty and Yoder's administration. Townspeople naturally took sides during the strife; and, as was true in the Phelps' case, President Yoder found the citizens generally on the side of the faculty. Yoder resented the inclination of the community to make the business of the Normal its own; therefore, President Hyer won an easy score with the town when he cultivated friendship with community leaders. The editor of the *Register* became one of Hyer's friends, and he did not hesitate to use his pen to express those feelings. In 1930 he wrote of Hyer: "He came to a school at low ebb in enrollment and a faculty disrupted by the maladministration of the unlamented Albert Yoder."⁵⁰ Hyer had served at Stevens Point as institute conductor and director of the training school since 1904, but points of disagreement as to how a model school should be run had separated him from that school. Upon leaving Whitewater in 1930, however, he was named to the presidency of the school he had earlier served so well.

The new president was a contemplative person not easily overcome by his own or others' emotions. In 1921 when a diphtheria epidemic threatened the community he worked with the health officer to prevent a panic. As it was, only two cases developed. In 1923 he demonstrated this cautious approach in a letter to the president of an Oklahoma teachers college:

I have your letter of January 23 and note with some astonishment that you appear to be expressing some pride in the fact that your teachers college has been recognized by the North Central Association of Colleges and Secondary Schools. . . . I heard a former prominent city superintendent . . . say that he stands ready to recommend that all of the high schools of Wisconsin withdraw from the North Central Association.⁵¹

Hyer thought it unwise for state institutions to submit to an organization outside their own state, and opposed accreditation by the North Central Associa-

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tion. The Board of Regents deemed him an asset to the system and when he retired he thanked the Board for "the absolute freedom" that had been given him during his 33 years under its employment.⁵²

On the job among his subordinates Hyer maintained an acceptable balance between cordiality and convention. Professor Henry G. Lee, who began his forty-year career on campus in 1916, recalled the class visitations by the President who would enter unannounced, sit for an hour or two, then call the teacher in for a conference. "To some, this was quite an ordeal; but to all it meant a better understanding of the philosophy of the school."⁵³ Each fall President Hyer issued a greeting to the students in the *Royal Purple*, and they dedicated the first yearbook issued under his administration to "our President and Friend" with "warm and deep regards."

Amidst the rattle of typewriters and the excitement of commercial and oratorical contests, the era had presented board and room problems to many students. In the spring of 1921 the business men of Whitewater, "continually desirous of being of service to students," found in Salisbury Hall a solution to the dining problem. This carefully constructed white brick structure on South Prairie and Center Streets, with its large vestibule, swinging doors, and spacious dining hall, could seat 160 at once. Although banqueting at Salisbury did not become a permanent aspect of student life, the "enchantment" feature fertilized the idea that students should have an organization for self-government. There had been both a girls' organization and a Normal Brotherhood as early as 1915 to arrange programs in assembly and see to student welfare, but these provided little opportunity for self-expression or coordination of faculty-student interests. Toward the end of the decade the Women's Self-Government Association (Associated Women Students since 1958) was founded "to be a medium by which the high social and moral standards in the college may be obtained."

Following World War I Whitewater shared in the state's booming enrollment as veterans returned to the classrooms. As the need for additional facilities mounted, President Hyer contacted prominent citizens and wrote many letters to legislators urging support for the expansion of Old Main. Governor Blaine was invited to campus where he could see for himself the crowded conditions. The campaign was successful and the Legislature appropriated \$250,000 for an East Wing which provided a spacious auditorium and 24 classrooms. To celebrate the occasion of opening the new wing to the public the seniors presented their class play in the auditorium on June 10, 1925. This facility has recently been named Hyer Auditorium in honor of the man who worked so hard to procure the addition. Had the future been known, Whitewater would have had more trouble procuring the new building, for the year 1924 turned out to be the peak year of the decade and the campus did not see 600 students again until 1931.

Rumblings of the decade's social and political unrest were heard on Normal Hill when President Hyer refused to grant the Young Men's Progressive Association permission to use school facilities for meetings. When P. F. LaFollette heard of the matter, he fired a letter to Regent Ramer of

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River Falls, accusing Hyer of "arbitrarily denying a fundamental right." In a letter to Board President E. J. Dempsey, Hyer explained that he would "not knowingly permit the use of any of our halls for political purposes" and that "it would be suicide to do so. I'd have a fine time here with the K.K.K. and numerous other organizations," he said.⁵⁴ Both Dempsey and Ramer agreed with Hyer in substance, but the episode did not pass on until it had extended into the famous Hyer-Cotton controversy.

Professor J. R. Cotton, a liberal public speaking teacher who had organized the Open Forum movement in Walworth County accused Hyer of salary discrimination for political reasons. The Cotton-Hyer case threw an explosive upon the smouldering embers of liberalism on campus. This issue erupted early in 1926 when John C. Kachel was named local Regent to replace the prominent Whitewater businessman, Jerome Baker. The *Capital Times* started the ball rolling on February 17th:

*The appointment of Mr. Kachel is a victory for the liberal element in the Whitewater normal school where there has been a controversy during the last three or four years. J. R. Cotton, head of the public speaking department and organizer of the open forum movement in Walworth County has frequently charged that he and other members of the faculty have been discriminated against because of their liberal views. The charges have been leveled at Frank S. Hyer, president of the normal school and retiring regent, Jerome Baker, an appointee of Governor Philip. Mr. Cotton and his friends including the progressive organizations of Walworth County have been strongly opposed to the reappointment of Regent Baker and have supported Mr. Kachel for the post of regent.*⁵⁵

On February 19th a meeting of the Whitewater Local of the Wisconsin Normal Teachers' Association was called and a resolution passed denouncing the *Times* article for "conveying the impression that there are factions in our normal school" and asserting that, to their knowledge, there had been no discrimination during the administration of President Hyer.⁵⁶ The *Register* supported their sentiments and warned: "Remember that this man Cotton is smooth, very smooth. His work is subtle; it is hard, if not impossible to put your finger on an overt offence that would make charges stick."⁵⁷

Cotton's charges against the President were that he (and Professor J. M. Tice, instructor in penmanship) had been throttled by the politically conservative administration when trying to promote freedom of expression, that Hyer had not promoted him nor recommended the normal salary increase, and that his work had not received the same recognition as that of other faculty members. Complaints to Regent Dempsey, letters from sympathetic students to men in authority, and the publicity stirred up in the press brought the matter to a head by the end of the year. The University of Wisconsin's *Daily Cardinal* of December 5, 1926 presented Cotton's side as follows:

Normal School Regent Jerome Baker, who sells bulk products at Whitewater, found that he was losing business because of the doings of

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the Whitewater Co-operative society. Folk of set beliefs like Editor R. K. Coe of the Whitewater REGISTER objected to the bringing to Whitewater such "radical" speakers as Professor E. A. Ross of the sociology department of this university, Regent Zona Gale, Editor William T. Evjue of the CAPITAL TIMES and Clarence Darrow to speak before the Open Forum association. . . . This fresh Cotton fellow just had to be disciplined, that's all there was to it. . . . In various ways Professor Cotton was discriminated against. When the rest of the school building was painted, his room was left as it was. The so-called "student" paper, the ROYAL PURPLE, printed false charges against him, but would not print a defense of him, because of faculty control. . . . Hence the charges by the professor.⁵⁸

To answer Cotton's eighteen or more charges Hyer presented a 39-page report at the hearing before the Board in December. Said the President on the painting issue: "I regret this as much as he. Every year I have endeavored to have as much done as our funds would permit. Last year our funds were exhausted when we got half through the corridor on the lower floor . . ."⁵⁹ The hearing unearthed everything from the accusation that Cotton had been found incompetent to teach high school English to the assertion that Hyer had been reared a Democrat!

The dust did not settle quickly after the hearing. Although the Board sustained Hyer 6 to 3, Cotton was not dismissed and his fight to liberalize the educational policies of the normals continued. In April, 1927 a folder appeared on the desks of Wisconsin legislators entitled "Honesty and Democracy in Wisconsin Normal Schools," containing attacks on the Regents and President Hyer. Once more the *Register* bristled against "this Cottonesque malice" and the possibility of a resolution in the Assembly calling for a legislative investigation of the Whitewater Normal: "Patience has ceased to be a virtue . . . the community demands that Cotton shall go—not soon but NOW."⁶⁰ Cotton's exit at the close of the term caused less disturbance than most of his moves during his nine-year tenure. Meanwhile, the President's successful battle for vindication distinguished him in the eyes of the community for political and social common sense in an age of triumphant conservatism.

Besides guiding Whitewater successfully through her trials of the twenties, President Hyer enjoyed his share of triumphs before assuming the presidency of Stevens Point in 1930. He brought honor to the Normal by organizing the best Wisconsin Education Association meeting to date. His efforts to revive interest in the WEA conventions led the Milwaukee Teachers Association to pass a resolution commending him for "the splendid program" he arranged.⁶¹ His campaign against the Board of Education "to liberate the educational system in the State of Wisconsin from the domination of one man" (Board Secretary Edward A. Fitzpatrick) made him popular with all school people. In 1927 he greeted the conversion of the state normals into state teachers colleges with typical enthusiasm, determined to meet the new demands by raising the practical art of teacher training to the college level.

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The sixteen-year administration of the next president, Claude M. Yoder, encompassed two times of severe trial, the depression years and the Second World War. The Memorial Gateway, devised by the Class of 1928 and completed in 1935, commemorated in stone the transition from the old Normal School to State Teachers College status and was the only building project of the Teachers College era. Acceptance by two national accrediting agencies during this third stage of development brought honor to the labors of the faithful. Approval for full membership in the American Association of Teachers Colleges was finally obtained in 1942. President Yoder's battle with that association in the mid-thirties yielded some fruit but the College was still listed as deficient in faculty preparation and student health. Yoder responded with an attack on the agency, and wrote Secretary Hunt that accrediting agencies were becoming too dictatorial and suggested that the Association of Teachers Colleges should grow into "a truly professional organization and avoid every appearance of being an accrediting agency."² At the same time membership in the North Central Association was pursued, and in 1943, on the 75th birthday of the College, the *Royal Purple* proudly reported the acceptance of Whitewater by that association. "This is an honor and a symbol of a job well done," said the student weekly, "and a hope for a splendid future of preparing teachers."³

The Second World War made considerable demands upon the basic vitality of the College. New emphasis was placed on physical fitness and such subjects as "air-world" geography and pre-flight aeronautics were introduced in College High. A faculty member wrote in June, 1940: "Our school will develop the minds of warriors lest disaster and defeat develop in the mind of slaves."⁴ Whitewater was accepted by the Navy Department as one of the participating colleges in the Navy V-1 Program, and several pre-induction courses were included in the 1942 summer session program. Despite the War, however, life on the Hill moved confidently onward. Everyone hoped for a prompt return of faculty and students at the end of the conflict. The enrollment boom expected after the War, however, failed to materialize, and figures failed by substantial margin to approach the peak year of 1939 when almost a thousand students found their way to Whitewater. President Yoder was anxious to return to peacetime activity in general, having expressed himself to senators and representatives as opposing compulsory military training in America.

The college community was shocked in early March, 1946, when the resignation of President Yoder was announced. A change in membership of the Board of Regents entered in the decision. To the Board he spoke from the heart when he addressed the March 5th meeting:

"Inasmuch as I have never been apprised of, or counseled with, by your Board, or any officer or member thereof, concerning any reasons or explanation of such a request, I am nonplussed and feel that I have no other alternative but to comply with it . . . I must confess that it is with a crushed spirit and sincere regret that I present my resignation from the position of President of Whitewater State Teachers College, to which

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institution I have given the best years of my life over a period of more than a quarter of a century.”⁶⁵

The *Royal Purple* said tersely: “Sooner or later we all must give up the reins — whether our positions are humble or great. Mr. Yoder has earned his rest . . .”⁶⁶ Faculties were also shocked, not only because of the unexpected nature of the Board action but also because of the loss of a president who had made a mark on the teaching profession and served with distinction during his tenure at Whitewater. He had been president of the National Association of Commercial Teacher Training Institutions, written for professional journals, and had been selected by the Carl Schurz Memorial Foundation for educational work in Europe. His schedule of conventions, appointments, and the dictation of hundreds of letters a week did not prevent his having a personal touch with campus life. From reporting broken furniture to the janitor to attending the Commercial Club banquet, from advising students to comforting faculty, he managed to hold the respect and admiration of the college community. It was an interesting coincidence of history that Whitewater lost her presidents, both named Yoder, at the close of both world wars. It was not surprising, however, that new approaches and outreaches characterized the second era as well as the earlier one.

Facing New Frontiers (1945-1968)

In the fourth period of the hundred-year history of Whitewater the pace of the institution quickened as broader goals presented themselves in the post-war world. The demands of science, together with the call for an internationally oriented social science, molded Wisconsin's state teachers colleges into state colleges in 1951. This made it possible for a graduate in chemistry or mathematics to draw as high salary as had been demanded by graduates in the business specialty. By 1960 enrollment at Whitewater was climbing so fast that the city began to stand in awe each September, and the School had emerged as the second largest in the system. When the state colleges were given university status in 1964, Whitewater proudly shared in an honor which it had helped to generate. So drastic were the changes that took place during this period that the term “Whitewater Revolution” has been coined to describe them. Enrollment statistics tell much of the story: in 1946 Whitewater had 665 students; in 1967-1968 over 8,000 crowded onto premises which for several years had witnessed the erection of at least a building per annum, including a high rise dormitory.

When President Yoder's resignation became effective in June, 1946, the man who was to serve the next sixteen years had been in command nearly four months. Called from Superior where he had been serving as Acting President from 1943-1945, Robert C. Williams came to Whitewater with twenty-seven years of experience in higher education. One of the first public observances led by the new president was the dedication of the Washington elm in May to celebrate the first anniversary of V-E Day. The first generation of women veterans had enrolled that semester, along with such a large number of G.I.'s that the city had to rig up the local Armory for temporary

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housing. The scope of education had become too vast for all eggs to be put into one basket, even that of business education. President Williams did well to follow a pattern of cautious progressivism.

Everyone entered cheerfully into the adventure which the post-war era had spawned. The boys who had set up dorm life in the Armory were grateful for that measure of comfort while waiting for the "College Greens" housing project. Students learned to comply with multitudes of new regulations issued by the health office, the dean's office, the student welfare committee, the registrar, and the president. Parking problems, eating problems, housing problems, and the question of which organizations to join mingled with thoughts of electing a king and queen for the first "bang-up" homecoming since 1942. Despite this zest for life, activities were carried on in the smallest gymnasium among the state colleges while administrators dreamed of expansion.

Although the early 1950's pointed the direction the school would take by the end of the decade, men in education found it difficult to fathom geometric increases. Estimated student population in the state colleges as projected in 1952 by the State Planning Committee allowed Whitewater 1400 students by 1982, embarrassingly short of the 3,006 who showed up in 1962.¹⁷ Enrollment multiplied about 4½ times between 1952 and 1962, making Whitewater one of the nation's fastest growing colleges of that decade. It was, therefore, no mere idealistic platitude for President Wyman to declare at his inauguration in 1962, "Where lies the frontier?"

Along with new buildings went an expanded curricula. Just as the term "normal" had all but disappeared from educational directories by 1955, so course offerings had to be arranged to meet new demands. In the 1950's there appeared two trends in higher education, the push for more concentrated study in given disciplines on one hand and the development of some enticing general studies programs on the other. Whitewater set about to organize for both specialization and generalization, creating a host of new departments while at the same time introducing an American studies program that employed something from each discipline. Another curricular innovation was the honors program for superior students, and the inauguration of a business administration major in 1952 became a barometer for measuring trends. By 1959 business administration attracted more freshmen than any other department, outshining business education 139 to 132.

As the institution developed at home base, its outreach took on new proportions. Extension centers to which faculty traveled thousands of miles per semester were multiplied to more than a dozen in the 1950's and in 1953 student teaching was done off campus for the first time. Educational tours, guidance conferences, a race by faculty members to acquire doctorates, and a suggestion to create a statewide university system made headlines. In the summer of 1960 the Whitewater graduate program was launched as a cooperative effort with the University of Wisconsin to improve the effectiveness of elementary and secondary teachers. In 1963 a visitation team from the North Central Association studied Whitewater in view of the request

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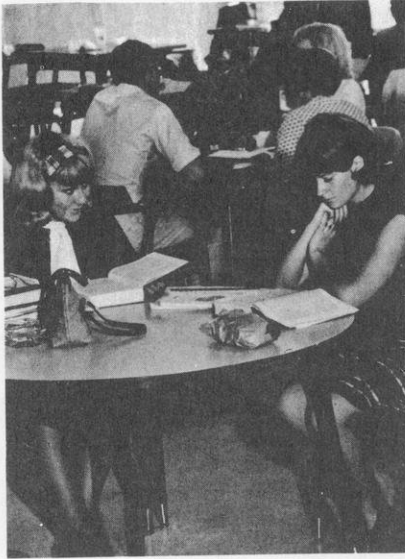
for its own graduate program, and in the summer of 1964 the first master's degree candidate presented himself at commencement, one month after university status had been declared.

Paths into endless frontiers, then, were charted during the last years of the Williams administration. The break from the past was recognized by *The Capital Times* of May 17, 1959 under the headlines, "Whitewater College Charts Course for Growing Future: Tradition-Steeped School Ready to Meet Challenges." President Williams stressed a stronger academic preparation for those planning to teach than for those in non-professional curricula. He took special interest in the fruit of his labors, the alumni, which flowed into every walk of life in larger numbers each year. In 1962 there were 215 graduates, six more than had graduated from the School during its entire first quarter century. The faculty doubled in number between 1955 and 1962, and citizens of Whitewater realized that soon the College would outgrow the city.

The retirement of President Williams in 1962 brought to a close 16 eventful years of guiding Whitewater from an enrollment of under 700 to one of over 3,000, from a teachers college with a single business education emphasis to a state college with a multilateral outreach, and from a physical plant hardly stretching beyond Old Main on the hill to a campus with five dormitories, a student union, a new library, and a campus school. No president in the history of the institution to date had seen so much change, and none had looked upon developments with more earnestness. Almost immediately he took up the work of teacher recruitment for the state college system and traveled thousands of miles in 30 states to perform his task, a service that was terminated by his unexpected death on March 29, 1966.

President Walker D. Wyman (1962-1967) brought this zeal for new and better things into every corner of the growing campus. From the "President's Corner" in the *Royal Purple* to the "Faculty Reporter," from the Whitewater Forum to the Whitewater Foundation, from publications on the historic west to the examination of education in foreign lands, he sought to fill Whitewater's cup of knowledge to overflowing. The new leader's approach to everything could be summed up in the word *creativity*. In his inaugural address he said, "Let our mood be experimental and our methods scientific, but let us always encourage the imaginative, the creative, the searching mind that reaches for the stars."⁶⁸ In terms of where he stood in Whitewater's century, he threw as much dust in the air on that occasion as did the horsedrawn plows and hand shovels on Normal Hill 96 years before. The new executive sensed the impact of the social forces that had stirred up an educational revolution which the 1960's would have to face. He embraced the entire community of learning as an enterprise in a decision-producing world when he quoted: "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society that scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy."⁶⁹

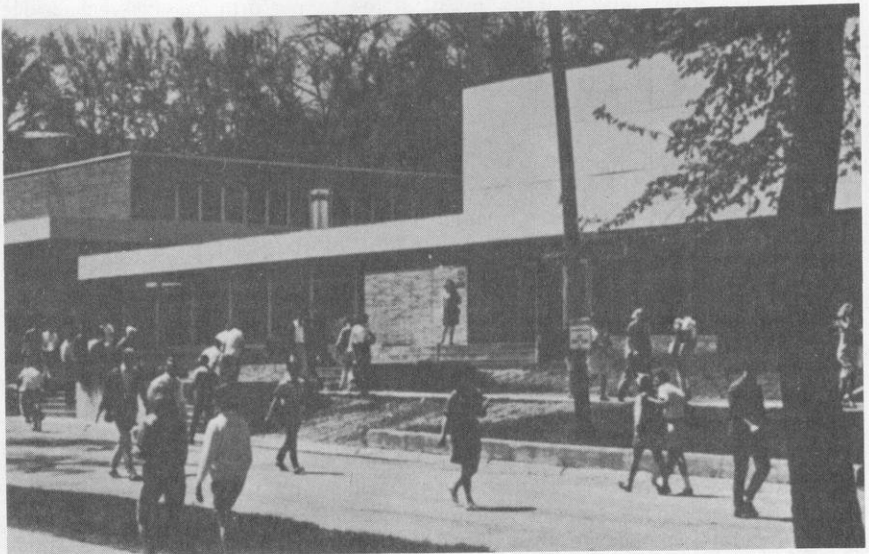
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Studying and snacks are combined at University Center at Whitewater.



A scholarship winner is shown a story in a Madison newspaper concerning his award.



A mall in front of the University Student Center is being developed by closing a city street.

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The Wyman administration was characterized by unprecedented activity on every front, and the president personally led in these developments. The man who said that he intended to reach for the stars with one hand and with the other "place a cocklebur under the saddle of every faculty member and student in the college" wasted no time in demonstrating a capacity to fulfill his part of the bargain. With regard to the students, President Wyman was sympathetic with their problems and aspirations, whether it be taking time to answer questions at an informal gathering or standing in 9° below zero weather to explain to a throng 800 strong outside his door about private housing rates. He encouraged scholarship by inviting the student house with the highest gradepoint average to his place for pancakes (produced by himself) and by inaugurating a scholarship for the senior who best represents the spirit of the University. He delighted in every honor that came to the young people, from top honors won by the *Royal Purple* in 1967 to the undefeated football conference championship that took the team to Tulsa in 1966, from the establishment of the Karate Club in 1965 to the presentations given worthy students on honors day. He sought to find practical solutions for the common problem of student unrest by encouraging greater student initiative and participation in institutional policies, larger student council voting percentages in campus elections, a better policy for student use of state cars, better hours for women students, and constructive discussions where student views were aired on courses and faculty. He saw the role of the university to be one of sowing the good seeds of culture thickly, with a high hand that the wind might catch and spread abroad and with a courage that did not hesitate to scatter where triumph is born of struggle.

Curriculum expansion, already far into new frontiers by 1962, received new impetus from the administration. For the first time in history Whitewater made plans for a study program abroad which took students to England in the summer of 1964 in time to celebrate the 400th birthday anniversary of Shakespeare. In 1963 business education celebrated its 50th year with a conference that drew educators from across the nation, and that same year the graduate program received the blessing of the North Central Association in awarding Whitewater the privilege of granting its own master of science in teaching degree. It was then, too, that the school was chosen one of 11 institutions to participate in a nationwide study of the teaching of values to prospective teachers. Increased faculty improvement grants raised the number of doctorates on the staff, and the school of business and economics was honored when the Wisconsin Board of Accountancy accredited Whitewater's accounting major so that graduates might be certified by the faculty as eligible to sit for the CPA examination. The Wyman administration had no trouble thinking in university terms when that honor was bestowed upon the state colleges in 1964.

The building program continued apace to match enrollment increases of 500 to 1000 each year by the mid 1960's. During the first two years under university status the premises were dotted with six new dormitories, two additional dining halls, a new heating plant, a library wing capable of housing

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400,000 volumes, a humanities building, and a physical education building. So numerous were the new buildings that a mass open house was held early in 1966 for four dormitories and a dining hall. Since 1965 the sound of a 75-bell carillon, a gift of an alumnus, has rendered its medley amidst the roar of bulldozers and the beat of trip hammers. President Wyman schooled himself to love the noise of machines because they prophesied fresh tomorrows and signaled new challenges to bring social and political needs under scrutiny of scientific and academic progress.

As the centennial year drew closer and increased number of graduates went from the place each year, the Alumni Association began to sense the significance of the new frontiers of Alma Mater. The first conference for members of the Whitewater National Alumni Council was held on campus early in 1966, where such problems as the best kind of clubs and publications and ways to stimulate an enrichment program for the University were discussed. At commencement time that year the Whitewater Foundation presented a lasting gift to the school in the form of painted portraits of the nine presidents to date. The Foundation, established in 1962 to "put the frosting on the cake of higher education" (as President Wyman liked to put it), generously undertook the publication of Whitewater's Centennial History in 1967, a volume written especially for the alumni and friends of the institution.

Although the Register gave about as much space in the summer of 1964 to the solemn celebration connected with the return to Illinois of Lincoln's horse (allegedly stolen near Whitewater on July 10, 1832 while honest Abe was waiting to be mustered out of service) as to the growing "problem" of the University, expansion was on the minds of community leaders. Like the historian President Salisbury before him, President Wyman was anxious for the cooperation of town and gown. In 1963 he told the Chamber of Commerce that the generalization could be made that the College contributed in excess of \$5,000,000 annually to the community. He went on to explain: "If the college costs each person in Wisconsin around 50c a year in taxes, and if Whitewater's share of the cost is \$3100, then the college is a bargain any way you look at it."⁷⁰ In the last few years a Whitewater Community Action Committee and the Whitewater Industrial Development Corporation have given increased consideration to the University expansion challenge. In 1966 the editor of the *Register*, whose ancestors had always supported the industry on the Hill, stated:

We hold the view that the University growth is a good and healthy condition for this community. We feel that it is to the betterment of the city that the University be prospered during the years ahead . . .

In this frame of mind, we feel that the community should form a committee to aid the University, much the same as the other communities have formed committees to land branches, and other new campuses.⁷¹

As the townspeople have come to recognize the "Whitewater Revolution" as a part of their future, the positive approach of Editor Charles Coe has become

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basic. While the University depends upon the town for space and supplies, townspeople play in the university orchestra, perform in its plays, help judge its homecoming floats, and enjoy its cultural provisions. As the centennial year has come and Whitewater has participated in the festivities, a broader frontier has been revealed. Never has the community held high so large a banner, because the institution has multiplied seven times in enrollment during the last dozen years. Never has the school had occasion to express its thanksgiving to the little town which fought for its establishment a hundred years ago than at the beginning of a second century.

Administratively, the Whitewater University rounded out its first century a few months early on July 1, 1967, when the Wyman administration brought to a close what its chief termed "Phase I of the Whitewater Revolution" and the institution received its third interim head in the person of Vice President Cord O. Wells. Having resigned earlier in the year to accept the position of Distinguished Professor of History at River Falls, former President Wyman now serves at the place he had been for 30 years before coming to Whitewater. On December 15, 1967 Dr. William L. Carter of Cincinnati, a young man of wide educational and administrative experience, assumed the presidency, and Dr. Wells was able to retire after 43 years of service—the longest tenure in the history of the School. The Carter administration has continued the emphasis upon new frontiers as the new executive has rapidly taken hold of the traditions and aspirations that make up the personality of Whitewater. In a sense the "revolution" has faded with the passing of the century, and all hands reach for that substance which comes not from revolution itself but from lessons learned and blessings procured therefrom. With a healthy confidence the institution has put its shoulder to the plow to prove that Whitewater has been both a giver and a receiver of the permanent accomplishments of time.

And with Whitewater University go its sister institutions, the state, and the nation. As the uncharted future unfolds into the lap of the anxious present, Whitewater will do well to remember the advice of President Salisbury: "It is not wise to attempt the work of a century in one generation."⁷² As far as contemporary politics is from the Boston town meeting, so far is the complex University from the old Normal on the Hill; yet a century has not isolated the two — men still dream.

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Footnotes

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16. *Whitewater Register*, September 12, 1869, 8.
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27. Letter from Albert Salisbury to Isabel F. Walker, July 3, 1894 (WSU-W Archives, *President's Letters Sent*), 4.
28. Board of Regents, *Nineth Biennial Report, 1898-1900*, 67-68.

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31. *The Royal Purple*, November 7, 1925, 13.
32. Salisbury, *Letters Sent*, 82.
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34. *Proceedings of the Home-Coming Festival Held July 4-7, 1907 on the Seventieth Anniversary of the Founding of Whitewater, Wisconsin* (Whitewater: Office of the Register, 1907), 40.
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CHAPTER IV

OSHKOSH: FROM NORMAL SCHOOL TO STATE UNIVERSITY (1871-1968)



In 1971, a century will have passed since Wisconsin State University at Oshkosh first opened its doors. With a wide ranging curriculum and a burgeoning enrollment, the institution of today bears little resemblance to the State Normal School of 1871 whose function was limited to training teachers and whose beginning registration was modest by any calculation. Now, a new era in the life of the school is under way, but for eighty years teacher preparation was the predominant responsibility of the Oshkosh instructional program.

To a community winning approval as a location for a projected normal school, economic returns and cultural prestige were likely rewards; thus an aspirant was seldom backward in urging its attractions. The test for a site involved its accessibility, healthfulness, boarding facilities and their cost, congeniality, and literary and scientific advantages. Population numbers were another factor, and were significant in establishing the first Wisconsin State Normal School at Platteville and the second at Whitewater. The Regents early decided to build a teacher training institution in each Congressional district of Wisconsin, and in 1866 Oshkosh became an applicant for a third school to serve thirteen counties then comprising the Fifth District.¹

According to a *Biographical and Statistical History of Oshkosh* published in 1867, the city was truly booming. The largest town in the Fifth Congressional District, its population grew from 6,086 in 1860 to 12,633 in 1870. New construction accompanied the rapid increase in residents, an estimated 900 new structures of all kinds arising in Oshkosh during 1866 alone. But this was not all. Oshkosh built a new high school in 1867, and of its eight hotels, some reached four stories in height. Perhaps the source of greatest pride to Oshkosh was a strip

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of Nicoløson pavement constructed in 1866 along its main thoroughfare for "near one third of a mile."

Supporting the development of Oshkosh, was a flourishing industry dominated by no less than thirty-three lumber and wood working concerns whose products extended from boards to pre-cut houses. There were other industries in the town: their output ranged from foundry manufactures to items such as flour and soap. One could purchase candles, cigars, coffins, and corsets all made in Oshkosh in 1867. Serving Oshkosh firms transportation-wise was a busy steamboat fleet, and in addition, the Chicago and Northwestern Railway which reached the town in 1859.

Culturally and socially, Oshkosh reflected trends of the times. Testifying to its civic sociability were numerous fraternal and religious organizations, and for persons with literary tastes, the Young Men's Christian Association provided a library and "fine reading room" open nightly. And, by 1863 the city could boast of a graded school system. With regard to the population burst of Oshkosh in the sixties, a striking feature was that by 1870 more than a third of its inhabitants were foreign-born with hundreds having German, Irish, and Welsh origins. As for traits differentiating newcomers from natives, the *Statistical History* of 1867 observed that immigrants in Oshkosh clung to Old-World customs; they built their own churches and leaned more "to the pleasures of life than to its conventionalities . . ." Conversely, the older stock inclined toward building schools and making public improvements. To many of them, the *History* asserted, the desire for wealth was uppermost, and "to that passion even the socialities of [their lives were] made subservient."²

Despite her economic and urban growth, Oshkosh faced competition for the normal school to be established in the Fifth Congressional District. Neenah and Menasha favored Døty's Island, a stand which drew official support from Green Bay. The Omro *Union* favored Omro, center of a butter and livestock producing region, for the school's location. Berlin was another contender. That village offered a building site of five acres and increased its original pledge of financial assistance of \$25,000 to \$30,000. In loyal support, the Berlin *Courant* stressed the town's cleanliness and dry streets as an inducement for attracting the institution. Although not located in the Fifth Congressional District, the rising city of Fond du Lac attempted to obtain the normal school by a promise of \$30,000 and a construction area of ten acres. As for hopes of Oshkosh, the *Northwestern* asserted simply that the institution was needed in the city, and would accommodate admirably the northern part of the state. Stressing mutual benefits to school and community, the newspaper sought popular help in getting "at least one of the public institutions of the state near its right geographical position," and warned that if Oshkosh citizens were indifferent, they would only "jog on with schools and teachers unfit for the great work they ought to accomplish."³

The Oshkosh bid for the third Normal School resulted from proceedings of a special meeting of the Oshkosh Common Council on March 3, 1866. It was high time; some towns had already submitted proposals to the Regents. Council President Leander Choate announced the purpose of the session as that of considering "the expediency of attempting to induce the . . . Regents of Normal

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Schools . . . to locate the Normal School about to be established in the Fifth Congressional District in this city." Next, Superintendent of Schools K. M. Hutchinson offered for consideration a memorial addressed to the Regents in support of the Oshkosh location. The document contended that the city could supply more pupils for the institution than any other in the District; that Oshkosh was "easiest of access," and owned a fine building site "ample in dimensions, beautifully shaded and centrally located." The Council adopted the memorial and appointed a committee for tendering the proposal to the Board and "to make such arrangements as they may deem advisable," in obtaining favorable consideration.⁴

On March 12, 1866, the Oshkosh committee offered the Regents \$25,000 along with a construction area of four to eight acres contiguous to the city; but to offset competition, quickly increased the figure to \$30,000. During weeks ensuing, the Regents visited proffered sites for the school, and on May 10, 1866, announced Oshkosh as their conditional choice. Some peevishness resulted among the rivals of Oshkosh, but to Fond du Lac in particular the decision was a "stunning blow." Her proximity to Oshkosh destroyed Fond du Lac's hopes for a normal school, although a century later a two-year campus under administration of Wisconsin State University at Oshkosh was being planned for the Fountain City.⁵

The selection of Oshkosh as the location for the third normal school brought the city face to face with the problems of meeting the financial pledge to the Regents and of choosing a campus site. When months elapsed without solutions, there were rumors to the effect that Oshkosh did not truly desire the school. Friction between the city council and the state legislature further complicated matters, and by a statute of March 2, 1868, the law-makers decided to ascertain by a referendum if the city did, or did not, want the institution. On May 12, an affirmative answer came when 1,043 Oshkosh voters cast ballots in favor of the school with 498 in opposition. But despite this margin, antagonism to the undertaking lingered, partly because of increased expenditures it represented. One critic charged that in a "hocus pocus" way, a few interested persons had saddled a costly and unjust measure upon their neighbors. Another complainant asserted that the city should improve its streets and sidewalks rather than concern itself with the normal school which he labeled "a gigantic absurdity."⁶

In accordance with the law which provided that the Council or the several wards of Oshkosh could propose campus locations, the Regents invited each ward desiring the institution to submit reasons supporting its position. It might have been a sound assumption that the school would be located in the Fourth Ward; in the referendum of May 10, the Ward had voted far more heavily in support of having the institution in Oshkosh than had any other. But this proved of little significance, and a lively inter-ward contest occurred over where to build the school. Finally, the authorities narrowed their preference to a site near Lake Winnebago and to one along Algoma Street in the Fifth Ward. The second became their choice.

Choice of the Fifth Ward location brought adverse criticism. Fifth Ward voters had only moderately favored having the school in Oshkosh; besides, a brewery in that neighborhood had been a drawback. There were hints also that

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considerations of dubious character had enabled the ward to carry "off the prize to which it was so little entitled." The site itself came under fire: the *Oshkosh Journal* conceded that the area was high and dry, but "is the last place we thought of for its location, and must say therefore, that we were rather disappointed." Yet the *Journal* believed the Regents had followed "their best judgment regardless of what had happened."⁷

Having selected a campus, the Regents could begin construction. They adopted plans of William Waters, "a deserving young architect" of Oshkosh, and fixed January 9, 1869, as the closing date for acceptance of construction bids. On January 26, the contract went to the firm of Rogers and Galloway of Sheboygan Falls, with maximum cost of the building to be \$43,350. Construction was complete by summer of 1870, but at a figure exceeding the contractual agreement. Hence, classes could not open, and this led to reports that Oshkosh citizens considered themselves swindled by the Regents. "We bought the elephant at an enormous price," the *Northwestern* grumbled.⁸

Still, the *Northwestern* considered the new school of "handsome cream colored Calumet brick" an impressive sight. An "elegant French roof" and an imposing tower completed the overall view of the structure which exceeded both in height and size the recently-built Oshkosh High School. The newspaper remarked,

although . . . the tax to pay for the Normal School site was a burden upon our people, we think that the school and building will be an ornament and an advantage to the city, worth far more than the cost. Few cities in the Northwest will have a better building, located upon a more beautiful street than our Normal School.

But the campus needed improvement, and despite claims of the *Oshkosh City Times* that "fine old oaks" graced the site, photographs of the new school disclose a bare appearance with no trees of size nearby.⁹

Plans for opening the school took form by mid-1871, and on June 6, the Regents elected George S. Albee president. Albee was born on May 23, 1837, in rural Allegany County, New York. The future educator learned carpentry, but the trade did not attract him for his son later wrote, "Manual labor was always distasteful to my father." Yet Albee worked at the occupation for two years before he became a teacher in 1855. In the autumn of 1856, Albee enrolled in an academy at Westminster, Vermont. There, his thoughts turned toward study on the collegiate level, a privilege he had always thought to be for the wealthy. He enrolled at the Genesee Seminary in Lima, New York, and in 1861, entered the University of Michigan from which he graduated in 1864. Albee taught at Rushford Academy in western New York, and served subsequently as a public school administrator in Peoria, Illinois, and Kenosha, Wisconsin. When he became head of the Normal School at Oshkosh, Albee had also spent three years as Principal and Superintendent of Schools at Racine. In addition to his scholastic career, Albee pursued agricultural interests in North Dakota, and at his death in 1898, was President of the National Bank of Mayville in that state.¹⁰

President Albee's writings and speeches reveal that he possessed firm faith

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in goals of the Normal School. He was certain that teacher training institutions had done more to gain sympathy for efforts of the common schools than had any other agency. The teacher's greatest intellectual challenge, Albee believed, was that of appealing to other minds. He conceded that the nineteenth century had witnessed marked advances in material accomplishments, but pondered over what might be done about the "far more difficult task of revealing man to himself." He stressed need of teaching "the obligation of power . . . rather than its privileges . . .," and warned against learner conformity leading into "the pitfall of acceptance . . ." Albee also thought the teacher need not be old to be opinionated, especially if he had "had his early and often shallow, thoughts accepted by *class after class* too unquestioningly." "Only two animals in creation cackle as soon as the egg is laid: both are bipeds," he noted. Albee regarded instructional innovation and investigation as fundamental to greater achievement in curricular purposes. "A normal school . . .," he once wrote, "must be in a state of perpetual evolution . . .," and "a healthy professional school has no place for a teacher who has found the best way. . . ."¹¹

After electing Albee president, the Regents engaged the school's first faculty. Robert Graham, who had been Albee's successor at Kenosha, became vice-principal; the Reverend Mr. David Holmes and Mrs. Holmes, who had held administrative posts in the Berlin, Wisconsin, High School, were supervisors of the model school and training department. Miss Martha Hazard was in charge of penmanship, drawing, music, and calisthenics; Miss Marcia S. Hill taught in the grammar department; and Miss Anna W. Moody taught rhetoric, grammar, composition, history, and English literature. The Holmeses shortly resigned, and in December, 1871, Miss Rose C. Swart, for whom the present campus training school is named, became a teacher in the primary department. Henry C. Bowen, who taught natural science, also joined the Oshkosh faculty before the year's close.

Townpeople and officials gathered for formal dedication of the Oshkosh State Normal School on September 19, 1871. An orchestra was on hand, and it ". . . delighted the audience with an overture from *Norma*," in an attempt to suggest by music the linkage between the word "normal" and its classical origin. William Starr, President of the Board of Regents, reviewed Board labors and the cooperative role of Oshkosh citizens in establishing the school. All this, said Starr, demonstrated "how deeply seated in the hearts of this people was the future welfare of their children, and how deeply was felt the necessity for intelligence among the people." He then presented the building keys to President Albee who responded for the faculty by remarking that the institution's primary purpose was to train teachers for the public schools. "Intelligence for the many, not the few, is our motto," Albee stated.¹²

Organization of the Oshkosh institution included a Normal Department and a Model School. The 1871 *Catalogue* detailed the purpose of the Normal Department as follows:

The exclusive purpose of each (Normal School) shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain to a

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good *common school* education; also, to give instruction in agriculture, chemistry, in the arts of husbandry, the mechanical arts, the fundamental laws of the United States and of this state, and in what regards the duties of citizens.

The Model School consisted of three divisions, primary, intermediate, and grammar. It served as a training laboratory for Normal Department students.

The first year's total enrollment at Oshkosh was 314 students; 173 were in the Normal Department and 141 in the Model School. Of the Normal Department registrants, 102 were "Ladies" and 71 were "Gentlemen." In the Model School, girls outnumbered boys 73 to 68. Registrants in the Normal Department came mostly from Wisconsin with one student from Michigan and another from New York. Nearly all the Model School pupils lived in Oshkosh. Over forty per cent of the Normal Department matriculants failed to qualify for entrance to professional training and were assigned to a Preparatory Class. Fifteen students in the upper division were members of an Institute Class offered for teachers in service.¹³

Pupils in the early Normal Schools of Wisconsin were carefully selected. Each assembly district could furnish six students for teacher training. County, or city superintendents, nominated candidates who must be sixteen years of age, "of sound bodily health, and of good moral character." A most challenging step for the nominee was presidential examination. If this were satisfactorily met, the applicant was free to deliver his luggage to his rooms. Candidates who testified that they planned to teach in the Wisconsin public schools — and most of them did — paid no tuition charges. Persons who failed to qualify for the professional course were assigned to preparatory work, or to the Model School, upon payment of fees the Regents prescribed. Every pupil did student teaching under faculty supervision. A student could be discontinued if the faculty thought him unsuited for teaching.¹⁴

Attendance in the new Wisconsin Normal Schools was a serious endeavor involving diligence and primary attention to study. Early Oshkosh bulletins stressed the "healthy and invigorating climate" in which pupils could "endure severe study with comparative ease," an assertion long gone from the school *Catalogue*. Because the authorities deemed themselves unable "to restore invalids in the midst of school work," potential registrants were warned, "No person addicted to the use of tobacco or other injurious stimulants, should apply for admission." Campus life was so closely regulated as to suggest a Draconian atmosphere. There operated, for example, a self-reporting scheme of discipline whereby students listed personal infractions of rules against communications, or whispering, and identified the other person involved. If a pupil so designated gave himself a "clean" record, he was soon in conference with the president. Conversation was also forbidden in the building with speaking limited to courtesy of passing salutations or imparting of information helpful to campus visitors.¹⁵

It might be supposed that under Albee's regimen, pupil misbehavior was non-existent at Oshkosh, but his papers reveal this not to have been so. Counseling provided a solution to most disciplinary cases, but at times this proved inade-

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quate. One such episode occurred in the late 1870's when a student charged with violating certain regulations drew presidential suspension. This resulted in bitter and complicated litigation between Albee and the pupil's father, but the case was finally discontinued. So threatening seemed the challenge to school discipline, however, that the Regents once considered appeal to the Wisconsin Supreme Court for the purpose of defining authority in institutional government.¹⁶

If not all students of President Albee's day kept the rules, there were those who had only praise for Oshkosh behavioral standards and for the training they received. Writing to Albee of her classroom experiences at Cornell University, an Oshkosh alumna expressed doubts that the eastern school exerted inspirational effects equal to those of her *alma mater* on whose campus the individual could hardly spend a year or two without having "his or her ideals materially lifted." Another, who was attending the University of Michigan observed that the Ann Arbor professors were learned, but sometimes inadequate as teachers. She declared that such inept persons should enroll for student teaching under Miss Rose Swart and learn Oshkosh standards of proper pedagogy.¹⁷

A feature of campus life directed toward the important goal of pupil maturation and dominating other activities was the all-school "morning exercise" which for nearly two decades of Albee's administration was so markedly spiritual in character as to be described a religious convocation. With the students gathered in the school's assembly room and the teachers seated nearby, the President delivered prayers and scriptural readings to which the students responded. Coupled with remarks on educational principles or perhaps character development, the Biblical recitation exerted impressive effects. Indeed, many pupils thought the convocation a powerful influence toward maintaining "morale of the school and . . . shaping of [the] individual . . ."¹⁸

Not everyone sanctioned the religious character of the sessions, however, and it was understandable that in a state whose constitution firmly forbade sectarian instruction in public supported schools, there would be objectors. Indeed, official visitors had complained over the matter as early as 1880, and again in 1886. A most vociferous critic was one R. C. Spencer, head of a Milwaukee business school and president of the Milwaukee Liberty League. In 1879, Spencer addressed a memorial to the Regents charging that a highly "esteemed [sic]" Oshkosh professor had resigned over religious differences with Albee; that faculty members were distributing theological tracts to pupils who feared reprisals if they objected; that parental protests about the situation went unheeded. In addition, there were reports of disquiet among Roman Catholic pupils who preferred to avoid the assemblies, but feared consequences should they complain against the "lord high executioners of their examination papers."¹⁹

Whatever the arguments — for or against — the spiritual phase of morning exercises, the pattern at Oshkosh changed profoundly after the Edgerton Bible Case closed on March 18, 1890, with the Wisconsin Supreme Court's opinion declaring sectarian instruction in the public schools unconstitutional. Scriptural reading ended on the Oshkosh campus, and the *Northwestern* shortly reported that "the well-worn Bible which for years has done duty in the assembly room of the State Normal School, was supplanted by Harper's *Monthly Magazine*." Thus,

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said the newspaper, opening prayers gave way to an article by John Ruskin to whom the president had turned "instead of Job." But Albee thought singing of sacred music still permissible, an opinion prompting the *Northwestern* to prophesy that "in consequence a Methodist hymn will occasionally echo throughout the big buildings as of yore."²⁰

Albee viewed the Edgerton decision calmly, but henceforth non-religious sources "regarded as the heralds of truth" served for pupil inspiration in morning exercises. This was not the only effect of the decision: there resulted the familiar school assembly with greater student participation and distinguished speakers. As for campus spiritual guidance, the churches found an answer through surveys defining pupil religious affiliations so that the clergy might work directly with those interested.²¹

Like other educational institutions, the State Normal School at Oshkosh measured its functional strength in terms of the faculty. The early staff left a challenging bequest of devotion to duty and classroom accomplishment. Whatever their performance, the early instructional force represented above all a hard-working organization. True, in 1881 Regent W. H. Chandler of Sun Prairie voiced doubts that all Oshkosh teachers were earning their salaries, but when Lydon W. Briggs visited the school in 1877 he thought some teachers overworked and noted signs of faculty tension. And, in 1879 President Albee remarked to an applicant for a position, "Our work is by no means light . . ."²²

Staff turnover in the Oshkosh Normal School occurred at a relatively high rate under President Albee. The *Bulletin* marking the first half-century at Oshkosh indicates that between 1871 and 1898 one hundred twenty-two persons had professional employment on the campus. Of these, eighty-seven left the school with an average tenure of 3.3 years. Some served for periods as short as three months. Concerning this, Albee's papers indicate little teacher discontent although it has been stated that younger instructors sometimes considered him paternalistic. Albee believed that staff erosion resulted from failure of Wisconsin salaries to keep abreast of those paid elsewhere, at the same time that educational demands upon normal school teachers were increasing. It should be noted that when the University of Oregon offered him its presidency in 1893, there were numerous appeals that he remain at Oshkosh.²³

If Albee was criticised for paternalism, it is also true that he bore a reputation for building a teaching corps of unusual merit. Four teachers who were his appointees exerted great influence on school affairs for a generation or more; each enjoyed respect on the campus and in the community. These were Emily Webster, Rose C. Swart, Jennie Marvin, and Lydon W. Briggs. Emily Webster was one of the first graduating class in 1875; her employment record extending from that year to 1926 remains the longest of its kind. It was stated of her, "She never felt the heaviest load . . . a burden." Rose Swart's employment record nearly equaled Miss Webster's. Devoted to teaching and the skills of teaching, Miss Swart was also a firm believer in female suffrage, especially for the woman who worked. She emerges as a teacher of rare ability. Jennie Marvin became critic teacher and principal of the grammar department in 1889. Having a reputation for sound work with students, she exerted no little influence on "hundreds of

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people who were once her pupils." Before joining the Oshkosh staff in 1878, Lydon W. Briggs was a long-time friend and professional associate of President Albee, and afterward the close tie between the two men continued. Briggs became the first president's chief administrative assistant. He also served as acting president upon Albee's death, and taught at Oshkosh until he reached eighty-one years of age.²⁴

Albee's administration brought many innovations to the Oshkosh campus. These were often accomplished under trying conditions; nonetheless, important strides occurred in scientific studies, library development, and physical education. In a significant pioneering step, the institution became the first of its type in America to establish a kindergarten, an experiment launched in 1880. Children from four to seven were eligible to register, and according to their ages were grouped in three divisions: Gifts, Occupations, and Circle Games. Forty-four pupils enrolled in the first kindergarten.²⁵

The new program brought many observers to the Oshkosh campus, but not everyone was pleased with what he saw. One visitor spoke of teacher-domination, dull, untidy rooms, and skimpy lunch time for pupils. The kindergarten was also subject to frequent changes in directors, one having employment for only three months. Yet President Albee expressed satisfaction with effort when he stated in 1884 that "through the kindergarten, the seed is being sown . . . , for a better harvest of clear-sighted work in the common schools . . ." Presidential enthusiasm was not enough, however, to save the kindergarten from "want of cordial appreciation," and the Board discontinued the undertaking in 1885.²⁶

Still another indication of institutional growth during Albee's presidency occurred in 1893 with inauguration of summer school. The first summer enrollment was seventy-one students — a figure far from that of 1967 when 2,444 registrants appeared at Oshkosh. As a device for satisfying credit needs of in-service teachers, summer study was an improvement over traditional institutes which sometimes lacked meaning and purpose. Albee much preferred summer work over extension courses which he considered a "fashionable fad" with "inordinate intellectual wastes," and he urged the Regents to authorize funds for regularly scheduled summer sessions at several of the Normal Schools. It was not until 1907, however, that the Board decided to allocate \$500 for that purpose to each of three selected institutions. Oshkosh was one chosen.²⁷

Marked increase in student enrollment during the first twenty-seven years on the Oshkosh campus was another sign of institutional growth. From 1871 to 1892 enrollment in the Normal Department more than tripled; the Model School also grew, but at a more modest rate because of its outlying location from the city. Increasing registrations brought crowded conditions necessitating expansion of the original building, but despite four additions, need of space for classrooms, offices, and special functions remained critical. In 1896, for example, Albee reported an enrollment 20% over that of 1895 and causing use of the basement for classroom space.²⁸

A second factor associated with growing enrollment and of vital significance to the school's academic future was matriculation by increasingly larger numbers of high school graduates. After 1890, such registrants enjoyed advanced stand-

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ing upon enrolling at a State Normal School, and they began to appear in greater frequency in teacher training classes. At Oshkosh they soon became "an important element," their numbers increasing from 29 in 1888 to 222 by 1897.²⁹ The appearance of the more adequately trained high school graduate exerted two main effects on the Oshkosh instructional pattern. One was discontinuation of the Preparatory Class which had functioned since 1871 in readying poorly qualified pupils for the professional program. The other was that better work could be demanded of the pupils as impact of the high school graduates strengthened.

The Oshkosh curriculum underwent important changes during Albee's presidency. These were in accord with state-wide revisions, and represented no little manipulation within the framework of the instructional program. After 1872 the institute course for teachers needing professional training was abandoned through failure to attract students. In 1874 the one-year elementary course became a two-year program with a five-year teaching certificate for graduates. The advanced course of three years was lengthened to four with an unlimited certificate for graduates.

A curricular revision of 1892 exerted profound effect upon the instructional program. The Regents established four new course areas from which the student might choose one in which to concentrate. The new offerings were: an English course of four years; a Latin course of four years; a professional course of one year; and an elementary course of two years, identical with the first half of the English course. Professional courses occupied well over twenty-five per cent of the student's effort in any of the new areas. The curriculum of 1892 remained in effect until 1914, but despite the elective principle it contained, there was no concept of teacher preparation for different grades or of major specialization common to institutions of higher learning in America. The graduate was expected to teach any subject at any level of assignment.³⁰

With institutional growth, student affairs became increasingly important in campus life. Easily the most popular of such activities was forensic work of two early organizations, Lyceum and Phoenix. Founded in 1871, Lyceum held membership open to all students, but youths who believed themselves unready to engage in Lyceum debates soon formed a society known as Protarean. This was in 1873. Protarean eventually admitted women, a development resulting in a new organization known as Phoenix. A vigorous elocutionary society was the Oratorical Association organized in 1895 with 160 members. Oratorical contests were its main interest with faculty and students contributing to prizes for winners. A high point in the Association's life and that of the school occurred in 1896 when a member won first place in an interstate contest at Warrensburg, Missouri.³¹

Another student contribution to Oshkosh campus life during Albee's presidency was commencement in the mid-1890's of two school publications which have continued to the present. Short-lived hand-written student news compilations had appeared with the "Normal Flower" in 1874, and the "Normal Crescent" in 1885, but printed news began with *The Normal Advance* in October, 1894. Reporting campus events and offering the reader serious essays, the *Advance* was at first a bi-monthly publication with faculty editors. Later, it appeared monthly with student editors. In 1897 there began publication of the

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school year-book, *The Quiver*. It featured campus activities and class histories along with untainted humor and sometimes clever drawings of contributors.

Athletics were popular at Oshkosh before 1898. An Athletic Association with a "very large and active membership" was in existence by 1894, and among the sports, baseball enjoyed prominence. From reports based apparently on defeats sustained or victories won, it appears that teams either lacked "a strong battery" or they were "hard hitting." Basketball was early in demand, with girls' teams appearing by 1897. In humorous approach, *The Quiver* cautioned spectators at girls' contests not to be surprised over questions from the playing floor such as, "Is my suit on straight?" or, "Are you sure my hair is all right?" Football began encouragingly enough on the Oshkosh campus in 1894, with two victories of three games played, but the sport suffered a temporary relapse in 1897, when two weeks after the season began no team was left from players reporting for practice.³²

When the Oshkosh Normal School closed its second decade in 1891, the *Northwestern* termed the institution "an Educational Monument" to Albee whose insistence on high standards of admission and scholarship had built a solid reputation for it. The teachers also had respect and regard for Albee, and on his fiftieth birthday in 1887, had presented him a copy of Michael Munkacsy's then popular painting, *Christ Before Pilate*. When the school's twenty-fifth anniversary was celebrated during Commencement week in 1896, hundreds gathered to observe the "Silver Wedding" of the institution and its president. The Milwaukee Alumni Association of the Oshkosh Normal School arrived by special train; three hundred persons attended a banquet at which Albee received a sterling vase in commemoration of his service. Loyalty to the institution and its veteran director was at a height difficult to surpass.³³

Not quite two years later, President Albee became seriously ill, and on May 7, 1898, entered a sanatorium in Kenosha, Wisconsin. From that city, he discharged what administrative duties he could, and somewhat strengthened returned to Oshkosh in June. Next, Albee visited Mayville, North Dakota, but his plans to resume scholastic duties never materialized. On Sunday, September 4, 1898, he died of heart disease at the age of sixty-one.

Albee's passing shocked campus and community alike. From over America and from abroad came letters of condolence. As a special mark of respect, the students attended Albee's funeral in a body. The services were held in the school auditorium with only the President's chair and desk on the stage. The sermon stressed three qualities which distinguished Albee's career: genius for work, devotion to stability, and passion for service. Tributes to Albee's work were many, and continued for years. As late as 1936, Joseph Schafer, noted historian and Director of the Wisconsin Historical Society, wrote:

The presence in the [Oshkosh] community, for a whole generation of President George S. Albee, with his fine corps of educators and steadily mounting constituency of young teachers, was an influence that . . . cannot be measured statistically.³⁴

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After Albee's death, Lydon W. Briggs served briefly as acting president of the school. Perhaps his major concern — aside from directing the institution — involved negotiations resulting in appointment of Rufus Henry Halsey who took office in 1899. Born in Blooming Grove, New York, and reared in Brooklyn, Halsey graduated from Williams College in 1877. He taught for six years, before assuming the Oshkosh High School principalship in 1883. In 1891, he rose to the Oshkosh superintendency, but left in 1896 for a similar post in Binghamton, New York. When he returned to Oshkosh, Halsey was forty-three.

President Halsey's administration differed most noticeably from Albee's in that an easy association among administration, faculty, and pupils soon became the rule at Oshkosh. Informal sociability was characteristic of the new order with the president exerting leadership in a round of campus parties and outings. Perhaps the most impressive testimonial to the change of atmosphere occurred during a morning exercise on September 27, 1906, when Halsey presented a faculty report concerning school dances. The president's remarks drew rapt attention; he had come to prefer campus dances over those held elsewhere. And, on October 6, the first school dance occurred at Oshkosh: girls were most conspicuous on the floor as boys watched bashfully from the side. But if the campus assumed an air of relaxation under President Halsey, the training of teachers remained as serious an effort as ever it had been and the student still spent most of his time in study.

It has been remarked of Halsey that he was "only moderately versed in the history and theory of education." Nevertheless, Halsey gave critical appraisal to the professional curriculum. He believed that the program sacrificed subject matter to methodology and he deplored lack of depth in some academic fields. Looking forward to preparing teachers for small high schools, Halsey urged strengthening course content with greater elective privileges for more mature registrants.

Halsey desired a curriculum which would insure the graduate's success, and did not stop with mere recommendations affecting teacher training in Oshkosh. He succeeded in reviving the kindergarten in 1901 and soon proposed the introduction of courses for training teachers of commercial subjects. He was markedly in support of manual training which began in 1902 under a director so dedicated that he thought the subject should be taught in every grade upward from the kindergarten. Halsey's support contributed to emergence of the Oshkosh Normal School as a leader in manual training, but the offering's greatest development occurred after his tenure. Physical education also won his encouragement. Halsey had been an athlete, and was besides an admirer of the "strenuous life" advocated by Theodore Roosevelt. It followed that physical education had increased emphasis at Oshkosh with Halsey obtaining funds to erect a new gymnasium. In 1909, the completed facility went into use.

To Halsey, it was essential that the school remain small if its course of study were to achieve fullest effectivity with students. Stressing personal attention to scholastic needs of the individual pupil, Halsey remarked in 1900 that when an institution exceeded an enrollment of five hundred, "it has reached the danger point." And, although a system of faculty advisors operated for counselling Oshkosh pupils, Halsey asserted that the president should have a hand in this whenever necessary. He believed the school should maintain professional associations

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with its graduates, and as a testimonial to his efforts, Halsey's papers contain hundreds of student letters concerning their *alma mater* or the teaching profession.

Halsey believed also that sharing administration with the faculty would result in greater efficiency as the school moved forward because the staff would perforce become a unit working harmoniously toward accomplishment of institutional goals. Therefore, he urged that each faculty member have a definite administrative assignment, "however small." This did not mean that Halsey relinquished decision making in matters of either general policy or student welfare; rather, he strove for co-operation by delegating authority. Yet it was stated that Halsey was not a "strong administrator." In the narrow sense, he was not.³⁵

Professionally, Halsey was at the threshold of wider recognition when a shooting accident of July 26, 1907, brought his untimely death. He was but fifty-one years of age. Halsey's passing was keenly felt by both campus and community; he had long been active in civic and religious affairs in Oshkosh, and had gained respect as one who possessed only contempt for pettiness and intrigue. More than this, the students lost a friendly counsellor on whose warm encouragement they could depend. Halsey had won many hearts, and a group of his friends soon established the still existent Halsey Memorial Fund. In 1964, a new science center on the Oshkosh campus was dedicated to him.³⁶

In early November, 1907, John Alexander Hull Keith assumed official duties as Halsey's successor. Keith, whose candidacy was favored by Lydon W. Briggs and Rose C. Swart, was born in 1869 at Homer, Illinois. He graduated from Illinois State Normal University at Normal in 1894, and continued his studies at Harvard University where he received the Bachelor of Arts degree in 1899 and the Master of Arts degree in 1900. A capable scholar, Keith had once taught in the Illinois Normal School at De Kalb, and was head of the Training Department at his *alma mater* when he accepted the Oshkosh presidency. Firmly devoted to education's mission in contributing to man's betterment, he was equally concerned with the teacher training program and its wider development.³⁷

Keith's presidency lasted only a decade, but it was marked by progress and achievement. A significant occurrence in which he had close interest was a movement by the Normal Schools to assume a more mature role in Wisconsin education. The opening stage of the effort, which terminated with the Normal Schools' becoming teachers colleges, began in 1907 when the school heads sought legislative approval for awarding degrees. They failed. Their staunchest opponent was University President Charles Van Hise who objected to so radical a departure from the original purposes of the Normal Schools. Undeterred, the Normal School presidents tried in 1908 to establish a four-year secondary curriculum for their campuses. Again, they met determined opposition from Van Hise who warned in a "threat more in keeping with the method of captains of industry than with those of University administrators," that persistence in the effort would result in the University's producing sufficient high school teachers to supply Wisconsin's needs and thus destroy unwelcome competition. The University president justified his stand on the ground that it was in the best interests of education in the state; he found ready supporters among the private colleges of Wisconsin whom he rallied more than once to thwart the Normal School presidents.

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Eventually, the legislature effected a compromise in 1911 when it authorized a two-year college course for the Normal Schools. Credits earned under the arrangement were to be applicable to a University degree, but in practice the Madison school was not always cooperative in accepting them. The preparation of secondary teachers remained a University function until 1914 when revision of the Normal School curriculum included a three-year course for that purpose.

The 1914 curricular revision also gave a new approach in Normal School preparation of elementary teachers. The program of 1892 was no longer in alignment with current educational patterns demanding that elementary teachers be trained in a concentrated area and for work at specific grade levels, and thus it had become inadequate. Under the 1914 program, registrants planning to teach in the lower grades enrolled in divisions designated as primary, intermediate, or grammar. At graduation, their diplomas indicated the certification area.³⁸

The curricular authorization of 1914 reflected the broadening mission of Oshkosh Normal School. A Department of Industrial Education had been established in 1912, and moved into a new Industrial Education Building the next year. Departmental offerings became increasingly refined with work of high quality in wood and metal. Music was another field to prosper during Keith's tenure. Compilers of the school's *75th Anniversary Bulletin* judged the decade following 1908 as peak years in classroom music with devotion to choral singing, festivals, and concerts. A school band and orchestra also appeared with Professor J. D. Frank, who taught chemistry and biology, as band organizer and long-time orchestra leader. Debating and dramatics also attained distinction in pre-war years. Debating perennially roused campus enthusiasm of liberal proportions, and served besides to stimulate student and faculty interest in current affairs. As for dramatics, the activity had been indeed well established at Oshkosh before Keith's presidency, but it continued with a generous offering of stage productions. In 1911, a pageant depicting early days in the Northwest was an endeavor of more than usual degree. Directed by Professor Aleida Pieters, the exhibition was claimed as late as 1946 to be "perhaps the most prodigious special undertaking ever attempted" by the school. Another field to flourish was physical education, especially after the modern gymnasium became available in 1909. New offerings were tennis, hockey, and indoor baseball. When a male teacher was engaged in 1913 as a regular coach it was evident that mature appreciation for sports had come to the Oshkosh campus.

This was not all. The Oshkosh student body, more of whom were entering as high school graduates, had begun to assume the collegiate attitude and manner. Following 1907, many a new student organization appeared on the campus. In 1914 alone, there was establishment of the Penelope Club for girls in Domestic Science, a Geography Round Table, and an Industrial Arts Club. Another indication of the change coming over the Oshkosh School was awakening of need for a campus union building.³⁹

Dreams for a union building at Oshkosh took concrete form with a drive having all the earmarks of similar efforts at more sophisticated institutions of higher learning. On October 21, 1915, leaders in the efforts outlined tentative plans to Oshkosh alumni. They hoped the building would be complete by the

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school's fiftieth anniversary in 1921, and sought contributions to a construction fund in the frank appeal, "Some of the bricks you can call your own." A Campaign and Building Committee succeeded in collecting some fourteen hundred dollars for the project, but a disastrous fire in 1916 and effects of World War I halted the effort. In 1918, collections were invested in Liberty Bonds, and as the union campaign did not revive, the moneys were finally transferred to jurisdiction of the Institutional Loan Fund Committee.⁴⁰

Historically the Oshkosh school suffered crowded conditions and although another annex to the original plant became available for scientific courses in 1902, it was apparent well before World War I that the main building with its patchwork of additions was inadequate for school requirements. In 1908, Regent John Harrington indicated several areas of need, either for more room or more facilities, when he stated that the library was cramped; that the school needed an auditorium capable of seating a thousand persons; and that yard space was critically short. Some relief came with completion of the new gymnasium in 1909, and acquisition in 1911 of the Libbey property north of the campus. The new Industrial Education Building was constructed on the Libbey lot, while the dwelling itself housed classes in domestic science. Purchases made in 1913 provided land at the corner of Algoma and Woodland Streets and the Hooper-Oviatt residence immediately adjacent to the school. The land became an athletic field, while the Oviatt house, which represented architecturally late nineteenth century elegance, served over twenty years as a residence for women. In 1934, it became the presidential home.

President Keith planned extensive remodeling beginning with partial replacement of the main hall by a unit to be known as the Science Administration Building. Work commenced and foundations were laid in the fall of 1915. A temporary delay in construction ensued, however, and during this time a fire which began on the early morning of March 22, 1916, consumed most of the institution's original plant.

The Normal School fire was an exciting episode in the history of Oshkosh and remains a topic of conversation among older residents. A custodian discovered the blaze, and he is credited with saving institutional records. Oshkosh residents, Normal School teachers, and President Keith — who donned rubber boots for the effort — quickly gathered to save property and fixtures, but with only modest success. A major loss was the library collection which shrank from 17,895 books before the fire to only 5,620 afterward. Sixteen years would pass before the collection would again total 17,000 titles. A dramatic moment in attempts to save books and other equipment occurred when science teacher Harry R. Fling was caught upstairs in the burning building with no means of escape except jumping from a window. As watchers below held blankets to catch him, Fling leaped for safety. But the blankets tore under his fall, and the hapless professor crashed into a pile of books sustaining injuries which necessitated his hospitalization. Others, too, suffered hurts, and as the fire gained headway, onlookers were roped away from the building. At eight in the morning the central tower collapsed, and birds which had roosted inside it circled aimlessly in the empty air over the rubble. For almost a half-century, the tower had been an Oshkosh land-

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The original building of Oshkosh, completed in the summer of 1870.



A fire, March 22, 1916, gutted the original building, but work began almost immediately on restoring the structure.

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mark, and not a few student witnesses were reputed to have wept over its destruction.

President Keith thought the fire started possibly from faulty wiring, but whatever its origin the blaze was difficult to halt. This may have been due to low water pressure. Onlookers declared, "some of the streams were so weak at times they scarcely reached the second story of the building." However this may have been, a later president remarked that it was perhaps fortunate that the main hall burned because the structure would have had to have been razed anyway as it was "a fire trap." Meanwhile, President Keith turned to the community for classrooms. He was successful, and the school lost only a day from its schedule. Nevertheless, student activities suffered and customary devotion to study disappeared. Pupils searched aimlessly for places to prepare lessons; some "lost the habit of study" and formed that "of just wandering around." But despite a "decline in the quality of . . . regular work," school spirit survived. Faculty and students did their best with what they had.⁴¹

The fire of 1916 had long-lasting effects on the Oshkosh campus, but units planned as replacement or additions before the blaze began to appear. A science and administration area was ready for use in 1917, and 1919 witnessed dedication of a new library room. For Training School use, an elongated structure known as the "Barracks" was erected between the Libbey House and a horse barn behind the Oviatt residence. A gymnasium built in 1888 was converted into an auditorium. But the main burden of restoration fell to Harry A. Brown who became president after John A. H. Keith resigned in the spring of 1917.

Harry A. Brown was born in 1879 at Liberty, Maine. In 1903, he received the baccalaureate degree from Bates College and the same designation from the University of Colorado in 1907. In 1923, Brown took the Master's degree at Colorado, and in 1925 the Doctor of Education degree at both Bates College and Miami University. His career embraced teaching and administration in Maine, New Hampshire, and Montana. When elected to the Oshkosh presidency in 1917, Brown had served four years as Deputy Superintendent of Public Instruction in New Hampshire.⁴²

President Brown considered the normal school a permanent part of American higher education. He thought preparing elementary teachers its main purpose, and he regarded the training school as the "hub of the Normal wheel" in discharging that function. Brown gave much attention to pedagogy, and complained of limitations preventing the classroom's being "a workshop in which . . . teachers and pupils are working together, teaching and learning how to study effectively." Brown was also mindful of public education's part in training the citizen. He wrote:

The quality of American citizenship depends more upon what is done in the public schools of this land . . . , than any other influence in modern civilization. Anything which helps . . . to improve the quality of public education and, . . . of citizenship in America, is worthy of hearty support by all good citizens.⁴³

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In his first semester at Oshkosh, President Brown devoted his efforts to becoming oriented with his new situation. In the second, he inaugurated a re-organization termed "the most radical . . . the school . . . ever had." This applied to both professors and program. As for the teachers, Brown obtained Board approval in March, 1918, to "readjust the positions held by his faculty so as to strengthen the Model School, and making a saving of \$1,480." In a passage probably intended for inclusion in the *Fifty Year Bulletin*, but apparently suffering deletion enroute, Professor F. R. Clow described development as follows:

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

Coupled with disquieting influences exerted by wartime conditions and lagging salaries, Brown's personnel re-organization could hardly have had other than dubious effects on teacher morale at Oshkosh. No less than forty-eight instructors left the school from 1918 to 1920 inclusive. But in 1921 staff turnover decreased noticeably. A stabilizing influence may have been Board adoption in July, 1920, of a salary schedule with regular increments based upon qualifications and length of service.⁴⁴

President Brown's curricular revision was thorough. One innovation was introduction of two and three-hour courses; another was organization of six teacher preparation fields ranging from the primary grades through the high school course. Major and minor areas appeared in the senior and junior high school curricula, and elementary subject matter was oriented to grade levels. President Brown also planned extensive use of the training school as a laboratory for experimentation involving "the best known educational procedures." Under his scheme, candidates gradually approached conditions comparable to those of the public school classroom, and consequently gained both practical and theoretical knowledge of their fields. To insure adequate scholastic preparation, students were required to earn scores of at least 80% in four-fifths of their academic subjects.

Professional courses had great emphasis during President Brown's administration. At graduation, students were required to present over thirty such credits and faculty members pursuing graduate study were urged to work in Education regardless of their scholastic interest. To achieve a balance between the academic and the professional was no doubt a challenge for the Normal School instructor responsible for training the student teacher. In reviewing the situation, one long-time Oshkosh instructor thought it best perhaps to qualify for two master's degrees — one in the academic field and the other in the professional — rather than to complete the doctorate with emphasis on a single area. A reduction in required education credits occurred under Brown's successor, Forrest R. Polk.

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This brought a more equitable balance between academic and professional areas in the curriculum.⁴⁵

Accompanying President Brown's strides in instructional arrangements, curriculum revision on the state level resulted in lengthening the high school course to four years. This occurred in 1921. In 1926, the Regents extended all curricula, except rural teacher preparation, to four years. The Board also gave new emphasis to the Normal Schools' historic function by discontinuing the two-year college course and eliminating any offerings not devoted to teacher training.

Curricular revision resulting in the four-year high school course gave impetus to transforming Wisconsin Normal Schools into Teachers Colleges with degree granting privileges. Also contributory were the Schools' higher entrance standards adopted in 1924 and requiring high school graduation or its equivalent for admission. At Oshkosh, President Brown staunchly advocated degree granting privileges for the teacher training institutions. He believed in particular that the state was experiencing academic self-injury by not awarding degrees to graduates of the Normal four-year secondary course. School officials were increasingly seeking teachers with degrees and were engaging many from outside Wisconsin. Thus, Brown asserted that the state was not receiving benefits from its own efforts in teacher preparation. In 1925, the legislature solved the problem by authorizing the Normal Schools to become Teachers Colleges with the privilege of granting the Bachelor of Education degree. The first Oshkosh graduates to win that distinction did so in 1927.⁴⁶

An upsurge of collegiate consciousness occurred with inception of the Teachers College status at Oshkosh. No longer was it fitting to refer to the students as Normalites. They had become collegians in the full sense. On July 8, 1927, *The Oshkosh Normal Advance* appeared as *The Teachers College Advance*. Everyone could take pride in the first institutional seal created under the direction of Forrest R. Polk during the 1928-1929 term, and lettered with the College designation. Moreover, in March, 1928, Professors Walter C. Hewitt and James A. Breese completed composition of a new school song, the familiar *Alma Mater* which replaced the historic *Normal Toast* of earlier days.

Transition of the Oshkosh Normal School to Teachers College status assumed greater import when on February 25, 1928, the American Association of Teachers Colleges awarded the school "Class A" accreditation due to its high standards in teacher training. Equally significant were actions of the North Central Association of Colleges and Secondary Schools which in March, 1928, admitted the College to its accredited list of teacher training schools, and in 1929, gave it unqualified accreditation as a degree granting institution. To President Brown the action meant the school's minimum standards equalled those of other colleges and universities having association accreditation and he spoke enthusiastically of requisite training achieved by the Oshkosh staff during the campaign for accreditation. His efforts toward faculty improvement in degree holding resulted, however, in what Regent Dempsey described as a "very unfortunate occurrence in the history of the school." This involved disclosure that with presidential encouragement, certain Oshkosh teachers had obtained credits of dubious value on the local campus in order to facilitate their pursuit of degrees.

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Brown's motivation has been pictured as a "misguided zeal for the decorations of scholarship;" it was not until the presidency of Forrest R. Polk that the credits issue came to light with serious implications for the school image.⁴⁷

President Brown, who considered himself "naturally a builder," also gave much attention to campus construction needs. His remarks on the subject reveal impatience when matters moved slowly, and more than once he appealed to public responsibility in providing suitable buildings for the school. Concerned over chronic lack of money for plant replacement following the 1916 fire, President Brown asserted that necessary appropriations would have "amounted to less than the cost of a mile and a half of cement highway each year." The State of Wisconsin, he claimed, would hardly be guilty of over-spending to restore the Oshkosh campus because local communities often spent more in school construction. Nor was Brown alone in his belief that rebuilding at Oshkosh was imperative. A state engineer testified:

The impression was that the faculty and students at the Oshkosh Normal School were being forced to accommodate themselves to conditions which would not be permitted in private or public schools throughout the state, except in the poorest communities.

President Brown also urged construction of a new training school. To him, a building serving as a laboratory for teacher preparation was related to the campus as "a hospital building . . . to a medical school." Brown's plans provided for a modern three-story structure, but it was not until 1925 that funds for a new training school became available. Construction began, and the building was completed in 1928. It was named after Rose C. Swart.

The new unit "was considered a model of its kind," but when students and teachers appeared for classes, there remained an estimated 3,600 cubic yards of excavated dirt in heaps around it — legislation authorizing funds to erect the building had not included items beyond construction. Some mounds, which neighborhood residents labeled "the dunes," reached almost to the second floor level. To President Brown it was no minor matter that the grounds were not improved at once. Eventually, the offensive "dunes" were removed, but not until extensive damage resulted from water accumulated between them and the building.

Another cardinal feature of Brown's construction program was erection of an auditorium as part of the main building according to plans formulated during Keith's presidency. Brown argued for a new auditorium because of the poor condition of the hall converted from the 1888 gymnasium and elaborately supported his contentions with photographs of crumbled outer walls and rotted framework. He asserted that lack of adequate auditorium facilities hampered institutional events essential for good student preparation, but the old auditorium stayed a campus landmark after President Brown's departure. His proposal for an assembly room suited to school needs remains unfulfilled in 1968.

President Brown was also critical of the Libbey House and the Barracks, and in this he had agreement from others. Brown considered the former structure no longer suitable or safe for school uses, and believed the Barracks had

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outlived their purpose. Roughly and flimsily built, in the president's eye the Barracks resembled internally "a large pasteboard box . . ." A visiting official likened the structure to "a little log schoolhouse in the backwoods." More than one tale has been told concerning inadequacy of the Barracks, but whatever the reports, the *Advance* termed its dismantling in 1928 "one of the most noticeable [campus] improvements."⁴⁸

When President Brown came to Oshkosh in the fall of 1917, campus life was increasingly feeling the impact of America's war effort. As students left school for the armed forces or for war-time jobs enrollments declined to reach a low figure of 334 in 1918. Everyone remaining was encouraged to do his part to help with the war effort. The *Advance* challenged its readers through editorials with titles such as "How Patriotic Are You?" or urged student support of food conservation with slogans such as "Do Your *Bit* So Our Soldiers Will Have Their Bite," and "Bring her flowers instead of candy, to . . . help out the sugar shortage." In October, 1918, a Students' Army Training Corps composed of ninety-eight enlisted Normalites and their officers began training, but the unit disbanded soon after the Armistice. In post-war months, veterans returned to the campus for rehabilitation or to resume interrupted studies. But this was denied fifteen Oshkosh students whose lives the conflict took.⁴⁹

Student organizations flourished during Brown's tenure. The fire of 1916 had exerted harmful effects on some groups, but gleanings from the *Quiver* of 1927 reveal numerous survivors from yesteryear. Lyceum, which included only men as members after 1918, remained the oldest campus society. Following its custom of a half-century, Phoenix was still studying literature in 1927 and had for its symbol "the white rose, which means beautiful womanhood." Philakean was another organization of long standing, as was Alethean with a membership composed only of girls. Alethean was the first campus group to have a chaperon. A survivor from 1897 was the Browning Club which had spent the intervening generation in study of the poet's writing and had for a perennial adviser, Miss Ellen Peake. Marquette founded in 1907 by Roman Catholic students, remained a strong organization in 1927 with meetings devoted to music, debate, and religious discussions. And, the Industrial Arts Club was striving to "lessen the burdens of life of our companions . . ."

The twenties witnessed a profusion of new student organizations at Oshkosh. Delta Phi, established in 1922, was sister society to the Industrial Arts Club and a supporter of a campus New Voters League. Founded in 1923, the Periclean Society had the objective of "aiding in the intellectual, physical, and social life of the young men of the school," while Gamma Sigma was a girls' association devoted to cultural and social goals. Founders of Gamma Sigma wished a Greek name for their group, "but no one knew anything about Greek." Ultimately, the members turned to the faculty for help and from this source came Gamma Sigma, "the musical and yet substantial sounding" designation desired. Lambda Chi was launched in 1923 "to further musical culture"; Kappa Gamma, begun the same year, had the objective of creating interest in "art appreciation and the drama," as well as "a womanly attitude." In 1926, the Ruralites organized to promote improved agricultural working conditions and greater educational opportunity for farm youth. A contemporary was the Young

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Peoples' Christian Association which emerged from union of the Young Men's and Young Women's Christian Associations. Girls in the new organization outnumbered boys by far, but this was no deterrent to group dancing and hiking. Visiting speakers led discussions, or perhaps delivered lectures on inspirational topics such as "The Bible," or "Does Honesty Pay?" In 1924, the Normal Lutheran Society appeared with the objective of helping Lutheran students on campus become better acquainted. Determined to enter the forefront of college social life, the Society reported in 1927 that during the year its activities "went over big."

Student affairs during the 1920's extended beyond organizational activities of the social sort. Oratorical meets, which had continued uninterrupted after the fire of 1916, took even firmer grip on the school. Debating also flourished. In recognition of campus efforts in forensics, Pi Kappa Delta, national speech fraternity, established a chapter at Oshkosh in 1928. This was the first time for a Wisconsin Teachers College to qualify for such affiliation. Scholastic achievement won recognition with establishment in 1925 of Phi Beta Sigma which had the purpose of fostering scholarship, and in 1929 of the Beta Theta chapter of Kappa Delta Pi, a national honorary educational fraternity.

Athletics prospered in post-war years with returned veterans giving vigor to an ambitious sports schedule which drew loyal support from the Normalites. One indication of the quality of related campus spirit appeared in October, 1921, when the school held its first Homecoming. The event coincided with celebration of the institutional Jubilee, and campus ardor was in full tide. Alumni arrived in strength for the festivities, while enthusiasm ran so strong as to infect even the city. On the day of the contest, the Oshkosh Kiwanis Club marched to the playing field to military airs played by the Fife and Drum Corps of the Boy Scouts and the American Legion. Not to be surpassed, the Rotarians performed in like vein to tunes of the 127th Infantry Band. Leading the Rotarians in cheers was 61-year-old Walter C. Hewitt, veteran professor whose service with the Normal School began in 1892. As for the game, Oshkosh defeated Platteville by a score of 27 to 7.⁵⁰

By the close of President Brown's administration, many alterations had occurred on the Oshkosh campus. Changes in the school's status, greater social freedom following World War I, and the careless attitudes of the 1920's all had their effect. The institution was as devoted as ever to teacher training, but the faculty-student relationship was no longer comparable to that of "pioneer" days when, as Emily Webster observed, the teachers were as "elder brother and sister" to the pupils. President Brown noted other differences. He wrote in 1930 to a Michigan school head as follows:

I don't know how soon all of our traditions are going to break down. It was only a short time ago that we would have sent home a girl who smoked even secretly in her room. Now . . . the only thing we can do is to appeal to their good judgment not to smoke in public on the ground that superintendents . . . do not wish them to smoke in public. . . . Last year we didn't allow our girls to play tennis on the campus without stockings. I was recently at the University of Wisconsin-

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sin and I noticed all over the campus on the tennis courts girls were playing without stockings.

But as Brown reviewed his presidency in 1929, he was content. Brown asserted that he had developed the institution a decade beyond its sister schools, and until the others came abreast, he anticipated no further gains at Oshkosh. Marking time was unattractive to Harry A. Brown and consequently, he resigned in 1930 to become president of Illinois State Normal University.⁵¹

Following Brown's departure, Earl A. Clemans served as acting president at Oshkosh until the Regents found a permanent head. In 1931, the choice fell upon Forrest R. Polk. Born in 1888 at Tobinsport, Indiana, President Polk received the Bachelor of Science degree at Valparaiso University in 1909. In 1914, he took the degree of Bachelor of Science in Civil Engineering at Purdue University, and in 1915 became an instructor in the Industrial Arts Department at Oshkosh. He served overseas in World War I as a First Lieutenant in the 315th Field Artillery, and returned to Oshkosh in 1921. In addition to his career there, President Polk was a public school teacher and principal in Indiana and an engineer with both the Pennsylvania Railroad and the Illinois State Highway Department. He pursued graduate work at the University of Chicago, and was conducting study toward the doctorate at The University of Wisconsin when he became president at Oshkosh.⁵²

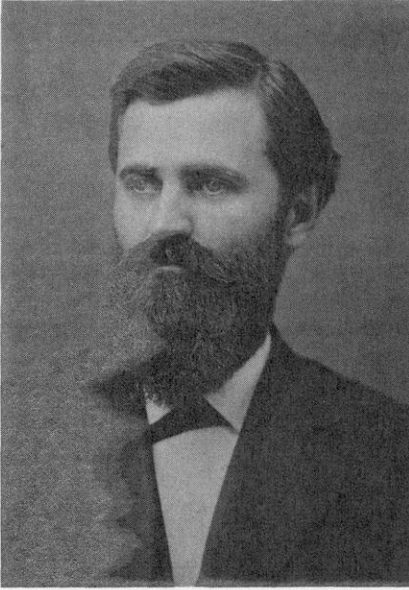
To President Polk, a life purpose was essential for the individual and it was education's role to refine that purpose. He once wrote Regent Dempsey:

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

Although his administration witnessed significant developments in the school's purpose and status, Polk believed that everyone associated with it must be a realist "holding fast to that which is good and accepting the new only when it is demonstrably better." He recognized limitations imposed upon the teachers colleges, but this did not detract from his insisting upon a quality program. President Polk took great pleasure in reading, and he considered the student or instructor who did not read actively as falling short of desirable educational standards. The student "with a wide cultural background has an immense advantage over the one who has not. . . ." he wrote Regent Edward Dempsey in 1938.⁵³

Forrest Polk's administration faced challenging problems. When he assumed the presidency, the 1929 Depression was deepening and hard times fell heavily upon the students. It had been a proud claim of President Brown in the *Bulletin* of August 1, 1927, that pupils could readily assist themselves by part-time employment, but the Depression brought drastic change with keenest competition for available jobs. Some measure of alleviation came with commencement of a federal employment program which after 1935 was conducted by the National Youth Administration. More than once, however, President Polk assisted the

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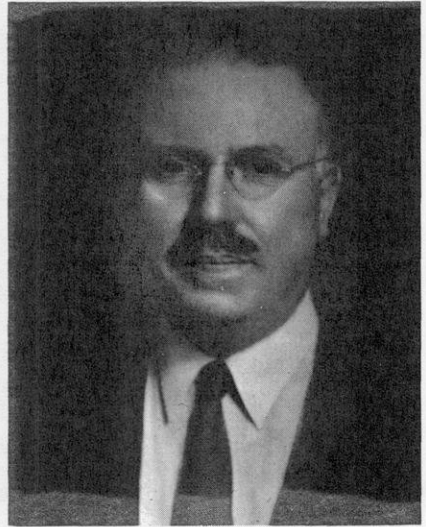
George S. Albee, first president, served from 1871 to 1898.



Regent Edward J. Dempsey served on Board many years, believed teacher training should be only function of the regional colleges.



Rose C. Swart, for whom the present laboratory school is named, joined the faculty in December, 1871.



President Forrest R. Polk served the University from 1931 to 1959.

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most impecunious to remain in classes, or acted as guarantor for those unable to meet school financial obligations. A faculty relief fund also aided students in dire need. Understandably, social activities became fewer and simpler, but more seriously, employment opportunities for graduates grew scarce and remained so throughout the 1930's. Nonetheless, enrollments grew during the Depression. In 1929 the registration totaled 555; in 1930, it was 700, and by 1939, 954.

The Depression meant campus economizing. Building and expansion both suffered curtailment, and in 1932 the teachers waived sixteen percent of their incomes rather than accept more drastic measures. With relief rolls heavily swollen in 1933, Regent Dempsey regarded further retrenchment as inevitable, but he asserted that cuts in public expenditures should occur in areas other than education. He wrote:

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

To Dempsey, whose papers disclose that he possessed genuine regard for faculty welfare, one means of achieving economy in the classroom was by heavier hourly teaching assignments. In 1939, he indicated to a Board officer that the fifteen-hour load was unthinkable and stated, "most of our people ought to be able to teach seventeen or eighteen hours." But at this time, the Oshkosh school was operating on smaller expenditures and with fewer teachers than a decade before. It was serving over fifty per cent more students.⁵⁴

If the Depression was disturbing to the Oshkosh campus during President Polk's term, an equally disquieting episode began in 1933 with an inquiry originating from Illinois State Normal University and concerning the academic record of a former Oshkosh instructor who had taken work on the local campus and was then teaching at Normal. The records could not be found at Oshkosh, and this led ultimately to the disclosure that questionable procedures in granting credits to certain teachers had occurred there during Harry A. Brown's presidency. Brown, who resigned at Normal in 1934, produced several record cards with the explanation that they had unintentionally gone to Illinois with his effects in 1930. In lengthy correspondence from which a representative statement follows, he justified his course to Regent Dempsey:

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

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a period of training, independently of formal courses, by a procedure quite different from that which would apply to a nineteen-year-old girl without experience. These faculty members were eventually granted diplomas.

But others in authority had doubts, and inspectors from accrediting organizations appeared to investigate conditions at Oshkosh. When the North Central Association of Secondary Schools and Colleges finally threatened cancellation of the school's accreditation unless the individuals who had received questionable credits under Brown's program were removed, administrative action leading to some resignations followed. In another instance, however, a long and complicated litigation developed over the status of the Industrial Education Department Director who refused to resign. In September, 1934, the Regents abolished both his position and the Department which had begun to suffer serious competition from Stout Institute at Menomonie. In 1937, legal action closed with a verdict upholding the Regents. In the end, the institution retained its accreditation, but the affair left long-lasting scars.⁵⁵

The period of retrenchment caused by the Depression could hardly be said to have ended at Oshkosh when the effects of the Second World War exerted so heavy inroads upon the student body as to begin another. Lucrative industrial jobs lured some from teacher training and military service took others. Thus enrollment fell from 964 in 1940, to 656 in 1941, and to only 230 in the last year of the conflict. Decreasing enrollments also meant abolition of faculty positions, but after the 96th College Training Detachment of the Army Air Force was stationed on the campus, some instructors had assignments in its program.

The Air Force notified the College of its selection as a training center for the Detachment on February 19, 1943. Unit strength was announced at four hundred with about half the men to arrive on March 1. The contract required the school to furnish the cadets texts, subsistence, and medical and dental services in addition to academic instruction. The Regents authorized acceptance on March 6, and the Rose C. Swart Training School became the Detachment headquarters. With the program's termination in July, 1944, 1,261 men had undergone training.

The war exerted other effects on the Oshkosh campus. Supply shortages led Board Secretary E. G. Doudna to announce a system wide thrift policy in 1942. He also stated, "Students will have to accept some responsibility for eliminating waste." School air raid drills were a reminder of hostilities, while editorials in the *Advance* urged all to support the war effort. Men virtually disappeared from regular campus courses: only twenty-seven registered in March, 1945. And, just as did World War I, World War II exacted its toll of Oshkosh students in service. Forty-one lost their lives; another was missing in action.⁵⁶

But the war did not stifle campus student activities. Social and study clubs appear in substantial number in *Catalogue* listings of the period. Affiliation was usually subject to certain eligibility requirements, but every student could belong to the General Student Association and through its officers, have a voice in pro-

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moting activities beneficial to the campus. New student organizations proliferated in the 1940's. The International Relations Club and Campus Forum reflected student interests in current problems; among religious groups, newcomers were the College Pilgrim Fellowship and the Methodist Student Movement. Alpha Phi Omega, which appeared in 1946, had for its members former Boy Scouts attending the school. Its goals were defined in the single word, "Service." LEFS was still another association of the period with affiliation open to any male student. The objective of LEFS was that of maintaining "better relations with fellow students."⁵⁷

Intercollegiate athletics were discontinued during the war, but with the return of peace quickly revived. Post-war interest in athletics proved as keen as in pre-war days with campus and community spiritedly supporting the Titans, a name taken by all Oshkosh athletes in 1938 when the song "Hail Titans" was written by Professor James A. Breese. Completion of the Albee gymnasium in 1955 and development of the Memorial Athletic Field gave a decided boost to the institution's general sports program as well as its offerings in physical education. Another impetus came in 1964 with establishment of the Titan Boosters Club which was devoted to furthering athletics at the University and whose membership was drawn from both institutional and community sources. Moreover, in March, 1967, a major in men's physical education was finally approved for Oshkosh.

Although depression and war curtailed campus building and growth, during Polk's tenure the school gradually acquired property valuable to future needs. One acquisition was the Pollock House which became a women's dormitory. The institution also obtained the sites of Albee and Radford Hall and, as a bequest from Miss Mary R. Fraker, it received the Thomas T. Reeve property which became that of the present Reeve Memorial Union. The Reeve dwelling served temporarily as a Union from 1951 to 1959. Another gift was the Buckstaff Observatory presented to the institution by Mr. and Mrs. Ralph N. Buckstaff.

As early as 1942, President Polk devised proposals for post-war building. He recommended re-modeling the old gymnasium and construction of a new one for men. He thought an auditorium capable of seating a thousand persons was needed, and, because he considered dormitory life related to desirable student cultural patterns achieved by private colleges, he suggested erection of men's and women's dormitories at Oshkosh.⁵⁸ From 1952 to 1957, there were constructed the Albee Gymnasium, and Radford and Webster Halls for women. Radford Hall was named after Frank W. Radford, an alumnus of the school and former Regent; Webster Hall was named after Emily Webster. A long-standing dream came true at the very close of President Polk's administration with the completion of the Reeve Memorial Union.

Offering attractive surroundings, the new Union quickly transformed campus social life. But unanticipated growth in enrollments soon strained its capacity: an addition in 1964 tripled the Union's size and increased its services proportionately. Among the Union's enlarged recreational facilities were six bowling lanes, twenty-one billiard tables, and for those whose tastes ran to card

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playing, a room for that activity. No state funds were used in constructing the Reeve Memorial Union or remodeling it.

A change fundamentally significant to the academic program occurred during Polk's administration when the School's purpose was extended beyond teacher training. In 1937, the legislature had authorized the Wisconsin Teachers Colleges to award the Bachelor of Science degree, thus enlarging their degree granting privileges. In 1949, the lawmakers took action altering basically the historic mission of the Colleges, when they gave the Regents power to construct a four-year liberal arts curriculum leading to the Bachelor of Arts degree. Contributing to this was the doctoral study of Roger E. Guiles which demonstrated that Wisconsin Teachers Colleges were capable of a broader function than merely preparing teachers.

The liberal arts curriculum went into effect at Oshkosh in 1951, and it has attracted hundreds of students. Enrollment in the School of Letters and Science increased nearly ten times from 243 in 1953 to 2,334 in 1964. The number of graduates increased from 10 to 168 during the period. Indicative of wider institutional purpose and associated with inception of the liberal arts curriculum was a new name for the school. Oshkosh State Teachers College became Wisconsin State College at Oshkosh. Nevertheless, emphasis on teacher training remained predominant at the College during the 1950's with course offerings mainly devoted to that goal.

Inauguration of graduate study was another indication of a new era in the life of the College. Consideration of graduate work within the state system extended back to the 1930's; but no program resulted from discussions. At the time, President Polk preferred an offering identified with the customary goals of the schools. When finally in 1960 there was launched a graduate program conducted jointly by the State Colleges and the University of Wisconsin, the course was geared to the classroom teacher's needs. Upon completion of his study, the student received the degree of Master of Science in Teaching.⁵⁹

When President Polk retired on July 1, 1959, his successor was Roger E. Guiles. Born December 24, 1907, at LaValle, Wisconsin, President Guiles attended Carroll College at Waukesha and Wisconsin State Teachers College at Platteville. He received the Bachelor of Education degree at Platteville in 1930, and the Ph.M. degree from the University of Wisconsin in 1935. In 1949, he was awarded the doctorate. His professional career included teaching and administrative posts in the public schools of Cazenovia, Wisconsin; for two years he was principal of the Richland County Normal School. From 1937 to 1942, he served as Director of Curriculum and Instruction in the public school system of Superior, Wisconsin, and during the next seventeen years held successively the positions of Director of Teacher Education and Dean of Administration in the Wisconsin State College at Platteville.⁶⁰

Striking a key-note to the approach of the school's second century of service, President Guiles spoke in his Inaugural Address of meeting the American dream of greater education opportunity by educating "everyone to the maximum level that his ability permits." To achieve this goal, he said, meant offering "a program of studies appropriate to the needs of the student in the era in which he

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is living." In turn, this meant development of a broader curriculum with greater use of faculty talents and training. President Guiles proposed an academic program serving "equally well those who plan to enter one of the . . . professions . . . and those who plan to teach." He saw no reason for conflict in educating either group, and asserted that any curriculum depended upon the faculty for its quality.⁶¹

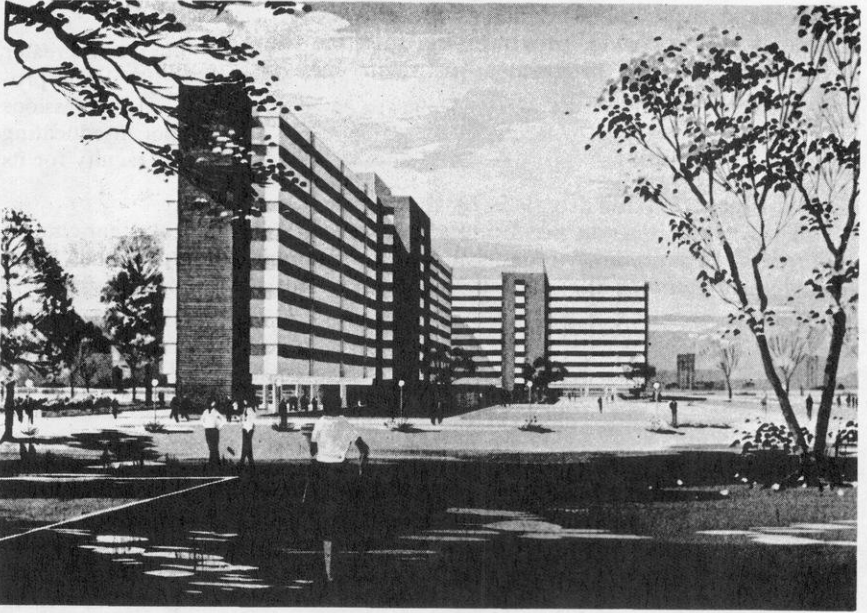
The Oshkosh school quickly responded. Since 1959 curricular enrichment and revision, emphasis on better staff preparation, and development of many new physical facilities have all occurred. A campus Graduate School began to function in 1962; a School of Business Administration followed in autumn, 1965, and in September, 1966, a School of Nursing. Meanwhile, along with its sister schools, Wisconsin State College at Oshkosh gained university status in 1964.

A new campus to open at Fond du Lac in 1968 also testifies to the University's broadening scope. An initial step leading to this occurred in 1963 when, as a feature of its "out-reaching" plan, the state Coordinating Committee for Higher Education selected Fond du Lac as a possible site for a two-year school offering courses in the liberal arts and sciences. The Fond du Lac County Board of Supervisors concurred, and the Coordinating Committee designated the state university system as the administrative authority for the proposed unit. The Regents accepted the responsibility, and Wisconsin State University at Oshkosh assumed that of operating the institution. Plans are dedicated to providing educational opportunity at modest cost to students from Fond du Lac and the surrounding area. It is expected that the new campus will become a cultural center contributing significantly to its community through programs in adult and continuing education.⁶²

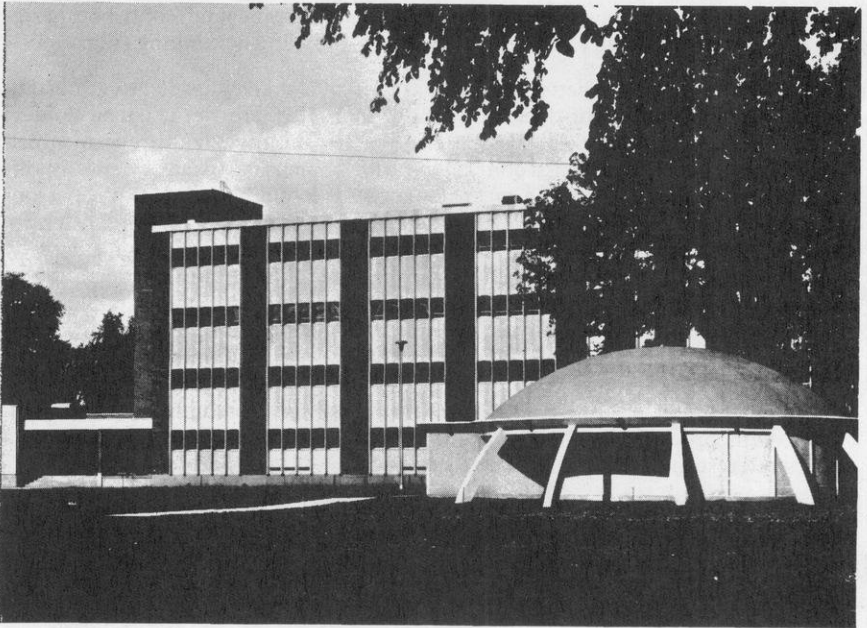
Recent emphasis on better staff preparation at Oshkosh has led to a substantial increase in numbers of doctoral faculty. In 1955 there were sixteen holders of the doctorate; in 1967 there were 231. A teacher improvement program which frees the individual from classroom duties with financial assistance partially offsetting salary loss has been one means whereby the number of doctoral personnel has been augmented. The doctoral staff provides a base for establishing a structure of faculty and institutional research. This has had encouragement by legislative research grants, and results are discernible in faculty participation as discussants in professional conferences and in scholarly writing and publication. Another testimonial to the growing investigative spirit at Oshkosh during recent years lies in greater faculty use of inter-library loan services. Such requests numbered only three in 1951; in 1964 they totaled 565.⁶³ And, each issue of a faculty news letter published since 1963 lists a sufficient inventory of staff association with productive scholarship as to indicate that research has become a serious interest to many Oshkosh instructors.

Paralleling academic strides taken by the school in the 1960's was new campus construction demanded by sharply accelerating enrollments. Since 1964, new structures erected for instructional purposes were the Halsey Science Center; the Buckstaff Planetarium, and the Frederick R. Clow Social Science Center. The Clow Social Science Center was named after Professor Frederick R. Clow whose teaching career in the discipline was distinguished. A building most important to the academic program was the Forrest R. Polk Library dedicated in 1962, and

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A high-rise residence hall.



The science building and planetarium provide facilities for the study of subjects ranging from the atom to the universe.

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named for the retired president whose marked interest in library development made the designation a fitting one. Along with book collections, the Polk Library houses an Area Research Center of the State Historical Society of Wisconsin and is also a repository for United States Government documents. Included with the new Library from the former location in Dempsey Hall was the Putney Room, a browsing area made possible through the generosity of Mr. Jay Putney, formerly head of the Oshkosh Transit Lines. Altogether, the numerous services and greatly enlarged study space of the Forrest R. Polk Library signified concretely a new era in the scholastic mission of the University. But because of increased enrollments, extensive additions to the Polk Library went under construction in 1967.

New construction at Oshkosh following 1960 provided for student housing on a scale undreamed of in 1871: for years, there had been no student dormitories. Residence halls have usually taken names of faculty personnel as follows: Breese, Clemans, Donner, Evans, Fletcher, Gruenhagen, Nelson, Stewart, Taylor, and Webster Halls. A property acquired in 1965 for student residential purposes was the Alexian Brothers Home, an Oshkosh landmark for generations. Campus dormitories, completed and under construction in 1966, will provide beds for 5,582 students. Thus, the University is attempting to meet student housing needs in terms of an estimated enrollment of 12,000 by 1970.

Increasing enrollments have also led to growth in student organizations at Oshkosh. In a "Special Orientation Issue for Freshman [sic]" of September 8, 1964, the *Advance* listed an impressive number of campus societies with which the University student might affiliate. Social sororities and fraternities, departmental clubs, professional and service organizations, as well as religious groups, were among representative categories. Certain societies revealed an awakening student concern for national or world problems; others were devoted to political affairs. The Young Republicans Club — or the Young Democrats — attracted some Oshkosh students whereas the Conservative Club appealed to individuals wishing to learn more about the "conservative philosophy such as that espoused by Senator Barry Goldwater." Representing another phase of the contemporary spirit is the campus Flying Club. Organized and incorporated in December, 1963, the Club owned its own aircraft and offered members both ground and flight instruction at modest cost. Among social groups, a current trend has been affiliation with national organizations.

The recent past has also witnessed appearance of numerous honorary scholastic associations: Alpha Kappa Delta, national sociology honor society; Psi Chi, national honor society in psychology; Sigma Xi, national scientific honorary fraternity; and Phi Alpha Theta, national history honorary society. Sigma Pi Epsilon, a campus honorary society for students in Liberal Arts, was established in 1965. An honorary drama fraternity, the National Collegiate Players, is also active, as are chapters of the American Chemical Society and the Student National Education Association. Collectively, these organizations reflect the University's changing scholastic image; they also serve to recognize deserving students in the important area of intellectual achievement and leadership.

If a school may be measured by its student product, a listing taken at random from institutional records reveals that many an Oshkosh student has en-

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joyed a distinguished career. Frederick G. Young (1879) became Dean of the Graduate School of the University of Oregon. William Emerson Ritter (1884) distinguished himself by being the first teacher of laboratory zoology on the Pacific Coast and a co-founder of the Scripps Institution for Biological Research at the University of California. Paul Gerard Miller (1896) became United States Commissioner of Education in Puerto Rico; his name was "a landmark in the history of education" there. Among women students whose training at Oshkosh introduced them to noteworthy careers was Dr. Emma Jaeck (1897) and Dr. Hester Donaldson Jenkins (1896) whose life work embraced research, writing, and teaching on the college level. Dr. Jenkins once taught in the American College for Girls at Constantinople. Mary D. Bradford, who attended the Oshkosh Normal School in 1875 pursued a remarkably active career in Wisconsin education serving for years as Superintendent of Schools at Kenosha.

Oshkosh students have distinguished themselves in fields other than education. Helen Farnsworth Mears, a former pupil who became a student of Augustus St. Gaudens, is perhaps best known for her sculptured piece, "The Genius of Wisconsin," exhibited at the Columbian Exposition in 1893 and now in the Capitol at Madison. Another sculpture which brought her fame was that of Frances Willard placed in the Statuary Hall of the national Capitol. The fire of 1916 destroyed a memorial bust of President Albee carved by Miss Mears. Balthasar Henry Meyer (1893) served on the Interstate Commerce Commission, both as member and as Commission Chairman. An alumnus who had a leading role in the affairs of the Oshkosh school for much of his professional life was Edward J. Dempsey, graduate of 1901. After several years of teaching, Dempsey pursued legal studies at the University of Wisconsin and the University of Chicago. He served as President of the State Bar Association from 1928 to 1929, and was a member of the Normal School Board of Regents from 1914 to 1946. Dempsey was Board President for twenty years. In testimony to his services in Wisconsin education and law, the State University at Madison awarded Dempsey an LL. D. degree in 1945. Two other Oshkosh students to hold distinguished places in public affairs are the Honorable George Robert Currie (1919) and the Honorable John A. Gronouski, who studied at Oshkosh from 1937 to 1940. Currie has been Chief Justice of the Wisconsin Supreme Court; Gronouski has served both as Postmaster General of the United States, and as American ambassador to Poland. Richard Raddatz, once a pupil in the elementary course, achieved perhaps the most unusual accomplishment of any Oshkosh student. At the turn of the century, Raddatz was successful in building a 65-foot long submarine with which he conducted numerous experiments attracting both local and international attention. But furnishing teachers to thousands of classrooms has been the single great service of the University.⁶⁴

The University's future appears full. A recent statement of mission and programs has announced that on the premise Wisconsin "needs an additional major university . . . located in the Fox River Valley," the institution is under consideration as the means of fulfilling that need with inception of full effort by 1971. Reasons favorable to this stress the school's "strong and broad" academic resources; its growing enrollment — presently increasing at a rate twice that of national averages among state universities; and the "powerful immediate poten-

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tial already present" in an institution located at the heart of Wisconsin's second largest and most rapidly developing industrial complex. The present concept of mission is comparable to that of the school's first generation when it was engaging in a pioneering venture of educational endeavor.⁶⁵

Nor is this all. The University's curricular offerings exceed those of any other school of higher learning in its region, and its service to the community is rapidly enlarging in scope. The "gigantic absurdity" disturbing to the complainant of 1868 could hardly be so designated a century later. But, as Rose C. Swart once observed, the administration, faculty, and students make the school what it is at a given moment.⁶⁶ In 1968, it seems that with progressive action from each of its contributory components, Wisconsin State University at Oshkosh will meet successfully the challenges of growth and leadership contained in its tomorrow.

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Footnotes

1. See William Harold Herrmann, "The Rise of the Public Normal School System in Wisconsin," manuscript dissertation in the Memorial Library of the University of Wisconsin, p. 226. Cited subsequently as Herrmann, "Normal School System."
2. For cited data concerning the development of Oshkosh, see *Biographical and Statistical History of the City of Oshkosh, Winnebago Co., Wisconsin . . .* (Finney and Davis, Publishers, Oshkosh, 1867), pp. 52, 59-66 and 73-76; *The Oshkosh Journal*, January 16, 1869; J. G. Kennedy, compiler, *Population of the United States in 1860; . . . the Eighth Census* (Washington, 1864), p. 543; and Department of the Interior, *Compendium of the Tenth Census . . .* (Washington, 1883), I, p. 463.
3. Convenient newspaper coverage of these events are: *Milwaukee Sentinel*, March 8 and 17, 1866; *Omro Union*, March 10, 1866; *Berlin Courant*, April 19 and 20, 1866; *Fond du Lac Commonwealth*, March 8 and April 18, 1866; and *Oshkosh Weekly Northwestern*, March 8, 1866. Hereafter, this newspaper will be cited as *Northwestern* with daily or weekly designation. See also Herrmann, "Normal School System," p. 175. Joseph Schafer, *The Winnebago-Horicon Basin a Type Study in Western History, General Studies*, volume IV, *Wisconsin Doomsday Book* (Madison, 1937), p. 217 discusses farm production in the Omro neighborhood. Cited subsequently as Schafer, *Winnebago-Horicon Basin*. Council proceedings cited are available in City of Green Bay, Minutes Dec. 5, 1859 - Apr. 9, 1870, p. 312; Village of Omro, Minute Book Number One, covering period from 1857-1874, no page numbers; City of Berlin, Record of Proceedings, I, [?], pp. 278 and 288; and City of Fond du Lac, Council Proceedings, III, p. 352.
4. City of Oshkosh, Proceedings of the [Common Council], Book 3, pp. 123-124.
5. See State of Wisconsin, *Governor's Message and Accompanying Documents 1865-1866*, Annual Report of the Regents of Normal Schools, for the year ending August 31, 1866 (Madison, 1866), p. 612. See *The Island City Times*, Neenah and Menasha, May 22, 1866, for remarks on allegedly unfair methods used by Oshkosh in obtaining the school; Schafer, *Winnebago-Horicon Basin*, p. 280, discusses Fond du Lac's disappointment in failing to win the school.
6. For data concerning these developments, see *Sentinel*, September 28, 1867; Oshkosh Council Proceedings, Book 3, p. 205; State of Wisconsin, *Public and Local Laws, 1868*, Chapter 188, pp. 359-362, *Daily Northwestern*, May 13, 1868; *Weekly Northwestern*, January 7, 1869, and December 17, 1868, letter of "Fourth Warder"; and *Oshkosh Journal*, January 2, 1869.
7. *Weekly Northwestern*, December 17, 1868, letter of "Fourth Warder"; and *Oshkosh Journal*, December 5, 1868.
8. Coverage of construction costs and dis-use of the buildings is available in State of Wisconsin, *The First Half Century of the Oshkosh Normal School* (Oshkosh, 1921), p. 6. Cited subsequently as *First Half Century*. See also, *Oshkosh City Times*, December 15, 1868; *Oshkosh Journal*, February 2, 1869, citing *Sheboygan County Herald* [sic], and *Weekly Northwestern*, July 28, and 21, 1870.
9. *Ibid.*, February 17, and July 28, 1870; and the *Oshkosh City Times*, December 8, 1868.
10. WSU-O Archives, Albee Papers, Robert Albee, "George Sumner Albee," undated manuscript; and newspaper clippings concerning Albee's career and death.
11. For sources revealing Albee's educational views, see *ibid.*, Albee's manuscripts, "Wisconsin Normal Schools," p. 9; "Our Normal School Problems," p. 12; "The Normal School as an Experiment Station," pp. 2 and 3; "Instruction in [F]unda-

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mental [L]aws of the United States and of the State," unnumbered pages; and "The Tendency of [T]eachers and [N]ormal [S]chools to [B]ecome [N]arrow," unnumbered pages. See also State of Wisconsin, *Fifth Biennial Report of Boards of Regents of Normal Schools 1892-1894* (Madison, 1894), p. 45. This *Report* is mis-numbered, and is the second under designation as fifth. Hereinafter, this source will be cited as *Regents' Reports* with identifying years.

12. Newspaper coverage of the dedication is available in the Milwaukee *Sentinel*, September 19, 20, and 22, 1871.
13. *First Annual Catalogue of the State Normal School at Oshkosh, Wisconsin for the School Year 1871-1872* (Oshkosh, 1872), pp. 4-13, and 15. In subsequent citations, this source will be designated as *Catalogue* with identifying year. See also, Salisbury, *Normal Instruction*, p. 49; *First Half Century*, p. 7.
14. A convenient newspaper coverage of admission arrangements at Oshkosh is available in *Sentinel*, July 21, 1871. See also, State of Wisconsin, *Abstract of Proceedings of the Board of Regents of Normal Schools*, February 4-6, 1879, (Madison [?], n.p., n.d.), pp. 10-11. Hereinafter this source will be cited as *Regents' Proceedings* with identifying dates.
15. For data concerning standards of pupil conduct see, *Catalogue* 1888-1889, pp. 41-42, and 1885-1886, pp. 43-45. A sketch by Emily Webster and Nancy M. Davis under date of 1911 and appearing in the campus newspaper, *The Normal Advance*, January, 1918, describes self-reporting in student conduct. WSU-O Archives, Albee Papers, Briggs to Albee, January 20, 1877, refers to student greetings. In subsequent references, the school newspaper will be cited as *Advance*.
16. County of Winnebago, Circuit Court, Discontinued Cases, No. 922, G. C. Griffith vs. G. S. Albee; *Regents Proceedings*, January 29-31, 1878, p. 13.
17. WSU-O Archives, Albee Papers, letters of Dynes to Albee, June 22, 1894, and Dopp to Albee, February 22, 1891.
18. *First Half Century*, pp. 18-19; and State of Wisconsin, *Oshkosh State Teachers College, 1871-1946, 75th Anniversary Bulletin*, (Oshkosh, 1946), p. 22. Hereafter, this source will be cited as *75th Bulletin*.
19. Herrmann, "Normal School System," p. 367; WSU-O Archives, Albee Papers, Doerflinger to Albee, January 27, 1880; R. C. Spencer, "Memorial Concerning Religious Exercises in State Normal Schools, Etc. . . .," June 23, 1879; Spencer to Albee, June 30, 1879; Desmond to Albee, January 20, and February 7, 1879; and Burk to Albee, December 1, 1877, provide data on the religious features of the assemblies and associated problems. See also, *Regents' Proceedings*, June 29- July 1, 1886, p. 5. The *Oshkosh Times*, March 25, 1890, refers to Roman Catholic students as discussed in the text.
20. See, *Wisconsin Reports*, 76, pp. 177-221. Pertinent remarks of the *Weekly Northwestern* may be examined in issues of March 20 and 27, 1890.
21. For Albee's attitude see, Albee to McMynn, July 24, 1891 [?], in John C. McMynn Papers, Manuscript Division, State Historical Society of Wisconsin, Herrmann, "Normal School System," pp. 369-371, provides a discussion of these developments. See also, *First Half Century*, pp. 73-75; and *75th Bulletin*, pp. 22-23.
22. WSU-O Archives, Albee Papers, Chandler to Albee, January 29, 1881; Briggs to Albee, January 20, 1877; and Albee to Tower, July 3, 1879.
23. *Regents' Reports*, 1882-1884, p. 51; *ibid.*, 1888-1890, pp. 46-37; *ibid.*, 1890-1892, pp. 40-41. See also, *First Half Century*, pp. 20-21, 24-26; *75th Bulletin*, p. 7; and Salisbury, *Normal Instruction*, p. 62.

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24. "Memorial to Emily Webster," in Edward Dempsey Papers, Archives Division, State Historical Society of Wisconsin. Hereinafter, this source will be cited as Dempsey Papers. See also, WSU-O Archives, Albee Papers, Swart to Albee, February 25, 1880, for Swart's comment on woman suffrage. *First Half Century*, pp. 67-71 provide a discussion of the faculty members referred to in the text.
25. Sources relative to founding the Oshkosh kindergarten are: *Regents' Proceedings*, July 14-16, 1875, p. 12; February 24-26, p. 13; *Regents' Annual Report*, 1879-1880, pp. 12-13; WSU-O Archives, Albee Papers, Doerflinger to Albee, February 29, 1880, and Chandler to Albee, March 4, 1880. See also, Salisbury, *Normal Instruction*, p. 58.
26. WSU-O Archives, *loc. cit.*, Hartman to Albee, June 19, 1880, is critical of the kindergarten. See *Regents' Reports*, 1882-1884, p. 55 for Albee's attitude, and Salisbury, *Normal Instruction*, p. 58.
27. *First Half Century*, pp. 37-48; James I. Clark, *Education in Wisconsin* (Madison, (c. 1958), p. 28, discusses features of teachers' institutes. See also, *Regents' Report*, 1894-1896, pp. 63-64.
28. Salisbury, *Normal Instruction*, p. 49, and *Regents' Report*, 1894-1896, p. 60.
29. *First Half Century*, p. 20; *Regents' Report*, 1888-1890, pp. 49 and 33-35.
30. Salisbury, *Normal Instruction*, pp. 49-55 provides a convenient source discussing curricular developments in the Wisconsin Normal Schools from 1868 through 1892. See also *75th Bulletin*, pp. 24-25.
31. *Ibid.*, p. 54.
32. Furnishing data on these points are the *Quiver*, 1897, pp. 63 and 73; and *Advance*, May-June, 1897; September-October, 1894; November-December, and September-October, 1895; September-October, and November-December, 1896; and October, 1897.
33. See *Oshkosh Daily Northwestern*, June 20, 1891, and May 5, June 16, 17, and 20, 1896; *Advance*, September-October, 1896. Munkacsy's true name was Michael Lieb.
34. WSU-O Archives, Albee Papers, undated newspaper clippings and many letters of condolence to Mrs. Albee. See also *Advance*, Memorial Number, September, 1898, pp. 1-12; and Schafer, *Winnebago-Horicon Basin*, p. 297.
35. Student letters to Halsey are available in Alumni Correspondence, Archives Division, State Historical Society of Wisconsin, Oshkosh Area Research Center, Series 90/1/1-1. Cited subsequently as Archives, with series and subject designation. For Halsey's views on education see State of Wisconsin, Wisconsin State Normal Schools, *Proceedings of an Institute of the Faculties of the State Normal Schools . . .*, (Madison, 1901), pp. 305-309; *Regents' Report*, 1898-1900, pp. 48 and 50; 1900-1902, pp. 54-55; 1903-1904, pp. 80-81, and 98; 1904-1906, pp. 96-97; and 1907, pp. 23-25; *Advance*, September, 1907; *First Half Century*, pp. 29 and 34.
36. For details of Halsey's death, see *Advance*, September, 1907.
37. A convenient source for Keith's background is Robert C. Cook, editor, *Who's Who in American Education* (New York, c. 1928), II, p. 399. Cited subsequently as Cook, *Who's Who*.
38. For a discussion of curricular changes affecting Oshkosh from the turn of the century to 1914, see Herrmann, "Normal School System," pp. 419-436, 459-461, and *Catalogue*, 1936, p. 9; *First Half Century*, pp. 45-46; and *75th Bulletin*, pp. 24, 26-27. Merle Curti and Vernon Carstensen, *The University of Wisconsin* (Madison, 1949), II, pp. 259-266, discuss curricular problems affecting the University and the Normal Schools.

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39. A convenient source of data concerning campus activities and organizations under Keith is *First Half Century*, pp. 46-51.
40. For material concerning the Union campaign, see WSU-O Archives, Brown Building Program files, letter of Oshkosh Student Building Association, Inc., January 21, 1916, and Linde [?] to Brown, October 16, 1926.
41. Details concerning the 1916 fire and its aftermath may be found in *First Half Century*, pp. 44, 51-53; *Oshkosh Daily Northwestern*, March 22-24, 1916; and Corinne Hubbard, "History of Wisconsin State College, Oshkosh, Library, September 1871-August 1953," unpublished master's essay (Drexel Institute of Technology, Philadelphia, 1954), pp. 13, 27, 31-32, copy in Forrest R. Polk Library.
42. Cook, *Who's Who*, II, p. 119.
43. See, *First Half Century*, pp. 59-61; *75th Bulletin*, p. 14; WSU-O Archives, Brown Papers, reprint, "New Standards for Teachers' Colleges," by H. A. Brown, from *The Elementary School Journal* (September, 1926), XXVII, p. 48; Archives, 90/1/1-2, President Correspondence and Subject Files, Box 13, Brown to Polk, March 25, and October 8, 1932; Brown to Winship, September 21, 1929; and Brown to J. W. Ferman, June 20, 1932.
44. *First Half Century*, p. 58; *Regents' Proceedings*, 1920, pp. 15-17; and State of Wisconsin, Board of Regents of Normal Schools, Administration Committee Minutes, Series 56/1/3, IV, p. 116. The Clow manuscript to which reference is made is available in WSU-O Archives, Clow Papers. It is undated and untitled; see pp. 3-4.
45. Convenient sources for Brown's curricular revision are *First Half Century*, pp. 58-60, and *75th Bulletin*, p. 31.
46. Herrmann, "Normal School System," pp. 481-535, discusses these developments. For Brown's view on degree-granting by Normal Schools, see H. A. Brown, "Why the Board of Normal School Regents Should Be Given Authority by the Legislature to Grant Degrees (n.p., n.d.), pp. 1-2, and 5-8.
47. See, *Catalogue*, 1929, p. 19, and 1935, p. 11. Brown to Dempsey, March 15, 1929, Archives, President Correspondence, and Subject Files, 90/1/1-2, Box 3; and *ibid.*, Box 12, Doudna to Hunt, January 24, 1934; Dempsey Papers, Dempsey to Swart, November 15, 1937.
48. For Brown's construction program, see WSU-O Archives, Harry A. Brown [Papers], "Dangerous and Unsuitable Condition of the Building at the State Normal School at Oshkosh. A Statement of Facts in Support of . . . an Appropriation for New Buildings and Equipment"; "Plans for Proposed Model School Building at Oshkosh and Schedule of Costs." See also, *Advance*, October 3 and 17, 1928.
49. *First Half Century*, pp. 54-57; *Advance*, January and February, 1918, and December, 1917.
50. Herrmann, "Normal School System," p. 408; *First Half Century*, pp. 47-49; *75th Bulletin*, pp. 51-62 and 65-71; *Quiver*, 1927, pp. 135-165; coverage of the first Homecoming is available in *Advance*, November, 1921.
51. See *Advance*, January, 1918, for Miss Webster's remark; and Brown to Warriner, May 7, 1930, in Archives, President Correspondence and Subject Files, 90/1/1-2, Box 4; and *ibid.*, Brown to Winship, September 12, 1929.
52. See Polk Papers in WSU-O Archives, biographical sketch. A scrapbook of news clippings loaned by Mrs. F. R. Polk has also been of assistance to the writer.

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53. Dempsey Papers, Polk to Dempsey, April 28, 1933, May 28, 1941, and March 8, 1938.
54. For data concerning the Depression, see *Catalogue*, 1936, pp. 31 and 33; WSU-O Archives, Polk Papers, Clemans to Faculty, April 21, 1931; Dempsey Papers, Dempsey to Royce, January 28, 1933, unsigned retrenchment program, Dempsey to Doudna, May 12; and Doudna to Nelson, May 15, 1939; *Regents' Report*, 1928-1930, pp. 5 and 8; 1938-1940, p. 17; *Regents' Proceedings*, 1940-1941, p. 7.
55. For supporting materials see Archives, President Correspondence and Subject Files, 90/1/1-2, Box 12, typescript of testimony of Forrest R. Polk, August 23, 1937, "State of Wisconsin *ex rel.* Karnes vs. Board of Regents"; Doudna to Works, August 22, 1934; Brown to Polk, July 6, 1933; Dempsey Papers, Brown to Dempsey, July 3 and 12, 1933, and February 7, 1934; Dempsey to Brown, July 13, 1933, and February 16, 1934; Works to Polk, April 26, 1934; photostatic copy, "State of Wisconsin *ex rel.* Frank M. Karnes, Plaintiff vs. Board of Regents of Normal Schools of the State of Wisconsin, Defendant"; Karnes Trial Brief; photostatic copy, "State of Wisconsin Supreme Court, August Term, 1946, Appeal from an Order of the Circuit Court for Dane County"; and clipping, Oshkosh *Northwestern* (daily), November 13, 1937.
56. *75th Bulletin*, pp. 72-75 provides a convenient treatment of the air training program as well as a summary of campus war-time conditions. For Doudna's directive, see Dempsey Papers, Doudna to Presidents, May 22, 1942.
57. *Catalogue*, 1930, pp. 41-49; 1939, pp. 15-19; 1947-1949, pp. 16-21; 1939-1951, pp. 23-28.
58. President Polk's building recommendations cited are in Dempsey Papers, Polk to Dempsey, April 29, 1942.
59. For the Guiles dissertation, see Roger Earl Guiles, *A Study of Practices, Conditions and Trends in Relation to the Function of the Wisconsin State Teachers Colleges* (Madison, 1950); enrollment figures are taken from an unpublished and undated compilation, Wisconsin State University-Oshkosh, Enrollment Statistics; President Polk's remark on graduate work is available in Archives, President Correspondence, General, 90/1/1-2, Box 7, Polk to Baker, December 12, 1938.
60. Cook, *Who's Who*, XVIII, pp. 450-451; WSU-O Archives, biographical sketch of R. E. Guiles.
61. See *Advance*, December 11, 1959.
62. See unpublished WSU-O Program Statement for the Fond du Lac Branch Campus . . . , August 15, 1966. Dr. Willard Henken, Dean of the Fond du Lac Campus, assisted with pertinent information in an interview of December 21, 1966.
63. Wisconsin State University-Oshkosh, "Definition Academic Mission and Programs 1971-1981," and unpublished compilation, 1966, pp. 19-20 and 142. Subsequently cited as "Missions and Programs."
64. Information concerning Oshkosh graduates or students discussed in the text is available in Alumni Association, *Directory of Graduates Oshkosh State Normal School* (Oshkosh [?], 1912), pp. 49, 56, 57, 73, 74, 89, and 115; WSU-O Archives, Box labelled "General History of the State Teachers College," Miscellaneous papers . . . by and about alumni; *Advance*, February, March, May, 1917; *Quiver*, 1919; Dempsey Papers, Dempsey biographical sketch, *Dictionary of Wisconsin* (1932 ?), pp. 178-196.
65. "Missions and Programs," pp. 1, 3-9, 12-16, and 20.

CHAPTER V

A HISTORY OF WISCONSIN STATE UNIVERSITY—RIVER FALLS (1874-1966)



During the late 1840's the St. Croix River valley became the focus of settlement in northwestern Wisconsin. By 1860 the western counties along the Mississippi and St. Croix were filling up. The intrepid Yankee, on the move since his exodus from England in the 1630's, populated New England and, after the Revolution, fanned out through upper New York and into the old Northwest Territory. Wisconsin was but a way station in this migration, for the descendants of the Puritans moved from Back Bay and the Harvard Yard across America by foot, horse, and rail, leaving in their wake the elements of New England culture: the Congregational Church, the Puritan ethic with its reverence for business and culture, and, at a

later date, a devotion to the principles of the party of Lincoln. So it was with the men who followed Connecticut-born Joel Foster in the settlement of Pierce County in the St. Croix valley, "the New England of the north-west."¹

From the beginning the thrifty Yankees were attracted to the valley of the Kinnickinnic in what is now Pierce County because of the several falls, natural power sites for economic activity in a day and region which depended upon water power to turn the wheels of grist mills and the blades of saws. Once the land was cleared and the mills in operation, business and civic leaders of the community turned to the second aspect of the Puritan ethic-culture.

In 1856, sixty-three of the town's founding fathers subscribed for \$2,350 worth of stock in the River Falls Academy. A group of seven men, including Deacon William Powell, his son, Oliver S. Powell, later a representative in the state legislature and described as "the head man of the neighborhood," Charles B. Cox, leading miller in the Kinnickinnic valley, and George W. Pratt, a farmer and talented amateur musician, owned the largest portion of

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the stock. True to the pattern of settlement, these men were all of New England origin.²

In October Connecticut-born Benjamin Wilcox, a graduate of an eastern university and formerly instructor at the Wilson Collegiate Institute in New York, was appointed principal of the academy and the institution opened its doors. High purpose was evident from the first announcement of the academy's trustees: "We wish it distinctly understood that we want the patronage of no student of either sex, who may desire to attend to pass away the time. Unless they propose to engage in study EARNESTLY, they would do better to stay away. We intend to make it an uncomfortable place for IDLERS."³ While the school did not succeed as a money-making venture, it did provide an education based in part on the traditional academy curriculum and served as a cross between a common school and a high school. The differences in educational level and ability between the students must have been wide. As Mrs. Elmira Powell of River Falls, a former student at the academy, recalled, "There were no special courses of study. We took up whatever we liked best, varying from the 'three R's' to Latin."⁴

The River Falls Academy did not, however, long meet the demands of the community. The founding fathers desired a higher level of educational institution. In their quest they were mightily aided by the arrival of Professor Allen H. Weld. Born in Braintree, Vermont, and educated at Dartmouth and Yale, Weld taught in several eastern academies and by the time he removed to Wisconsin in 1858 had authored a series of best-selling Latin and English texts. Weld was induced to settle in the St. Croix valley at the prompting of his cousin, Professor George W. Pratt.⁵

In 1868 Weld was appointed to the Board of Normal School Regents by Governor Lucius Fairchild. According to local tradition, Weld's appointment came as a complete surprise. Previous to his appointment as regent, Weld divided his time between his farm and service as a teacher in the first graded school in the area and later as St. Croix County superintendent of schools.⁶

"Upon entering into the duties of this office [member of the Board of Normal School Regents], he became very much interested in the normal school system, and after investigating the question, felt that one school should be located in the St. Croix valley, believing that in this region, rapidly growing and early settled by men and women of intelligence and culture, . . . such a school would be of vast benefit to that locality and the state at large."⁷ Weld had great personal ability and charm. Further, his suggestion fell on ground already prepared to receive the seed. The Puritan ethic demanded education for the young. It was a hallmark of civilization, and a kind of insurance policy.

In January, 1870, a petition signed by over 1000 residents of the St. Croix River valley was sent to the state legislature. The petition begged the legislature to consider establishing the next normal school in the valley. At this time Professor Weld redoubled his efforts in behalf of River Falls as the specific site for the proposed school. "To this end he bent his most earnest efforts for several years, making it a point to be present at every

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meeting of the board, though to do so often required a long journey in private conveyances, there being at this time no railroad nearer than Eau Claire, and steamboat travel being interrupted in winter.”⁸

Other areas in the state, however, were interested in securing the next normal school for themselves. The Hudson “buzzards,” as the editor of the *Prescott Journal* called them, favored first La Crosse and then their own river city as the site of the next normal. While Morris B. Kimball, editor of the *Pierce County Herald*, felt that Prescott had certain geographic advantages to offer in competition for such an institution, he finally admitted that the citizens of the town were not interested in securing a normal school. In July, 1870, the *Pierce County Herald* threw its editorial weight onto the scales of public opinion for River Falls as the site of the proposed institution. Eau Claire, Stevens Point, Menomonie, Grand Rapids, and New Lisbon were all in the race for the school at one time or another.⁹

The advantages offered by the town of River Falls were both tangible and intangible. As editor Kimball summed the matter up, “River Falls is as beautiful an inland village as can be found in the State, pleasantly situated on the banks of the Kinnickinnic river, which affords an excellent water power, near the dividing line between the counties of Pierce and St. Croix; here is a quiet, orderly village, with churches, schools, and the advantages afforded by society of a commendable order.”¹⁰

At the July, 1870, meeting of the State Board of Normal School Regents, “Proposals and petitions for the location of the Fourth Normal School were presented from River Falls and Grand Rapids, and it was voted to give notice to any localities wishing to compete to submit their proposals before May next.” The editor of the *Pierce County Herald* fulminated, “This looks a little as though the reasonable claims of a community entitled to the location of a Normal School were weighed in the balance against money considerations and found wanting. If the Board of Regents propose to ignore all considerations except that of money and sell the School to the highest bidder, Milwaukee, La Crosse, Madison, and other cities may well pass in their checks and let villages that cannot pay a princely sum stand back.”¹¹

The crusty editor was in large part right. The Board of Normal School Regents and the Normal School Fund could not stand (or did not wish to stand) the original appropriations for new schools. It was left up to the competing communities to provide the money for construction of the first building of a new normal and to donate the land on which it would stand. The letter accompanying the petition of 1870 to the state legislature begged the local assemblyman to see if the state might not appropriate the necessary funds. “Times are so hard we could not sell the bonds of the towns without greater sacrifice perhaps than they would be willing to make to accomplish our effort.”¹² However, the community leaders realized that this was a faint hope and that ultimately it would be the town of River Falls, and immediate towns surrounding the village and perhaps the county, which would pay the bill.

In March of 1870 the state legislature passed an enabling act which would allow the towns of River Falls and Clifton in Pierce County and Troy

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and Kinnickinnic in St. Croix County to issue bonds to the total of \$20,000 for financing the normal school.¹³ Residents bought this bond issue with greater ease than had been expected and as a result it seemed as if River Falls was to be the home of the next state normal school.

In August of 1871 a delegation from the Board of Regents visited River Falls. "It was a fine day," reported lawyer Abner Morse, an ex-Vermonters who would soon re-open the *River Falls Journal* after serving as a correspondent for the *Pierce County Herald*. "Our citizens took some pains to 'circulate them [the regents] about the country. They climbed the mounds — they climbed high buildings on top of them. They ascended the 'scaffold'—the one erected for an observatory on Foster Heights,—they descended to the valley, even the lowest valley of the Kinnickinnic. They were delighted, at least they appeared to be . . ." ¹⁴ By the time the regents visited River Falls, the field of competitors for the new normal school had been narrowed down to La Crosse and River Falls.¹⁵

The final battle to secure the normal for River Falls came at a meeting of the Board of Regents early in 1872. Competing locations were ready to offer more than the \$20,000 raised by River Falls and the surrounding towns. A delegation composed of Assemblyman O. S. Powell, C. B. Cox, and Regent Allen Weld was on hand and immediately pledged an extra \$5,000 to make up the difference. They returned to River Falls and called a meeting at the Agricolitan Hall on Saturday, February 10. Cox was chairman and Abner Morse served as secretary. Regent Weld spoke to the assembly concerning the crisis and described the pledge made to the board. "Those who were present who were voters in River Falls, by unanimous vote, resolved to request the Board of Supervisors [of Pierce County]" to issue bonds to cover the extra \$5,000.¹⁶ Committees were appointed to carry the news to other towns in the county and to press the matter before the county board.

The campaign to secure support from the county board was directed in large part by Osborn Strahl, an Ohio-born Quaker farmer who settled in Troy Township in 1850. According to Warren D. Parker, first president of the River Falls normal school, Strahl's campaign had beneficial results. A "house-to-house canvass" was conducted, Parker remembered. "That all-winter, fireside search" for funds produced not only financial results, but "The daily conferences performed the further beneficent service of establishing permanent friendship for the school."¹⁷

The February meeting at River Falls seemed unsure as to whether the county board would entertain the request for funds. Abner Morse reported that "There could be no harm in asking [for the money from the county], and it might be deemed not only a duty, but a privilege with many, and perhaps all, to cast their might to secure an institution at once so important, so valuable, and so exceedingly necessary to the educational interests of the County, the Valley and even the state."¹⁸ Public opinion as expressed in the letters to the editor section of the *Pierce County Herald* supported the request made to the board. An anonymous writer, who signed himself "Vox Populi," reminded the residents of the county that the normal school would bring "to our doors a powerful means for a higher and better development.

It establishes within our borders an important center of educational effort, a focus of benign and elevating influences, moral, intellectual, and social. It is an institution not for a day or a year, but for all time and *for all*."¹⁹

In the drive to swing public opinion behind the request for a county bond issue for \$5,000 to meet the demands of the Board of Regents, both aspects of the Puritan ethic were exploited. Not only would the new school "tend to elevate the character of the public schools and raise the tone of educational sentiment" in the area; it would also give "notoriety to our domain" and invite "examination of our soil and resources," encourage "settlement," and tend "to enhance the value of property." The writer estimated that about \$40,000 would "be expended upon our own soil" for labor and materials used in constructing the new building for the normal. This would increase the wealth of the county. Further, "An annual appropriation from the Normal School fund of not less than \$12,000" would be spent in the area "for the support of the school." This annual appropriation ensured the "stability and permanency" of the school and guaranteed a continual stream of funds into the area.²⁰ The editors of the *Pierce County Herald* recognized the basic democratic nature of the normal school for it would ensure a supply of competent instructors for the common schools, which they dubbed "the Poor Man's College." But further, the canny frontiersmen, with an eye to easing the tax burden and increasing land values, remarked:

The Normal School will bring a fund—yea—a mine of wealth to our country, which will share with us the burden of future taxation; it will bring along hundreds—yes, thousands of first class settlers who will dot down here and there all over the country; it will furnish better, and consequently cheaper teachers than we now have, and it will, in and of itself, be a model after which our schools will be fashioned.²¹

The close connection between business and culture was summed up by loquacious Abner Morse in his column for the county newspaper in mid-June of 1872. Contrasting the work toward securing a normal school and the activities of local promoters toward securing railroad connections for River Falls, he reported that "One enthusiastic individual was heard to remark, while he waved the 'gesture imperial,' 'Ere long, gentlemen, the snort of the iron horse, chiming with the glad and happy tintinnabulations of the Normal School bell shall echo and re-echo among the hills and valleys, telling of culture and business, of education and advancement, and singing sweet songs of the future of this beautiful land of the north.'"²²

The Pierce County Board met in special session on June 17, 1872, to consider a resolution committing the board to issuing \$5,000 worth of bonds at seven per cent interest. The resolution went to the committee on finance and on the morning of June 20 the committee reported favorably on the measure. The issue was then drawn between those who did not wish to be rushed into passing such legislation and would rather postpone it until the fall meeting of the board, and those who were for taking action at once. Supervisor Lusk moved the adoption of the resolution, but his suggestion was countered at once by a motion to table the matter until the autumn

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meeting. The postponing faction lost by a vote of 10 to 8 and the resolution authorizing the bond issue passed by the same vote.²³

After the passage of the bond issue, there followed a cooling-off period when the attention of the residents of River Falls and Pierce County turned to other matters. The only real problem which remained was the selection of a site upon which to erect the normal school building. Joel Foster, one of the biggest land speculators in the area, refused either to sell or to give to the local normal school site committee a desirable tract of land in River Falls. Other land speculators, who had their eyes on future land values rather than civic duty, acted in the same manner.²⁴ After much discussion, a ten-acre tract of land called the "Brackett site," but owned by Abner Morse and O. S. Powell, was accepted by the committee at a price of \$1,000. Osborn Strahl, "that indefatigable worker, and co-worker in public enterprises, and especially those that pertain to the cause of education," led the movement to subscribe funds necessary to purchase the site.²⁵

By the beginning of 1873 the funds raised by the towns and the money from the county bond issue had been placed with the state treasurer and the site was ready. Abner Morse, now at the helm of the revived *River Falls Journal*, demanded to know when the state would begin work.²⁶ It was not that simple, however, for delegates from the Board of Normal School Regents again visited River Falls and inspected the land selected for the location of the school. While they would have preferred other sites to the Brackett tract, various legal and economic difficulties ruled out all other choices.

After what amounted to three years of hard work, politics, and suspense, the *River Falls Journal* triumphantly announced on the second of May, 1873, that "Our citizens will be pleased to ascertain the fact that there is no longer any question about the location of the Fourth Normal School of the State." Swelling with civic pride and perhaps the profits from the sale of the Brackett tract, Abner Morse waxed eloquent: "The whole county—yea, the two counties, and, finally the entire St. Croix Valley, is rejoicing at our success, and congratulations are received from every quarter. Accept our thanks, kind friends, and may you reap your full share of the blessings that may flow from the establishment of this benevolent institution in our midst."²⁷

The indefatigable Osborn Strahl was not, however, completely satisfied. A meeting held at the Agricolitan Hall in River Falls under his leadership voted to donate and plant shade trees along the street (now Cascade Avenue) in front of the new building. Strahl then reminded his fellow citizens that the economic and cultural life of the county and, indeed, the St. Croix valley, would receive a new impetus. The money to build and staff the new school would circulate in the region, and state appropriations would continue to strengthen the economy. "This institution will be no portable Collegiate Institute, but stand almost as the distant hills; with steadfast endowment its running expenses will add to our financial circulation from year to year, and in its inmates and attaches the cause of education and refinement will secure a rich acquisition, and generations upon generations yet to tread these fertile plains will reap the rich harvest of works begun by us today, — the delays and expenses of starting recur not again — the benefits are exhaustless."²⁸



Old South Hall, the original building at River Falls, was destroyed by fire Nov. 29, 1897.



The library of the Normal School was on the second floor of the "new" South Hall.

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Delays were not, however, done with. In the fall of 1873 Abner Morse snapped, "We are losing the use of our money, without enjoying the benefits that would accrue to our village, the county, and the Valley with the prestige of the Normal School Building in progress."²⁹ In December the *River Falls Journal* announced that a plan for the new normal building had been selected by the regents. The editor of the *Madison State Journal* reported, "We have examined the plan adopted, and consider it a vast improvement on either of those previously constructed."³⁰ On January 20, 1874, the Board of Regents announced that they would accept sealed bids for the new building until February 20th. Work was to begin in the spring of 1874 and the structure was to be ready for occupancy on August 1, 1875.³¹ Perhaps as a result of the promised normal school, a visitor from Lake City, commenting on the economic life of the village of River Falls, observed that "Real estate is lively and business expansion the order of the day."³²

Construction must have gone according to schedule, for the crusty and impatient editor of the *River Falls Journal* had no criticism to make during the fall and winter of 1874-1875. On the 4th of July, 1875, the new normal school took on a place of prominence in the public celebration. Eighth on the list of traditional toasts (doubtless drunk in lemonade and sarsaparilla) came the following: "Our Normal Schools: like cities set upon hills, they cannot be hid. The light they radiate is potent to dispel the darkness of ignorance. We trust that the one in our midst will soon shed a glistening ray which shall grow brighter and broader with the growth of future generations." The newly appointed president of the River Falls normal, Warren D. Parker, was toasted as "the master builder." Filled with civic pride and the frontier habit of dealing in superlatives, the toastmaster suggested that "The state [University at Madison] has no building which will compare with this in beauty and general utility."³³

The *River Falls Advance* for August 24, 1875, carried a general invitation from Regent Weld and President Parker inviting the "citizens of River Falls and vicinity" to the dedication of the fourth state normal school to take place on Thursday, September 2nd, at 2 p.m.

While rain marred the formal ceremony, editor Morse viewed the dedication as "an occasion long to be remembered. It was," he believed, "a day of pride for this place, for Pierce county, and for the St. Croix Valley. It was a day of rejoicing, but not of tumult — a day of praise and thankfulness, expressed in actions, words and song."³⁴

The festivities took place in the "Grand Hall" of the normal school building. The audience was held "as with a magic spell from the opening anthem to the closing chorus." Professor George W. Pratt directed the choir. The afternoon began with an anthem which was followed by an invocation and then a chorus from Mozart's Twelfth Mass. William Starr, President of the Board of Normal School Regents, presented the new building to President Warren Parker, who then made a brief address. Then followed a reading after which the choir sang an ode composed especially for the occasion by Professor Pratt:

Beyond the reach of mortal sight,
Fair science wings her lofty flight,
But comes to earth her sons to bless,
With beams of light and righteousness.

She builds her temples mid the spheres,
Her glory crowns the circling years;
Planets and suns around her shine,
Filling the earth with light divine.

We come with joyous hearts to-day,
And round her altar homage pay;
And while our lips her praises sing,
Our hands a richer gift shall bring.

We rear for her this Temple shrine:
With wreaths of love the gift we twine;
The Goddess, pleased, accepts the prize;
Pointing in glory to the skies.³⁵

“And next in order came a feast of rich things in the brief addresses made by the different members of the Board of regents, not one of whom failed to touch a rich vein of wit or wisdom, or of both.” The main address of the day was reserved for Edward Searing, State Superintendent of Public Instruction, and the dedication concluded with the choir singing “Achieved Are Thy Glorious Works” from Haydn’s *Creation*.³⁶

That the village of River Falls should have secured the fourth state normal school is testimony to the strength and vitality of the New England tradition, and to the political wisdom and economic power of leaders of the community. Competing with such cities as Eau Claire and LaCrosse, with populations in 1875 of 8,440 and 11,012 respectively, the village of River Falls with its 1,916 inhabitants seemed a pitifully small force to place in opposition to the larger urban areas. The Welds, Morses, Coxes, Strahls, and Powells were strong-willed Yankees, with a reverence for education and a belief that by securing such a school the general economic level of the community and the county would be improved. “Business and culture” were but sides of the same coin to them. Both were necessary for insuring adequate growth and development in the St. Croix River valley, “the New England of the north-west.”

In spite of auspicious beginnings characterized by the full support of the community, the ease with which a student could be admitted to the institution, and the low cost of room and board, the enrollment at the River Falls Normal School grew slowly and fitfully. The Normal Department of the school counted 130 students during the academic years 1875-1877. This figure fell to 100 for the period 1877-1878, and grew but slowly until it reached a new peak of 180 students in 1881-1882. That high was not surpassed for a decade, and only in the last year of the nineteenth century did enrollment in the key department surpass 300. During the first eleven years of the new century enrollment continued to grow in an erratic fashion.³⁷

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The location of the normal accounted in part for this slow growth. As the first catalogue reported, "River Falls is twelve miles from Hudson, the nearest station on the West Wisconsin Railway, and has a daily stage from Hudson and Ellsworth, and a tri-weekly stage from Prescott."³⁸ Access to faster modes of transportation improved with the coming of the Hudson & River Falls Railway in 1878. This allowed connections with the outer world via the Chicago, St. Paul, and Minneapolis at Hudson. This lack of adequate transportation facilities caused one of the early Boards of Visitors to remark concerning the new normal school, "So difficult of access is it, that the location of the school there seems somewhat unfortunate."³⁹

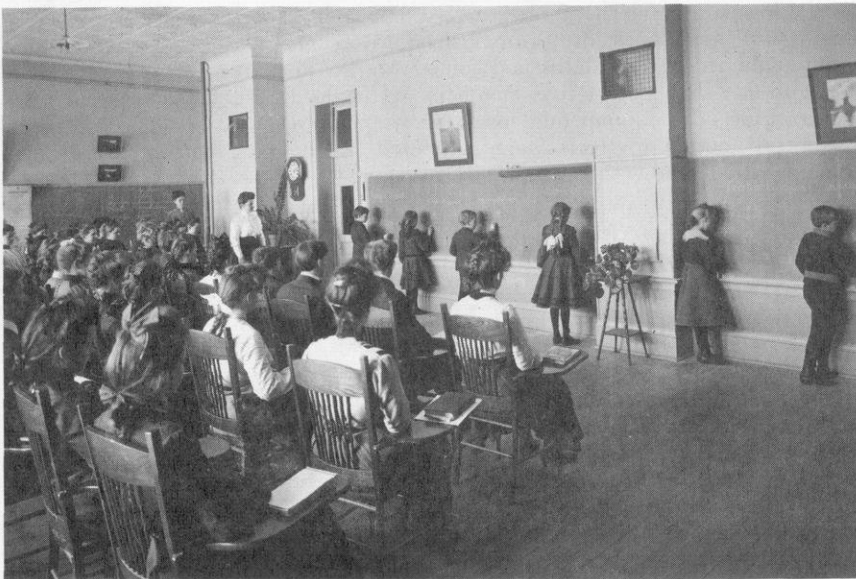
In time the growth of transportation facilities provided easier access to the school. However, other factors relating to its location had an effect on the growth of the institution and the quality of education it provided. In 1876 the first Board of Visitors report to state superintendent Edward Searing ventured the suggestion that the "rapidly increasing population" in the St. Croix valley would soon "supply a sufficient number of students to fill the classrooms of the school." Yet the same report noted that "Students from the log school house present themselves for admission," indeed "students from all the schools intermediate, good and bad, of all grades." Further, the visitors reported, "No two have pursued the same course of study."⁴⁰ This lack of uniform preparation, resulting from the weaknesses of the common schools in the area, provided many difficulties.

The sanguine expectations of the first Board of Visitors were not fulfilled in terms of population growth. In 1887 the visitors reported to state superintendent Jesse B. Thayer that "The country surrounding the school and tributary to it is, much of it, new and sparsely settled, and hence has few good district schools to create a demand for trained teachers and to furnish material suitable for a normal school to work upon." Emphasizing the second part of this dilemma, the visitors continued, "The material applying for admission is extremely crude. The intellectuality of those admitted is much below what it should be, and would discredit a good grammar school."⁴¹ The result was an enrollment which was large in the Preparatory department (which gave courses equivalent to high school work) and small in the Normal department. Most students found the institution of benefit in terms of preparatory work, and few remained to do more than one year's study in the Normal department.

These criticisms are borne out by an examination of the statistics concerning the number of graduates of the institution. Between the academic year 1878-1879 and the end of the century, the number of students completing the full course of studies and receiving a certificate varied each year between one and nine. After 1900 the number of graduates rose more rapidly, but achieved its peak only in 1911, when 59 students were graduated.⁴² The 1887 visitors explained these conditions by pointing to "the meager preparation for the work of the normal school brought by those who apply for admission, a fact consequent upon the unfavorable environments of the school."⁴³



The faculty of 1892-93. President J. Q. Emery is seated behind the table. On his left is Warren J. Brier who became president in 1898.



Normal School students observe a demonstration class in arithmetic in the 1890's. Observation was a required part of the curriculum.

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These criticisms were not long in bringing repercussions. At the semi-annual meeting of the Board of Normal School Regents in February 1889, a proposal was made to establish a new normal at Eau Claire, sixty miles east of River Falls. According to a report in the *Wisconsin State Journal*, the suggestion "will probably bring about a discussion of the discontinuance of the River Falls School" because "A school at Eau Claire would be in a much more popular district." In the spring of 1891 the *Dunn County News* reported that "The citizens of Chippewa Falls are making an effort to secure for their town the State Normal School, the removal of which from River Falls is being agitated."⁴⁴ The editor of the *River Falls Journal*, Calvin R. Morse, denied any such agitation and reminded his readers that it would take action of the state legislature to remove the school from River Falls.

A generally critical tone pervaded the reports of the visitors down to 1897.⁴⁵ On the evening of November 29, 1897, the problem of continuing the school at River Falls was brought into dramatic focus.

On that fateful evening, Miss Carry Smith of the history faculty stopped for a visit at the home of Professor and Mrs. Addison Ewing on "Professors Row" across from the normal school building. As she left the Ewings', Miss Smith noticed a strange light coming from the third floor science laboratories at the school. Minutes before, Thomas Martin, custodian of the building who had an apartment on the first floor, heard a faint explosion in what he thought was the engine room and hurried to inspect the machinery. Finding everything in order, he glanced out of the window and saw fire reflected on the snow. Martin rushed to investigate and found fire raging on the third floor. Frank D. Ensign, lumber and coal dealer in River Falls and later a member of the Board of Normal School Regents who lived next to the Ewings, phoned in the alarm and joined Martin in battling the flames. Between twenty and twenty-five members of the local fire department arrived on the scene with equipment. However, by that time the fire was almost out of control and their efforts were hampered by the fact that the city water pressure was too low to throw a stream of water to the third floor.⁴⁶

In a short time it was apparent that the original structure of the fourth state normal school of Wisconsin, a building which represented years of work, hope, and considerable financial investment on the part of the citizens of River Falls, the surrounding townships, and Pierce County, was doomed to destruction. Responding to the calamity, a crowd of students and townspeople "poured through the main corridors and out upon the walks, bearing armfuls of books from the library or pictures and statuary from the art rooms." They saved the school records, a large part of the library, pianos, and the furniture from the kindergarten. In spite of these heroic efforts, the majority of its contents were lost. Only the wing containing the engine room was saved. The November dawn saw only a broken shell of the "Temple shrine" Professor George Pratt's choir apotheosized that September afternoon in 1875. And the critics of the River Falls normal saw their opportunity. Fate had closed the school for them—so they thought!

President Warren D. Parker thought differently. When it became evident that the building was past saving, Parker announced to the spectators that

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there would be a meeting at the Opera Hall at ten o'clock the following morning. The purpose of the meeting was to devise ways and means of continuing the educational work of the normal. At that meeting "The crowd displayed a marked enthusiasm for continuing the school." Individuals, fraternal organizations, and churches offered the use of their buildings for classrooms. Soon "The problem was no longer how to secure room enough to house the school, but to select the room most available." Parker appointed a committee of five to arrange the new locations and schedules. As Professor Lewis H. Clark of the mathematics department remembered it, "At one o'clock that afternoon [November 30, 1897], the students and faculty assembled in their recitations in the buildings accepted by the school as suitable for their use. Thus the school was continued during the year without the loss of a single student and but one half day's loss occasioned by the fire."⁴⁷

On Wednesday the 1st of December the executive committee of the Board of Normal School Regents gathered in River Falls to inspect the damage and prepare a report. State superintendent J. Q. Emery, who had served as president of the River Falls normal from 1889 to 1893, recalled, "It was no secret at the Capital that the Governor did not favor its rebuilding and that this feeling was shared by no inconsiderable portion of the Board of Regents."⁴⁸

A town-gown committee was appointed to discuss the problem with the regents. Members of the committee included Ferris M. White, leading lawyer, Frederick J. Burhyte, merchant and civic leader, Mayor George W. Chinnock, Nils P. Haugen, president of the Farmers' & Merchants' State Bank and formerly a member of Congress, and Professor Warren J. Brier of the English faculty, who would soon succeed Parker as president of the normal school. The special committee urged upon the regents the necessity "of beginning without delay the steps for the erection of a new building, more modern in its arrangement and more fully adequate to the growing needs of the school."

While the executive committee voted \$900 to purchase new desks, no real commitment toward rebuilding was made. Board President A. E. Thompson of Oshkosh addressed the students, commending them for showing such loyalty to the school and its faculty and administration during the crisis. However, his assurances of a new school were made "not as an official of the Board, but as a citizen of the commonwealth of Wisconsin."

As news of the disaster at River Falls spread throughout the state, lines of battle were drawn over the question of rebuilding the fourth normal school in its original location. The influential *Milwaukee Sentinel* came out against keeping the institution at River Falls. According to the *Milwaukee Evening Wisconsin*, "There are bright people in the teaching corps at River Falls, and the work of the school has been good, but the problem to be determined is one that should be viewed from the standpoint of the broad interest of the state. It has been current gossip in educational circles, that River Falls was a poor location for a state normal school, and that a considerable number of the pupils trained there would never go into the pro-

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fession of teaching in Wisconsin." Most of the papers in the St. Croix valley supported rebuilding. They agreed with the editor of the *Hammond News*, who commended the River Falls normal for a quarter century of service to the region and the state.⁴⁹ However, La Crosse, Eau Claire, and Marinette entered vigorous pleas for moving the school to their own cities.

As the day approached for the Board of Normal School Regents to decide the fate of the River Falls school, prospects for rebuilding looked bad. State superintendent Emery recalled, "The secretary of the Board [S. S. Rockwood] had on more than one occasion pointed out to me in inspired interviews, the advisability of letting the school at River Falls die of starvation." Further, Emery remembered, "Eau Claire conducted a vigorous campaign for its removal to that city and strongly urged such action upon the Board."⁵⁰

On December 22, 1897, the Board of Normal School Regents gathered in Madison to pass judgment upon the question of rebuilding the school at River Falls. At eleven o'clock an informal meeting was called "at the request of some representatives from Eau Claire." These representatives, and citizens from Mondovi and Chippewa Falls, presented their cases for relocating the normal. After lunch, the full board began deliberations.

River Falls was represented by her resident regent, Freeman H. Lord. Lord was born in Maine in 1842 and at the age of eleven came with his parents to River Falls. After service with the 30th Wisconsin during the Civil War, he returned to River Falls as a farmer. Lord rose rapidly in local politics, serving as town chairman, member of the county board, and in the state assembly. He was appointed regent in 1896.⁵¹

At once Lord introduced a resolution which committed the board to using the \$55,000 of insurance money "for the rebuilding and equipping" of the institution. Regent Frank Ostrander of Superior countered this resolution with one which directed the board to deposit the insurance money with the state treasurer and credit it to the income fund of the board "to be drawn upon and used as the school necessities demand." Further, the Ostrander resolution made it clear that "This Board does not deem it advisable to rebuild this school until the Legislature of the State . . . appropriates a sum large enough to build a building suitable for Normal School purposes."⁵² In effect, this counter proposal killed the school at River Falls.

Regent W. A. Brown of Marinette then moved that both resolutions be tabled until the semi-annual meeting of the board in February 1898. In the meantime, the board's executive committee was to collect information on rebuilding and examine the financial aspects of the issue. Lord promptly offered a substitute to the Brown proposal which stated "that it is the judgment of this Board that the 4th Normal School should be built at River Falls as soon as practicable." The Lord substitute carried by a vote of 6 to 4. Brown, Ostrander, Pittlekow of Milwaukee, and board president Thompson voted in the negative, while the rest of the regents joined Lord and former president Emery in casting affirmative votes.⁵³ On the final ballot, only Brown and Ostrander cast "No" votes.

"Eight Votes for River Falls!" cried the *River Falls Journal* on the morning of December 23rd. President Parker wired the good news to an expectant community the evening before. Party lines hummed, church bells rang, and every available whistle screamed out against the December night. A crowd gathered on Main Street and lit a huge bonfire. "Rockets and Roman candles went up by the dozens and blunderbuss cannons thundered in the adjoining valleys. Hundreds of people came out to make merry, and they kept up the noise for many hours."

The new building, which opened on September 6, 1898, is known today as South Hall. The three story edifice of red brick, trimmed with light colored sandstone, was described by the 1898 *Catalogue* as a structure which provided "material conditions for school work fully up to the best thought of the closing years of the nineteenth century." This "best thought" dictated a gymnasium separated from the main structure in an annex; the whole of the first floor given over to the model school (what is now called the campus school), art and music rooms; the second story devoted to recitation rooms for the normal school students; and the science laboratories on the third floor. There were free baths for the use of students who roomed in private houses without such facilities. The whole building was designed to provide a maximum of light and the heating system functioned effectively at temperatures of forty degrees below zero! And finally, each room in the building was provided with a telephone inter-com system.

In 1898 Professor Warren Judson Brier of the English faculty succeeded Warren Parker as fourth president of the River Falls normal. A native of Baraboo and a graduate of the state university, Brier brought to his new position a wealth of educational experience and considerable scholarly talent.⁵⁴ His administration was not, however, characterized by steady growth in the size of the institution or striking changes in its organization and offerings.

In many respects Brier was a lingering example of "the old time college president." Like his nineteenth century counterparts, he put piety above learning and morality above intellectual ability. President Brier summed up much of his educational philosophy in a letter to a prospective faculty member. "My wish is to secure first a refined lady and second a good teacher. Our school is three-fourths girls, many of them from rural homes. I am a firm believer in unconscious tuition and wish the people on my faculty to be models in character, dress, speech and manner."⁵⁵ In the same year the school magazine, *The Normal Badger*, announced that "Noon-day prayer meetings" would be held in the president's office each day at one. "The object is to keep us in closer touch with our Savior and with one another."⁵⁶

Professor H. L. Wilson of the history faculty succeeded Brier as the fifth president of the school in 1909. His academic training was of high caliber and included a Harvard M.A. Further, Wilson had wide academic experience, including the superintendency of the public schools of the town of River Falls. Yet his brief tenure as president was marked by considerable difficulty. As Jesse Ames, who was called to fill the position in history left vacant by Wilson, recalled, "It soon became apparent to me that all was

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not well in faculty relations at the school. One faction did not like the new president, Mr. Wilson, who seemed to lack the knack of fostering friendly relations." The feud came to a head in 1911 when Wilson attempted to appoint the principal of the local schools to a position at the normal. Regent Lord, who succeeded to his old post after Ensign's brief tenure, "took a poll of the faculty" on the question and then decided "to turn thumbs down on the proposed appointment." Wilson, however, insisted on bringing the question to the Board of Regents, who sided with Lord. At the same board meeting which vetoed the proposed Wilson appointment, Lord moved that "President Wilson be dismissed and the motion carried without investigation of the merits of the case."⁵⁷

Thus, by 1911 the future of the fourth state normal school at River Falls again looked bleak. Professor Ames' description certainly applied to the institution at the time of the Wilson dismissal. "When I arrived on the scene in 1909 the school was still a weak, struggling institution, living under the cloud created by the lack of confidence in the future of the school. It was evident that the Board of Regents, if not hostile, was niggardly in support of the school. The number of high school graduates entering the school was small . . . The student body was made up largely of rural teachers and of young students who were seeking more 'schooling.'"⁵⁸

However, unknown to the administration, faculty, and even the Board of Regents, the woeful conditions described by Ames were about to change. With the appointment of James W. Crabtree as seventh president of the River Falls normal came the dawning of a new day.

In September 1912 Charles J. Brewer, superintendent of schools at Chipewa Falls, wrote the new president of River Falls, "Just strictly between you and me, I have had occasion to say many times in different parts of the state during the last few months that River Falls finally has another *President*. It had one years ago," he continued, "Who was such in the fullest sense and I am certainly glad that it has another."⁵⁹ What manner of man was Crabtree and why did Superintendent Brewer consider him a president "in the fullest sense?"

James William Crabtree was born in Scioto County, Ohio, in 1864. The family moved to the "sod house frontier" in western Nebraska in the 1870's. In spite of poverty, Crabtree worked his way through the state normal school at Peru, graduating in 1887. He then took the bachelor of science degree at the Bloomfield Scientific Institute (1890) and later received the degrees of bachelor and master of arts from Nebraska University. After six years of teaching in rural schools, Crabtree became superintendent of schools at Ashland, Nebraska, in 1889. He left this post for an instructorship in mathematics at the university and a year later took over the principalship of the Beatrice high school. From 1897 to 1904 Crabtree served as the state high school inspector for Nebraska University, and in 1904 was elected president of his old alma mater at Peru. In 1910 he capped his Nebraska career by winning election as state superintendent of public instruction.⁶⁰

The politics of education in Nebraska at that time posed serious hazards

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for any administrator, and perhaps Crabtree found himself in a difficult position. At all events, he accepted a call to River Falls in 1911. As Crabtree remembered it many years later, "overwork" played a role in the decision to go to Wisconsin. Most important, however, was his realization "that my greatest success would be as a builder of colleges and other institutions."⁶¹

From the first, the new president was aware of the precarious position of the River Falls normal. "The Board of Regents told me that they had thought of doing away with this school because of the small enrollment." The lack of students was due to the fact that "The school was not conveniently located," Crabtree noted.⁶²

Life equipped Crabtree for success in his chosen role. Born and raised on a farm, educated in the schools of a frontier state, and experienced in matters of education from the common to the normal school levels, he had rich resources from which to draw. Further, he liked people. The sheer volume of his personal and public correspondence during the years at River Falls attested to this fact. Each problem he faced during his term of office was attacked not simply as an issue which a bureaucrat had to resolve, but rather as a matter of personal understanding and communication. With both students and faculty he was liberal with his time and advice. With Crabtree there was no book of rules, only the guide lines of warm sympathy and a rich zest for life.

It was not surprising that with his background and personality the dominant theme of Crabtree's educational philosophy was the pragmatic and human approach. While he found at River Falls "an efficient faculty of the New England type," he deplored its intellectual as well as its geographic isolation. First and foremost in his mind was the desire to make "points of contact between the work of the school and that of the home and community."⁶³ In order to achieve this goal, Crabtree wrote educational leaders in western Wisconsin concerning programs aimed at bringing "the home into closer relation to the school."⁶⁴ Faculty were encouraged to give public lectures and to stress in their classrooms the practical applications of knowledge. The mathematics department, for example, revised its curriculum to include field work, and in advanced classes surveyed drainage ditches in Pierce and St. Croix Counties.

Crabtree summed up his philosophy in a letter to an old Nebraska friend who was spending a sabbatical year at the University of Gottingen in Germany. "We are making a desperate effort here at River Falls to connect the work of the school more closely with that of the home. That is our slogan," he wrote Professor G.W.A. Luckey. "It is attracting a lot of attention because we are actually getting some good results," the publicity conscious administrator continued. While not mentioning John Dewey by name, Crabtree noted that "Educators everywhere are preaching that the public schools make this connection but there are few who are actually doing the work. We have made a start in actually bringing about this close connection." Crabtree was especially proud of "our new man, Himelick," whom he described as "exceedingly strong along this line."⁶⁵

CHAPTER X

R. W. Himelick came to River Falls from Indiana University in 1912 as principal of the campus school. He suggested to President Crabtree three areas in which he intended to institute major reforms. The new campus school principal wanted "to see it [the campus school] become a vital part of the school as a whole." In order to implement this desire he suggested that "every normal instructor . . . become familiar with the course in the Model school and be ready to offer suggestions as to both method and material." To provide greater competence in teaching, Himelick proposed to institute "a course in general methods that would have a tendency to make the teacher a more conscious factor in her school when she goes out in the state to teach." Finally, he wished to bring about "the vitalizing of the course of study in the elementary school."⁶⁶ Thus Himelick laid down the foundations which guided successive administrators of the campus school in the years after he left River Falls.

A progressive philosophy of education was, however, only one of the tools Crabtree used to improve the condition of the River Falls normal. He was deeply concerned with the growth of the institution both in terms of enrollment and physical plant.

During the six years James Crabtree served as president, enrollment in the Normal department at River Falls rose from 319 to 627. The increase in the number of graduates was equally spectacular, moving from 61 in 1912 to 182 in 1917. As Crabtree fondly recalled in his autobiography, "The smallest of the ten teachers colleges in Wisconsin had become the next largest [by 1917]. It had many more men enrolled than any other—more men than women."⁶⁷ The secret of his success in increasing the student body was evident in his official correspondence. Two-fifths of the Crabtree papers preserved in the college archives are letters from students or prospective students to the president and his personal replies to their questions. He encouraged high school seniors to choose River Falls for their education and sent them catalogues and descriptions of special courses of study. When they worried about accommodations, he assured them that he would personally find them rooms and a place in a dining club. If finances troubled the prospective student, the president took time to outline in detail expenses for the school year and sometimes assisted in procuring part time jobs for those who needed them. He secured lists of promising high school graduates from friends or relatives already enrolled, and wrote suggesting that they consider coming down to school. He coaxed those who considered dropping out to remain and wrote those whom illness detained of his interest in their health and general welfare. Finally, Crabtree made it easy for a student to enter the school at any time during the year. Often he suggested that they come at once and cram for finals in one or two courses in spite of the fact that they missed most of the classwork.

The case of "Miss Amanda," who was the ward of Mr. and Mrs. John Granger of Aberdeen, South Dakota, typified Crabtree's personal touch. During the summer of 1914 Mrs. Granger carried on an extensive correspondence with Crabtree concerning the merits of sending Amanda to River Falls in order that she might establish herself in the teaching profession. Mrs. Granger

went with the girl as far as St. Paul, "as I dislike to have her change cars alone in a large city." President Crabtree then met the girl at the old River Falls depot. He wrote Mrs. Granger that "I am not trying to locate her [a place to live] until after her arrival. I will take her to my house and let her help Mrs. Crabtree until we find her a suitable place." Mrs. Granger admonished the president to "sort of look after" Amanda once she enrolled in the normal. She felt that if the president did this all would be well with the young girl.⁶⁸

Crabtree did not confine his personal touch to dealing with the student body. The new president's reputation as a politician and lobbyist must have preceded him to Wisconsin, for in the fall of 1911 he was unanimously appointed by the Board of Normal School Regents "to attend the sessions of the legislature of 1913, at such times as he may deem best to advance the interests of the normal schools and to secure needed legislation."⁶⁹ At once Crabtree set about making a card catalogue of the members elected to the state legislature in 1912. He wrote each normal school president requesting information about state legislators in the area and specifically requested data on their "interest in education, public schools, state normals, university, also whether intensely interested in some particular phases of education." Crabtree ferretted out the special interests of assemblymen and senators and asked "what legislation each member has his heart set on." The River Falls president counseled his fellow administrators to "Look up the whereabouts of your graduates and see whether you cannot bring their influence to bear upon a good many members [of the legislature] in the interest of increased advantages and efficiency of state normal school." He also suggested each president "Put me in possession of every suggestion which comes to you for acquainting the legislature with the service the normal schools are rendering and with our urgent needs for the coming biennium."⁷⁰

Even before he contacted the presidents of the other normals, Crabtree wrote identical letters to the ten assemblymen and senators elected to the new legislature from western Wisconsin. Four legislators replied to his invitation to visit the school in order to acquaint "yourself with what we have and with the things we are doing." Crabtree stressed the pragmatic approach being taken by the faculty at River Falls. "We are teaching children to do the work of the home as well as to solve problems in arithmetic and algebra."⁷¹

Crabtree's activities bore fruit. The new budget included substantial increases for the state normal system. A new building program was provided by the legislature and out of this program came North Hall, the second addition to the physical plant at River Falls since the school opened in 1875.

The normal school appropriations bill signed by Governor McGovern in 1913 provided \$145,000 for the construction of a new building on the River Falls campus. This was, according to the editor of the *River Falls Journal*, the largest single building appropriation in the bill. Further, the yearly maintenance appropriation for River Falls was increased from \$41,000 to \$65,000.⁷² While President Crabtree, Regent George Thompson, and a local committee surveyed possible building sites, the mayor and citizens of the town prepared to show their appreciation of Crabtree's work.

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On August 6 Mayor A. W. Stiles issued a formal proclamation. In appreciation of the "liberal appropriation . . . made by the State of Wisconsin for the improvement of the State Normal school of River Falls" he proclaimed Wednesday, August 13, a holiday to be celebrated with a basket picnic and "gala events" at Glen Park. Mayor Stiles was cognizant of the "social, educational and financial [benefits] accruing" to the city because of the appropriation.

With the arrival of the nine o'clock train from Hudson, bearing the band and baseball team from that city, the celebration began. Main Street was decorated for the occasion and the Hudson band led a parade from the depot, up Main Street to the park. A concert opened the festivities and then a series of speeches gave local politicians a chance to entertain the crowd. The local regent and President Crabtree gave addresses and "After the program the picnickers assembled in groups for their . . . lunches." When dinner was over the Hudson nine challenged the River Falls team to a game. River Falls lost the game by a score of 9 to 5; however, in all other respects the editor of the *Journal* reported that "Normal Day was a big and delightful success" and "demonstrated clearly and forcefully the deep appreciation which the people of this city and vicinity have for those who have worked so hard and faithfully to further the prosperity of the River Falls Normal."⁷³

In October ground was broken for the new building and on June 17, 1914, the cornerstone was put in place in an impressive Masonic celebration. Masons from most lodges in western Wisconsin and state officials of the order, members of the Board of Regents, and local political dignitaries all took part. Dr. T. W. Ashley of the River Falls Commercial Club closed the celebration with a tribute to President Crabtree and his "tireless, wise and well directed efforts," offering him "heartfelt thanks . . . for the past [and] also a supreme confidence in him for the future." Dr. Ashley concluded his tribute with a quote from Washington Irving: "May he live long and prosper."⁷⁴

With the completion of North Hall, the long life and prosperity of the River Falls normal school was assured. As Dr. Rudolph Karges recalled, the importance of the event lay in the fact that the permanency of the school was established. It had two sets of roots struck deep in the soil. No longer would critics talk of closing the school or moving it to a new location, or when they did make such Cassandra-like remarks few would take them seriously. In response to this new-found sense of security, the Kargeses built their own home.⁷⁵ The school was in River Falls to stay!

To James Crabtree must go much of the credit for placing the River Falls normal school on a permanent footing. The battles he fought and won did not have to be refought by his successors. If Crabtree was a builder, it fell to his successor, Jesse Ames, to assume the role of administrator. Builders generally get a larger share of glory and credit than do administrators. Their role is more dramatic and their contributions take an obviously permanent form. Yet, in a subtle and undramatic way, the role of administrator is just as important. Educational institutions, like empires, must be administered with an eye to continued growth. To stand still is to fall behind.

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Jesse H. Ames, the eighth president of the River Falls normal school, was born of Yankee stock in Outagamie County, Wisconsin, in 1875. His father was a logger and the young son had little time for formal schooling. He did well enough, however, on the county teacher's examinations, and at the age of nineteen started teaching in the common schools of northeastern Wisconsin. Somewhere along the way, Ames caught the vision of education and with the encouragement of his mother and money saved from teaching and working in logging camps, he entered the State Normal School at Stevens Point in the fall of 1895. Each time his limited financial resources failed, Ames left school for a spell of teaching and it was not until 1902 that he finished his work at Stevens Point.

After several years as superintendent of schools at Cumberland in western Wisconsin, Ames entered the University of Wisconsin as a member of the junior class. History had always been his favorite subject and while at Madison he studied under Frederick Jackson Turner, Carl Russell Fish, and Ulrich Bonnell Phillips in American history and George Sellery and Dana Carleton Munro in European history. His years of residence at the university corresponded with the golden age of that school, and Ames was fortunate enough to study with some of America's most original scholars in his major field and in addition, to take courses in economics from Richard T. Ely and in sociology from Edward A. Ross.

Ulrich Phillips, who taught courses on the history of the South, must have liked Ames and thought him a promising scholar, for while he was completing his senior thesis, Phillips suggested the possibility of a fellowship for graduate work at Tulane. "My natural conservatism led me to decline Dr. Phillips' offer," Ames recalled many years later. "I turned to the left — to beaten paths, teaching school. I turned away from uncertain opportunities to the certainty that I could make a living teaching in the public schools."⁷⁶ At the time of his graduation from the university, Ames was thirty-two years old and had a wife and two children.

After three years of public school work, Ames was called to a position in history at the State Normal School at River Falls. When Wilson was dismissed as president, Ames served as acting president until the appointment of James Crabtree. Then he turned his hand to directing the new extension center of the University of Wisconsin at Eau Claire under the supervision of Dean Louis E. Reber. In 1914 he returned to River Falls and settled down to an unbroken tenure of thirty-two years of service, first as director of the campus school and, after 1917, as president of the institution.

By temperament and training, Jesse Ames was qualified to guide the progress of the school at River Falls through the twenty-nine hectic years he served as its president. In retrospect, the years between 1917 and 1946 present a kaleidoscopic view: the struggle over implementing the Smith-Hughes Vocational Act in Wisconsin, the transition from a normal school to a four year teacher's college, seeking and gaining accreditation, the great depression, and World War Two. Each new development called for a new line of policy, for the Ames years were ones of challenge and change.

CHAPTER V

The geography of higher education in Wisconsin continued to be a problem. With the opening of the school at Eau Claire, less than seventy miles away, River Falls was encircled: La Crosse on the south, Superior on the north, Eau Claire and Stout Institute on the east, and the competing institutions in Minnesota all served to put a brake on potential student population, or at least offered the potential undergraduate attractive alternatives.

One of the key issues which faced Ames was related to the Smith-Hughes Act passed by Congress in 1917. This legislation, in the tradition of the Morrill Act of 1862, offered government support to vocational education in the several states. Among its provisions was one which provided salaries for high school teachers of vocational agriculture. The states were to decide, in cooperation with the Federal Board of Vocational Education, which institutes of higher learning within their borders were to train these teachers. River Falls seemed the logical candidate for such work since it had been designated by the regents to specialize in agricultural education in 1912, and by 1917 had developed excellent facilities for this purpose.⁷⁷ The State Board of Vocational Education and William Welles, Supervisor of Vocational Agriculture and former director of the work at River Falls, apparently felt this way, for the normal was designated as the Smith-Hughes training center for Wisconsin. Dean Henry Russell of the College of Agriculture and University President Charles Van Hise were shocked. As the Madison dean pointed out, "Our equipment and the opportunities for technical and professional training with opportunities for practice are among the best."⁷⁸ Van Hise wrote President Wilson's Secretary of Agriculture, David Houston, insisting that the program be transferred to the university's College of Agriculture.⁷⁹ Ames and the State Board of Vocational Education struggled to keep River Falls in the running, but the Board of Regents and the state legislature proved uncooperative. Further, since River Falls was only a two year institution, the program reverted to the university.

The regents did not, however, close out the agricultural training at River Falls. Indeed, in the 1920's they strengthened this program and several new staff members were added. In 1927 the state normal schools became four year teacher's colleges and the way seemed open for another attempt at making River Falls the center of vocational agricultural education. A prolonged debate between the Federal and State Boards of Vocational Education ensued, with the federal board denying the state board the right to alter earlier arrangements which made the university the Smith-Hughes center. The discussions dragged on interminably, and Ames cried out in exasperation against "an underground campaign from the Agriculture College at the University who are seeking to prevent this recognition" by pressuring representatives of the Federal Board of Vocational Education in Wisconsin.⁸⁰

It was vital for Ames to win the prize for River Falls. The college had an ever-increasing commitment in agricultural education. As more and more students were produced a spectre haunted Ames and his faculty: would they be able to place their graduates? Since Smith-Hughes high schools could employ vocational agriculture teachers trained only in approved institutions, and since more and more Wisconsin high schools were coming under provisions

of the Smith-Hughes Act, the future looked bleak. The River Falls president enlisted all the support he could muster. Former president Crabtree wrote from the National Education Association office in Washington, "I tried to startle and frighten the Federal Board for Vocational Education and I think I did so but after they got hooked up with the forces in Madison, they got over the scare."⁸¹ Senator Robert M. LaFollette, Jr., and other friends of Ames wrote the federal board in behalf of River Falls.

Finally a compromise was reached. The responsibility for training Smith-Hughes teachers was divided between the university and River Falls, but it took until 1932 to iron out all the administrative difficulties which surrounded this concordat. Ames reserved his outbursts for close friends and kept his end of the negotiations free from recriminations and invective. He had behind him the staff of the agriculture department led by Professors John M. May and Arthur N. Johnson who, by their untiring efforts, were demonstrating to the farmers and high school principals of the state and, indeed, the region, the worth of an education in agriculture obtained at River Falls.

During the early 1920's the Board of Regents moved toward making the state normal schools into four year colleges offering the bachelors degree in elementary and secondary education. In 1925 the regents sent a bill to the legislature which finally passed. Ames recalled that in this matter "I was a follower rather than a leader . . . I did not believe that the Normal Schools were ready to embark on a full fledged teacher college program . . . I did not believe that they had the facilities or the instructional staffs to carry on such a program effectively."⁸² Yet once the decision was reached Ames "had no choice but to fall in line."

From the point of view of a college administration, accreditation is a tedious but necessary process entailing inspections by the accrediting agency, self-study committees composed of faculty and administrators, reports to be drafted, discussed, and rewritten, and voluminous correspondence. Yet it is vital that the modern college receive and maintain formal accreditation for only in this manner can it protect its graduates and ensure them a competitive position in the job market. Employers do not readily hire men and women, especially as teachers, who have not earned their degrees at accredited institutions. And nothing can kill a college as effectively as the inability of its graduates to find jobs.

Ames moved forward to improve physical conditions and academic standards at the school in order that it could secure accreditation. "It was one thing to be named [a] 'Teachers College' and quite another to become one in fact." Under his leadership, the institution "set to work to improve teaching standards, to strengthen the instructional staff and to improve the physical plant."⁸³ An addition to North Hall provided the necessary space for a modern campus school composed of ten new classrooms and eighteen recitation rooms, plus offices for the faculty and facilities for physical training. The drive to secure support from the regents for this major addition was directed by local regent P.W. Ramer. Under the direction of the regent new

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land was acquired for the agriculture department, and in 1930 a manual arts building was completed.

In 1929 the American Association of Teachers Colleges granted the school at River Falls an "A" rating. However, the association felt that in certain areas the institution was weak. Its inspector suggested a 20% increase in salary for all faculty as a means of improving conditions. Further, some objection was made to the educational level of the faculty. As River Falls came up for periodic re-inspections by the AATC between 1929 and 1953, many minor criticisms were made of the staff and physical plant. These did not, however, prevent the school from maintaining its "A" rating.⁸⁴

The next step was to secure the approval of the North Central Association of Colleges and Secondary Schools. The North Central Association and the AATC were not on friendly terms, for they viewed each other as competitors. However, Ames could not afford to ignore North Central, for since it dealt with secondary schools as well as colleges, it could bar River Falls graduates from teaching positions in North Central accredited secondary schools in the upper mid-west. Further, the problem of transferring credits from a non-accredited college to an institution approved by North Central was difficult.⁸⁵

The negotiations with North Central lasted from 1931 to 1935 and entailed considerable effort on the part of the faculty and administration. At times it must have been exasperating to Ames. As the process moved toward conclusion, the president was forced to pay a \$400.00 inspection fee to the accrediting agency. The state of Wisconsin would not pay for an inspection which had not yet taken place, so Ames had to send his personal check with the stipulation that after the inspection it be returned and a new one drawn upon the state treasury.⁸⁶ The final visit came in the winter of 1935, and on April 17 the *Student Voice* carried banner headlines announcing RIVER FALLS ADMITTED INTO NORTH CENTRAL. Ames got his money back! As the president later remarked, the occasion was a "milestone" in the history of River Falls. Of the ten institutions applying for accreditation at that time, North Central only accepted four.⁸⁷

Between 1917 and the great depression, enrollment at River Falls fluctuated between a high of 628 reached in the academic year 1922-1923 and a low of 400 students in 1925-1926. In general the number of students enrolled during the period hovered around the 500 mark. After 1929 the enrollment continued to fluctuate, but taken as a whole the trend before the outbreak of the Second World War showed an upward movement. During the academic year 1938-1939, the number of students in attendance surpassed the 700 mark. President Ames explained the increase in students during the depression as a result of lack of opportunity for employment. "Young people could find nothing better to do than go to school hoping to get a chance to teach."⁸⁸

The academic year 1945-1946 saw enrollment reach the incredible low of 215 students, a figure that had not been approximated since the late 1880's. Ames called the impact of the war "almost a death blow" to the college. He said that in 1944 the male students numbered less than fifty, "all boys under

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military age or physically unfit for the armed forces." Further, he reported that ten faculty members left for military service.⁸⁹

Probably most students who attended River Falls down through the end of the Second War paid their own way. Part time employment during the school year and summers spent working on farms or in neighboring urban areas must have been the major sources of their funds. Until requirements became more stringent, many also followed the example of young Jesse Ames and dropped out for a season of teaching in the common schools. The great depression changed all this. Jobs, full or part time, became more and more difficult to find.

Stringent personal economy helped to some degree. Campus activities were reduced in scope and expense to meet straitened circumstances. Further, more and more students started commuting from their homes to the school. Edward J. Prucha, the first registrar of the college, noted that many students were able to save up to one-half of their costs by commuting and he further pointed out that this practice did not interfere with their academic standing.⁹⁰ State and federal loans and opportunities to work on W.P.A. and C.W.A. projects also provided a valuable source of income for many enrolled at River Falls.

In spite of the challenges which faced the college and its administration in the years between 1917 and 1946, there were many bright spots. The fiftieth anniversary of the founding of the institution was celebrated in 1924 with a gala pageant. It was done in the grand style. Beginning with the overture to "Raymond" and proceeding through five episodes with a prelude and a postlude, dances, choruses, and all the other trimmings, the students, faculty, and townspeople portrayed the progress of Wisconsin from frontier to civilization with stress on the vital role played in this development by education.

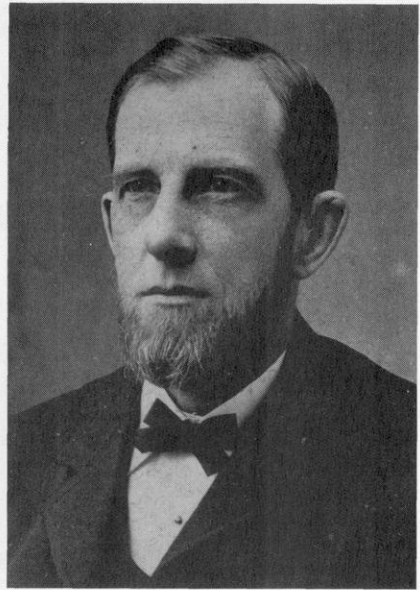
The men and women added to the faculty during the years of the Ames administration included several who went on to make their mark on educational life beyond River Falls. Rexford S. Mitchell, who taught speech from 1920 to 1928, moved on to become president of LaCrosse State College. Jim Dan Hill was an instructor in history during the years 1926-1931, and later became president of the Wisconsin State College at Superior. Hill was replaced by Walker D. Wyman in 1932, and after thirty years of service Wyman resigned to become president of Whitewater State. It might be said, then, at least as far as the Wisconsin State College system is concerned, that River Falls is the mother of presidents. This surely is a testimony to the ability with which Jesse Ames selected his faculty members, and also bears witness to the talents and skills these men developed during their years of service to the school.

When Eugene Henry Kleinpell became the ninth president of the Wisconsin State Teachers College at River Falls, he inherited a physical plant consisting of North and South Halls, the shop building, and the old farm. More important, perhaps, was the tradition Kleinpell received. Under the Crabtree and Ames administrations, the school at River Falls demonstrated its capabilities

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E. H. Kleinpell served as president from 1946 to 1967. He saw the transition from State Teachers College to State College to State University.



Warren D. Parker was the first president of River Falls, serving from 1875 to 1889 and again from 1895 to 1898.

and worth. Crabtree established the school on a permanent footing, and Ames, in spite of his conservative temperament, administered the institution in such a way that it continued to slowly expand and sink its roots ever more deeply into the soil of the St. Croix River valley.

An atmosphere of discouragement pervaded the school during the war years. The number of male students enrolled fell rapidly and ten members of the faculty were also called to the colors. River Falls was unsuccessful in securing a contract with the military for teaching servicemen, a technique which saved many schools during the dark days of the Second War.

Yet, in spite of the decimation of the student population brought on by the war, the same historical forces which seemed briefly to threaten the school's existence soon turned toward strengthening it. Veterans returned to college in increasing numbers after V-J Day. Most of these men were married and were in the process of raising families. In less than two decades their children would press forward in ever increasing numbers, seeking a college education.

Eugene Kleinpell was born in Monona, Iowa, in 1903. He received his undergraduate education at the state university and then went to the University of Chicago for a master's degree. In 1936, the Ohio State University awarded him the Ph.D. degree in American history. By the time Kleinpell came to

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River Falls, he had behind him a distinguished record of twenty years' service as professor, departmental chairman, and college president, the latter position at the State Teachers College in Valley City, North Dakota, from 1942 to 1946.⁹¹

Like most of his predecessors Kleinpell was a son of the middle border. However, he was better educated than the eight previous presidents, and his experience as a teacher and administrator was greater. Only Crabtree had a professional career comparable to Kleinpell's. Also, he was the first president of River Falls to have earned the doctorate.

The selection of Eugene Kleinpell as Jesse Ames' successor was a fortunate choice. His temperament and outlook were a happy admixture of the best qualities of both Crabtree and Ames: bold in design, able in political skill, and painstaking in attention to administrative details, he labored to guide the institution through the years of rapid expansion which followed the end of the war. The years after 1946 saw tremendous expansion of the physical plant in order to meet ever increasing enrollments, were marked by the transition from a teachers college to a liberal arts institution, and witnessed the expansion of the curricula to keep pace with the increasing demands upon American colleges. Of special interest in this last area were the creation of the general education program and the institution of the graduate program leading to the master of science degree for classroom teachers.

Like Crabtree, Kleinpell turned his political talents to the service of the state college system as a whole, and from 1957 to 1962 served as a member of the Joint Staff of the Coordinating Committee for Higher Education in Wisconsin. This committee seeks to coordinate the long-range planning and development activities of the university and the state colleges.

During the first year of Dr. Kleinpell's presidency, enrollment skyrocketed to 671 students and from that point moved on to achieve a high of 896 in the academic year 1949-1950. From September 1950 to September 1953 the trend reversed itself, due to the fact that the World War II veterans finished their undergraduate work and the Korean War postponed the college education of younger men. Starting with the academic year 1954-1955, the enrollment figures turned upward and since that time have tended to outstrip all projections. The one thousand mark was passed in the fall of 1956 and by September 1966 the figure stood at 3,544. The influx of "war babies" together with spreading realization of the importance of a college education will doubtless push enrollment up at an ever increasing rate.⁹²

This growing student population, together with the evolution from a state teachers college to a state university, brought about a transformation of the River Falls campus. The most immediate problem, brought on by mounting enrollments after the Second World War, concerned student housing. The old system of allowing all students to live in private homes in the town was no longer viable. There simply were not enough rooms for rent. Dormitories were the answer. In 1951 Hathorn Hall opened as a dormitory for women students. The addition of a third floor and two wings brought

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the total number of coeds housed in Hathorn up to 440. Men soon found modern accommodations in Stratton Hall (1955), Prucha Hall (1960), May Hall (1963), and Johnson Hall (1965). The Hagestad Student Center opened in 1959, providing dining and recreational facilities for students as well as meeting rooms, exhibit galleries, and quarters for a college bookstore. An addition to the Student Center, completed in the fall of 1965, added a ball-room, bowling alleys, and a game area along with offices for student government and student publications. The college rounded out these areas of its physical plant devoted to the creature comforts with the opening of Karges Physical Education and Recreation Center in 1960. A new heating plant was added in 1965.

While the fundamental needs of students for food, shelter, and recreation were being attended to, the college turned its attention to the needs of the mind. In keeping with the emphasis on agricultural education, a separate Agriculture Building opened in 1954, providing faculty offices, classrooms, and laboratory facilities. An experimental farm, aided by a gift of \$15,000 from the Wisconsin Electric Cooperatives, went into operation across the South Fork in 1960. To compensate for land taken from the farm as the campus expanded, an additional 293 acres of land were purchased northwest of the City of River Falls in 1964 and are being developed for an expanded agricultural program. The first classes met in the J. H. Ames Laboratory School in the fall of 1962. Here students in education are provided with excellent facilities to put their knowledge of methods and techniques into practice and to benefit from the research and experimentation taking place. In 1966-1967, a new science building housed the departments of agricultural economics, agricultural education, biology, mathematics, and plant and earth sciences.

The campus included two more residence halls, one for men and one for women, in the old Ramer Field area. The athletic field was relocated on the southwest edge of the campus and the old site has been given over completely to residence halls and an additional food service center.

Since 1897 the college library had been housed in South Hall, and by the early 1950's had outgrown its cramped quarters on the second floor. The Chalmer Davee Library was completed in 1954, and a long line of students passed books from hand to hand, in bucket brigade fashion, down the stairs of South Hall and across the yard to the waiting shelves. In addition to the traditional reading rooms, stacks, and seminar rooms, the Davee Library houses a well-equipped theatre used for plays and chamber concerts, a textbook library, the Instructional Materials Center, the offices and classrooms of the audio-visual department, an agricultural pamphlets reading room, the Area Research Center, and an official Government Documents Depository.

During the academic year 1962-1963, the administration, librarians, and Faculty Library Committee started planning for a wing which will more than double the size of the present structure. The addition, to the south, will be ready for use by the fall of 1968.



The Agriculture-Science building was completed in 1966.

With the completion of each new building, older structures were remodeled for new functions. For example, with the opening of the Hagestad Student Center, the cafeteria in the basement of South Hall was closed and that area remodeled as studio space for the art department, a language laboratory, and practice rooms for music students. In 1962, the campus school left North Hall for new quarters south of the Library, and extensive areas of the building were remodeled as classrooms and offices. Further remodeling in North Hall followed removal of biology and mathematics to the new science building.

If one looks into the future, "far as human eye can see," the appearance of the school will be further changed by rapid expansion toward the east campus and north of Cascade Avenue. New dormitories will dot the landscape — here a Fine Arts building, there an Administration Building, and, alas, the returning alumni may well look in vain for South Hall, which will give way to a spacious mall. So rapid has been the physical expansion of the school that the total value of the physical plant at River Falls is now more than \$18,000,000.

President Kleinpell early realized that the alumni of the institution were a potential force for its future good and set about organizing them. When

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he arrived at River Falls there was not even an adequate file of former graduates containing their correct addresses. This was the president's first goal, and thanks to a gift from a local business and civic leader, Kleinpell was able to start building up such a file.

The next step in this program was the creation of the River Falls Foundation. Through this instrument, the president hoped to attract the financial support of alumni and citizens in the area who were interested in helping higher education. From its modest beginning in 1948, the Foundation grew until in the year 1965 it disbursed more than \$33,500. Most of the gifts have gone for scholarships, student loans and support of the alumni magazine, *Falcon Features*, which first appeared in March, 1952. The alumni organization in Wisconsin and the upper midwest now has six chapters and a mailing list of about 16,000.

In 1951 the Board of Regents authorized the state colleges to offer the Bachelor of Arts and the Bachelor of Science degrees to those students who did not plan to enter the teaching profession. Thus, the state college system entered into its third major phase: from normal schools, to state teachers colleges, to liberal arts institutions. The following year, ten liberal arts degrees were granted by the school at River Falls, and in the ensuing years the number of graduates taking these degrees climbed steadily. In 1965, 127 were awarded.

Related to the shift to a liberal arts college was the creation of the general education program. Built on a fundamental core of required courses in the arts, humanities, sciences, mathematics, and the social sciences, this program seeks to provide the undergraduate with significant understanding and intellectual experiences in areas other than the one in which he is majoring. The ultimate aim of the program, reorganized in 1966, is to produce "an adult person, capable of playing the part of a mature citizen, with maximum insight into himself, his society, and the universe."⁹³

The latest step in the growth of the system was the change in name to the Wisconsin State University system in July 1964. This led to a reorganization of the administrative structure at River Falls with the appointment of an academic vice-president, an administrative vice-president, and a dean of the graduate school. The schools of agriculture, arts and sciences, and education became colleges, each with its own dean.

Since 1946 a rapid expansion in course offerings has taken place. New curricula have been added, new majors and minors developed, and older programs modified. Some of the most significant developments have been the expansion of the art and music majors, the development of a journalism department, the revision of the program in the College of Agriculture to include an agriculture-business emphasis as well as the traditional teaching program, the addition of an interdisciplinary American Studies Program administered by the departments of English and the social sciences, majors in women's physical education and earth science, the development of the intern program for practice teachers in the College of Education and the addition of a Quarter Abroad Program.

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In 1960 the state college system and the University of Wisconsin entered into a co-operative graduate program leading to the M.S.Ed. degree for classroom teachers. By 1962 this program had developed to the point where it could be turned over to the individual institutions in the state system. The first master's candidates were graduated by River Falls in 1965. At first graduate courses were offered only in the evening and on Saturday morning. However, these courses became an integral part of the regular class schedule during the 1966-1967 academic year.

President Kleinpell played an important part in developing the graduate program during his years on the co-ordinating committee and Dr. Walker D. Wyman, former professor of history and chairman of the department of the social sciences, did yeoman service as the first director of graduate studies at River Falls.

There is no reason to assume that the rate of educational change will slow in the foreseeable future. An increasing population, coupled with a growing realization of the importance of higher education, and greater support from both the state and federal governments, will ensure larger and larger freshman classes. Further, the not too distant future may see the final reversal of those trends which tended to limit the student population available to the university at River Falls. By the end of the century the eastward expansion of the St. Paul metropolitan area may provide a new source of students and the old problem of educational geography will finally be solved. If the expansion takes place, the university will have almost undreamed of population resources at its very door.

By its centennial observance in 1974, the university at River Falls will likely be approaching an enrollment of 7,000 undergraduate and graduate students and a faculty of 450. Thus, River Falls has her work cut out for her: to produce young men and women who will continue to serve the people of the St. Croix valley, the state of Wisconsin, and the nation.

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Footnotes

NOTE: I wish to acknowledge my indebtedness to the Board of Regents of the Wisconsin State Universities for research appointments which allowed me to carry out this study during the summers of 1962 and 1963; to my students in History 190, Seminar in Grassroots History, during the academic year 1962-1963, who shared with me the excitement of research on this topic; to my wife, Nancy Zank Lankford (B.A., 1964), who served as my research assistant during the academic year 1963-1964; to Dr. Walker D. Wyman, general editor of the *History of the Wisconsin State Universities*, who first aroused my curiosity in grassroots history and nurtured that curiosity with patient and wise counsel; and to Dr. Wayne Wolfe, Administrative Vice President at River Falls, who supplied detailed information for a revision of the last part of the manuscript and offered valuable criticism and advice.

Parts of this work have appeared previously in slightly different forms as " 'Business and Culture': The Founding of the Fourth State Normal School at River Falls," *Wisconsin Magazine of History*, Fall, 1963, pp. 26-34, and "The Apprenticeship of James W. Crabtree: The River Falls Years, 1911-1917," *Wisconsin Journal of Education*, May, 1964, pp. 8-11.

1. Joel Foster, quoted in the Centennial Edition of the *River Falls Journal*, August 5, 1948.
2. "River Falls Academy Book," July 1, 1856-March 12, 1866, pp. 1-2. Manuscript Collection B. Area Research Center, Wisconsin State University, River Falls. Unless otherwise noted, all citations to manuscript material refer to collections of the Area Research Center at River Falls. For biographical information on the Powell family see Augustus B. Easton, ed., *History of the St. Croix River Valley* (2 vols., Chicago, 1909), 1: 619-622; on C. B. Cox see the Reverend Edward D. Neill, *History of Washington County and the St. Croix Valley* (2 vols., Minneapolis, 1881), 2: 252, 264, 268-69. The 1860 manuscript census for River Falls lists George W. Pratt's birthplace as Massachusetts. The general preponderance of Yankees during the first phase of settlement in western Wisconsin is demonstrated by Merle Curti in his pathbreaking study, *The Making of an American Community: A Case Study of Democracy in a Frontier County* (Stanford, 1959). See especially 62-64. The frontier county under study in the Curti volume is Trempealeau in western Wisconsin.
3. *River Falls Journal*, March 24, 1858.
4. Quoted in Charles McKenny, ed., *Educational History of Wisconsin* (Chicago, 1912), p. 78.
5. Manuscript biographical sketch of Weld from the Archives and Manuscripts Division of the State Historical Society of Wisconsin, Madison, Wisconsin.
6. Easton, *History of the St. Croix Valley*, Vol. II, p. 629.
7. *Ibid.*
8. Petition from the Residents of the St. Croix River Valley to the State Legislature at Madison, January 24, 1870, in the Miscellaneous Manuscripts Collection; Judge Allen P. Weld, "Early Schools," in Miscellaneous Manuscripts Collection, typescript copy of manuscripts deposited in the cornerstone of North Hall on the River Falls campus, June 17, 1914.
9. "Jealousy vs. Rivalry," reprinted from the *Prescott Journal, Pierce County Herald*, March 31, 1870, and an editorial, "The Normal School," *Pierce County Herald*, January 20, 1870.

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10. Editorial, "The Normal School," *Pierce County Herald*, July 11, 1870.
11. Editorial, "The Normal School," *Ibid.*, July 28, 1870.
12. H. S. Commings to Charles D. Parker, member of the Assembly from St. Croix County, January 29, 1870, in *Miscellaneous Manuscripts Collection*.
13. *Wisconsin Statutes*, Chapter 431, Local Laws, 1870.
14. Abner Morse, "River Falls Local," *Pierce County Herald*, August 3, 1871.
15. Editorial from the *Polk County Press*, quoted in the *Pierce County Herald*, August 10, 1871.
16. Abner Morse, "Proceedings of a Meeting of Those Interested in the Normal School Location," *Ibid.*, February 15, 1872.
17. Letter from ex-President Warren D. Parker in *Miscellaneous Manuscripts Collection*, typescript copy of manuscripts deposited in the cornerstone of North Hall.
18. Abner Morse, "Proceedings of a Meeting of Those Interested in the Normal School Location," *Pierce County Herald*, February 15, 1872.
19. *Ibid.*, February 22, 1872.
20. "Communication to the Electors of Pierce County," *Ibid.*, March 7, 1872.
21. Editorial, "Normal School Aid," *Ibid.*, May 30, 1872.
22. Abner Morse, "River Falls Local," *Ibid.*, June 13, 1872.
23. "Proceedings of the County Board, Special Session," *Ibid.*, June 27, 1872.
24. Abner Morse, "River Falls Local," *Ibid.*, June 6, 1872.
25. Editorial, "That Normal School — Again," *River Falls Journal*, December 13, 1872.
26. Editorial, "Normal School," *Ibid.*, February 7, 1873.
27. Editorial, "The Normal School," *Ibid.*, May 2, 1873.
28. Letter from Osborn Strahl, *Ibid.*, May 16, 1873.
29. Editorial, "The Normal School," *Ibid.*, October 17, 1873.
30. Editorial from the *Madison State Journal*, reprinted in *Ibid.*, December 5, 1873.
31. "To Contractors!" *Ibid.*, January 20, 1874.
32. "G" of Lake City, "Notes of River Falls," *Ibid.*, January 30, 1874.
33. "The Celebration," *River Falls Advance*, July 9, 1875.
34. "The Dedication," *River Falls Journal*, September 3, 1875.
35. *Ibid.*
36. *Ibid.*
37. Jesse H. Ames, *The River Falls State Teachers College, 1874-1932* (River Falls, 1932), p. 62. This brief and incomplete history was published as part of the *College Bulletin*, Vol. XIV, Ser. II, No. 3, September 1932. Hereafter cited as Ames, *River Falls*.
38. *Register of the State Normal School, River Falls, Wisconsin, 1875-1877* (River Falls, n.d.), p. 24.
39. "Report of the Board of Visitors," September 20, 1876. *Annual Report of the Superintendent of Public Instruction of the State of Wisconsin* (Madison, 1877), p. 271.

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40. *Ibid.*, pp. 271-272.
41. "Report of the Board of Visitors," *Biennial Report of the State Superintendent [of Education] of the State of Wisconsin for the Two Years Ending June 30, 1888* (Madison, 1888), pp. 75-76.
42. For statistical information on the number of graduates see Ames, *River Falls*, p. 62. It is impossible to verify these figures on the basis of records now available.
43. "Report of the Board of Visitors," *Biennial Report of the State Superintendent [of Education] of the State of Wisconsin for the Two Years Ending June 30, 1888* p. 76.
44. Quoted in the *River Falls Journal*, February 14, 1889, and April 23, 1891.
45. See for example "Report of the Board of Visitors," *Biennial Report of the State Superintendent [of Education] of the State of Wisconsin for the Two Years Ending June 30, 1894* (Madison, 1894), p. 77.
46. Unless otherwise noted, the descriptions of the fire are taken from the *River Falls Journal*, December 2, 1897.
47. Professor Lewis H. Clark quoted in Ames, *River Falls*, p. 16.
48. State Superintendent of Education John Q. Emery (1895-1899) quoted in *Ibid.*, pp. 16-17.
49. *Milwaukee Sentinel*, December 6, 1897; *Milwaukee Evening Wisconsin*, quoted in the *Ellsworth Gleaner*, December 9, 1897; and *Hammond News*, December 3, 1897.
50. State Superintendent Emery quoted in Ames, *River Falls*, p. 16.
51. William L. Beeman, *An Illustrated Souvenir of River Falls, Wisconsin* (River Falls, 1900), pp. 27-28.
52. *Report of the Proceedings of the Board of Regents of Normal Schools of Wisconsin, December 22, 1897* (Madison, 1898), pp. 4-5. Hereafter cited as *Regents Proceedings*.
53. *Ibid.*, p. 5.
54. For a biographical sketch of President Warren J. Brier, see Ames, *River Falls*, 23. See also taped interview with Emeritus Professor Rudolph A. Karges, May 23, 1963, Oral History Files, Area Research Center, Wisconsin State College, River Falls.
55. Brier to Miss Myrta V. Whitney, December 12, 1899. Whitney Manuscripts.
56. Editorial, *The Normal Badger*, vol. 5 (October 1899), p. 8.
57. Jesse H. Ames, "Autobiography," pp. 36-37. Original manuscript in possession of the Archives and Manuscripts Division, State Historical Society of Wisconsin. Photostatic copy in the Area Research Center, Wisconsin State College, River Falls. Ames sharply criticized the fact that the Board of Regents allowed each local regent such wide and unchecked powers over the administration of the school he represented. *Cf. Ibid.*, p. 38.
58. *Ibid.*, p. 36.
59. C. J. Brewer to Crabtree, September 11, 1912. College Archives, President's General Correspondence.
60. James W. Crabtree, *What Counted Most* (Lincoln, 1935), pp. 3-8 and Albert N. Marquis, ed., *Who's Who in America, 1930-1931* (Chicago, 1930), p. 594.
61. Crabtree, *What Counted Most*, p. 131.
62. *Ibid.*, p. 132.

63. *Ibid.*
64. Fred Thompson, Superintendent of Schools at Menomonie to Crabtree, November 12, 1912.
65. Crabtree to G. W. A. Luckey, November 18, 1912.
66. R. W. Himelick to Crabtree, August 7, 1912.
67. Crabtree, *What Counted Most*, p. 134.
68. Mrs. John Granger to Crabtree, September 2, 1914, and Crabtree to Mrs. Granger, September 4, 1914.
69. *Regents Proceedings*, 1913 (Madison, n.d.), p. 16.
70. Crabtree to Acting President W. H. Cheever of the Milwaukee Normal School, December 24, 1912.
71. Crabtree to Hon. Hans N. Lauren, Shell Lake, Wisconsin, November 19, 1912.
72. *River Falls Journal*, August 7, 1913.
73. *Ibid.*
74. *Ibid.*, June 18 and June 25, 1914.
75. Interview with Dr. Rudolph A. Karges, May 23, 1963, Oral History Files.
76. Ames, "Autobiography," p. 29.
77. William Kittle, *History of the Special Departments in the Normal Schools of Wisconsin, 1914-1925* (n.p., 1925), p. 10.
78. "Report of the Agriculture Committee of the State Board of Vocational Education," October 8, 1917, pp. 1-2. Papers of the State Board of Vocational Education, Archives and Manuscripts Division, State Historical Society of Wisconsin. I am indebted to my former student, Christopher M. Coogan, for information on the Smith-Hughes dispute in Wisconsin. See his unpublished essay, "Implementing the Smith-Hughes Act in Wisconsin, 1917-1925," Senior Seminar Paper, 1963, in Student Research Papers Collection of the Area Research Center, Wisconsin State College, River Falls.
79. Van Hise to Houston, January 9, 1918.
80. Ames to President Brown of Oshkosh, October 11, 1927.
81. Crabtree to Ames, February 14, 1929.
82. Ames, "Autobiography," p. 43.
83. *Ibid.*, 45.
84. This discussion is based on materials contained in the College Archives. Most important is box 56/9/1/1/7, correspondence with the American Association of Teachers Colleges, 1924-1953.
85. Attorney General Finnigan to Edgar Doudna, Secretary of the Board of Regents, November 30, 1934. This is contained in file 56/9/1/1/8, box 1. Two boxes of manuscripts contain correspondence with the North Central Association of Colleges and Secondary Schools, 1930-1948.
86. Ames to Works of North Central, November 23, 1934.
87. Ames, "Autobiography," p. 46.
88. *Ibid.*, p. 50.

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89. *Ibid.*, pp. 50-51.
90. *The Student Voice*, April 12, 1933.
91. *Who's Who in America, 1952-1953* (Chicago, 1952), p. 1364.
92. Statistical information concerning developments since 1946 is taken from the *Student Voice* and figures supplied by the Registrar's Office. Since the Kleinpell papers are not available at this time, the materials on which this section is based include the printed *Catalogues* of the college, the student newspapers, and interviews. I am deeply indebted to President Kleinpell for discussing details of his administration with me. See the tape of an interview conducted on March 15, 1964, Oral History Files.
93. *Catalogue of the Wisconsin State College, River Falls, 1961-1962* (River Falls, 1961), p. 26.

CHAPTER VI

HISTORY OF WISCONSIN STATE UNIVERSITY-STEVENS POINT (1894-1966)



The principal obstacle in the path of Stevens Point's desire for the sixth Wisconsin normal school was a stipulation in the legislation of 1891 that the school be established "in the territory north of the north line of Township twenty-four north." Stevens Point, then a town of nearly 8,000, lay south of the line, and if it were to have any hope of getting the school, obviously the first step was to have the geographical restriction removed from the law. When Stevens Point succeeded there were anguished howls of "jobbery and corruption, wire working, politics and bribery" from its defeated opposition. Some of the charges accurately described some of the methods used to acquire a "smokeless factory" for this lumber town on the Wisconsin River.

The real contest for the sixth school was between Stevens Point and Wausau. The latter started with an advantage, as the assemblyman who introduced the bill on which the 1891 normal school act was based, was Neal Brown of Wausau. Naturally enough, the township boundary which neatly excluded Stevens Point from contention did not exclude Wausau. All this was changed in the 1893 session of the legislature when the board of regents was authorized to establish *two* state normal schools, and the geographical restriction was omitted.

The selection of sites for the sixth and seventh schools was now in the hands of the regents, and they proceeded to inspect the twenty cities who had submitted bids (at least \$15,000 plus land) for the schools. Competitors were from all parts of the state, from Marinette, Oconto, and Green Bay on the east, to La Crosse on the west, and Superior and Ashland on the north. The *Gazette* of Stevens Point described the visit made to that city by the Board in order to view the available sites and to get an impression of the local interest in the location of such an institution. Apparently prominent and interested local citizens and their wives were out in force.

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At this stage it was by no means certain that Stevens Point would be selected. Some time later E. D. Coe, one time president of the Board of Regents, recalled some of the prejudices against the city:

"... When a few citizens representing the best element of the place reached out eagerly to secure the location of the sixth Normal school there, a good deal of doubt and adverse criticism was expressed through the state. One distinguished educator said, 'You must remember that the community is a large part of the school, and "the Point" has not got far enough away from the time when the closed season on shooting men was altogether too short; I should not want to send my boy to school there.' Another said, 'It is a good class of people who are at the head now, but they may not stay there; and if they pass on you will see the school become the football of local politics, and bitter personal feuds will control.'¹

The opinions that the regents had formed during their inspection were debated at a meeting held in Madison in July, 1893. At this stage of the proceedings, Stevens Point had an advantage over Wausau because one of the regents, Byron B. Park, happened to be from Stevens Point. He had at his side a number of important Stevens Point people, all anxious to assure the board that their city was an excellent spot for a normal school and hoping that they would be able to telegraph favorable news to the folks waiting back home. At last the decision was made, but only in the early hours of the morning and after no less than one hundred and one ballots. Stevens Point was selected as the site for the sixth normal school and Superior was chosen for the seventh. The delegation happily wired: "To the boys of Stevens Point: The world is ours"²

Despite the hour, a sizable crowd was waiting at the Wisconsin Central Depot in Stevens Point for the telegram which would confirm or dash their hopes. When the good news came, it received such a tumultuous reception that several thousand were stirred from their beds and jubilantly joined an impromptu parade in the streets. Of course, it is impossible to say for certain whether the thought uppermost in their minds was the cultural benefit a little normal school would bring to the community. It might have been the possible economic and business gains which interested them most. Perhaps they were looking even farther ahead. It must have been obvious to many that the timber supply which had so far kept the city's economy buoyant could not last forever. Although a few paper mills had begun to operate in Stevens Point, no one was certain whether the paper industry would be able to take up all of the slack left by the passing of the saw mills. Whatever the case might have been that carefree night, the rejoicing was great and genuine.

Neal Brown of Wausau, who was responsible for the original 1891 Normal School Act and also for the subsequent amendment which eliminated the geographical restriction, made it possible for a school to be established in Stevens Point, but most of the credit for actually getting it there is generally accorded to Byron Park, a lawyer and a judge. He was the third citizen of the Stevens Point to serve on the board of regents, his office extending from 1892 to 1895. To

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show their appreciation of Park's efforts, most of the town was at the railway station to meet him when he returned the next day. Some of them went so far as to charter a special train to meet his train at McDill. He was then carried into Stevens Point on the "special" in state.

The party mood to be found at Stevens Point did not extend to its northern neighbor, Wausau. There, the newspapers were blatantly belligerent because of the regents' decision. "It would have been difficult to make poorer selections," said the Wausau *Herald*. "The seal of condemnation should be placed upon such despicable betrayal of the people's rights and confidences and the courts and legislature asserted to prevent the misappropriation of the State funds to carry out the jobbery of so arrogant a lot of demagogues as the State Board of Regents." As far as the *Torch* was concerned, "There can be but one explanation. Jobbery and corruption, wire working, politics and bribery. It would be hard to make a worse decision." The comments of the *Central* ran along the same lines:

"The action of the Board exhibits as plain as day that the vote on both schools was secured by bribery. . . . Stevens Point has nothing within itself to merit the school. It has not a constituency to require it. It is within two hours ride of another thoroughly established school. The moral character of Stevens Point is absolutely against it. It would even be risky to locate the penitentiary there. These members of the Board of Regents who did vote for Stevens Point and who have any honor or character to maintain cannot too soon publicly make known their situation and clear themselves of the outrageous scandal. It's a scandal for which any honest, decent, self-respecting man would be commended if he openly disavowed any connection therewith. We are sore but no words in the English language can express our disgust and we are backed by decency everywhere."³

Wausau's fourth newspaper, the *Pilot and Review*, held much the same opinion, commenting that "the people's money and education interests are bartered for the benefit of individual members of the Board." In spite of these ominous charges, there was never sufficient evidence to require an investigation and the decision was never legally challenged.

The citizens of Stevens Point provided five acres of land for a campus and \$50,000 for the construction of the original building. They had to contend, however, with the task of getting the money to Madison. As it was 1893, the financial panic year of the 'nineties, the State Treasurer insisted that the money not be deposited with a local bank. He wanted it, instead, delivered in cash to the vault at Madison, and to comply with his demands four prominent citizens, Ed McDill, Andrew Week, George Rogers and Byron Park, armed themselves with revolvers and set out. Personally unchallenged and with the money intact, they made their deposit in the state vault before midnight.

On November 3, 1893, a contract was signed for the construction of the building in the amount of \$49,000. It still stands and is the central part of what is known as "Old Main." Additions were made in later years: a west wing costing about \$64,000 in 1901 and a \$76,000 east wing in 1914. The latter housed

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mainly the Home Economics Department and the auditorium. For thirty-four years this expanded building provided the space and facilities for the entire instructional program of the school, including the elementary training school program. On September 17th, 1894, the school opened to the accompaniment of the contractor who was still working at the construction. There were 152 students in the Normal Department, 49 in the preparatory department, and 165 in the Model School. Only 34 of the students in the Normal Department were high school graduates.

In the meantime the Board of Regents had appointed Theron B. Pray as the first President of the Stevens Point State Normal School. Mr. Pray, 44, a graduate of the old Chicago University in the class of 1869, was on the faculty of Whitewater State Normal School as institute conductor at the time of his appointment at Stevens Point. Aside from helping to plan the building, his first assignment was to recruit and assemble a faculty for the school.

President Pray selected a good staff. As far as it concerned teachers who held doctorate degrees, it was in absolute numbers the best faculty the school had for more than twenty years. Its proportion of Ph.D.'s was not equalled until more than forty years later. His first choice was C. H. Sylvester, then a high school inspector on the staff of the State Superintendent of Public Instruction, who became institute conductor. Poor health soon caused him to resign and he was replaced in 1897 by J. W. Livingston, whose qualities as an educator later won him the position of president of the Platteville Normal School.

Also on the original staff was Dr. Joseph V. Collins, who came to teach mathematics. He was formerly Professor of Mathematics at Miami University, Ohio, and at various times produced algebra and geometry textbooks which were widely used in high schools, particularly in eastern schools. He was handicapped greatly by failing vision in his later years, but even in retirement he doggedly published a book — not in his usual field but this time on the Latin and Greek prefixes, suffixes and roots of English words. Collins, who was the first of Pray's Ph.D.'s, retired in 1937 after full-time service at Stevens Point of forty-three years, a record.

Other prominent Pray appointees were Garry E. Culver, who taught science for twenty-nine years before retiring in 1923; Albert H. Sanford, a Harvard graduate who later transferred to the La Crosse Normal School; and Mrs. Mary D. Bradford, originally a critic teacher who later spent many years as Superintendent of Schools at Kenosha. Virgil E. McCaskill and Frank S. Hyer both went on to carve their own reputations as Wisconsin Normal School presidents.

Pray was satisfied on the whole with the running of the school in its first year. After reporting to the regents the statistical details of the students he now found under his care, he expressed particular pleasure with the progress in their physical improvement:

“The work in the gymnasium has proven popular and profitable. Careful measurements show an almost universal physical gain for the students in the school. In many cases uneven shoulders have been adjusted, spinal curvatures arrested; muscular strength and chest capaci-



Old Main, completed in 1894, still stands although additions have been made to the original structure.

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ty have been almost uniformly increased; and the greatest benefit of all is found in the bearing, and regard for physical conditions and bodily health evident in all classes.”⁴

The regents' interest in what was happening at the new school was undoubtedly matched by that of the local community. An “appreciative and enthusiastic” audience was present for the first commencement which, after a “fervent and impressive” prayer by the Rev. E. W. F. ReQua, was addressed by Dr. B. S. Terry, the Dean of Colleges at the University of Chicago. The Stevens Point *Gazette* reported at some length Dr. Terry's well-received message:

“Education should be founded on religion. This is the dictate of good judgment and of human experience. In this respect, we may learn of Germany, where all children in school, except the children of Americans, are taught religion. The Bible should be taught, in which is recorded the spiritual life of a people who put the soul before the body. The speaker (the newspaper continued) said that it is a serious mistake to put the Bible out of the schools, and believed that the schools were still under the care of teachers who had been brought up under religious influences. Another generation might show more unfortunate results.”⁵

Many of the students admitted to the normal school were not high school graduates. Some were only common school graduates (eighth grade) who had to take an examination prescribed by the regents. Holders of first or second grade teaching certificates were exempt from this examination as were, of course, high school graduates. In spite of the special provisions made for less mature students, some still found the experience of being away from home harrowing. One of these was Olga Neuser, who wrote to Pray:

“I am going to withdraw from school. I am very homesick and am going home. I received a letter from home last week saying I should come home if I were homesick, and perhaps, some other time when I thought I could stand it, come again. This is the first time I have ever been away from home, perhaps the next time I will do better.”⁶

The school offered three four-year courses in “English-Scientific,” Latin and German, a two-year elementary course, and a one-year professional course. High school graduates were allowed to skip the first two years of the four-year courses, which were considered equivalent to high school graduation and two years of college.

At an executive session of the board of February 7, 1906, it was agreed to request President Pray to resign in June. He had been excused earlier from the board meeting to attend his mother's funeral in Michigan, and was not informed of the action of the board until February. The news leaked and on March 13 the Stevens Point *Daily Journal* reported that the action came as a “great surprise”

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to the people of the city. The students were furious and passed a unanimous resolution in support of Pray. Backing for the deposed president came also from faculty, the local press, and Park, the former regent. The controversy led to a hearing on April 26, and four reasons were given for the dismissal. Pray, the regents claimed, was neither "a vigorous and efficient administrative officer" nor "an enthusiastic and inspiring teacher and educational leader." Furthermore, the regents considered his defects "temperamental" and therefore "practically impossible for him to overcome." There were other traits which did not meet their approval either:

"Members of the Board have been frequently annoyed and irritated in their dealings with the President of Stevens Point School, by reason of his slowness in action and his prolixity in words."

The regents also noted that former and present students had observed that he was "often painfully slow and prolix." Pray, assisted by Park, attempted to defend himself against these charges, but the regents were unconvinced and unanimously confirmed the dismissal.⁷

Newspapers did not share the regents' convictions. The *Daily Journal* called the hearing "a delusion, a farce," and the *Madison Democrat* attributed Pray's dismissal to "the personal hostility of a local regent."⁸ Nor were the students placated. ". . . A large body of students went to President Pray's residence and serenaded him. They gave several cheers for Pres. Bray (sic), followed by school yells, and then sang the song that can apply to the president as well as to the school, 'The Purple and The Gold.'" At one time there was the threat of an "unfriendly demonstration" by students, but a special policeman was assigned to the area and it did not materialize.⁹

There was nothing more that Pray could do, however, except to thank the students who applauded him when he next appeared at assembly and to hope that the students would always promote the interests of the school. When he left his position at Stevens Point "he made business connections which continued for the next fourteen years with financial return far beyond his earlier salary from the state."¹⁰

Despite the charges against the administration of the school, the record shows that in its first twelve years the Normal School had acquired a strong faculty, had opened a new educational venture in its Domestic Science Department, and had attracted some good students who made very commendable records in the educational field. The one most widely known nationally for his work in child psychology was the late Dr. Arnold Gesell, who was for many years Professor of Child Hygiene at Yale University. Jesse H. Ames, later President for many years of the State College at River Falls, and Harvey A. Schofield, first President of Eau Claire State College were students here during that period.

John Francis Sims, the second President of the Normal School appointed in the spring of 1906, had worked in the public schools and had just completed ten years of service on the faculty at River Falls Normal School as teacher of geography, civics, and history and as an institute conductor. At the time of his ap-

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pointment he was President of the Wisconsin Teachers Association. Mr. Sims can appropriately be called a self-educated teacher. He was a high school graduate, but there is no evidence that he completed any other formal education. He had been diligent in developing his talents, one of which certainly was his ability as a public speaker. He made good use of this at the Normal School and in educational circles in the state. In the period in which he lived, college and graduate degrees were not required for teaching in most colleges and universities.

Sims knew that one of his tasks was to bolster the sagging enrollment, so he was undoubtedly pleased to report in 1908 that "not only has there been a larger freshman class but the number of high school graduates enrolled is about 25% larger, making possible a student body bearing the marks of earnestness of purpose, loftiness of ideals, and a high standard of efficiency." In his annual report for 1908, he also gave the regents an idea of what he thought a faculty ought to be:

"The men and women who compose the faculties must erect a superstructure of professional work upon the foundation of the academic in order that the normal graduate labor effectively in the vineyard where the boys and girls of the state receive training in their tenderest and most impressionable years, where they seek to give that symmetrical education which is promotion of the growth of firm moral and intellectual fibre in those years when the roots of habit strike strong and deep into the plastic mold."

This pulpit rhetoric, often complicated by extraordinarily complex metaphors, was characteristic of Sims' early reports to the regents, though in later years he discarded it and adopted a more conventional style.

Mr. Sims helped to develop a strong rural education department in the Normal School. He brought Oscar W. Neale from Nebraska in 1915 to head this department. It attracted a substantial number of students, and over the years, until the World War II period, it constituted a substantial part of the enrollment of the college. An evidence of the strong interest in rural education was construction on the campus of the rural demonstration school in 1923. It was designed to be a typical, but good, one room rural school, so that rural education course students could have some real student teaching experience in the kind of situation they would encounter in their teaching career after graduation. Pupils were brought to this school each day from a rural school district in the area. This rural demonstration school was operated by the college for over thirty years. It was demolished in 1958 to make room for the new College Union, which now occupies that site. The rural school course started as a three-year course for students who entered with only an eighth grade education, gradually changed over the years to a one-year course, and then to a two-year course for high school graduates.

In 1913 President Sims brought Miss Bessie May Allen to Stevens Point to head the Home Economics Department, which position she occupied for 39 years, until 1952. Miss Allen took over when Home Economics was still in its

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early stages as a college department, and shaped its course for 39 of the 61 years the department has functioned.

On July 1, 1902 the Board had resolved "that . . . a domestic science department be established at Stevens Point for the training of teachers in that department . . .," making Wisconsin one of the first states to recognize the value of domestic science in the training of young women. A two-year course was established, open to high school graduates or the equivalent thereof. A high school graduate who completed the two-year Domestic Science course was considered qualified to teach the general subjects in high school and domestic science.

In February, 1912, the Board of Regents approved seven different courses of study for Domestic Science and Domestic Art. Only three of these were continued and they were for high school graduates preparing to teach Domestic Science, namely, a two-year course and two three-year courses, one of which included some general education so that graduates could also qualify to teach general courses in high school.

During the first half century of its operation, the department had a total of twenty-one teachers. Interestingly, all of them had been appointed in the first nineteen years, 1902-1921. Four of these then carried on for the next thirty-one years, until 1952, when Miss Allen and Miss Helen Meston retired. Miss Nancy Jane Church retired in 1940 after twenty years of service.

Sims was always deeply concerned about the physical well-being of his students. In 1910, the need for a vacuum cleaner became desperate as "no less than three students have been victims of the dreaded white plague, contracted while valiantly earning the wherewith, while students, to continue in school by working under the direction of the janitor, which service entailed much sweeping."¹⁰ Later that year he complained that "too often students come to us with serious physical defects — curvature of spine, narrow chests, weakened vitality, minus energy . . ." He felt that their health was being impaired, too, by a building with a cement floor. "The basement is not adequately heated, the effect being that while the students are comfortable, from temperature point of view, above the waist line, the bodies below that line have suffered unduly from the cold, producing unnecessary, and, at times, serious discomfort."¹¹ In December, 1910, Sims outlined to the regents the material needs of the school. His request was prompted by overcrowding in the Domestic Science Department, the inadequacy of the assembly room, library, laboratories and class rooms. He also pleaded for various equipment, including "six chandeliers for boiler room."

Eventually, Sims succeeded in building four structures on the campus, two of them major buildings. The east wing of the main building, erected in 1914, was primarily planned for and assigned to the Home Economics Department, with only the auditorium on the second floor. A women's dormitory was constructed in 1915, and the other new buildings were a Home Economics management cottage and the rural demonstration school.

The women's dormitory was named in honor of Regent George B. Nelson, an attorney who served on the Board of Regents from 1910 to 1920, covering one-half of the period of service of President Sims. After his service on the

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The Learning Center at Stevens Point.



A new residence hall contrasts with early buildings.

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Board, Mr. Nelson was elected to the State Supreme Court, where he served until his death in 1943. Nelson Hall was the second dormitory built by the state for housing Normal School students. No more student dormitories were constructed for more than thirty years on any of the normal school campuses.

It was also during President Sims' administration that the division organization of the college was developed. This appears to have been a consequence of the feud which continued for some years between President Charles Van Hise of the University of Wisconsin and State Superintendent C. P. Cary. Cary fought to expand the normal school offerings so as to prepare high school teachers and to grant degrees; Van Hise opposed him and wanted normal schools limited to the preparation of elementary teachers only. He believed the University and the private colleges should prepare the high school teachers. It seemed imperative for the normal schools to develop some differentiation in their courses so as to recognize the different levels for which teachers were being prepared.

Three divisions were established, namely, Rural, Primary, and Intermediate-Upper Elementary. Three faculty members were designated as Directors of these Divisions. Oscar W. Neale, who had been brought to the campus in 1915 to build a rural education department, served as Director of the Rural division until his retirement in 1944. The Primary division was under the direction of James Delzell for many years, until his death in 1931. C. Frank Watson, a member of the Geography Department, served for many years as Director of the Intermediate-Upper Elementary Division, until his retirement in 1946.

The Secondary School Division, established later, was directed from its beginning by Ernest T. Smith of the History Department. The division directors carried a substantial college teaching assignment. Very little allowance was made for their administrative duties as directors. These duties consisted of advising the students in their division, in planning their programs of study each semester, in meeting the requirements for graduation in the division, and in selection of majors and minors.

Each of these divisions organized clubs for their students. These were the Rural Life Club, the Primary Council, the Grammar Round Table and the Forum, the last one for all Secondary Education students. They were voluntary organizations, but membership was automatic in each division. The objective of their programs was to promote professional attitude and appreciation.

As World War I continued into 1918 the Government was establishing Student Army Training Corps units in four-year colleges throughout the country. Since Stevens Point Normal, like the other Wisconsin State Normal Schools, was not a four-year college, it appeared at first that these schools might not be included. The correspondence files of President Sims for the month of August, 1918 indicates that every possible angle was explored and exploited to obtain approval for these units in the normal schools.

The approval finally came through and at a special meeting of the Board of Regents on September 13, 1918, Resolution 55 was adopted, which provided authority for contracting with the Federal Government for the uniforms, equipment, cots and bedding, and for the pay of \$30 per month per student soldier.

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The school would provide housing and subsistence and provide military and academic instruction for 125 students, and for these services would be paid \$38,500. The program was to be ready by October 1, 1918.

At a special meeting of the Board on October 3, 1918, the report indicated that 100 students had been sworn in at Stevens Point, but the final report on the S.A.T.C. at Stevens Point indicates that a total of 62 students were in the S.A.T.C. program from October 12 to December 20, 1918.¹²

What is now referred to as the Campus Laboratory School was known first as the Model Department and was housed in the west end rooms on the first floor of the main building. It started with three "critic" or supervising teachers, of whom Mrs. Bradford was principal. She was succeeded in 1906 by Frank S. Hyer and he served that post until 1919, when he went to Whitewater as president. A. J. Herrick, an early graduate, was then made Principal of the Training School, as it was then known, and he served until his retirement in 1945, having moved the department into the new Campus Laboratory School in 1928.

It was during President Sims' administration in 1908 that six-week summer sessions were begun. The Board had experimented with them in 1907 in a few of the other normal schools. They offered teachers with sub-standard qualifications the opportunity to continue their education to satisfy certification requirements. About this time Sims was forming the opinion that the two years of instruction which the school offered to high school graduates was not sufficient. Proclaiming that "it [is] our mission to prepare teachers for the schools of the commonwealth, from the kindergarten to the high school, inclusive," he urged the regents to start four year courses for high school graduates.¹³ Students who completed a four year course would be qualified to teach in the state's high schools. Sims' suggestion came to nothing as there was developing at the time a fierce competition between the normal schools and the university, which then had the exclusive right to train high school teachers and wanted to keep things that way. The normal schools did not win the right for many years.

Early speech activities of students were mostly of a voluntary and extra-curricular nature. There were the early debating societies of the men, Athenaeum and Forum, and the parallel literary societies for the women, Ohiesya and Arena, which functioned until the World War I period. The intersociety debates were important events which often drew a "full house" in the old assembly room. Inter-Normal School debates also developed early, the Junior Debate with Oshkosh being an important annual event.

Oratory was another voluntary speech activity that got under way almost as soon as the normal school opened. A local contest would be held to select the school representative who would then compete in a state contest, and the winner in an interstate contest. Contestants wrote their own orations with some faculty advice and coaching. Thirty or more students might accompany the school orator to the state contest — an impressive show of school support when one remembers that this was when all travel was by railroad. To reach some of the normal school cities from Stevens Point it might necessitate traveling there the day before the contest and spending the day after the contest in returning home. In 1923 a Stevens Point orator, Melville Bright, won the state contest at Milwaukee

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and the Interstate at Cedar Falls, Iowa. This was a great event in Stevens Point history, surpassed only by the celebration that took place in July, 1893 when news came that Stevens Point had been chosen by the Board for the sixth Normal School. When Bright returned from Cedar Falls, school was dismissed at noon so students could meet him at the station and form a parade back to the Normal School, headed by a band. A program followed in the auditorium, then a bonfire at night, followed by a dance.

After World War I there was a gradual decline in interest in oratory in most of the other state colleges. It is likely that the interest would have faded rapidly at Stevens Point also had not Leland M. Burroughs joined the English faculty in 1920. Mr. Burroughs had a special interest in speech activities and was able to stimulate an interest in oratory so that the program carried on until 1935. While Mr. Burroughs served as coach the college won five state contests in oratory (Melville Bright 1923, Janet Wilson 1924, Frank Joswick 1928, Celestine Nuesse 1932, and Jack Burroughs 1935).

President Sims devised "Rhetoricals," a method of involving all students in some speech work. Each junior student prepared a short talk on an assigned subject to be given before the student body at an assembly period. Assembly programs were held daily and were devoted to talks by the President or some other speaker, assembly singing and rhetoricals. It is not difficult to imagine that most students dreaded the time when their number came up on rhetoricals. After Mr. Burroughs joined the staff in 1920 these talks were called four-minute speeches and he was responsible for having a student ready for one of these talks each day.

Student experience in dramatics was also on the voluntary and extra-curricular basis for many years, consisting usually of one or two three-act plays each year.

The school newspaper, *The Pointer*, has spanned almost the entire history of the college. It was first published in December 1895, and has continued as a student edited and written newspaper. The other student publication which has also had a long career is the *Iris*, the college annual. It appeared first in 1901 as *The Nautilus*, appeared as *Summum* in 1904, and became *Iris* in 1907. The early editions had a fairly substantial "literary" section, containing poems or prose written by students, also humorous stories, generally with a specific reference to certain students, or certain faculty members, or to college events. The literary section gradually diminished in space as the years passed and then disappeared altogether. The book is now largely a pictorial record of the events of the year, the faculty, the students, and their organizations. This publication, as well as the *Pointer* is supported by local advertisers and by a student fee required of all students, and is distributed to all students.

President Sims died in the spring of 1926 just as the state normal schools were to become four-year colleges. Mrs. Elizabeth Maloney, the local regent at the time, felt strongly that his successor should hold a Ph.D. degree, quite a departure from the educational background of Pray and Sims. Mrs. Maloney apparently believed that someone with a Ph.D. degree could succeed better in motivating faculty members to take off time to continue their formal education.

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Some faculty members did not possess a bachelor's degree; others, although they were college graduates, had completed no graduate work whatever. Clearly, unless something were done to improve the qualifications of the faculty, the four-year college would be in the remarkable position of producing graduates with as much, or even more, formal education than their teachers.

The new president was Robert Dodge Baldwin, who had just earned his Ph.D. degree at Cornell University. His specialization was in rural education and Stevens Point had shown special interest in that field of education. Baldwin, 34, was born in New York City, earned a B.A. from Princeton, an M.A. from Columbia, and did graduate work at Stanford and the University of Oregon before being granted his doctorate. He had had some years of experience in two high schools and seven years as Professor of Education at Cheney (Washington) State Normal School.

Baldwin faced a tough assignment. In order to do what was expected of him, he was bound to cause dissent. Quite a few of the faculty members whom he would need to motivate to do graduate work were along in years and had been on the staff for many years. They had nestled 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. He complained to the secretary of the board of regents on November 28, 1927:

"It seems to me that the teachers college forensics and athletics need to be brought to a reasonable basis. The contest idea is so strong and the competition so keen, that suspicion of one another on the part of the teachers colleges, seems not to be altogether (un)common. This results in insistence upon bringing referees and judges from a distance, whose expenses are higher and whose fees are high. The net result of such a system is that many of the schools are now in debt on account of their forensics and some of them on account of their athletics."¹⁴

By 1930 there had developed enough dissatisfaction in the community and on the campus so that there was desire for a change of administration. Unfortunately for Baldwin, there had been a decline in student enrollment at a time when the other state teachers colleges were "holding their own" or gaining. Baldwin himself was not at all disturbed by this trend:

"As nearly as I can discover, in the past all of the teachers colleges, including our own, have aimed at larger enrollment primarily for the sake of using that as a club to compel the legislature to grant more funds. As a result, this institution at least had had a lot of lumber which had no bearing whatever upon the teaching profession. This year we definitely set out to put quality first . . ."¹⁵

The regents did not agree with Baldwin's views, and the sagging enrollment was made the basis on which to dismiss him. Mrs. Maloney, however, still supported Baldwin on the grounds that he had raised the educational level of his staff. His accomplishment is not too difficult to document. In 1925-26, the year

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preceding President Baldwin's first year, the college catalog lists fifty-one teachers, of whom one had a Ph.D. degree, five had M.A. degrees; twenty-seven had A.B. degrees; and eighteen had not completed a four-year college course. During President Baldwin's last year, 1929-30, the catalog lists forty-eight teachers, of whom four had Ph.D. degrees; seventeen had M.A. degrees; twenty-two had A.B. degrees; and only five had not finished a four-year college course. Obviously, there had been significant improvement on this score in the four-year period; in fact, more improvement than there was in the next eight years. No doubt some of this study toward a degree and some graduate work had been begun before 1926. 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.

To replace Dr. Baldwin it was obvious that it would be necessary to make a change on the Board when Mrs. Maloney's term expired in 1930. This was accomplished by the appointment of William E. Atwell, a Stevens Point attorney. Dr. Baldwin resigned to become Professor of Educational Administration in West Virginia University.

To succeed President Baldwin the Board of Regents approved a transfer of President Frank S. Hyer from the college at Whitewater to Stevens Point. Mr. Hyer was well known in Stevens Point. He had been on the staff as institute conductor and principal of the model department from 1904 to 1919, when he went to Whitewater as President. Mr. Hyer had an A.B. degree from Ripon College. During his previous service at the Normal School he had been very active in community service. This was one reason some of the leaders in the community urged him to return. He was about sixty at the time. His immediate specific assignment, of course, was to restore the enrollment and this he succeeded in doing. He served during the depression years, 1930-1938, when student enrollments rose in most colleges. Employment opportunities for young persons out of high school were almost non-existent. Cost of attending state colleges was comparatively low, so many young men and women availed themselves of the opportunity; more than the teachers colleges could place in teaching positions after graduation.

During the administration of President Hyer the state radio broadcasting station WLBL was brought to the campus in 1937. Office space and studios were arranged for on the first floor of the Campus Laboratory School. WLBL, an AM station, had been located in Stevens Point in 1924 with studios in Hotel Whiting and later in the Fox Theater. It carried by wire largely the programs being broadcast by WHA at Madison. It was installed at the college probably to save the rental charge required elsewhere. President Hyer became much interested in radio, believing that it offered an opportunity to develop knowledge and skill in that field and possibly careers for quite a number of students. In addition to the regular WLBL studios in the Campus School, he made room for a complete suite of studios and office space in the basement of the Main Building for college use, and had equipment installed for making direct broadcasts through the state studio to the transmitter of WLBL at Auburndale.

It was also during President Hyer's administration that the college started its own evening extension course program on the campus. Teachers in the area

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felt that the extension courses available through the University Extension Division did not properly serve them in their efforts to complete their college work. They appealed to President Hyer to offer such courses. Since he had no authority to offer such courses off-campus, he solicited volunteers on his staff to offer some of the college courses in evening classes each week. There was no extra compensation for this service, and the extension class students were made aware of this. A class would usually present a purse or gift to the teacher at the end of the semester as recognition of the service. The college permitted these evening class students, all of whom were full-time teachers, to earn as much as six credits each semester. Some drove as far as 125 miles each way to attend one evening each week. At times about three hundred teachers were enrolled in these classes.

President Hyer retired at the close of 1937-38 and the board appointed Dr. Phillip Falk as the fifth president of the college. Dr. Falk had earned all his degrees at the University of Wisconsin and had served as high school principal and as superintendent of schools in several southern Wisconsin cities. He left the superintendency at Waukesha to accept the college presidency at Stevens Point. His tenure in this position was brief, in fact only one semester. He had started a study of the quality of the program at Stevens Point by obtaining information from the University of Wisconsin concerning the academic records made by Stevens Point students transferring after one or two or more years. His survey showed that as a group, students from Stevens Point made "what was probably the poorest record of all the State Teachers Colleges" during their first semesters at the university. Falk commented:

"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."¹⁶

Falk was understandably disappointed with these results. Distressed also by a death in his family, he resolved to leave the college and shortly afterwards began a distinguished career as Superintendent of Schools in Madison.

George Martens, a Stevens Point attorney, was serving as local regent at the time Dr. Falk was appointed. He had succeeded William E. Atwell, who was on the board when President Hyer was brought back from Whitewater to Stevens Point. Mr. Martens met an untimely death in an auto accident in February, 1939. To succeed Mr. Martens, Governor Heil appointed Wilson S. Delzell as the twelfth regent from Stevens Point. Mr. Delzell's father, James Delzell, had been a member of the faculty of the college. Wilson Delzell was an oil distributor. He served on the Board until his death in June 1957, over eighteen years, the longest any regent has served from the Stevens Point area.

Instead of making a search for a new president, the board appointed E. T. Smith acting President for the remainder of the year. Mr. Smith, a graduate of Bowdoin College, with an M.A. degree from the University of Chicago, had been professor of history in the college since 1909. At the time of his appoint-

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ment as acting president he was also serving as Director of the Secondary Division.

Before the opening of the college in the autumn of 1939, the board had made Mr. Smith president of the college. He was not in good health and served only one year before his death on September 28, 1940.

Mr. Smith was the first president of the college to be promoted directly from the ranks of the local faculty. President Hyer had been a member of the faculty but had served for eleven years as president at Whitewater before being brought back to Stevens Point. Mr. Smith had made a commendable record as a college teacher for thirty years and at the time of his appointment as President had been on the faculty longer than any of the current members. In fact, his association with the college went back to within fifteen years of its founding.

It was in the early teachers college years that the new campus elementary school was completed. It had been the plan to develop a 6-3-3 organization, housing the six elementary grades on the first two floors, the 7-9 junior high school grades in the north end on the third floor and the 10-12 senior high school grades in the south end of that floor. However, the Regents never approved grades beyond the 9th and about the time of World War II the enrollment in the ninth grade was so small that it was discontinued. The program expanded in the new building to one supervisor for each of the nine grades, and a principal. This was in addition to the rural demonstration school on the campus.

During the 1930's a number of fraternities and sororities began to appear on the campus. It seems likely that some of these operated "sub rosa" before this time, but were not officially recognized until President Hyer's administration. There seems to be a rather sharp distinction between the student organizations of the early normal school days and those of the present day. The early ones were debating and literary societies, aimed at improving the general ability and knowledge of their members. The later ones had more of a social purpose. The more serious objectives were now sought through the division and the church-affiliated clubs which began to appear.

The library carried on through this period about as it left the normal school days. Three persons connected with the library during this period deserve mention. Miss Lulu Mansur served as assistant librarian from 1911 to 1939 and as head librarian during 1939-41. During that time Eleanor W. Welch served as head librarian from 1920 to 1929 and left to head the library at Illinois State Normal University at Normal, Illinois. George C. Allez was head librarian from 1929 to 1939. He left to assume charge of the University Library School at Madison.

At the October, 1940 meeting of the board, William C. Hansen was appointed seventh President of the college. At the time he was Superintendent of Schools of Stoughton, had served in a similar capacity at Oconto and Neillsville, and had been a high school principal and teacher. Mr. Hansen was forty-nine, with a B.S. and M.S. from the University of Wisconsin and had done some additional graduate work. He had had more than twenty-three years of administrative experience in education and a number of summers of college teaching. He was

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the first graduate of the school to serve as its president, having completed the two-year English-Scientific course in 1911.

Hansen's term of service, the longest "tour of duty" of any of the presidents of this college to date, was served largely concurrently with Wilson Delzell's long term as regent. Following Mr. Delzell's death in 1957, Lyel N. Jenkins, a Stevens Point attorney, was appointed local regent. He served the balance of Mr. Delzell's term to 1960, at which time John C. Thomson, an officer in the Sentry Insurance Company, was appointed to succeed him.

Between the October meeting when the board appointed Mr. Hansen and December 1, when he assumed the responsibility, about fifty male students had left the college to join their National Guard units, which were mobilized late in October of 1940. Although the country was not yet at war, the impact of World War II was making itself felt.

President Hansen had the benefit of the study made by President Falk, referred to previously, and also the report on the basis of which the North Central Association committee in 1936 declined to recommend the college for membership. In addition he had received a number of letters from school administrators in the area. It seemed obvious to him that one important problem was to create a different "image" of the college in the area, an image of a somewhat "tougher" institution, with higher scholarship standards. The board, in accordance with its legal authority, had approved an admissions formula for the state teachers colleges on July 15, 1940. Roughly, it denied admission to the lowest quartile of high school graduates. The formula had not been applied at Stevens Point. The catalog also specified a minimum academic standard below which students were dropped. This also had not been enforced.

One of the aims of the administration and the staff in the 40's was to meet the standards for membership in the North Central Association of Colleges and Secondary Schools. The North Central suspended its efforts at evaluation of colleges for membership during the War and the period immediately following because colleges were operating under abnormal conditions, which would distort any image the visiting committee would obtain.

By 1950, however, the North Central had resumed its activity and in 1951 the college campus was visited by a North Central committee which recommended the college for membership. The 1952-53 catalog is the first one to announce membership of this college in the North Central.

The college had for many years been a member of the American Association of Teachers Colleges, now known as the American Association for Colleges of Teacher Education. When the reorganization of accreditation of colleges was accomplished in the '50's the college was listed as accredited by the National Council for Accreditation of Teacher Education. This organization sent a visiting committee to the campus during 1961-62. On the basis of its report, full accreditation was temporarily withheld because of some question concerning administrative organization of the Education Department and the small number of staff members employed full time in Education courses. The changes necessary to meet these standards were accomplished so that full accreditation was given in 1963.

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There had been concern among the women graduates because they found themselves ineligible for membership in American Association of University Women. The college had never applied or been considered for recognition in A.A.U.W. In 1960-61 application for recognition was made by this college, and in the autumn of 1962 a representative of A.A.U.W. visited the campus and membership was approved that year.

As was the case with all other colleges, the enrollment of young men declined sharply as the United States became involved in World War II. It was obvious by the spring and summer of 1942 that this exodus of male students would reduce the college enrollments to a minor fraction of what they were. To make matters worse, the attractive employment in war industry and in the auxiliary forces of the various war services also depleted the enrollment of young women. It was obvious that the college would be left with a faculty considerably larger than would ordinarily be defensible for the enrollment. The Board and the Presidents were concerned about what might happen to legislative appropriations for the state colleges in the coming 1943 session.

In the meantime, College Training Detachments of the Army Air Force were being installed on the campuses of colleges throughout the country. At Stevens Point the 97th C.T.D. of the A.A.F. arrived on February 27, 1943. Instruction began the first week in March and before the end of March the unit was up to the full quota of 350 trainees.

The original plan called for each group to receive twenty weeks of instruction on the campus, but this was not adhered to in all cases. Some trainees were there for as short a period as five weeks. Each trainee was given instruction in five academic fields, namely, English, history, mathematics, physics and geography, and was also given a course in civil air regulations, first aid, and physical training. The regular teaching staff of the college, with the assistance of a few additional instructors, brought in for the duration, was responsible for the program. Flight training and military drill were the responsibility of the A.A.F. staff.

A difficulty that confronted the instructors was the lack of homogeneity in the academic background of the trainees. It varied from a common school education to a master's degree. To compensate in part there was a high degree of motivation. They all wanted to become pilots, or at least navigators or bombardiers — not just gunners. Many of the young men who completed the program saw action on fighter or bombing planes in the European theater of the war during the latter part of 1944 and in 1945, and some were in action in the Pacific area at the close of the war.

There was excellent cooperation on the part of the local community in providing social activities for the trainees. The program in general worked more smoothly and satisfactorily than might have been anticipated. It was marred by only two incidents in connection with the flight training program. In each case the trainee and the instructor were killed. The first occurred March 24, 1944 near Ellis. The plane went into a spin from which the student pilot was gradually levelling out, but not in time to avoid a crash. The trainee was Lloyd O. Murray of Columbia, Missouri, and the flight instructor, Raymond E. Larson

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of Janesville, Wisconsin. The other occurred on April 25, 1944. The trainee was Clifford R. Sabo of Choteau, Montana, and the instructor Robert L. Anderson of Champaign, Illinois. The plane burst into flames as it was approaching the runway for a landing.

The 97th C.T.D. was under the Western Command of the A.A.F. with headquarters at Santa Ana, California, and all squadrons leaving Stevens Point were sent to Santa Ana for further screening and flight training. Captain Fred Phillippe was commanding officer of the detachment from the beginning until in March 1944 when he was transferred to the European theater. Lt. John Beebe, who had been second in command throughout, took over until the detachment was deactivated in June 1944.

The last trainees left the campus late in May 1944, fifteen months after the arrival of the first contingent. About twelve hundred young men had spent from five to twenty weeks on the campus during that time. The men were housed in Nelson Hall and on the first floor of the Campus Laboratory School.

Since the war did not end until 1945, this left the college with a very small enrollment during 1944-45. The instructional schedule of the C.T.D., however, had been a very continuous one. The only days throughout the year that classes were suspended were special holidays like Christmas day and New Years. To make the teaching program even more continuous, the college operated eleven-week summer sessions from 1943 to 1946. In addition, by this time, a number of the younger men on the faculty were in the war service and there had been some retirements and deaths, so the faculty had diminished in number. By the autumn of 1945 some returning service men began to appear, and the first semester of that year was the last one with a small enrollment.

During 1945-46 and 1946-47 a Navy V-5 educational program was organized on the campus. The boys who were enrolled in this organization pursued regular college courses as specified to some extent by the U.S. Navy Department. However, they were all high school graduates, so there was a semblance of uniformity in their background. A total of fifty-five V-5 students were enrolled the first year, and most returned for the second year. It was only a two-year program and was not continued beyond the first group that enlisted.

The Conservation Education major was authorized by Board action at a meeting in Milwaukee on February 2, 1945. It was developed largely in response to a demand that more dynamic instruction in conservation of natural resources be provided in our public schools. The Legislature in 1935 passed a special act calling for adequate instruction in that field and also specified that adequate instruction be provided in this field in the teacher education programs in the state. There were charges that the requirements imposed by the Legislature were being ignored in some institutions and being rather reluctantly and perfunctorily complied with in others.

At Stevens Point the college had for some years required three semester hours of study to meet the state requirements. Professor Fred J. Schmeackle was the staff member with special enthusiasm and competence in this field and was interested in authority to expand this field of instruction to a major. The depart-

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ment expanded rapidly, from one faculty member in 1946 to six full-time faculty members by 1962. At the time the special major was established there were no other colleges attempting a similar major at the undergraduate level — there were no precedents for guidance and the college has had to “go it alone” in building its curriculum.

A casual survey made of the employment of graduates of this department some years ago reveals that about one-half of them go into teaching, generally high school teaching; one-fourth of them are employed in actual conservation departments, and the other fourth go into a variety of occupations. Those in teaching do not always teach actual Conservation courses in high school. Usually they teach allied subjects, such as biology. Those in conservation work are in soil, forestry, or wild life service, law enforcement and other similar activities.

Mr. Schmeackle served on the staff of this college from 1923 until his retirement in 1959. His successor as chairman of the department, Dr. Bernard Wievel, joined the department staff in 1947, having completed his graduate work at Iowa State University at Ames.

For a number of years the department carried on a summer course in state park operation, management and supervision. This was done in cooperation with the State Conservation Department in Devil's Lake and Penninsular State Parks. Summer courses have also been taught to majors in this department in recent years at the Pigeon Lake camp, which is owned and operated by the Board of Regents.

The college owns a 20 acre school forest, a part of the H.D. Boston School Forest in the Town of Plover, in which the first plantings were made in 1937. It also owns, under the Goerke Bequest Corporation, a 60 acre forest in the Town of Plover in which the first 40 acres of planting was done in 1944. In addition to these tracts it has managed the forest operation on a 160 acre tract owned by the local Isaac Walton League. It has also assisted some farmers in the area in the planning and management of their farm wood lots.

The staff members of the department have taken an active interest in national organizations in the field of conservation education. In August 1962 they were instrumental in bringing to the campus the annual conference of the American Association for Conservation Education.

A number of graduates of this department have continued graduate study toward the M.S. or Ph.D. degrees. An early graduate of the department, Roy Swenson, has charge of conservation education in the curriculum of the Milwaukee Public Schools. Another, Robert Ellingson, is on the education staff of the Wisconsin Conservation Department. Alpha Kappa Lambda, composed of students in this department, is an active campus club.

The Presidents of the State Teachers Colleges had long been dissatisfied with the prevailing system of having the University Extension Division offer the off-campus extension courses to their students in teaching service and using state teachers college faculty members as instructors. At a Board of Regents meeting at Superior on October 17, 1947, they recommended that the colleges organize and administer their own off-campus extension programs. The Board approved,

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and since that time the off-campus and on-campus credit and non-credit extension courses have been under the control of each college, with some coordinating authority assigned to the state office. This college has continued to carry a heavy program of off-campus extension classes. In recent years there has been a considerable enrollment in its on-campus Saturday forenoon classes which carry residence credit.

A new major in Business Education was authorized by the Board on August 14, 1958 for Stevens Point, Eau Claire and Superior. This was something of a departure from the policy which the Board had followed for years, that is, of confining these special departments to one or two colleges. Whitewater had for many years been the Business Education institution, but there was considerable pressure from school administrators in northern Wisconsin to have one or two departments established in that area to prepare teachers of business education. These teachers were in short supply and the administrators felt that this supply could be improved if the course were available nearer home.

The music department has made phenomenal progress in recent years. Until 1954 the Music department was largely the responsibility of one man, Peter J. Michelsen, but beginning in 1948 a second instructor in music was employed, responsible for the public school music methods and student teaching of music. When Mr. Michelsen retired in 1954, Dr. Hugo Marple was brought to the college to succeed him. He proceeded to expand the music department to a major, developing the voice work, the instruction in piano and organ, as well as the band and orchestra instruments, and the public school music. On July 16, 1959, the Board of Regents authorized the granting of the Bachelor of Music degree by this college, the first one in any of the State Colleges.

Speech activities also changed from the voluntary extra-curricular type of the normal school days to the required and curricular courses of the state college. A speech department developed rapidly under the chairmanship of Dr. Pauline Isaacson. There is now a major in Speech and a program in Speech Correction has been included.

Home Economics, which had suffered a reduction from a special department to a minor during President Hyer's Administration, developed new vigor and expansion under a new staff headed by Dr. Agnes Jones. The department now met all requirements for certification for federally supported vocational home economics positions in addition to the public school certification. Many hundreds of graduates of this department since 1902 have held positions in a great variety of occupations in addition to teaching.

The Rural Education department gradually declined during the post-war period. The 1958 catalog is the last one to make any mention of "rural education." One faculty member associated with this program for forty-two years, almost its entire existence, was Miss May Roach, who retired in 1956. Her advice and encouragement to students and the demand for her services as a public speaker by groups, both inside and outside of Wisconsin, identifies her as an important personality in the history of this college.

In 1941 the radio broadcasting efforts of the college were made the responsibility of Miss Gertie Hanson of the Geography Department. Miss Hanson had

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had experience in WHA studios while doing graduate work at the University. In spite of a heavy teaching schedule, she was able to put a half dozen or more programs on the air each week, having the advantage of cooperation of other staff members. About 1951 the state had developed its FM relay system and discontinued WLBL as an independent program station. It was made an AM unit in the relay system which ended the possibility of airing programs from the college facilities.

The Pointer for many years was a weekly, but since World War II it has been published as a bi-weekly. It has, in recent years at least, had a faculty adviser. The adviser for fourteen years, beginning shortly before World War II, was Miss Bertha Glennon of the English staff. Miss Glennon comes from a newspaper family and the editors and writers during that long period received excellent training in practical journalism. One *Pointer* editor of the forties, Sherman Sword, is currently editor of the Stevens Point *Daily Journal*. The students have enjoyed freedom to express themselves in the *Pointer*, even though they might be quite critical of the college, its administration, its instructional program, the student organizations, etc. Other student publications have appeared very irregularly on the campus. Occasionally one or more students would identify some grievance they felt was not being given adequate treatment by the *Pointer*. They would then prepare an exposition on the subject, have it mimeographed and sell it to students. The *Critique* was the title sometimes applied to this leaflet. Under the stimulus of the English department, the *Wordsworth*, a published collection of students' selected poems and essays, has made its appearance on the campus in recent years.

The division organization which originated during President Sims' administration persisted with very little change for about thirty years. Even the personnel remained about the same. President Hyer brought Miss Susan E. Colman to the campus to succeed Mr. Delzell as primary director. When Mr. Smith was made acting president in 1939 Raymond M. Rightsell was appointed secondary director. Mr. Rightsell had joined the staff in 1920 as physics instructor and was head of that department until he retired in 1959.

One of the early changes which was made during President Hansen's administration concerned the choice of teaching division by first year students. The policy had been that a freshman student made his choice when he came to enroll. This was changed so that he could enroll in the general freshman course for at least a year before deciding whether he wished to prepare for secondary or elementary school teaching. This policy necessitated a separate division which was referred to at first as the Junior College. Dr. Warren G. Jenkins, Professor of History, was designated as Dean of the Junior College. After the college was authorized to offer liberal arts courses and degrees by the act of the 1951 Legislature this division became the College of Letters and Science, and Dr. Jenkins continued to serve as Dean.

By 1960 it was becoming obvious that some students were planning to graduate from some of the college major departments with no intention to teach in their major field, but to use it as a vocational background. This was apparent in Conservation Education, in music and in art, in medical technology, and it

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could easily become a trend in Home Economics and quite certainly in business education and economics. In order to distinguish these course patterns from education and from liberal arts another division was identified as the College of Applied Arts and Science and Dr. Paul A. Yambert, Professor of Conservation, was designated as Dean of this division. At the same time all of the education divisions were combined under the title of the School of Education and Dr. Burdette W. Eagon, Professor of Education and Chairman of the Education Department, was designated as Dean of the School of Education.

By 1950 the Board of Regents had been able to convince the Governor that building funds set aside during and immediately after World War II should be put to use on the college campuses. Governor Goodland, who was in office during 1943-47, wanted to hold these building funds in reserve to be used in case of a serious economic recession following the war. However, this slump did not put in its appearance and Governor Rennebohm was willing that the Board of Regents should start planning for a building program which was long overdue on each campus. The first round of buildings consisted of dormitories. Delzell Hall was constructed on this campus in 1951. It was originally designed for two floors and basement, to accommodate 80 students. However, a third floor was added two years later so as to accommodate 130 students. The basement space served as a student union until the College Union was opened in 1959. It was named in honor of Wilson S. Delzell, who was regent at the time.

This dormitory program was the beginning of an extensive building program by the Board in an attempt to meet the needs of the State Colleges in preparing for the deluge of students which was to descend on the colleges in the 1960's. It was obvious in the early 1950's that this heavy student load was on the way, but even at that time all projections of enrollments were grossly underestimated. The next building provided for this college was a new library. It was constructed on the site occupied by the home economics home management cottages. An appropriation of \$750,000 was provided for the Library and it was opened in 1954. It was planned for 150,000 volumes and expected to be adequate for this college for many years. The entire appropriation was used for library space. Before the library had been in use for ten years, it was already overcrowded.

The third new building was another dormitory, which was named Steiner Hall in memory of Herbert R. Steiner, whose death occurred in August 1955. He had been on the faculty since 1918 serving as professor of history, and since 1920 also as Dean of Men, and at the time of his death was Chairman of Social Studies and History. Steiner Hall was the first college housing unit on this campus which started a pattern of construction for the housing that has followed, namely a unit housing about 200 students in double rooms on four floors above a basement.

The College Union was constructed in 1958 and opened in 1959. It occupies the site of the old rural demonstration school. The College Union took over all the food service on the campus, previously accommodated in the basement of Nelson Hall. The Union revolutionized student life on the campus. It became the center of most student social and recreational activities besides the food service. This building, too, was too small for the rapidly increasing enrollment and was subsequently doubled in size.

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The next building planned for this college was a physical education building. The existing campus had by now been thoroughly covered with the new buildings and more land was needed. There was available land on both sides of N. Reserve Street, north of Fourth Avenue. This area had not been used for residential purposes because it was somewhat lower than the surrounding area and had a creek running through it. In addition, the city had for years been discharging storm sewers into this area, keeping it well supplied with surface water. This area was within two blocks of the main campus and offered the college an opportunity to break out onto an open area without the necessity of purchasing expensive dwellings. Nearly 100 acres of this land was purchased and a portion utilized as the site for the new physical education building located at the northwest corner of the intersection of N. Reserve Street and Fourth Avenue. This was the first million dollar building on the campus of this college. It was constructed in 1959-60 and opened for use in the late summer of 1960. Many groups and many activities have made use of the excellent facilities of this building in addition to the college students for their physical education program. The physical education staff assisted in the planning and equipping of this building. Hale Quandt, athletic director, Duaine Counsell, football coach, Eugene Brodhagen and Marjorie Schelfhout made their experience available and contributed much to obtain a fine facility.

The removal of the Library from the main building in 1954 and the removal in 1960 of the physical education and athletic departments made available a great deal of space which was converted to classrooms and offices. The old gymnasium was split horizontally by a new floor, providing two stories of classrooms and offices. Plans were prepared for the construction of a new science building, and an appropriation of \$2 million was made available which provided 100,000 square feet of floor space. It was to house the biology, chemistry, geography and physics departments. The chairmen of these departments, Dr. Edgar Pierson of Biology, Dr. Roland Trytten of Chemistry, Robert Anderson of Geography and Dr. Monica Bainter of Physics, assisted in the planning of the building. It was constructed during 1962-63 and opened in the fall of 1963. It is now the first \$2 million building on this campus, coming only three years after the first million dollar building.

While the planning for this building was in progress, another large dormitory was erected on the north campus. This consisted of two units each about the size of Steiner Hall and arranged at right angles to each other with an administrative unit at the apex. This was the second million dollar building on the campus. The one unit was named Sims Hall, in memory of John F. Sims, second president of the college, and the other unit, Pray Hall, in memory of Theron B. Pray, first president. The two units house 400 students and were opened for use in September 1962.

For a few days during the War, as previously mentioned, there were two sessions, one of six weeks and one of five weeks. After the War the college returned to the single six-week session until 1960, when by Board action, eight-week sessions were begun.

Professor Nelis Kampenga took over as chief librarian in 1941 to succeed

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Miss Mansor, and still occupies that post, and between them, their services span 52 years of the Library history. One member of the present staff has served well over thirty years in her capacity as assistant librarian, namely, Miss Sybil Mason, who joined the staff in 1930, after graduating from this college.

During the administration of Governor Vernon Thomson, Stevens Point was selected as the seat of state government in case of nuclear attack on the state. It was selected because it is thought to be as far from any strategic targets as any place in the state which could be reached in about two hours' time from the state capitol. The College Library is the nerve center of this civil defense plan and houses quite a bit of equipment that might be of value for communication purposes in such an emergency. The rest of the college buildings would serve as offices and conference rooms for the department of state government. About once each year a two-day alert has been held to test these facilities.

The State Colleges had been under pressure from their alumni for years to offer graduate work. Many school systems were making graduate summer school attendance at intervals of four or five years a requirement for normal promotion on their salary schedule. The Board had been granted power to authorize graduate work but had not given general authorization. After the establishment of the Coordinating Committee on Higher Education in this state, it became the province of that Committee to give final approval to any expansion of offerings such as graduate work. Stevens Point entered into the Master's degree program for teachers on a cooperative basis with the University. Half of the courses could be taken in the state college and the other half in the University and the degree would be granted by the University. The first courses were offered in the 1960 summer session, with an attendance of 47 students. The second year's program in 1961 attracted 66 students and the third in 1962, 69 students. By the summer of 1962 arrangements had been completed for an independent graduate program for the Master's degree for teachers. Students could do the work under one of two plans; namely, all the work could be done at Stevens Point and the degree granted by this college, or, as before, the student could take one-half of his work at this college and the other half at the University and that institution would grant the degree. The enrollment under the cooperative plan in 1963 was 47, and enrolled for the full graduate program in this college were 70 students. So the Normal School which opened in 1894 admitting common school graduates to its courses, and which at least as late as 1913 enrolled 13-year olds, had now become a graduate institution by 1960. For the present at least, the purpose of the graduate program is to improve the effectiveness of experienced public school teachers.

Dr. Edgar Pierson, Professor of Biology, is presently Dean of the Graduate school. Except for a few years during the War when he served in the Army Air Corps, his service at this college has been continuous since 1938 when he joined this staff directly from the Graduate School of the University of Iowa.

Another recent venture of the State Colleges is in the field of research. In the 1961-63 biennium a small appropriation was granted by the Legislature for research in the fields allied to education. Research had always been considered the special responsibility of the University, so this was a distinct departure from

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past policy. Only \$50,000 was appropriated for the biennium, so the amounts for any specific projects were very limited, because it had to cover nine institutions with more than 1000 faculty members.

Dr. Lee A. Burress, Chairman of the English Department, was the first representative of Stevens Point on the central research committee for the State Colleges. The committee makes its selection of research projects on the basis of their merit rather than on the basis of trying to allocate the funds equally among the colleges. These projects got under way in the 1961-62 year and the summer of 1962, and this college was included with ten projects, two in English, three in Social Science, three in Mathematics and Science, one in Education and Psychology, and one in Conservation Education. This has possibilities of developing into a significant program, especially as a morale builder and a professional stimulus to the state college teaching staff.

As the facilities of the college have improved, especially through the addition of new buildings, many other activities outside the college program itself have been accommodated on the campus. The dormitory, union facilities and the new physical education building contributed especially to this program.

For many years the Wisconsin Education Association has held its two-day fall program on the Stevens Point campus for all presidents of locals. The new physical education plant has been the scene of the local Home Show each spring, the state square dancing convention a couple of times, and the Wisconsin School Lunch convention each August for a number of years, the latter a group of about 1500. For three years, 1955-57, inclusive, the Green Bay Packer football team spent about six weeks each year in pre-season training on the campus, being housed and fed in the college facilities.

In 1946 Dr. Raymond Gibson succeeded A. J. Herrick as Principal of the Campus Laboratory School but remained only one year. He left to become president of the Duluth State Teachers College. Dr. Raymond E. Gotham succeeded Dr. Gibson and carried the school forward into the State College years. A kindergarten department was added after the War, and the rural school department was dropped during this period. One other person was closely associated with this school from the normal school years into the state college years, Miss Marie Swallow, who was school secretary for more than thirty-five years, until retirement in 1962.

With the retirement of President Hansen in 1962 and the coming of James H. Albertson as president, Stevens Point moved rapidly in the direction of rapid growth in enrollment, physical plant, and educational programs. A native of Colorado with bachelor's and master's degrees from Colorado State College at Greeley and the doctorate from Stanford, Albertson brought zest and leadership to move the institution toward greater regional services. His experience as a high school teacher, college professor, and five years as Executive Assistant to the President of Ball State University recommended him highly to the governing board for the task ahead.

In the years 1962 to 1967, the enrollment at Stevens Point grew from 2,407 to 5,123 and came from nearly all of Wisconsin's counties, from twenty-one

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Planning a new building were Regent John Thompson, William C. Hansen, president from 1940-62, Architect George Foster and James H. Albertson, president from 1962-67.



Miss May Roach, who served in the rural education department from 1914 to 1956, lights a torch during the Winter Carnival observance. Looking over her shoulder is Gordon Haferbecker, Vice-President for Academic Affairs and acting president at the time of the photograph.

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states, and twelve foreign countries; ten residence halls, two food service halls, one classroom building, and an addition to the University Center were added; the curriculum was expanded to add majors in American Civilization, Art, Philosophy, Psychology, Spanish, Women's Physical Education, Russian East Central European Studies, Latin American Studies, Business Administration, and Speech Pathology and Audiology, making a total of twenty-six areas in which majors were given. Stevens Point also received a federal grant for a water pollution research laboratory.

Albertson involved the faculty in policy formulation for both academic policies and administrative reorganization, and there was soon established a Faculty Senate, an Academic Council, and a faculty council for each of the university's concern — Student Affairs, Business Affairs, and Academic Affairs — which were headed by a Vice President. A new College of Fine Arts was added to the existing College of Education, College of Letters and Science, and College of Applied Arts and Science. In these years the institution moved toward making dormitories into residence halls, closely tied to the academic program, and headed by staffs trained in counseling guidance. With the construction of the new library, the concept of a Learning Resources Center evolved to include new instructional media as well as books and magazines.

President Albertson had a strong commitment to the experimental and enrichment programs made possible by the support of the federal government, and encouraged the faculty to make proposals to the different federal agencies. It was his commitment to the broad concern about international education which led to his death on March 23, 1967. Serving as head of a mission surveying the educational system of Viet Nam, a remote country in the throes of civil war, he and the other members of his team died in an airplane crash on a mountainside in northern Viet Nam.¹⁷ In his absence, Gordon Haferbecker, Vice President for Academic Affairs, who had been principal academic officer at Stevens Point since 1956, served as Acting President.

Though Stevens Point will not observe its own centennial until 1994, it is moving in the direction of strengthening the quality of life in central Wisconsin. It ranks as the sixth in age but as the fourth in size among the nine institutions, and is destined by geographic location and tradition to play an important part in Wisconsin's educational future.

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Footnotes

1. Letter to *Whitewater Register* reprinted in *Stevens Point Daily Journal*, March 28, 1906.
2. McKenny, "The Wisconsin Normal School System," *Educational History of Wisconsin*.
3. Quoted in *Stevens Point Daily Journal*, June 28, 1958.
4. Quoted in the *Stevens Point Journal*, July 27, 1895.
5. *Stevens Point Gazette*, June 26, 1895.
6. *Presidents: Letters Received*, 1891-1907.
7. *Proceedings of the Board of Regents*, Special Meeting, La Crosse, April 26, 1906.
8. Reprinted in *Stevens Point Daily Journal*, April 12, 1906.
9. *Stevens Point Daily Journal*, May 1, 1906.
10. Letter to author from Allan T. Pray, son of President Pray, May 6, 1963.
11. *President's Correspondence with Secretary and Board of Regents, 1895-1903*.
12. *Proceedings of State Board of Normal School Regents*, 1918.
13. *President's Correspondence . . .*
14. Letter to Secretary of Board of Regents, November 28, 1927.
15. *Ibid.*
16. *Bulletin 26*, January 12, 1939, issued by President Falk to staff.
17. Also from Wisconsin State Universities on this mission were Professor Melvin L. Wall, College of Agriculture, River Falls, and A. Donald Beattie, Dean, School of Business and Economics, Whitewater.

CHAPTER VII

WISCONSIN STATE UNIVERSITY-SUPERIOR (1896-1966)



More than three centuries ago French explorers came upon the greatest of western lakes — they called it Lac Supérieur. Through the long decades of the seventeenth and eighteenth centuries furs and missionary activities attracted men to the north country, but the advance of the white man and political changes forced fur and missionary work gradually to give way. Lumber and minerals became the incentive for adventuresome people to push north and west. By 1890, when railroads had reached the Duluth and Superior ports at the head of the lakes, the census recorded a population of 11,983 in Superior, and three years later, a population of 44,931 was claimed for the city.

Superior's unique location made it a natural entrepot as well as a suitable site for such industries as shipbuilding, iron and steel production and other types of heavy and light industry, and by 1892 eighteen whaleback steamers and barges had been constructed. Huge grain elevators stored and then disgorged their contents into the holds of whalebacks and other types of lake freighters that busily plied their way between the western tip of Lake Superior and other ports far to the east and south.

Land companies, led by the Land and River Improvement Company, filled local newspapers with advertising, promising a quick return on money invested in town lots. Eastern money was attracted to these investment opportunities. Among those eastern financiers was one James Roosevelt,¹ father of Franklin Delano, who was much involved in an iron and steel plant which was built at the extreme northwestern side of the city, in an area now named Billings Park. Superior was a boom town that seemed destined to become a large port city.

It was in this charged environment that Superior citizens learned that the Wisconsin legislature in April 1891 had agreed to the establishment of a sixth

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normal school in the northern part of the state.² William Rusler, a Superior resident, inquired immediately of the State Superintendent of Schools whether Superior could be considered as a contender for the school, but he was told that there were no funds available and that it would be several years before Superior could be considered as a site for a new normal school.

This view was not popularly received in Superior where it was felt that the second largest city in the state (at least as measured by optimistic local census takers) had financial resources and the community environment to bring the proposed school to the shores of Lake Superior. A local committee under the leadership of Judge Frederick E. C. Bryant, the individual who is given credit for arousing local interest in a normal school, and composed also of Douglas County Superintendent of Schools G. G. Williams and Superintendent of Schools for Superior, W. T. Langley, succeeded in interesting the West End Association of Commerce.

The enabling legislation had stated that a community desiring the normal school must furnish the building site and a \$15,000 bonus. The selection of the site was left to the normal school board of regents with the provision that the new school be located north of township twenty-four. Eau Claire, Chippewa Falls, Ashland, and Neillsville, among others, quickly entered their bids to secure the new educational institution.

Editorials in the Superior *Evening Telegram* and other local newspapers urged Superior citizens to better the efforts of other cities that had offered sites and cash in order to bring the normal school to their community. The spirit of competition brought out an editorial in the Ashland *Daily News* which stated: ". . . there are many good points about the young city [Superior], but it lacks the culture that should characterize the seat of an institution of learning." To this the *Evening Telegram* of May 16, 1891, retorted with more enthusiasm than syntax: "We don't just exactly understand what the Ashland standard of culture is, but we know that ever since before West Superior was born, Ashland, Hurley and Hell have been, by common consent, known as three of a kind."

Superior's enthusiasm for the normal school did not move its citizens to make contributions. In January 1893, the secretary of the board of regents informed Superior that a definite bid, including land and money proposals, must reach the regents no later than February 1, 1893. Judge Bryant urged the city council to act quickly, spoke of the need for an educational institution and indicated that it would be possible to heal the conflicts within the city. The normal school, he wrote, "is a matter of more interest to our conscientious and law-abiding citizens than all the flour mills and depots and post offices put together. It knows no East End nor West End, no South End nor North End . . ." Since Chippewa Falls had offered \$50,000 and a site he urged the city council to do the same at its next meeting.

The Judge, along with others interested in the normal school, addressed that meeting of the council, and then read a resolution to provide \$60,000 for the necessary bonus. Other speakers emphasized the financial rewards to the city as well as the intellectual and cultural advantages. The discussion about the bonus finally resulted in the city council committing itself to raising \$65,000.³

A committee was then appointed to carry on the necessary spade work: Harry H. Grace, a local lawyer and president of the board of education; State Senator Thomas B. Mills; former State Superintendent of Public Instruction Jesse B. Thayer; Mr. Frank Ostrander, a Superior businessman, and Judge Bryant. These men were instructed to "use all names in their power to push the matter" as long as their expenses did not exceed \$1,000. Objection was made to the \$1,000 limit and the council agreed to remove the limit and the discussion was closed. Superior was on its way to acquiring the school.

While this lobby was busy pursuing Superior's interests in Madison, the nature of the competition was changed markedly by Senator Neal Brown of Wausau who introduced a bill which provided for *two* normal schools in the northern part of the state. The prospect of this important modification had a tonic effect on Harry Grace, who had already come to the conclusion — which he had confided to the mayor of Superior, John W. Scott — that Superior would not win if only one school were to be established. The bill passed on April 19, 1893, and Superior felt that it was securely back in the race.⁴

Armed now with the authority to select two cities, the regents embarked on an inspection tour of the twenty-two contenders, which lasted from May to July. They arrived in Superior in the steamer *City of Duluth* after a visit to Ashland. Everyone who mattered in Superior's normal school activities was there to meet them, and after informal preliminaries they climbed into five carriages for a look at the city. The regents, who remained reticent throughout the tour, were bombarded with facts and opinions extolling the virtues of the city. There was no truth, they were assured, in the slander that a school in Superior would serve Minnesota better than Wisconsin, that Superior was inaccessible to downstaters, that the moral tone of the city was poor, and that the cost of living was too high for students. The regents said that their primary concern about the Superior situation was that the proposed school site should be in or near the settled district of town and that the neighborhood provide at least 150 fee-paying children for the model school.⁵

Within two weeks of their visit to Superior the regents met in Madison. It took sixty-four votes before Superior and Stevens Point were designated as the locations for the two new schools, but no definite site in Superior had been agreed upon by both parties.

Official notification of Superior's good fortune was sent to Mr. Grace on July 22. The \$65,000 was forwarded to the board on September 1, and it was hoped that within one year a new school would be available for students. Two weeks later the executive committee of the board returned to Superior and again toured the possible sites. Only one of the board members, Dennis J. Gardner of Platteville, and the secretary of the board, W. D. Parker of Madison, actually viewed the sites. John W. Hume, president of the board did not arrive in town until after the inspection tour had been completed and the other regent, Byron B. Park of Stevens Point could not get to Superior.

On board the train returning to Madison the executive committee drew up a resolution indicating that the area at the northeast corner of Hill Avenue and Belknap, known as the Hayes tract, was the most desirable location for the sev-

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enth normal school. It soon became obvious that there would be difficulty reaching agreement on the site when the *Evening Telegram* reported on September 18 that the Land and River Improvement Company had definitely stated that the Hayes Tract was not offered as a site. The Company did not have clear title to the property due to the fact that Mr. Hiram Hayes held a mortgage bond on the Hill Avenue property. When Hayes was asked if he would relinquish his mortgage bond he replied "there were other sites in the city just as good as the Hayes property and that there was no necessity for him to do so." Superior was working against a deadline because the board had indicated that they wanted a warranty deed, a clear abstract and perfect title to the northeast part of the Hayes Tract by October 1, 1893.

The city council and the Douglas County Board of Supervisors then became involved in the struggle and attempted to offer a substitute site. On October 14, Secretary Parker again visited Superior and thought that the purchase of the Bardon site, a plot of land bounded by Belknap and Harrison Streets and Catlin and Fisher Avenues was the next best alternative. Other sites were offered but they were either too small, i.e., not five acres, or not centrally located.

The board decided that dealings with Superior were useless, rescinded its selection of Superior as the site for a normal school, and ordered the \$65,000 returned. The explanation was that mixed feelings in Superior about the school indicated that it would never be a success there.

Disgruntled Superior citizens then held a mass meeting at the Grand Opera House. A previous resolution of the city council had provided \$250 out of the detective fund to defray the expenses of a committee to again represent Superior at Madison. The council had voiced its sentiments in a resolution stating that "a public outrage has been committed by the said officers of the state upon 35,000 citizens of the commonwealth; . . . that we regard such action as a public wrong; that we regard such conduct as almost revolutionary in that it will create a disrespect in the minds of the people for the official decisions of public officers . . ." The council also resolved that a committee be appointed to confer with the board and request that the board rescind their action and select a site in Superior. At the mass meeting the committee was appointed.

The committee journeyed to Madison where Grace talked bluntly to the board. Judge Michael Kerwin, then president of the board of regents, also spoke bluntly to the Superior delegation and charged Superior with having "permitted speculators to represent her in the negotiations and allowed a 'grab-all policy' to be pursued until the board could in justice to itself do no less than take decisive action . . ." At this time (June 1894) the board of regents expected Superior to bring legal action against them.

Stevens Point and Superior had been awarded normal schools simultaneously, but a year later, when Stevens Point was already planning its dedication ceremony, Superior seemed further than ever from its goal. While the city attorney prepared his case against the regents, new forces were entering the dispute. Several cities, most notably La Crosse, had been watching Superior's misfortunes with calculated delight, and on January 17, 1895 La Crosse struck. Its assemblyman, George H. Ray, introduced a bill into the Assembly which innocu-

ously asked for "a" normal school in La Crosse. The bill went to the committee on education, was reported out favorably, and returned to the Assembly. Once on the floor Ray offered an amendment to his own bill to strike out the word "a" and insert in lieu of it the words "the seventh," referring of course to the school which was supposed to be located in Superior. The Assemblyman from Superior, Henry C. Sloan, had introduced his own bill to force the board of regents to complete the establishment of the seventh normal school in Superior and voiced strenuous objection to the La Crosse bill. The objections of Sloan were ineffective and the Assembly voted in favor of the La Crosse bill and sent it on to the Senate. Sloan's bill was indefinitely postponed just a few days before the session ended.

Before the Ray bill was read in the Senate, Superior's interests took a change for the better. State elections the previous fall had put a Republican, William H. Upham, in the governor's office, and on January 31 he appointed Frank Ostrander to the board of regents. Ostrander nominally was to represent River Falls, but his warmest sympathies were with Superior, where he lived, worked and had long championed the normal school cause. While Ostrander worked quietly to improve Superior's status among Madison officials and office-holders, the Ray bill was read for the first time in the Senate and sent to its committee on education. The committee decided against it, but the important test came on April 17 when the Senate was to vote on the measure.

The popular account of what happened on April 17 is probably apocryphal, but it seems that Superior's supporters expected a tie vote of 15-15. They enlisted the aid of an Arthur James, a visitor to Madison and an acquaintance of Senator Charles T. Fisher, who was known to favor La Crosse. James was persuaded to take Fisher for a ride in the country and to keep him there at any cost until the vote was taken. Whatever the true explanation may be, the outcome was 15-14 against the bill, with Fisher recorded as being absent.⁴ Once again the struggle for the Superior normal school was between the city and the regents.

La Crosse, too, took the fight to the regents. At a meeting held on May 17, a letter from the mayor was read in which he reiterated La Crosse's demand for a normal school. Ostrander realized that a school for La Crosse at that time would mean no school for Superior. He defended Superior doggedly in the vicious debate that ensued, but no decision was reached and the matter was postponed until the next meeting on June 14.

In Superior, intense interest in the fate of the school culminated on June 13, the eve of the regents' meeting, in a mass rally. In accordance with Ostrander's request, a delegation set off for Madison in order to counter the large number of La Crosse supporters expected. Superior's chief spokesman at the meeting was J. O. Raymond, the regent from Stevens Point. He argued that Superior had complied with all the board's regulations and requests, with the single exception of providing an acceptable site. He believed that the latest land offerings were so much better that at least one would be found suitable; consequently, there was no longer any reason to deny the city the school. After a few more formal speeches, the delegations were given one hour in which to address the board. Then the regents went into executive session.

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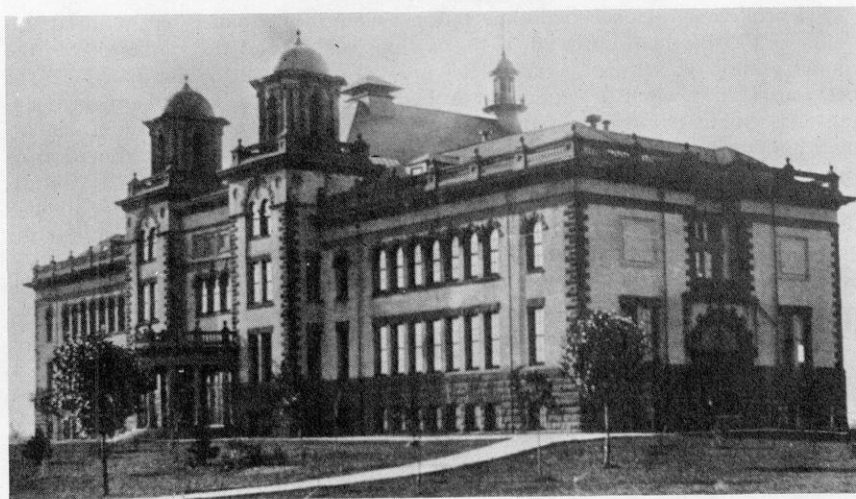
Kerwin, the regent who had tried to block Superior's chances at every turn, made one more effort on behalf of La Crosse. By successfully moving that the decision be made by no less than a two-thirds majority, he managed to stall the decision for two and one-half hours as the regents friendly towards Superior tried to drum up the necessary majority. They managed at last, but only by the barest margin, the vote being six to three in favor of Superior. There now remained only one question — would the regents find, as Raymond had assured them, that any of the latest crop of Superior school sites met their requirements?

When the regents' executive committee arrived in Superior a week later to inspect the new land offerings, there was not a trace of grab-all speculation in sight. The dotting hosts created an air of such cordial cooperation that the matter was quickly settled — the Superior Normal School would be built on a triangular, seven acre tract on Grand Avenue. The land was valued at \$30,000, but the owners, the Land and River Improvement Company, were prepared to make a free gift of it. That was not all. The company, which had not been entirely blameless for the confusion and controversy two years earlier, was in an expansive mood. When the regents grumbled about the condition of the streets leading to the school site, the company leapt in with an offer to pay half the cost of paving them. And so the day went. By the time the regents were ready to leave the city, they had received assurances that outstanding details such as the legal transfer of title, sewerage system improvements, and the relocation of the hitherto homeless \$65,000 would be taken care of promptly. Nevertheless, the board decided to appoint a special committee to keep an eye on Superior and to ensure that the city lived up to its promises. It did, and at least the normal school was a certainty. The *Superior Leader* (July 2) quoted Ira Hill, president of the board: "I just guess that your Frank [Ostrander] is entitled to the congratulations that he is receiving from all sides from his friends in Superior."

Nothing was spared to give Superior the best possible building, which was the latest design in every detail. Harry M. Jones, a Minneapolis architect, drew up the plans and the construction contract was awarded to the Barnett-Record Company of Superior, which entered the lowest bid of \$60,990. "The building itself [of light colored pressed brick with brown stone trimming and a slate roof] is an imposing structure of thirty rooms, exclusive of those used for toilet purposes and those occupied by the Janitor," the regents were informed. The walls inside were tinted with colors "restful to the eye" and had borders of "classic Greek design." Adjustable school desks promised "the greatest physical comfort," and all drinking water was passed through germ-proof filters. In the basement there was a gymnasium girded by an elevated running track, a swimming pool measuring twenty-two by forty feet, and showers. The first floor had three model school rooms, a recitation room, and the administration office. The assembly room, with a capacity of more than 500, and more classrooms were on the second floor; and the third floor contained laboratories with the necessary "appliances," a drafting room, and a museum. The pride of the school was a memorial window, a gift of Douglas County, which had been on display at the New York World's Fair. Valued at \$3,000, it was supposedly a representation of the history and progress of Superior and it had as its central figure Pallas Athena, the goddess of science, art and poetry. The entire building was steam-

heated and ventilated by fans, "thus insuring an even temperature and pure air." The desirability of pure air was so great that every blackboard had a wire mesh chalk tray connected to the ventilating system in such a way that chalk dust was sucked away before it could pollute the room. All in all, the regents could be assured that everything had been planned for the "health and comfort of students."

The main entrance, a semi-circular porch of Ionic columns, was flanked by two towers capped with gilded Belvederes. It was hoped to further grace the entrance and "make the place a very attractive spot in this busy city" by converting a ravine on the campus into a lake. Although everyone seemed to like this idea, nothing ever came of it. Instead, the ravine was filled in and the word "Normal" laid in sod. The landscaping was undertaken by none other than Frank Ostrander, but whether the job proved too big or the regent too occupied by business elsewhere, the grounds were not completed until 1897.



The original building as it appeared about 1900.

J. H. Sylvester of the Stevens Point Normal School was picked by the regents as Superior's first president, but he declined the job. They then asked Israel C. McNeill, the assistant superintendent of schools in Kansas, Missouri. He accepted, and the appointment was duly made on May 7, 1896, four months before the school was to open. McNeill, who was born in Steuben County, New York, was 41. He had been educated in New York schools and the University of Kansas, where he earned a bachelor's degree. By the time he reached Superior he had been a joint author of two textbooks and had also served for a while as treasurer of the National Education Association.

His first undertaking was a tour of other Wisconsin normal schools to see how things were run. He collected a faculty of fifteen, none of whom could have been attracted solely by the money. Compared with McNeill's own income of

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\$300 a month, the highest paid teacher, N. A. Harvey (science) received \$200 and the lowest, a "general assistant" named Francis Eply, a paltry \$25. The average pay for teachers was about \$85, which was the sum also paid to R. M. McCollum, the janitor. As far as is known, none of the teachers held graduate degrees, but at least four had bachelor's degrees from land grant universities or institutions of similar stature.

President and faculty planned the dedication of the school, the construction of which was completed only four days before the day of the ceremony, September 5. The dedication attracted a large crowd and a formidable number of speakers. In all, nine officials took the opportunity to address the crowd in a marathon of speeches which extended through the dedication and into the evening festivities, a banquet and dance at the West Superior Hotel. The governor, congressmen, senators, the regents, and the local population examined the new building closely, and decided that it was "a thoroughly honest piece of work."

Enrollment far exceeded expectations when more than three hundred students — 175 of them enrolled in the normal school and the remainder in the model school department, arrived for instruction. Stevens Point had held the previous record when 67 students enrolled in the normal department on opening day. About two-thirds of the students were from Superior and between fifteen and twenty were from Duluth. Seventy-nine students came from outside the city of Superior and sixteen counties were represented in the student body. By the end of the first school year (which for enrollment purposes was divided into four quarters) 247 students had registered, of which only fifty-nine of the entering students were high school graduates; eighty-one others held teachers certificates. At this time, eighth grade graduates were admitted to the preparatory department of the normal school if they were at least sixteen years of age. During the first ten years in operation the Superior Normal School had an average student body of about 300 students.

Because of the heavy enrollment the regents were faced with a shortage of teachers and were forced to increase the amount of money available for teacher salaries. Originally the salary list was limited to a total payroll of \$1500 per month. This was necessarily increased to \$1800 per month but there was still a need for more teachers. The addition of two teachers and the lengthening of the school day by one-half hour, and the ordering of 200 more textbooks were the immediate answers to the problem of the unexpected large enrollment. In all, fourteen faculty members served the school during the initial year with salaries ranging from \$3000 per year for the president, to \$750.

Under McNeill's steady hand the school developed smoothly. In 1900 the enrollment was up to 486, of whom 312 were in the normal department. Like Superior, itself, "a restless young city which has outlived the first flush of extravagance," school activity settled into a routine. The city's women's club came over one afternoon to present a program of classical music, and visiting lecturers were commonplace. Some of the men formed the Athena, a club whose membership was limited to those "whose mental tastes are approved," and the women had a comparable "Third Story Club." Everybody entered the oratorical contests, if only because it was compulsory. Every year seniors and juniors were required to deliver one oration, one essay, and one declamation; sophomores de-

livered two declamations and wrote one essay; and freshmen delivered three declamations. The school's better speakers were sent to state competitions, and one of them, an Olga Megorden, even won a tri-state competition held in Minneapolis in 1908. Dramatics, too, were an early venture, but not until the 1909 production of "Our Boys" were men allowed to participate. Not much is known of these early productions except that they were carefully chosen so as not to put into jeopardy the moral integrity of the institution.

The first student publication appeared in November, 1898, with the familiar name, *Gitche Gumee*. It was published quarterly and consisted of articles, stories, and poems, written mostly by students but occasionally by a faculty member. In June, 1899, one of these faculty articles asked whether normal schools ought to prepare high school teachers. In broaching the subject, the author, N. A. Harvey, anticipated by a decade or so one of the most explosive disputes in the history of Wisconsin normal schools. The normal schools came to feel that they were ready to assume part of the responsibility for training high school teachers, whereas the University of Wisconsin and private colleges in the state thought that the normal schools were unable to give prospective high school teachers a sufficiently thorough background in the subjects which they proposed to teach. There were many other facts taken into consideration, but this was the pith of the later argument. In 1899, Harvey was arguing that high school teaching was as much a matter of method before subject matter as was primary school teaching. He claimed that the aim of public school education was not the attainment of knowledge but training, which he described as a combination of discipline and culture.

At times the *Gitche Gumee* grew introspective, as in an 1899 editorial when it pondered the school's lack of success in literary societies and athletics. ". . . We must remember that this is a Normal School and not a high school or a college. A Normal differs from these last two in the personnel of the student body. The students who attend a high school or college do so primarily to get an education. . . . In a Normal School conditions are different. The students all intend to become teachers. They have a definite aim and bend all their energies to its accomplishment." The implication that normal school students were not receiving an education is curious, but not altogether surprising in the light of the prevailing philosophy that they were being trained in *how* to teach rather than in *what* they were supposed to teach. The 1899 editor of *Gitche Gumee* had ambitions to turn the paper into a monthly, and when students failed to support this change he again assailed them for their poor school spirit.

School spirit at athletic events eventually picked up, although it is perhaps surprising that the school's program of compulsory physical training left anyone with enough energy to play basketball or football. All students spent several hours a week in the gymnasium, swinging dumbbells, whirling Indian clubs, vaulting, sprinting, turning cartwheels, and cavorting on parallel bars. What they learned in these classes did not seem to help, however. The 1898 school annual "admitted" that the football teams were "not at par." Their shortcomings were understandable because for a long time the teams were supervised by a faculty member who was not a regularly appointed coach and who might or might not

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have been familiar with the finer points of football. The game disappeared from the campus entirely in 1903 and was not resumed until 1908.

Interest in football was erratic, but basketball was always popular and Superior's teams were widely respected. The 1907-8 team, which started the season exclusively with novices, managed to win ten out of thirteen games. The most satisfying of these victories were two over the Whitewater Normal School team, which until then was regarded as the best normal school team in the state.

McNeill did not stay to see some of his projects put into effect. He resigned in 1907 to accept the position of superintendent of schools in Memphis, Tennessee, and Virgil E. McCaskill, then Superior's institute conductor, was promoted to the presidency. McCaskill had himself attended a normal school in Warrensburg, Missouri, before earning his B.A. and M.A. degrees at Ohio Wesleyan University. From 1896 to 1902 he was professor of biology at Stevens Point Normal School while he pursued his doctorate in the same discipline at the University of Chicago. He moved to Superior on receiving the degree.

McCaskill started with a flourish. Perhaps he had a touch of the missionary in him, for he was always conscious and proud that his school stood on a spot which not long before had been virgin wilderness. His reports to the regents sometimes glistened with pioneering imagery. "Students are now enrolled from localities where but a few years ago the trapper and the timber cruiser were the only visitors. Not only from the villages in this region but from the small farms and clearings students are finding their way to the Normal School . . ." he once wrote.

When he got down to discussing the administration of the school, McCaskill recommended bold innovations. He had been in office less than a year when he proposed what would have been a major revision of the function of normal schools:

I believe the Normal Schools could do an immense amount of good to the state without in any way interfering with the special work for which they are organized, by adding to the courses already in operation, an academic course where the boys and girls in the vicinity of these normal schools could get the work equivalent to the first two years in the university, without being required to take the special professional course. I am aware of the fact that this will be opposed by some who fear that such a course would decrease the number taking the professional course. Grant that it might do this — which I do not grant — the teaching profession would lose only those who now take the professional course simply because it is necessary for graduation.

The reasoning behind McCaskill's plan was that it would attract more male students who would like to further their education. He was a generation ahead of his time in proposing that the normal school also become a junior college.

The special course designated to Superior was the kindergarten training program. This was a coveted field, as at some time or another nearly all of the normal school presidents had applied to the regents for permission to establish

a kindergarten. Oshkosh started the first kindergarten in 1880, but it lasted only five years. Thereafter, the Milwaukee Normal School had kindergarten training to itself. Superior had a partial kindergarten program in 1902. When the regents gave the nod to Superior in 1909, the school went into full-scale kindergarten training. Of the rooms assigned to the department, President McCaskill said: "In beauty of architecture and design and in commodiousness, [they] are not excelled in the state." He promised a quality of instruction not excelled "in the country." The kindergarten department was modeled after that in Milwaukee, which was limited to high school graduates and offered a two-year course which was wholly professional. But Superior also admitted graduates of the eighth grade to the department. It took these students four years (extended to five years after 1909) to complete the course. The kindergarten department was the responsibility of Professor Caroline Barbour, who earned an international reputation for her work. She presided over conventions of the International Kindergarten Supervisors and Training Teachers, and in 1929 was invited to address an Anglo-American conference on early education in Westminster, London.

The prized kindergarten department was only one of many happy achievements in Superior in those times, all of which helped to improve the tone and quality of the institution. Enrollment rose steadily with a better class of students, the majority of whom were high school graduates. The growing enrollment created temporary problems, and in 1907 McCaskill complained that "for the past two years a number of departments have been so crowded that it was impossible to do the best work." Fortunately, the school did not have to wait long for relief. In 1908, a \$55,000 wing was completed on the east end of the main building, which was itself made more spacious by having the boilers moved out of the basement and providing space for manual training. The celebrated kindergarten was on the second floor, the library (with 10,000 volumes) on the third, and a "large and handsome" dining room on the fourth. In the same year, the regents provided a football and baseball field on land adjacent to the campus.

In the same period, the school was consolidating its summer school program. Like other Wisconsin normal schools, Superior for some time had been offering a few summer courses. The purpose was not then, as was later the case, to enable academic year students to earn extra credits, but to offer opportunities to teachers to pursue their studies. Summer session instructors, drawn mainly from the normal school faculty, earned even less than usual, their pay being drawn from whatever the school collected in tuition fees. In 1904 McNeill added his voice to those appealing to the board of regents for expanded summer sessions. The schools were prepared to forfeit their individual control of summer courses if the regents would assume the costs of holding them. McNeill claimed that "hundreds" of teachers had asked to attend a summer school in Superior, a spot particularly favored because of its cool summer climate. In 1906 the regents bowed to pressure and authorized six-week sessions at the state's expense at Whitewater, Oshkosh and Superior. The program was immediately successful. Attendance at the first Superior summer session was 162; in 1908 it was 256; and in 1910, 366. "Many of the students," McCaskill commented, "are country teachers who come in for the summers and then go back to their country schools with added knowledge and increased inspiration for the work." Soon the coun-

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try teachers were joined by normal school students in search of extra credits, by in-service teachers hoping to improve their professional standing, and by others who had failed to meet the terms of the 1909 Minimum Qualification Act, which required that teachers have at least six weeks training in school management and teaching methods.

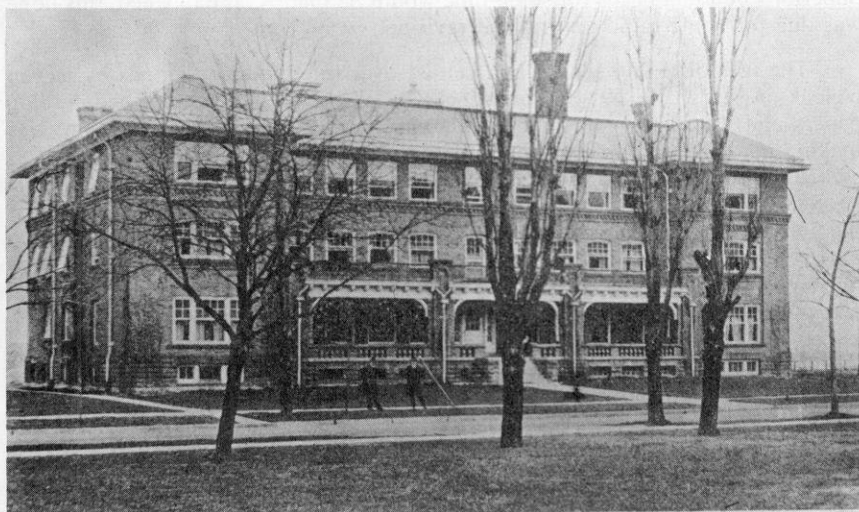
Yet another achievement in the decade 1900-1910 was the solution of a critical housing problem for students. When the school was opened in 1896, the difficulty presented to students by Superior's high cost of living had been overcome by the "accustomed loyalty" of local families who had offered board and lodging at modest prices. The president's hope that private enterprise would build a dormitory near the campus did not materialize, and within a few years the number of students in need of rooms far exceeded the supply available. McNeill had first mentioned to the regents the need for a dormitory in 1904. McCaskill now took up the cause. "Parents sending their children from home in order that they may get an education desire above all things that they be cared for morally and physically," he told the regents. "In a large city where the students are necessarily scattered more than they are in a smaller town, this close supervision is difficult." He said that he was under pressure from parents to provide a dormitory and asked that the board give the matter its most earnest attention.

The regents eventually agreed to these requests, and the 1910 bulletin proudly announced details of the new dormitory, which could accommodate seventy-eight girls and was named Crownhart Hall, after Charles H. Crownhart, then the regent from Superior and later a justice of the State Supreme Court. This new dimension in teacher education was thus explained in the official *Bulletin* for 1910:

The hall will be in charge of a preceptress whose duty will be to look after the physical and moral welfare of the girls and to serve as their adviser and companion. It is the plan of the authorities to make the new dormitory an ideal home for the girls, where they will not only be surrounded by the very best hygienic conditions but where they will also have an opportunity to live in an atmosphere of culture and refinement. A sound body, an upright character and a refined manner are as essential to the teacher's success as are professional and academic accomplishments. The ideal home for girls is the one in which the environment is conducive to right thinking and right acting and where the social and cultural atmosphere is uplifting and inspiring.

The residence hall was not only inducement to "right thinking" and "right acting" on the Superior campus. Uprightness of character was instilled into students from the moment they qualified for admission. Every bulletin carried a list of "duties" with which students were expected to comply "cheerfully." They were to observe the prescribed study hours, recognize personal responsibility for the "preservation from destruction and damage of the property of the state and others" and "in general character, association and deportment, to evince worthiness to become recognized teachers and exemplars for the youth

of the state." These standards naturally ruled out persons "habitually guilty of profane or obscene language or gross misconduct." A rudimentary process of law was observed, however, and the accused were guaranteed a "fair opportunity" to give their version of events. As a last resort, any teacher or student who felt "aggrieved" by the school authorities could appeal to the resident regent. City officials assisted the school in these efforts and in 1909 requested a ban on dancing.



Crownhart Hall, a women's dormitory, was operating in 1919.



The dining room of Crownhart Hall.

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By 1910 the school was growing so fast that even the addition of the east wing two years previously had failed to meet the demand for space. After reminding the regents that attendance had risen from 331 in 1908 to 445 in 1910, McCaskill concluded: "If the attendance at the Superior Normal School should increase even slightly with the next two or three years, it will be almost necessary that we have some additional room." With an authorization to build a \$70,000 west wing of classrooms and a reference library, it was hoped that Superior's building needs for some time would be met. As it happened, this hope was due for some rapid and radical revision.

The usual evening silence had settled over the Superior campus by eleven o'clock on March 17, 1914. Professor A. D. Whealdon had just finished grading papers and was preparing for bed. Thomas Turbity, the night watchman, was making his routine rounds of the building and Leonard Moran, a student, was escorting Bernice Jagers, his girlfriend, back to Crownhart Hall. As the couple strolled across campus, they noticed a peculiar light in the window of one of the first floor offices. At the same time, it attracted the attention of Turbity, who hurried over to investigate. Then, as the light intensified and flames broke out, there was no longer any question of what it was all about — the normal school was on fire!

Turbity and Moran seized fire extinguishers and fought the fire (later judged to have been caused by an electrical fault), while Miss Jagers lifted her skirts and ran off to spread the alarm. She alerted Grace Geary, Dean of Crownhart Hall, who anxiously telephoned for more firefighters. One of the first persons she spoke to was Whealdon, who recorded what followed.

Before anyone could venture into the building, the east wing was rocked by a series of explosions. Flames burst through shattered windows and licked the walls, leading to more explosions as the second floor disintegrated, and then yet another barrage of blasts which destroyed the third floor. For all the explosions, only the east wing was burning at this point, and all hope was put in a protective firewall designed to isolate the central section. They hoped in vain. A tremendous explosion ripped into the central section, catapulting the roof into the air and sending it crashing to the ground in a roaring spectacle of fire and sparks. In minutes, flames had engulfed the west wing and the whole of the normal school, with the exception of the women's dormitory, was an inferno. Nothing was saved. By morning all books, records, documents and furniture were ashes amid charred and crumbled walls.

The disaster hung heavily over a meeting that morning between the faculty and Clough Gates, the Superior regent since 1912. The gloom was brightened considerably by the magnanimity of the Superior Board of Education which offered temporary accommodation in school buildings of the city system. The normal department took over the Superior Central High School in the afternoons, the model school children met in rooms at the old Blaine School, and the kindergarten classes assembled in the basement of Crownhart Hall. The inconveniences were accepted with good humor and school life continued more or less as before. These and other makeshift arrangements lasted for the rest of the 1914 semester, throughout the following academic year and for the inter-

vening summer sessions. "Although we are scattered over the city, we are still a unit and are rolling up our sleeves for a bigger and better Superior Normal School," McCaskill informed the regents. "The magnificent spirit of loyalty exhibited by the students and faculty at the time of our calamity and continued under conditions which are still somewhat difficult, more than compensates for any mere physical loss."

The state took a heavy loss on the building because it had been under-insured; nevertheless, the regents decided to rebuild at once. The state architect was urged to use all haste in preparing new drawings, but he surpassed even the most impatient expectations by presenting plans in less than two weeks. A glance at the plans and McCaskill decided that this was altogether too hasty — they were merely reprints of the drawings used for the Eau Claire and La Crosse schools. The crestfallen architect was ordered back to his drawing board to develop an idea by Regent Gates that the school be built according to a "unit plan" — a main classroom building which could be extended when the need arose, and separate buildings for the power plant, training school, and gymnasium. The cost of the main building was calculated to be \$300,000, which was as much as anyone dared to ask the legislature at one time.

The need for the new building was so pressing that it was put into use while workmen were still shuffling about, hammering in fixtures and doing whatever else was necessary to finish the job. All departments had to be fitted into the single building, so that two and sometimes three teachers were giving lessons simultaneously in a single room. It was, said McCaskill, "decidedly crowded." After describing these conditions to the regents in his report of 1916, the president suggested that the legislature was ripe for another request for money. He proposed \$150,000 for the gymnasium and library, and an unspecified amount to equip the \$80,000 training school then under construction. Funds were needed also to convert the basement of the main building into a department of manual training and domestic science and to provide cloakrooms. He hoped that the library building could be used to house the commercial and agricultural departments which had been authorized three years previously but had not materialized because of the fire.

The training school was completed on schedule in 1917, the power plant was built on newly-acquired land across Grand Avenue, but the gymnasium, which contained an immense basketball court, was not completed until (although it was put into use before) March, 1922. Three years later a smaller gymnasium was added for women's physical education.

The fire of 1914 was in some ways a blessing, in spite of the hardships it caused and the destruction of all school records. The extensive re-building that the fire made mandatory put Superior back in its familiar position of being one of the better-equipped Wisconsin normal schools. No further construction was undertaken, which is not to say that it was not needed, until the 1950's, with the minor exceptions of bleachers on the football field (1922 and 1929), a library wing to the main building (1932), and boxing and music rooms in the gymnasium (1941).

The school fire of 1914 proved to be of more immediate concern to the

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students at Superior than the much larger conflagration which started in Europe in the same year. With the intervention of the United States in April, 1917, however, there was a rash of wartime activity on campus. Faculty members toured the city public schools with "four minute" patriotic speeches illustrated by photographic slides supplied by the government. Thrift Stamp and War Saving Stamp drives at the normal school brought in \$2,500 and three Liberty Loan campaigns grossed about \$13,000. A call went out for Red Cross volunteers, and the normal school lost three faculty members to non-combatant branches of the services.

When rapid mobilization made it evident that more officers would be needed for the military, the federal government selected approximately four hundred advanced (above high school) institutions for the Student Army Training Corps. The Superior Normal School was one of these, but the program was hardly off the ground before the Armistice was signed and the corps disbanded.

The Superior school had prospered well enough before World War I, but even this performance was shadowed by the boom which rocked the system in general after 1918 and through the 1920's. Encouraged by state financial aid to veterans, young men poured into Wisconsin normal schools. They were especially welcome at Superior, where there were 421 women compared with 92 men in 1914.⁷ McCaskill, for one, explained this imbalance as a preference by men to accept relatively well-paid jobs in industry around Superior rather than join the low-paid teaching profession.

With large numbers of students applying for admission, it was easier for the school to become more selective. After 1917, no more eighth grade graduates were admitted, and by 1919 high school graduation was the minimum qualification. Exemptions were granted for a while to teachers whose education was less than the minimum but who had taught successfully for four or more years, and to students in the rural department, where standards were usually lower than the rest of the school. High school graduation did not become an absolute rule until 1926.

In 1923 the protracted battle for the right to train high school teachers was won by the normal school regents. This was a four year course for high school graduates — the first time that four years of post-high school work was available in a Wisconsin normal school. The price to be paid for this privilege was formal abolition of the two-year college course, which had withered in some of the normal schools but was in excellent health at Superior and there was no intention of dropping the program there.

The older, more mature students on campus injected a new flavor into student activities. A new newspaper appeared in January, 1920, and thereafter was published twice a month. It was controlled by the Delta Chi club but relied on reporters from all segments of the student body. A. D. S. Gillette, a future president of the school but at that time an instructor in economics, had a little speech that all of his students became familiar with at some time or another. A pessimist, he said, was one who sat around waiting for the worst to happen, while an optimist was equally inactive waiting for the best to happen. An

individual who attempted to bring about the best possible result was, according to Gillette, a "peptomist." With the declaration that the new paper was dedicated to bringing out the best in the school, it was christened the *Peptomist*.

The *Peptomist* started auspiciously with a series of quasi-scholarly articles written by faculty members. James A. Merrill once discussed the possibility of linking the Great Lakes with the ocean (a project which, he estimated, would cost \$110 million), and Regent Gates kept readers informed of developments in the gymnasium then under construction. A new note was detected in the *Peptomist* in 1922 with the introduction of a column irreverently entitled "Faculties of Our Faculty." The column got off on the wrong foot by speculating about the age of a woman faculty member who was especially sensitive on the subject. In the next issue the column was, if possible, worse. "Through the grace of the gods and the indulgence of the board of regents, we still have with us this year . . . professor of bad English, good humor and interesting nonsense . . . Actually he serves as a CONDENSED, or shall we say abbreviated (he is only about four feet nine) encyclopedia of information as antique as Noah's Ark and just about as useful as the aforementioned yacht would be a few hundred miles west by south of Cairo, Egypt." The column was condemned by influential voices on the faculty, and the editor, Thomas Harney, was ordered to stop it. Harney viewed this as an untoward invasion of his editorial rights and resigned. And thus was the issue of student "rights" and "editorial responsibility" resolved in 1920.

An academic novelty of 1922 was an observatory equipped with a 6¼ inch telescope, the gift of the local Kiwanis club. It was, the school noted proudly, the first such observatory in a Wisconsin state normal school. In debate Superior students won numerous honors, including the state championship. A large share of victory was attributed to the debating teams' diligent coach for 22 years, Miss Nona MacQuilkin. Superior was also strong in dramatics. It was not unusual for seven plays to be presented in a single year, among them contemporary dramas recommended by the Drama League of America. The plays would certainly have been rather too powerful for the older generation at Superior, but in the liberated atmosphere of the post-war years they were seen without "dire" effects. Beginning in 1925 a competitive "Vodvil" show was sponsored annually by the Sigma Pi Sorority to pay for the cost of student trips to state oratorical contests.

All activity at the school came to a standstill for one week in May, 1922, on the death of McCaskill. So widely respected was he that stores closed for five minutes while funeral services were being held in the school auditorium. J. P. Sims, president of the Stevens Point Normal School and the man invited to deliver the funeral oration, said of him: "His life was gentle and the elements so mixed in him that nature might stand up and say to the world, this was a man." It was a sentiment which the city and the school shared deeply.⁸

McCaskill's successor was James A. Merrill, a veteran of twenty-one years on the Superior teaching staff. He had been in office only a couple of years when he decided that he did not care for the job and wished to return to teaching, and in 1925 regents granted his request to resume his former position. The school was once again without a president.

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A member of the Superior school's first graduating class was A. D. S. Gillette, who proceeded to the University of Wisconsin for a bachelor's degree and then returned to teach in Superior public schools. In 1903 he returned to the normal school as teacher of history and civics, but left again in 1921 when he was elected city commissioner. It was this enterprising, politicking teacher who was the regents' new choice as president of the school.

One of Gillette's first satisfactions in office was the change-over from normal school to teacher training college. After the heated controversy which surrounded the issue when it was first brought up, the final stages were swift and smooth. In 1925 the Wisconsin legislature empowered the board of regents to prepare for the conversion to teacher training colleges. On May 7 of the following year the school at Whitewater was formally changed, followed by the other Wisconsin normal schools on July 20. The part of the resolution dealing with Superior provided for four year courses leading to the degree of bachelor of education in elementary education, which included both junior high school and kindergarten-primary education, and secondary education. All the courses lasting less than four years to be abolished by September 1, 1927.

In its first year of operation as a teachers college, Superior had an enrollment of 605, second in the state only to its Milwaukee counterpart. Of these, 309 were training to be high school teachers, with the second largest group, numbering 88, in Superior's specialty, the Kindergarten-Primary Department. The summer session in 1926 attracted 531. There were fifty teachers.

Because the school had been geared in advance for the change to teacher training college, life after the event went along without any great changes. Inter-collegiate sports had been growing more important since the acquisition in 1921 of Gates Field and Coach Ira Irl Tubbs, the inventor of the needle valve for footballs, who instituted coaching clinics at Superior. His methods were successful and Superior won football championships in 1928 and 1929. Athletics became a box office success. Sufficient money was made in 1929 to pay for, at least in part, extra bleachers, floodlights, and other improvements at Gates Field. While Superior teams kept chalking up victories, coaches elsewhere decided to review Tubbs' methods. The consensus was that practice sessions before school opened had to go. Next, they questioned the eligibility of some of Tubbs' star players. Four of them, it was alleged, were paying the reduced tuition fees reserved for residents of Wisconsin, whereas they should have been paying out-of-state rates. The outcome was Tubbs' resignation in February, 1930. He moved on to successful careers at the University of Iowa and Miami University, Ohio, and was replaced at Superior by a former protege, Ted Whereatt.

Tubbs' tactics, which had been employed under the nose and with the knowledge of President Gillette, embroiled the president in another of his frequent, though individually minor, controversies. He was put under fire for extending beyond the official deadline the collection of school fees, although he had done so out of consideration for students who were hard-pressed to make payment on time. Students regarded this sort of attitude toward regulations admirable, and it endeared Gillette to them; whereas the regents thought it irregular and it reinforced the opinion that he was an incompetent administrator

who ought to be removed. The view of the regents prevailed, and on July 1, 1931, Gillette submitted his resignation.⁹

Along with the resignations of Tubbs and Gillette, Superior lost the services of its regent of nineteen years, Clough Gates. His connection with education in Superior stretched back to his father, the first school teacher in the city. The younger Gates attended Carleton College for two years, taught in a public school for a year, and then completed his college work at the University of Wisconsin. After graduation in 1902, he spent ten years on the Superior *Evening Telegram* before being appointed to the board as Crownhart's successor. As a regent he pursued the interests of the Superior school doggedly, and hardly an improvement was made or a concession of one kind or another granted without the personal representation of Gates. He was not re-appointed at the end of his term because of the political re-shuffling following the election of Governor Phillip LaFollette. Gates' successor, Robert E. Curran, was a graduate of the Superior Normal School. After graduation in 1916 he had gone into teaching but later took up law and eventually went into private practice in Superior.

In finding a successor to Gillette, the regents decided to look beyond the Superior faculty for candidates, and chose Jim Dan Hill, a Texan by birth but then on the faculty at River Falls Teachers College. Hill, only 34 when appointed, had pursued a remarkable and varied career. Principal of a high school before he had acquired so much as a bachelor's degree, he became president only weeks after receiving his doctorate. His formal education and jobs were interspersed and overlapping: eighteen months as a student at the Texas Agricultural College; a stint in the Navy during World War I; the position as high school principal; a baccalaureate degree from Baylor University in 1922; teaching at the Gulf Coast Military Academy for one year; a master's degree from the University of Colorado; teaching appointments at the New Mexico School of Mines, Michigan College of Mining and Technology and at the River Falls Teachers College; and, eventually, a doctoral degree in history from the University of Minnesota. Once in Superior, however, he remained there, except for a period during World War II, and served as president for more than thirty-three years.

The school, as Hill inherited it, was a far cry from the condition it was in just after the fire of 1914. The campus had grown, and the students who populated it had nearly doubled. On the whole, students and faculty were greatly improved in quality, dealing in subjects at a level more consistent with general college standards than ever before. But the health of the school depended to a certain extent on conditions beyond the limits of the campus and, when depression struck the nation, the school suffered too. The depression seriously curtailed new construction, but with \$120,000 craftily steered into the 1931 Superior budget by Regent Curran, the school acquired a new wing, most of which was occupied by a library. Named after Curran, the library had a capacity of 80,000 books, which swallowed the existing school collection of 25,000 volumes. Barren shelves encouraged the school to increase its holdings thereafter at the rate of about 1,000 volumes a year. The part of the wing not occupied by the library was given to classrooms and faculty offices.

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Jobs were made available to students in school during the depression, but those who were graduated were not always so fortunate. In 1933, only thirty-five per cent of Superior's graduates could find teaching jobs, but by 1937 the crisis was almost over with positions for a healthy eighty per cent. Throughout these years kindergarten teachers consistently stood a much better chance of finding work, while high school teachers, who represented the bulk of Superior's output, faced greater competition for jobs.

The most cheerful note during the depression was the performance of Superior's sports teams. Coach Whereatt, the school coach, continued the winning ways of Tubbs without taking recourse to some of his predecessor's questionable tactics. The football team won five state conference titles between 1931 and 1937, capping this record by surviving the 1936 and 1937 seasons without having a single point scored against it. The basketball team, matched against teams from much larger schools such as the University of Nebraska and the University of North Dakota, achieved a string of successes so impressive that Superior was invited in 1940 to enter the National College Athletic Association tourney in Kansas City, where, regrettably, it was outclassed. In 1936 boxing was introduced under the supervision of Johnny Ennis, and after an unblemished season in 1938, four of the boxers took part in NCAA bouts in California. A few years later, especially following the departure of Ennis, boxing lost its following in the school.

The school enjoyed a steady income from gate receipts at athletic events, and it returned the largest of its annual financial allotments to the athletic department. In the May 27, 1932, issue of the *Peptomist*, President Hill outlined the financial affairs of the school. Of a total income of \$13,000, gate receipts provided \$5,400 and fees most of the rest. The allocation for athletics that year was \$3,000, less than it had brought in but many times more than the amount to be spent on any other activity. These allocations, incidentally, were in the hands of a faculty committee, and, until 1963, completely beyond the control of students.

Athletic events were excellent liaison between school and city as they attracted large numbers of townspeople. Radio broadcasts of college events had a similar effect. In 1934 the station WEBC cooperated in the airing of a series of bi-weekly programs arranged by Franklin Scott of the history department. Microphones placed in classrooms picked up lectures such as that by Scott, himself, on "The French Revolution and Napoleon." College broadcasts took various forms as years went by. At one stage, when they were being presented as the "Peptomist of the Air," they included musical programs compiled by students, book reviews by the college president, and similar features. Radio time was sparse during the war and time allotted to the college was cut to five minutes per week. In post-war years, the college lost its regular program altogether.

Cultural contact between college and community was strengthened by a newfound interest in music. In its earliest days, the school had almost ignored music completely; in 1923, the situation improved slightly with the recruitment of any and all talent, student or faculty, into the first school band. By 1936, however, Superior's musical events were in the hands of Professor William Schliep,

who sent the orchestra and glee club on short tours of Wisconsin high schools. Musicians and singers from high schools started to travel to Superior for clinics. The regents took cognizance of all this activity and in 1939 Superior, with Milwaukee, was authorized to offer a bachelor's degree with a major in music. The purpose of this move was to give an opportunity to talented northwestern Wisconsin high school graduates seeking careers as music teachers in the public schools.

The school was no sooner settling into its old rhythm after the disruptive depression years than war again struck in Europe. Initially, some students had mixed feelings about the war, like the two hundred men who sent a petition to Senator LaFollette urging that the United States stay out of it. But whatever pacifism there was diminished as the struggle proceeded. In September, 1940, thirty students signed up for a Civilian Pilot Training Course, among them Richard Ira Bong on his way to becoming one of the flying aces of the war. A month later the school lost its president who had received, with five faculty members, a leave of absence to join the armed services. C. W. Smith and then R. C. Williams acted as president while Hill was at war. He served in the British Isles and through the Normandy invasion and the drive into Germany, organized the government of Leipzig until the Russians arrived, and then was reassigned to the United States in June, 1945. He was released from duty a few months later with the rank of colonel.

The main rush of students to enlist occurred after Pearl Harbor. An incomplete list of Superior college students who served has 541 names, including nineteen women. Fifty-one of them died. The drain to the armed forces was reflected in enrollment figures: over 900 in 1939; 637 in 1941; 524 in 1942; and 254, of whom only twenty were civilian males, in 1943. The campus was not quite as denuded as these figures might suggest, however, because the departure of some students was compensated for by the arrival of others for part of their military training at the college. These training courses were undertaken in earnest (they had previously been half-time) in March, 1943, with the arrival of the 352nd College Training Detachment which was billeted in Crownhart Hall and Gates Gymnasium. The five-month course concentrated on preparing officers for the air force, and dealt in subjects such as "military courtesies and customs" as well as the academic disciplines. Every qualified student was given ten hours of actual flying time from Superior Municipal Airport, where sixteen light airplanes were available. In less than a year, 784 students were pushed through the college detachment program. Working at this clip made Superior one of the top training detachments in the country, much of the credit going to Paul T. Miller, professor of geology and geography, who became Coordinator of Academic Training, and Edward H. Schreiber, the Department Coordinator for Physics.

It was assumed that the close of World War II would allow the school to return to normal, but that never happened. Too many things had changed, turning the old and comfortable ways of previous years into inadequate anachronisms. The Superior Teachers College felt the main thrust of change in Wisconsin, partly because of its lonely location in the northwestern extremity of the state. Areas from which other Wisconsin teachers colleges drew their students overlapped to quite a large degree, and all were fairly well sprinkled with cities or

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towns. But not a single city of any consequence could be counted in Wisconsin within a radius of over one hundred miles of Superior. The territory feeding Superior overlapped with River Falls, Stout, and Eau Claire service areas but its location remained both a strength and weakness in the postwar era of growth.

There were many in northern Wisconsin who believed that the college at Superior ought to expand beyond teacher training and offer also a four-year college course in liberal arts. As things were, the only degrees obtainable at Superior were in education or science, and students in the northern part of the state who desired a bachelor of arts degree had no alternative but to enroll in a costly private college or at the University of Wisconsin in Madison which, in view of the considerable distance involved, was also expensive. Dr. George Sundquist, the Superior regent, and Arthur Lenroot, the state assemblyman (later, state senator), were both committed to the idea that the Superior college should convert into a liberal arts college. At the time, however, their plans ran head-on into the predilections of Attorney Edward J. Dempsey, the formidable chairman of the board of regents. The reasons for Dempsey's opposition were various, but they were related to the belief that teacher training ought to be supreme in the colleges. The introduction of liberal arts, he warned, would quickly force teacher training into a position of secondary importance.

Sundquist and Lenroot well knew that Dempsey had the power to control the colleges more or less as he wished, and they deployed their forces on two fronts — the legislature and the board of regents. Lenroot struck first with a bill which would order the regents to establish a four-year college course at any teachers college "not within a radius of 275 usual traveled miles from any other state-supported institution of higher learning now offering a 4-year college course." Only one of the teachers colleges met these requirements and that, of course, was Superior. The assembly unanimously approved the bill, but when it reached the senate the passage grew rougher.

The senate's committee on education and public welfare turned down the bill before it was read in the senate for the first time on March 6. It was immediately watered down with an amendment which changed the directive to the regents into merely permissive authority. This was bad news for Superior because, as matters stood, there was no reason to hope that Dempsey would choose to exercise this authority. Superior was also threatened by another amendment which would have made all the teachers colleges eligible for bachelor of arts programs, but this was thrown out. When the bill reached Governor Walter Goodland for his signature, he refused, but the legislature overrode his objections and on September 6, 1946, the bill became law.

The next step was up to Sundquist, who had to persuade the regents to act upon the authority given them by Lenroot's act. To do so, of course, meant another clash with Dempsey. On March 5, 1946, Sundquist introduced a motion to have a four-year program ready for Superior by the beginning of the fall semester. His pleas were joined by those of Hill, who had only recently returned to the campus after his war leave. Hill referred, among other things, to recently returned war veterans who were anxious to start college but could not be accommodated. Nothing, however, could sway Dempsey, an attitude so resolute that

Hill interjected in exasperation at one point: "I'm just a country school teacher trying to help some of the GI's who are living in slum-like conditions at our universities while at Superior we have empty halls. . . . We have a modern problem and a modern solution." Enrollment at Superior during the 1945-46 school year was 451, far below capacity. Dempsey and all but three of the regents (including Sundquist) were undoubtedly aware of the problem, but they did not like Hill's proposed solution. The matter was tabled.

When the regents met on April 25, 1947, circumstances were entirely different. Most conspicuously, Dempsey was absent, having resigned from the board a few months before. In his place as chairman was none other than George Sundquist, and seated at the table were several new faces. The day's business passed pleasantly enough. The meeting closed with a final, apparently innocuous resolution, introduced by Sundquist: "The permissive authority granted to the Board of Regents of Normal Schools in 37.12 of the States in the last session of the legislature be put into effect and is hereby authorized." And so, anti-climactically, Superior's long battle was won.

The academic advances of Superior were relayed to other state teacher colleges by the legislature two years later, but by then Superior was looking for better things. It found them in a regent's resolution which allowed graduate work to be taken in the Wisconsin teacher colleges in and after the summer session of 1948 as long as the work was approved by an accrediting agency. Hill and his faculty were able to improve on this opportunity by formulating a program which, more than offering random "graduate work," led to the degree of Master of Education. The colleges in Milwaukee and La Crosse had beaten Superior to the point of offering graduate work, but when the board of regents gave their approval to Hill's master's degree plan, Superior chalked up another important innovation to the system. The first part of the program was given during the summer session of 1950 and was attended by ninety-nine graduate students. Reviewing this sort of progress, the regents decided that "teachers college" was no longer appropriate and in 1951 the "teachers" was dropped. Wisconsin State College-Superior and the other schools in the system went forward under new colors.

The new graduate program was a little slow in picking up momentum, at least until 1958. During the formative years, the six-week summer session was expanded to eight weeks, and graduate courses were introduced in stages into the regular school year, although at this time enrollment never rose much above one hundred. Most of the early graduate students were employed in the Superior public schools as administrators, supervisors, and guidance personnel. In 1955 a "teacher improvement plan" brought elementary and secondary school teachers into the graduate program, followed by a third stream under the "Wisconsin State Colleges Cooperative Program." The latter was organized by the University of Wisconsin and the State Colleges in 1960, and it allowed a student to earn a Master's degree by completing one-half of his program at a State College and one-half at the University of Wisconsin. The three streams of graduate work at Superior have been continued, though the cooperative program no longer attracts students.

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The rapid growth of the college was not without its pains. Hill's forceful leadership, to which the progress of the college owed so much, also drew the president and his administration into hot controversies. Of these, the "Ball case" was the bitterest and most widely publicized.

Wisconsin Statutes, 37.31(1) state that any college teacher who has satisfactorily served a probation period of four years automatically receives tenure and cannot be dismissed without cause, the same to be established in a public hearing before the Board of Regents, should the faculty member adversely affected so request in writing. Associate Professor George G. Ball, D. Ed., University of Wyoming, 1950, had tenure. That point was not at issue. The charges and legal procedures of dismissal from tenure did become issues in March 1957 when President Hill notified Dr. Ball that he was to be dismissed for cause on June 30. The issues were not settled until February 3, 1959 when the Wisconsin State Supreme Court in a four-three decision found the board of regents in error as to its hearing procedures in Dr. Ball's dismissal and prescribed a new hearing in conformity with certain statutes which, in the majority opinion of the Court, the board had ignored.¹⁰ Having lost the original hearing, Dr. Ball declined a new hearing under the procedures prescribed by the Court, and resigned as of the date of his earlier dismissal by the board. He was successful in a financial claim against the state incident to teaching time lost because of the procedural error and the prolonged litigation.

Acting on the recommendation of the Dean of Instruction, the Registrar, and the chairman of Dr. Ball's department, Dr. Hill's dismissal notice (dated March 29, 1957) charged "(a) inefficiency; (b) failure to cooperate with the president, dean, head of the department and others; (c) conduct unbecoming a professional person, i.e., breach of professional ethics; (3) incompatibility with State Laws, Board policies and professional environment."¹¹

Newspapers in Duluth and Superior made the most of a journalistic opportunity. Dissension at the college came into public view following Dr. Hill's notice of dismissal to Dr. Ball. During the first days in April signs appeared in the halls of the college which in general protested changes to be made in the faculty and specifically denouncing President Hill and in support of Dr. Ball. The storm of controversy broke at a time when President Hill was in Chicago, marooned there by a snowstorm. In a telephoned message to the students, President Hill explained board policies and the state law relative to the Ball situation. Hill was quoted by the *Evening Telegram* as stating in his phone message, "I trust I may never be found lacking in courage to do an unpleasant duty when it is necessary for the welfare of the college and its successive student bodies." Dr. Ball associated himself with an off-campus local group which called itself the Citizens Committee for Academic Freedom. It became the source of most of the publicity releases against Dr. Hill personally and the college administration in general. Subsequently the denunciatory publicity was directed against the board of regents, when its investigation of the college, at the insistence of the Committee, and subsequent dismissal of Dr. Ball in the procedurally erroneous hearing, failed to support the allegations of the off-campus Committee.

Dr. Hill's refusal to negotiate with, or even to recognize, this Committee

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and his refusal to discuss the merits of the case with the press was perhaps a mistake in terms of the publicity image of the college through the two-year period concerned. Early in the affair he publicly declared that in the performance of duties he did not intend to be intimidated by hostile publicity nor by news releases inspired by the Citizens Committee, and "I do not intend to violate the code of teaching ethics by trying personnel problems in the papers." The intermittent and critical publicity in terms of news space and viewpoint of the Committee's many published releases was heavily against the college, the supporters of administration, and the board of regents.

Whether the transitorily adverse image was of any significance or real importance is open to question. The American Association of University Professors did not send a committee to the college, but the National Education Association did and it found no evidence of infringement of academic freedom in the Ball case. At no time does it appear that the college accreditation was in jeopardy. Budgets and building programs were not impaired. The phenomenal growth of the college in the years immediately following, and that in a city and region of static or even declining population, suggests that one of the old professors was correct in calling the entire affair a mere catharsis such as periodically comes to all dynamic and growing institutions dedicated to the arts and sciences. Nevertheless, turmoil had shaken the ivory towers. The sense of tenure security, irrespective of amount or quality of services rendered had been jolted. For some the scars from injured feelings were slow in healing.

The Ball controversy, even though it cut deep into the feelings of many who felt a close relationship to the college, should not wholly obscure the fact that the school continued as the academic center of northwestern Wisconsin. Ties long established or newly created by such activities as art exhibitions, press institutes, speech meets, music and coaching clinics, as well as by college faculty visits to area high schools and the offering of extension courses outstate, could not easily be broken — and were not.

Mr. Americo Mortorelli, an alumnus and former star football player under Coach Whereatt during the 1930's, became head football coach in 1954 succeeding Mr. Leo DiMarco, another college alumnus who had made his mark as an outstanding basketball player for Coach Whereatt. DiMarco had filled in for Whereatt during the war years and succeeded Whereatt in 1948, taking the position of athletic director and coaching both football and basketball except for a two-year period when Mr. Mark Dean took over the football duties. In 1954, when Mortorelli became head football coach, Carl Vergamini, former coach at Hurley (Wisconsin) High School, assumed the duties of head basketball coach. Basketball teams, like their gridiron counterparts (except for 1962 when the football team had a seven won and one lost record), were unable to compile records that resulted in conference championships. A fifteen game won and six lost season in 1952-53 and a repeat of this in 1960-61 represent high points in an otherwise undistinguished record of wins and losses.

Larger numbers of young men were able to participate in varsity athletics after 1958 due to the addition of baseball, golf, and wrestling as sports in which a varsity letter could be earned. Of the three, wrestling has been by far the most

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successful in attracting athletes to the college from various parts of the United States, and in the compiling of notable records in intercollegiate competition. Following a slow start in 1960-61, the first year wrestling was a varsity sport, Coach Mortorelli's teams scored respectable yearly records and have performed excellently in post season national meets.

The students who involve themselves in the variety of activities that are a part of college life at Superior are, in significant ways, unlike their predecessors of thirty years ago. A backward glance quickly shows that students were not actively involved in determining the direction of the most important parts of college life. There was little or no recognition, at least on a formal basis, of students' ideas or feelings concerning the policies and procedures which governed their everyday life on the campus. At the close of the 1950's there came into being a Student Senate. This organization, born of the results of student pressure combined with a sympathetic college administration, is an addition to the campus environment which manifests a formal recognition by the faculty and administration of the need, if not the right, of students to make known their desires relative to rules and regulations that affect them.

The impact of relatively new faculty-student committees and the desire of students to assume more responsibility in the area of aiding in the direction of campus life cannot yet be evaluated. The committees exist where none (except the Social Committee) had existed seven short years ago; surely they reflect the increasingly important role students at the college play in the molding of an academic and social environment in which they are a most important element.

Like the young men and women they teach, the college faculty too has been subject to the pressures and demands that come with changing times. Early in the twentieth century a normal school faculty consisting of a few graduate degree holders and mostly faculty members with the bachelor's degree could competently provide instruction. In this day of increased emphasis on specialization as well as breadth of training, such a faculty could not meet the needs of students that live in an atomic age. A review of statistics indicating the academic background of faculty members in 1930 would show that only four held the Ph.D. degree; 65 held the doctorate in 1966. Twenty-five faculty members had earned the Master's degree by 1930; in 1966 111 held that degree. The bachelor's degree was held by 28 of the college teachers in 1930 but in 1966 only 13 members of the faculty had only the bachelor's degree. There were other indications that reflected an overall improvement in the quality of the teaching staff. A rather low rate of turnover in faculty members, as evidenced by only 15 per cent replacement because of retirements or other reasons during the 1962 and 1963 school years, speaks well of the college's retention of qualified staff members. However, the dramatic increases in enrollment during 1964 and 1965 altered the status of faculty stability significantly.

Unbeknownst to the faculty and staff in Superior, discussions took place in the board of regents office early in 1964 that were to shake the placid and normal operations of the college. With no advance notice, the board announced early in February that President Hill had been named Co-director of the Coordinating Committee for Higher Education. In reality Dr. Hill's reassignment to Madison

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was but one part of a triple movement of personnel. Dr. Karl W. Meyer, recently appointed assistant director of the board, was to become the eighth president of Superior, and Mr. Robert DeZonia, then Co-director of the Coordinating Committee, was named to replace Dr. Meyer in the board of regents office.

Dr. Hill's thirty-three years as president of Superior, plus his wide-ranging scholarly and administrative activities in Wisconsin and throughout the country, made him a logical choice for the post on the Coordinating Committee. The decision to make the changes took Superior by surprise, and the announcement aroused mixed feelings as to why the changes were being made. The selection of Dr. Karl Meyer manifested the desire of the regents to appoint to the presidency a man with a distinguished academic background as well as administrative experience.

There were those who had been critical of Dr. Hill, and the Ball case seemed to reflect the feelings of many that Dr. Hill had been too strong willed and forceful in his administration of college affairs. It should be borne in mind, however, that the qualities that did not endear him to some were in part responsible for the growth and development of a teachers college into a multi-purpose institution and a leader in the development of new curricula in the state college system. His imprint on nearly one-half of the history of the college looms large, and well it should.

Dr. Karl Meyer, thirty-eight years old when he assumed the presidency, was born in Fort Wayne, Indiana and earned his baccalaureate degree at Valparaiso University following military service in World War II. After receiving his bachelor's degree, he spent one year in Switzerland doing graduate work which led to the award of a master's degree from the University of Maryland. Four years later he received the Ph.D. degree at the University of Wisconsin, concentrating his study and research in European history. Thereafter he held faculty positions at his alma mater, Valparaiso University, Augustana College, and Wisconsin State College-Eau Claire. In 1958 he was awarded a fellowship by the Carnegie Foundation and studied at the University of Michigan Center for the Study of Higher Education. Following his year at the University of Michigan he was appointed dean of instruction and director of graduate studies at Wayne State College, Wayne, Nebraska, and remained in that position until 1963 when he was named assistant director of Wisconsin State Colleges in Madison.

At his inaugural on October 17, 1964, Dr. Meyer stated that "Our superior mission is to provide the vision for the road ahead", and called attention to a threefold responsibility of preparing students for productive work, freeing minds by means of a liberal education, and developing students into literate individuals in a free society. He emphasized the importance of the liberal arts and also stated "it is fair to assume that we are educating our youth not primarily for individual and selfish gain, but in the national interest."

The year 1964 was a notable year for the state college system in general and for Superior in particular. The name "University" was applied to the nine institutions in the system and dramatic changes were taking place in the numbers of students enrolling in the state universities. These factors, plus the naming of Dr. Meyer to the presidency, combined to foster a three-year period of growth

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and change on the Superior campus unprecedented in the history of the institution.

The fifteen-year period following World War II was a time of curriculum diversification, plant expansion and land acquisition, and much of the credit for improvements in these areas should be given to Regent Barney B. Barstow, successor to Dr. George R. Sundquist. Serving from March, 1951, to 1961, Regent Barstow contributed significantly to the development of an expanded building program on all campuses as well as that at Superior. In 1961 the Democratic governor, John Reynolds, appointed Miss Elizabeth Hawkes, a Washburn, Wisconsin lawyer, who was the first woman regent to serve on the board from the Superior region.

Increases in student enrollments amounted to 243 in the fall of 1964, and 520 and 359 in 1965 and 1966. While these increases might not be considered great in larger institutions, they had a significant impact on a school whose 1963 enrollment was approximately 1,800 students. By 1966 total enrollment had jumped to 2,750 students including 265 who were enrolled in the graduate school.

The operating budget of the University reflected the increases in enrollments; where the budget for operational expenses in 1963 had been \$1,844,873, three years later the budget was \$4,542,538. The construction of additional physical facilities, particularly much-needed residence halls, was a dire necessity. In 1965 and 1966 Curran Hall and McNeill Hall, named for the former regent and first president, both dormitories for men, were constructed near Ostrander Hall and Sundquist Hall on the east side of the campus. Even with the new dormitories, it was necessary to house 115 men in the downtown Tower House, and 86 women in the Superior Hotel in 1965, and 135 men in the Tower House again in 1966.

The acquisition of additional land in 1966 marked the first non-contiguous addition to the campus but the area did provide needed space for the construction of two additional dormitories and a future site for other facilities. The new 90 acre site is bordered by Catlin Avenue, 28th Street, Cummings Avenue and Faxon Street and was purchased for approximately \$120,000. The University also acquired one block of property on the south boundary of the campus as a site for a new library on which construction began in 1967. Named for former President Jim Dan Hill, the \$1,958,600 structure will provide space for 200,000 volumes, the housing of an increased periodical collection, faculty offices, and large well-lighted reading rooms with seating for 600 students, including 100 carrels for use by graduate students.

For almost 50 years Gates Gymnasium had been the headquarters of physical education and athletic activities on the campus. The most outstanding addition to the physical plant of the University between 1958 and 1966 was the construction of a new facility to replace Old Gates Gymnasium. The new \$1,500,000 Gates Physical Education Building, opened in December, 1966, greatly expanded facilities for basketball, indoor track, swimming, wrestling, and a number of other physical education activities. Seating capacity around the spacious basketball floor will ultimately be 3,500 in addition to excellent press box facilities for sports reporters.

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Rothwell Student Center.



Contemporary Crownhart Hall contrasts with the dormitory of 1919.

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The Rothwell Student Center, named for Angus B. Rothwell, a distinguished alumnus and built in 1959, was doubled in size in 1965 and this building is again scheduled for additional construction which will again double its size.

There were other signs that the University was changing to meet the needs of the times. Curricula were being added to the offerings of the University as the needs of students dictated and the capabilities of the University made these additions possible. New majors in sociology, political science, psychology, and women's and men's physical education were added. The School of Business Education and Economics was created in 1966 as a result of the rapid growth in enrollments in business education and business administration. A new degree, Bachelor of Fine Arts, was added to the growing list of degrees awarded by the University. Continuing its leadership in graduate education in the state university system, Superior initiated the first Specialist in Education degree, a sixth year program in educational administration and accredited by the North Central Association of Secondary Schools and Colleges. In 1964 a Master of Education degree in psychometry was also approved by the board of regents and accredited.

An increased emphasis on student participation in campus activities came as a direct consequence of the new administration's allocation of resources and personnel to the new Student Affairs Office established in the fall of 1963. Student personnel services, including admissions, financial aid, counseling, and placement were centralized and made the responsibility of the Dean of Student Affairs. In the fall of 1965, a student majority was approved on both the student-faculty committee on assemblies and the Apportionment Committee which has the responsibility for allocating funds to support entertainment and cultural programs. The Student Affairs staff was increased from three in 1962 to nine in 1966. Beginning in the fall of that year, a counseling center was established with two counselors; a full-time director of student financial aid was also appointed. The responsibility for freshmen academic advisement was also assumed by the Student Affairs Office for the first time in September, 1966.

In a more subtle way students were being exposed to a broader range of experiences on the campus as a result of the changing composition of the student body. Not only did the number of graduate students increase but the number of students from outside the state of Wisconsin and from foreign countries grew significantly. Enrollment statistics for fall 1963 and 1966 show that 213 and 613 students respectively were classified as non-resident; even more interesting is the fact that in 1963 about 50 students came from the east coast area but this number jumped to 287 in 1966. There were no foreign students on the campus in 1963; there were 35 in 1966.

The University continued to reach out and serve Superior, the region and the state. The establishment of its own FM radio station, WSSU at 91.3 on the radio dial, in January 1966, literally brought in to the homes of those who wanted to receive what the University could offer in public service, cultural and athletic programs. University students also continued to look beyond the campus as established fraternities and sororities and other student groups contributed their time and effort to a growing number of service projects in local hospitals, orphanages and other service-type activities. A new student organization, the Student Youth Volunteers, came into being as a result of an increased awareness

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by students that service to the less fortunate of society was sorely needed and beneficial to both the giver and the receiver.

The University administration made it known that it was willing to commit whatever resources it could for the benefit of the community and region. Special National Science Foundation institutes have made it possible for science teachers to keep up with the fast-changing developments in science. During the 1967-68 academic year there will be over twenty-five full-time graduate students in physics on the campus supported by a \$100,000 grant from the National Science Foundation. Over a three year period (1965-1967) the University received over \$1,800,000 in funds from outside sources for student support, teaching programs, research, community service activities, purchase of much-needed equipment for instructional uses, and for construction of the new library.

Rapid expansion in enrollment during the three year period 1964-1966 meant that Superior, like its sister institutions, was forced to increase the size of its faculty at a fast rate. The dual problems of acquiring, and then retaining, qualified faculty members are with the University constantly. In 1964, forty new faculty members came on the campus for the first time; this number increased to fifty-five in 1965 and almost one-half of the 189 faculty members and administrators on the staff in 1966 were new. The quality of the staff, as indicated by degrees held and experience, continues to improve notwithstanding the keen national competition for faculty; more than forty per cent of those engaged primarily in classroom instruction in the 1965-1966 academic year held the doctorate, a percentage above the national average.

The "atmosphere" of the Superior campus, like any other campus, is unique and different; the University has its own character. This atmosphere or character is a composite of many elements. Of fundamental concern to the faculty (and to students) is the extent of their participation in developing the goals, curricula, and direction of the University — put simply, its governance. Until 1963 there was no formal or meaningful faculty organization at Superior involved with the overall governance of the institution. With the encouragement of President Hill, there was established in 1963 a small committee composed of some members of the Administrative Council (comprised of deans, other administrators, and department heads) whose task it was to draw up a charter which would create a faculty organization capable of involving itself in overall University matters. The Charter for the Faculty Council, which was implemented in 1963, stated in its Preamble, "The purpose of the Council is to provide an agency of study, discussion and action in the internal affairs of the College . . .". Unfortunately the first attempt to provide increased faculty involvement in the affairs of the University was not very successful, and the Faculty Council proved to be ineffective. Early in 1966 representatives from the Faculty Council and the Administrative Council revised the 1963 Charter to provide for a more viable organization. In essence, and in spirit, the fundamental factor in the new Charter is the concept that the academic community does not exist in compartments, one for faculty members, another for administration. The unicameral body known as the University Senate has as its presiding officer the President of the University with the Academic Dean as the one other *ex officio* voting member. All other eighteen senators, representing all areas of the University community, are

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An aerial view of the Superior campus as it appeared in 1967.

elected. The President of the Student Council also sits in the Senate as an observer.

There were other changes taking place that had an impact on the life of the University. Governor Warren P. Knowles named Mr. Siinto Wessman, a native of Superior and local businessman, to succeed Regent Hawkes when her term expired. Mr. Wessman had been a former newspaper reporter for the *Evening Telegram* and the *Duluth Herald and News Tribune* before entering the wholesale bakery business. At the time of his appointment, he was also vice-chairman of the Douglas County Republican Party.

With President Hill providing leadership, and strong support from local alumni and friends of the University, there was established in 1956 the Superior State College (University) Foundation. Chartered as a non-profit organization, the Foundation dedicated itself to the task of raising money to be earmarked for scholarships and student loans. With the passage of the National Defense Education Act in 1958, money for loans to students was made available by the federal government if matching funds could be provided by the College. The Foundation used its resources in these early years of its life to support this loan program and continues to do so.

Indicative of the interest in the University and the extent to which individuals are willing materially to contribute is the fact that as of November, 1966,

338 alumni and others had contributed to the Foundation. Included in this number are 131 contributors who have made pledges to provide at least \$100 per year to the Foundation and this "Committee of One Hundred" includes many persons who have given larger amounts. Under the vigorous leadership of Mr. Paul Holden, President of the Foundation, the total assets of the Foundation have dramatically increased; by 1964 net worth of the Foundation was \$87,895 and three years later the total assets of the Foundation passed the \$200,000 mark.

The growth of the Superior State University Foundation reflects, in one way, the spirit of the students, faculty and the President of the University. There is, as President Karl Meyer so aptly stated in his inaugural address, a "Superior mission," and the University, as it has in the past, will strive to meet the challenges and responsibilities entailed in such an endeavor. If the past can be considered a barometer for the future, the University which is the smallest in the state university system, will give more than its share in contributing to the success and well-being of the people and state it serves.

Footnotes

1. Franklin, as a young boy, accompanied his father to Superior where he observed the launching of a whaleback ship. Ships were launched sideways into a narrow slip which resulted in a huge displacement of water. Franklin was almost drowned when he wandered too close to the slip into which a ship was being launched. Only the quick action of a Superior fireman, it is said, saved the young Roosevelt from being drawn into the slip.

After Franklin Roosevelt had become President of the United States he remarked that his father had almost "lost his shirt in Superior during the depression of 1893."

2. Wisconsin, *The Laws of Wisconsin*, 1891, Chapter 402.

3. The resolution of the city council was quickly sent to the board of regents but no action was taken by that body because the board was going to await action pending in the legislature looking to the establishment of two new normal schools. W. D. Parker, Secretary of the Board of Regents, to John W. Scott, Mayor of Superior, January 28, 1893, Harry H. Grace Papers, Library, Wisconsin State University, Superior.

4. *The Laws of Wisconsin*, 1893, Chapter 185.

5. The Superior *Evening Telegram* for September 14, 1893, listed the following locations as possible sites for the normal school: 1) 7½ acres on North 28th Street bounded on the east by the Northern Pacific Railroad tracks and on the west by Corning Avenue; 2) 5 acres on Tower Avenue and 28th Street on the west side of Tower Avenue; 3) Fisher Avenue to Grand Avenue bounded on the north by 16th Street but no mention made of a south boundary; 4) a part of Union Square at Central Park on Seventh Street; 5) Public Square in East End bounded on the north by East 3rd Street and on the south by East 4th Street; 6) 3½ acres on East 13th or East 15th Streets between Stinson and Nettleton Avenues; 7) 5 acres on Hill Avenue and Belknap Street.

6. See Wisconsin, *Assembly Journal*, 1895, pp. 55, 852, 969, 970; *Senate Journal*, 1895, pp. 703-4, 780, 790, for the La Crosse bill. For the Superior bill see *Assembly Journal*, 1895, pp. 104, 963, 1050.

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7. Average total fees paid by a student was \$10.87. Of the 513 students enrolled 305 came from Superior and Douglas County while 34 came from other states; 251 were high school graduates and 57 of the students were under 16 years of age. *Report of the Proceedings of the Board of Regents of Normal Schools, 1914, Appendix, pp. 117-121.*
8. A McCaskill Friendship Fund was established in memory of President McCaskill. The purpose of the fund was to provide temporary loans for students unable to finance their term's work. This student aid is still available for present-day students.
9. *The Evening Telegram* of July 2, 1931 gave as the reason for Gillette's resignation that his political activity on behalf of President Hoover and ex-Governor Kohler had incurred the hostility of state Progressives. Regent Dempsey, it was rumored, had told Gillette that he should resign for the "good of the service."
10. State *Ex Rel* Ball vs. McPhee 6 Wisconsin, 2nd, 190; 94 NW 2nd 711.
11. Notice of dismissal, Jim Dan Hill to Eugene R. McPhee, and copy with covering letter, Jim Dan Hill to George G. Ball, both dated March 29, 1957, now in the files of the Board of Regents Office in Madison, Wisconsin. See also *Proceedings of the Board of Regents*, April 26, 1957, Resolution 1298; June 17, 1957, Resolution 1317; and May 22, 1958, Resolution 1427 for Board action relative to the Ball Case. See also State of Wisconsin, Circuit Court, Dane County, State *Ex Rel* George G. Ball, Plaintiff vs. Eugene R. McPhee, Director and Secretary for the Board of Regents of State Colleges, Defendants, May 7, 1958 for decision rendered by Judge Richard W. Bardwell. The State Supreme Court decision affirmed the decision of the Circuit Court.

CHAPTER VIII

A HISTORY OF STOUT STATE UNIVERSITY (1893-1966)



When James Huff Stout arrived in Menomonie in 1889 to make the town his permanent home, the residents of Western Wisconsin were already familiar with the name. Henry Stout, father of James, along with John Knapp, William Wilson, and Andrew Tainter, had carved out of the pine timber of the Red Cedar Valley an enormous empire. The Knapp, Stout & Co., reputed to be the largest single lumber company in the world, was nearing the height of operation. In aggregate the firm cut two billion board feet of lumber and shipped it down the Red Cedar, the Chippewa and the Mississippi Rivers to feed the needs of the Trans-Mississippi West. Thus James Stout was heir to a large and growing fortune.

Soon after his arrival in Menomonie, James Stout demonstrated that he had no intention of living the life of the idle rich. At 40 he had traveled widely and had come into contact with men and events in the rapidly changing field which was to become an absorbing interest — education. What James Stout proposed to the Menomonie school board set in motion a series of developments which within the remaining 20 years of Stout's life were to bring recognition and a reputation in educational leadership to both him and his community.

The Stout Manual Training Schools, a part of the Menomonie Public Schools, became in time a teacher-training school as a private venture. Taken over by the state after Stout's death, The Stout Institute became a two-year state-supported teacher-training school, then became a four-year college, then added graduate work and finally became a part of the system of state colleges, now the state university system.

As Stout sat with the Board of Education that winter of 1889-90 to outline his plans, he no doubt explained how he had become interested in the new educational ideas he was advancing. The Philadelphia Centennial Exposition in 1876

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contained some foreign exhibits focusing on an area of education almost ignored in this country — mechanic arts or manual training. Manual training could be traced to the teachings of Pestalozzi and Froebel in Germany and to the sloyd (woodworking) schools of Scandinavia. Russia, as clearly shown by the exhibit of Imperial Technical School of Moscow, had contributed a system of training in shops by analysis of processes.¹

In this country, although some shop work had started in the engineering schools, manual training in high schools had not begun until about 1880. In fact, the first manual training high school, the Manual Training School of Washington University, St. Louis, was erected in the summer of 1880, on the impetus of Professor Calvin C. Woodward. That was the year that James Stout went from Reed's Landing to St. Louis to take charge of the company's new saw mill. Arriving in St. Louis the year the school opened, Stout may have known about it casually, but he soon became intimately acquainted with it. A friend remarked that he was very much interested in having his sons take manual training, but he lacked the money to send them to the school. Stout furnished the means and thus acquired a personal interest in the objectives of the school. There is no doubt that James Stout explained to the Menomonic Board of Education the purposes of this kind of education. What applied to the youth of St. Louis could apply equally to the youth of Menomonic, and Stout was convinced that it should, and was ready and able to see it done.

During the years in which Stout had his headquarters in St. Louis, an angry debate raged in the educational world. This controversy had its origins in the changing American life brought about by industrialization. The growth of cities, the factory system, and the expansion of public school education challenged the old school curriculum and the entire educational system. There were many leaders in education who began to say that the curriculum failed to prepare children for life. In an address at Huntington Hall, Boston, in December, 1885, Calvin Woodward quoted from Emerson:

We are students of words; we are shut up in schools and colleges and recitation rooms from ten to fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing. We cannot use our hands, or our legs, or our eyes, or our arms. In a hundred high schools and colleges, this warfare against common sense still goes on.

Dr. Woodward expressed his credo in these words: "Put the whole boy to school!"

The critics of manual training insisted that it might be a good substitute for apprenticeship but that it should be confined to special schools. The proponents insisted that manual training was not simply vocational training but that it had value as general education and as mental training. To this viewpoint some distinguished educators lent support. Felix Adler, at the N. E. A. Convention in Madison, Wisconsin, 1884, made it clear that he did not regard the technical subjects as strictly vocational. "I should plead for it [technical and art work], then, as now, simply because of its broadening, humanizing effect; because it

quickens into activity certain faculties of human nature." Nicholas Murray Butler, speaking at the Department of Superintendence in Washington, 1888, declared that "If the term manual training is used in antithesis to mental training, it is wrongly understood. Manual training, as I use the term, is mental training," he said.

Developments in domestic science paralleled those in manual training. The movement for the emancipation of women followed industrialization. Leaders in the women's rights movement hoped that homemaking might become a profession, domestic economy a science. Catherine Beecher, who published *A Treatise on Domestic Economy* in 1841,

looked on the formal education of women as the means of raising them to the same level of respect as professional men. She defined 'the woman's profession' as the practice of childbearing, child rearing, and housekeeping; and she would free women from the thralldom to the male by training them for their household profession exactly as men have been trained for medicine or law.²

In the 1870's the idea of training girls for homemaking and work in industry began to take root here and there. In the cities cooking and sewing schools developed as part of industrial education. The Boston Cooking School (1872) was started by the Committee on Industrial Education of the Women's Education Association. In 1872, also, the Massachusetts legislature "legalized sewing and other industrial education."³ The cooking and sewing schools thus established were recognized as a part of manual training.

In that decade, the Morrill Act which created the Land-Grant colleges with provision for the teaching of agricultural and mechanical arts, brought about the introduction of home economics in colleges. Pioneers of the science of home economics movement began to appear at Iowa State College, Kansas State Agricultural College, and Illinois Industrial University.

Here and there in the larger cities during the 1880's domestic science began to appear in the public schools. In 1886 the Board of Education in Washington, D. C., authorized cooking and sewing as a part of manual training. In Philadelphia, in New York City, in San Francisco, domestic science was introduced in some form in public schools.

Manual arts and household arts were still in the pioneer stage when James Stout met with the Menomonie Board of Education. It was not surprising that Toledo and St. Louis should take the lead in the development of manual arts, or that Washington, D. C., New York City and San Francisco should lead in household arts — but Menomonie? Menomonie was a good-sized lumbering town but a small pioneer town, nevertheless. Those who founded the village were still living, and western Wisconsin was rather outside the main stream of commerce and industry. But James Stout was convinced that the new experiment in education would stick and grow and he wanted to start an experiment there. The school board accepted the idea enthusiastically. The community could hardly turn down an offer which included a building, equipment, and

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staff. Although the domestic science and manual training were to be separately housed, instruction was to be a part of the regular curriculum throughout the grades and the high school.

Mr. Stout and the local principal, R. B. Dudgeon, made certain that Menomonie citizens understood the meaning of the innovations in education about to be introduced.

In October, 1890, Dr. Henry H. Belfield, director of the Chicago Manual Training School, was brought to Menomonie to explain the operation of his school, established in 1884 as the second manual training school in the country. "His theory," as the *Dunn County News* reported it, was "not to allow manual training to do away with the study of books but to make it supplementary thereto . . ." In November, Stout and Dudgeon left Menomonie for an inspection of manual training facilities in Chicago, Toledo, and other cities.

The common council gave Stout permission to build on the central school grounds. There he erected a two-story frame building and provided the equipment. January 5, 1891, the school which was to lead to the establishment of the Stout Training Schools, The Stout Institute, Stout State College, and Stout State University opened its doors to students of Menomonie.

The new school was successful and so well received by the people of the town that Stout decided almost immediately to build a larger school. In May, 1892, the common council donated a new site on the central school grounds for the new building and agreed to pay operating expenses for three years. Work on the new building began in July, 1892, on the site of what is now Bowman Hall. Completed in March, 1893, the building was an impressive three-story wooden structure with clock tower rising 125 feet. "Work connected with the city schools will begin next Monday," wrote the town newspaper, "in the magnificent building now completed and superbly equipped, without expense to this community, by the grand liberality of our townsman, James H. Stout."⁴ Although Mr. Stout seldom revealed how much money he spent, the new structure and its equipment is supposed to have cost about \$50,000.

When the state teachers convention met in Madison in 1894 the school at Menomonie was already attracting attention. Twenty-five Menomonie teachers, their railroad fare paid by Mr. Stout, attended the convention and presented a manual training exhibit. The *Madison Journal* was impressed and a bit envious, perhaps, and commented thus:

The manual training exhibit has attracted much attention, and Madisonians hope it may lead to the establishment of such a school in this city. Menomonie is the best advertised city of 6,000 in the state, due to a few men of wealth who are public-spirited. The normal school authorities at River Falls are a little jealous of the enterprise, but good feeling is gradually being established. It is unfortunate that Mr. Stout's enterprise did not hit upon a bigger city.⁵

Stout himself was becoming well known in Wisconsin. Elected in 1899 to the state senate, he was almost immediately appointed chairman of the

committee on education. One of the first bills he introduced was "an act to authorize and encourage the establishment of manual training departments in connection with the high schools of the state."⁶ From 1895 until his death in 1910, James Stout remained in the Senate and as chairman of the education committee. His influence reached into every avenue of education — the University (as regent), the normal schools, the county teachers colleges, agricultural schools, and traveling libraries.

Senator Stout was in Madison on Tuesday, February 2, 1897, when word reached him that at 4:15 that morning a fire had started in the new manual training school. The engineer had started a fire in the furnace, using shavings and other refuse from the workrooms. In the heavy, damp, atmosphere the drafts did not work properly, the accumulated gas exploded, blowing out the furnace doors and igniting the pile of shavings in front of the furnace. Within two hours the wooden structure was a heap of ashes. The high school building, ignited by the flames, also went down. Senator Stout returned to a sorrowing community.

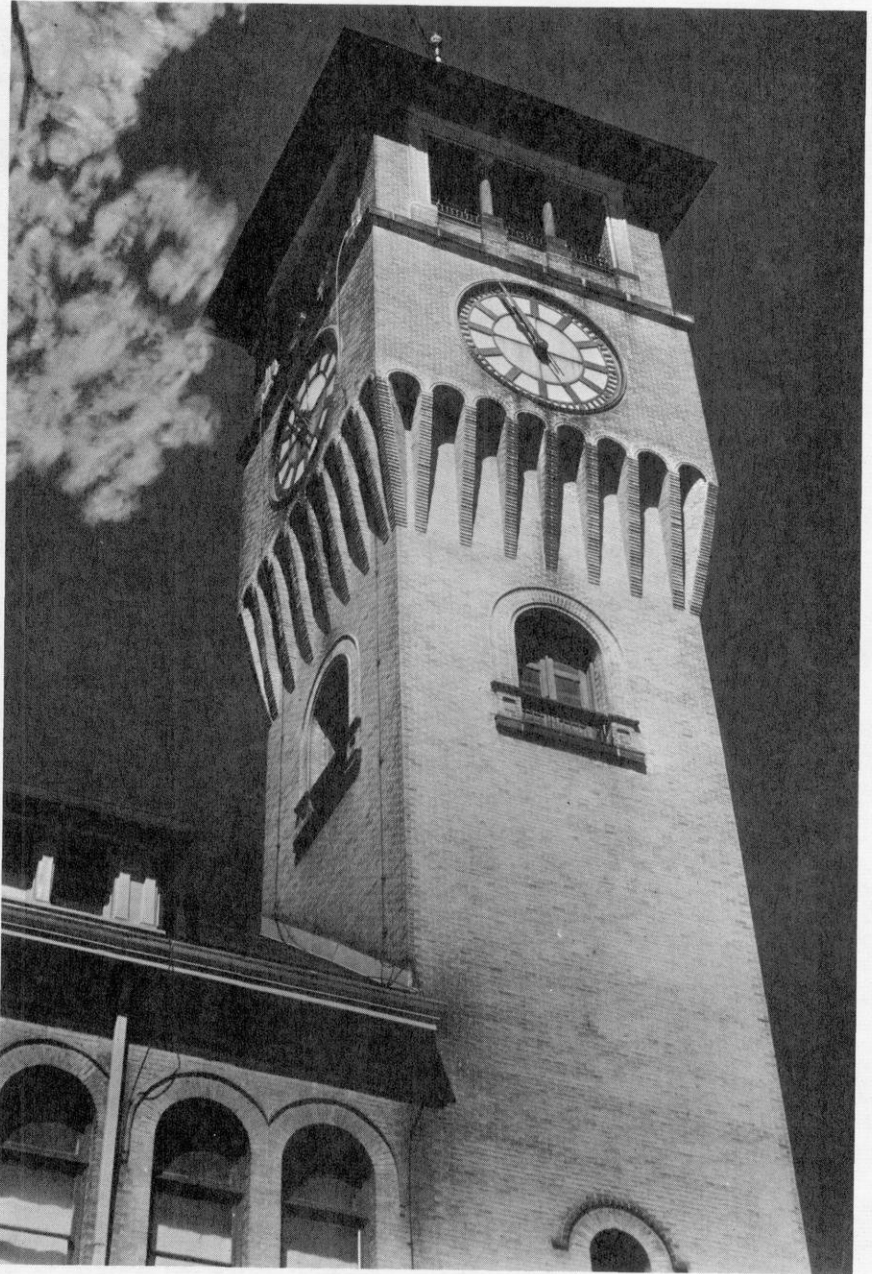
Community response to the disaster quickly indicated how the people of Menomonie had grown to depend on the school and how proud they were of its national fame. Before the ashes were cold a group of citizens, headed by the mayor, other city officials, the Board of Education, and county officers, circulated a petition to be presented to Stout, expressing the hope that the Manual Training School would be reestablished. "Be assured you may rely upon the hearty support and cooperation of us, your fellow citizens, in whatever plan may commend itself to your judgment," it said.⁷

With the understanding that Menomonie would build a parallel high school, Senator Stout made immediate plans for a better-built school, a fire-proof three-story structure of steel and concrete faced with locally-made Menomonie brick. It stands today and is known as Bowman Hall. On the south was a one-story extension for forge and machine shop. On the northeast corner was erected the massive tower which still serves as a Menomonie landmark from every compass point and which dwells fondly in the memory of every Stout alumnus as a symbol of the university. In the tower was placed a clock and a seven thousand pound bell, purchased by citizen subscriptions.

As originally designed, the basement, the first floor and one large room in the second floor was occupied by the Mechanic Arts. Domestic Arts took up most of the second floor; on the third floor was the Art Department. The furnishings in the three departments were probably unexcelled by similar schools anywhere in the country. Senator Stout wanted the best.

What was unique about the school, however, was not the building or its equipment but the idea that art, domestic science, and manual training should be part of the school curriculum from kindergarten through high school. Charles Kendall Adams, president of the University of Wisconsin, speaking at a meeting of the State Teachers' Association said,

We have in this state the best manual training school in the country, and probably the best in the world. At the Menomonie school,



"The Tower," a familiar landmark, rises over Bowman Hall, built in 1897.

boys and girls are taken from the grammar school and high school into the Manual Training department for an hour a day without in any way detracting from the amount or quality of their lessons in the regular program.⁸

But despite the adulation of educational observers, the Stout Manual Training School was ready to take another giant stride — one that was to be its chief activity for the foreseeable future. Teacher-training began in the Menomonie schools in 1899. The Board of Education offered a two-year training course in kindergarten teaching. Applicants were required to have a high school diploma or its equivalent and show “some proficiency” in singing and piano playing. To support this training program, Menomonie had excellent facilities. Three kindergartens were in operation with two hundred pupils and eight teachers. Since Senator Stout was president of the Board of Education, it seems obvious that the kindergarten training course grew out of one of his special interests. The specific suggestion apparently came from L. D. Harvey, then state superintendent of schools.⁹

Senator Stout's interest in the kindergarten movement is not surprising considering its relation to manual training, for both manual training and the kindergarten owed much to the teachings of the German scholar, Froebel, and his concept of “motor expression.” Although by 1890 a reaction had set in against the Froebel system in kindergarten, his ideas still dominated much of the thinking.¹⁰ In 1899, three years after he started his manual training school, Stout brought Mary McCullough, then superintendent of kindergartens in the public schools of St. Louis, to Menomonie to explain the Froebel system. Later that year she came to Menomonie to select teachers and supervise the introduction of kindergartens. The first kindergartens, with pupils ranging in age from four to six, were started in the old manual training building, at the North Menomonie school, and at the Coddington school. By 1899 the Menomonie kindergartens were well established and well known; the training school was a natural outgrowth of their success. By 1903 the kindergarten training school had become a kindergarten and primary training school with eighteen first-year students and thirteen second-year students.¹¹

At the turn of the century, Menomonie schools were receiving increased attention. Educators across the country wrote for information and came to visit the schools. The National Education Association met in Minneapolis in July, 1902. Delegations of visitors came over on the train to see a school system which had now become famous.¹²

Across the country manual arts and domestic science were receiving more attention — both by educators who saw their value as a part of the public school curriculum and by those who saw manual arts as a builder for industry and domestic arts as a means of improving the status of women. John Dewey's *School and Society* appeared in 1899. In his view occupations should be the very center of the school curriculum, as a basis for instruction in other subjects and as “instrumentalities through which the school itself shall be made a genuine form of active community life instead of a place set apart in

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which to learn lessons.”¹³ Leaders in manual training such as Charles B. Richards of Columbia began to build on Dewey’s social philosophy.

In the field of domestic science and art some thirty colleges had departments by 1900. The organization of the National Household Economics Association was an outgrowth of the Chicago Exposition on Home Economics as well as of general interest in the field. In turn the association stimulated public interest.

The passage in 1895 of the Wisconsin bill authorizing and encouraging the establishment of manual training in the schools created a demand for teachers of mechanic arts and domestic science, a demand which could not be met because of the lack of teacher training in that field. Some of the normal schools had seen the need for shop instruction at the college level. Oswego State Normal School in New York, 1880, and the State Normal School at Whitewater, Wisconsin, 1883, started shop training without, however, accompanying professional courses.

Under the guidance of Nicholas Murray Butler, what became the Teachers College at Columbia University began the training of manual training teachers in 1888. (It should be noted here that John H. Mason, who had been employed by Stout to head manual training in Menomonie, was lured to Columbia Teachers College in 1893.) At the turn of the century, however, most of the manual arts and domestic science teachers for the public schools were still coming from manual arts high schools, technical institutes and land grant colleges where the subjects were offered but without accompanying professional preparation.

The need for teacher training and the excellence of the schools in Menomonie naturally led to the suggestion that a training school be established here. In March, 1903, at Menomonie’s “Advancement Association,” a community booster club, L. D. Harvey strongly advised the establishment of such a school. What Stout and Harvey had in mind originally was a new school under the state normal school system, but for some reason this proved difficult. A private school was launched.¹⁴

Thus, in 1903 the Stout Training Schools “for the preparation of teachers of manual training and teachers of domestic science” were initiated under the local board of education but financed by James Stout. Menomonie now had three training schools — one for kindergarten teachers, one for manual training, and one for domestic science. The two-year courses led to a diploma which could be the basis for issuing a life certificate. To head the new schools as well as superintend the public school system, Stout brought to Menomonie a prominent educator, Lorenzo Dow Harvey.

Harvey was born in 1848, also the birth year of Senator Stout. Most of his life had been spent in the educational world, serving in various capacities. At the age of sixteen he passed the county (Rock County, Wisconsin) examination for a third grade certificate and during the winter months taught in a one-room school near his farm home. After graduation from Wilson College in 1872 he became principal at Mazomanie, Wisconsin, and then at Sheboygan. In his spare time he studied law and was admitted to the bar. Milton College conferred on him an honorary doctor’s degree.

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In succession Harvey was superintendent of the Sheboygan schools, state institute conductor, and professor of political economy at the State Normal School in Oshkosh, president of the State Normal School in Milwaukee, and State superintendent of public instruction. Before coming to Menomonie he had been president of the department of superintendence of the National Education Association. Later, in 1908, he was to be elected president of the NEA.

Harvey was admirably fitted for his work in Menomonie. He had been a classroom teacher and an educational administrator. He had helped reorganize teacher's institutes in Wisconsin. As state superintendent he had initiated numerous reforms in the Wisconsin public school system. He had been commissioned by the legislature to study and report on industrial education in this country and abroad. He and Senator Stout had become well acquainted in educational projects involving the legislature. In 1902 Harvey was accused, unjustly, of using his office to further the interests of a particular book publisher. The resulting fracas left him without the support of the state Republican convention, and he failed to get the nomination for state superintendent. Harvey no doubt could have accepted any number of well-paying positions in the educational world but he chose to accept Senator Stout's invitation to come to Menomonie. His salary as superintendent of schools would hardly have been sufficient to hold him had not Senator Stout supplemented his income from his own pocket and secured him the position of assistant cashier of the First National Bank.¹⁵

The "circular of information" published for the year 1903-4 gives a very clear picture of the operation of the two new training schools. At the head of the training schools for manual training teachers was John H. Mason, a graduate of Worcester-Polytechnic Institute, who had directed the original Stout Manual Training School and who had now been brought back after five years as instructor at Columbia Teachers College. Classes were conducted in what is now Bowman Hall, except for science classes in the high school. Separate curricula were set up for elementary school and for high school. The elementary curriculum included (1) hand work for primary grades, (2) the Sloyd system of woodworking, (3) drawing (free-hand and mechanical), and (4) professional work. Electives could be chosen from science, mathematics, English and physical training. The secondary curriculum included (1) wood work, (2) moulding and foundry practices, (3) forging, (4) machine shop practices, and (5) professional work. Physical training could be chosen as an elective. Courses were planned on the basis that 1440 hours "are necessary for the completion of the work in each course."

Basic requirements in the Training School for Domestic Science Teachers, headed by Miss Elma B. Perry, were the same for teachers in elementary and secondary schools: (1) food materials and foods, (2) textile fabrics, (3) household economy and management, (4) science (including chemistry, biology, physics, and physiology and hygiene), (5) professional work, (6) free-hand drawing, and (7) English. Electives were available in physical training, drawing, handwork for primary grades and the manual training course for elementary schools.

Students could enter the training schools with advanced standing if they had had normal school or collegiate training. The minimum for admission was

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the four-year high school or its equivalent. Tuition was \$100 per year, payable in two installments. An extra fee was charged for shop materials. The school year was divided into three terms: fourteen weeks, twelve weeks, and ten weeks. Practice teaching was conducted in the Menomonie schools.

Professional education work received definite emphasis. The bulletin of 1903-4 made this quite clear.

The idea that because a person knows a subject, he can therefore teach it, is no more true in dealing with these subjects than with any other. In the early experiments in manual training, it was thought that artisans who were skilled in the handling of tools were proper persons for teachers. Experience wherever this experiment has been tried, has shown the fallacy of this idea and has led to its abandonment. Among those competent to judge, it is now recognized that proper instruction in manual training and domestic science demands the application of the same pedagogical principles, as does good teaching in any subject, and the teachers must be trained not only to do the things which their pupils are to do, but they must be trained to teach the pupils how to do these things and must train them in doing them.

L. D. Harvey was instructor in psychology and pedagogy. No doubt his pupils as well as the faculty heard much in the form of what Mary Bradford in her *Memoirs* called "pedagogicalukase" about his "Four Fundamental Propositions of Teaching." One of Dr. Harvey's students described him as "very positive." At the beginning of the psychology class in which he used James' text he would select a student from the roll, fix a penetrating look through pincenez glasses at the petrified student and say "you start the lesson." His faculty feared and respected him, as one of his primary teachers in the Menomonie public schools indicated: "I was scared to death of him. He liked to try new methods, and he gave me some new books and urged me to try new teaching methods. Then he had me bring my class to a teacher's meeting to demonstrate the phonogram method."¹⁶

Superintendent Harvey's emphasis in education was strongly vocational. Public education, he felt, would be justified only on the basis that it fit children for life. Since over ninety per cent of the adults worked with their hands, training in motor skills was essential. After referring in the February, 1906, Stout Training Schools bulletin to Theodore Roosevelt's "square deal" Harvey wrote:

I submit that the system of education which fails to give them [pupils] during the most impressionable and formative period of their lives such a training of the hand as will fit them the earlier to become skilled in the different departments of manual labor in which they may engage, and thus to make their work more productive, is not giving "a square deal" to these future members of society, to society itself, nor to the state.

Beyond motor skills, Harvey claimed for manual training and domestic science a mental training which could not better be achieved by any other branch of learning. He said:

Because in the manual training school the child learns to use a plane or a saw, it does not follow that he is to be a carpenter. Because the girl learns to sew, it does not follow that she must be a seamstress; . . . But in any case the training thus afforded will be of the highest value in the development of the individual because it demands, first, concentration of attention, and thus develops that quality so essential to success in any field of human endeavor; second, it requires organized thinking in the adaptation of means to ends, a demand which will be constant thru life; and, third, it demands an exercise of the will power resulting in doing for the realization of those ends, and thru the doing there comes a clarification of the thinking.

Harvey's emphasis was clearly on the individual values of vocational and mental training rather than on the social values of Dewey.

In June, 1904, at the Training Schools' commencement, 23 students were graduated; five were in domestic science, two were in manual training, the rest in kindergarten. In October, 1904, an exhibit of the Stout Training Schools won the gold medal at the World's Fair in St. Louis. As a Madison newspaper editor said, Dunn County had become a "household word." In the years following, enrollment grew with the fame of the schools. By 1908, the student population was approaching 200.¹⁷

In the summer of 1906 the Stout Training Schools inaugurated its first summer school. Those in attendance were city superintendents, directors and teachers of manual training and of domestic arts and science. There were eleven students in manual training and nine in domestic science, in all representing seven states. In the second summer session (1907) enrollment was up to 41 with 13 states and Canada represented.

To accommodate increasing enrollment, Senator Stout bought the property belonging to Mrs. Bertha Tainter. Apparently the Senator expected to build a trade school there and a school for applied arts together with dormitories. The Tainter mansion was converted into a dormitory and first occupied as such in September, 1906.¹⁸

Aside from course work directly concerned with domestic science and manual training, two facets of education in the training schools deserve special attention — art and physical education. Both reflect special interests of Senator Stout, shared in full by Dr. Harvey. The third floor of Bowman was devoted to art instruction and to what amounted to an extensive art museum. Miss Kate Murphy had been brought to Menomonie in 1894 as director of art in the manual training school. She was a graduate of St. Louis School of Fine Arts, had taught drawing in the public schools of Chicago. Senator Stout had great confidence in her knowledge of art and art objects and had sent her to Japan on one excursion and around the world on another to collect works of art. These

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were distributed through the school buildings, but were concentrated on the third floor of the manual training building. Mrs. Mary Bradford who later taught in the Stout Training Schools described her first impressions:

There were paintings and tapestries, vases and statuary; large, glass wall-cases containing priceless shawls, rare laces, and historic garments; there were glass enclosed floor-cases, filled with fascinating arrays of curios of all sort — carved ivory from the Orient, choice miniatures, and fans with historic associations.¹⁹

How much this collection cost, Senator Stout perhaps never revealed. Needless to say, art received a prominent place in the public school and training school curriculum.

Physical culture was another area of special concern at a time when physical education deserved more attention than it received generally. Started in 1900 and completed in 1901 the "School of Physical Culture" building was constructed by Senator Stout to be used for school purposes but also as a community center. On one side of the building was the swimming pool, perhaps the largest "natatorium" in the state. On the west side was the gymnasium. In the social center on the second floor were a reading room, card room, billiard room and bowling alleys. The building served as headquarters for the town Commercial Club, for the Women's Club and the Women's Social Culture Club.

When the Stout Training Schools were organized, N. J. MacArthur was made director of a School of Physical Training and also handled public school physical training. He had come to Menomonie from St. Cloud, Minnesota, where he had been instructor in athletics and director of physical training in the State Normal School. MacArthur was very proud of the progress of his public school pupils in physical fitness. His statistics indicated that the Menomonie boy who had been in his physical education program for six years far outstripped the average boy in strength. Menomonie had won, over a five-year period, two firsts, a second and a third at the state track meet in Madison. One lad, Waller, held the U.S. championship for the 440-yard dash at the Amateur American Athletic Union Games in Chicago. While MacArthur said he made no special effort to develop athletics, the systematic physical training produced boys of superior ability.²⁰

Very soon after the Training Schools were established all students took physical culture unless excused by the director. A student wrote in the February, 1907, bulletin of the Stout Training Schools a description of the early athletic program.

A prosperous athletic Association is also in existence, formed last year for the support and promotion of athletics. It accepts as members every male student entering the Stout Training Schools who signs the constitution and by-laws of the same. Meetings are held regularly during the year, and at the close of the school year an official letter "S" is presented to every athlete who has represented this institution in a

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championship contest with another school. As to the kind of sports supported here, football is taken up somewhat in the fall, basketball very strenuously in the winter, and either baseball or track and field work in the spring. It is doubtful if football will ever regain its old time popularity, although there will be some very good football material in the school.

Dr. Harvey's strong vocational bent shows up in the organization of a "Homemaker's School" which began admitting students in September, 1907. The school operated as an independent facility although it used the equipment of the Stout Manual Training School and some of the faculty of the Stout Training Schools.

By 1908, Senator Stout's philanthropy and the town's own educational program had given Menomonie an interesting, if somewhat unwieldy, complex of schools, including a central high school and elementary school and three outlying kindergarten and elementary schools. In addition, the Board controlled the several schools built, equipped and staffed by Senator Stout — the Stout Manual Training School, the Kindergarten Training School, the Training School for Manual Training Teachers, the Training School for Domestic Science Teachers, the School of Physical Culture, and the Homemaker's School. Together these various schools made up what Adele Marie Shaw called "the most complete object-lesson in public education that exists anywhere."²¹

It seemed obvious that a new board of control for the Stout enterprises would simplify administration. Enrollment in the teacher training schools and the homemaker's school had climbed by 1908 to over 200. New facilities were needed and plans were underway for new developments. On March 20, 1908, James H. Stout, Lorenzo D. Harvey and William C. Ribenack (Stout's private secretary) signed the articles of incorporation creating the Stout Institute. The articles reveal something of the education objectives of Stout and Harvey. The training of teachers in manual training, domestic science and art, and kindergarten and primary work was to continue. The Stout schools were to cooperate

with the public school officials of the City of Menomonie, Wisconsin, and of other cities for the purpose of investigating and determining the values of different phases of manual training, domestic science and art, and other lines of industrial education; their place as subjects of instruction in the public schools; and their feasible and appropriate coordination with other subjects in the public school curriculum.

The Homemaker's School was to be continued, and a trade school was authorized. Evidently The Stout Institute was to emphasize vocational education and industrial education, the latter defined as including domestic science.

Senator Stout turned over to the corporation all buildings and equipment used by the schools. The corporation had under its wing the Manual Training School, the Kindergarten Training School, the Training School for Manual

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Training Teachers, the Training School for Domestic Science Teachers, the School of Physical Culture, the Homemaker's School, and the new trade school. In the fall of 1908, bulletins began to issue from The Stout Institute.

One of the first innovations of the new corporation was the establishment of a trade school. This was not post high school training. "Students entering the school must have a common school education, and be of good character." Courses in the two trades — bricklaying and plumbing and gas fitting — were designed for those already in the trade as well as for beginners. The preliminary announcement set forth the rationale. The apprenticeship system, so the argument went, was a waste of the learner's time. The workers in charge of apprenticeship might be neither interested nor skilled in instruction. Much time was wasted in doing odd jobs contributing little to an understanding of the trade. The trade school could do a better job. "The kind of training which this school gives," said the Training School bulletin of March, 1908, "not only fits men to follow directions intelligently and skillfully, but to plan and lay out work, to estimate materials and cost, and to give directions to others, important matters for those who would become foremen, superintendents, or contractors." In the first year of operation the Trade School enrolled 16 students in plumbing and one in bricklaying.

Innovations were in progress for women students of The Stout Institute. A student uniform was adopted, each student being required to manufacture three. As described by the Homemaker's Bulletin of June, 1909, the uniform was

a tailored shirt waist suit of blue nurses' gingham and a white princess apron. The shirtwaist suit is made with the regulation shirt sleeve, plain skirt, and with or without trimming of flat bands of the same material. Samples of the gingham will be furnished from the general office upon application. The apron is made from any sleeveless fitted princess design and should cover the dress effectively. Any white washable material may be used in making these.

To clothe 46 members of the senior class required 1500 yards of gingham. "The juniors," remarked the *Dunn County News* of May 28, 1908, "would be clad as the biblical Joseph." The gingham uniforms were worn everywhere except in the gymnasium. "No special gymnasium suit is required," said the bulletin, "any bloomer suit answering the purpose."

A pioneer phase of work at The Stout Institute — the training of kindergarten teachers — was rather suddenly stopped in 1909. In 1906 this training school was thriving and plans were being made for expansion of the two-year course with the addition of a third year or graduate course for training supervisors in primary work. Looking toward emphasis and expansion, Dr. Harvey had hired Miss Alma Binzel from the Kindergarten Training Department in Milwaukee Normal School and Mrs. Mary Bradford, then supervisor of practice teaching and director of the Model School at Stevens Point Normal School. Enrollment in the Kindergarten Training School had remained at a rather high level. In the last year of its operation 1908-1909, there were 37 students, while

there were only 41 in the School for Manual Training Teachers, but trouble loomed, nevertheless. Mrs. Bradford wrote in her *Memoirs*:

As the year wore on, Miss Binzel became very dissatisfied with the way things were going. Our department had not been advertised by Mr. Harvey, nor its interest pushed in any way, while those of the other two schools, manual training and domestic science, were always in the spotlight. She believed the kindergarten training school was destined to extinction, and finally when the year was about half over she learned that her suspicions were true.

Miss Binzel resigned at midyear; another director was hired under the assumption that the school would continue. Mrs. Bradford felt that Dr. Harvey had been less than frank.²²

Officially, the school was closed because two State Normal Schools, Milwaukee and Superior, now were training kindergarten teachers and because more room was needed for the rapidly expanding training schools in domestic science and manual training. It seems safe to assume, also, that Dr. Harvey's increasing preoccupation with all the facets of industrial education (by his definition), made other education projects receive less emphasis.

Dr. Harvey's election to the presidency of the National Education Association in 1908, gave him a chance to express his ideas on industrial education, the center of his interest. At the Denver meeting in July, 1909, Harvey's presidential address (printed in *The Stout Institute bulletin*, September, 1909) was entitled "The Need, Scope, and Character of Industrial Education in the Public School System." "It must be clearly evident," the text said, "to all who have studied the industrial problem . . . that one of the greatest needs today in the industrial world is a more definite, widespread, detailed knowledge of industrial conditions . . ." He made it clear that his definition of industrial included agriculture as well as manufacturing and that the biggest present demand was for education in industrial processes. This education could be furnished by special trade and vocational schools, but "the same necessity exists (and even to a larger degree) for carrying this work into the existing public schools, both elementary and secondary." Manual training could provide the vehicle. Domestic science, as Harvey looked at it, was a part of industrial education: "But there is still another side to this problem of industrial education that has not been considered," he said. "It is that which concerns the education of the girl who sooner or later will assume the responsibilities that will come to her as wife and mother in the home."

In Menomonie, Dr. Harvey had had an open field for the expression of his ideas and those of Senator Stout. From the pace with which developments took place in the years 1889 to 1910, it could be assumed that Senator Stout had many further changes in mind when he was struck down by Bright's disease on December 8, 1910. Menomonie honored its "foremost citizen" with halfmasted flags. Senator Stout had been a genial, self-effacing, sincerely public-spirited gentleman. The people of Menomonie felt the loss in a public sense more than

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in a personal sense. The Stout family kept pretty much to itself. Mr. Stout feared for the personal safety of his children and sent his carriage to pick up Inga Bogstad who served as tutor for the children's lessons. Inga had the highest respect for Mr. Stout whom she regarded as being kind and generous but very reticent. He had few intimate friends. He had none of the flamboyance which we often associate with holders of public office. In this quiet way he planned in the public interest and put his money where his plans were. His support was significant in the "good roads movement," in the betterment of libraries, in the foundation of agricultural schools and of training schools for rural teachers, the State University and the State Historical Society.²³

Stout's death brought The Stout Institute to the edge of oblivion. Mr. Stout had always taken care of any deficits. In the six years from 1903 to 1909 tuition fees and receipts from the city for fuel had brought a revenue of about \$70,000. Expenses amounted to about \$140,000. Mr. Stout had paid the difference. Mr. Stout had made no will and therefore there was no provision for the continuation of The Stout Institute with funds from his estate. The suggestion had previously been made to Mr. Stout that the state, because of growing interest in industrial education, might partially support the training schools, but he had felt able to continue support. Very soon after his death the Board of Trustees of the corporation, with the consent of Mr. Stout's heirs, approached the legislature with the proposal that the corporation transfer all property to the state if the state would provide by law for maintenance.

The availability to the state of The Stout Institute happened to coincide with consideration of legislation providing for the creation of "a state board of industrial education, for local boards of industrial education, and for the establishment and maintenance of industrial and continuation schools." The legislative commission recommending these laws had also recommended the establishment of a school for the preparation of teachers for these new schools. The Stout Institute Bulletin of June-September, 1911, pointed out that

The work of the Stout Institute in preparing teachers of manual and domestic science was so closely allied to the work that would be demanded of the school recommended by the Commission, that it seemed to many as though the opportunity to take over a school well equipped, thoroughly established, and well known for its work was one that should not be neglected.

The proposal to transfer The Stout Institute to the state was submitted to the legislature in March, 1911, piloted by Senator George Scott and William Millar, assemblyman from Dunn County. A joint legislative committee visited the Institute, made a detailed inventory, and unanimously recommended passage of the bill. By June the bill for industrial education and The Stout Institute bill were combined and presented to the legislature where they passed almost unanimously.

The mechanics of transfer were completed in September when the newly-created State Board of Industrial Education met in Menomonie to organize and to accept The Stout Institute property in the name of the state. The State

Board of Industrial Education was by law also the Board of Trustees of The Stout Institute. The nine-member board was made up of three groups: (1) *ex officio* members, (2) employer members, and (3) skilled employee members. The state superintendent of schools, C. P. Gary; the Dean of the Extension Department at the University of Wisconsin, L. E. Reber; and the Dean of the college of engineering, F. E. Turneure, were *ex officio* members. Employer members were H. E. Miles of Racine, A. S. Lindemann of Milwaukee, and E. E. Winch of Marshfield. Employee members were W. H. Miller of Eau Claire, Murt Malone of Oshkosh, and Miss Donna Dines of Milwaukee. At its first meeting the Board elected Dr. Harvey president of The Stout Institute, Mr. Miles president of the Board, and Professor Reber its secretary.²⁴

The Stout Institute was now to be supported entirely by public funds and student fees. Over the years there has been much discussion of the probability that Senator Stout's wish would have been to leave the school a rather large endowment; this would imply a criticism of Stout's heirs for not doing so. John Callahan, who for many years was intimately associated with the affairs of The Stout Institute and knew the principles involved, was certain that Mrs. Stout had made a generous offer. According to his account, Senator William Hatton had told Mrs. Stout that the sum she mentioned would be insufficient to run the school. This, of course, was before the legislature was approached on the subject of taking over the school.

Inventory of Stout Institute property when it was transferred to state jurisdiction, indicated a value of about \$390,000. The main buildings were what is now Bowman Hall and the recently razed gymnasium and natatorium. Across the street north from the gymnasium was a residence known as the "Yellow Lodge" where the library was housed and the president had his office. Next to that on the east was the Homemaker's Cottage and next to it along the street was a tennis court. The two homemaker's dormitories (now home management houses) were on Ninth avenue between Fifth and Sixth streets. The main girls' dormitories were off Broadway toward the lake. Bertha Tainter Hall had been the residence of Andrew Tainter. His mammoth stable (known to the students as Barney Castle) to the south had been converted into an additional dormitory. The president's residence was where it now stands on Broadway and Fourth.

The state also inherited an excellent faculty, outstanding individuals in their fields. George Fred Buxton, director of the Manual Training Schools, had attended school at Pratt Institute, Teachers College, Columbia, and the University of Wisconsin. He had taught in Newark, Portland, and Springfield, Massachusetts. Grace Fisher, director of what was now called the Domestic Economy Training School, was a graduate of Teachers College, Columbia, and had taught at Utah Agricultural College and at Throop Institute. Daisy Kugel, soon to become director of the schools, was a graduate of the University of Michigan and of Columbia. Many of the shop teachers were skilled craftsmen as well as graduates of technical and engineering schools here and abroad.

The school, or schools, had been long enough in existence to establish some of the traditions characteristic of a college. The first *Stout Annual* appeared in 1909. The girls' uniforms, the "beloved stripes," known as "convict suits" by the

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boys, were the object of much bantering. Social and scholastic clubs were being organized — a hiking club for boys, and one for girls in 1909, also a German club for girls; in 1910 a YMCA, a Stout Dancing Club, a Ladies Glee Club, and an orchestra conducted by Paul Gregg, well-known city musician. Remembered by the students were canoe trips up Wilson Creek, hikes to Paradise Valley and the Devil's Punch Bowl, and in the winter, sleigh rides.²⁵

The curriculum was changing somewhat. In manual training there was even more emphasis on skill — more and varied shopwork, but the professional education courses remained. There was one course in English in the first year. In domestic economy the usual courses in cookery and sewing were in the curriculum, but there was an increased emphasis in drawing and design and in applied chemistry. Physics was no longer offered.

Increased emphasis in curriculum for building trades prompted the need for a new building. The legislature provided a \$50,000 building erected in 1913. Now known as Ray Hall, this trades building housed facilities for instruction in architectural and trade draftings, carpentry, millwork, joinery and cabinet making, wood finishing, plumbing and heating, and bricklaying and cement work.

The bill which provided an appropriation for the trades building also provided for a building to contain household arts, an auditorium, and administrative offices. The need for such a building was set forth at some length in a statement prepared by President Harvey. He pointed out that kitchens and laboratories were housed in the Central School, in rented rooms in a business block, and in the upper story of the Agricultural School, the basement of which was used as a cow barn. The library in the "Yellow Lodge" would accommodate only 20 to 25 students. The only auditorium available was in the Tainter Memorial Building; its capacity was 321, but total student body was 500, and there were 40 members on the faculty.

President Harvey, through The Stout Institute Board, also asked for a new heating plant and for the purchase of the land then up for sale across Broadway from the girls' dormitories. The bill, passed in the spring of 1913, provided a sum of \$265,000 for the two buildings, a heating plant and land purchases.²⁶

The passage of the appropriation bill, backed by J. D. Millar, local assemblyman, was the subject of much rejoicing in Menomonie. The celebration was described by Frank Jackson in a letter of April 26, 1913, to Mr. Millar:

It would have done you good to have seen the whole school faculty meet Mr. Harvey at the junction last night, and the entire school, of nearly five hundred, meet him at the depot, put both he and his wife in a carriage, and with the aid of a five hundred foot rope, all of them had a hand in pulling him up and around to the schools, up Wilson Avenue and down on Main Street, passing a large bon fire which they had started and eventually leaving him at his home. Both city and school band were out, and of course hundreds and thousands of people were on the streets, sympathizing with and aiding the students in their welcoming Mr. Harvey on his return.

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Work on the trades building and the heating plant proceeded on schedule. The domestic arts building project, however, hit an unexpected snag. Funds were scheduled to be released the following year, in March and in July, 1914. An architect, J. D. Chub, drew up plans. The "Yellow Lodge" and the Home-maker's Cottage were cleared from the lots. Governor Francis McGovern, however, in a series of maneuvers attempted to stop construction, ostensibly in the interest of economy. After the elections in the fall of 1914 the Governor made no objections to the opening of bids. By the summer of 1916, the building now known as Harvey Hall was ready for partial occupancy, and in March, 1917, open house and dedication ceremonies were held, with Charles McCarthy of Madison as speaker.²⁷

President Harvey's ideas of expansion were not confined to the physical plant. Obviously he wanted to be in the forefront of the movement to convert the normal school to a four-year college, a movement just beginning to catch on in America. In 1913 there had been only nine four-year teachers colleges.²⁸ In January, 1917, he requested that the Board of Trustees secure passage of a law providing for the extension of the Institute program to a four-year course leading to a bachelor's degree. In a subsequent report to the Board Harvey set forth the rationale. He said there was a steadily increasing demand for teachers of manual training and household arts. School authorities were beginning to insist that high school teachers have a degree. "Under these conditions unless The Stout Institute can keep pace with the developments of demand and standards," Harvey said, "it will practically have to go out of business." With the addition of \$5,000 in operating expenses the present facilities would enable the Institute to offer a program as good as that at Carnegie Institute or at Armour Institute, the president said.

The four-year-degree Bill, 370S, made its way through legislative committees against opposition from other education institutions. At the hearing before the Joint Finance Committee, President Charles R. Van Hise of the University of Wisconsin felt that the wording of the bill made it a proposal for a new college of liberal arts. President Harvey pointed out in his briefs for the legislature that

the proposed extension of the work in no way comes in competition with the Colleges of Liberal Arts, and I think if President Van Hise had not misapprehended the purpose of this bill he would have realized this, as would the Presidents of the small colleges who seem to fear that their domain will be encroached upon by an extension of the work of The Stout Institute.

There was a difference between normal schools and The Stout Institute, declared President Harvey. The normal schools had been developed primarily to prepare teachers for elementary schools. Manual training and domestic science were first introduced in high schools and only in "very rare cases" were extended into elementary schools.²⁹

The arguments of President Harvey and of Senator A. C. Anderson of Menomonie prevailed and the law passed both houses in May, 1917, with only one dissenting assembly vote. Rejoicing was general among the faculty, students

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The Stout Museum in 1916 shows an early emphasis on art.



An early (1922) class in woodworking.

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and alumni, although according to the *Dunn County News*, at least one faction in Menomonie had been somewhat apathetic.³⁰

Curriculum and administration were revised to adjust to a degree program. The Homemakers School and the Homemaker's Cottage on Fifth Street became the Infirmary. The Trade Schools were dropped. The Manual Training School was now referred to as the Industrial Arts Department and the Home Economics School as the Household Arts Department. In industrial arts the shopwork now included electricity, sheet metal work and auto mechanics as well as offerings already established in woods, drawing, bricklaying, printing, plumbing, machine work, forge and foundry. In the academic area, new courses appeared in English, readings, American history, public speaking, hygiene and sanitation, citizenship, modern history, modern industries, mathematics, sociology, physics, industrial chemistry, economics, and industrial history. In the professional area, a second course in psychology, administrative problems, vocational education, and principles of education were added. Changes in curriculum in both Household Arts and Industrial Arts reflect changes in higher education across the country. New subject matter in the natural sciences had already been generally accepted in colleges, but now the battle was on over the elective system. Stout reflected the compromise between prescription and election.³¹

The Household Arts Department had already added a sequence of three courses called Home and Social Economics dealing with (1) the family, (2) woman in industry, (3) the child. In addition to some new technical courses, household physics was required and the course in the academic area included English, history, sociology, public speaking and economics. Some of the latter were required, some elective.

In the ten years since the formation of the Stout Institute (1908) significant changes had taken place. Two academic buildings had been erected. The Homemaker's School had been dropped. The Trade School had been started and then abandoned. The institution was more unified now with two departments instead of a variety of schools. Although the two-year diploma program was continued, the emphasis was changing to a four-year degree program.

The Stout Institute had been designated by the State Board of Vocational and Industrial Education (also the Board of Trustees of The Stout Institute) as the training school for part time teachers of trade and industrial subjects. The first two years of the four-year course became the course of study for vocational teachers. The two-year diploma courses were continued.

Just as the new programs got underway, America's involvement in World War I brought changes. The enrollment which had reached a peak of 578 in 1913-14 dropped to 221 in 1917-18. The male student population had consistently been much smaller than that for women, but in 1917 it dropped to fewer than 50. During the war the girls all took Red Cross Training and the boys took military drill. In October, 1918, a unit of the SARC (Student Army Training Corps) was established at Stout. A mess hall was set up in what became the Stout cafeteria in the basement of the Home Economics Building. Part of the work was military, but the inductees were also permitted to take regular college courses. The 94 men of the short-lived program were discharged on December 20.

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ment of the cafeteria were paid in substantial amount by the federal government. The program was of some benefit to Stout in that construction costs and equip-

Not all social activities were stopped during the war years. "Sunshine Dances" were given on Saturday afternoons for the benefit of the Stout Annual. A men's glee club was organized by Harry Good, the new physics instructor. The student "kirmess" (in part farce, in part gymnastics) was a continuing feature.

One change of great significance to the students came in the summer of 1918. Students who were residents of Wisconsin no longer paid tuition. President Harvey believed that one reason for the drop in enrollment was that other state institutions had no tuition for residents. His attendance statistics indicated that in 1917-18, 123 students came from Wisconsin and 161 came from outside the state. On his recommendation, the \$100 tuition was charged to non-residents only.²⁸

Not long after the war, the end came to the Harvey era. President Harvey was well past seventy and occasionally ill, but his death came rather unexpectedly on June 1, 1922, in the midst of preparations for commencement. He had been in a rather reminiscent mood as he sat in his office the day before and talked to the city superintendent of schools. He had lived a full life, so active in the affairs of education that he had become a nationally-known and respected figure in battles to make vocational and industrial training a fully-accredited area in education.

As an administrator Harvey ran the school very much as a city superintendent might run the public school. At a general faculty meeting in 1919 he announced that all teachers were to be in the buildings from 8:30 to 12:00 and from 1:15 to 4:15 when school was in session. Much faculty meeting time was given over to methods of teaching and improvement of outlines.

To students he was sympathetic, but, when occasion seemed to demand it, arbitrary. When a number of students were dismissed for breaking the rules, Harvey made it quite clear to the board, after some discussion, that discipline was his prerogative. One story, the precise details of which may be embellished by legend, tells how the students threatened to strike because of dormitory hours. President Harvey called the students to convocation. He consulted his watch with great deliberation and remarked: "There is a train leaving at 10:30; all those who do not wish to obey the rules will have time to pack."³³

President Harvey was socially genial but professionally stern. He was a good companion on the fishing trips that appealed to him as the best form of relaxation. Professionally, he had shown outstanding leadership, and had left a permanent stamp on the objectives of the college.

Across the state several months of discussion of a successor followed Harvey's death. Affairs at the Institute were carried on under the direction of Acting President Clyde Bowman. Bowman had come in 1919 to administer the industrial arts department. He had attended River Falls Normal, Columbia University, the University of Wisconsin and Stout and had taught at El Paso, Texas; Stillwater, Minnesota; the Stevens Point Normal and Teachers College,

Columbia. Under Bowman's direction, Daisy Kugel continued to administer the household arts department. The faculty favored Clyde Bowman as the president and indicated so to the board. After almost a year of indecision during which much political jockeying was evident, the Board settled on Burton Edsel Nelson.

Burton Nelson began teaching in a Pennsylvania rural school at the age of 15 after graduating from a military academy. Then he studied at a state normal, spent several more years teaching rural school, graduated from Western Normal College at Bushnell, Illinois, and served several years in school administration in Illinois. As city superintendent of schools in Racine from 1904 to 1918, Nelson had been prominent in the educational affairs of the state. During his term of office as president of the Wisconsin Education Association he had instituted the Committee of One Hundred. His prominence in vocational education was perhaps the reason for his being chosen head of The Stout Institute. Nelson had organized at Racine, Wisconsin's first vocational school.

Nelson assumed his new duties in April, 1923. The enrollment of 589 in the regular session that year reached a peak not to be exceeded until the eve of the second world war. The summer session enrollment had been steadily increasing except for two years during the war. In fact, the summer session attendance had been and was to continue to be sometimes greater than that of the regular session. It was designed especially for supervisors and teachers of industrial arts or household arts. There were also special courses for vocational teachers since Stout had been designated by the State Board of Vocational Education as the institution in Wisconsin to receive Federal aid under the Smith-Hughes law. The board helped provide teachers for the summer session with these funds.³⁴

The growth of enrollment brought a wider variety of student activities. Women students could join one of three clubs — the Philomatheans, the Hyperian Society, or the S.M.A. Among the men, a Menomin Club was undergoing reorganization after some difficulty "over misconduct and violations in the club rooms." It had been organized originally at the Stori rooming house to promote better athletics and better scholarship. A Stout Student Association was functioning, its membership open to all who paid dues. Dramatic (Manual Arts Players) and musical organizations (orchestra, band, men's glee club and a girl's glee club — "Sharps and Flats") contributed to the college scene.³⁵

President Nelson faced at least one serious problem at the beginning of his administration. The Dahl bill, then under consideration by the legislature, would have transferred the administration of Stout to a reorganized state board of education. The Stout Institute feared such a concentration of educational power in the state.³⁶

Stout acquired during the 1920's only one new building, Lynwood Hall. The hall had been constructed in 1914 by W. R. Clark as a private rooming house for women. For a short time the hall had served as barracks for the Student Army Training Corps, then had again housed women students. Very soon after Nelson became president, Lynwood Hall was up for sale. The Board of Trustees advised President Nelson not to buy it, but he did so in his own name on a land contract calling for yearly payment of \$4,000 over a period of ten years. As a private venture, the property was subject to real estate tax, and the

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income to income tax. President Nelson again requested the board to get legislative appropriation for purchase. "This dormitory," he said in his report, "is absolutely necessary to the comfort of the young women of this school." Reluctantly the board moved to take over the contract. In 1925 the legislature appropriated \$28,000 for purchase. In 1929 Lynwood Hall became a men's dormitory.³⁷

Although President Nelson could point to very little in building progress, he could say that much had been done in the way of renovating and improving shops, and adding to the library. The latter had been improved at the insistence of accrediting inspectors who had pointed to the library as the college's greatest weakness.

Along with laboratory changes during Nelson's term, curriculum revision occurred in professional education, home economics, and art. There was more emphasis on the academic curriculum as the college sought accreditation as a teacher's college. President Nelson pointed to certain developments as "radical" changes to meet requirements of graduate schools and to better prepare teachers. In industrial education a new "general shop" appeared in metals and a course was set up in household mechanics. In reporting these changes to the Board of Trustees, Nelson said, "In these courses and in all other courses less emphasis will be placed on actual manual operations and more attention will be given to analyses, courses, and the theories underlying operation."

In the household arts department courses were revised and rewritten. The department of home and social economics became in 1927 the department of parental education. Under this department a nursery school was started with 20 children ranging in age from two to three and one-half years. Child care principles received a practical application when an eight-months-old child was placed in the Homemaker's Cottage.³⁸

During the 1920's problems of accreditation already mentioned occupied the attention of administration and faculty. In 1926 application was made for accreditation by the North Central Association of Colleges and Secondary Schools and in the same year by the American Association of University Women. "If our application is rejected," said President Nelson to the Board, "it will be due to the fact that we cannot modify our courses to meet the rather narrow and old fashioned standards which have maintained for years in liberal arts colleges." It was evident, however, that the accrediting teams were also interested in upgrading the faculty. In his report to the faculty for 1930, Nelson indicated the effect of this effort to improve preparation. In 1923, 12 teachers were employed without a degree; in 1930 there were three. The number of bachelor's degree only was reduced from 27 to 15. Only six instructors had master's degrees in 1923; now there were 25.

Stout had been a member of the American Association of Teachers since the beginning of that organization, but now after inspection, the membership was renewed in 1928. At the same time accreditation was granted by the North Central Association, and later in 1928 acceptance was granted by the American Council on Education.³⁹

For a few years the college conferred honorary degrees, "to clothe Stout in a new dignity," as President Nelson put it. The degree of "Doctor of Science" was given to leaders in vocational education, "strategically placed." The first three so honored at the 1925 commencement were John Callahan, state superintendent of public instruction, Robert L. Cooley, director of vocational education in Milwaukee, and Charles A. Prosser, director of Dunwoody Institute.

But as accreditation battles were being won and academic innovations accomplished, internal dissension loomed. The circumstances surrounding the resignation of five members of the home economics faculty, including the director, were sharply etched in the memory of those who were in any way involved. An incident of a student activity trip exploded into a state of war between women faculty and men faculty. On a bus trip to Minneapolis, an altercation developed between male and female chaperones over smoking on the bus. President Nelson found the battle raging after an absence from the campus. Five women including the dean of home economics appeared in the President's office, threatening to resign if the situation was not resolved to their satisfaction. The President promptly accepted their resignations, and a new dean of the school of home economics was appointed. Professor Ruth Michaels had been dean of the home economics division at the state college in Stillwater, Oklahoma, and then had taught at the University of Pennsylvania. She remained at Stout as dean from 1927 to 1947.

In the late 1920's the students experienced some relaxation of the tight rules and regulations which had characterized the school since its beginning. In the 1927-28 catalog was this notation on uniforms: "Freshmen and sophomore women attending the Institute are required to wear uniforms during the daily sessions. Men are required to wear white overalls and jumpers in the wood-working shops, and brown overalls and working shirts in the metal working shops." The next year's catalog omitted this regulation. A student council, organized in the fall of 1926, almost immediately petitioned for redress of a grievance of many years — the "7:30 rule." According to this regulation, students were to be in their rooms by 7:30 p.m. on Monday, Tuesday, Wednesday, and Thursday and on Sunday night unless they were at church. The latter provision naturally helped increase interest in young people's groups at the various churches. In January, 1927, the 7:30 rule was finally dropped.⁴⁰

"School spirit" at Stout ran high in the 1920's. No doubt the Stout band under J. E. Ray helped to maintain that spirit. George H. Miller was the fourth athletic coach at Stout, following N. J. McArthur, A. H. Flag (one year), and O. C. Mauthe. In athletic contests of early years, Stout had played River Falls, Macalester, the University of Minnesota and other schools in the immediate area. Later Stout became part of the Wisconsin Normal School league, and in 1926 won the basketball championship.

As the "Golden Twenties" drew to a close, President Nelson was still wrestling with problems of finance. Deficits were made up with special appropriations. In 1925 Nelson pointed out that teachers' salaries had remained stationary for four years. He complained that the normal schools and the university had been able to return to a salary schedule and that the teachers in those schools had every third summer off with pay.

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In October, 1928, the president proposed a building program. He requested \$300,000 to purchase an athletic field and \$6,000 to equip it, \$9,000 to purchase lots next to the gymnasium on the south, and \$50,000 for an extension of the gymnasium. The request came just a year before the stock market crash, and Nelson was to experience very little success with a building program for the remaining 17 years of his administration.

In general, the 1920's represented the growing up period for The Stout Institute. By the end of the period it had arrived as a college, dropping some of the academy and trade school characteristics of the earlier years. Following trends across the country in higher education the Institute paid more attention to general education. In response to the pressures of accreditation, the faculty had been upgraded and the library had been improved. At the end of the decade, partly because of relaxation of rigid rules, the pupils no doubt felt more like college students.

As the 1930's opened, The Stout Institute was still under the administration of the State Board of Vocational Education sitting as the Board of Trustees of the college. The ex officio members were now the State Superintendent of Public Instruction, John Callahan, and a member of the State Industrial Commission, Voyta Wrabetz. E. W. Schultz of Sheboygan had been for many years the president of the boards. There were two other employer members, three employee members and three representing agriculture. The Board of Vocational Education elected a director of vocational education who served also as Secretary of the Board of Trustees of The Stout Institute.

There had been no essential change in the structure of the governing board since the state had taken over in 1911. In the morning the State Board of Vocational Education met, and in the afternoon the same men convened as the Board of Trustees of The Stout Institute. Meetings were almost always held in the eastern part of the state, and to some of the Board members, problems of college administration may have seemed rather remote, not only as a matter of distance but as a matter of experience.

In connection with commencement in May, 1932, a two-day meeting was held at Stout to celebrate both the twenty-first anniversary of vocational education in Wisconsin and that of The Stout Institute. (William J. Micheels, also 21 years old and destined to be president of Stout, was in the graduating class.) Many of the state and national leaders in vocational education addressed the conference.

Administration, faculty, and students at Stout felt the sting of the great depression. The building program was stymied; faculty salaries were cut back from an already low figure. In June, 1932, President Nelson was ordered to cut the faculty payroll by about \$11,000. Teachers receiving less than \$1,500 were cut one week's wages; those receiving over \$4,000 were cut one-twelfth of the annual salary. The biennial budget beginning in July, 1935, was lower than that of any in the previous 15 years. Salaries again were cut — in amounts ranging from five to 20 per cent by means of faculty waivers. In 1937 when the proposal was made to restore the former salaries, a member of the board of trustees, Edward Roll, raised his voice in protest to the president of the Board:

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Now, Mr. Schultz, I do not believe that it is a good sound policy, at this time, for such a demand when the taxes are as high as they are today and with the tremendous unemployment, and relief load that still has to be carried . . . all of these people, perhaps with a few exceptions, have had steady employment all through the depression and I believe that it is absolutely unreasonable for this increase at this time.

In spite of this discouraging attitude, President Nelson made a strong appeal in 1937 for eliminating the salary waivers. At best, he said, salaries had never been up to those of the normal schools. Some teachers were now receiving salaries lower than those they received in 1923. His appeal resulted in some increase.⁴¹

Through much effort and over many obstacles, President Nelson managed to buy land and prepare the athletic field which bears his name. In July, 1930, when Nelson again appealed for a gymnasium extension, he pointed out the need for an athletic field. The area known as the Stout Field (across from the Old Tainter Hall) was completely inadequate. The fairgrounds had been tried but the facilities there were poor. Failing to secure an appropriation from the state, Nelson purchased lots for a field with money from the Eichelberger Fund, originally a bequest made in 1921 by a resident of Horicon, Wisconsin. Two Civil Works Administration projects aided in filling and landscaping. By the spring of 1934 the field was nearing completion, and the student body voted to honor President Nelson with the name, and successfully petitioned the Board of Trustees to do so. At the Homecoming game (Stout -6 vs. Winona -0) in October, 1935, the Burton E. Nelson Athletic Field was dedicated.

While no major buildings were erected in the 1930's other significant changes were in progress. By 1932 there were three faculty members with doctor's degrees, 26 with master's degrees, 15 with bachelor's degrees, and only three with less than a bachelor's. In March, 1932, Stout was given full college rank and recognition by the North Central Association. The *Stoutonia* of March 25 commented:

Until now schools such as Stout were looked upon with disfavor by the association, so recognition makes it easier for graduates to enter postgrad work in other schools, to transfer to other schools, to teach in high schools affiliated with the NCA without question, and for graduates to join colleges and university clubs without question.

Before the final inspection, however, Stout made certain changes. Criticisms by visiting educators included administrative organization and the weakness of academic courses. In addition to the two schools of industrial education and home economics headed by deans, there was now (1932) created a department of liberal arts headed by a director. In this department were four divisions: science and mathematics, language and literature, social science and social studies, and education. John E. Grinnell was appointed director of the department.

Faculty and students experienced the turmoil which always accompanies curriculum changes, more in evidence in the 1930's than at other times, perhaps,

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as the school took a new look at trends in the majors and in the academic areas. In industrial education much more attention centered on the general shop. As the *Stoutonia* of February 21, 1936, put it,

Senior high schools today are faced with the problem of developing adequate education provision for many new types of young people because these young people cannot find employment . . . In the junior high school the teachers are confronted with the need for modernizing courses, for example, general mechanics. These new junior high school courses must extend an opportunity for young people to develop a general basic versatility for later special vocational preparation.

In home economics there were also changes. "Interest today lies in the wise buying of attractive healthful clothing," said the *Stoutonia*.

Emphasis today in the field of foods and nutrition is a far cry from 1915 when it was based largely upon acquisition of facts and the development of skills . . . In the field of food, preparation selection and managerial ability are emphasized . . . The home economics teachers of both secondary and college levels, need to break away from cooking and sewing and to include units which will prepare the student to recognize the importance of developing satisfying home life.

The curriculum in the academic areas was also undergoing revision. For the men there was more emphasis on mathematics and for the women more emphasis on science. In 1934 President Nelson urged the Board of Trustees to permit the hiring of a director of music. For ten years, he said, he had looked forward to improving music. Harold Cooke joined the music staff that September.

President Nelson pointed out to the Board the need to offer graduate work at Stout, and urged the members to approach the legislature for an enabling bill in 1934. That summer, however, he appeared somewhat hesitant.

Notwithstanding the fact that I am somewhat skeptical about securing legislative authority to confer the master's degree at The Stout Institute, I feel called upon to carry the investigation as far as possible so that I may have all the necessary data ready for any emergency which may arise.

The faculty committee on admissions, credits and curriculum made a full report on the possibilities of graduate work, arguing for it and indicating how Stout was now equipped to handle the fifth year. A survey of Stout graduates indicated a strong interest in continuing at Stout beyond the bachelor's degree. A bill was introduced, and President Nelson appeared before the Senate Committee on Education and Welfare and the Assembly on Education. No opposition appeared either in committees or in the legislature. Thus in the spring of 1935 Stout was empowered to offer the degree of Master of Science, with majors in home economics education, industrial education, and vocational education. Grad-

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uate work was offered for the first time in the 1935 summer school and continued in summer school only for several years. The first five-year graduates received their degrees in the summer of 1938.⁴²

Student enrollment in the 1930's had its peaks and valleys. For a while after the depression began, enrollment continued to climb from the low of 358 in 1927 to a high of 558 in 1932. Young men who couldn't find jobs could still go to school. For the first time the number of men students consistently exceeded the number of women. (In fact, in the decade 1908 to 1918 the women outnumbered the men as much as three or four to one.) In 1931, Stout began, for the first time, to experience difficulty in placing graduates. This fact, together with the difficulty of finding money for schooling, dropped the enrollment to fewer than 450 in the years 1934-36. Then as job prospects improved enrollment picked up again and reached an all-time high of 652 in 1939 on the eve of the Second World War. Dean of Industrial Education Clyde Bowman recalls telling the freshmen men during the middle of the 1930's that, contrary to what their parents might think, if they kept on with college and graduated with a reasonably good record they might expect a good position. Dean Bowman experienced the satisfaction of having one father, who at the time flatly stated that the Dean had lost his mind, later admit his error.

When the peak of enrollment was reached in 1939, President Nelson made some effort to limit enrollment. "Today," he said to the Board, "200 more people are being handled with the same faculty as when loads were sufficiently heavy two years ago." The makeup of the student body was changing from an earlier day when out-of-state students almost equalled Wisconsin students. But though the latter were gaining percentage-wise, Stout still drew a significant number from all over the country and the world.

In the realm of student activities, the yearly "war" between freshmen and sophomores finally ended in tragedy. Lloyd Aune died in the fall of 1931 as a result of injuries sustained in a scuffle. The Board of Trustees passed a resolution commending the administration and the student body in their handling of the situation, expressing the hope that this would be the end of "hazing." The following April the city removed the "Roman Bath" which had been the focal point of freshmen-sophomore battles and planted an elm tree in its place, at the corner of Main and Seventh.⁴³

Most of the students engaged in constructive activities. They helped with the Open House and the Hobby Show which became an annual affair beginning in 1935. They published a literary magazine known as "Young Wings."

For about one year during the 1930's Stout was placed under the administration of the Board of Regents of the Normal Schools. A committee reorganization established by the special session of the legislature in 1937 had recommended the transfer. In January, 1938, Governor LaFollette abruptly ordered it done. At the time, President Nelson favored the change. To President Ames at River Falls he wrote, "I don't mind saying to you, I don't mind saying to the public, that I personally prefer this connection to the one that I have enjoyed during the years that I have been in this position." Edward Dempsey,

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president of the Board of Regents of the Normal Schools, assured Nelson that Stout would receive good treatment:

I know that you are entirely satisfied with the change. I feel that those who have misgivings relative to our attitude toward Stout would feel assured if they knew that for several years I have been trying to center practically all industrial teacher training to your school. I was very severally [sic] criticized here at Oshkosh because I insisted on abolishing our department of industrial arts. I did this because I was satisfied that Stout was in a better position to do the job than we were.

Just as suddenly as Stout moved from control of the State Board of Vocational Education it moved back again in January, 1939, when the legislature repealed the reorganization bill and countermanded the order of Governor La-Follette. President Nelson was quite satisfied; at least, he said so at the first meeting under the old arrangement: "I have a very definite feeling that The Stout Institute could not last very long, could not continue to be very useful in the training of vocational and industrial education teachers if it should lose its identity as The Stout Institute."⁴⁴

Much of what went on at Stout in the next five years (1940-45) reflected war conditions. Stout entered the period with a high enrollment, but the effect of the draft and more employment opportunities for both men and women dropped the student population steadily until it reached a low of 276 in 1943, the lowest figure since 1918. Of the 276, only 42 were men.

Thus at the very time when something might have been done to satisfy obvious needs for additional plant, the demands of a war economy and the drop in enrollment stymied the program. Even the operation budget was cut about \$23,000 for 1939-40. Nevertheless President Nelson continued to request additional buildings. In his report to the board on March 26, 1945, he reviewed his many requests. He had asked for a new dormitory in 1921, 1922, 1923, 1925, and 1927; his requests were ignored. In 1929, 1931, 1933, and 1935 he had requested additional physical education facilities. He had succeeded in getting \$9,000 for purchase of land. He had requested \$290,000 in 1941 and 1942 for a new physical education building; the request was ignored. Now he indicated the need for \$450,000 for a library, physical education building, dormitory, and heating plant.

One addition to the physical plant, Eichelberger Hall, came during the war years but not from state funds. This ostentatious stone residence had been built originally by Louis Tainter, son of lumberman Andrew Tainter. "This building," said President Nelson in his report to the Board in September, 1940, "cost \$74,000 in the days when labor costs were low, when masons were paid \$2.00 or less per day, and stone masons paid \$4.00 or less per day." The Wilson family which had bought the residence from Louis Tainter, had intended to turn over the property to The Stout Institute, but the county had seized it for delinquent taxes. The Stout faculty had passed a resolution requesting the board to authorize purchase. The board appointed a committee of its own members to investigate. The committee's favorable report induced the governor's consent to use

money from the Eichelberger legacy.⁴⁵ Repairs and remodeling of the Wilson residence cost considerably more than the purchase price, and again the Eichelberger fund came to the rescue along with the dormitory revolving account. By September, 1945, the hall was ready for 34 women.

The war affected many facets of college life. Like other colleges, Stout was involved in training programs even before the country was actually at war. Defense training classes, started in 1940 with funds for instruction provided by the Menomonie Board of Vocational and Adult Education, were conducted by Professors Floyd Keith and H. C. Milnes. A pilot training program was also inaugurated through the Civil Aeronautics Authority with ground training provided at the Dunn County airport. By 1942 the defense training shops were operating twenty-four hours a day. Fifty Stout junior and senior men were called to train technical teachers at Rantoul and at the Navy Pier in Chicago, and Floyd Keith was called from the faculty to take charge of all instruction in metals at the Navy Pier. A Navy V-5 Flight Training program was in operation at Stout.

President Nelson made an effort to have Stout designated as a training center for Army and Navy recruits. To Earle Grinnell he wrote in August, 1943, "this has been the hardest, toughest, most discouraging year of the many I have taught. I have wished many times that I had quit five years ago . . . The community is unhappy because the streets aren't crowded with soldiers. The faculty was uneasy fearing loss of a job."

The school felt war conditions in other ways. "Our cafeteria is far from being immune to food rationing," said the *Stoutonia* in April, 1943. "To date the amount of processed foods including canned goods, frozen foods, and small package foods has been cut 75%, 43 points per person are now allowed. Ninety-three points a month for each person are allowed by the ration board for meats, fats and butter." The cafeteria was using more fresh fruits and vegetables at high prices; good potatoes were hard to get. Students also felt the sting of a United Mine Workers strike in 1942 when the lack of coal reduced lights to a minimum and reduced temperatures to 62 degrees in the classrooms and 50 degrees in the shops.

The faculty, too, was affected by the war in various ways. Robert Antrim, a member of the library staff for fifteen years, died in service in Alaska. As student enrollment went down, the administration found it difficult to find money to hold the staff. When there was a lack of student teachers in the high school, some of the regular staff filled in. Two longtime staff members retired: Mrs. Grace Dow, preceptress at Tainter Hall for 29 years, and Fred ("Daddy") Curran, supervisor of practice teaching, a member of the faculty for 32 years.

The end of the Nelson era came in the summer of 1945. Back in 1937 the Board of Trustees had refused to consider President Nelson's resignation seriously. He still talked about retiring. When the war came he was 74 years old. "The tragedy of Pearl Harbor came on Sunday, December 7, 1941," he recalled to the Board of Trustees. "Two weeks later on Sunday, December 21, as I listened to a radio program entitled 'Wake Up America,' in which program a manpower problem was emphasized, I wrote in my 1941 diary: 'Resolution: I quit when Hitler does.'" Thus on June 25, 1945, President Nelson tendered his resignation to take effect in the fall.

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Looking back, the president could say that Stout had changed considerably in the years of his regime. It had made the transition from a two-year to a four-year college and had changed its objectives and its curriculum to meet the standards of accrediting agencies. Graduate work had been added.

On the surface his regime looked a little thin, especially in terms of campus development facilities. No instructional facilities had been added since 1916. But there had been severe handicaps. Seventeen of Nelson's 23 years were either depression or war. Nelson recalled to the board when he resigned that his own salary had increased only \$300 in the 23 years. One gets the impression that the members of the Board of Vocational and Adult Education were somewhat less interested in, or informed about, their membership on the Board of Trustees of The Stout Institute than their other duties. Until Robert Pierce of Menomonie was appointed a board member, there was no one on the local scene to take special interest. President Nelson frequently invited the board to hold meetings at Stout but rarely succeeded in securing a meeting. One board member, Peter Schoemann, wrote Nelson in January, 1939, "The control of The Stout Institute back to its Trustees again, I hope will enable the writer to fulfill one of the ambitions of his life; that is, to pay at least one official visit to the school of which he has been a Trustee for many years." While the board members were quite clear on Stout's role in vocational education, some of them hardly sensed its role as a four-year teacher-training institution.

Burton E. Nelson, "Prexy" as he was affectionately called, was sometimes stubborn and always a demon behind the wheel of a car, but he was a kind man, sincerely friendly and always hospitable, as those who visited his "Dunrovin" retreat will testify.⁴⁶ He was not a vigorous educational leader, but his requests to his Board, if granted, would have enabled Stout to move faster on the road to greater service. Working with inadequate instructional support, the faculty, the deans, and the president had moderate success in changing a technical training school into an accredited four-year college.

The Board of Trustees selected Verne C. Fryklund as Nelson's successor. Dr. Fryklund, a graduate of Stout, had received a doctor's degree from the University of Minnesota. He had taught at Wayne University and at the University of Minnesota and had been superintendent of vocational education in the city schools of Detroit. At the time of his appointment as president, Lieutenant-Colonel Fryklund was awaiting discharge from the Army Air Force. In World War II he had served in various capacities as training expert. Dr. Fryklund had become well known in the field of industrial and vocational education through his writings. He had authored or co-authored a number of books, including *Principles of Trade and Industrial Teaching* (with R. W. Selvidge) and *Trade and Job Analysis*. The latter became a standard text, translated into several languages.

President Fryklund took over at a time of transition in the life of the college. Veterans were returning and promised to come in increasing numbers. The economy shifted gears, and high school graduates who might have worked in wartime began to flock to the college. Enrollment spurted from 373 in 1945 to 967 in 1949. Student housing was inadequate; securing adequate staff was a problem; instructional facilities were needed badly.

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Veteran housing was provided in part by the purchase with Eichelberger funds of the area known now as Fair Oaks. In this area a number of barracks-type housing units were built for married veterans. Several barracks were moved in from Clinton, Iowa, and placed in the Stout Court. The Menomonie Chamber of Commerce assisted in a house-to-house campaign to find rooms and apartments. Ninety housing units were turned over to the college by the Federal Public Housing Authority in 1948.

As the enrollment climbed, many new faculty members were added. Higher salaries came after strenuous effort by administration, faculty, and Earl Hanson, Dunn County Assemblyman. The salary schedule adopted in 1946 was revised, and revised again. When the veteran tidal wave receded in 1951, the legislature insisted on cutting the number of faculty; then the enrollment climbed again, and Stout found itself short of instructors.⁴⁷

In the decade after World War II, Stout's faculty changed greatly as death and retirement took their toll and new positions were added.⁴⁸ Stout lost two deans by retirement. Dean Ruth Michaels of the School of Home Economics retired in 1947 after 20 years at Stout. Her position was filled by Dr. Alice J. Kirk who had been in a number of administrative positions including director of the Department of Home Economics at the University of Denver. Dean Clyde Bowman retired in 1952 after 34 years of service. His tenure as head of industrial education spanned the administration of three Stout Institute presidents, and for a year (1922-23) he had been acting president. Representatives of firms doing business in the school field awarded Dean Bowman the "Ship's Citation," for outstanding work in his field of education. In keeping with a rigorous emphasis on facts and their organization, the Dean made much use of charts and graphs. This practice was respectfully referred to as "Bowmanology" by his students and faculty. To take Dean Bowman's position, Dr. John A. Jarvis, prominent in the fields of industrial arts and vocational education, was appointed.

Stout made two significant additions to its plant — the Robert L. Pierce Library and the Memorial Student Center in the 1950's. Another crucial need was for shop and classroom facilities. President Fryklund had indicated this early as 1949. Possible sites for the proposed building were being investigated when the Dunn County Board of Supervisors offered the sale of the property on which the Dunn County Normal School and the Dunn County Agricultural School stood. The proposed sale met opposition from some of those in the community who had a sentimental attachment for the discontinued schools. The shop and classroom building, completed in 1961, was the first such facility erected in 45 years and was named Fryklund Hall, in honor of Stout's third president who had shepherded the project from proposal to completion, and whose many accomplishments in the field of education entitled him to recognition.⁵⁰ In Harvey Hall, the home economics facilities were changed resulting in ultra-modern foods and nutrition, and clothing and textile laboratories. The auditorium was resealed and redecorated and an electronic organ added. Second street was closed and made a part of the campus.

The long-silent bell tower of Bowman Hall came to life again. The great

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7,000 lb. bell had been the pride of Menomonie when the tower was first constructed. The striking mechanism had worn out by 1941. "The bell rang on occasions," according to the *Stoutonia* of March 19, 1948, "when Stout students entered the tower with sledge hammers to chime their victories or losses in football or basketball. A group of fraternity rushees on such an occasion finally cracked the bell with over-zealous hammer strokes." Through the efforts of President Fryklund, an electronic carillon has now been placed in the tower to peal the hours and to play music appropriate for various occasions.

Curriculum and instruction kept pace with the growth of the campus facilities. Graduate work was extended from summer school to year-round offerings under the direction of Ray Wigen, Dean of Graduate Studies. Two graduate majors in vocational education were added: Guidance, and Audio-Visual Instruction. In home economics, a Family Life Education curriculum conference held at Stout in 1952 seemed to indicate a new emphasis. Home economics education majors found opportunity to broaden their educational experience in new cadet teaching centers outside Menomonie.

Extra-curricular activities expanded with enrollment. Two new social fraternities (Phalanx and Sigma) and a new service fraternity (Alpha Phi Omega) appeared. Some of the fraternities and sororities became affiliated with national groups. Students found outlets for special interests in a variety of new clubs: radio, ski, dietetic, metals, international relations, arts and crafts, 4-H, synchronized swimming, chorus groups, political groups, film society, and the Student National Education Association. Several clubs already formed continued. They included Home Economics Club, Alpha Phi Omega (dramatics), Graduate Men's Club, "S" Club, Women's Recreation Association, Stout Typographical Society, Concert Band and Marching Band.

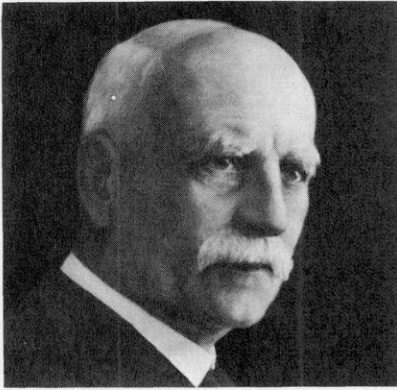
One of the most significant changes for Stout was its transfer from the jurisdiction of the Board of Trustees of The Stout Institute to the Board of Regents of the State Colleges. There had been many proposals, one in almost every legislature since 1909, involving the reorganization of Wisconsin higher education administration in one way or another. In 1947, Bill 31A introduced by Vernon Thompson would have created a state board of higher education to replace the board of regents of the university, the board of normal school regents, the board of Trustees of The Stout Institute, and the Wisconsin Institute of Technology board of regents. President Fryklund was opposed to any proposal by which The Stout Institute might lose its identity as a unique institution. He vigorously challenged the Thompson bill, enlisting the help of Robert Pierce, president of the Board of Trustees, Clarence Greiber, secretary of the Board of Vocational and Adult Education, and several Menomonie citizens.⁵¹

In 1954 a committee composed of representatives of the various boards of higher education proposed that The Stout Institute to be transferred to the Board of Regents of the State Colleges. A. A. Laun, representing the Stout board, voted in the negative on grounds that the Board of Trustees had not discussed the proposal. The administration could see advantages in this move although there was still danger that Stout might lose the prestige attached to being a special college. The transfer was made by law, effective July 1, 1955. On June 13,

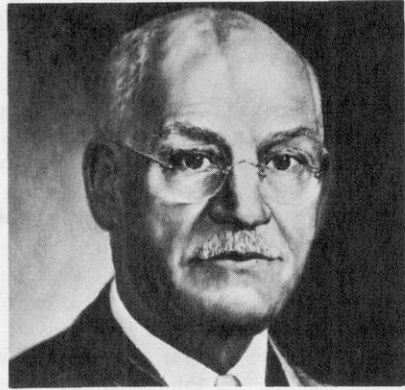
A HISTORY OF STOUT STATE UNIVERSITY (1893-1966)



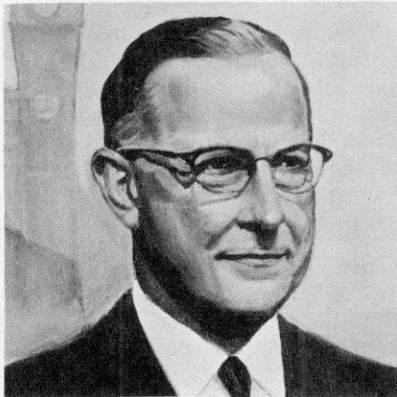
James H. Stout, Founder (1848-1910).



Lorenzo Dow Harvey, president, 1903-1922.



Burton E. Nelson, president, 1923-1945.



Verne C. Fryklund, president, 1945-1961.



William J. Micheels, president, 1961-

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the Board of Trustees of The Stout Institute held its last meeting, and the institute became Stout State College. In retrospect, joining the "League," as President Fryklund expressed it, was a distinct advantage to the school and its faculty.⁵²

During the year, 1960-61, President Fryklund announced his retirement after 16 years of service. He had brought to the office of president the vigor that the times required. A much-needed building program was successfully launched. A faculty ranking system was established, and faculty salaries were raised to a competing level. Student needs received more attention, as all facets of their non-academic college life were placed under a Dean of Student Affairs, Ralph Iverson.

President Fryklund was always very proud of Stout as it was, and he feared that any radical changes in direction might destroy its unique position in the educational world. In 1955 the Board of Regents of the State Colleges focused attention on problems of curriculum expansion. President Fryklund's reaction to questions raised by the study clearly indicated his attitudes:

Stout has held to its two basic majors for more than fifty years despite occasional regional pressure that we expand into academic areas. By concentrating on the two majors we have been able to study our problem and constantly improve our work . . . Stout has no plans for academic majors. We wish to concentrate on Stout's traditional assignment with supporting academic offerings.

In his inaugural address President Micheels challenged students: to learn how to grapple with ideas and to learn how to do something well. He challenged the faculty to reevaluate the goals of the college. After months of study there appeared to be general agreement that no new direction should be taken which might weaken the unique contribution which Stout was making in the educational world, but that new directions which might strengthen that position and might enlarge the sphere of its service ought to be explored.

Like other institutions of higher learning Stout experienced a burgeoning enrollment. Student population in the fall of 1961 when President Micheels took office was 1652. Six years later the enrollment had more than doubled to a total of about 4000. The ratio of men to women remained at about three to two. In the same period the summer school enrollment more than doubled from 489 to 1267. Graduate students continued to make up a large percentage of the summer population (42% in 1967), but undergraduate enrollment was increasing percentage-wise.

Faculty strength was increased in response to student enrollment, as the roster grew from 107 in the fall of 1961 to 257 in September, 1967. About one-fourth of the faculty held earned doctorates. Because of the specialized nature of the university many faculty possessed technical competencies not reflected in advanced degrees.

Increased enrollment brought a demand for new and enlarged facilities.

The Health and Physical Education Center was completed. A new heating plant was added. By the fall of 1967 accommodations for students were enlarged by a major addition to the student center, a food service center, and six new dormitories. Projected were a science building, a technology building, a library addition, and buildings for fine arts, home economics, and administration.

Complexities of growth brought about the need for administrative reorganization. Administrative structure was simplified under four areas, each headed by a vice-president: Academic Affairs, Student Services, University Relations and Development, and Business Affairs. Perhaps the most significant administrative trend was in the direction of greater participation in policy making by faculty and students.

As the faculty and administration examined and reexamined the role of the university, a traditional focus was maintained even while new majors were added and new directions were given to established majors. Art and art education were a natural outgrowth of the creative power demanded by clothing and building designers. The creation of an art major also reflected an emphasis of the earlier days of the university. Business administration was a natural addition to the industrial technology major with its emphasis on training for management positions in industry. In response to needs in industry for mathematicians who understand industrial applications, a major in applied mathematics was established. The pre-school education major was an extension of Stout's well-developed program in child development courses through the school of home economics. The psychology major was dictated by the needs of the graduate major in guidance and counseling which had been part of the curriculum for a decade. The major in distributive education reflected Stout's leadership in the field of vocational education. The major in hotel and restaurant management was a natural outgrowth of programs already established in home economics and business administration. Projection of new majors was based on the assumption that Stout would continue to be a unique and specialized institution.

While new majors were being added, the old specialties were undergoing change. The American Industry experimental project aimed to revamp industrial arts teaching in high schools — changing it from an emphasis on skill development to an emphasis on a wider understanding of the entire spectrum of American industrial activity. Changes and additions in home economics curricula were inspired by changing emphasis in both education and industry.⁵³

Stout State University prepared to celebrate its Diamond Jubilee year (1968) by looking back to its traditions and forward to new goals under the theme "Heritage and Horizon."

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Footnotes

1. Much of the background material on the development of industrial education is taken from Bennett, Charles A., *History of Manual and Industrial Education*, II, 1870 to 1917 (Peoria, Illinois, 1917).
2. Fitch, James M., "When Housekeeping Became a Science," in *American Heritage*, 12, No. 5: 34-37 (August, 1961).
3. Material on the background of the Home Economics Movement is taken from Bevier, Isabel, and Usher, Susannah, *The Home Economics Movement* (Boston, 1918), and Craig, Hazel, *The History of Home Economics* (New York, 1945).
4. *Dunn County News*, March 3, 1893.
5. *Madison Journal*, as quoted in the *Dunn County News*, January 4, 1895.
6. Patzer, Conrad E., *Public Education in Wisconsin* (Madison, 1924), 89, 467.
7. *Milwaukee Sentinel*, Century Edition, August, 1900.
8. *Ibid.*
9. *Dunn County News*, August 25, 1899; Hagen, Bernhard, "Life and Educational Philosophy of Lorenzo Dow Harvey," footnote, p. 32, unpublished thesis, Iowa State College, 1937.
10. Friedrich Froebel, German scholar, had initiated the kindergarten idea in Germany. Using music and play and handwork as the basis of self-activity he tried to direct the child toward finding himself through play. In America the idea caught on rather rapidly. The establishment of the first kindergarten by Mrs. Carl Schurz at Watertown, Wisconsin, is well known, but James Stout seems to have become acquainted with the idea in St. Louis where a kindergarten had been established in 1873, the first such venture to be publicly supported. See Cubberly, Ellwood P., *A Brief History of Education* (Boston, 1922), pp. 424-428.
11. *Dunn County News*, March 30, June 8, August 10, September 21, 1894.
12. *Dunn County News*, July 18, 1902.
13. Dewey, John, *The School and Society*, 1900. University of Chicago reprint, 1907, p. 27.
14. *Dunn County News*, March 13, April 3, 1903.
15. *Dunn County News*, May 1, 1903; October 19, 1922; Hagen, Bernhard, "Life and Educational Philosophy of Lorenzo Dow Harvey," unpublished masters thesis, Iowa State College, 1937; Patzer, Conrad, "Lorenzo Dow Harvey, Wisconsin's Educational Reformer," unpublished manuscript in the archives of the State Historical Society of Wisconsin.
16. Interview with Inga Bogstad, May 23, 1963.
17. *Dunn County News*, June 10, October 21, December 9, 1904.
18. *Dunn County News*, June 8, August 17, 1906; for the history of Tainter Hall and Annex see the *Stoutonia* (student newspaper) November 24, December 8, 1922.
19. Bradford, Mary, *Memoirs of Mary Bradford* (Evansville, Wisconsin, 1932) 291.
20. Bulletin of the Stout Training Schools, March, 1908; Shaw, Adele, "The Ideal Schools of Menomonie," *The World's Work* (March, 1904); Description of the Stout Institute, prepared for the special committee of the legislature by Allan D. Conover, May 16, 1911.
21. Shaw, "The Ideal Schools of Menomonie," 4539.
22. Bradford, *Memoirs*, 327.
23. Interview with Inga Bogstad.
24. *Dunn County News*, September 14, 1911.

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25. Stout Annuals; letter from Miss Lillian Otto, class of 1911.
26. Wisconsin Session Laws 1913 C. 229.
27. Frank Pierce vs. the Board of Trustees of Stout Institute, petition filed in Supreme Court of Wisconsin, June, 1914; *Dunn County News*, June 18, July 2, July 16, Oct. 22, Dec. 9, 1914; *Stoutonia*, March 7, 1917.
28. Butts, R. Freeman, and Cremin, Lawrence A., *A History of American Education in American Culture* (New York, 1953) 451.
29. Statement prepared for the Board at its February, 1917, meeting; statement prepared for Assemblyman Riley Young, and other briefs of President Harvey.
30. *Stoutonia*, Feb. 28; May 23, 1917; *Dunn County News*, May 17, 1917; also see correspondence between Senator Al Anderson and M. C. Douglas, also between George Buxton and Anderson.
31. Butts and Cremin, *A History of American Education in American Culture*, 445-447.
32. Harvey's Report to the board, February 16, 1919.
33. Conversation with Will G. Ballentine; minutes of faculty meetings, 1918-22; minutes of the Board of Trustees, Jan. 31, 1922.
34. The federal aid money went into the general fund instead of being directly available to The Stout Institute. This created a problem with which four successive presidents wrestled until the state law was changed in 1964.
35. Paper on Stout sororities written by Jane Lutey, Stout student; *Stoutonia*, February 2, September 28, 1923.
36. Minutes of the State Board of Vocational Education, April 3, 1923; minutes of the faculty meeting, March 23, 1923.
37. *Stoutonia*, December 19, 1922, February 14, 1929; Board of Trustees Minutes, August 5, 1924, July 28, 1925. Lynwood Hall was razed and replaced by a parking lot in the summer of 1967.
38. Minutes of the Board of Trustees, October 25, 1927, April 24, 1928.
39. Minutes of the Board of Trustees, January 28, 1927, May 25, 1928; Nelson's report to the faculty, September, 1930.
40. Nelson's report to the faculty, September, 1930; Minutes of the Board of Trustees, January 28, 1927.
41. Minutes of the Board of Trustees, June 4, 1932, April 25, 1933; Roll to Schultz, January 14, 1937; statement prepared for the Joint Finance Committee, February 1, 1937.
42. Chapter 10, Laws of 1935, Minutes of the Board of Trustees, April 25, 1933, April 24, October 30, 1934, Jan. 29, April 30, 1935; *Stoutonia*, June 28, 1935; Nelson to F. L. Curran May 8, 1934, Bowman to Doudna, July 30, 1938.
43. Minutes of the Board of Trustees, October 27, 1931; *Stoutonia*, April 15, 1932.
44. Callahan to Nelson, January 12, 1938; Nelson to J. H. Ames, January 25, 1938; Dempsey to Nelson, January 31, 1938; Minutes of the Board of Trustees, March 20, 1939; *Stoutonia*, January 20, 1939.
45. The Eichelberger legacy was a gift of \$20,000 from a resident of Horicon, Wisconsin. Much of the bequest was in the form of John Deere stock. Most of the remaining cash was set aside as a self-sustaining loan fund for students and had been so used since 1922 when the gift was received. See Minutes of the Board of Trustees, April 21, 1921.
46. President Nelson's faculty often recall the hazards of travel when "Prexy" was behind the wheel. "One has never really experienced the ultimate in thrills unless he at some time had a ride with B. E. Nelson," said Merle Price, Dean of Men.

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47. Minutes of the Board of Trustees, June 17, 1946, June 27, 1947, September 27, 1948; Fryklund to members of the Board, January-April, 1951.
48. Stout lost by death a large number of faculty who served the college for 20 years or more: in 1947, Paul Nelson, expert craftsman in woods; in 1947 Louise Buchanan, food instructor (as the result of an auto accident); in 1947 Harry Good, physicist and musician, leader of the men's glee club; in 1950 Daniel Green, drafting instructor; in 1950 Arthur G. Brown, education instructor. Other staff members were lost by retirement after 20 or more years of teaching: Mabel Leedom, chemistry; Winnona Cruise, food and nutrition; Gertrude Callahan, English; Lillian Froggatt, librarian; B. M. Funk, business manager; H. M. Hanson, woodworking; Lillian Jeter, clothing and textiles; Floyd Keith, metalworking; Ray Kranzusch, electricity and mechanics; Mary McCalmont, chemistry; H. C. Milnes, machine shop; Gertrude O'Brien, registrar, J. E. Ray, drafting; and F. E. Tustison, science and mathematics.
49. Minutes of the Board of Trustees, January 7, March 25, June 27, 1947, April 21, 1952, March 15, 1954; *Stoutonia*, February 1, 1952.
50. Among the buildings razed was the original Stout Manual Training School, a two-story frame building which had been moved from the Central School grounds and used by the Dunn County Agricultural School.
51. "History of Integration Proposals," Board of Regents of State Colleges (not dated, but last entry is 1953). Fryklund to Doudna, March 13, 1947; Minutes of the Board of Trustees, September 29, 1947, March 30, 1948; Pierce to Vernon Thompson, April 12, 1948.
52. Lloyd Berray, Sec., Board of Trustees, to board members July 9, 1954; Pierce to Fransway, July 16, 1954; Minutes of the Board of Trustees, June 13, 1955; Wisconsin Session Laws 1955 C.37.
53. For recent and projected developments see the President's report, "Five Years, a Report to Alumni and Friends — 1961-1966," and "Long-Range Program Plans for Stout State University," October, 1966.

CHAPTER IX

LA CROSSE A HALF-CENTURY OF HIGHER EDUCATION IN WISCONSIN'S COULEE REGION



The opening of the eighth Wisconsin state normal school in the autumn of 1909 was an auspicious occasion. Prominent educators, the public, and the press hailed the event as one of far-reaching importance. At the elaborate dedication ceremony on November 10, 1909, State Senator Thomas Morris, author of the bill to establish the school, and its first regent, told the assembled dignitaries, faculty, and citizens:

Will you permit me once more to call your attention to the fact that this is a great day for La Crosse, and for the state. I believe that even the most hopeful among us dimly sees the possibilities, the potentialities of this institution. When we consider how many will be benefited by it, and in turn, how many will be influenced by them, and that the work will go on and on indefinitely from generation to generation, we begin to appreciate how well and broadly the state has builded.¹

In his address, University of Wisconsin President Charles R. Van Hise spoke of the need for better rural education and of the role which normal schools could play in training rural teachers and in higher education generally. He foresaw additional functions for the normal such as providing two years of liberal arts work equal to that at the university at Madison. In his view this would “. . . strengthen the knowledge side of instruction in the normal schools,” although he expressed the opinion that such concern with liberal arts might interfere with the primary purpose of the school-professional training.² John J. Esch, eminent La Crosse attorney and Congressman, closed the ceremony with words of optimistic anticipation:

[No. 252, S.]

CHAPTER, LAWS OF 1905.



Providing for the location of a state normal school at the city of La Crosse, and making an appropriation therefor.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1. It is hereby made the duty of the board of regents of normal schools to locate a state normal school in the city of La Crosse upon a site to be chosen by said board as soon as may be after the sum of money hereinafter appropriated becomes available. Said board shall purchase such site, and improve the same by grading and planting trees, if necessary, and shall cause to be prepared full plans and specifications and estimates for the building and equipment necessary to properly establish and organize such school, and submit the same to the legislature at the beginning of the session of 1907.

SECTION 2. For the purpose of carrying out the provisions of the foregoing section there is hereby appropriated out of any money in the

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The school has been founded for a great future. It is to teach the young and untrained how to buffet the currents of the world. This school may develop a master mind or a genius transcending the ordinary school of attainments . . . then all the efforts from the laying of the foundation stones to the maintenance of it forever will be more than repaid.³

Political and business leaders had discussed the establishment of a normal school at La Crosse as early as 1857. Later in 1892, 1893 and 1894, the legislature and the board of normal school regents were strongly importuned to authorize such a school. In 1893, the proposal to establish a teacher training institution in La Crosse lost narrowly to a similar proposition from Superior. Fifteen years later the memory of this event still annoyed a local editor. The editor implied that Senator Robert Bashford, because he had switched his vote to La Crosse's disadvantage, ought not to be supported in a forthcoming judicial election.⁴ In 1905, however, a bill introduced by Senator Morris passed the legislature and directed the Board of Regents to locate a state normal school in the city of La Crosse. An appropriation of \$10,000 provided for the purchase and improvement of a site.

The La Crosse city council, following the pattern of other municipalities, contributed an additional \$15,000 to purchase the necessary land which included two city blocks. Not without opposition was this appropriation made. Opponents threatened to obtain an injunction to stop it; and newspaper items admonished citizens to "watch your alderman!" Especially there was continuing opposition from business schools operating in the city. But this time the supporters of the school had planned carefully; and they obtained a sandy tract encompassing two blocks in the southeast part of the city. On a portion of this land in 1908 was erected the "Old Main" building which for the first eleven years of the school's history housed all indoor educational activities. Three stories high and about 200 feet square, the red brick building stood nearly alone on the sand flats in the southeastern part of the city. Praised as the "finest building in the city," a "model of modern construction," and "a magnificent structure," it was incomplete but usable when the first students entered on September 7, 1909. Ultimately the cost, modest by contemporary standards, was \$260,000. Old Main contained all classrooms, gymnasium, the "training" school, offices both faculty and administrative, kitchen and lunchroom, heating plant and library. The first faculty and student body set out to beautify the grounds by landscaping and planting.⁵ From the day of the first surveying in April, 1908, to the date of opening there had been but one instance of serious trouble. This occurred when the contractor dismissed several workers for loafing and replaced them with Italian immigrants. Distinguishing between "whites" on the one hand and "dagoes" and "guineas" on the other, the dismissed workers at a meeting in a local tavern threatened to kill their replacements. One workman succinctly stated their case: "If them d—— dagoes ain't out of there tonight, there is going to be some trouble." The arrest of the "white" leader and the placement of two policemen at the site of the building put an end to a potentially ugly situation.⁶

In the mind of the community which now took great pride in its normal school this building was long overdue. Its materialization was a tribute to the

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persistence of prominent city leaders and the political acumen of Thomas Morris. Early in 1905 directors of the Board of Trade and the Board's special normal school committee met with Morris to arrange lobbying for the bill the Senator presented. Assemblyman J. J. Durland assured the Board of his support of the bill and promised to aid the normal school committee of the city council at its appearance before the legislature. Ultimately, the community designated three groups to plead its case: the school committees of the Board of Trade and City Council and delegates of the Manufacturers' and Jobbers' Union.⁷

The drive for the school was patently economic in nature, but there were other overtones. John E. McConnell spoke of the lack of adequate teaching for the 80,000 children in areas tributary to La Crosse. Others such as former Platteville President Albert Hardy proclaimed the value of the proposed school to Wisconsin's total educational system. Mayor Torrance praised La Crosse as the "second city in the state," and emphasized the urgent need for a school. Support also came from Jackson, Trempealeau, and Juneau county assemblymen together with aid from Superior's representatives who had won a similar battle a decade earlier. As the bill for the school passed through the legislative channels, the protagonists followed its step-by-step progress. In a fit of journalistic pique, a special correspondent for the *La Crosse Tribune* despaired of success. Under bold headlines reading "No New Normal School To Be Provided This Year," he expressed fear that among the many hurdles in the way of this added expenditure were Milwaukee and Platteville Normals direly in need of repairs and the University which always wanted more money. He added:

It is probably true that the normal schools are more valuable to the state educational system than the university. The university authorities will deny this, but many know, nevertheless, that the normal schools are the foundation stones of the splendid common school system where thousands of the girls and boys of the state complete their schooling, while the university trains a few to dissect the lung of a cat, read the orations of Demosthenes in the original Greek, trace the English language back to the Norman Conquest, teach professional football players to masquerade as amateurs, and now and then, turn out some really useful citizen.⁸

But this time proponents of the school had laid the ground-work carefully; and the victory won was duly noted in an exuberant press.⁹

In a sense the La Crosse Normal was a triumph for Wisconsin progressivism. Such leaders in the movement as McConnell, Durland, Otto Bosshard, Frank Winter, and above all, Thomas Morris, were of that political philosophy. "Our Tom" Morris was an ardent progressive and a devoted follower of Robert La Follette. As such, during his political career he fought what he considered to be selfish interests — the railroads, the rich, and the "stalwarts" in the Republican party. He spoke often of returning government to the people. Canadian-born, he was a barber before receiving his law degree from the University of Wisconsin in 1889. After his success in obtaining the normal school he was lauded as the only representative of the area who really ever worked for it. He was further

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depicted as a "good man" with the minor vices of chewing gum too much and of telling too many jokes he had heard in vaudeville. The local bar association spoke of him as a politician of the "highest type" and a man of principle. One of his law partners described him as the "liberal" member of the firm, who when discussing a particular case, always insisted that the important question at stake was not, "what is the law?" but rather "what is right?"

In his varied career, Morris served the county as district attorney (1900-1904), the legislature as Senator (1904-1910), and the state administration as lieutenant governor (1910-1914). He might well have been governor had he not withdrawn from the race in favor of the party leaders' choice. Defeated in the primary for United States Senator in 1914 by Bull Moose candidate Francis McGovern, he retired from politics to devote full time to his legal practice. Meantime, he represented as counselor such disparate groups as the Twentieth Century Club seeking women's rights and the Universal Chiropractic Association whose cases he pleaded in many courts of America. He also served as regent of the normal he fathered (1905-1912), and as president of the Board of Regents of normal schools for two terms. He addressed all manner of audiences in oratory not particularly polished but forceful and to the point. He told students that their greatest satisfaction should be in serving their fellow-man; and he advised the members of the Western Wisconsin Education Association that if they wanted better schools and pensions for themselves they should get out and work for them.

Morris saw himself as the representative and defender of the people against the monsters of Cannonism and corruption. He fought to save the regulatory commissions of Wisconsin and proposed that they become a part of the state constitution itself. In the wake of the selection of United States Senator Isaac Stephenson in 1909 he dropped in the hopper legislation to regulate election expenditures and procedures. After his departure from politics, he battled but lost to the railroads seeking to raise passenger rates.¹⁰ How important his efforts were to his home community was reflected in the editorial comment made on the occasion of the dedication of the normal school:

Senator Morris did masterful work in securing the Normal for La Crosse, and the advantages he contributed to the community in that activity, *although looming as the biggest thing of two decades*, will not be fully appreciated until we come to view it in the light of history clothed in the things it will create, in the garment of educational growth, elevation of moral standards, enrichment of the state's teaching forces, increase in local wealth and business activity.¹¹

THE ADMINISTRATIONS

In its fifty-eight year history, La Crosse has had five presidents: Fassett A. Cotton (1909-1924), Ernest A. Smith (1925-1926), George M. Snodgrass (1927-1939), Rexford S. Mitchell (1939-1966), and Samuel G. Gates, inaugurated on October 28, 1966. Born into a relatively impecunious family, Cotton obtained his education and ultimately his high state position through hard work

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in school and on the farm. During his complex early career, he taught in elementary and high schools, farmed, and conducted bands as sources of income. His higher education came from the state normal school at Terre Haute, and Butler and Chicago Universities. Interspersed with this formal higher education were positions as County Superintendent (1889-1895), Deputy State Superintendent of Public Instruction (1895-1901), and finally State Superintendent (1903-1909). In honor of his work for the improvement of rural schools, he was awarded the degree of Doctor of Laws by Franklin College in 1905. He was appointed to the position of principal (president) of the La Crosse State Normal School in February, 1909, and formally took the job on March 10, 1909, remaining in this position until his resignation on August 31, 1924. After leaving La Crosse, Cotton continued his life-long association with education. He was president of Northern Arizona State Teachers College (1924-1926), lecturer on education on the west coast (1927-1931), and teacher and publicist for Central Normal College, Danville, Indiana, from 1936 until his death in 1942.¹²

Writing and speaking much and often on the subject of education, Cotton leaves the impression of an intense, vigorous and dedicated person. In his reports as state superintendent in Indiana he iterated again and again his viewpoints. Education must be for all the people in a democracy, and it should educate the whole person. The traditional approach to education was to train part of the people partly. This is not education for democracy. Every person should be developed both physically and mentally. The teacher must view schooling as a total experience. Regardless of what walk of life a person might find himself traveling, he should be so trained as to understand the meaning of life. The school should teach worthwhile habits of observation, accuracy, concentration. The school should seek to discover and develop the talents and interests of the student. The school should be prepared to teach practical study better to prepare its graduates for the world in which they will live. Not all people can be professional persons; indeed, most people would earn their livelihood by manual labor. That fact does not mean that they should not go to school; indeed the contrary is the desirable tendency.¹³

Years later speaking on "The Country School" to the Wisconsin teachers assembled at Milwaukee, Cotton repeated his belief in practical education and the preparation of teachers who could understand the relationship between education and the community background of their students. Still later he told a rural school conference:

The demand of the twentieth century is for an education that is really practical . . . In the future there will be a closer relation between the work of the school and the work of life.¹⁴

Nonetheless, he did not advocate abandonment of the study of man's cultural heritage in history, literature, language, philosophy, and science. Such study must continue but must be added to and made more meaningful. He wrote in "Complete Education for the Masses":

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There never was a time when the demand was so strong for the education and training of the entire individual as it is today. There is no less demand for culture and scholarship in the broadest meaning of the terms, but there is more demand for education that will meet the practical needs of life . . . It is not a demand for direct teaching of trades so much as it is a call for the utilization of common everyday experience.¹⁵

To this end, then, the school must add manual and industrial training and agricultural education. The school should also offer physical education, Cotton believed. His concept of the latter became the philosophy of the department later established at La Crosse as its special field for the training of teachers. He viewed physical education not as athletic competition but as individual development. In a report as state superintendent in Indiana in 1906 he wrote:

. . . a distinction should be drawn between physical education and athletics. Athletics have assumed a place in the school world that is simply out of all proportion to their merits . . . Every high school should be equipped with a good gymnasium, and the boys and girls should have constant systematic training in physical education. This training should be supplemented with play. Games that will bring into play the entire student body should be encouraged. Interclass games can be healthful and helpful sports and can be kept subordinate to the real purpose of school life.¹⁶

On the last day of his life, concerned with the poor physical condition of American draftees for World War II, he wrote in an article, "Physical Education and Preparedness":

A thorough and comprehensive course in physical education should be provided in every school in this nation, public, parochial, and private. It should be compulsory for all boys and girls attending the elementary and secondary schools.¹⁷

In Cotton's view three other areas ought to be a part of every person's education: what he called direct and indirect instructions in morals, music education, and art education. By morals he explained he meant instruction in sex education, social manners and amenities, in the virtues of silence and order in the classroom, and in sanitary practices. Music, he thought, would teach children ". . . to appreciate beauty" and art would help them develop the ". . . habits of accurate observation."¹⁸ Such education as Cotton envisioned required skillful, highly trained teachers. "The greatest factor in any school," he wrote, "is the teacher. Indeed, the entire success of the school as an institution depends upon this factor." The teacher, therefore, must be a worthy, moral person, because students will imitate him. The teacher must be scholarly, and he must know how to teach. Instilling all of these qualities in the prospective teacher was the task of the normal school.¹⁹

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The selection of Cotton as president appeared to meet the approval of the most vocal supporters of the school. Wrote a local editor in somewhat questionable metaphor:

He is big enough to fill the building, and to throw about it an atmosphere of his own personality, dominating it with a broad influence which may be expected to exert itself upon one of the greatest, if not the greatest normal in the United States.²⁰

He went ahead quickly to select a faculty, to get out literature for prospective students, and to formulate curriculum and instructions in a catalog. In the fall of 1909, the new president had fourteen faculty on hand to instruct the 176 students. An additional four, all with schooling at Columbia University, arrived to begin the "training" school. He pleaded with the local people for rooms for incoming students, reminded the community of what the school could mean to it and issued a call to young persons to seek a career in teaching which would not make them rich but would provide "... more than the average of comfort, leisure, and honor." He spoke of the need for jobs for prospective students — "Young men willing to attend horses, care for furnaces, represent laundries and do other duties that are within reach." Girls would be looking for housework and waiting on tables.²¹ Cotton launched the new normal successfully with the good will of the community behind him. A local paper editorialized only a week after the opening of school:

It is doubtful if any normal school ever started out with brighter prospects than has the La Crosse Normal. It holds the record for first attendance, it has a fine field, it has (a) splendid building and equipment and grounds that will become delightful, it is situated in a thriving, live community whose people have great pride in the school and its work.²²

The new president spoke often on education. He insisted that politics should not be involved in educational matters. He told the Wisconsin Education Association it should work for better teachers and demand better salaries. He moralized on good and evil to students gathered in assembly and reminded the county superintendents that they had one of the most important jobs in the whole school pattern. With members of his staff, he pleaded for higher salaries for the normal faculty on the familiar grounds that present salaries were lower than in other states and that good faculty people were leaving because of this.²³ He organized, directed, and played cornet in the first band at the school after being provided with \$250.00 to purchase instruments.²⁴

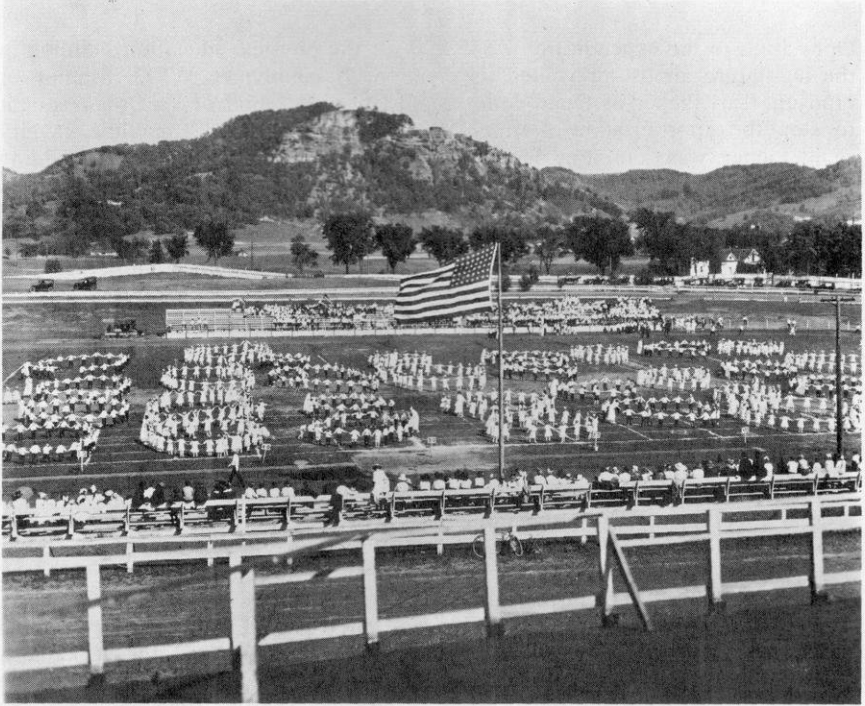
During President Cotton's administration the campus and physical plant were expanded. Following designation of La Crosse as the special school for training teachers of physical education, options and land purchases prepared the way for the erection of a building for that purpose. The building itself was first authorized in 1914 but not completed until 1920. Funds were also allotted for developing an athletic field on fairgrounds property which was close by.²⁵

Opposition to the expenditure of \$45,000 for the physical education building in the legislature almost prevented its erection. Assemblymen W. C. Bradley of Hudson, Carl Pieper of Dunn county, and Henry Freehoff of La Crosse sought to stop the appropriation. Former Wyoming cowboy and sometime cavalry scout Pieper, was quoted as denouncing the proposal as "nonsense" and adding "... that there never was a greater curse inflicted on the people of Wisconsin than the teaching of physical training." Ultimately, the proposal was saved through the work of Regent William F. Wolfe, Assemblymen E. J. Kneen and Carl Kurtenacher and Senator Otto Bosshard, while the local press satirized Pieper as "David from Dunn" out to destroy that Goliath, "physical culture."²⁶ A much-desired women's dormitory, however, was not forthcoming, when a special committee of the Board of Regents recommended that it be built at Stevens Point rather than at La Crosse.²⁷

The war years 1917-1918 saw a diminution in the number of faculty and students and the appearance on the campus of a Student Army Training Corps unit. Five members of the staff served overseas in the armed forces — one worked for the YMCA in France, and a seventh did educational work for the federal government. Those remaining at school proudly listed the names of 311 former teachers and students who went to war. Thirty-seven men graduated in 1917; only 8 in 1919.²⁸ Members of the SATC, bivouacked in the local YMCA and schooled and drilled at the campus, were intended as future officer material. The war ended before they were needed. They gained notoriety by washing down the halls in the main building with the fire hose and by a rather lackadaisical attitude toward their academic activities. In brief statements collected by one of their displeased mentors, historian Albert H. Sanford, one spoke of the "... dull and academic work" some of which he dropped in favor of "Physical Training," and another denounced "... slinging hash, pearl diving, and juggling maps."²⁹ The remaining faculty worked with the patriotic fervor of those years at varying contributions to the cause of victory and duly reported such activities at the president's behest for inclusion in the forthcoming catalog.³⁰

President Cotton left indelible marks on the La Crosse school by the introduction of physical education as a special field of teacher training and by faculty appointments of lasting influence. For many years before his appointment as president of the La Crosse school, he had advocated physical education for school children. Although the impetus for establishing this speciality in the normal school system came from elsewhere, Cotton welcomed that special field to La Crosse.³¹ Apparently, he viewed it as a separate entity, for he designated it a "School of Physical Education," and gave the title of "Director" to its first head, Dr. Carl B. Sputh, the only staff member to hold that title at the time. The school of physical education also had its own curriculum bulletin.³² Thus began an area of specialization which remains La Crosse's major effort in teacher training. Faculty appointments made by the first president included twenty-one who remained until retirement. Their educational careers were inextricably interwoven into the fabric of the school's history. Their average term of service was thirty-three years; they represented 60 per cent of the instructional faculty during the last year of his administration. They provided a continuity of staff which carried the school through the next administration without interruption of its services to the community.³³

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A physical education demonstration at Memorial field around 1920.

Upon President Cotton's resignation in the summer of 1924, the Board of Regents granted presidential powers and duties to an executive committee consisting of historian Albert H. Sanford and geographer Clayton A. Whitney. This committee assumed the usual functions of the presidential office until July, 1925, when Ernest A. Smith, appointed in the spring of that year, became La Crosse's second president. His tenure was tragically short for he died within eighteen months. At the time of his appointment President Smith was superintendent of schools in Evanston, Illinois. He had a formidable background in formal education and in educational service. A native of Ohio, he held bachelor (1888) and Master's (1891) degrees from Ohio Wesleyan University and a doctorate from Johns Hopkins (1900). He studied further at Oxford (1906) and the University of London (1907). He taught history at Allegheny College (1898-1910) and (1913-1916) and at Princeton (1910-1913) where he became acquainted with Woodrow Wilson. He held the office of superintendent of schools in Salt Lake City (1916-1920) and in Evanston, Illinois (1920-1924). A prolific writer, he published among other works *The History of the Confederate Treasury* (1901), *The Diplomatic Contest for the Ohio Valley* (1909), and *Allegheny, A Century of Education* (1915). He came to La Crosse highly recommended on the basis of his scholastic activity and his long experience in education at various levels. The only remaining faculty appointee of President Smith spoke of him as a kindly, democratic person. Two weeks before his death he thanked the faculty for its cooperation with him and voiced his appreciation of its "fidelity

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and sincerity.”³⁵ Because his tenure as President was short his influence on the institution was not apparent. Within little over a year, Smith was offered the presidency of Toledo University, called a “southern school” by the local press. Two months later he died suddenly. A kindly editor wrote with regret that his death had ended an opportunity to promote democratic education in a municipal university:

The opportunity to pioneer in this branch of education, the prospect of making a great contribution to educational advancement, the certainty — with success — of creating an important personal reputation, were all inherent in Dr. Smith’s new post. And all this fruition of his life’s work in education has been denied him.³⁶

Professors Sanford and Whitney again were appointed to serve as an executive committee until a new president could be found. This second interregnum was ended by the appointment of George M. Snodgrass to the presidency. A product of Hamline, Northwestern and Wisconsin universities, he was at the time of his selection director of teacher training at Superior State Normal. He had taught grade school at Wausau and high school at River Falls, where he was principal from 1901-1904. During the next twelve years he worked as supervising principal at Alma, Barron, Neillsville and Oconto, and as principal of the Barron County Normal at Rice Lake. In 1916 he became director of teacher training at Superior Normal. From this position he participated in numerous educational associations. In the viewpoint of a local newspaper he was “peculiarly qualified to assume leadership in a state normal school.”³⁷ On the eve of his appointment he was encouraged by the local regent “. . . to put our best foot forward . . .” That he did just that to the satisfaction of the regent is evidenced in the latter’s comment a few weeks later:

Frankly, I did not believe it possible for a man to make so many fine impressions and so much headway with school people and citizens generally as you have made in the short time you have been here. I can see only successful and happy days ahead of you here. So far as I am personally concerned, in the short time you have been in charge of the school, a great load has been lifted off my shoulders . . .³⁸

Years later, Mr. Otto Schlabach wrote on the termination of his regency:

With the exception of two or three incidents at board meetings, all in relation to other schools, these five years have been very pleasant. The thing that is outstanding in my mind and that I have appreciated the most, has been the contact and association with you throughout these five years. . . . No school in the system enjoys the confidence and good will of the brand that this school does and that . . . it is altogether due to the modest and honest manner in which you have presented the facts and needs of this school.³⁹

That Snodgrass was held in highest esteem by others appears in a letter from one of his friends to a recent acquaintance shortly after his appointment at Su-

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perior. Wrote C. F. Finley to Professor E. McCaskill: "I am not surprised to learn that you have found George M. Snodgrass a prince, . . . He is practically without Original Sin. (a thing that both you and I have to contend with.)"⁴⁰ And on the occasion of his passing in 1939 his fellow-presidents described him as "quiet, modest, unobtrusive," a "cultured, friendly gentleman," a "human, lovable man," a "kindly gentleman," and "a conscientious public servant . . . kindly, honest, sympathetic. . . ."⁴¹

In his first speech to the assembled students President Snodgrass embodied the main line of his philosophy of education. He told them he believed in them and that he liked working with young people. He also indicated his pleasure in heading a school which trained teachers in physical education. In his view this area had been too long neglected in the schools of Wisconsin. But he also called upon the devotee of physical education to recognize that the lasting values in life were scholarly in nature. In turn the scholar should recognize the importance of physical well-being. He also told his listeners: "I am a firm believer in hard work and sound scholarship in the school. It is no place for loafers. A degree, if worth anything, must have high standards behind it."⁴² He was equally at home talking of Shakespeare or the problems of supervision. He could speak seriously to young Presbyterians on "The Fine Art of Living" and learnedly to the League of Women Voters on "Civilized Loafing." He was highly articulate on the importance of democracy in education and enthusiastically endorsed the idea of schooling for the masses.⁴³ Education, he told the Daughters of the American Revolution, "should be the chief concern of democratic government."⁴⁴ He was also convinced that "traditional" education which emphasized rote learning should be replaced by the progressive educational idea of "the liberation of the capacity" to learn. "Teaching a child to think and allowing him to think is the only way to educate him . . ." he told a local civic group.⁴⁵

During the twelve years of President Snodgrass's administration, the La Crosse institution together with the other normals achieved teachers college status and began granting four-year degrees. The president lost the battle to increase the liberal arts work for teachers especially in physical education, but he did not give up the idea that such was desirable. La Crosse also weathered the depression including a threat to close it together with River Falls, Eau Claire and Stevens Point. In the face of this possibility Snodgrass told a worried local public that "to close any of their (colleges) doors now would be to prevent students from the homes of farmers, laborers and tradesmen from attaining intellectual improvement."⁴⁶ A year later he proudly asserted that the La Crosse college had operated very economically during the difficult period just past and at the same time had initiated higher standards of scholarship and enriched the course offerings. He persisted in the quest for new buildings and saw the erection of a women's gymnasium for physical education, a heating plant, and the beginnings of a campus school—the latter two after tortuous and complex dealings with the Public Works Administration of the federal government.⁴⁷

Perhaps for the status of the school in the academic world and the local community, his successful pursuit of accreditation by the North Central Association was the most important contribution. In seeking and obtaining such recognition, Snodgrass took a different viewpoint of its importance than most

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presidents of teachers' colleges in the country who expressed preference for accreditation by Teachers College Association. It was his view that the school and its students would benefit from such recognition. As a result of his efforts La Crosse was accredited in the spring of 1928 as a teacher-training institution only. The North Central did not yet regard the four-year degrees at La Crosse as equivalent to "standard" college and university courses and therefore required special certification by the president of cases that might be so considered. Accreditation did not come easily; and it was only a first step in an uphill struggle still going on to achieve adequate recognition both inside and outside the community in which the school exists.⁴⁸ President Snodgrass left a continuing influence in appointments to the faculty. Among his appointments were ten whose careers individually exceeded twenty-five years of service and together have averaged thirty-three years. Their professional lives and very often much of their private lives, have been devoted to this university.⁴⁹

There followed for a few months a third interim period, this time under the direction of Mr. Whitney only. The choice of a new president was Dr. Rexford S. Mitchell. Educated at Lawrence College (A.B.), and the Universities of Chicago (M.A.) and Wisconsin (Ph.D.), President Mitchell worked as teacher and administrator at River Falls State Normal (1920-1928) and at Lawrence (1928-1939) before coming to La Crosse. He administered the La Crosse institution during the years of quickening pace and painful growth. What was a small school when he came expanded beyond the most thoughtful expectations of 1939. The war years saw enrollments fall, and faculty depart for service; but as soon as the sounds of battle had ceased, many a student, now a veteran, returned to resume his education. Ten years after his accession, the president told the local public that their college badly needed housing for 900 young people and a new library. The latter opened seven years later. Used as a library for about a decade only, it will be replaced by a new building costing \$2,500,000 to open in the fall of 1969. A year after Dr. Mitchell's retirement school administration proudly announced that nearly 3,000 students would be housed in dormitories new and old in the fall of 1967.

In the quarter century during which he presided at La Crosse President Mitchell wrestled with the problems common to expanding institutions. The acquisition of land, determination of building priorities, and dormitory expansion all occupied long hours and much effort on the part of the president, the vice president and the deans.⁵⁰

Besides the presidential position Dr. Mitchell held several posts in educational organizations and had an exceptionally active community life. In appreciation of his leadership in both these areas, the La Crosse Chamber of Commerce chose him for its chief award in 1964. In accepting the honor he made the observation that "it is the obligation of all citizens to take an active part in community affairs!" That he followed his own dictates is indicated by the numerous community activities in which he was involved.⁵¹

During President Mitchell's tenure, the faculty and administration undertook extensive curriculum revision and school reorganization. In 1962 the faculty adopted a Basic Studies program consisting mainly of liberal arts courses for all students intending to graduate from La Crosse. The majority of work taken

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Thomas Morris



Rex Mitchell, president, 1939-1966

in the first two years is in this program. With this as the basis for his education, the student then proceeds into professional training or into letters and science. Following shortly on curriculum revision and self-studies by the faculty and administration came renewed accreditation of both the graduate and undergraduate programs as they now exist by the North Central Association.⁵² In part in preparation for the North Central visitation and in response to needs created by the growth of the university, the administration and faculty designed a more clearly-defined organization.⁵³ Long service among personnel characterized the Mitchell administration as it did the previous ones. Of the faculty working with him at his retirement, 49 of 154 remained ten years or more and of these there were twenty five with an average of twenty years or more of service.⁵⁴ As the school grew, President Mitchell increasingly delegated facets of policy and direction to the faculty. Between 1950 and 1966 an elected faculty steering committee appointed other committees; various boards of control were appointed by the president still. In the early years of the school, the president was *ex officio* on all committees. By contrast, Dr. Mitchell sat on only one regularly — the administrative committee which handled disciplinary matters. Curriculum development and implementation became almost wholly a faculty function with restraints primarily exercised through limitations on facilities and staff which the administration was able to obtain.

La Crosse's fifth president, Samuel G. Gates came from Colorado State College at Greeley. Educated at the Greeley institution (B.A. and M.A.) and at Stanford University (Ed. D.), he served his undergraduate alma mater as instructor in social studies (1946-1948), Director of the Laboratory School (1948-1955), and Dean of the Graduate Division (1955-1966).

Membership for eight years on accrediting teams for the North Central Association of Colleges and Secondary Schools has taken him to numerous campuses throughout the United States. In 1966 the National Council for the Accreditation of Colleges of Teacher Education selected him for service with that group. He is a veteran of World War II as captain and B-29 commander.

Tendencies begun during the last years of President Mitchell's tenure have continued and developed more fully under President Gates. Working with the new executive, the faculty has established a senate of twenty-four members, fifteen selected at large and nine selected to represent the three undergraduate colleges. The senate has spent much of the first year of its existence organizing itself and delineating the areas of administrative and faculty actions more clearly. It selects the various faculty committees, reviews their actions and decisions together with those of the administration. Faculty participation in administrative areas begun under Dr. Mitchell now have become policy and practice under Dr. Gates. These include promotions, tenure, salaries, teacher improvement leaves, and selection of administrative personnel.

FACULTY AND STUDENTS

From its first meeting in September of 1909, the faculty concerned itself with general policy, curriculum, and student life. Organized into committees appointed by the president, the faculty wrote curriculum, made rules on eligibility for activities, recommended the expulsion of "incorrigible or undesirable pupils," censured its own members and kept a careful eye on student life and morals. The president as a member of each committee had a directing hand on all facets of school life. This early faculty, frequently demanding of itself, was stern in its expectations for the students both professionally and privately. In dealing with "undesirable" students as they were labeled in the minutes, one faculty member, doubtful of a young man's interest in studying, suggested a "heart to heart talk" with the president. Another recommended expulsion of one prospective physical education teacher because he lacked "gray matter" and of three others because they were more concerned with girls and money than with learning. The faculty decided early that the school colors would be maroon and gray, later changed them to maroon and white. Somehow, the original colors triumphed in the end. Every imaginable area of concern in the school came under the scrutiny of what must have been a busy staff of teachers with strong convictions.⁵⁵

The early curriculum showed a penchant for practicality in the training of teachers. With an eye cocked toward the needs of rural schools, for instance, the local faculty constructed courses in country arithmetic and domestic science for potential instructors in little red school-houses. From its inception the "Normal" offered five broad courses of study with some variation within them. Twenty years later there were seven courses with eleven variations.⁵⁶ Despite these variations, the basic task was first threefold and then after 1913, fourfold. First came the training of elementary and secondary teachers and the offering of courses for non-teaching students. After 1913, the training of teachers for physical education was added. In 1930, the then State Teachers College was organized into divisions for administrative and curricular purposes — a pattern which remained until 1956 when a graduate division was added. In the spring of 1964, these five divisions — rural, elementary, secondary, physical education, and graduate — metamorphosed into four schools. These four were the schools of teacher education, letters and science, physical education, and graduate. In 1966, under new organization, the four "schools" were designated as "colleges,"

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and a single undergraduate curriculum committee established. Through the spring session of 1968 the graduate college has granted 254 masters degrees and expects an enrollment of 250 in its various programs in the fall of 1968.⁵⁷

Despite the strong orientation toward physical education as a specialty, La Crosse first trained teachers in elementary and secondary education and throughout most of its history has offered work for non-teaching students. Out of the first two programs have come hundreds of teachers scattered throughout the state of Wisconsin and neighboring areas. In the broad area of elementary education in excess of 4,500 have graduated into teaching, and in secondary education over 2,000 have gone out.⁵⁸ Students classified as non-teaching enjoyed considerable attention in the early years in the "college course." But they came to be regarded with less favor in the twenties and thirties. They had no home in the curriculum and were called the "college punks" by their fellow-students. Listed as "graduates" in the commencement programs between 1911 and 1924, they were dropped from these listings until 1952 when four of them graduated in the Letters and Science Division. After 1939, however, the present administration did establish a division of special students with a director. By 1964 this division, now the School of Letters and Science was the largest single school in the university although in existence only fifteen years.

The special field of physical education has enjoyed a transcendent position in the university over the years. Established in 1913, this curriculum grew very rapidly over the next years until it became virtually synonymous with the school itself. A minor in health education was first offered in 1952 and a joint physical education major and recreation minor was established in 1945. This instructional area, presently designated the College of Health, Recreation and Physical Education has taken pride in its philosophy which has emphasized the training of the individual in theory and skills and which as the catalog repeatedly states was the ancient Greek ideal of the healthy mind in the healthy body. In this philosophy, team sports have been generally regarded as an adjunct or branch of physical education. Coaches have been appointed as instructors first, coaching being regarded as a part of their teaching load.⁵⁹ This department is also proud of its some 3,500 graduates who have held positions as directors of physical education programs, instructors and coaches throughout the United States and who send students to their Alma Mater from the furthest parts of the land. Over 40 graduates from this program have obtained doctorates and the La Crosse masters program in physical education has granted 120 degrees. A detailed and thorough pattern of instruction undergirds a program which demands theoretical knowledge and practical competence in all activities in which future teachers may have to offer instruction. Through the history of the La Crosse school, colleagues in physical education from other institutions have regarded this instructional pattern as having few peers.⁶⁰

This curriculum also has provided the majority of athletes in the various interscholastic sports in which La Crosse has participated. Called the "Maroons" in the early years of the school, athletic aggregations after 1927 were often also designated as the "Peds" as well. In 1937 as the result of a student poll, the name "Indians" was adopted, winning over two others suggested — "Zephyrs" and "Lions."⁶¹ The selection occasioned an editorial in a city paper entitled "College

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'Indians?' Phooey!" which suggested in strong terms that almost every team in the area was called "Indians" and that another name would be desirable.⁶² From the beginning of the school students could compete in the usual interscholastic sports. Winning baseball and basketball teams appeared in 1910. Baseball was played rather irregularly until 1938. Since then, except for the war years, (1942-1945), La Crosse has fielded teams. Championship years among others were 1940, 1942, 1948, 1949, and 1950; and baseball teams either tied or won conference titles for nine consecutive years prior to 1956. Basketball started with a 9 and 2 record in the academic year, 1910-1911. La Crosse fives have won ten championships of various kinds. A proud moment in basketball history came during the 1963-1964 season when the team compiled a 20 and 1 record in regular season play and lost a second game at the post-season tournament of the National Association of Intercollegiate Athletics.

Track and football were initiated in 1911. During the first twenty-five years, track teams took 17 firsts and 14 seconds in various meets. Since 1950, they have had but two losing seasons. Of the last fourteen state meets they have taken five firsts and seven seconds. Football has been an important focus of athletic activity over the years. Again, only in 1943 and 1944 were there no teams. Through the 1963 season La Crosse teams had won 217, lost 123, and tied 38. Included in this impressive record are fourteen championships of various designations and two post-season bowl games, one a victory and one a tie. The first tennis team appeared in the year 1923-1924, but tennis was not a regular intercollegiate activity until after World War II. Since 1950, La Crosse tennis squads have been state champions six times. Gymnastics, started a year later, became a special area of competence at La Crosse. In the last twenty-five years, La Crosse gymnasts have won thirty-one meets in Wisconsin AAU and Northwest Gymnastics Union competition. Swimming and golf date back to 1937. Both have shared in successful seasons over the years and have featured individual performances of high quality. Golfers have won ten state titles in the last fourteen years of competition. For the student who cannot compete interscholastically or does not desire to do so there are a comprehensive men's intramural program and the Women's Recreation Association.⁶³ Both of these organizations have roots in the early history of the school as do numerous other student activities of a non-athletic nature.

For scarcely had the first students settled into the academic routine than they, with the aid of a patriarchal faculty, organized groups of all sorts to make their school careers more complete. Frequently they practiced segregation, providing separate clubs for men and for women to promote similar activities. Thus appeared in 1910 the Tri Delta literary society and Alpha Phi Pi debate club for women. In 1911 came the Websterian society for men, the Sapphonian for women both literary and oratorical, and the Heavyweight Club of undetermined purpose. This year also saw the appearance of the Kickapoogians later renamed the Kickapoo Klan. The Kickapoogians explained their origins in an early annual:

In the year 1911, just after the harvest moon had turned the maize brown, a number of braves and maidens of the Kickapoo tribe travelled

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from the Kickapoo Valley to the Father of Waters and the city of La Crosse. Here they pitched their wigwams that they might attend the school of the great white father.⁶⁴

These were but modest beginnings. There followed the Amherst Club for country school teachers, the Apollo Club for men vocalists, the Mozart and Triolet Clubs for women singers. The inevitable "L" Club appeared in 1920, its purpose to make certain that ". . . our 'L' is respected in every way." For special areas of interest the College Club, Primary and Grammar Grade Club, Rural Observation Club, Science Club, Der Deutsche Klub, La Sociedad Hispanica, and the Physical Education Club were among others organized between 1912 and 1923. There was also a very active Socialist Study Club which disappeared after the Russian Revolution of 1917. Its first adviser was Linus P. Denoyer of map-making fame. Among numerous additional early groups were the Scribblers organized in 1923 to discover "Normal School literary talent" which otherwise would go unnoticed. That such talent was available is apparent in this poetic gem entitled "A Physic's Tale":⁶⁵

A maiden named Bessie, and Clark
Studied physics and chem.
Till Bessie and he
in the dark;
Formed an affinity
And are on a continuous spark.

And with the traditional thanks and wishes for the good life the Norse Club proclaimed its presence in the annual for 1916:⁶⁶

Tak for sidst
Last autumn, bright and clear
Vikings came from far and near,
By Southeastern, Buicks, Fords,
They all came in droves and hordes,
Seeking knowledge to attain;
Let me tell you just the same,
They put Normal on the map —
With their pep and vim and snap;
And for poetics, and swell things to eat,
There's none on earth that they can't beat.
Ja, lev saa vel da!

Students attending the university at La Crosse today are confronted with numerous opportunities for participation in organizations of all sorts. They can write for the *Fledgling* or the *Quill or the Racquet*. They may be elected to any of eight honorary societies. They can take part in three service organizations. They may be asked to join any one of five Greek letter sororities or five Greek letter fraternities. They can find fellowship in one or several of twelve religious groups. Twenty-two department, professional and special interest clubs are available as well. There are drama, forensics, band, orchestra and chorus. And there is student government topped by the Campus Controls Council.⁶⁷ The

Kickapoogians are gone from the campus and segregation in student organizations is reduced to a necessary minimum. By day classrooms are filled and by night the Student Union hums with organizational meetings and recreational activities — bowling, billiards, planning sessions, discussion groups and fraternal gatherings. Forty years ago, the faculty resolved to keep a stern eye on “objectionable behavior” at Normal social functions and promised as individuals to cooperate with the dean “. . . to improve the dancing and social behavior in the school.”⁶⁸ Today the administration and faculty seek to advise rather than to direct. So complex has become the whole area of student activities that the recent administration of Dr. Mitchell established the position of Dean of Student Affairs.

In a relatively short span of years the La Crosse Normal underwent remarkable changes. The student who came to enroll in the fall of 1909 had but a spanking new building to inspire his intellectual endeavors. A feature story written years later described the scene in this fashion:⁶⁹

Surrounded by rolling hillocks of sand and the small scant bushes that grow on the prairie, the rectangular red building that represented the La Crosse State Teachers College [sic] had little but its own newness to attract the eye in the year 1909.

But a short while before, the site of the college had been a circus ground and on the spot where spangled ladies and painted clowns had performed for the entertainment of the crowd, a permanent structure dedicated to education had been built.

From the front door of the college [sic], a narrow boardwalk extended to State Street. On both sides of the walk were the inevitable sands of the prairies and an army of sand burrs. The unwary one who stepped off the walk was liable to find his shoes full of sand or his stockings stuck with burrs . . .

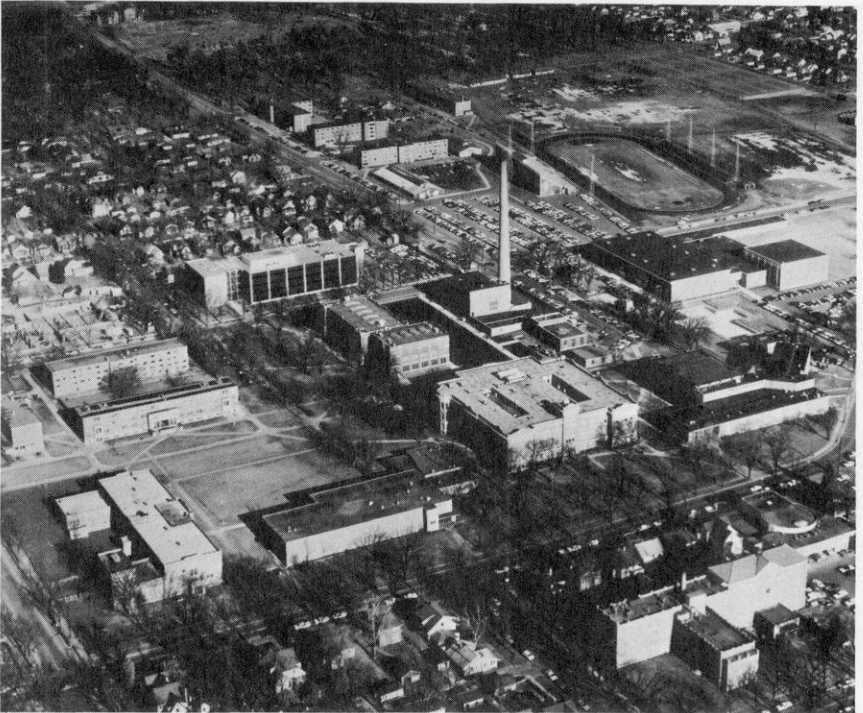
The present campus is the result of initial slow growth and rapid expansion since 1955. Within the enlarged trapezium bound by State and La Crosse Streets, West Avenue and Campbell Road is the old campus and the area of expanding new campus. Most of the university's buildings stand in this trapezium. Among the early ones are “Old Main” (1908), Wittich Hall (1916, 1920, 1930), the Heating Plant (1938) and the Campus School (1939). Since World War II, the state has erected eighteen new structures on the extended campus. They include seven women's dormitories (1951, 1960, 1963, 1964, two in 1966, and 1967), five men's dormitories (1957, 1962, 1964, 1966, and 1967), Florence Wing Library (1957), Student Union (1959 and 1964), Physical Education Building (1965), Science Building (1965), Whitney Food Center (1966), and Heating Plant (1967). Projected for the biennium of 1967-1969 besides the new library is an addition to the present Science Building. The dormitories, food center and student union are self-liquidating.

Old Main rather easily provided for the 176 first students. Many more facilities are needed to provide for the 5,000 now peopling the campus. The returning “Normal” alumnus finds a bewildering array of structures now. Side-

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The La Crosse campus of the 1920's.



The campus as it appeared from the air in 1968.

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walks wandering all directions have replaced the wooden walk, and the sand burrs are all but gone. There will be more buildings and more sidewalks in the near future if the prognostications of 7,000 enrollees within five years are correct.

Fourteen faculty members met the first students in the fall of 1909. In September of 1966 there were 307 faculty on hand to provide various services. Of these 224 were classroom instructors with the traditional professorial ranks. Included in the remainder were the vice-presidents for academic affairs and financial affairs, four academic deans, twenty-five student services personnel, eight professional librarians, and one in informational services. Included, too, were forty-four faculty assistants doing both academic and personnel work.

With its sister institutions, La Crosse has undergone the vicissitudes of wars, depressions, and pennywise budgeting. Still her graduates people the professions of America as teachers, doctors, lawyers, college professors, bankers and business men. As a cultural and economic asset to the community the school has played an outstanding role. Through dramatic and musical presentations, pageants and lecture series, it has been a means of contact with the fine arts for students and the public. Especially drama presented by Speech Department members and students came to be regarded as a most effective means of public relations for the school. Often town and gown cooperated in this endeavor to the end that leading lights in all fields of the arts and science have appeared on the stage of Main Hall.⁷⁰ And at last estimate in the fall of 1967 the university was judged to be worth \$12,500,000 to the community. Thus are the most sanguine expectations of La Crosse's founding fathers being realized.⁷¹

Footnotes

1. *La Crosse Tribune*, November 11, 1909. This newspaper is cited frequently throughout the chapter. I have used the present designation only throughout although during the 1920's and 1930's it was called the *La Crosse Tribune and Leader-Press*.
2. *Ibid.*
3. *Ibid.*
4. *Ibid.*, April 4, 1908. The item was entitled "Bashford Killed Our First Normal." For the earlier efforts, see Albert H. Sanford and H. J. Hirschheimer, *A History of La Crosse, Wisconsin, 1841-1900* (La Crosse, 1951), p. 258.
5. *Journal of Proceedings of the Forty-Seventh Sessions of Wisconsin Legislature*, Volume I, 1905 (Madison, 1905), p. 127.
6. *La Crosse Tribune*, June 10, 1908, June 11, 1908, and March 9, 1909. The item of June 10 was entitled "Race Clash at Normal School" and contained this period piece: "The employing of Italians at the Normal School was the cause of a clash between the white laborers and the Guineas yesterday afternoon and evening."
7. *Ibid.*, February 9, 1905, February 11, 1905, and February 17, 1905. The Board of Trade became the Chamber of Commerce in 1916. See E. S. Hebbert, "La Crosse Boards of Trade and Chamber of Commerce," *La Crosse County Historical Sketches, Series 6*, Albert H. Sanford, ed. (La Crosse, 1942), pp. 5-17. The Chamber further interested itself in the school later by seeking means to encourage additional students to come to La Crosse and resolving to attend activities there. See La Crosse Chamber of Commerce, *Minutes of the Meetings of the Board of Directors*, April 21, 1921. In recent years the Chamber has cooperated with the school in advertising the community and its educational opportunities for both students and faculty.
8. *La Crosse Tribune*, February 8, 1905. For the statements of McConnell, Hardy and Torrance see *Ibid.*, February 22, 1905, February 24, 1905, and March 1, 1905. In the 1905 session, assembly supporters were: W. D. Braddock (Jackson), H. L. Ekern (Trempealeau), P. A. Cleary (Juneau), John S. Durland and Thomas Johnson (La Crosse). Senators in support were John M. Whitehead (Rock) and George B. Hudnall (Douglas). Additional local leaders involved were community business men John C. Burns, W. B. Tschanner, Aaron Brayton, C. S. Van Auken, and E. M. Wing. See *Ibid.*, February 1905 and November 11, 1941. Four of the legislators were college graduates, two of Yale and two of the University of Wisconsin.
9. See, for example, *Ibid.*, March 22, 1905, March 23, 1905, March 24, 1905, and March 28, 1905.
10. For biographical surveys of Morris' career see, for example, the *Wisconsin State Journal*, September 17, 1928 and the *La Crosse Tribune*, April 10, 1938. For his political career especially between 1909 and 1914, see the *La Crosse Tribune* which loyally and outspokenly supported his candidacies. It also reported his non-political activities in detail such as in the issues of June 5, 1909, June 9, 1909, July 6, 1909, September 12, 1909, April 16, 1910, February 21, 1910, November 4, 1910, April 15, 1911, September 27, 1912, June 3, 1913, June 14, 1913, and September 6, 1913. *The Stone Papers*, Box 19 (1910-1912), Wisconsin State Historical Society, contain correspondence to and from Morris relating to his withdrawal from the gubernatorial race. Adverse comment on Morris' political career can be found here and there in the *La Crosse Chronicle* from 1909 to 1914. I am indebted to Mr. Arthur Holmes for the statement on Morris as the liberal member of their law firm.

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11. *La Crosse Tribune*, November 11, 1909. The italics are mine.
12. Mary W. Wayman, *The Work and Influence of Fasset Allen Cotton in Education*, (Unpublished Masters Thesis, Ball State Teachers College, Muncie, Indiana, 1945), pp. 9-11. See Board of Regents of Normal Schools, *Report*, May-July, 1924, (Madison, 1924), pp. 32, 33, and 34, on Cotton's resignation. Cotton's official reports and letters of which there are fifteen volumes are housed in the Indiana State Historical Society Library, Indianapolis.
13. Wayman, pp. 13-21. These ideas were incorporated in the report of 1904.
14. *La Crosse Tribune*, November 10, 1911. See also *Ibid.*, November 9, 1909.
15. Wayman, p. 23.
16. *Ibid.*, p. 27. Compare the following statement on physical education which appeared in the school catalogs for over twenty years with some minor changes in wording: "Athletes who could play football, baseball, and basketball were early to be had, and some athletes were formerly placed in charge of physical training. We have had fine athletic teams in all the high schools of standing in the state, but little else. The few were trained in a special kind of work, but the many were merely permitted to look on at the games.
"This statement does not underestimate the value of athletics, but it is intended to emphasize the fact that athletics and physical education are not synonymous terms. Athletics is but one branch of physical education — a branch that has its values no less than its limitations." See *Bulletin of the State Normal School, La Crosse, Wis.*, *School of Physical Education*, May, 1914, p. 11, and *Annual Bulletin, State Teachers College, La Crosse, Wisconsin*, 1934, p. 91.
17. Wayman, p. 27.
18. *Ibid.*, p. 31.
19. *Ibid.*, p. 31-34. The first La Crosse catalog embodies Cotton's educational philosophy in the curriculum and in the explanations of the purposes and functions of the school. The normal here, it appears, was truly Cotton's creation, and the influence from these early years continues today. See *Bulletin of the State Normal School, La Crosse, Wisconsin*, Volume I, No. 1, June, 1910, esp. pp. 11-48.
20. *La Crosse Tribune*, November 11, 1909.
21. *Ibid.*, July 7, 1909, July 16, 1909, July 22, 1909, August 3, 1909 and August 20, 1909.
22. *Ibid.*, September 15, 1909.
23. *Ibid.*, October 25, 1909, November 5, 1909, January 29, 1910, November 5, 1910, March 5, 1919, October 3, 1923 and October 19, 1923.
24. Board of Regents of Normal Schools, *Report*, 1914, p. 68.
25. *Ibid.*, February, 1912, p. 66; September, 1913, p. 11; 1914, pp. 67 and 68; and 1917, p. 14.
26. *La Crosse Tribune*, March 11, 1915. See also *Ibid.*, March 10, 1915 and March 19, 1915. A portion of the statement on Pieper read: "Ho, then, keeper of the hall of fame. Room for Mr. Piper (sic) of Dunn, assemblyman in the state legislature. Enroll him on the shining list for posterity's envious eye, for he has found an ancient error, older than history, and clubbed it right manfully. To him belongs the credit for the revolutionary discovery that physical culture is a curse."
27. Board of Regents of Normal Schools, *Report*, 1914, p. 59.
28. The faculty were Lincoln K. Adkins, Marshall A. Goff, G. H. Heineman, Joel R. Moore, Russell V. Morgan, Clyde R. Moore, and O. O. White. See the *Racquet* (annual) for 1917 and 1919 and the *Bulletin of the State Normal School at La Crosse*, Volume IX, No. 4, June, 1918, p. 48. Until 1931 both the student news-

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- paper and the annual were called the *Racquet*. Since 1931, the annual has been called the *La Crosse* and the newspaper has continued to use the original designation.
29. Walter H. Baum and Jay Are, "My Experience in the S.A.T.C.," Albert H. Sanford Papers, University Archives.
 30. *Bulletin of the State Normal School at La Crosse*, Volume IX, No. 4, June, 1918, pp. 48-49 and faculty reports in the Sanford Papers, University Archives, *passim*.
 31. Bahr, pp. 28-32.
 32. *Bulletin of the State Normal School at La Crosse, Wisconsin*, June, 1915, pp. 6 and 45. This bulletin was issued until 1923 as a special catalog, although the "school" had become first a "department" and then a "division." Beginning in 1923, the courses in physical education were incorporated in the regular school catalog.
 33. The twenty-one: Lincoln K. Adkins (Mathematics); Rena M. Angell (Art). Adolph H. Bernhard (Chemistry), Oren E. Frazee and Anna Wentz (Biology). David O. Coate, Besse Bell Hutchison, and O. O. White (English), James A. Fairchild (Physics), Albert H. Sanford, Myrtle Trowbridge, and William M. Laux (History), J. F. Rolfe, Everett L. Waters, and William H. Sanders (Education), Clayton A. Whitney (Geography), Hans C. Reuter, Emma L. Wilder, and Walter J. Wittich (Physical Education), Florence S. Wing (Library), and Sarah Bangsberg (Dean of Women).
 34. Board of Regents of Normal Schools, *Report*, July to May, 1924, p. 33.
 35. *Minutes of the Faculty Meeting of December 15, 1926*. Leon W. Miller, recently retired and the only appointee of Smith available for comment characterized the president as a kindly person. It appears Smith tended to make arbitrary and off-hand decisions often without any apparent reason. Biographical information on him can be found in the student newspaper, the *Racquet*, October 1, 1925 and the *La Crosse Tribune*, December 28, 1926.
 36. *La Crosse Tribune*, December 29, 1926. See also *Ibid.*, October 20, 1926.
 37. *Ibid.*, January 28, 1927.
 38. Letters from A. W. Zeratsky to George M. Snodgrass, January 17, 1927 and February 25, 1927, Snodgrass Papers, University Archives.
 39. Letter from Schlabach to George M. Snodgrass, June 6, 1933, *Ibid.*
 40. Letter from Finley to McCaskill, June 5, 1917, *Ibid.*
 41. *La Crosse Tribune*, June 13, 1939. These were statements of Presidents Hill (Superior), Nelson (Stout), Baker (Milwaukee), Polk (Oshkosh), and Schofield (Eau Claire), respectively.
 42. *Ibid.*, February 3, 1927 and an untitled assembly address in the Snodgrass Papers, University Archives.
 43. See, for example, additional speeches entitled, "The Plight of Young America," "The Organization of Supervision in the Superior Normal School," and "Educational Opportunities in Wisconsin," *Ibid.*
 44. *La Crosse Tribune*, December 13, 1927.
 45. Untitled broadcast on traditional and modern education, March 1, 1934, Snodgrass Papers, University Archives. See also, "What is Freedom?" and "Control vs. Freedom," *Ibid.*, and *La Crosse Tribune*, December 4, 1935.
 46. *Ibid.*, June 26, 1933.

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47. Board of regents of Normal Schools, *Report*, December 1937-April, 1939, pp. 7-8 and *Ibid.*, *Financial Report and Proceedings*, November 1936-October, 1937, pp. 14-17, 21 and 22.
48. Letter from George F. Zork to George M. Snodgrass, April 2, 1928, Snodgrass Papers, University Archives. The lack of doctorates on the faculty caused difficulty in obtaining accreditation. There were only two faculty people who had them in 1928 and one was an M.D. Ten years later there were twelve; presently there are ninety-four, 30% of the total faculty including the campus school.
49. The ten are: Alvida Ahlstrom (French Language and Literature), Thomas Annett (Music, emeritus), Milford A. Cowley (Chemistry), Catherine Crail (Library, emeritus), Alice Drake (Elementary Education, emeritus), Lora Greene (Accounting, emeritus), Edgar C. Knowlton, (English, emeritus), Theodore Rovang (Biology, emeritus), Marie Park Toland (Speech and Dramatics, emeritus), and Emerson G. Wulling (English).
50. Enrollment fell from 760 in 1940 to 371 in 1945. There were only 33 men enrolled in the spring of 1945.
51. Among them: President of the La Crosse Education Association (1949) and of the Western Wisconsin Education Association (1950); Chairman, Council of State College Presidents (1959-1960); President, the Wisconsin Association of Presidents and Deans of Institutions of Higher Learning (1962-1963); President of Rotary (1942); Heads of Family Service Association; Campaign Chairman (1950) and President (1960) of the Community Chest; and Committee on Urban Renewal.
52. Wisconsin State College, La Crosse, *Institutional Self-Study*, 1963. Letter from Robert F. Sullivan to Rexford S. Mitchell, September 26, 1963.
53. See Appendix A.
54. The twenty-five are: Pauline A. Abel (Campus School); Alvida Ahlstrom (French Language and Literature); Beatrice Baird (Physical Education); Orville Brault (Physical Education, Campus School); Edith J. Cartwright (Dean of Women); Margaret S. Chew (Geography); Mauree Applegate Clack (Education, emeritus); Milford A. Cowley (Chemistry); Catherine F. Crail (Library, emeritus); Alice DeBower (Recreation); Robert L. Frederick (Speech); Howard R. Fredricks (History); Floyd H. Gautsch (Physical Education and Athletic Director); Ernest J. Gershon (Physical Education); Maurice O. Graff (Vice President for Academic Affairs); Lora Greene (Economics, emeritus); W. Grey Konrad (Chemistry); Leon W. Miller (Physical Education, emeritus); Theodore Rovang (Biology, emeritus); Theodore W. Rozelle (Mathematics); G. Lester Steinhoff (Audio-Visual); Marie Park Toland (Speech, emeritus); Anna L. Thomas (Physical Education); Marjorie Von Arx (Health Service); Emerson G. Wulling (English).
55. See the minutes of faculty meetings, September 1909 to April, 1925, *passim*, University Archives.
56. The five courses were: Two-year courses for high school graduates (English, German, Latin); Five-year courses for eighth grade graduates (English, German, Latin); One-year professional course for college graduates; Country school course; and college course. The seven were: Rural, Primary, Intermediate, Grammar grade, State graded, High School (Junior and Senior), and Physical Education. The previous "college course" students were not called "Specials" and had no prescribed course. According to the catalog, they were to be permitted only in classes that could accommodate them.
57. Wisconsin State University, La Crosse, *General Catalog*, July, 1964, pp. 65-144. See also appendix The composition of the student body in relation to the various curricula also has changed with the growth of the school. En-

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rollment of a generation ago compared with the most recent figures illustrates this change:

	1st Semester 1938-39	1st Semester 1966-67
Basic Studies		1,309
Elementary	135	360
Secondary (except Physical Education)	153	516
Health, Recreation and Physical Education	250	582
Letters and Science (including pre-professional)	228	1,330

Beginning in the fall of 1967 all students will enroll in the college of their choice rather than in Basic Studies. Enrollees intending to graduate from La Crosse will still fulfill Basic Studies requirements.

58. Compiled from figures in the registrar's office.
59. The failure of the public generally to comprehend this philosophy is still at the root of a common misunderstanding — that La Crosse should win every athletic event its teams undertake because it is a "Phy. Ed" school.
60. See, for example, *La Crosse Tribune*, October 14, 1927 for a speech to this point by the director of the National Physical Education Association. See also *Ibid.*, November 2, 1938.
61. *Racquet* (newspaper), March 2, 1937.
62. *La Crosse Tribune*, March 6, 1937.
63. The materials on interscholastic athletics are taken from the student annuals and newspapers and from figures compiled by the office of the athletic director. See also Glenn Wildt, *A Brief History of the Men's Intramural Athletic Association at Wisconsin State College, La Crosse* (Unpublished MS, 1958).
64. *Racquet* (annual), 1912, p. 68.
65. *Racquet* (newspaper), Volume I, No. 2 (1910), p. 15. The materials on student organizations are taken from the annuals from 1911 to 1923. The quote describing the purpose of the "L" Club comes from the annual for 1920, p. 79.
66. *Racquet* (annual), 1916, p. 81.
67. For the listing and description of these organizations see the student handbook, *The Indian Book* (1964-1966), pp. 28-42.
68. *Minutes of the Faculty Meeting of December 15, 1926*.
69. *La Crosse Tribune*, April 10, 1940.
70. A partial list would include the following: John Masfield, Carl Sandburg, Fritz Kreisler, Thornton Wilder, Hamlin Garland, Percy Grainger, Nathan Milstein, Frank Lloyd Wright, John Steuart Curry, Edgar Lee Masters, Madame Schuman-Heinck, Harrison Salisbury, and Drew Pearson.
71. This according to a statement by Maurice O. Graff, Vice-President for Academic Affairs. Included among several categories are the faculty and staff payroll, building programs using local contractors and labor, student expenditures, tuition savings to local residents, and the like. The information on enrollment estimates, numbers of faculty, and the buildings finished and planned also came from Dr. Graff's office. See appendix.

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FIFTY YEARS OF HIGHER EDUCATION AT EAU CLAIRE



On October 19, 1916, a cold mid-autumn day, a crowd of six hundred waited in front of a sturdy new building on the banks of the Chippewa River in the city of Eau Claire, Wisconsin, for the arrival of the governor of the state, the Honorable Emanuel L. Philipp. Present for the ceremony of laying the cornerstone of the Eau Claire State Normal School were the state superintendent of schools, members of the Board of Regents of Normal Schools, the faculty, the student body, and many townspeople for whom this day was one of fruition. Presidents of seven sister normal schools, including the head of Platteville, already celebrating its fiftieth year, honored the occasion with their presence. Applause greeted the governor and his party as they drew up in an automobile. In front of the imposing entrance, draped in blue and gold, Mr. Emmet Horan, member from Eau Claire of the Board of Regents of Normal Schools, presided. In the cornerstone were sealed pictures of Mr. Horan and the new president, Mr. Harvey Schofield, autographed lists of faculty, students, and regents, copies of the Eau Claire newspapers for this day, and the menu of the informal luncheon to be held later at the Galloway Hotel under the auspices of the Civic and Commerce Association.

Because of the inclement weather, the crowd adjourned inside to the 700-seat assembly hall for the speeches. The mayor of Eau Claire welcomed the governor and other dignitaries and expressed the gratitude of the city for the new institution of higher learning. Governor Philipp responded: "We have met here today to dedicate this beautiful building. It has been built by the fathers and mothers and other interested taxpayers in order that you, the sons and daughters of the commonwealth, might have better educational service. It not only benefits you, and yours, but it will go on benefiting as long as the massive walls of this building last."¹

The ceremony of October 19, 1916, marked the fulfillment of a quarter

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century of effort to secure a state normal school at Eau Claire. In 1891 the legislature of the state of Wisconsin passed an act authorizing the Board of Regents of Normal Schools to establish a normal school north of Township No. 24.² Eau Claire was among the communities which responded to the Board's invitation to offer sites and money. A decision was postponed by the Board until 1893, when the legislature set aside the 1891 bill and substituted one providing for two normal schools north of Township No. 24. Meeting in July 1893, the Regents were confronted with delegations from 28 communities in the northern part of the state.³ On the 101st ballot Stevens Point was selected as the site of the sixth normal school, with Superior next in line for the seventh.⁴ Eau Claire did not give up her ambition, and in 1897, when the River Falls State Normal School building burned, a 22-man delegation representing the Eau Claire Board of Trade went to Madison to argue that Eau Claire was a more advantageous location for a state normal school than its sister city to the west. Even though River Falls had been experiencing some difficulty in increasing its enrollment, the reasoning of the Eau Claire proponents failed to make an impression upon the Board of Regents.⁵

In 1908 the people of Eau Claire, aware that there was a vacancy on the Board of Regents of Normal Schools, held a mass meeting to nominate a candidate. In the words of Mr. Emmet Horan: ". . . unfortunately, I happened to be the one they selected. They sent a long telegram, about two or three hundred words, to Governor Davidson, and after considerable wire-pulling and petitioning, the Governor made the appointment."⁶ Long experience with educational affairs commended Mr. Horan, a prominent businessman, to his fellow citizens for the post of regent, for he had served on the Board of Education of the city of Eau Claire since 1891, with particular responsibility as chairman of the committee for high school teachers and in planning construction of the Eau Claire high school. When negotiations for a state normal school had lagged, the County Board of Supervisors established in 1905 the County Training School, taking advantage of an 1899 statute establishing county normal schools with state aid. The first chairman of the board of the County Training School was Mr. Horan; he resigned this position upon his appointment as regent in April 1908.

Before long, Mr. Horan had opportunity to press Eau Claire's claim for a state normal school. It is reported that when a struggle developed in the state assembly between the conservative and progressive wings of the Republican party, Eau Claire proponents discreetly used the situation to their advantage, securing the passage of an act in the legislature of 1909 establishing the next normal school in Eau Claire.⁷

Ten possible locations for the school were shown to the site-selection committee of the Board of Regents during their visit in August 1909. Mr. Horan subsequently indicated to the City Council that the committee favored three: the Barland site on the East Side hill, the Third Ward site on the banks of the Chippewa River, and the island in Half Moon Lake. Though the city would pay for the land as a gift to the state, the council decided to leave the site selection to the Board of Regents, asking only that a public hearing be held in Eau Claire. On the day of the hearing, January 31, 1910, West Side petitioners, with 1500 names, appeared in favor of the island site,

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but one of the regents argued against it: "Cities as a rule do all they can for a normal school — before they get them. After that it seems the state must do everything — there is lack of a bridge, water or sewer." The chief argument for the Barland site was that it was nearer Altoona, a small railroad town with trolley service to Eau Claire. The seven-acre Third Ward site was presented with maps and plans, and its backers pointed out that it was surrounded by the best residential section, it had the best soil and natural beauty, and nearby Putnam Park was "an education for any student."⁸ Within a week of the hearing, the Board of Regents accepted the Third Ward site on the condition that twelve acres would be furnished by the city rather than the seven originally offered.⁹

On June 28, 1910, Regent Horan left Eau Claire for the meeting of the Board of Regents with the city's formal offer of the Third Ward site. Two conditions were attached: that Putnam Drive, a scenic woods road through the adjoining city-owned park, was to continue as a public street; and that "the natural channel of Little Niagara Creek through such premises" should be maintained.¹⁰ Some details remained to be worked out, and it was not until December that the instruments conveying the property from the Park Company to the city, and from the city to the state, were completed.

At the invitation of Mr. Horan, a Milwaukee architectural firm prepared plans for a normal school building. These were unveiled to a select group of Eau Claire citizens at the Eau Claire Club on the evening of January 20, 1911. The *Eau Claire Leader* declared that those present were surprised at the magnitude of the work and delighted with future prospects. However, the legislature of that year provided only \$3,000 for the new school, to be used for grading and setting out of trees.

Concern in Eau Claire led to the formation of a Citizens Committee on the Normal School, which in 1911 published a pamphlet entitled "Why the Normal School Should be Constructed Now."¹¹ The arguments set forth all pointed toward future promising enrollments. It was stated that 40 passenger trains a day stopped in Eau Claire, and cities and villages on railroad lines tributary to Eau Claire — Rice Lake, Chetek, Ladysmith, Black River Falls, Neillsville, Cameron, Barron, Thorpe, Withee, Owen, Greenwood, Humbird, Merrilan — had fine high schools which could be counted on to send their best graduates. The city of Chippewa Falls, only ten miles away by interurban trolley or by train, with a high school population of 300, and Eau Claire itself, with a high school enrollment of 715, would furnish many students for the normal school. Indeed, the city of Eau Claire, relying on the immediate construction of the school, was making plans for a \$75,000 concrete arch bridge across the Chippewa River to provide easy access for students coming to the school from the west side of the city.

Pressure from Eau Claire citizens bore fruit when the 1913 legislature, after considering the building plans, appropriated \$225,000, divided into three installments of \$75,000, extending over three years, for the new school building. No bids were taken; the Hoepfner Bartlett Company of Eau Claire was awarded the contract for general construction on a cost-plus basis. In the summer of 1914 the foundations and the concrete skeleton were completed.

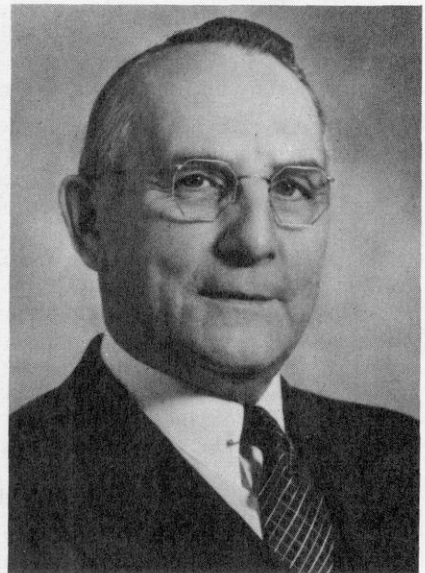
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Dimensions of the building were 165 by 238 feet, with a high basement and two stories above. In the following summer the superstructure was built. An excellent supply of gravel for concrete was found in the northeast corner of the site. The face brick came from Danville, Illinois, and the stone was quarried at Downsville, near Durand, a river town twenty miles southwest of Eau Claire. Reinforcing steel was shipped in straight bars and bent by hand. The cost of the building, which contained two million cubic feet, was 12½ cents per cubic foot. Carpenters were paid 37½ cents per hour, common labor 20 cents, and bricklayers 55 cents, and the state engineer wrote that it was the most economical building of its type ever built by the state.¹² The building, named in the spring of 1960 Schofield Hall in honor of the first president, contained all classrooms, laboratories, administrative offices, the model school, a gymnasium, the library, and the auditorium.

Since the object of the new school was the training of teachers, a man with experience in teaching and administration in the public school, Mr. Harvey A. Schofield, was chosen president. Thirty-nine years of age, he was a graduate of Stevens Point State Normal School, where he had been prominent in debate, oratory, football, track, and dramatics, and of the University of Wisconsin, where he had been fullback on the varsity football team and captain of the basketball team in 1903-04. A vigorous, handsome man, he was described in an early *Periscope*, the school yearbook, as "the winning personality."¹³ He came to Eau Claire State Normal School from a high



Emmet Horan, appointed a member of the Board of Regents in 1908, worked for the location of a Normal School at Eau Claire.



Harvey A. Schofield, first president, who continued in office until 1940.

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school principalship in St. Paul, Minnesota; previously he had been principal at Superior and Neillsville and superintendent of schools at Ellsworth, Wisconsin.

In the summer of 1916 President Schofield chose a faculty of twenty persons, most of whom had previous experience in the public schools. Their academic background was quite impressive: four were graduates of the University of Wisconsin, and six others had supplemented normal school education with further studies at the University of Wisconsin. Other institutions mentioned in the faculty roster were Columbia, Northwestern, Harvard, Berlin, Freiburg, Marburg, Hamline, Oberlin, and the Universities of Michigan and Minnesota. Well known in Wisconsin educational circles were Mr. Charles J. Brewer, in charge of teacher training and the model school, who came to the new normal school from the superintendency of the Chippewa Falls schools; Mr. W. A. Clark, director of the grammar course, who had been principal of the Eau Claire County Training School; and Mr. E. G. Doudna, director of the high school and college courses, who later became the first full-time secretary of the Wisconsin Education Association, and in 1928 secretary and director of the Board of Regents of Normal Schools, a post which he held until his death in 1948. Seven of the first faculty stayed at Eau Claire for many years.¹⁴

The city in which students and faculty of the new normal school found themselves in the fall of 1916 was a prosperous community of nearly 20,000 population, with a Carnegie library, a new \$100,000 YMCA, a new Federal building, and a city hall modeled on the Petit Trianon under construction. Its location at the confluence of the Eau Claire and Chippewa Rivers, which had carried the logs cut in the white pine forest of Wisconsin, had made it known throughout the United States as a logging town and center of the production of lumber. The transition from the lumbering days, when fifteen sawmills were in operation, to an economy based on industries utilizing wood products had been successfully made. Among the major industries flourishing in 1916 were the Eau Claire Paper and Pulp Company, the Phoenix Manufacturing Company, and the Wisconsin Refrigerator Company, which sold its products in Argentina, Colombia, Peru, Japan, and China. The McDonough Manufacturing Company, of which Mr. Emmet Horan was a partner, sold sawmill machinery all over the world. In addition to the *Eau Claire Leader* and *Daily Telegram*, there were two foreign language newspapers, the *Norwegian Reform*, and the German *Der Herold*. Families of wealth lived in impressive homes, traveled abroad, pursued hobbies of horse racing, golf, and motoring, and encouraged social and cultural amenities. Their civic leadership resulted in the adoption in 1910 of the commission form of city government, and with this action Eau Claire became widely known as the first city in Wisconsin to adopt this type of urban reform.¹⁵

Students of the new Eau Claire State Normal School enrolled on September 18, 1916, "to the tune of hammers and plumbers' wrenches." Most of them had finished four-year high school courses, but privileges of special entrance were extended to those who were not high school graduates if they had county normal school training or teaching experience of at least one

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year. Those who came from out of town were advised that their expenses should not exceed \$325 a year. Though no dormitory accommodations were provided, room and board could be secured in Eau Claire homes for approximately \$6.50 a week. The normal school fee, which included book rental, was \$5.00 a semester for those making a declaration to teach in Wisconsin; for those not making such a declaration, it was \$12.00.¹⁶

At the first assembly President Schofield announced that 159 were enrolled, 141 ladies and 18 men. Male students were invited to sit in the front row of the auditorium. The faculty sat on the platform, and "Coach Simpson looked down . . . and caught his first glimpse of 'material' for the football squad." Enthusiasm for football ran high until a meeting was called and only eight-elevenths of a team showed up, the other males having "defects in their anatomy" that ruled them out.¹⁷

The first catalogue listed seven courses of study: a one-year "minimum qualification" rural course; two-year courses for teachers of primary or grammar grades and for principals of graded schools; three-year courses for high school teachers and high school principals; and "college work covering the first two years of most college courses." The high school teachers course required choosing a major and a minor from the four departments, English, history, mathematics, and science. The college course offered subjects which could be transferred for credit to the University of Wisconsin or other universities to apply toward majors in liberal arts or toward professional work in law, medicine, engineering, or commerce.

An essential part of the Eau Claire State Normal School was the model school, where teachers in training gained practical experience in classroom methods. It occupied five classrooms in the normal school building, and its pupils were considered an important segment of the total school enrollment. In the first three years, the number of students in the model school averaged 220, including 35 in the high school grades.¹⁸

The summer session at Eau Claire State Normal School was popular from the first. Work was offered in all the regular education courses and in manual training, domestic science, and library methods. Enrichment of the summer school experience was provided by a series of concerts, lectures, and faculty entertainments.

"Educating oneself from the end of the kitchen table" was the prospect held out to area residents when an extension program was announced in 1918. A catalogue of courses was available from the normal school, but it was stated that upon request of four or more students classes could be formed "in any subject." As the state made no appropriation for extension courses, fees were charged sufficient to compensate the instructors sent out from the normal school.¹⁹

From the beginning, social life flourished at Eau Claire State Normal School. The musically inclined organized the Cecelian Glee Club, the Men's Glee Club, the Mandolin Club, and a band "to stir school spirit at athletic contests." Those interested in literature formed the Periclean Literary Society and Teutonia. Pictured in full Indian dress in early *Periscopes* are two

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groups of girls, members of the Kodawapa Camp Fire or Benis-A-Nepay Camp Fire. For a number of years the Young Women's Christian Association provided sociability among the girls, giving teas, banquets, and all-girl proms, and maintaining a girls' lounge. The male counterpart of the YWCA was the Religious and Social Welfare Council.

Inter-normal school rivalry fostered school spirit. In 1918 Eau Claire was host to the oratorical contest. Rooters and orchestras from Superior and La Crosse and a 20-piece band from Milwaukee attended. The following year, President Schofield chaperoned a "noisy crowd," consisting of orators, Choral Club members, and the Men's Quartet, on the Soo Line train to Oshkosh for a state contest there.

Basketball was played with teams from sister normal schools from the first year, even though, according to the *Periscope*, "only two of ten who answered the call had ever played before and the others blinked inquiringly at mention of the game." In 1919, Eau Claire State Normal School, for the first and only time in its history, hosted the state high school basketball tournament. Students greeted the teams at the railroad station and created a "riot of color" in the gym with the school colors of the contenders. Extra bleachers and benches were provided to seat 800. President Schofield presented the medals, and refereed an exhibition game between high school and normal coaches.

The *Periscope* of 1919 was dedicated "To our fellow-students who in field and camp gladly gave themselves to preserve the republic and free institutions in all the world." Listed as "stars in our service flag" were 28 students, one a girl serving with the YWCA. Pictured was Lt. Arthur M. Olson, who died July 18, 1918, of wounds received in action. The following year, the yearbook carried a picture of "our Bonus Boys," who were veterans enrolled in the normal school under a state program permitting them to draw thirty dollars a month for four years while in attendance. Their presence resulted in peak enrollment in Wisconsin normal schools in the year 1922-23. Eau Claire had 290 students in 1920-21, 399 in 1921-22, and 500 in 1922-23, then a gradual decrease year by year to 336 in 1927-28.²⁰

With the end of the First World War, "material" for athletic teams was no longer a problem. "Major" George Simpson, who had been on leave during the war, coached the two state championship football teams of 1920 and 1922. The 1920 team was undefeated during the season, a record not equalled again until 1963. In basketball a co-championship was won in 1920-1921.

In 1923 a bill to abolish Eau Claire State Normal School was introduced into the state legislature. President Schofield defended the existence of the school before the joint education committee of the assembly and the senate. For some time, there had been arguments that the state of Wisconsin could do very well with only six normal schools, and some people felt that the Eau Claire State Normal School building should be sold to the city of Eau Claire for a high school. President Schofield pointed out to the committee that of all possible reasons for discontinuing a normal school—lack of at-

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tendance, inefficiency, or cost of upkeep—none applied to Eau Claire. He presented charts showing that Eau Claire's "tributary territory" comprised 30 counties of the state according to origin of students enrolled, and that of 593 trained as teachers by Eau Claire State Normal School only 31 had "placed themselves" in jobs outside the state. Thousands of Eau Claire citizens signed a petition for retention of the school, and the bill was killed in the lower house without a roll call.²¹

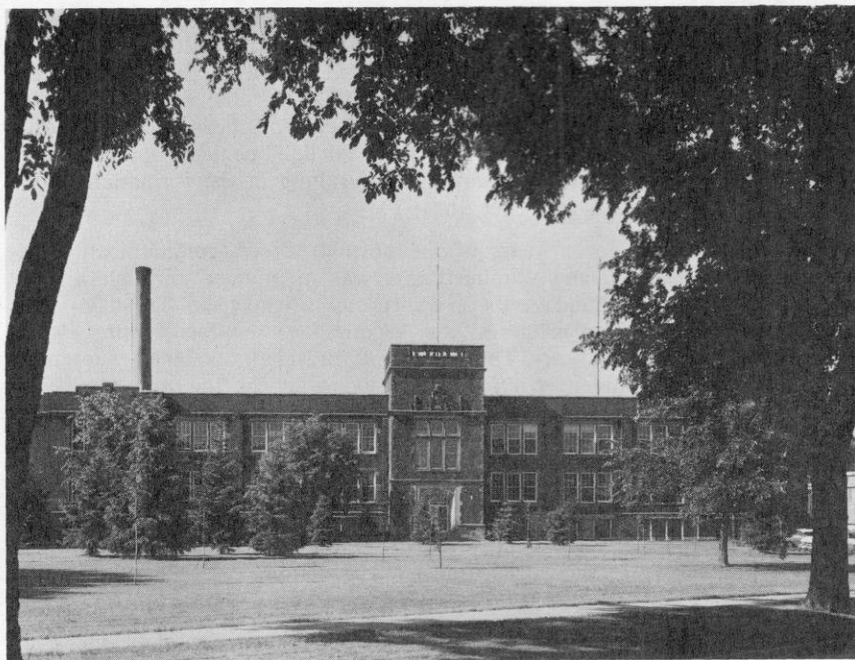
In 1926 the attention of the community was again directed toward the normal school when the question of the location of an athletic field arose. Football games had been played at the "Driving Park," an area developed at the turn of the century by the Eau Claire Driving and Athletic Association for horse racing. Since the park had bleachers and a grandstand, it was also used for athletic contests and for religious and political rallies. An elaborate Chippewa Valley Historical Pageant staged there in 1921 had the natural setting of Putnam Park and Little Niagara Creek and the facilities of the normal school building for dressing rooms and a place of assembly. But the Driving Park was not an ideal athletic field, and in 1925 the Armistice Day football game was described as "the battle of the Marne, mud and all, re-enacted in the Driving Park mud flats."

Four sites for the Eau Claire State Normal School athletic field were suggested to the Board of Regents. President Schofield favored a block of lots directly east of the school building, but Judge James Wickham, who had built a mansion across from this site just the year before, stated frankly that he wished "to have the athletic field farther away from his front door." Following a public hearing held in the normal school auditorium in April 1926, the editors of the school paper commented that the judge seemed to want the field located "in the bog" across the Creek and that strong opposition might be expected from Mr. Slagg's biology class for usurpation of good frog-hunting ground. The judge's wishes eventually prevailed when the state bought from him 14 acres south of Little Niagara Creek and at the same time acquired from other owners 8 lots east of the school building. It was on these lots that football was played in the next two years, for it was not until June 1928 that problems of drainage and grading were solved and work on the field across the Creek begun. In October 1929 the athletic field was dedicated. Enclosed by a woven wire fence "capable of preventing even small boys from getting in free of charge," it had a quarter-mile cinder track, bleachers, and a football field.²²

"Bill" Zorn began his long and distinguished career at Eau Claire as football and basketball coach in 1928. He had been an athlete at Stevens Point State Normal School and at the University of Chicago, where he gained fame as one of Alonzo A. Stagg's great "backs." Through the Men's Athletic Association, Mr. Zorn promoted "athletics for all." In later years, though others took over the coaching of football, he continued as basketball coach and also served as director of athletics and dean of men.²³

The *Spectator*, the school newspaper founded in 1923, was the reporter of all facets of normal school activity. Faculty adviser to the *Spectator* staff

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Schofield Hall was the original building on the Eau Claire campus. It was dedicated in 1916.



The first band, in 1923, was strictly an extra-curricular activity.

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was Mr. Arthur L. Murray, who also worked with editors of the yearbook, the *Periscope*, assisted the president in preparation of catalogues and publicity, and taught English. When one of Mr. Murray's English literature classes selected George Bernard Shaw's "Candida" for the senior class play of 1923, it is reported that eyebrows were raised, for theater at the normal school had until then consisted of operettas and light comedy entertainment. Through the 1920's interest in drama grew, resulting in the formation of the first dramatic club, Strut and Fret, in 1929.

During the first dozen years of the normal school, communication between students, faculty, and administrators was maintained through a daily assembly period: on Monday, there was group singing; on Tuesday, clubs were given this time for meetings; on Wednesday, the faculty provided a lecture or entertainment; on Thursday, the president "reigned supreme"; and on Friday, the student council was responsible for the program. The student council of the Twenties consisted of six seniors and six juniors elected to act with the administration in protecting school property, providing for the "expression of good will and courtesy wherever students are assembled," and encouraging leadership in extracurricular musical, forensic, and social groups. A point system was worked out by the council on the basis of which "Honor Point Student" pins were awarded to those who were leaders. Athletes were recognized through the Lettermen's Club, organized in 1926.²⁴

In the assembly period of April 1, 1925, President Schofield spoke on the "Degree Bill," just passed by the state senate. Explaining that Wisconsin was one of only twelve states, and the only one in the Midwest, which did not grant the bachelor of education degree upon completion of a four-year course in teacher education, he expressed the hope that the legislature would enable the Board of Regents of Normal Schools to establish the teachers college system. On July 1 the legislature authorized the granting of the degree and designated the normal schools teachers colleges. When Eau Claire implemented the plan in September 1927, students already enrolled in the high school teacher course who wished to complete the former three-year program were allowed to do so, but all new candidates for high school teaching were required to take a four-year course. There were departments of English, education, fine arts, foreign languages, history and social science, industrial arts, mathematics, physical education, and science. The one- and two-year rural courses were continued as were the two- and three-year programs for elementary teachers. The "college work" formerly offered was still available, the tacit assumption being that studies offered in the first two years were appropriate for almost any future career choice.

In anticipation of the change to a teachers college, Mr. A. J. Fox, a member of the original faculty, was appointed the first registrar early in 1925. Eau Claire State Teachers College was given a Class A rating by the American Association of Teacher Colleges in January 1928. The college was visited in 1928 by a representative of the North Central Association of Colleges and Secondary Schools, but accreditation with this association was not granted at this time. However, Mr. Fox assured students that there was

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an excellent working agreement with the North Central Association on certification of graduates to teach in the high schools of Wisconsin and, furthermore, that those planning to transfer academic credits earned at Eau Claire to other institutions would have no difficulty.²⁵

By the year 1929, faculty salaries had reached a level which would be their highest until 1944. President Schofield's salary was \$6,000 a year. The head of the teacher training program, Mr. C. J. Brewer, earned \$4,400. A few faculty members, mostly those who had been with the school from the beginning, earned \$4,000 and others had salaries of \$3,200 or \$2,600. In 1932, the Board of Regents and the presidents meeting together agreed upon a scale of salary cuts to accommodate the teachers colleges to Governor Philip La Follette's retrenchment program. The president took by far the largest proportionate penalty with the loss of \$1,000 a year in salary.²⁶

During the depression years, when employment opportunities were very limited, an appreciation of the opportunity to secure higher education near at home resulted in increased enrollment at Eau Claire State Teachers College. First-semester figures grew steadily from 450 in 1929, to 625 in 1934, and to 735 in 1939. A Federal Education Aid program, under which approximately 150 students a year were paid 40 cents an hour for work on the college grounds or in offices, was later supplanted by the National Youth Administration, which helped approximately 225 Eau Claire students each year, employed in miscellaneous tasks both at the college and in home-town situations.²⁷

Beautification and improvement of the school grounds were accomplished during these years through projects of two New Deal agencies, the Public Works Administration and the Works Progress Administration. Flowerbeds blossomed in corners of the campus. Little Niagara Creek was improved by confining the channel and sodding the banks, and over the Creek two concrete arch bridges were built. A small house for the college engineer was constructed on the southeast corner of the campus so that he could be near the hand-fired furnaces of the heating plant on sub-zero nights. Between this house and the school building, a parking lot was created. An attractive entrance gateway was built on Garfield Avenue with materials given by the classes of 1928, 1929, 1930, and 1931.

Evidence of hopes for major expansion of college facilities hung on the walls of Mr. Schofield's office in the form of blueprints for a gymnasium, training school building, library, women's dormitory, and men's dormitory. The depression intervened, and in 1938 the regent from Eau Claire expressed the hope that at least the training school might be built with federal funds.²⁸

A second challenge to the existence of the Eau Claire institution occurred in 1937 when a bill was introduced in the legislature by the joint finance committee providing that all the Eau Claire State Teachers College property be transferred and conveyed to the University of Wisconsin Board of Regents to be held in trust for the state. The intention of the persons behind the proposal, a group of unidentified Eau Claire citizens, was that the Eau Claire

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institution become a two-year University of Wisconsin extension center similar to the one in Milwaukee. Since Mr. Schofield was recuperating from serious illness, Mr. Fox was spokesman for the college at a mass meeting of students. The proposal, he pointed out, meant that but two years of academic work and transfer of credits only to the University of Wisconsin would be available at Eau Claire, whereas the college presently offered three years of academic credit transferable to almost any college or university and a four-year program leading to a degree in education. Conversion to an extension center would make it impossible to earn teacher certification at home: "Can the people of Eau Claire and vicinity afford to deny their young people an education at home which will give them an earning capacity in the aggregate of many thousands of dollars a year?" The Eau Claire Alumni Association became active in protesting the bill and was influential in securing its withdrawal.²⁹

In 1937 the four-year degree, the bachelor of education, instituted ten years before, was changed by the Board of Regents to the bachelor of science in education. The faculty of Eau Claire State Teachers College was at this time engaged in studies of curriculum. Recommendation of a broad liberal arts education in the first two years, including survey courses in history, the physical sciences, and the biological sciences, resulted. Certification by the North Central Association became a definite goal, and the faculty, which now numbered 43, was assigned to 13 committees to study the 13 criteria of the Association. Mr. Fox chaired the faculty committee organizing and directing the studies, which covered not only academic affairs but student personnel services. Reports of the committees were made to the faculty meeting as a whole.³⁰

During the Thirties there was growth of interest in the social sciences at Eau Claire. Dr. John S. Schneider, who joined the faculty in 1930, began courses in sociology in addition to teaching history. Dr. James R. Wallin, who came in 1934, taught political science and economics. Both men had the Ph.D. from the University of Wisconsin.³¹ In 1937 students formed a history and social science club, and the next year the Young Progressives and the Young Republicans organized. An editorial in the *Spectator* suggested that political clubs might help students develop convictions and learn the value of teamwork.

The campaign for junior class officers in 1937 raised the question of a voice for students in college decisions. The student newspaper reminded readers that the student council of the Twenties had not survived into the following decade and questioned the usefulness of such a group. In November 1939 a "school welfare" committee was appointed, and the first project assigned it was the devising of ways to promote attendance at the Wednesday "business" assembly. Though assemblies were still held every day, the faculty had decreed that only the Wednesday one required full attendance of students. Out of the "school welfare" committee came the "student life" committee, elected by the student body in April 1940. It was responsible for a wide range of services to the college: welcome of freshmen, the school calendar, the bulletin board, pep meetings, maintenance of rest rooms, and

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assembly attendance. In the fall of 1940 a room in the main building, directly across from the auditorium, was set aside for the first student union. President Schofield personally selected the furnishings and procured for the room an original oil painting of a pioneer scene near Meridean, Wisconsin, by Sevald O. Lund.³²

As the war spread in Europe, articles and editorials began to appear in the *Spectator* entitled "Assembly Speakers Rap Nazi Regime," "Isolation—the only Security for America," "The Significance of the Insurgent Victory in Spain." Interviews with faculty members who had traveled abroad were printed. In October of 1940, the news was that 81 students had registered for the draft and that the National Guardsmen of Eau Claire State Teachers College had left with Colonel Simpson for a year's training at Camp Beauregard, Louisiana.

When it was announced that President Schofield would resign as of January 1, 1941, for reasons of health, the student life committee planned a farewell banquet. A portrait of the president, designated for the student union, was unveiled, and an address of appreciation was given by Mr. Leonard Haas, representing the alumni. It was recalled that in his 25 years as president Mr. Schofield had seen student enrollment grow from 159 to over 700, faculty numbers increase from 20 to 43, and the normal school become a four-year teachers college giving 189 courses in 10 departments of instruction. Upon Mr. Schofield's death, August 3, 1941, the Board of Regents memorialized the late president as "a fine leader and a friend — a man of administrative ability and sound counsel."

Mr. William R. Davies was introduced to the students and faculty as their new president at the assembly of December 18, 1940. A graduate of Ripon College in 1915, with a master's degree from the University of Wisconsin earned in 1931, Mr. Davies came to the college presidency from the superintendency of the public schools of Superior, Wisconsin. He soon made friends in the community and the area from which the college drew its students. His vision of what the college might become as a cultural center found expression within a year in the formation of the Chippewa Valley Forum, which has become one of the oldest continuous lecture series in the country.

Early in his administration, President Davies, not hesitating to make comparisons between Eau Claire's situation and that of other colleges in the state which had considerably more space and less enrollment, analyzed the building needs and challenged both citizens of the community and Eau Claire alumni to go after a new building.³³ Another of the president's first concerns was the development of a more modern record-keeping system. The gathering of data required by a national honor society in education, Kappa Delta Pi, for a chapter at Eau Claire State Teachers College was but one revelation of the need for organization of records.³⁴

A faculty council, to which teaching faculty were elected for terms of three years, was inaugurated by President Davies. Committees on admission,

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catalogue and courses of study, vocational guidance, student life, public relations, and national defense were formed. In September 1941 the work of several of these committees bore fruit in the first freshman orientation week and in initiation of a system of faculty advisers to classes. The quarter division of the academic year was introduced in 1942, with its advantages predicted as opportunity for students to finish requirements for the degree in three calendar years, better coordination with summer sessions and practice teaching, and the possibility of offering more advanced courses in various fields.³⁵ The quarter system was continued through the academic year 1948-1949.

In April 1942 the college was accredited for the V-1 Naval Program, preparing freshmen and sophomores academically for graduation into the V-7 Program as officers at the end of the sophomore year. In the fall of 1942, enrollment of regular students having fallen by more than a third, the administration took steps to secure a contingent of Army Air Corps cadets. Word was received on February 6, 1943, that a detachment of three hundred would arrive at Eau Claire in March. The gymnasium and locker rooms were converted into barracks, and the ground floor from the central hall west was declared out of bounds for civilian use. For the first time in the history of the college, coeds were required to be in their residences by 10:30 on week nights and by 12:30 on weekends. A full-dress military ball, held on April 24, may have been some compensation for the new rules.

Eau Claire State Teachers College was considered a defense center for the community, supplying lecturers and panelists, printed matter, and meeting places for groups engaged in the war effort. A student committee sold defense stamps, posted lists of boys in service, did Red Cross work, and organized classes in first aid and fire fighting. A faculty committee gave a one-credit course entitled "After the War, What?" discussing topics such as "Various Peace Proposals," "Russo-American Relations," "Changes in Industry Accelerated by the War."

With the end of the war, 303 veterans enrolled at Eau Claire in the fall of 1946. The resulting housing crisis led to approval of a Federal Housing Administration loan to remodel the three barracks that had been brought onto the west campus for the Army Air Corps. The Dulany mansion was purchased in the same year; after extensive alteration and the addition of a third floor, it was opened as a girls' dormitory in the fall of 1947. Two land acquisitions made at this time were: a lot adjoining the campus to the west, at the entrance to Putnam Drive; and the "Owen purchase," consisting of 20 acres on top of the bluff south of the campus, earmarked for future development of an athletic field.

President Davies' dream of an Area Committee to work with the college in promoting the best interests of higher education became a reality on April 25, 1945, when the first committee of fifteen couples invited by the president to become members were entertained by the faculty at dinner. Only three couples from the city of Eau Claire were included, for the primary purpose of the committee was a reflection of opinion from communi-

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ties in the area from which two-thirds of the student population came. Excellent city and college relations existed through the Chamber of Commerce and other civic groups. Members of the committee were asked to serve three-year terms, without reselection, with the purpose of enlisting the interest of an ever larger group. The Area Committee became influential in securing a more adequate physical plant for the college, in encouraging broadening of the curriculum to provide for liberal arts and other major offerings, and in representing to the young people of their communities the need for a continuous supply of teachers for the public schools.

Meetings of the Area Committee, held each year in the fall and in the spring, were planned to coincide with one of the cultural events taking place on campus: a Forum lecture, a concert of the Chippewa Valley Symphony or other musical group, or a play. Enthusiasm for theater spread rapidly in both the college and the wider community when Mr. Earl S. Kjer became director in 1943, and in 1947 a charter of membership in the National Collegiate Players was awarded to Eau Claire, the first teachers college in the nation to be so honored. In this same period, oratory and debate, always popular at Eau Claire, achieved a national reputation for the college with the coaching of Miss Grace Walsh, who became a member of the faculty in 1944.

Through the Forties, faculty and administration moved steadily toward meeting the accreditation requirements of the North Central Association of Colleges and Secondary Schools by making studies of student counseling, housing, health, scholarships, and employment, of building needs, and of the curriculum and the role of the academic dean. In the fall of 1946, a pre-application survey by a representative of the Association found a number of weaknesses, which were corrected in so far as it was possible to do so. Inadequacy of library and laboratory space was overcome somewhat by a rearrangement of classrooms and offices. The absence of a system of faculty rank was a matter that could be dealt with only by the Board of Regents. In accordance with suggestions from the examiner, courses falling within the liberal arts were more fully described in the catalogue, and the placement bureau enlarged its activity to serve graduates not planning to teach. In answer to the criticism that too few faculty members held the doctorate or had publications to their credit, President Davies, in a letter written shortly after formal application for accreditation in 1949, pleaded for consideration of public school experience "in lieu of membership in learned societies, certain types of writing, or even the doctorate." He stated that in addition to the seven faculty members already having doctor's degrees, three expected to receive them within the year and three were working toward them. Examiners for the North Central Association visited Eau Claire State Teachers College again early in 1950, and accreditation was granted in April.³⁶

Another major advance came in 1951 when the Board of Regents extended to the state teachers colleges the privilege of granting the bachelor of arts or bachelor of science degree in liberal arts. The name of the college became Wisconsin State College at Eau Claire. Majors were offered in biology, English, French, Spanish, geography, history, mathematics, music,

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social science, and speech. The concept of general education as a body of non-specialized and non-vocational learning that should be the common experience of all educated people was embodied in the set of objectives approved by the faculty in 1952.

The adoption in 1954 of a faculty rank system by the Board of Regents provided for four ranks, professor, associate professor, assistant professor, and instructor, with the proportion of faculty in each rank, qualifications, criteria for promotions, and salaries stipulated. In the ranking of teachers already on tenure, factors of classroom efficiency, administrative duties, preparation and experience, and evidence of continued growth were considered. This action of the Board was accompanied by the first major revision of salaries in many years.³⁷

A project anticipated for two decades was initiated in October 1950 when the groundbreaking ceremonies for additional educational facilities, the first to be provided since construction of the original building in 1916, took place. Four interconnected structures, the Campus School, the Little Theatre, the Education building, and the Fieldhouse were designed for the northeast corner of the campus, with entrances from the two intersecting streets. The Little Theatre and Fieldhouse served the Campus School as auditorium and gymnasium. In addition to its use as the physical education teaching facility and as an arena for athletic contests, the Fieldhouse with its 3,500 seats has functioned through the years as an auditorium for commencements, lectures, and concerts.

Katharine Thomas Hall, the first residence hall to be built for that purpose, was constructed west of the main building in 1955 and named for a member of the original faculty who had served in teacher training for many years. One of the first social affairs to be held in the lounge of Katharine Thomas Hall, whose expanse of floor-length windows reveals a panoramic view of the wooded bluff of Putnam Park, was a tea for the Association of Wisconsin State College Faculties meeting at Eau Claire in May of 1956. A second residence hall, Katherine Putnam Hall, was built in 1958 immediately to the west of Katharine Thomas Hall. It was named in tribute to the Putnam heirs, who in 1957 facilitated the transfer of the 200-acre Putnam Park from the city to the state, for use by the college as an arboretum and natural forest.³⁸ A further acquisition, which proved vital in later expansion of the campus, was the 1958 "Wilson purchase" of 28 acres on top of the west bluff adjoining Putnam Park.

The importance of student life and the educational values deriving from it was recognized in the construction of the Student Center, begun in 1958 and completed the following year. Little Niagara Creek was moved to the south so that the Center could be built close to the main building. In the Center, the Blugold Room snack bar, game rooms, a bookstore, places for meetings, an art gallery, and the large Southwoods Room in which meals were served on a regular schedule contributed much to a collegiate way of life. Sororities and fraternities, which first made their appearance on the

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campus in the early Fifties, used the Center facilities for meetings and social affairs.

In 1958 the necessity for funds matching federal grants for student loans under the National Defense Education Act led to the formation of the Wisconsin State College at Eau Claire Foundation, a tax-exempt, non-profit corporation. Friends of the college, many of them business and professional men of Eau Claire, became members of the board of directors of the Foundation, which soon became a vehicle for the receipt of all gifts to the college, both private and corporate. A number of funds, some of them memorials, have been created with income designated for scholarships or for the purchase of library books. Other major gifts include scientific equipment, rare volumes, historical memorabilia, artifacts of Indian and Mexican culture, the J. N. Clark Bird Collection, and the Arnold Art Collection.

The groundbreaking ceremony for the library building was observed in May 1959 with President Davies presiding. Long outgrown was the old library, located in the west section of the second floor of the main building, which had served the institution since 1916. A committee of persons chosen from the library staff, faculty, and administration planned a new library, both handsome and functional, containing reading, reference, and periodical rooms, a curriculum library, and stacks for 135,000 volumes. The south side of the building was devoted to offices and classrooms for the department of history. Dedicated in October 1960, the library was named for William D. McIntyre, regent from Eau Claire since 1945 and first chairman of the state Coordinating Committee for Higher Education.

Late in the summer of 1959, President Davies asked that his resignation be accepted for reasons of ill health. The Board of Regents fixed the formal date for January 5, 1960, and appointed Dr. Leonard Haas acting-president for the fall term. Dr. Richard E. Hibbard succeeded Dr. Haas as dean of instruction.³⁹ The faculty sent to the Board of Regents a unanimous resolution asking that Dr. Haas be appointed president-elect. The appointment of a member of the faculty of the same college was an exception to the usual procedure, but Dr. Haas had an unusual background for the post. Not only had he served the college in a variety of administrative responsibilities, but as dean of instruction since 1948 he had guided its development as an institution encompassing the liberal arts as well as teacher education. In the preceding decade major offerings had been increased by the addition of chemistry, economics, physics, political science, psychology, and sociology. A degree program in medical technology had been instituted in 1955, and special sequences of study in teaching of the mentally retarded and in junior high school and business education were begun in 1958. Dr. Haas was named by the Board of Regents president-elect in November, and he succeeded to the presidency when Mr. Davies died on December 10, 1959.

At a memorial service for President Davies held in the school auditorium, Dr. Haas gave tribute to Mr. Davies' abiding faith in his fellowman, his belief in the essential dignity and integrity of all men, and his effort

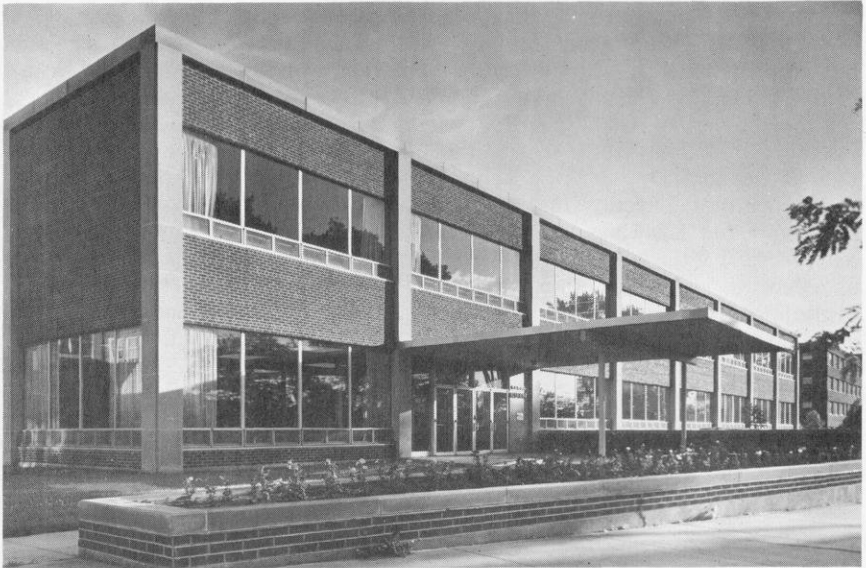
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Cheerleaders practice in 1966 for the Homecoming game.



Construction of the first high-rise residence hall began in 1967.



The W. D. McIntyre Library.

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to apply his philosophy in the management of the college. The Student Center was named in his honor the W. R. Davies College Center and over \$16,000 was contributed by friends to the W. R. Davies Memorial Fund, to provide matching monies for the National Defense Education Act loan fund grant.

The inauguration of Dr. Leonard Haas as president of Wisconsin State College at Eau Claire took place on May 25, 1960. A picture of the kind of educational service that was being given by the institution he now headed may be drawn from statistics of the graduating class of the previous June. Of the 204 receiving degrees, 146 were awarded the bachelor of science in education, 50 the bachelor of science and 3 the bachelor of arts in liberal arts, and 5 the bachelor of science in medical technology. Sixty per cent of the graduates were men. Age ranged from 21 to 61, with the median of men graduates 24 and of women 22. Those who had taken all their work at Eau Claire numbered 140, or 68 per cent of the class, and the remaining 64 had attended 30 colleges and universities throughout the United States. Members of the class had come from 65 different high schools in Wisconsin and 16 from high schools in other states. Twenty-four per cent were graduates of Eau Claire high schools. Although 52 per cent had completed the degree program in the traditional four years, many students had been going to college intermittently over a period of 10 to 40 years. Eighty-four were married and had a total of 56 children among them. Eighteen had accomplished a part of the work for the degree through extension or correspondence courses.⁴⁰

President Haas's administration has reflected the tremendous growth in all aspects of higher education in the 1960's. Enrollment of students has grown year by year from 1,818 in the fall of 1960 to 6,300 in the fall of 1967, and faculty numbers from 112 to 375. Buildings constructed during this same period were valued at \$18,000,000. To provide living accommodations on the campus, seven residence halls were completed, including the 1967 ten-story Towers Residence Hall housing 1,242 students. Parking lots were constantly expanded for commuting students. In 1964 the W. R. Davies Center was doubled in size. Providing food service for residents of the upper campus, the Crest Commons opened in the fall of 1965. The Hilltop Center, with extensive recreational facilities and a snack bar and dining rooms convertible to study use in the evenings, was scheduled for completion by January 1968.

Meeting the important needs of the sciences was the L. E. Phillips Science Hall, completed in 1964. The "extras" of planetarium and specialized equipment were supplied by the donor whose name the building bears. An unusual architectural feature was the scenic walkway spanning Little Niagara Creek and connecting the forepart of the building, housing museum, planetarium, and auditorium, with the five-story classroom and laboratory section. In 1967, bids were let for an addition to the L. E. Phillips Science Hall which would double its size.

The displacement of the athletic field by the construction of the L. E. Phillips Science Hall revived plans for an athletic complex on top of the south

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bluff. From the mid-Thirties, football games were played at the city-owned stadium in Carson Park, and basketball competition took place in the Fieldhouse after its completion in 1952. Eau Claire teams won state football championships in 1949, 1956, and 1963, and in basketball five state championships and six invitations to play in the National Athletic Intercollegiate Association tournaments. Coach Zorn was elected to the NAIA Hall of Fame in 1958 and named by the Converse Yearbook in 1961 "24th winningest coach in the nation." But since spectator facilities at both Carson Park and the Fieldhouse were adequate, their duplication in the new \$2,500,000 athletic complex was not anticipated. Envisioned was a building providing complete instructional facilities for the department of physical education, containing gymnasiums, a swimming pool, dance studio, classrooms, and offices. Areas surrounding the building were to accommodate track course, tennis courts, baseball diamond, and football practice field.

Wisconsin State College at Eau Claire became Wisconsin State University-Eau Claire when the Board of Regents gave the "University" designation to the state colleges as of July 1, 1964. It is interesting to note that when the University system was established, three of the presidents of the nine state universities were former members of the Eau Claire faculty: Dr. Karl Meyer of Superior; Dr. B. R. Ullsvik of Platteville, and Dr. Leonard Haas of Eau Claire; and Dr. Eugene R. McPhee, a former faculty member, was Director of Wisconsin State Universities.

The organizational structure at Eau Claire when it became a University consisted of three schools, Arts and Sciences, Education, and Graduate Studies, each headed by a dean reporting to the vice president for academic affairs. Rapid expansion of academic offerings led to the formation of new Schools and new programs in already existing Schools. Growing out of fifteen years of experience in providing, at the college, the science and psychology courses required in the diploma program of Luther Hospital, Eau Claire, the School of Nursing was established in 1965, with a four-year curriculum leading to the degree of bachelor of science in nursing. Enrollment of over four hundred students in the fall of 1967 coincided with finalization of plans for a \$1,000,000 building for the School of Nursing. With the appointment of a coordinator of allied medical services within the School of Arts and Sciences, it was anticipated that the successful experience of the University in preparation of medical technologists would be extended to preparation of other professional health personnel.

The School of Business was created in 1966 with departments of accounting, business administration, and business education. Additional concentrations in marketing, business finance, insurance and risk management, and office administration were proposed within a year to meet the requests of students enrolled and of future employers of the School's graduates. With over six hundred students enrolled in the fall of 1967, the School of Business occupied new quarters in the John S. Schneider Social Science Hall.

Developments taking place in the 1960's in the School of Education included the addition of specialties in speech correction and reading im-

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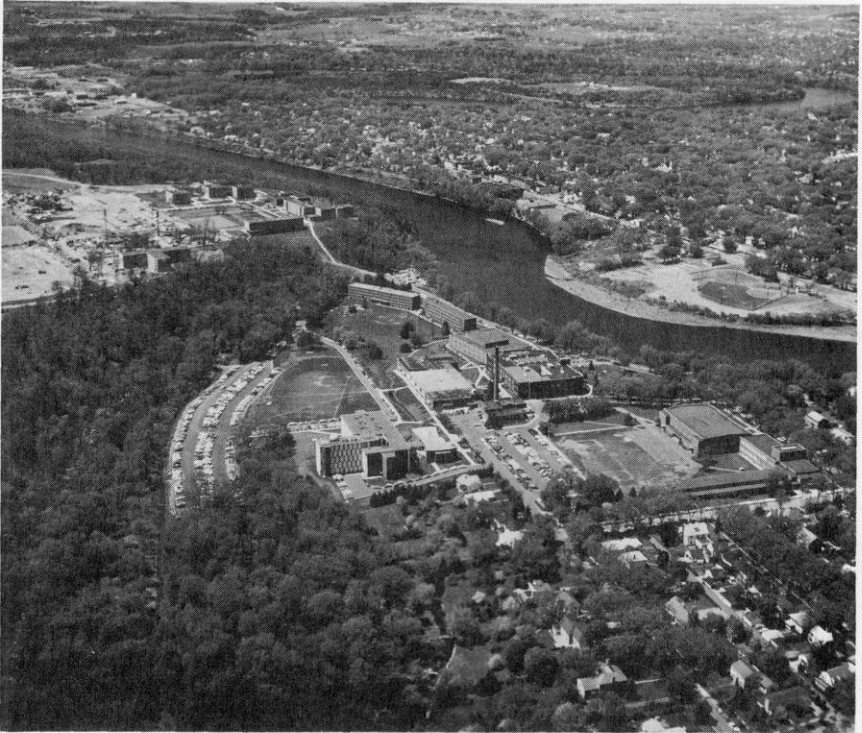
provement and the inauguration of the teacher internship program. Under this plan for the improvement of teacher education, interns undertook the whole range and variety of teacher duties for a full semester, working with experienced teachers in a public school system which paid a stipend to the teacher intern. The popularity of this program was attested by the increase in number of senior students electing it, from 13 in 1963 to 100 in 1967. Through the traditional practice teaching program and in-service days, through advisory councils and placement of graduates, the School of Education maintained close relations with area schools. Under grants from the National Science Foundation and the National Defense Education Act, public school teachers were enabled to come to the Eau Claire campus for concentrated study in the fields of English, geography, science, and mathematics.

In the School of Arts and Sciences, interest grew in a number of directions. The departments of art, music, and speech looked forward to the new Fine Arts Center. Connected to the lower campus by a footbridge crossing the Chippewa River, the four and a half million dollar Center was the first step in expansion of the University to the west bank. For art, the Center would furnish studio facilities for courses in painting, graphics, design, ceramics, and sculpture, classrooms and offices, and much-needed exhibit space beyond that afforded by the Skylite Lounge Art Gallery of the W. R. Davies University Center. For the department of music, whose offerings in 1967 were expanded by the addition of new degree programs leading to the bachelor of music or the bachelor of music education, the Center would provide teaching, practice, and ensemble rehearsal rooms and an intimate concert hall for student and faculty recitals. A burgeoning musical program included not only two University choirs, marching and concert bands, symphonic and chamber orchestras, but an outreach into area high schools in the form of Saturday institutes and summer session choral and band clinics. The department of speech, embracing theater, public address, and radio-television-film, anticipated opportunity in the Fine Arts Center for work in experimental theater and film and expansion of the campus radio station, WSUR.

Extending into foreign lands were two programs of the School of Arts and Sciences and the department of foreign languages: French Studies Abroad and Spanish Studies in Mexico. Courses were offered during the academic year on campus in French, German, Spanish, Latin, Greek, Russian, Swedish, and Norwegian, using modern facilities in language laboratories.

Increasingly the department of sociology of the School of Arts and Sciences found that students majoring in the department were entering upon careers in social work, and in 1967 the bachelor of science degree in social welfare was instituted. In the summers of 1966 and 1967, faculty of the department of sociology supervised on the Eau Claire campus Upward Bound Programs; in cooperation with the federal Office of Economic Opportunity, young people handicapped by economic, cultural and educational deprivation were encouraged to prepare themselves for college. Majors in geology and philosophy were first offered in the fall of 1967. Again, a new building made possible growth in a number of academic fields when the John S.

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An aerial view of the campus in 1966.

Schneider Social Science Hall was occupied in September 1967 by the departments of history, political science, economics, philosophy, psychology, and sociology. With faculty offices and classrooms and a lecture hall equipped with the most recent audio-visual aids, the opportunity for excellence in teaching was enhanced.

The School of Graduate Studies at Eau Claire grew out of a joint program begun in 1960 with the University of Wisconsin leading to the master of science in teaching. Three years later, the institution at Eau Claire was given authorization to grant this degree. A program leading to the master of arts in teaching, designed for persons holding a baccalaureate degree in the liberal arts and wishing to earn certification to teach, was begun in 1966, and in the following year sequences of study leading to the degree of master of education in communication disorders or in school psychological services were inaugurated.

Student government came of age in the Sixties when the University Senate, containing many of the ingredients of a commonwealth in its relationship to the faculty and administration, was created. Through commissions on social activities, cultural activities, campus organizations, student

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welfare, and standards, it was responsible for most facets of student life. It recommended to the president of the University an annual budget for the University activity fund amounting to over \$100,000. Working closely with the director of University programs, the cultural and social commissions cooperated in the Forum and the University Artists Series and stimulated new ventures in campus dialogue such as the informal "Arena of Ideas," the "Meet the Professor" series, and the "Faculty Symposia." Hoped for in the development of the Fine Arts Center was a 2,500-seat auditorium with the finest of acoustics serving both the University and the surrounding community.

Though the cost of attending Wisconsin State University-Eau Claire was in 1967 four times as much as it had been in the opening year of 1916-1917, generous financial aids in the form of state and federal scholarships and loan funds, and many scholarships from private and organizational sources, made possible for any resident of the state of Wisconsin the opportunity for higher education. The admissions policy held the door open to all high school graduates. Eau Claire consistently drew top-ranking high school seniors; the quality of its teaching faculty was reflected in the fact that from 1960 on, over 40 per cent of them held the Ph.D. degree.

On commencement from Wisconsin State University-Eau Claire, each graduate was given initial membership in the Alumni Association, which through its Alumni Day festivities, Alumni Fund, and quarterly publication, *The View from Eau Claire*, maintained continuing ties. The Distinguished Alumni Service Award, instituted in 1960, was in the Golden Jubilee Year of 1966 bestowed up Dr. Leonard Haas, of the class of 1935, president of a University whose tradition was firmly rooted in "better educational service . . . to the sons and daughters of the commonwealth," to quote the words of the governor of the state on the day of dedication fifty years before. Over ten thousand persons had received degrees or diplomas from the institution of higher learning at Eau Claire, and countless others had studies beyond the high school there, many going on to earn degrees elsewhere.⁴¹ The second half-century in the life of Wisconsin State University-Eau Claire held equal promise.

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Footnotes

1. *Eau Claire Leader*, October 20, 1916.
2. Township 24 lies immediately south of Eau Claire County, which is located within Townships 25, 26, and 27.
3. A letter exchange between two prominent lumbermen of Eau Claire, John S. Owen and Orrin H. Ingram, in July 1893, is evidence of local interest. The letters may be found in the Archives of Wisconsin State University-Eau Claire, in the W. D. McIntyre Library.
4. McKenny, Charles, *Educational History of Wisconsin*, Chicago: Delmont Company, 1912, pp. 143, 147.
5. *Report of the Proceedings of the Board of Regents of Normal Schools of Wisconsin*, December 22, 1897.
6. *Periscope*, Eau Claire Normal School, 1917. The *Periscope*, started by students in the first year as a "reflector of school activity" has been published annually since with the exception of the year 1942. It was not until October 24, 1923, that the student newspaper, the *Spectator*, appeared on the scene. It has been published continuously since and, like the *Periscope*, is an invaluable source of information.
7. McKenny, *op. cit.*, p. 153; Laws of Wisconsin, 1909, Chapter 421, "An Act to provide for the location of a state normal school site at the City of Eau Claire."
8. *Eau Claire Leader*, February 1 and 2, 1910.
9. *Ibid.*, February 11, 1910.
10. *Eau Claire Leader*, June 30, 1910. The deeds conveying the property are recorded in the Office of the Register of Deeds, Eau Claire County, Wisconsin, Volume 91, page 424.
11. A copy of this pamphlet is in the Archives of the W. D. McIntyre Library.
12. Letter from Mr. E. G. Hoepfner, dated January 31, 1961, to Miss Laura Sutherland, in the Archives of the W. D. McIntyre Library.
13. *Periscope*, 1917.
14. Sketches of Mr. C. J. Brewer and Mr. W. A. Clarke are contained in McKenny, *op. cit.*, pp. 502 and 506; a biographical statement about Mr. E. G. Doudna appears on pages 8 and 9 of a book by him entitled *The Thirtieth Star*, published by the Democrat Printing Company, Madison, Wisconsin, in 1948. The first faculty members who stayed with the school for many years were Mr. A. J. Fox, manual training instructor and later registrar; Miss Blanche James, mathematics teacher; Mr. B. W. Bridgman, physics and chemistry; Miss Hilda Belle Oxby, Latin and German; Miss Katherine Ryan, teacher of arithmetic and assistant principal of the model school; Mr. George L. Simpson, geography teacher and athletic coach; and Miss Katharine Thomas, critic teacher in the model school.
15. Bailey, William F., ed., *History of Eau Claire County - Wisconsin*, Chicago: C. F. Cooper & Co., 1914, pp. 734-735; *Eau Claire Leader*, February 16, 1910.
16. *Bulletin of the State Normal School*, July 1916, Eau Claire, Wisconsin.
17. *Periscope*, 1917.
18. The name of the school in which prospective teachers were trained was originally "model school." Later it was referred to as the "training school," and after 1944 as the "campus school." By faculty of the School of Education it is often called the "laboratory school" or "laboratory training school." It has been in continuous existence as a teachers practice facility since 1916.
19. Newspaper clippings kept in a scrapbook, 1918 to 1923, by Mr. Harvey Schofield. The scrapbook is in the Archives of the W. D. McIntyre Library. The present-day Extension program began in 1948. Hundreds of courses have been given by Eau

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- Claire faculty in over forty communities. Extension courses with residence credit are now offered on campus on Saturday mornings and in late afternoon and evening hours in addition to off-campus classes.
20. Brown, H. A., "Facts About Attendance and Costs of State Normal Schools in Wisconsin," in *Normal Schools and Teachers Colleges of Wisconsin*, Oshkosh, Wisconsin: Castle-Pierce Printing Co. (a collection of pamphlets bound under this title, no title page, in the W. D. McIntyre Library).
 21. *Eau Claire Leader*, May 19 and June 27, 1923.
 22. *Spectator*, October 17, 1929.
 23. Gleboff, James, "Athletic History of Eau Claire State College," master's degree thesis, the University of Minnesota, 1963.
 24. *Spectator*, January 16 and February 27, 1924; October 27 and November 24, 1937.
 25. *Ibid.*, December 19, 1928; January 18, 1930.
 26. *Ibid.*, June 3, 1932.
 27. *Ibid.*, October 3 and November 28, 1934; May 1 and October 2, 1935; October 14, 1936; February 24, 1937. Records of the administration of federal aid programs are in the Archives of the W. D. McIntyre Library.
 28. *Ibid.*, May 8, 1931; February 3, 1933; October 2, 1935; May 27, 1936; February 23, 1938.
 29. *Eau Claire Daily Telegram*, April 22, 24, 26, 27, 28, 1937; *Spectator*, April 28, 1937.
 30. *Spectator*, October 26 and November 8, 1938.
 31. The first faculty member at Eau Claire to have the Ph.D. degree was Dr. Roy C. Judd, who came in 1930 and taught chemistry, physics, and mathematics until his retirement in 1953. In 1936 he organized a radio club and the college radio station.
 32. *Spectator*, November 8, 1939; September 25, 1940. The room which was the first student union is now the office of the president of the University.
 33. *Spectator*, February 12 and March 26, 1941.
 34. Recollection of Miss Laura Sutherland, adviser to Amphictyon, local scholastic honor society founded in 1935, and to Kappa Delta Pi from its founding in 1943 until 1959. Miss Sutherland was also influential in securing approval of membership in the American Association of University Women of all degree graduates of Eau Claire State College, granted in 1959. Records of these honorary societies are in the Archives of the W. D. McIntyre Library.
 35. *Spectator*, September 14, 1942.
 36. Records on accreditation by the North Central Association of Colleges and Secondary Schools are in the President's files, Wisconsin State University-Eau Claire.
 37. *Proceedings of the Board of Regents of State Colleges*, 1953-55, Resolution 1063.
 38. *Ibid.*, 1955-1958, Resolutions 1276 and 1303.
 39. Both Dr. Haas and Dr. Hibbard graduated from Eau Claire State Teachers College in the 1930's. Dr. Haas earned the Ph.M. from the University of Wisconsin and the Ph.D. from the University of Minnesota. Dr. Hibbard received the M.A. degree from Northwestern University and also from the Fletcher School of Law and Diplomacy and the Ph.D. from Northwestern University.
 40. Analysis prepared by Dr. Leonard Haas as dean of instruction, published in the *Faculty Bulletin*.
 41. Baccalaureate degrees awarded are 4,884 in education; 1,459 in liberal arts, of which 108 are the bachelor of science in medical technology, and 85 from the School of Business in its first year. Graduate degrees awarded through 1967 were 39.

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